

ACADEMIC CATALOG

SOFIA UNIVERSITY

California & Global (Online)

2021 - 2022



SOFIA
UNIVERSITY

2021 | 2022 COURSE CATALOG

Effective July 1, 2021

This document serves as an official record of Sofia University's academic program requirements and policies for students entering in Summer 2021 through Spring 2022. It includes a directory of undergraduate and graduate degree programs, course descriptions, and policies related to student conduct, academic performance, and progress toward successful degree completion. It is subject to correction as needed and may be revised annually.

Sofia University is an equal opportunity educator and employer.

This publication is available in alternative formats upon request. Contact:

Office of Admissions, 1069 East Meadow Circle, Palo Alto, California 94303-4231 | (888) 820-1484

Sofia University 2021 – 2022

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PRESIDENT'S WELCOME

Welcome to Sofia University

As we celebrate our 46th year as an institution of higher learning in the dynamic Silicon Valley, California, I welcome you to Sofia University as your educational partner. Accredited by WASC Senior College and University Commission, Sofia University is a unique institution of higher learning founded on the principles of humanistic and transpersonal psychology.

As you embark on your personal and professional journey, you will discover the contribution that Sofia University's mission can make to fulfilling your goals. Since its founding in 1975, Sofia has remained dedicated to academic excellence with a shared commitment to authenticity, inclusivity, cultural humility, ecological stewardship, and service to others.

As you envision your personal and professional future, we are here to support you by providing applied, professional, and demand-driven undergraduate degree completion programs, specialized masters' programs in psychology, computer science and business, and highly recognized and valued doctoral degrees.

We are delighted to welcome you to a learning community committed to each other and to pursuit of excellence in higher education. We are proud of our faculty, staff, students, and alumni. Our goal is to partner with students to help them on their learning journey. As a result, the students who have passed through Sofia University have gone on to experience life-changing pursuits, as well as to positively impact the world around them. These graduates include more than 1,800 having earned master's degrees, and 600 having earned doctoral degrees.

Sofia is committed to core values such as humility, inclusivity, and service to others. We take those elements of our mission statement seriously and strive to do all things with transparency and integrity. My hope is that your experience will exceed your expectations, and that you will contribute as well as gain from your engagement with the Sofia University community.



Allan Cahoon, PhD
President

DISCLOSURE STATEMENT

This Catalog and its contents are subject to change without notice as the University deems necessary and appropriate. All disputes regarding University compliance with the contents are subject to exclusive resolution under the Institutional Grievance Procedure. Students are provided a copy of this document at the time of enrollment, and this document is maintained on the Sofia University website at

<https://www.sofia.edu/academic-catalog>

Students are expected to keep themselves apprised of any changes and are held responsible for knowledge of policies, procedures, and requirements contained in this Catalog.

INSTITUTIONAL ACCREDITATION

WASC – Senior College and University Commission

Sofia University has been accredited by the nation’s premier regional accreditation body for higher education, the WASC Senior College and University Commission (WSCUC), since 1998. Through its rigorous review process, WSCUC confirms that Sofia University possesses the resources, policies, and practices to achieve its educational goals, and shows a dedication to the improvement and accountability of its programs. In 2015, Sofia University was re-accredited until 2022. Information regarding Sofia University and WSCUC may be obtained at:

| |
|--|
| WASC Senior College and University Commission |
| 985 Atlantic Avenue, Suite 100 Alameda, CA 94501 |
| Phone: (510) 748-9001 Fax: (510) 748-9797 |
| www.wascsenior.org |

BPPE – California Bureau for Private Postsecondary Education

Sofia University is on the California Bureau for Private Postsecondary Education (BPPE) Listing of Accredited Institutions and Programs. Sofia University is a private institution that is approved to operate by the BPPE. Approval to operate means the institution has met the minimum standards set forth by the California Education Code and Title 5, Division 7.5 of the California Code of Regulations. Any questions a student may have regarding this Catalog that have not been satisfactorily answered by the University may be directed to:

| | |
|--|--|
| Bureau for Private Postsecondary Education | |
| 2535 Capitol Oaks Drive, Suite 400 Sacramento, CA 95833 | P.O. Box 980818 West Sacramento, CA 95798 |
| Telephone: (916) 431-6959 or (888) 370-7589 Fax: (916) 263-1897 www.bppe.ca.gov | |

Prospective students are encouraged to review this Catalog before signing an Enrollment Agreement. Students are encouraged to review the School Performance Fact Sheet, which must be provided before signing an Enrollment Agreement.

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 may be obtained on the bureau’s website (see above).

CHEA – Council for Higher Education Accreditation

Sofia University is on the Council for Higher Education Accreditation’s Listing of Accredited and Candidate Institutions (CHEA).

QUARTER SCHEDULE

| SUMMER 2021 QUARTER (July 6, 2021 – September 13, 2021) | |
|--|---|
| May 28, 2021 | Registration opens for Summer quarter |
| June 30, 2021 | Orientation for Residential Programs |
| July 5, 2021 | Independence Day Observed |
| July 6, 2021 | First day of quarter; Late registration |
| July 13, 2021 | Last day for add/drop (census date) |
| September 6, 2021 | Labor Day |
| September 13, 2021 | Last day of classes |
| September 14 – October 3, 2021 | University Recess |

| FALL 2021 QUARTER (October 4, 2021 – December 14, 2021) | |
|--|--|
| August 27, 2021 | Registration opens for Fall quarter |
| September 16 – 25, 2021 | MACP Intensive |
| September 18 – 22, 2021 (TNTV) | MATP/PHD Seminar |
| September 29, 2021 | Orientation for Residential Programs |
| October 4, 2021 | First day of classes; Late registration |
| October 11, 2021 | Last day to add/drop (census date) |
| November 11, 2021 | Veterans Day |
| November 25 – 26, 2021 | Thanksgiving Break (Thursday & Friday) |
| December 13, 2021 | Last day of classes |
| December 14, 2021 – January 9, 2022 | University Recess (federal holidays Dec 24 & Dec 31) |

| WINTER 2022 QUARTER (January 10, 2022 – March 21, 2022) | |
|--|---|
| November 30, 2021 | Registration for Winter quarter |
| January 5, 2022 | Orientation for Residential Programs |
| January 10, 2022 | First day of classes; Late registration |
| January 17, 2022 | MLK Day |
| January 18, 2022 | Last day to add/drop (census date) |
| February 21, 2022 | President's Day |
| March 21, 2022 | Last day of classes |
| March 22 – April 3, 2022 | University Recess |

| SPRING 2022 QUARTER (April 4, 2022 – June 13, 2022) | |
|--|---|
| February 25, 2022 | Registration opens for Spring quarter |
| March 24 – April 2, 2022 | MACP Intensive |
| March 26 – 30, 2022 (TNTV) | MATP/PHD Seminar |
| March 30, 2022 | Orientation for Residential Programs |
| April 4, 2022 | First day of classes; Late registration |
| April 11, 2022 | Last day to add/drop (census date) |
| May 30, 2022 | Memorial Day |
| June 13, 2022 | Last day of classes |
| June 13 – July 5, 2022 | University Recess |
| June 18, 2022 | Sofia Commencement |

LOCATIONS

Main Location

Sofia University's campus consists of one main building located at 1069 East Meadow Circle in Palo Alto, California. The University occupies approximately 46,000 square feet, which includes classrooms, our library, a computer lab, a student resource center, a student lounge, as well as faculty and administrative offices.

All residential classes are held at this location. There are two entrances to the 1069 building: the reception area, which faces East Meadow; and the classroom area entrance, which is accessed from the parking lot. The building features an open-air central courtyard, which affords the school a circular flow to the floor plan.

Sofia University's location in the heart of Palo Alto and nearby Silicon Valley provides opportunities for students to learn about the impact of transpersonal psychology on such fields as counseling, computer science, and business leadership. Our location ensures that student peers are drawn from across the globe, bringing a multi-cultural and cross-national perspective.

Branch Location

Sofia University is approved to offer all its degree programs at a branch campus located in Orange County, CA: 3333 Harbor Blvd, Costa Mesa, CA 92626. The home of the former Whittier Law School, the campus consists of four buildings spread across 14 acres. Just minutes from the I-405 freeway, the campus contains over 700 parking spaces, with a range of classrooms, including four seminar rooms and eight large lecture halls.

Orange County is home to several Fortune 500 and 1000 companies. Known for its proximity to many beaches and resorts along the Pacific Ocean, the Orange County economy includes leaders in business and professional services, healthcare services, information technology, and logistics and transportation (www.ocwib.org/labor).

BOARD OF TRUSTEES

David Figuli, J.D., Chair
Evergreen, CO

Martin Dresner, Ph.D, Vice Chair
College Park, MD

Kathryn Laurin, Secretary
Victoria, BC Canada

Menglin Cao, Ph.D.
San Francisco, CA

Lei Fu
Palo Alto, CA

Allen Huang, Ph.D.
Colorado Springs, CO

William Hynes, Ph.D.
Berkeley, CA

Michael Zhu
Vancouver, BC Canada

Miao Yang, *Ex Officio*
Vancouver, BC Canada

UNIVERSITY ADMINISTRATION

Allan Cahoon, Ph.D.

Acting President

Chris Nguyen

Vice President of Administration

Chief Financial Officer

Steven J. Gold, Ph.D.

Associate Vice President of Innovation

Carol Lee Humphreys, Ph.D.

Vice President Academics

Provost

Accreditation Liaison Officer

GENERAL INFORMATION

History

Sofia University, formerly known as the Institute of Transpersonal Psychology (ITP) and founded in 1975, is a private, WSCUC-accredited institution. Historically, the University's academic emphasis has been on providing graduate degree programs in Transpersonal Psychology. We define Transpersonal Psychology as the scientific study of the full range of human experience, which includes the pain of trauma and dysfunction on the one hand, and heights of creativity, intuition, and peak functioning on the other. The University has since broadened its program offerings and has integrated a transpersonal focus into all its new degree programs and disciplines, including master's degrees in Business Administration and Computer Science and bachelor's completion programs in Business Administration and Psychology.

The graduate school curriculum, initially developed by founder and President Emeritus Robert Frager, PhD, focused on six areas of inquiry: the intellectual, emotional, spiritual, physical, social, and creative aspects of life. For further personal development, all on-campus students received instruction in aikido, a Japanese martial art. Although aikido is not a required element of the curriculum today, the University offers other opportunities for students and faculty to engage in embodied practice and experiential ways of knowing and learning.

As the world around us, across the globe and within California has been transforming the ways people live, especially the role of technology in daily life, Sofia University aims to bring its unique perspective to contemporary challenges. Based on a transpersonal philosophy, Sofia continues to offer programs centered at the heart of the timeless human experience (through programs in clinical psychology, counseling, and transpersonal psychology) and, simultaneously, to develop new programs that balance questions about personal wellness, human growth, and social transformation with emerging trends in business and computer science.

Mission

Sofia University is a passionate, dynamic learning community that fosters multiple ways of knowing. We are dedicated to academic excellence with a shared commitment to authenticity, inclusivity, cultural humility, ecological stewardship, and service to others. Our curricula focus in six areas of inquiry: the intellectual, emotional, spiritual, physical, social, and creative aspects of life.

Vision

Sofia University aspires to be a globally conscious leader in transformative education and, thus, to empower students with intellectual growth, ethical reasoning, and the development of emotional intelligence.

Institutional Learning Outcomes

Upon successful completion of a degree program at Sofia University, students will be able to:

I: Transformation (person-centered)

- Outcome I-A: *Describe and reflect upon their personal transformation in the context of a curriculum focused on whole-person development and ethical reasoning*
- Outcome I-B: *Apply transpersonal principles to their life and work, individually and in community*

II: Integration (learning-centered)

- Outcome II-A: *Incorporate multiple domains of knowing, learning, and being throughout their lives*
- Outcome II-B: *Communicate authentically and effectively in adherence to conventions for scholarly research, audience engagement, achievement of goals, and personal reflection*

III: Application (praxis-centered)

- Outcome III-A: *Contribute ethically and with insight to the flourishing of society and the natural environment*
- Outcome III-B: *Employ rigorous and innovative modes of inquiry to design and implement transformative solutions to professional and societal challenges*

Core Values

| | | |
|-------------------|-------------|---------------------|
| Service | Stewardship | Transformation |
| Cultural Humility | Commitment | Academic Excellence |
| Inspiration | Innovation | Emotional Awareness |

DEGREES OFFERED

Sofia University is recognized by its regional accreditor, the WASC Senior College and University Commission, to award eight degrees from bachelor's through doctoral levels.

Undergraduate

- Bachelor of Arts in Psychology (BAP – degree completion program) (Online + Low-residency)
- Bachelor of Science in Business Administration (BSB – degree completion program) (Online + Low-residency)

Master's Level

- Master of Arts in Counseling Psychology (MACP) (Online + Low residency)
- Master of Arts in Transpersonal Psychology (MATP) (Online + Low residency)
- Master of Business Administration (MBA) (Hybrid)
- MBA in Analytics (STEM) (Hybrid)
- Master of Science in Computer Science (MSCS) (Hybrid)

Doctoral Level

- Doctor of Philosophy in Transpersonal Psychology (PhD) (Online + Low residency)
- Doctor of Psychology in Clinical Psychology (PsyD) (Campus)

Delivery of Instruction

Sofia offers several modes of instruction and defines each program based on the predominant mode of delivery. The three delivery modes are defined as follows:

- **Online + Low-residency** programs provide the majority of instruction through a Learning Management System, an online platform for sharing all course materials (including readings, quizzes and other assignments, audio-visual presentations, etc.), plus scheduled face-to-face retreats, intensives, or seminars one or more times during the year. (Each program determines the frequency, length, and attendance requirements for these face-to-face sessions. See the respective descriptions of degree requirements elsewhere in this Catalog.) Some online courses may require synchronous (“real time”) teleconference sessions; these are noted in course descriptions.
- **Hybrid** programs combine fully online courses with those conducted face-to-face on one of the University's two campuses (Costa Mesa or Palo Alto, CA). Each quarter, students will be able to enroll in some courses that are delivered online and some that involve campus attendance. Some campus courses may use the Learning Management System to post the syllabus, readings, and supplementary materials; however, the majority of work for such courses occurs in the face-to-face campus classroom.

- **Campus** programs can only be completed through coursework conducted at Sofia’s physical campus location. Some courses may use the Learning Management System to post the syllabus, readings, and supplementary materials; however, the majority of work for each course occurs in the face-to-face campus classroom.

Degree Program Codes

| Institution's Program Name | CIP Code | SOC Code | Year Implemented | Number of Weeks | Credit Hours | Type |
|--|----------|----------|------------------|-----------------|--------------|---------|
| Bachelor of Arts in Psychology | 42.9999 | 19-3039 | 2013 | 104 | 90 | Quarter |
| Bachelor of Science in Business Administration | 52.9999 | 11-9199 | 2016 | 156 | 90 | Quarter |
| Master of Arts in Counseling Psychology | 42.9999 | 19-031 | 1988 | 120 | 90 | Quarter |
| Master of Arts in Transpersonal Psychology | 42.9999 | 19-3039 | 1975 | 156 | 90 | Quarter |
| Master of Business Administration Work Integrated Learning | 52.0201 | 11-1010 | 2016 | 104 | 48 | Quarter |
| *Master of Business Administration STEM | 52.1301 | 11-1010 | 2021 | 104 | 48 | Quarter |
| Master of Science in Computer Science | 11.0701 | 15-1100 | 2014 | 104 | 48 | Quarter |
| Pathway: Master of Business Administration and Master of Science in Computer Science | 11.0701 | 15-1100 | 2021 | 104–129 | 60 | Quarter |
| Doctor of Philosophy in Transpersonal Psychology | 42.2807 | 19-3039 | 1975 | 130 | 75 | Quarter |
| Doctor of Psychology in Clinical Psychology | 42.2801 | 19-3031 | 2009 | 156–260 | 75**–120*** | Quarter |

*Pending approval

**Pending WSCUC accreditation

**Students entering with 45 credit units will have to complete 75 credit units

***Students entering with bachelor's degree and no graduate transfer units will need to complete 120 credit units

ADMISSIONS

Sofia University’s programs are designed to encourage the development of strong dialogical, analytical, clinical, technical, and critical thinking skills, and promote professional development and self-awareness. The University seeks students who have already developed a clear sense of their capabilities and are prepared to make a strong commitment to their intellectual, professional, spiritual, and emotional growth.

UNDERGRADUATE APPLICATION REQUIREMENTS

(Please refer to each program description for additional application requirements.)

The University offers students who have completed an associate degree, or some college credit without having received a degree, the opportunity to complete a bachelor’s degree. Students who wish to apply for admission to one of Sofia’s bachelor’s completion programs must have successfully attained at least 75 quarter units (50 semester units) of college-level work, of which no fewer than 40 quarter units (30 semester units) fulfill General Education requirements, may be considered for admissions. Students with a completed associate degree must have completed the equivalent of the General Education requirements as established by Intersegmental General Education Transfer Curriculum (IGETC) in the State of California.

Students may transfer a maximum of 132 quarter units (88 semester units) from an accredited university or the equivalent. These units can be earned through a combination of the following:

- Academic work completed at a regionally accredited college or university.
- Credit granted through the College Level Examination Program (CLEP) (Note: Sofia will transfer in a maximum of 45 quarter units or equivalent earned through CLEP.)
- Credit granted through the Defense Activity for Nontraditional Education Support (DANTES) Subject Standardized Tests (DSST) lower division. (Note: Sofia will accept the transfer of a maximum of 45 quarter units or equivalent earned through DANTES.)

Applicants are encouraged to consult an Admissions Counselor and Academic Advisor for a review of completed transfer units and the most likely listing of courses that will be needed to complete the bachelor’s program. Given that students enter Sofia’s bachelor’s completion programs with a variety of previous college experiences, degree plans are created to meet each individual circumstance in relationship to degree requirements. Admitted students must complete a minimum of 48 quarter units while enrolled at Sofia to earn a bachelor’s degree.

Application Materials

- Application form
- Application fee
- Official copies of all college or university transcripts
- Proof of English Proficiency
- Transcript evaluation (international applicants only)

Criteria for Admission and Prerequisites

- Completion of between 75 quarter units (50 semester units) and a maximum of 132 quarter units (88 semester units)
- A cumulative GPA of 2.0 or higher across all college-level work
- A designation of “good standing” at the last college or university attended
- For students without an associate degree, completion of a minimum of 40 quarter units (30 semester units) of college coursework with a grade of C or better in some combination of the following General Education requirements:
 - Oral Communication: A public speaking course
 - Written Communication: A freshman English composition course
 - Critical Thinking: A course in logic, argumentation or debate, or advanced composition
 - Mathematics and Quantitative Reasoning: A mathematics course with intermediate algebra as a prerequisite or equivalent
 - Arts and Humanities: One or more courses that examine artistic, cultural, and/or philosophical perspectives on the human condition, including the study of language
 - Social and Behavioral Sciences: One or more courses that examine affective, cognitive, and/or interactional and societal dimensions of individual and group behavior
 - Biological and Natural Sciences: One or more courses that employ the scientific method in an examination of biological, chemical, and/or physical processes

Non-transferable Units or Credits: Continuing education courses, vocational courses, and non-credit workshops are not generally considered college-level work and may not transfer to one of Sofia’s bachelor’s degree completion programs.

Students who have completed a “capstone” or other final integrative course in their major at another institution may transfer the units to a Sofia bachelor’s degree. However, such courses do not substitute for the capstone course(s) required in the individual degree programs.

Physical Education Coursework: A maximum of nine quarter units of Physical Education will be accepted as transfer units into a Sofia bachelor’s degree program.

GRADUATE APPLICATION REQUIREMENTS

(Please refer to each program description for additional application requirements.)

Master of Arts in Counseling Psychology**Application Materials**

- Application form
- Application fee

- Statement of Purpose that includes answers to the following questions:
 - What are your future goals that earning a degree from Sofia can fulfill?
 - What are your expectations of the program concerning academic requirements, experiential work, and community environment?
 - Upon graduation, how do you plan to contribute to the greater community?
 - Upon graduation, in what clinical setting do you see yourself working?
 - The MACP is considered an Online + Low-residency degree program. What is your experience with self-directed or online learning? Have you done any independent research or projects?
- Two letters of recommendation
- Official college or university transcripts
- Proof of English Proficiency
- Transcript evaluation (international applicants only)
- Interview

Criteria for Admission and Prerequisites

- Applicants are required to have a bachelor's degree or higher from an accredited college or university or international equivalent with a minimum GPA of 3.0.
- Students without a background in psychology or related field as determined by the Program Chair may be required to take some prerequisite psychology classes.

Master of Arts in Transpersonal Psychology

Application Materials

- Application form
- Application fee
- Statement of Purpose with a brief autobiography
- One letter of recommendation
- Official college or university transcripts
- Proof of English Proficiency
- Transcript Evaluation (international applicants only)

Criteria for Admission and Prerequisites

- Applicants are required to have a bachelor's degree or higher from an accredited college or university or international equivalent with a minimum GPA of 3.0.
- Students without a background in psychology or a related field as determined by the Program Chair may be required to take some prerequisite psychology classes.

Master of Business Administration / Master of Business Administration in Analytics STEM

Application Materials

- Application form
- Application fee

- Statement of Purpose
- Official college or university transcripts
- Proof of English Proficiency
- Transcript Evaluation (international applicants only)

Criteria for Admission and Prerequisites

- Applicants are required to have a bachelor's degree or higher from an accredited college or university or international equivalent with a minimum GPA of 3.0.
- Students without a background in business administration or related field as determined by the Program Chair may be required to take some prerequisite classes.

Master of Science in Computer Science / Master of Science in Computer Science STEM

Application Materials

- Application form
- Application fee
- Official college or university transcripts
- Statement of purpose and biography
- Proof of English Proficiency
- Transcript evaluation (international applicants only)

Criteria for Admission and Prerequisites

- Applicants are required to have a bachelor's degree or higher from a regionally accredited college or university or international equivalent with a minimum GPA of 3.0.
- Students without a background in computer science or related field as determined by the Program Chair may be required to take some prerequisite classes.

Doctor of Philosophy in Transpersonal Psychology

Application Materials

- Application form
- Application fee
- Statement of Purpose
- Resume or *Curriculum Vitae*
- Two Letters of Recommendation
- Official college or university transcripts
- Proof of English Proficiency
- Transcript Evaluation (international applicants only)

Criteria for Admission and Prerequisites

- Applicants are required to have a master's degree or higher from an accredited college or university with a minimum GPA of 3.0.
- Students without a background in psychology or a related field as determined by the

Program Chair may be required to take some prerequisite psychology classes.

Doctor of Psychology in Clinical Psychology

Application Materials

- Application form
- Application fee
- Statement of Purpose: The Statement should be double-spaced and no more than 750 words; it should address why the student is specifically applying to Sofia University. The applicant should provide answers to the following questions:
 - What is in your education and life experience that makes this program a good fit for you?
 - What are your career goals after you complete your degree?
- Resume or *Curriculum Vitae*
- Two letters of recommendation
- Official college or university transcripts
- Proof of English Proficiency
- Transcript Evaluation (international applicants only)
- Interview

Criteria for Admission and Prerequisites

- Applicants are required to have a bachelor's degree or higher from an accredited college or university with a minimum GPA of 3.0 in psychology or a related field as determined by the Program Chair. Other majors will be considered by the Program Chair on a case-by-case basis.
- If a student has graduate training in psychology, they may apply to be admitted with advanced standing. Up to 45 quarter units of graduate credit can be applied toward the Sofia PsyD program. A student or applicant wishing advanced standing may ask for an individual transcript review by an Academic Advisor or the PsyD Program Chair.

Transfer Credit for Graduate Degree Programs: Sofia University provides a variety of on-campus and online graduate programs to suit the needs of our students. Students may transfer up to 9 units, subject to Sofia approvals, from accredited colleges or universities. Some programs may set additional criteria and allowances for transfer credit.

GENERAL INFORMATION ABOUT ADMISSIONS PROCESS

Admissions Catalog Provision: During the admissions process, prospective students are provided with an electronic copy of the Academic Catalog via email. This Catalog contains descriptions of each academic program, curriculum format, dissertation, practicum, internship information, as well as general information about the University and relevant policies.

Admissions Application: To ensure that space is available at the time of preferred entry into a

degree program, it is recommended that applications be submitted at least 12 weeks before the start of the quarter or the opening intensive or seminar in the case of Online + Low-residency programs. Programs may set additional limitations on when students may enter. *NOTE:* Prospective students can submit an initial application before all materials are complete.

Application Fee: A non-refundable fee of \$50 (U.S. dollars) is required with an application. Applicants may pay by check, money order, credit card, or online.

Retention of Application Materials: Application materials from accepted applicants who do not matriculate in a program will be retained in the Office of Admissions. All application materials will be destroyed after six months.

Enrollment Agreement: Before signing the Enrollment Agreement, each student will be provided a Student Performance Fact Sheet appropriate to the selected degree. This fact sheet discloses the recent history of students' performance and completion rates for the specific degree. The student must initial and date the Student Performance Fact Sheet and a copy is maintained in the student's file.

The final step in the admissions process is the completion of the Enrollment Agreement (see Admissions Checklist). The Admissions Counselor completes all required elements on the Agreement, ensures the student has initialed as confirmation, and then coordinates with the Registrar to have the student and Sofia University's Institutional Representative sign the completed Agreement. The completed Agreement must then be combined with the admissions (applicant) records and those documents transferred to the newly admitted Student Record (a copy is also provided to the student).

When signing an Enrollment Agreement, students acknowledge receipt of the Academic Catalog and agree to abide by the policies, rules, and regulations of the University.

Enrollment Status: Each student enrolled at the University is assigned an enrollment status. Status is used to track progress through the program and to determine billing. A student's enrollment status is determined by the number of units enrolled in for any given quarter. The chart below outlines the requirements for each enrollment status.

| Level | Half-Time (Minimum) | Full- Time (Minimum) |
|--|------------------------|-------------------------|
| Undergraduate Students | 6 Units | 12 Units |
| Graduate Students | 3 Units | 9 Units |
| Doctoral Students who are enrolled in a Dissertation course while completing other degree requirements | 3 Units | 5 Units |

| | | |
|---|-----|---------|
| Doctoral Students who have advanced to Candidacy* | N/A | 3 Units |
|---|-----|---------|

* *Candidacy for doctoral students is defined as the point where all degree requirements (all coursework except the dissertation and PsyD internship) have been successfully completed. At the stage that students reach Candidacy, registration for three units of Dissertation coursework or continuation is considered full-time status. Doctoral students who have not reached Candidacy are considered full-time with a minimum enrollment in five units per quarter.*

Students who participate in Federal Title IV Financial Aid Programs will have their enrollment status reported to the National Student Loan Data System (NSLDS) each quarter as required by Federal Title IV Regulations. A student's enrollment status, along with other factors, determines that student's eligibility for certain types of financial aid, as well as that student's ability to defer loan repayments. Student's must be enrolled at least half-time in order to receive any federal loans and/or qualify for continued deferral of repayment for any federal loans previously received.

International Student Admissions: Sofia University is authorized under federal law to enroll nonimmigrant aliens as students. Final authority to grant entry into the United States rests solely with the U.S. Bureau of Citizenship and Immigration Services (UCIS.) *Note:* Application requirements are program specific. Please see Undergraduate Application Requirements and Graduate Application Requirements for more information.

Transcript Evaluation: If required, Sofia will convert international GPAs before conducting an application evaluation. Applicants submitting transcripts from outside the United States may submit document-by-document GPA report equivalent to a bachelor's or master's degree in the U.S. A course-by-course GPA report will be required if you wish to transfer course-credits to Sofia University. Official transcripts evaluation report must be done by an approved NACES agency (<https://www.naces.org/members>) and sent directly to the Office of the Registrar at registrar@sofia.edu or via post to:

Sofia University
Office of the Registrar
1069 East Meadow Cr.
Palo Alto, CA, 94303 USA

Conditional Acceptance: Some applicants are accepted conditionally into a program, pending completion of prerequisite courses or receipt of the remainder of the application materials. If prerequisite courses are needed, the applicant is required to submit an Action Plan provided by the Program Chair detailing how these requirements will be completed. This plan should accompany the applicant's acceptance letter and must be returned to the Office of Admissions along with the Acceptance Form and deposit. Failure to adhere to the timetable of the Action Plan will result in academic probation, suspension, and ultimately administrative withdrawal from the program.

Deferral of Entry: Applicants who have been accepted into a program but wish to delay their enrollment must submit their acceptance form and deposit along with a written request to

defer admission for up to one year. Accepted applicants who choose not to enter after deferring will be required to begin the application process from the start should they choose to apply for entry at a later date.

Readmission Policy: Withdrawn students are required to adhere to the following readmission policy regardless of when they withdrew from the University and regardless of the number of courses they have to complete and earn their degree.

- Applications for readmission are considered on the basis of the same criteria as those for new applicants in effect at the time of submission.
- Doctoral students who achieved candidacy but withdrew in good standing should contact the Program Chair to determine whether they need to complete additional coursework due to a change in the curriculum.
- Students who were asked to leave the University because of difficulties with satisfactory academic progress may be required to submit additional documentation demonstrating how they have resolved the issues that led to poor academic performance.
- Students who were withdrawn due to non-payment of tuition must resolve outstanding balances before a readmission decision will be made.
- Applications from permanently dismissed students will not be considered.
- Students who re-enter a program are subject to the graduation requirements in place at the time of re-entry.

Students who have withdrawn from one program and who wish to enroll in a different program should contact the Office of Admissions for details about their readmission. The following application materials are required of all students seeking readmission:

- Completed application form and application fee
- Any additional items requested by the Office of Admissions
- Applications for readmission will be considered under the same criteria as new applicants in effect at the time

Once all materials have been submitted to the Office of Admissions, the applicant's file will be reviewed, and upon acceptance, the applicant will be required to submit a non-refundable acceptance deposit.

Note: Students who re-enter the University will be subject to the graduation requirements for the program in place at the time of re-entry. Tuition is charged at the then-current published rate. Any questions regarding this policy should be directed to the Office of Admissions.

English Proficiency Requirements: If your native language is not English but you have been instructed in the English language, you are not necessarily exempt from the Test of English as a Foreign Language (TOEFL), the Test of Written English (TWE), and the Oral Proficiency Interview (OPI) requirements.

If you meet **at least one** of the following requirements, **you are exempt** from TOEFL/TWE/OPI:

- Your native language is English.
- You have completed all secondary or postsecondary education in the United States, Canada, or other another English-speaking country.
- Attended a U.S. educational institution for 1 year or more and earned a degree (not a certificate) with a 3.0 Cumulative Grade Point Average (CGPA) or higher.
- Attended an institution in a country where the native language is English for 1 year or more and earned a degree (not a certificate) with a 3.0 cumulative GPA or higher.
- Attended an institution for a year or more and earned a degree (not a certificate) with a 3.0 cumulative GPA or higher where the official language of the institution was English for all coursework.
- Attended and successfully completed a Sofia-approved Intensive English Program in the U.S. (Please contact the Office of Admissions for an approved list of English programs).
- Have taken a different English proficiency exam and achieved an equivalent score that meets Sofia’s requirement. Please send your official valid English score to the Office of Admissions.

**English scores cannot be older than 2 years at the time that is submitted to Sofia University*

The following countries are also exempt from TOEFL/TWE/OPI:

| | | |
|---------------------|----------------------|--------------------------|
| Antigua and Barbuda | Cayman Islands | Liberia |
| Anguilla | Dominica | New Zealand |
| Australia | Ghana | Saint Lucia |
| Barbados | Great Britain (U.K.) | South Africa |
| Bermuda | Grenada | St. Kitts Nevis Ang. |
| Bahamas | Greenland | Trinidad & Tobago |
| Belize | Guyana | Virgin Islands (British) |
| Canada | Jamaica | Virgin Islands (U.S.) |

Bachelor's Degree

| Test | Minimum score required for full admission | How to submit your English score |
|--|---|---|
| <u>Test of English as a Foreign Language (TOEFL) Internet Based Test (IBT)</u> | 61 | Official English score sent by Test Center; Sofia University School Code:9770 |
| <u>TOEFL Computer Based Test (CBT)</u> | 173 | Official English score sent by Test Center; Sofia University School Code:9770 |
| <u>TOEFL Paper Based Test (PBT)</u> | 500 | Official English score sent by Test Center; Sofia University School Code:9770 |
| <u>International English Language Test System (IELTS)</u> | 6.0 | Official English score sent by Test Center |
| <u>Person Test of English Academic (PTE Academic)</u> | 50 | Official English score sent by Test Center |
| <u>International Test of English Proficiency (iTEP)</u> | 3.5 | Official English score sent by Test Center |
| <u>Cambridge English Exams</u> | 169 | Official English score sent by Test Center |
| <u>Duolingo English Test</u> | 85 | Official English score sent by Test Center |

Master's and Doctoral Degree

| Test | Minimum score required for full admission | How to submit your English score |
|--|---|--|
| <u>Test of English as Foreign Language (TOEFL) Internet Based Test (IBT)</u> | 79 | Official English score sent by Test Center; Sofia University School Code: 9770 |
| <u>TOEFL Computer Based Test (CBT)</u> | 212 | Official English score sent by Test Center; Sofia University School Code: 9770 |
| <u>TOEFL Paper Based Test (PBT)</u> | 548 | Official English score sent by Test Center; Sofia University School Code: 9770 |
| <u>International English Language Test System (IELTS)</u> | 6.5 | Official English score sent by Test Center |
| <u>Person Test of English Academic (PTE Academic)</u> | 50 | Official English score sent by Test Center |
| <u>International Test of English Proficiency (iTEP)</u> | 4.0 | Official English score sent by Test Center |
| <u>Cambridge English Exams</u> | 176 | Official English score sent by Test Center |
| <u>Duolingo English Test</u> | 90 | Official English score sent by Test Center |

GENERAL FEES

Tuition and Fees

The President and the Board of Trustees, based upon recommendations of the University Budget Committee and the Finance Committee of the Board, set tuition and fee rates. Tuition and fees are usually announced in the spring for the following academic year. Students should anticipate annual increases in tuition and fees. All dollar amounts refer to U.S. funds.

Students must sign an Enrollment Agreement before beginning classes at Sofia University. The Enrollment Agreement includes topics about tuition and fees, billing, attendance, financial assistance, and other matters of enrollment.

| Program Tuition and Estimated Costs | | | | | |
|-------------------------------------|---------------|-------------|--------------------------|-----------------------|----------------------|
| Degree Program | Per Unit Cost | Total Units | Average Time to Complete | Estimated Annual Cost | Estimated Total Cost |
| Bachelor's | | | | | |
| BA and BS Completion | \$350 | 90 | 2 years | \$15,750 | \$31,500 |
| Master's | | | | | |
| MACP | \$650 | 90 | 3 years | \$19,500 | \$58,500 |
| MATP | \$650 | 48 | 2 years | \$15,600 | \$31,200 |
| MBA | \$470 | 48 | 2 years | \$11,280 | \$22,560 |
| MBA STEM | \$470 | 48 | 2 years | \$11,280 | \$22,560 |
| MSCS | \$470 | 48 | 2 years | \$11,280 | \$22,560 |
| MBA/MCSC | \$470 | 60 | 2.5–3 years | \$11,280 | 28,200.00 |
| Doctoral | | | | | |
| PhD | \$950 | 75 | 3 years | \$23,750 | \$71,250 |
| PsyD* | \$950 | 75 | 3 years | \$23,750 | \$71,250 |
| PsyD** | \$950 | 120 | 5 years | \$22,800 | \$114,000 |

*Students entering with 45 graduate transfer units.

**Students entering with bachelor's degree and no graduate transfer units.

| Fees Table 2021–22 | | |
|----------------------|--|-------|
| Fee Type | Fee Description | Cost |
| Orientation Fee* | *Non-Refundable | \$25 |
| Acceptance Fee* | Domestic/International Students –*Non-Refundable | \$200 |
| Application Fee* | All Student Applicants -*Non-Refundable | \$50 |
| Student Services Fee | All Students (Technology and Student Activities - Quarterly) | \$125 |

| Fees Table 2021–22 | | |
|--------------------|---|-------|
| Fee Type | Fee Description | Cost |
| Graduation | All students who complete their degree requirements and wish to receive a diploma (participation in commencement is included) | \$175 |

| Miscellaneous Fees | | |
|--------------------|--|--------|
| Fee Type | Fee Description | Cost |
| Additional Diploma | Replacement cost or for additional copies of Diploma. | \$50 |
| Bounced Check | Administration fee for a returned check. | \$50 |
| Late Registration | Additional Administrative Charge for Registering Late. | \$100 |
| STRF Fee* | Student Tuition Recovery Fund Fee (*non-refundable) per \$1000 Tuition | \$0.00 |

Housing and Estimated Cost of Attendance

Sofia University is based in the city of Palo Alto. Neighboring cities include Sunnyvale, Mountain View, San Jose, Santa Clara, and Redwood City. The average rent prices include the following:

- Studio: \$1,500–\$2,200
- 1-Bed 1-Bath: \$1,800–\$3,200
- 2-Bed 2-Bath: \$3,300–4,200

Housing is not available on campus; the University assumes no responsibility to find housing for students. There is a bulletin board on campus for students who are looking for housing. Students are encouraged to use online services to find roommates, potential housing, and commuting options.

For students enrolled at Sofia’s Orange County campus, the average rental cost is \$2,004 in the county, and \$1,907 in nearby Los Angeles County. The latter requires personal transportation, which should be figured into total monthly costs.

The following costs are estimated costs associated with living off-site but reasonable near the Sofia University Campus such as housing, food, personal care, books, and transportation. These are estimates for budgeting purposes only and are not necessarily reflective of the exact costs that a student may face for such items.

| Estimated Cost of Attendance |
|---|
| Indirect costs associated with living off-site but reasonably near the Sofia University campus (Palo Alto, Costa Mesa), such as housing, personal care, books, transportation, etc. These are estimates for budgeting purposes only, and may not reflect market changes, personal choices and living circumstances, and any other |

| | | | | |
|---|------------------|-----------------------|----------------------|-----------|
| factors of daily living. Transportation may be higher for students enrolled in Online + Low-residency programs. | | | | |
| | Quarterly | Three Quarters | Four Quarters | |
| Housing (Room and Board) | \$7,500 | \$22,500 | \$30,000 | Estimated |
| Books | \$450 | \$1,350 | \$1,800 | Estimated |
| Transportation | \$200 | \$600 | \$800 | Estimated |
| Miscellaneous | \$1,500 | \$4,500 | \$6,000 | Estimated |

Payment and Release of Records: Sofia University releases transcripts and grants degrees only after a student satisfies all financial obligations to the University. All services and records are withheld from students who have any outstanding financial obligation to the University.

Audit Tuition Rate: Students may elect to receive a grade of Audit in a course. This must be done before the end of the quarterly add/drop period. These units are included as part of the per-unit Tuition. Any part-time students or full-time students who have incurred unit charges will be billed for Audit units. Audited classes do not carry credit towards graduation.

Refund Policy: If a student elects to withdraw from the program, they are entitled to a refund of the then-current quarter's tuition on a pro rata basis according to the total number of hours of class time elapsed for the Campus Program and number of days of instruction for the Online Program, up to 60%. Withdrawal before the first day of a quarter entitles the student to a 100% refund (less the acceptance fee for first-time students and Global Additional Deductions if applicable). No refund will be given for withdrawal after 60% of the quarter is complete. Refer to the Refund Policy located on the University website for further information.

Seminar and Retreat Refunds: Funds advanced for Room and Board fees for seminars and retreats will be refunded in full if written notification is received at least two weeks before the beginning of the seminar or retreat. After the two-week limit, no refund is guaranteed, as the policies vary by retreat facility. Room and Board refunds are at the discretion of the party (the University or retreat venue) who took the reservation.

Online + Low-residency Intensive and Seminar Deduction: Students who complete a residential intensive or seminar before withdrawing from an Online + Low-residency program are responsible for the intensive/seminar tuition payment at the for-credit rate. This means, if a student attends a residential event and withdraws, they are responsible for at least this amount of tuition regardless of the withdrawal date.

Disclosure – No Pending Bankruptcy: *Disclaimer:* Sofia University does NOT have a pending bankruptcy, is NOT operating as a debtor in possession, has NOT filed within the preceding five years, and has NOT had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 etseq.).

Student Tuition Recovery Fund Disclosures: The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program and are a California resident, or are enrolled in a residency program and prepay all or part of your tuition.

Students are not eligible for protection from the STRF and are not required to pay the STRF assessment if they are not a California resident or are not enrolled in a campus program.

It is important that students keep copies of their Enrollment Agreement, financial aid documents, receipts, or any other information that documents the amounts paid to the school. Questions regarding the STRF may be directed to:

Bureau for Private Postsecondary Education
2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833
(916) 431-6959 or (888) 370-7589

To be eligible for STRF, students must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

- The institution, a location of the institution, or an educational program offered by the institution, was closed or discontinued, and the student did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
- The student was enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution or was enrolled in an educational program within the 120-day period before the program was discontinued.
- The student enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
- The institution has been ordered to pay a refund by the Bureau but has failed to do so.
- The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the

institution in excess of tuition and other costs.

- The student has been awarded restitution, a refund, or another monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but has been unable to collect the award from the institution.
- The student sought legal counsel that resulted in the cancellation of one or more student loans and has an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless another act of law has extended the period.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

STUDENT SUPPORT SERVICES

Student Life at Sofia University: Sofia University students come from diverse backgrounds including teachers, engineers, body workers, homemakers, lawyers, health caregivers, nurses, therapists, managers, and members of the clergy. The University encourages the educational, professional, and personal growth of our students and strives to create a thought-provoking and empowering environment.

Student Services: The University provides a variety of support services to students enrolled in both campus and online programs. Services include academic advising, alumni association, career resource center, disability services, health and safety, general information about housing and health insurance, student governance, and student liaison committee.

Academic Advising: The purpose of the advising process is to offer the student support, counsel, and advice regarding academic matters and personal issues related to the academic program. Selected faculty members are available for counseling on specific academic specializations and tasks. Students meet for a formal appointment with their advisor each quarter. Each faculty member has regularly scheduled office hours and is accessible to the student by appointment. For doctoral students, when work begins on the dissertation, the student's primary advisor is the Dissertation Committee Chair.

Online and Online + Low-residency Programs: In the bachelor’s and master’s programs, each student is assigned an advisor who acts as a primary academic counselor and follows the student’s development throughout enrollment. PhD students are carefully matched to a faculty advisor with attention to the student’s anticipated area of specialization or research. In addition to the faculty, the Program Chairs and PhD faculty provide academic counseling on general academic planning, as does the Dean of Student Services.

Students are also encouraged to provide feedback and perspective to the University. The main arenas for student input are:

- Through their faculty advisors
- Through course and instructor evaluations
- Through online dialog with each other and with faculty
- Through representation on the Student Senate
- At the Town Hall Meeting held during residential seminars
- In person at seminars and through seminar evaluations

Campus Master’s Programs: In the campus master’s programs, academic advising is offered by the Program Chair and faculty, assisted by the Dean of Student Services and Director of Education – Costa Mesa. In addition, each student has an advisor who is a member of the Core Faculty. The Program Chair is the key person for advising students on making appropriate choices to further their degree program and career plan.

Campus Doctoral Programs: Each student in the campus doctoral programs has an advisor who is a member of the Core Faculty.

Alumni Association: The University has an active Alumni Association dedicated to promoting alumni and their work in service to the world and providing alumni lifelong connections to the community along with opportunities to connect to shared values and spirit. Students who graduate from the University are automatically enrolled in our Alumni Association.

Library: The Sofia University Library has a variety of virtual and physical resources reflecting a commitment to quality academic instruction and excellence in research. Sofia students, faculty, and staff have access to online scholarly materials, including articles, books and dissertations, as well as print and audio-visual items in the library. The Library prides itself on helping with all research needs in a professional and supportive environment.

The Library contains approximately 17,000 books, hundreds of CDs and DVDs, 170 journal titles in print form, 7,000 online journals, more than 100,000 e-books, and dissertations and theses completed at the University. The strength of the collection is in the six major areas of the University’s curriculum: transpersonal theory and research, spiritual psychology, emotional and clinical psychology, bodywork disciplines, expressive arts, and the social aspects of the transpersonal. A collection of legal textbooks can be found on the Costa Mesa campus.

The Library also supports new academic programs offered at the University, including business administration and computer science. Computers for student use, access to online research databases, and the ability to obtain additional research materials from other libraries are also available.

Students, faculty, staff, and alumni may visit the Sofia University Library in-person (Palo Alto Campus, room 226) or virtually (www.sofia.edu). Users click on the Library link and enter the username and password they were assigned for access to the Sofia University portal. Materials generally circulate for a four-week period and may be renewed if there is no waiting list. The Librarian will send circulating materials to students located off-campus at no cost. The Librarian will obtain interlibrary loan (ILL) materials for students, faculty, and staff at no or low-cost.

Students, faculty, staff, and alumni are encouraged to email the Librarian or make an appointment for assistance.

Computers: The University requires that all students have a computer, Internet access, and an email address. All official communications are sent to the email account provided by the University (____@sofia.edu). Students may configure this account to forward all mail, but students are responsible for reviewing messages in this account regularly. A wireless network is available throughout the campuses. Students are expected to visit the Virtual Campus regularly to stay current with events.

Dissertation and Continuation: Every quarter, dissertation phase students must register for Dissertation Research (DOC9001-1 – DOC9006-1) and will be assigned a grade. Students on continuation status for the dissertation (DCE9101 – DCE9104) must register for this course each quarter, with a maximum of four such continuation registrations. Students are expected to continue to make academic progress throughout the dissertation phase of their work. Dissertation Chairs are expected to give a Pass or No Pass grade for the dissertation research to indicate whether the student is making appropriate progress with the dissertation research project.

Adequate progress is defined here as students attaining the particular set of course objectives delineated for the DOC9001-1 – DOCT9006-1 and DCE9101 – DCE9104 series and staying in regular contact with the Dissertation Chair and committee members, the Director of the Dissertation Office, and other school staff as necessary. In addition, the student and the Chair will develop a Learning Agreement and timeline for dissertation completion and adequate progress for the DCE9101 through DCE9104 courses. Students are expected to complete their dissertation in a timely manner.

If a student receives two no pass grades for lack of dissertation progress, the student will be placed on Academic Probation. A student would be dismissed from school upon receipt of a third No Pass. See the resource packets available from the Dissertation Office for the complete policy.

Students with Disabilities and Requesting Accommodations: The University is committed to working with enrolled students who have disabilities as defined under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), and the ADA Amendments Act (ADAAA) of 2008 and March 2011. The Dean of Student Services will work on an individual, case-by-case basis to create a plan of reasonable accommodation for any student who, through recent assessment and diagnosis, can document a disability.

Entering students whose disabilities may require accommodations must bring their written requests for reasonable accommodations and required documentation to the attention of the Dean of Student Services and/or the person designated by the Dean as early as possible before the beginning of the quarter.

Continuing students have an affirmative duty to notify the University in writing and provide the required documentation regarding requests for reasonable accommodations to the Dean of Student Services and/or person designated by the Dean no later than two weeks prior to the date of mid-term exams, final exams, or due dates for writing assignments.

All students who require auxiliary services must also contact the Dean of Student Services and/or a person designated by the Dean and provide written documentation related to their disability from a qualified medical professional, along with a written request for auxiliary services, as early as possible before the beginning of each quarter.

Students who request accommodations because of a learning disability are required to provide written documentation that:

- Is prepared by a professional qualified to diagnose a learning disability, including but not limited to a licensed physician, learning disability specialist, or psychologist
- Includes the testing procedures followed, the instruments used to assess the disability, the test results, and an interpretation of the test results
- Reflects the individual's present level of achievement

The student's documentation should be as comprehensive as possible and dated no more than three years prior to the student's request for services, unless the student had documentation as an undergraduate.

Documentation should adequately measure cognitive abilities (using the Wechsler Adult Intelligence Scale-Revised or equivalent test) and academic achievement skills (using Woodcock-Johnson Part II, Wide Range Achievement Test, Nelson Denny or equivalent test). The achievement test should sample reading, math, and writing. The documentation must include test results for at least the following characteristics: intelligence, vocabulary, reading rate, reading comprehension, spelling, mathematical comprehension, memory, and processing skills.

The University keeps all information about a student’s disability confidential and discloses such information only to the extent necessary to provide accommodation. Where it is deemed appropriate by the Dean of Student Services and/or person designated by the Dean, a qualified professional may be retained by the school to determine the appropriate accommodation for a disability. The Dean of Student Services and/or person designated by the Dean is vested with the authority to develop a reasonable accommodation plan for all qualified persons with a disability at the University under the ADA or Rehabilitation Act.

Any student who identifies physical, architectural, or other barriers should promptly bring these to the attention of the Dean of Student Services and/or the person designated by the Dean.

A student may appeal the decision by the Dean of Student Services and/or the person designated by the Dean regarding the existence of a disability, the denial of an accommodation, or the provisions of the accommodation plan by filing a written complaint with the Dean, no later than two weeks following notification of the decision. The Dean of Student Services’ decision shall be final.

For accommodations, the student should contact the Dean of Student Services at student_services@sofia.edu.

Health and Safety: Students are encouraged to create a balanced life amidst a rigorous academic program. Workshops which could offer opportunity for insight and growth in a healthy, holistic life are posted on the community bulletin board. Occasionally, students themselves design activities and experiences that are shared with other students.

Lists of therapists and spiritual guides (alumni and others) who offer services to students on a sliding scale are posted on the student web page.

Health Insurance: The University does not provide or require students to maintain health insurance. Since every student’s health needs are unique, we recommend that students research health insurance options carefully and select a program that best meets their needs. As a resource, Student Services can provide links to a few student insurance providers and packets of literature available in the student lounge.

Student Senate: Students participate in the planning and decision-making activities of the University in various ways. The Student Senate was formed to provide a timely and efficient manner to disseminate information. One student from each program volunteers to represent their program on the Senate. The members serve as the primary link between the administration and the program groups. The Student Liaison Chair is a member of the Senate sits in meetings with the Dean of Student Services, and communicates on a regular basis with other members of the Sofia University administration.

INTERNATIONAL STUDENT SERVICES

F-1 Visa: The F-1 Visa (Academic Student) allows one to enter the United States as a full-time student at an accredited college, university, seminary, conservatory, academic high school, elementary school, or other academic institution or in a language training program. The student must be enrolled in a program or course of study that culminates in a degree, diploma, or certificate and the school must be authorized by the U.S. government to accept international students.

I-20: The form I-20 (also known as the Certificate of Eligibility for Nonimmigrant [F-1] Student Status) is a United States Department of Homeland Security, specifically ICE and the Student and Exchange Visitor Program (SEVP), document issued by SEVP-certified schools (colleges, universities, and vocational schools) that provides supporting information on a student's F-1 status.

Since the introduction of the Student and Exchange Visitor Information System (SEVIS) run by SEVP, the form also includes the student tracking number (SEVIS ID number) and Sofia's school code. Therefore, an initial student applying abroad will need to obtain an Initial I-20 from Sofia University to apply for the F-1 student visa at a Consulate or Embassy outside the U.S. The applicant will also need to present the I-20 form at the U.S. border along with the F-1 visa, and other supporting documents in order to be able to enter the U.S. as an F-1 student.

Obtaining an I-20 from Sofia University:

Sofia University requires the following documents:

- Copy of passport identification page (*passport should be valid for at least six months after the date of entry to the U.S.*)
- Official financial documents or certified bank letters (please read our requirements for financial documents)
- Financial affidavit of support (if applicable)
- Completed Initial I-20 request form

Additional documents for transfer students:

- Current F-1 Visa
- SEVIS Transfer Form

I-901 SEVIS Fee: The SEVIS I-901 fee is required once for each SEVIS record. Payment of this fee is required prior to the issuance of a visa stamp by a U.S. Consulate or Embassy. If the student is renewing a F-1 visa and has maintained the previous SEVIS number, then the student has already paid the SEVIS I-901 fee. Students transferring to Sofia University from another U.S. institution, will have the SEVIS record transferred and are not required to pay another fee. For frequently asked questions, students should visit: <https://www.ice.gov/sevis/i901/faq>

Complete DS-160 Online Nonimmigrant Visa Application Form: Form DS-160 is submitted

electronically to the Department of State website via the Internet. Consular Officers use the information entered on the DS-160 to process the visa application and, combined with a personal interview, determine an applicant's eligibility for an F-1 nonimmigrant visa.

Proof of Financial Support: Federal regulations require incoming international students to provide proof of financial support for one academic year before issuance of the I-20 form for entry into the United States. Proof of financial support must be a bank record or a certified bank letter showing readily accessible funds.

This official document may represent personal funds, family funds, an approved educational loan, and another type of sponsorship.

- When requesting an I-20 for a Sofia program of study, applicants must show all sources of financial support and ensure that the sum equals or exceeds the estimated expenses for the student and any dependents. Dependents are \$10,000 for spouse, and subsequently, \$5,000 per child.
- Bank statements/letters must be official and clearly state the name of the account holder, name of financial institution, and currency (which does not need to be U.S. Dollars) and must show proof of available balance.
- Documents must be issued within the last **six months and** must be in English or accompanied by an official English translation. Funds must be liquid (readily accessible without penalty).

Financial sources must be readily available liquid assets such as:

- Checking or savings account
- Certificates, term deposit, fixed deposits (with maturity dates no later than the program start date)
- Educational loans (a loan application or pre-approval is not sufficient)
- Current Accounts

The following documents/funds are NOT acceptable:

- Paystubs or statements verifying employment and/or salary
- Insurance premiums or policies
- Property or personal assets such as automobiles, land, building, jewelry, etc.
- Non-liquid assets such as stocks, bonds, equities, retirement accounts, or deposit accounts that have NOT met their maturity date, etc.
- Income tax returns
- Non-educational loans
- Funds that are not described in English and not accompanied by an official translation

Students should refer to Sofia's Initial I-20 request form for amounts required for each program and specify sources of funding. Upon completion of this form, the DSO will then provide students with a SEVIS number. This will automatically enable applicants to pay the I-901 SEVIS

fee. Upon showing proof of the I-901 SEVIS fee payment, an initial I-20 from Sofia will be issued within 2 business days.

Spouses and Dependents: The spouse and unmarried minor children (under age 21) of the F-1 student may be admitted into the U.S. in F-2 classification, if each dependent presents a SEVIS Form I-20 issued in their own name and an F-2 visa.

Documents Needed to Apply for an F-2 Visa:

- Valid passport
- Photographs
- F-2 dependent SEVIS Form I-20
- Visa application fee
- DS-160 Application
- Supporting documentation, including copies of the F-1 student's immigration documents, proof of student status, and financial documentation

Important Information about F-2 Status: Once the F-1 student has completed his or her studies and has left the U.S. the F-2 dependents must leave as well.

Dependent children over age 21 are no longer eligible to F-2 status and will need to change to another status such as F-1 (for full-time students) if they wish to stay in the U.S. At the end of the F-1 program, there is a 60-day grace period during which the F-1/F-2 individuals may stay in the U.S. However, once the F-1 primary leaves the U.S., the F-2 dependents must leave as well.

Employment: The F-2 spouse and children of an F-1 student may not accept employment in the U.S. However, they may do volunteer work as long as there is no compensation of any kind and the F-2 dependent is doing a job usually done by volunteers.

Study: F-2 dependents of F-1 students in the United States may study part-time at the postsecondary level in any certified program at an SEVP-certified school, as long as the study does not amount to what regulations define as full-time for an F-1 student.

F-2 dependents may also study full-time in vocational or recreational studies, such as hobbies. F-2 minor children must comply with compulsory education requirements in attending kindergarten through 12th grade.

However, an F-2 dependent who wants to enroll full-time in a course of postsecondary academic or vocational study must apply for and obtain approval to change nonimmigrant status to F-1, J-1, or M-1 before beginning their full-time study.

A student's spouse and dependent children are allowed to enter the United States under an F-2 visa while the student is enrolled as a full-time student in an on-campus program. Applicants should specify in the Initial I-20 Request Form if they will be bringing dependents into the

United States with them. They must also complete supplemental A701 Request for I-20 so that each person entering the U.S. may be issued a document.

Initial Entry: International students should have the following documentation with them at the time of initial entry into the United States:

- Valid Passport (passport should be valid for at least six months)
- Valid F-1 Visa
- I-20 Form
- Sofia’s Acceptance Letter
- Proof of English Proficiency
- Evidence of Financial Support
- Affidavit of Support (if applicable)

Form I-94: When international students travel to the United States, they receive a Form I-94, “Arrival/Departure Record,” at their port of entry. International students who enter the country at an air or seaport are issued an electronic form, while those who enter the country at a land port are issued a paper Form I-94. If a student was issued an electronic form I-94, they will need to print a copy to prove their legal visitor status in the United States. A copy of the form can be retrieved online.

For each new entry into the U.S.: Students are reminded to download and print a new I-94 record each time they exit and return to the U.S. They must keep the most current printed I-94 record with their passport for their own records. State and federal government agencies will ask to see the I-94 record (for driver’s license, social security number, etc.). The I-94 record is the only evidence that you a student has of being in the U.S. legally, so it is important to keep a printout with the passport at all times. On certain occasions, students will be required to submit a copy of the I-94 record to the DSO at Sofia University.

Transferring SEVIS Records

International students may transfer their SEVIS records to another SEVP Certified school. Students must provide the Sofia DSO with an acceptance letter from the SEVP certified school along with the SEVIS ID of the new school. The student will also give the DSO a “release date” for when they would like the SEVIS record transferred to the new school.

For students transferring to Sofia University from another college or university in the United States with a valid Form I-20, Sofia and the current school will collaborate to transfer the existing SEVIS record. This will allow students to remain in compliance with the F-1 Student Visa status.

It is important that students ensure they are transferring within the 60-day grace period if they have already completed a program at a previous institution. If the F-1 Visa has expired and the

student has already left the country, then the student will need to re-apply for an F-1 Visa at a U.S. Consulate prior to the program start-date at Sofia University.

FINANCIAL AID AND SCHOLARSHIPS

FINANCIAL AID

Sofia University maintains a broad-based financial aid program of scholarships, grants, loans, and part-time employment for students who require financial assistance. Financial aid eligibility policies are set in accordance with federal and state requirements and with definitions of academic standards at Sofia University.

While complying with all applicable governmental and donor regulations, Sofia makes a serious attempt to extend a personalized, concerned approach to a student's financial needs. The University encourages everyone to read the financial aid website (www.sofia.edu/admissions/financing-your-education) for complete information about aid sources and policies.

Title IV Federal Financial Aid Eligibility: To be eligible for this program you must meet all of the following criteria:

- Be a citizen of the United States or an eligible non-citizen
- Be registered with Selective Service (if required)
- Be working toward a degree
- Be making satisfactory academic progress toward an eligible degree program
- Not owe a refund on a federal grant or be in default on a federal education loan
- Not have filed for bankruptcy

Title IV loans are available to students enrolled at least half-time in Sofia aid-eligible degree programs. Students taking single courses, or the Coaching Certification while not enrolled in the master's program, are not eligible for Title IV aid.

Financial Aid Free Application: To apply for Title IV aid, students must first complete the Free Application for Federal Student Financial Aid (FAFSA). To complete the FAFSA, applicants will need:

- A tax return or W-2 forms if not required to file a return
- W-2 forms and other records of money earned in the previous year
- Records of untaxed income such as welfare, social security, AFDC or ADC, or veterans' benefits
- Green card (eligible non-citizens)
- Driver's license and social security card

The FAFSA is filed electronically. For details, students should visit the Department of Education’s website www.fafsa.ed.gov and be sure to include Sofia’s school code when completing the FAFSA. Sofia’s school code is G22676.

A Student Aid Report (SAR) will be returned to the applicant when the FAFSA has been processed. Sofia will receive an electronic version called an ISIR if the has designated the school on the FAFSA.

Title IV Financial Aid Deadlines: One month prior to initial enrollment is the minimum lead-time to submit the FAFSA, receive an award, and complete the loan application process. The FAFSA processing cycle lasts 21 months. For the 2021 – 2022 award year (October 1, 2020 through June 30, 2022), applications may be completed on or after October 1, 2020. Processing begins October 2, 2020. FAFSA forms for that award year will be accepted until June 30, 2022.

Note: Most states have application deadlines within the first three to six months of 2018 for students who want to be considered for state aid. Some states’ deadlines are even earlier, indicated as “as soon as possible after October 1 [2020].” Students can check state deadlines at www.fafsa.ed.gov. Additionally, some schools have limited institutional funds that are awarded on a “first-come-first-serve” basis to eligible students. Students should fill out the FAFSA as early as possible to maximize chances of being awarded first-come, first-served aid.

| FAFSA Important Dates | | | |
|-----------------------|-----------------|------------------------|-----------------------------|
| Academic Year | FAFSA Open Date | Federal FAFSA Deadline | Tax Year Information to Use |
| 2020-2021 | Oct. 1, 2019 | Jun. 30, 2021 | 2019 |
| 2021-2022 | Oct. 1, 2020 | Jun. 30, 2022 | 2020 |

Awarding Aid: Sofia awards federal aid to all eligible students on a “first-come-first-serve” basis. An award letter describing eligibility for aid will be returned to the student. If a student obtains a loan to pay for an education program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund. If the student has received federal student financial aid funds, the student is entitled to a refund of the monies not paid from federal student financial aid program funds.

Grants: Federal Pell Grants and Federal Supplemental Educational Opportunity Grants (SEOG) are available for students with exceptional financial need.

Federal Loans: Federal Direct Subsidized and Unsubsidized Stafford Loans are available to eligible students. Both annual and aggregate limits exist for these types of loans and are based upon the student’s level of enrollment (graduate or undergraduate) and their year in school (first year, second year, etc.). Repayment begins six months after students graduate or after

they drop below half-time enrollment status.

Federal Direct Parent PLUS Loans are available to parents of dependent undergraduate students who meet the credit criteria established by the U.S. Department of Education. Payments may be deferred while the student is enrolled at least half-time.

Federal Direct Graduate PLUS Loans are available to students who meet the credit criteria established by the U.S. Department of Education. Students who do not meet the credit criteria may apply with an endorser (co-borrower) who does. There is no grace period on the Federal Direct Graduate PLUS Loan. Repayment begins the day after the loan is fully disbursed; however, students can defer repayment while enrolled in school at least half-time, and for an additional six months after they graduate or drop below half-time status.

Federal Work Study: The Federal Work-Study Program was established by Congress to assist students in earning money to meet their educational costs while providing experience related to the student's academic major or career interests. Students are allowed to have flexible work schedules which permit academics to be their priority.

Participation in the Federal Work Study Program is limited. It is determined by the student's financial need and is awarded on a "first-come-first-serve" basis. Students must re-apply for financial aid each year and remain eligible for Federal Work Study in order to continue working in a work-study position.

Students are awarded between \$750.00 and \$5,000.00 in available work-study funds per year. This award authorizes a maximum earnings limit for the academic year. Students work approximately 10 to 20 hours a week. It is the student's responsibility to work enough hours to reach the earnings limit.

Some position titles that may be funded through Federal Work-study have included:

- Library Assistant
- Research Assistant
- Teaching Assistant
- Special Project Coordinator
- Community Service/Tutor/Reading

On-campus student employment positions are limited, and not all available positions are funded through Federal Work Study. Interested students should consult the University's job announcements for details and contact the Financial Aid Office with any questions about how accepting a position may impact financial aid awards.

Veterans Benefits: Eligible veterans may receive benefits for the following degree programs:

- Bachelor of Arts in Psychology
- Bachelor of Science in Business Administration
- Master of Arts in Counseling Psychology
- Master of Arts in Transpersonal Psychology
- Master of Business Administration
- Master of Science in Computer Science
- Doctor of Philosophy in Transpersonal Psychology
- Doctor of Psychology in Clinical Psychology

Eligibility: Eligibility and rules governing the receipt of benefits vary according to enlistment dates and length of service. Students are encouraged to contact the Benefits Office of the Department of Veterans Affairs for details by calling 888-GIBILL1 (888-442-4551) or by visiting www.benefits.va.gov. Applications are available on the VA's website.

Loss of Eligibility: Students who fail to make satisfactory academic progress will be placed on Academic Probation for one quarter. If at the end of the probation period the student is still not meeting satisfactory academic progress requirements but is allowed to continue in the program, Veterans Benefits will be terminated. Once the student has achieved satisfactory academic progress, benefits can be reinstated.

Veterans Benefits – Prior Credit Policy for Veterans: Sofia University will conduct an evaluation of previous education and training for all veterans and eligible persons, grant appropriate credit, and shorten the training period proportionately. All official transcripts of prior training will be requested. The Army, Navy, Marine Corps, and Coast Guard now use the centralized Joint Services Transcript System (JST), which will electronically send an official transcript to Sofia University. The transcript includes military training and occupational experience along with the American Council on Education college credit recommendations.

Upon receipt, the applicant's JST transcript will be reviewed for prior learning credit eligible for transfer to Sofia University. Veterans should visit jst.doded.mil/official.html to request a Joint Services Transcript.

The Air Force uses the Community College of the Air Force (CCAF). Service members of the Air Force should visit www.au.af.mil/au/barnes/ccaf/transcripts.asp to request a CCAF.

Sofia University may award academic credit to United States Military personnel for courses, and their job specialty, based on the American Council of Education (ACE) Guide for Military Transfer Credit. Job specialties (MOS, AFSC, Rate) must have a recommendation evaluation by ACE (in the ACE Guide) for credit to be awarded. The admissions and/or academic programs determine course equivalencies and credit hours awarded for a particular degree.

Awarding Aid: Eligible veterans and eligible persons must notify the Office of the Registrar of their eligibility so that an enrollment certification may be submitted to the Department of Veteran’s Affairs.

Receipt of Aid: Eligible students will receive benefits directly from the Department of Veterans Affairs.

Yellow Ribbon Program: Sofia University participates in the Post-9/11 GI Bill® Yellow Ribbon program. Applicants must qualify for the maximum benefit rate under the Post-9/11 GI Bill. To qualify, at least one of these must be true. The student veteran:

- Served at least 36 months on active duty (either all at once or with breaks in service), **or**
- Received a Purple Heart on or after September 11, 2001, and be honorably discharged after any amount of service, **or**
- Received a Fry Scholarship on or after August 1, 2018, **or**
- Served for at least 30 continuous days (all at once, without a break) on or after September 11, 2001, and be discharged after 60 days with a service-connected disability, **or**
- Is a dependent child using benefits transferred by a Veteran or a service member who has served for at least 36 months on active duty and qualifies at the 100% level (transferring Post-9/11 GI benefit information available at (www.va.gov/education/transfer-post-9-11-gi-bill-benefits), **or**
- Receives the Fry Scholarship (www.va.gov/education/survivor-dependent-benefits/fry-scholarship) beginning August 1, 2018

Note: At this time, individuals are not eligible for the maximum benefit rate under the Post-9/11 GI Bill if they are an active-duty service member or the spouse of an active-duty service member. But, as of August 1, 2022, these individuals may become eligible if they are an active-duty service member who qualifies at the 100% level, or the spouse using the transferred benefits of an active-duty service member who qualifies at the 100% level.

Canadian Students Educational Benefits: Citizens of Canada may be eligible to receive student benefits from their provincial or territorial Ministry of Education.

Eligibility: Canadian students attending an approved institution may receive grants or loans through the provincial or territorial Ministry of Education. Canadian students should contact their provincial or territorial Ministry of Education for application information.

Sofia’s Canadian institution code is MPZZ for all provinces and territories except Quebec.

Receipt of Aid: Students generally receive an aid check directly from the Education Ministry. Canadian students should contact their provincial or territorial Ministry of Education for details.

Alternate Financial Aid Resources

While the federal government is the primary source of educational funding in the United States, a multitude of other resources exist. Some other areas to investigate for school funding include the following.

- **Religious, Social, and Professional Organizations:** If a student is a member of a religious organization such as a church, synagogue, or mosque; a community organization (Rotary Club, Elks, Moose, etc.); or has been a member of a professional organization (APA, ABA, AMA, etc.), they should inquire about the availability of any educational assistance programs and the award criteria.
- **Employers:** Some companies offer tuition reimbursement for employees. Students are encouraged to consult their employer’s human resources or benefits office to see what programs might be available.
- **Online:** The most current information about financial aid can be found online. Many websites contain information about federal and alternate financial aid resources, including www.finaid.org and www.fastweb.com, which provide access to scholarship search engines.

Alternate Loan Funds

Additional loan funds may be available through other loan providers. Students should consult the Financial Aid Office for up-to-date information about alternate loans and Sofia’s ability to certify alternate loan providers.

As of the publication of this Catalog, Sofia University does not certify any alternate loans on behalf of students. Therefore, students should use caution when considering any borrowing done outside the Federal Direct Loan program as the terms and conditions of such loans can vary considerably by lender. They should also consider the reputation and lending history of any lender from whom they wish to borrow.

Financial Aid Refunds and Return of Federal Funds Policy

Students who receive aid for which they are later determined to be ineligible will be responsible for timely repayment of this aid to the appropriate source.

Student’s Right to Cancel – Withdrawal and Refund Policy: First-time students have the right to cancel the Enrollment Agreement and obtain a full refund of tuition charges paid (less non-refundable application fee and acceptance fee) if withdrawn within seven days of enrolling or through attendance at the first-class session, whichever is later. Withdrawal is defined as the dropping of one’s entire program in a given quarter as differentiated from dropping some, but not all, of one’s courses.

A student is considered registered until the date on which the Office of the Registrar receives written notice of withdrawal. A student's financial assistance is adjusted to reflect reductions in the student's overall budget. Excess financial aid is restored proportionately to the funds from which it was drawn before a refund is given.

For any student participating in Federal Title IV Federal Aid Programs, an official "Return to Title IV (R2T4) Calculation" must be performed when a student withdraws during a quarter of enrollment. This calculation determines the amount of federal aid that the student is allowed to retain for the quarter as a result of his/her withdrawal. The student's last date of documented attendance is used to perform this calculation.

The University performs a separate calculation to determine the appropriate tuition and fee charges for a student who withdraws. This calculation is based on the amount of time completed in the enrollment period. The percentage of the return is based on the number of calendar days completed within an enrollment term up to 60%. The calculation will be based upon the official withdrawal date. A student attending greater than 60% of the term will be expected to pay all tuition and fees for the term.

Medical Emergency Tuition Refunds: For the students who have to withdraw for unforeseeable medical reasons, the refund will be given only before the mid-point of the term; a formal doctor's note is required. The refund is prorated based on the date the student begins the official withdrawal process.

Any request to change enrollment status in an entire program (i.e., withdraw, transfer) or to drop an individual class must be submitted in writing (with documentation if required) to the Office of the Registrar.

Refunds for Withdrawing from Registration: Withdrawal is defined as the dropping of one's entire program in a given term as differentiated from dropping some, but not all, of one's courses. A student is considered registered until the date on which the Office of the Registrar receives written notice of withdrawal. A student's financial assistance is adjusted to reflect reductions in the student's overall budget. Excess financial aid is restored proportionately to the funds from which it was drawn before a refund is given.

According to federal regulations, Sofia University must use the withdrawal date for refund calculations as "either the date the student officially notifies the school that he or she is withdrawing or the last date of class attendance that the school can document." The University has adopted the following withdrawal policy to establish charges based on the amount of time completed in the enrollment period. The percentage of the return is based on the number of calendar days completed within an enrollment term up to 60%. The calculation will be based upon the official withdrawal date. Beyond 60% attendance in the period, the University will retain all tuition and fees paid.

Upon student withdrawal, the accounting office shall conduct an audit of the student's account, complete the Student Withdrawal Refund form, and provide the appropriate refund to the student within 14 days. Upon completion of the refund, a copy of the Student Withdrawal Refund document shall be placed in the student's file.

Title IV Withdrawals: Students who receive Title IV financial aid will have their refund calculated as required by regulation. Under the most recent reauthorization of the Higher Education Act of 1964, the return of Federal funds has been separated from the calculation of refunds for institutional charges. The percentage of the return is based on the number of calendar days completed within an enrollment term. The calculation will be based upon the last date of documented attendance.

Students on leave are classified as withdrawn when certifying enrollment status for federal financial aid. Any aid received by the student is subject to the federal Return to Title IV (R2T4) formula. This means that if a student received a refund check from the school, all or part of those "unearned" funds might need to be returned to the Department of Education.

For those students who are eligible and receive federal financial aid, the following federal financial aid refund policy applies. The focus of the policy is to return the unearned portion of the federal financial aid for the enrollment period. The refund will be calculated based on the date the student begins the last date of the documented attendance or, for an unofficial withdrawal, the mid-point of the term or the last documented date of attendance. If a student withdraws from school on or before 60% of the term is complete, then the percentage of unearned Title IV federal aid shall be returned by the school and possibly by the student. Unearned financial aid funding that is required to be returned to the Department of Education is returned in the following order:

- Federal Direct Unsubsidized Loan
- Federal Direct Subsidized Loan
- Federal Direct PLUS Loan
- PELL Grant
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Other Federal Sources

Note: After the Federal Financial Aid refund, the student is responsible for any unpaid balance based on Sofia's refund policy.

Retention of Student Records: Sofia University shall maintain student academic and financial records for a minimum of five years after the graduation date or withdrawal date, and transcripts shall be maintained permanently.

Disclaimer: The terms of the Title IV program are subject to change without notice by the Department of Education or by action of the Congress of the United States. The University

assumes no responsibility for changes to the Title IV program.

Financial Aid Disclosure Third Party Release Forms (FERPA): The Family Educational Rights and Privacy Act of 1974 (FERPA), is detailed in another section of the Catalog. In compliance with federal regulations, the Financial Aid Office at Sofia University will not release a student’s Financial Aid information to third parties (including parents of dependent students) without specific written permission from the student. The Authorization to Release Information (FERPA Form) is found online under Forms or by request in the Office of Financial Aid.

ACADEMIC POLICIES AND PROCEDURES

Attendance Policy

As an academic curriculum, courses are designed to address specific areas of knowledge in a whole-person learning mode, with each class contributing to the completion of the learning objectives. This means that presence in each class meeting is essential for student learning and instructor evaluation. The policy statements below detail the nature of the required attendance for courses according to the various modalities of instruction, including on-campus, online, and at residential seminars and intensives.

Campus – Attendance: Students are expected to attend all campus-based course meetings as scheduled and complete all assigned course work. If an absence is expected during the quarter, the student should ask permission from the instructor ahead of time. Students must maintain a minimum of 70% attendance for each course in each quarter. However, this minimum does not mean that students can or should plan to miss class sessions. Rather, it is a recognition that circumstances may sometimes prevent students from attending a particular scheduled session.

Students who fail to maintain regular attendance may be terminated from their degree program and/or receive a failing grade for the course. Students who receive a failing grade may be required to retake the course.

Online – Attendance: Online classes record all activities of a student during the quarter. Students have ten weeks to complete an online course. Failure to complete a course will result in a failing grade, and the student may be required to retake the course. Students who are absent for two or more weeks, as evidenced by no engagement with the course as hosted by the Learning Management System, will receive a failing grade. Required engagement may vary from course to course, but generally consists of posting to discussion boards, exchanging emails of a substantive nature about course content with the instructor, completing reviews of audio-taped lectures, etc.

Seminar and Intensives – Attendance: Seminars are an integral part of the curriculum for Online + Low-residency programs and, therefore, require full attendance for successful completion. Students should make travel arrangements cognizant of the official beginning and ending of seminar sessions, and plan to attend the full seminar. Students who leave the

seminar or intensive early and do not sign-out on the final day will not receive credit for the course. Furthermore, these students will be required to make up the required hours by enrolling in an additional seminar at a later date.

As with campus-based courses, the attendance policy for seminars and intensives does not provide “blanket permission” for students to miss a few sessions. Rather, the policy assumes that students will seek the approval of the instructor prior to an expected absence, and contact will be made with the instructor as soon as is practicable after an emergency. In all cases, missed class time may result in make-up assignments or re-registration in the courses at a later time.

Leave of Absence: It is the expectation that Sofia University students will maintain continuous enrollment in order to achieve their academic goals. Occasionally, students must interrupt their enrollment for a variety of reasons. Allowing students to take a “leave of absence” (LOA) provides students the opportunity to return to the University under the rules and policies in effect when they left. Reasons for a LOA may include: personal/medical, financial, or academic circumstances; military service; career opportunities; or a family obligation.

Students may take a maximum of two quarters off (including Summer) without penalty during the academic year. Some students take the Summer quarter off, which means that they are not enrolled in any courses for the Summer. If students fail to register after the term off, then their official academic record will be made inactive, and they will need to re-apply to the University to return to their program of study.

The maximum allowable time period for a LOA is two quarters in any academic year. LOA begins on the first day of the quarter and ends on the last day of the quarter.

Leave of Absence – Impacts on Financial Aid: Students receiving Title IV financial aid should be aware that entering LOA status will mean that financial aid awarded for the terms in which the LOA applies will be canceled. Since the student on leave will not be enrolled at least half-time, any previously borrowed federal loans may enter the grace or repayment period. If a LOA is taken after the start of a term, it will be treated as a withdrawal for that term for financial aid purposes and will follow the procedures outlined in the Title IV Withdrawal section of the Catalog. Any student considering requesting a LOA should consult with the Financial Aid Office to determine how financial aid will be affected.

Administrative Leave: The University initiates administrative leave. Administrative leave is generally assigned to students who have been placed on Academic Probation and have been unable to resolve the issues due to outside circumstances of short-term duration. The length of the leave and requirements for return to active enrollment will be specified when the student is placed on administrative leave. Students on Administrative Leave are required to pay the quarterly leave fee.

Units and Calendar System

Sofia University programs are on a quarter system. All units associated with courses are quarter units: 1.0 unit generally requires 10 hours of class instruction and 20 hours of work outside class (a total of 30 hours per unit.)

Grading System

The grading system that appears in the chart below governs grading symbols and computations for all undergraduate and graduate students at the University. All letter grades carry quality points and are computed in a student's Grade Point Average (GPA).

| Grade Code | Quality (Grade) Points |
|------------|------------------------|
| A+ | 4.00 |
| A | 4.00 |
| A- | 3.84 |
| B+ | 3.33 |
| B | 3.00 |
| B- | 2.67 |
| C+ | 2.33 |
| C | 2.00 |
| C- | 1.67 |
| D+ | 1.33 |
| D | 1.00 |
| D- | 0.67 |
| F | 0.00 |

Pass/No Pass: Most Sofia University graduate programs use the Pass/No Pass grading system. A GPA is not available for students enrolled in a program with this grading system. The following grade codes may appear on the transcript:

| Grade Code | Explanation of Pass/No Pass Grading |
|------------|---|
| P | Pass (all work completed at the equivalent of a "B" or better as is traditionally associated with graduate study) |
| NP | No Pass (work unsatisfactory, "B-" or below) |
| + | Work in progress (current quarter or classes spanning more than one quarter) |
| AU | Audit |
| I | Incomplete |
| IX | Incomplete with extension |
| R | Replaces the original grade for a course later retaken |
| W | Withdraw (left class after drop period with instructor permission) |
| X | No grade received from Instructor |

A grade of "I" changes to "NP" one quarter after the end of the class unless the course instructor grants an extension.

Grade Change: A Grade Change Form must be submitted to the Office of the Registrar with approvals by the instructor of record and the Program Chair within 60 days of the posting of the original grade to the student’s academic record. Grade changes will be processed due to clerical error, faculty miscalculation of grades, or completion of course requirements for Work in Progress (WIP) or Incomplete (I) grades. Incomplete grades will automatically change to the failing or “no pass” (NP) grade by the last day of the subsequent term if assignments have not been completed and submitted. Students cannot graduate with a “WIP” or “I” grade. (See Incomplete Request below.) Grades cannot be changed to a Withdrawal (W).

Incomplete Request: A request for an Incomplete is initiated by the student, in conversation with the professor, on or before the last class meeting of the quarter. The professor will determine whether or not to approve the request, which will only be considered in extenuating circumstances (e.g., serious family, health, or similar unanticipated emergency). If the professor determines that the criteria have been satisfied, a Request for Incomplete Contract (RIC) will be filled out and signed by both the professor and the student. The professor will then notify the student’s advisor and Program Chair. The professor will submit the RIC to the Office of the Registrar, copying the student on the email, before the final grade due date.

As per the terms of the RIC, all coursework remaining for the Incomplete course must be submitted on or before the end of Week 5 of the following quarter. There is no guarantee that the submitted work will receive a passing grade and the student is responsible for completing and turning in the work as outlined in the contract. After the assignment(s) is submitted and graded, the professor will submit a Grade Change Form to the Registrar on or before the end of the quarter, no later than the final grade due date for that quarter. If the student misses the submission deadline, the professor may submit a grade of No Pass (F) to the Registrar. If the professor takes no additional action, the grade will automatically be entered as No Pass (F) at the end of the quarter. No credit will be awarded until the course is completed and a grade is submitted to the Registrar by the professor. When a final grade is recorded, the student’s transcript will be updated and reflect the final grade for the course.

Transcript Request: Sofia University transcripts are ordered online via the National Student Clearinghouse (<https://tsorder.studentclearinghouse.org/school/welcome>). The transcript fee is \$5 (plus a processing fee). The Office of the Registrar issues transcripts and other official documents only after students have settled all financial obligations to the University. However, unofficial transcripts are available on the student portal on the main Sofia University website.

Independent Study (IS): A flexible, self-directed way for students to add richness to their study at Sofia University; as students develop their plan of study, they should consult with a faculty member who can assist with suggested readings, activities, and integrative practices. The instructor is required to use the IS template in the Canvas Learning Management System to provide feedback to the student, record regular student interaction, and use the Gradebook function. The IS delivery modality is determined based on the needs of the student and availability of the instructor.

Independent Study Guidelines: A student interested in enrollment in an Independent Study (IS) creates an IS plan of study (“the plan”) and may propose receiving 1-4 units for the IS. Contact hours may include time spent reading, working on class activities, writing a paper, meeting with the professor, etc. The plan should specify how contact hours will be accumulated. The details should be incorporated into the course timeline. Once approved and the quarter begins, the student is expected to upload assignments using the IS course assigned in Canvas.

The IS plan should be developed around a special interest not typically covered in existing Sofia University program courses, though it should fit within the overall Program Learning Outcomes of the curriculum. The IS plan may be focused on any combination of spiritual practices, creative expression, classroom activities, reading, private meditations, and writing which best help the student to integrate and grow knowledge around the special interest topic. Plans should be completed within the framework of a ten-week quarter.

The IS plan should include weekly contact with the instructor. Instructors and students must use the assigned Canvas course for assignment submissions, gradebook updates and attendance-taking, postings to the Discussion Board, and any other elements of the course the Program Chair deems necessary for transparent interaction and accomplishment of the IS’s learning goals.

Independent Study Forms: In order for students to receive credit for the learning experience, all IS requests must be made during the enrollment period prior to or the add/drop period during the quarter. Blank forms can be obtained from (registrar@sofia.edu) the Office of the Registrar.

- The form requires approval by the proposed IS instructor and the Program Chair before the student can register and begin any course work or training.
- A course timeline must also be submitted with the form.
- The IS learning experience must be completed in the quarter specified on the form. Upon completion of the IS, the instructor assigns a final grade. Assignment of an Incomplete grade (“I”) is not allowed for IS; all work must be concluded within the quarter.

Work Integrated Learning (WIL): The WIL Program includes a completely redesigned internship interactive online course which incorporates an experiential learning-based integration with the Master’s in Business Administration and Master’s in Computer Science degree program curriculums. Sofia University faculty provide mentorship throughout the program, student receive peer interaction, and internship feedback and communication from an industry supervisor.

The goal of the WIL program is to bring the campus to industry and the industry to campus through a fluid experience-based learning model that encourages student innovation and success in both settings to foster a business and technology based, career-oriented

environment. Overall, the WIL based program prepares students for the challenges of the business environment in a competitive global environment and gives them the tools to present themselves as professionals and ambassadors of their corporate culture.

Internship Opportunities Available for Domestic Students

Internship Application Process:

- i. **Contact the University Student Services Office (SSO).** If you need to obtain an internship approval and register to the internship course, you should begin by registering with the University Student Services Office.

Registering with Student Services will identify you as needing assistance to find a suitable internship that matches with your career goals and academic training. You will also learn about options and how to file for an Internship Waiver, if needed.

Bear in mind that at Sofia University, internships are an integral part of the training received in all graduate-degree programs.

- ii. **Submit a Request for Internship Application Form to Your Academic Department.**

After receiving counseling from Student Services, submit a **Request to Enroll in an Internship for 1 Academic Credit**. This application should be submitted to your academic department for approval by your Internship Faculty Advisor. You can obtain the form from either Student Services or your academic division. Please be aware that concurrent enrollment in an Internship Class is required if you want to obtain academic credit for your placement.

- iii. **Enroll in an Academic Internship Class.** Once you have obtained approval of your Internship Request, you will be allowed to enroll in an academic internship class where you will obtain 1 internship academic credit. Students participating in an internship course will receive one (1) internship credit unit each term and a total of 3 internship academic credits towards their graduation requirement.

iv. Internship Approval Requirements for Domestic students:

- Must remain in good academic standing, **3.0 GPA or above**.
- Must have an employment/training offer related to their major area of study.
- Must have a specific job/internship offer.
- Must complete and submit an *Internship Request Form* and job offer letter **each academic quarter**.

F-1 Curricular Practical Training Internship Opportunities for International Students: F-1

International students must not pursue any off-campus employment without proper authorization. Such authorization must be received **before** beginning any off-campus work, internship, or related employment activity.

IMPORTANT: F-1 students who accumulate 12 months (365 or more days) of full-time CPT authorization lose their eligibility for Optional Practical Training (OPT). Part-time CPT authorization, or fewer than 12 months of full-time CPT authorization, does not affect OPT eligibility. Multiple overlapping, part-time CPTs may count as full-time CPT days for OPT eligibility.

Curricular Practical Training Definition: Curricular Practical Training (CPT) is a type of work authorization that allows F-1 international students to participate in paid/unpaid off-campus academic internships. The purpose of CPT is academic (not just for employment purposes); the internship must be considered an integral part of a student's degree program and must *directly* correlate to their degree program of study.

Work integrated learning can include:

- Employment
- Internship Experience (paid or unpaid)
- Cooperative (co-op) education work experience
- Practicum work participation

CPT work authorization can be:

- Part-time (20 hours per week or less)
- Full-time (more than 20 hours per week)

Valid F-1 Student Status:

- Must have properly maintained F-1 status each academic quarter.
- Must be enrolled at full-time status for the academic quarter they wish to pursue CPT.
- In general: F-1 students must be registered **full-time**.

Full-Time Enrollment Undergraduate Level: 12 credits

- Register for a total of **9-credit on-campus/hybrid courses** and a total of **3-4 credit online courses** each academic quarter.

Full-Time Enrollment Graduate Level: 9 credits

- Register for a total of **6-credit on-campus/hybrid courses** and a total of **3-4 credit online courses** each academic quarter.

Exceptions to the Full-Time requirement for F-1 students:

- Reduced Course Load (RCL) for Specific Academic Reasons.
- Reduced Course Load (RCL) for a Documented Medical Condition.
- Reduced Course Load (RCL) for Final Quarter Registration.
- Doctoral students who are completing their Thesis/Dissertation Credits.
- Students who attended another school in the U.S. as an F-1 student and transferred their SEVIS record to Sofia. These students must submit copies of their previous school's I-20 and official transcripts to dso@sofia.edu for review.
- During Sofia's period of online instruction due to COVID-19, students are permitted to work remotely at home in the U.S. or abroad by employer request/approval.

CPT Eligibility: F-1 students need to be aware that *any* unauthorized work could jeopardize completion of their degree program and any future visas they would otherwise be entitled to obtain. In general, international students may participate in the university internship program if they meet the following criteria:

- I. You are a student enrolled in a graduate degree program – For all master's and doctoral level degrees at Sofia University (including those granted to domestic students), internships are an integral part of the training.
- II. Students must have been in F-1 student status for at least one full academic year in a degree-seeking program before they can apply for Work Integrated Learning (WIL) at Sofia University.
- III. Prospective F-1 students who have been enrolled full-time at a college or university in the **U.S.** for at least **one academic year** (one academic year at Sofia is defined as three full-time quarters per the academic calendar) in the following, master's degree programs **DO NOT** need to fulfill the one-year academic requirement to apply for CPT:
 - **Master of Science in Computer Science – MSCS – STEM Cip Code 11.0701.**
 - **Master's in Business Administration – MBA – Cip Code 52.0201.**
- IV. As previously stated, an exception to the academic year rule is provided for F-1 graduate students whose programs require *immediate* participation in WIL. The program

requirement must be for *all students* in the program and listed in the degree program's curriculum description as stated in the Sofia Academic Catalog.

- V. In order to obtain approval to participate in an internship, you must be able to show that your curricular practical training *directly* relates to your major area of study. When a student files a **CPT Authorization Request**, this application will be reviewed by a qualified Internship Faculty Advisor. The Internship Faculty Advisor will review the proposed internship experience and sign-off if it adequately correlates with and supports the training objectives of the student's degree program.
- VI. All internship participants must maintain a **3.0 GPA** throughout their participation in internships, with certain limited exceptions.
- VII. For those students unable to find a placement in the first quarter, the university will assist in locating a placement; will help a student to find an appropriate substitute internship; or suggest the filing of a temporary waiver.
- VIII. CPT Approval Requirements for F-1 students:
 - Must remain in good academic standing, **3.0 GPA or above**.
 - Must have an employment/training offer related to their major area of study.
 - Must have a specific job/internship offer.
 - Must complete and submit a *Request for CPT Form*, job offer letter and a Cooperative Agreement Form **each academic quarter**.

Additional Requirements and Aspects of the School Internship Program

- i. **Academic Credit for Internships:** Students participating in an internship course will receive one (1) internship credit unit each term and a total of 3 internship academic credits towards their graduation requirement
- ii. **International Students Apply to ISO:** All graduate program international students must submit a Request for CPT form to the International Student Office (ISO) at least three (3) weeks before the start of any quarter term (Fall, Winter, Spring, Summer). If a student doesn't have any prospect for an internship provider, a student should then schedule an appointment with the university Student Services Office to obtain assistance in locating a provider, obtaining a substitute internship placement, or to submit an **Internship Waiver**.
- iii. **Concurrent Enrollment in Internship Course:** All students participating in the university internship program, must be concurrently enrolled in an internship class during the full term of their internship.

How to Apply for an Internship If you are an International Student: To apply for an internship

and the updating of your I-20, you must submit the following documents:

- a. Complete and submit *Request for CPT form* to the Faculty Internship Advisor for academic approval. Your Internship Advisor will determine whether there is a fit between your academic program and the proposed internship experience.
- b. Obtain a *Job Offer Letter* that conforms to the sample provided from the Sofia International Students Office.
- c. Submit a *Cooperative Agreement* form signed by your Employer.
- d. *Attain Internship Course Registration*. As part of your participation in the university internship program, you must show concurrent enrollment in a standard part-time or full-time internship course.
- e. A copy of the I-94 admission record and passport identity page with expiration information.
- f. A copy of a current *passport*, including pages with full name, date of birth, passport number, and issue/expiration date must be provided.
- g. Academic Department Approval: Before submitting a Request for CPT Form to the International Students Office, you must obtain approval from your Internship Faculty Advisor confirming that your internship field work is an integral part of your academic training and supports the objectives of your degree program.

Internship Attendance Policies: Attendance is taken when students submit their weekly assignment. If a student fails to submit their weekly assignment, the student will be marked as absent. Late assignments are not accepted, and students cannot acquire retroactive attendance by attempting to submit late assignments. The student may fail the internship course if assignments are not submitted promptly and in a timely fashion.

- **Online – Attendance:** Online classes record all activities of a student during the quarter. Students have ten weeks to complete an online course. Failure to complete course requirements will result in a failing grade, and the student may be required to retake said course. Students who are absent for **two or more weeks** (as evidenced by no engagement with the course hosted by the Learning Management System) will receive a failing grade. Required engagement may vary from course to course, but generally consists of posting to discussion boards, exchanging emails of a substantive nature about course content with the instructor, completing reviews of audio- taped lectures, etc.
- **Campus – Attendance:** Students are expected to attend all campus-based course meetings as scheduled and complete all assigned coursework. If the student anticipates

any absence during the quarter, they should ask permission from the instructor as early as possible. Students must maintain a minimum of **70% attendance** for each course in each quarter. However, this policy does not imply that students should plan to miss class sessions; it simply acknowledges that circumstances may sometimes prevent students from attending a particular scheduled session.

- Students who fail to maintain regular attendance may be terminated from their degree program and/or receive a failing grade for the course. Students who receive a failing grade may be required to retake said course.

Satisfactory Academic Progress Policy (SAP)

The Higher Education Act of 1965, as amended, requires Sofia University to develop and enforce standards of Satisfactory Academic Progress (SAP) prior to awarding any federal financial aid funds to students. Standards of Satisfactory Academic Progress were established to encourage students to successfully complete courses for which federal financial aid is received, and to progress satisfactorily toward degree completion.

The standards apply to state, federal, and institutional financial aid programs, including Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Work Study, all Federal Direct Loans, and all institutional scholarships.

These financial aid standards of academic progress are separate from, and in addition to, academic standards required by the University for continued enrollment. The criteria used to determine academic progress are cumulative grade point average, cumulative completion rate (or pace), and maximum time frame to complete the degree.

Students' Satisfactory Academic Progress is reviewed at the end of each period of enrollment (quarter). All periods of enrollment are reviewed, including terms during which no financial aid was received.

Standard 1: Grade Point Average (Qualitative Measure): Students must maintain a minimum qualitative measure of progress defined as the Cumulative Grade Point Average (CGPA). Undergraduate students must maintain a 2.0 CGPA at all times. Graduate students must maintain a CGPA of 3.0 at all times.

Standard 2: Semester Hour Completion Ratio or PACE (Quantitative Measure): Students (either full-time or part-time) must achieve a passing rate of at least 67% of all units attempted to demonstrate proper pace and to maintain Satisfactory Academic Progress (SAP) standards. Units attempted include completed courses, repeated courses, withdrawals, and incompletes. Transfer credit, if applicable, is also calculated in the completion ratio. Successful completion for all undergraduate students is defined as earning either a grade of P (Pass) or a C or better. Grades of NP (Not Pass) or C- and below do not constitute successful completion. Successful completion for all graduate students is defined

as earning either a grade of P (Pass) or a B or better. Grades of NP (Not Pass) or B- and below do not constitute successful completion.

Standard 3: Maximum Timeframe: Students must complete their degree program within 150 percent of the unit requirements for the degree program. The following table provides the limits for each program:

| Program | Credit Hours | 150% of Credit Hours |
|--|--------------|----------------------|
| BA in Psychology | 180 | 270 |
| BS in Business Administration | 180 | 270 |
| MA in Counseling Psychology | 90 | 135 |
| MA in Transpersonal Psychology | 48 | 72 |
| Master of Business Administration (MBA) STEM | 48 | 72 |
| MS in Computer Science | 48 | 72 |
| Joint MBA / MSCS Pathway | 60 | 90 |
| PhD in Transpersonal Psychology | 75 | 112 |
| PsyD in Clinical Psychology | 120 | 180 |

Transfer credit, if applicable, is also included as attempted credits in the maximum timeframe calculation.

Transfer Credits: Transfer credits accepted toward the student's degree program will be included when calculating the SAP Maximum Timeframe and quantitative progress.

Repeated Courses: Students receiving Title IV Aid may repeat a course. Repeated courses will count toward the quantitative and maximum timeframe SAP standards. Only the highest grade for a course will be included in the CGPA calculation. Federal Student Aid allows a student to retake a non-failed course and receive federal aid for that course one time.

Incomplete Grades: Students receiving Title IV Aid may receive Incomplete grades for a quarter with their instructor's approval. Incomplete grades will not count toward the qualitative, quantitative and maximum timeframe standards of SAP. Grades of Incomplete (I) will revert to No Pass (F or NP) at the end of the quarter immediately following the one in which the Incomplete grade was granted if the work is not completed and submitted. Students can reference the Incomplete Policy for full details and instructions for requesting an Incomplete.

Change of Program: All periods of enrollment will count when assessing a student's Satisfactory Academic Progress (SAP). All attempted units will be included in the determination of a student's satisfactory academic progression when a student makes a change in his/her degree program or field of study at the same degree level (e.g., bachelor's to bachelor's).

SAP Evaluation: Students are evaluated at the end of every period of enrollment (quarter) for

SAP. Students who have not met all the conditions for Satisfactory Academic Progress (SAP) will be placed on academic warning for the following quarter and will be expected to work with their Program Chair (or assigned Academic Advisor) to discuss their academic performance. Students on SAP Warning status will continue to be eligible to receive federal aid for this additional enrollment period. Students on SAP Warning status who fail to meet SAP standards at the end of the quarter will no longer be eligible to receive financial aid without an approved SAP appeal.

Appeal Guidelines: Students who fail to meet SAP standards after a period of SAP Warning will need to file an appeal to be considered for any continued financial aid. There is no limit to the number of times that a student may appeal during his/her enrollment at Sofia. However, a new reason must be provided for each new appeal and the likelihood of approval will decrease with each subsequent appeal. This appeal shall be made in writing and must include:

- An explanation of the circumstances that prevented the student from meeting SAP standards.
- Documentation of those circumstances.
- An explanation of the changes that have taken place that would allow the student to meet SAP standards in the future.
- A detailed plan for regaining SAP eligibility, or in the case of a Maximum Timeframe violation, a detailed path to program completion.

One of the following decisions will be made regarding the student's appeal:

- The appeal is denied; the student will no longer be eligible for financial aid.
- The appeal is granted, and the student placed on Academic Probation for one quarter; the student should be able to meet satisfactory academic progress by the end of the probationary period. If the student does not meet SAP at the end of the probationary quarter, the student will lose eligibility for financial aid.
- The appeal is granted and the student will be placed on an Academic Plan because Satisfactory Academic Progress cannot be met within one quarter. The Academic Plan, monitored on an individual basis, will ensure that the student is able to meet SAP by a specific point in time, will have set conditions, and can be evaluated at whatever periods as determined by the plan or at a minimum at the end of every quarter. The student will lose financial aid eligibility if the student fails to meet the conditions of the Academic Plan.

NOTE: No Appeal Process is offered for Curricular Practical Training (CPT).

Scholarship Recipients: Scholarship recipients are also expected to meet and maintain SAP requirements. In addition to SAP, a scholarship may have more rigorous requirements and/or a separate appeal process. Students should refer to the original scholarship award notification for specific requirements.

In the event a student fails to meet SAP requirements of a scholarship, the Dean of Student Services will notify either the private scholarship donor or the relevant University department. The latter parties determine whether the student is still eligible for the scholarship. If the scholarship is canceled, the student may appeal directly to the donor or scholarship provider.

Dissertation Enrollment and Extensions: Doctoral students are given a maximum of 18 quarter units to complete their dissertation work before they become ineligible to receive financial aid (including federal student loans). After 18 units of Dissertation work (DOC9001-1 through DOC9006), students must file an appeal for an extension. Dissertation Continuation Enrollment courses (DCE9101 through DCE9104) are three units each; therefore, students may continue to qualify for financial aid. Students who are unable to complete their dissertation in four additional quarters will be dismissed from their program with “All but Dissertation” (ABD) status.

For additional information about dissertation enrollment and extensions, students should contact the Director of the Dissertation Office (dissertation@sofia.edu).

Probationary Status – Academic Part-Time: Students who are not making satisfactory academic progress may be placed on Academic Part-Time status. Students in Academic Part-Time status are provided a list of courses for the quarter. They must enroll in these courses and only these courses. At the end of the quarter, students must successfully complete and pass these courses in order to move to the next level.

Suspension: Suspension means that a student has been placed on leave involuntarily for a violation of school policy. Suspended students may not attend classes or make use of the University’s facilities. Suspended students may appeal the suspension using the procedures described in the Academic Appeals Process.

Withdrawing from School: Withdrawing means that all services offered by the University are terminated. No fee is charged for the processing of a request to withdraw. Grades of “Incomplete” change to a grade of “No Pass.” When a student withdraws from Sofia University, access to the portal and Learning Management System is immediately terminated. Withdrawn students must apply through the Office of Admissions to return and pay the required admission fee. Students may withdraw from the University at any time by giving notice to the Office of the Registrar. Students may not withdraw by contacting any other office or by ceasing class attendance. Written notice is required.

Withdrawal in Good Standing – Ph.D. Candidates: Once Ph.D. students have entered Candidacy (see page 11), they are required to make continuous progress in completing their dissertation. Under no circumstances will a Dissertation Committee be allowed to remain idle for more than two consecutive quarters. Students who anticipate a gap in completion of the dissertation will be required to withdraw. Assuming all obligations to the University are current and the student has no outstanding coursework or other requirements, this will be classified as

a “Withdrawn in Good Standing.” The student’s Dissertation Committee will be dissolved upon the student’s withdrawal from the program. Withdrawn in Good Standing (WIGS) students may apply to re-enter when it becomes possible for them to complete the dissertation.

Withdrawn students must apply through the Office of Admissions to return and pay the required admission fee.

Involuntary Withdrawal (IW): The University may initiate an Involuntary Withdrawal (IW) as a result of a student’s violation of University policies, inappropriate behavior, or other academic reasons.

Withdrawal for Non-Payment: Payment is due at the start of each enrollment period. Students whose tuition and fees are past due will be barred from class registration and participation in currently enrolled classes. Students who fail to make timely payment will be withdrawn from the University. Academic records for such students will be held until any outstanding balance is settled.

Academic Withdrawal: Students who are not academically progressing will be placed on Academic Probation. Students on Academic Probation who are unable to meet the terms of their action plan will be withdrawn from the University.

Dismissal: Under exceptional circumstances, such as academic dishonesty, criminal action, or unethical behavior, a student may be immediately dismissed from the University. This will be recorded on the student record as an Involuntary Withdrawal from study. Students may also be dismissed for not completing a dissertation within ten calendar years from initial enrollment in the doctoral program, including periods of leave. Dismissed students have a right to appeal as described in the Academic Appeals Process.

GRADUATION

Requirements

Upon completion of the requirements for a degree, students must apply for graduation to have their degree posted to their academic records. Any questions about the process of graduation should be addressed to the Office of the Registrar.

Doctoral Graduation: Dissertation

The Dissertation Office certifies the completion of the dissertation requirements and notifies the Office of the Registrar that all required materials have been successfully completed and submitted by the student. All required materials must be submitted to the Dissertation Office by the doctoral student and not their Committee Chair.

Filing the Final Dissertation Paperwork: Upon Submission of the Committee-approved

dissertation and related paperwork, the Dissertation Office sends the document through for final editing. When the editor has completed the last review, the Dissertation Office provides the student with deadlines to revise and submit the final copy of the dissertation and any related outstanding paperwork. The PhD or PsyD cannot be awarded until all of the final paperwork has been completed.

It is important that doctoral students stay in close contact with the Dissertation Office to complete the dissertation process fully and expeditiously.

Completing the Dissertation: In order to graduate from the doctoral programs, students must successfully complete a dissertation. After the Draft Meeting students must:

- Submit Form 6: Final Approval of Draft
- Hire an editor to complete a full draft edit
- Submit Form 7: Proof of Final Draft Edit
- Submit the edited dissertation for a Final Edit Check (FEC)
- Pass the FEC
- Submit Form 8: Abstract & Keywords
- Email a PDF of the dissertation to the Dissertation Office
- Complete the UMI ProQuest submission

Once these steps are completed, the Dissertation Office notifies the Registrar that all Dissertation requirements have been fulfilled.

Visit the Dissertation Office's website, www.sofia.edu/dissertation-office, for access to all dissertation process forms.

Commencement Ceremony

In June of each year, the University holds a Commencement Ceremony and celebration. All students who have completed a degree in that current academic year are welcome to participate. Students must complete all requirements before graduation. No student may participate in the graduation ceremony unless all course requirements are complete. In addition, all tuition and fee payments must be settled.

Doctoral students are expected to have completed all of their academic requirements (i.e., course work, dissertation including all the final steps mentioned above, and internship if applicable) in order to participate in the Commencement Ceremony. There is generally no exception to this policy.

Internship Students and Commencement: Clinical (PsyD) students with completed dissertations who are still under contract with an internship site may participate in the Commencement Ceremony if the contract completes no later than the August immediately

following the ceremony. Clinical students with a later completion date must participate in the following year's ceremony.

STUDENT CODE OF CONDUCT

Student Academic Honor Code

The Student Academic Honor Code is the University’s statement on academic honesty and integrity written by representatives of the Student Senate, faculty, and administration during the academic year 2006-2007; it has as its foundation the APA Ethics Code.

The four basic transpersonal values that faculty want students to “grow in” during their University education are:

- Mindfulness
- Discernment
- Compassion
- Appreciation of differences

In addition, students are expected to demonstrate and comport with the highest standards in academic work, which include: honesty (e.g., the absence of cheating or plagiarism); professional behavior in the classroom, at practicum, and internships sites; and respectful personal communication with staff, faculty, and other students.

No Academic Honor Code can cover all possible expectations or violations. The University reserves the right to determine in a given instance what action constitutes an infringement of academic honesty and integrity, professionalism, and respectful communication.

The University informs students of the expectations of academic honesty during orientation and in its publications, such as but not limited to the Academic Catalog. The University investigates claims of violations of academic honesty, lack of professionalism, and disrespectful communication. The spirit of this code is a shared commitment to the University’s values of integrity, honesty, fairness, and the integration of transpersonal values into its teaching, research, and business practices.

The Student Academic Honor Code aims to foster student, faculty, and staff collegiality within a professional academic environment. Students will do their share and take an active part in upholding the spirit and letter of this Code as follows:

- Students will behave ethically as a valued member of the University community.
- Students will lead and teach ethical behavior, setting an example for the University community.
- Students are responsible for preserving the integrity of the academic atmosphere at the University.
- Students will take an active role in upholding the integrity of the University’s professional reputation (i.e., professional behavior in the classroom, and in practicum and internship

sites).

- Students will not engage in multiple/dual relationships (e.g., become romantically/sexually involved with a faculty member, current instructor, or supervisor in a practicum or internship setting).
- Students will not give or receive unpermitted aid in examinations or in any work that is used by the instructor as the basis for grade evaluation.
- Students will not submit another’s work as their own.
- Students will report violations to the appropriate University designee.

Multiple/Dual Relationship Policy: A student is not to date or become romantically or sexually involved with a Program Chair, faculty member, current practicum or internship supervisor, current instructor, or psychotherapist. A student is not to enroll for credit in a class whose instructor has been or is their therapist. For an expanded policy on multiple/dual relationships, students are urged to consult the APA ethical guidelines.

Professional Behavior in the Classroom: Professional Behavior in the classroom, practicum, and internship sites is a University requirement. By “classroom” the Honor Code includes campus courses, courses conducted through the University’s Learning Management System, and residential seminars and intensives.

Some examples of professional behavior in the classroom, practicum sites, and internship sites include:

- Treating others with respect, dignity, consideration, and welcome.
- Being on time and prepared for class sessions.
- Exhibiting a realistic view of self – including one’s strengths and weaknesses.
- Perceiving the view of others and the impact of one’s actions on others accurately.
- Expressing respectful appreciation for diverse points of view even when disagreeing.
- Maintaining Student Academic Integrity and Ethical Behavior at the University and the Resolution Process

The list above is only partial. Instructors may explain in their syllabi (or supervisors in practicum/internship sites) other types of academic dishonesty and ethically inappropriate behavior relevant to the work in particular courses or sites.

Academic Integrity

“Academic integrity” and “ethical behavior” refer to the ethical standards and policies that govern how students work and interact in the academic environment at the University. These standards and policies attempt to do more than define what is dishonest or unethical. They attempt to provide a foundation for the mutual trust and individual responsibility necessary in a healthy and thriving academic community.

Faculty members, students, and staff have the responsibility to uphold the principles of academic integrity and ethical behavior. Faculty and staff members should create an environment in which honesty and ethical behavior are encouraged, dishonesty and ethically inappropriate behavior are discouraged, and integrity is openly discussed. Faculty members should follow the principles of academic integrity and ethical behavior in their own work and conduct.

Students are obligated to not only to follow these principles, but also to take an active role in encouraging other students to respect them as well. If a student suspects a violation of academic integrity and ethically inappropriate behavior, they should make their suspicions known to a faculty member or the Dean of Student Services. Students reporting dishonesty and ethically inappropriate behavior must be prepared to give evidence in a hearing before the Standing Ethics Committee (SEC), which consists of one faculty member, one student, and one staff member.

Many faculty members ask students to work collaboratively with others on written projects, oral presentations, revisions, labs, and other coursework. The guidelines for collaborative work differ substantially from course to course, but in most cases, part or all of a collaborative project must be completed independently. Faculty members should make clear, in writing, their expectations for collaborative work. Students should make sure they understand what is expected of them; they are responsible for knowing when collaboration is permitted, and when it is not. Handing in a paper, lab report, or take-home exam written entirely by a member of one's collaborative group, except when given explicit permission to do so by the instructor of the course, is an act of academic dishonesty.

Almost all the types of academic dishonesty and ethically inappropriate behavior described below involve working with others (in class or at practicum/internship sites) or using the work of others. This is not to suggest that working with others or using their work is wrong. Indeed, the heart of the academic enterprise, learning itself, is based on using the ideas of others to stimulate and develop one's own. In this sense, all academic work is collaboration, and therefore academic integrity focuses on those acts that demean or invalidate fruitful collaboration.

This list is partial and is included here for illustrative purposes only; it does not cover all possible violations:

- **Academic Dishonesty and Ethically Inappropriate Behavior:** Using or attempting to use unauthorized materials in any academic exercise or assignment or submitting work that was created by someone else on behalf of the student. Examples of such academic dishonesty include looking at another student's paper during an exam or submitting homework created by another student.
- **Fabrication:** Fabrication is the inventing or falsifying of information. Examples of fabrication include inventing data for an experiment one did not conduct or did not

conduct correctly or referring to sources in a paper that were not directly reviewed by the student.

- **Facilitating Academic Dishonesty:** Facilitating academic dishonesty is helping someone else to commit an act of academic dishonesty. This includes a student giving someone a paper or homework to copy (whether in whole or in part) or allowing someone else to see one's exam paper.
- **Plagiarism:** Plagiarism is committed when one uses the words or ideas of another writer without attribution, acknowledgment, or recognition. The words of another are represented as one's own and without giving credit to the original source. Plagiarism ranges from copying someone else's work word-for-word, to rewriting someone else's work with only minor word changes (mosaic plagiarism), to summarizing work without acknowledging the source. These sources might be written, electronic (such as computer files or information found on the Internet), or in the form of audio disks, musical scores, film or video materials. Any material created by another that is incorporated into a student's paper or other work must be properly acknowledged using APA style.
- **Carelessness:** When does carelessness become dishonesty? Students sometimes make minor mistakes in completing academic assignments. Mistyping one of many endnotes in a long paper, for example, may in most cases be considered a careless mistake, rather than an act of deliberate dishonesty. When students make multiple mistakes in acknowledging sources, however, these mistakes cannot be considered simply careless. Students who copy long passages from a book or a web source, for example, make a deliberate choice to do so. These students have taken a shortcut. Instead of explaining the source of the ideas, they have simply appropriated ideas from others. In such cases, carelessness is a form of academic dishonesty.
- **Multiple Submissions:** Submitting work one has completed and submitted for a previous class as if it were new and original is considered a duplicate or multiple submission. Although instructors may occasionally allow students to use previous work as the basis of new work, they expect new work for each class. Students should check with their instructor before attempting to resubmit an assignment that was previously submitted for another class.
- **Abuse of Academic Materials:** Abuse of academic materials happens when students harm, misappropriate, or disable academic resources so that others cannot use them. This includes cutting tables and illustrations out of books to use in a paper, stealing books or articles, and deleting or damaging computer files intended for others to use.
- **Deception and Misrepresentation:** Deception and/or misrepresentation is lying about or misinterpreting one's work, academic records, or credentials. Examples of deception

and misinterpretations include forging signatures, forging letters of recommendation, and falsifying credentials in an application. In the case of collaborative projects, taking credit for group work to which the student did not contribute is a further example of deception and misrepresentation. In a collaborative project, each member of the group is responsible for being familiar and involved with the entire project. It is imperative that students confirm the faculty member's expectations regarding individual and collective responsibilities on submitted work.

- **Electronic Dishonesty:** Electronic dishonesty occurs when students use network or Internet access inappropriately: in a way that affects a class or other academic work. Examples of electronic dishonesty include using someone else's authorized computer account to send and receive messages, breaking into someone else's files, knowingly spreading a computer virus, or obtaining a computer account under false pretenses.

Students are responsible for knowing the Student Academic Honor Code. Ignorance may not be used as an excuse for violations of the code.

Email Etiquette

Email etiquette should be used for electronic communications as well as when working in the University's Virtual Campus (Learning Management System). Email is used to extend education beyond the physical classroom, providing a shared communication tool for students, faculty, and staff. The system provides an internal link for the community as well as a link to regional, national, and global communication through the Internet. Messages stored and/or transmitted by email must not contain material that may reasonably be considered offensive. Offensive material includes, but is not limited to, any comments, jokes or images that would offend someone based on the University's four transpersonal values: mindfulness, discernment, compassion, and appreciation of differences. Anonymous emails are prohibited.

Academic Violations Resolution Process

Violations of the Student Academic Honor Code that are reported by faculty members to the Dean of Student Services or other administrators are settled through the University resolution process. The process is designed to (a) provide prompt resolution of cases, (b) help the student understand both the charge and the penalty, and (c) allow the student to discuss what happened and/or contest the charge or the proposed penalty. At all stages of the process, the focus is on education, and open and frank discussion is encouraged.

This settlement process gives faculty members and students a chance to discuss why academic integrity and ethical behavior are so important to the Sofia University community.

In the process of initially considering a charge, the instructor may discuss their suspicions with the student. Once the instructor is confident that the offense took place, a formal charge must be made by contacting the Dean of Student Services who will provide a copy of the necessary

paperwork to be filed. In cases of cheating on exams or other forms of academic dishonesty, it may be appropriate for faculty to approach the student during the exam or immediately afterwards; however, even in cases when the student admits to the violation verbally, the instructor is required to contact the Dean of Student Services and file the applicable paperwork.

The process for charging a student with a violation of the Student Academic Honor Code is described in a separate publication, The Student Handbook. The following provides only a brief description of the full process:

- When an instructor becomes aware of a possible violation of the Student Academic Honor Code, the instructor should move quickly (within ten days) to investigate the violation, including discussing the matter with the student. If suspected violations occur at the end of the quarter, the instructor may assign a grade of Incomplete and arrange to confer with the student at the start of the following quarter.
- The instructor informs the student that the purported violation is being communicated to the Dean of Student Services, who is responsible for notifying the student of the formal complaint. The student has ten business days to respond to the charge, either by assenting to the charge and proposed penalty by signing the Resolution Form, or by requesting a hearing before the Standing Ethics Committee.
- If a student charged with a violation does not respond in the specified time, the matter is immediately turned over to the Standing Ethics Committee (SEC) for a hearing. Once the SEC has determined a course of action and forwarded the Resolution Form to the Dean of Student Services, the student is provided a copy. The Resolution Form is added to the student file. (If the student is in a clinical program, the Resolution Form is also filed with the Clinical Mentor or Director of Clinical Training, whichever applies.)
- Once a student has been charged with a violation of the Honor Code, the student may not withdraw from the course in question. A hold is placed on the student's transcript until the charge has been settled.

The Standing Ethics Committee (SEC) Hearing: The Standing Ethics Committee (SEC) consists of a pool of nine volunteers representing three University constituencies: three faculty, three students, and three staff members. The term for membership is two years. Only three committee members, one from each constituency, is empaneled by the Dean of Student Services to hear and review a particular incident or charge. The Dean of Student Services observes and records the hearing but does not participate in SEC deliberations.

Reporting Violations of the Student Honor Code: Any faculty of the Sofia community may file a violation of the Student Honor Code by completing the Academic Dishonesty/Ethically Inappropriate Behavior Resolution Form (referred to as the Resolution Form), which is available in the Office of the Dean of Student Services. If a hearing before the SEC is necessary, either because the charge or penalty is disputed or because this is a second offense by the student,

the Dean of Student Services will convene the SEC at the time when the participants (one member from each constituency) can attend. The three committee members will be provided copies of the case documentation submitted by the instructor and a copy of the Resolution Form.

Nature of the Hearing: A hearing of the SEC is intended to be an orderly, fair inquiry into the facts bearing on the case. It is not intended to be a trial concerned with technical formalities. If the accused student fails to appear after proper notice of the hearing date (within three business days prior to the hearing date), the hearing proceeds, and the committee may reach its conclusion on responsibility and the appropriate penalty based on the evidence presented at the hearing.

Confidentiality: Hearing proceedings are confidential. SEC members, advisors, and witnesses are enjoined from mentioning names of those involved or details that might reveal the identity of the student or faculty member, and from discussing presentations or committee deliberations, outside of the hearing.

Presentation and Burden of Proof: When the Committee is convened to hear a disputed charge or penalty, the faculty member referring the case presents the evidence of the offense to the SEC. The student may present counterevidence if desired. During the case hearing, either party may have a faculty, staff, or student advisor, and each party has the right to call and question witnesses. The burden of proof is on the faculty member who must establish the responsibility of the student for the violation by the evidence. (In matters of academic integrity, the evidence does not have to constitute overwhelming, irrefutable proof of responsibility, but only has to convince the SEC that the violation took place.) Faculty members may refer cases based on the testimony of other students; in doing so, however, the faculty member should make sure either that the students who provided testimony are willing to appear as witnesses at the hearing or that there is corroborating evidence that substantiates the charge. Other procedures for due process shall be followed, and records (including a recording of the hearing) shall be kept. Records of any form will be destroyed after five years.

Standing Ethics Committee Penalties: The SEC imposes penalties according to the nature of the violation. SEC penalties may include a letter of warning, course grade of No Pass, or University dismissal. If the SEC finds that there has been no violation, or if the SEC does not find substantial evidence that a violation has taken place, the student may be considered exonerated. Penalties may consider whether the violation is a first or repeated offense.

Appeals Process: Either the instructor or the student may appeal the decision of the SEC. Appeals must be made in writing to the Provost within ten business days of receiving the written notification of the SEC's decision. Appeals are considered only if they are based on one or more of the following criteria:

- New evidence not reasonably available at the time of the original hearing
- Procedural error that can be shown to have affected the outcome of the hearing

- Appropriateness of sanction (only in cases of suspension or dismissal)

The Provost decides whether there is a basis for the appeal and may revise the decision or the penalty. The decision of the Provost is final.

GENERAL UNIVERSITY POLICIES

Remediation Policy

The purpose of the University’s remediation policy is to identify and address a student’s problematic behaviors, incompetence, and/or ethical violations that occur during the course of their education. Identifying issues for remediation early on can assist in students’ personal and professional development and prevent more serious problems in the future. Also, remediation plans are designed to help students avoid Academic Probation. The need for a remediation plan may result from inappropriate behavior exhibited in the classroom, poor grades in courses, and lack of academic progress; this is not an exhaustive listing.

When a problem has been identified, the student’s Academic Advisor develops a written remediation plan, in consultation with the student and other University staff and faculty. To appeal the faculty’s decision, the student may follow the Appeals Process outlined in this Academic Catalog. When a remediation plan has been developed, the student’s advisor will schedule a follow-up meeting with the student to evaluate the student’s adjustment to the review process and recommend potential sources of guidance and assistance when necessary. If the student does not exhibit appropriate remediation, the student may be referred for Academic Probation.

Collegiate Behavior

All those who inhabit or visit Sofia University are to be treated with courtesy, dignity, consideration, and welcome. Disagreement in this context is to be expected and is part of our development. Abuse, whether verbal or physical, is not acceptable. All students in a class have an equal right to participate whether they are in the cohort or began the program at the same time as others in the class. Although the cohort experience is valuable educationally and personally for students, there are many circumstances when programs that are structured with cohorts may choose to open a class to other students. Among the factors are the University’s desire to address the needs of returning students (who “stepped out” of their cohort and must now “catch up”), efficiency in course scheduling, unique opportunities to appoint a particular faculty member to teach, and others. It is the University’s expectation and hope that, over time, cohort identity will include the entire University membership (including faculty and staff) and an even larger global community. Cohorts, when part of a degree program, facilitate cooperation and are not a justification for in-group exclusion.

Every instructor is entitled to courtesy and a genuine effort on the part of the students to make their contribution as faculty a success for all involved. At the close of each course (and usually

in the middle) there is an opportunity to make judgments in confidence on effectiveness and needed improvements. There is a shared responsibility to create the best possible atmosphere for all participants, even if challenged. Completion of faculty evaluations should be handled respectfully.

Alcohol and Controlled Substances Policy

In response to concerns about the health and public safety risks associated with the misuse and abuse of illicit drugs (“controlled substances”) and alcohol, the Congress of the United States passed the Drug-Free Work Place Act of 1998 and the Drug-Free Schools and Communities Act Amendments of 1989. The acts describe various deleterious physical and mental consequences (including addiction, severe disability, and death) among the health risks associated with the use of illicit drugs and the abuse of alcohol.

“Controlled substances” are those defined in 21 U.S.C. 812 and include, but are not limited to, such substances as marijuana, heroin, cocaine, cocaine derivatives, barbiturates, amphetamines, PCP, tranquilizers, and inhalants. Generally, as of September 1990, it is a criminal offense to:

- Illegally manufacture, sell, distribute, or possess controlled substances (those listed in Schedules I through V of the Controlled Substances Act [21 U.S.C. sec. 812, 282, 841, 844, 845, 845a].)
- Unlawfully possess or possess for sale, controlled substances specified in the California Health & Safety Code (sec. 11350, 11351.)
- Transport, sell, or distribute marijuana to a minor or use a minor to transport, sell, or distribute marijuana (California Health & Safety Code, sec. 647.)
- Provide an alcoholic beverage to a person under 21 or to any obviously intoxicated person (California Business & Professions Code sec. 25658, 25602.)
- Be under the influence of alcohol in a public place and unable to exercise care for one’s own safety or that of others (California Penal Code sec. 647.)
- Operate a motor vehicle while under the influence of alcohol or other intoxicants or with a blood alcohol level of .08 or higher (California Vehicle Code, sec. 23152.)
- Have an open container of alcohol in a motor vehicle and for a person under 21 years of age to drive a vehicle carrying alcohol or to possess alcohol while in a motor vehicle (California Vehicle Code sec. 23223, 23224.)

Therefore, the Board of Trustees has enacted the following **Drug-free Policy** in compliance with the law, applicable to all Sofia University employees and students.

It is the policy of Sofia University to maintain a drug-free workplace and campus. The unlawful distribution, possession, and/or use of controlled substances or the unlawful possession, use, or distribution of alcohol is prohibited on the University campus or in the workplace. The workplace and campus are presumed to include all University premises where the activities of

the University are conducted.

Violation of this policy may result in disciplinary sanctions up to and including termination of employment or expulsion of students. Violations may also be referred to the appropriate authorities for prosecution. This policy will be reviewed at least biannually by the President of the University to determine its effectiveness; changes to the policy will be implemented as needed.

Students who unlawfully distribute, possess, or use controlled substances or alcohol in the workplace, on campus, or as part of any University activity may be subject to discipline up to and including expulsion.

As a condition of employment, all Sofia employees are required to follow this policy as well. Employees who unlawfully manufacture, distribute, dispense, possess, or use controlled substances or unlawfully use, possess, or distribute alcohol in the workplace or on campus, shall be subject to discipline up to and including discharge from employment.

Individuals who are not employees, but who perform work at the University for its benefit (e.g., independent contractors, job shoppers, temporary employees provided by agencies, visitors engaged in joint projects at the University, and volunteers), are required to comply with this policy. Such individuals, who unlawfully manufacture, distribute, dispense, possess, or use controlled substances or unlawfully use, possess, or distribute alcohol in the University workplace may be barred from further work at the University.

Rehabilitation: Successful completion of an appropriate rehabilitation program (including participation in aftercare) may be considered as evidence of eligibility for continued or future employment or for reinstatement of student status.

Getting Help: Anyone who is concerned about substance use, abuse, and rehabilitation is strongly encouraged to contact their physician or community health hotline, which can provide referrals to the appropriate resources (community or private agencies) that provide complete, confidential substance abuse counseling.

The Dean of Student Services maintains a list of mental health and addictions counseling services. Inquiries to receive a copy of the list are treated strictly confidentially by the Dean.

Legal Sanctions: A few federal, state, and local laws regulate the unlawful manufacture, distribution, dispensation, possession, and/or use of controlled substances or alcohol. The laws impose legal sanctions for both misdemeanor and felony convictions. Criminal penalties for convictions can range from fines and probation to denial or revocations of federal benefits (such as student loans) to imprisonment and forfeiture of personal and real property.

Jacob Wetterling Crimes Against Children & Sexually Violent Offender Registration Act

Persons interested in accessing data available through the California State Sex Offender Registry may obtain information at www.meganslaw.ca.gov. Persons required to register are reminded that registry status must be updated to reflect enrollment or employment on a school campus (CSCPA.)

Jeanne Clery Disclosure of Campus Security Policy & Campus Crime Statistics Act

The University does not maintain a security or police force as part of our general operations. Any suspicious or criminal activity should be reported to the Palo Alto Police Department. In the event of an emergency, community members are urged to dial 911. To report a situation of a non-emergency nature, the general Palo Alto police department numbers are as follows: (650) 329-2406 from 8:00 a.m. to 6:00 p.m. Monday through Friday or (650) 329-2413 after hours.

On the Costa Mesa campus, to report a situation of a non-emergency nature, community members should call (714) 754-5252.

In addition, any suspicious activity or criminal incident should be reported to Facilities. The Facilities Manager will ensure that the proper authorities are notified and that the Executive Management Committee is made aware of the incident as well. Access to University facilities is limited to authorized personnel, students, and guests. Facilities are generally locked when not in use. The Facilities Manager issues building keys to authorized parties.

Crime Prevention and Campus Security

Students will be informed of any recent problems, including incidents of note occurring in the Costa Mesa or Palo Alto areas, at their class meeting or by email. Reporting and prevention procedures will be reviewed with students annually either at orientation or through the dissemination of the annual orientation packet. Likewise, at least one annual staff and one annual faculty meeting will include the topic of crime prevention on the agenda.

Should a crime occur on campus, the Executive Management Committee will convene an ad hoc committee consisting of student, staff, and faculty representatives whose meetings will be coordinated by the Facilities Manager. This committee will be required to meet within five working days of an incident and produce a report to the community within ten working days.

Legal Compliance

It is University policy to follow all applicable federal and state laws and regulations governing the operation of an institution of higher education and the administration of federal financial aid. In addition to the specific implementation of regulations described herein, this includes but is not limited to: Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; Executive Order 11246, as amended; Section 504 of the Rehabilitation

Act of 1973; the Age Discrimination Act of 1975; The Pregnancy Discrimination Act of 1978; the Americans with Disabilities Act; the Immigration Act of 1990, as amended; the Family Medical Leave Act of 1993; the Digital Millennium Copyright Act; and applicable laws of the United States and the State of California.

Conflict of Interest, Self-Dealing, and Dual Relationships

Trustees, faculty, and staff members should avoid actions where there is a conflict, or appearance of conflict, between their personal interests and their responsibilities to the University and their profession. This includes financial conflicts (“self-dealing”), and conflicts between roles in relation to students or those who are supervised (“dual-role relationships”).

Financial contributions from business, industry, government, and private donors will not be accepted if they threaten any aspect of academic freedom at the University. If an exception is believed warranted, the individual should submit a written petition with justification to the President prior to the action.

Authority for the decision resides with the President. In the case of an unresolved disagreement between the President and the petitioner, the latter may submit documentation to the Board of Trustees for its consideration and a final decision. A more detailed discussion of this policy as it applies to faculty may be found in the Sofia’s Academic and Procedures Manual.

Diversity in Curriculum and Teaching

Sofia University is committed to diversifying its faculty, staff, and student body. We are committed to promoting diversity in our curriculum, educational policies, administrative policies, and teaching methods. This commitment to diversity further implicates the University to promote mindful consideration and development of organizational structures, policies, and values in order to promote participation. Diversity in this context refers to people of any race, color, religion, national origin, ethnic origin, gender, age, disability, or sexual orientation.

Across the curriculum and as appropriate to particular classes, Sofia’s faculty is expected to present and make available to student theories and scholarly works relevant to the degree program that represent a wide range of viewpoints, consideration of perspectives from diverse authors, researchers, and practitioners. This commitment encompasses, but is not limited to, class presentations, required readings, reading lists, guest speakers, and other instructional materials.

Faculty are also asked to strive to teach in a manner that renders class presentations and instructional materials more broadly relevant to its diverse student constituency. Individual classes may be devoted to a particular school of thought or framework, but ideally will be contextualized and critiqued from a variety of theoretical and cultural perspectives.

Family Educational Rights and Privacy Act of 1974

The Family Educational Rights and Privacy Act (FERPA) offers students certain rights with respect to their education records. These rights are as follows:

- The right to inspect and review the student’s education records within 45 days of the day the school receives a request for access. Students should submit a written request to the Office of the Registrar that identifies the record(s) they wish to inspect. The Registrar then notifies the student of the time and place where the records may be inspected.
- The right to request the amendment of the student’s education records that the student believes is inaccurate or misleading. A student may ask Sofia University to amend a record they believe is inaccurate or misleading. A written request must be made to the Provost. The request should include all information which identifies the part of the record the student wants amended and why the student believes the record to be inaccurate or misleading. The Provost or designee responds to the student of the decision in writing. Students will be advised of their right to a hearing in the event that the University decides not to amend the specified record. Additional information regarding the hearing procedures will be provided to the student when notified.
- The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure of student records without consent, is disclosure to school officials with legitimate educational interests. A school official has a legitimate educational interest if they need to review an education record in order to fulfill their professional responsibility. A school official is a person employed by Sofia University in an administrative, supervisory, academic/research, or support staff position (including law enforcement personnel and health staff); a person or company with whom Sofia University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. Sofia University discloses education records without consent, upon request, to officials of another school in which a student seeks or intends to enroll.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by Sofia University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4605.

Grievance Policy

The Grievance Policy applies to all students, faculty, and staff of the University and to issues involving other employees, students, and/or third parties with contractual relationships with the University. These grievance procedures are not applicable to complaints, such as academic appeals, that have other internal remedies in place.

Informal Resolution: Discussions between the parties at all levels of the University should occur in good faith to attempt to resolve the dispute. An informal resolution procedure is recommended below.

Formal Resolution: If a dispute is not satisfactorily resolved through informal means then a formal grievance may be initiated. In a formal grievance, the following points are important, and are described in detail below: The grievant submits the written complaint to the appropriate Grievance Coordinator within the timelines described in these Procedures for consideration and further action. The written complaint states the nature of the grievance, the steps that have been taken, and the resolution expected.

A Grievance Hearing Panel is convened to determine whether the issue qualifies as a grievance as defined by this Policy and, if so, to hear the grievance and make recommendations on the action, if any, to be taken. The Director of Human Resources will be automatically informed when a formal grievance has been filed against an employee.

Grievance – Definition: A grievance is an allegation by an individual based on specific perceptions or experience that there has been a misinterpretation, misapplication, discriminatory application, or violation of a University policy or procedure. The intent of the grievance process is to resolve a dispute over significant issues and is generally not applicable to minor disagreements. A member of the Sofia Community who files a grievance has the burden of demonstrating, by a preponderance of the evidence, that they have been wronged. The following situations may be grieved:

- Alleged violations of academic freedom
- Alleged violations of the University’s ethical standards
- Unsafe or inappropriate work assignment
- Unsafe working conditions
- Policy application
- A repeated pattern of harassment or other inappropriate behavior
- Legally prohibited unequal treatment including, but not limited to, discrimination or harassment based on age, sex, race, religion, color, ethnic/national origin, disability, sexual orientation, or veteran status

These grievance procedures may also be utilized to review the process and procedures of awarding faculty promotions, classification, salary increases, and non-reappointment. Grade

disputes, admission decisions, graduation appeals, and similar academic decisions are not grievance issues, unless they fall into one of the seven categories listed above.

Students have the option of contacting the Bureau for Private Postsecondary Education to address grievances at 2535 Capitol Oaks Drive Suite 400, Sacramento, CA 95833. (916) 431-6959 or (888) 370-7589

Grade Appeals

Students may dispute a final grade if they disagree with an instructor's assessment of their performance. To dispute a final grade received in a course, students should first contact their instructor with the basis of the appeal.

Grade appeals may be considered if there is evidence that:

- The grade was incorrectly calculated
- There was capricious conduct on the part of the faculty member
- There was a clerical error in recording or communicating the grade (i.e., the faculty member communicated a grade that was different than the one received)

Students unable to resolve a disputed grade with faculty members must contact their Program Chair who will provide a Grade Appeal Form. To be considered by the University, this form must be completed and received by the Program Chair within six weeks of the end of the course. The Program Chair reviews the appeal, reaches a decision, and replies directly to the student in writing within two weeks.

The disputed grade may be maintained, raised, or lowered because of this independent review. If, after the Program Chair's review, a student is still unsatisfied, they may contact the Provost in writing for a final appeal; under usual circumstances, this contact should occur no later than two weeks after the Program Chair's review and decision. The Provost reviews the appeal and replies directly to the student in writing within two weeks.

Institutional Research

Institutional Research refers to research conducted within an institution of higher learning in order to provide information that supports planning, policy formation, and decision-making. The mission of the University's Institutional Research (IR) program is to create a comprehensive data collection process that serves the institution in three ways:

- Measure and assess student ("customer") satisfaction and educational effectiveness
- Gather and archive all data elements and reports required of the University by governmental and regulatory organizations (e.g., WASC Senior College and University Commission, IPEDS: The Integrated Postsecondary Education Data System)

- Inform all aspects of operational policy making, program development, and strategic planning

A central function of IR is to support institutional efforts to solicit feedback from students and other constituents by contributing expertise in all phases of survey development, administration and data analysis. IR presents findings and provides context from multiple data analysis projects to institutional leaders with the aim of informing decision making. Some of the areas IR engages with include: operational and strategic planning, assessment of academic programs, tracking historical trends and forecasting future enrollments, and supporting efforts to provide compliance data to requesting agencies.

As part of the University's efforts to assess institutional effectiveness, including the attainment of Program Learning Outcomes by students, Academic Affairs and IR may collect a sample of student work (e.g., final papers, dissertation proposals, case study analyses, etc.) for evaluation with objective rubrics. All sample materials are treated confidentially by the Program Chair or instructor when retrieved for archival and assessment purposes, and anonymously when reviewed by an evaluation team. The assessment of Program Learning Outcomes does not focus on individual student performance but rather on aggregate attainment of Program Learning Outcomes.

Non-Discrimination Policy

It is the University's policy to extend equal opportunities to all members of the faculty, staff, student body, and to applicants for admission or employment, without regard to race, religion, color, sex, disability, national origin, or sexual orientation.

Sexual Harassment and Assault

The University affirms its commitment to an educational and work environment free of sexual harassment. While there exists an atmosphere for freedom of expression, it must always be in conjunction with the responsibility to observe the rights of one another. In such a setting there is no place for conduct that diminishes, uses, or abuses another person.

Policy on Sexual Harassment: Sexual harassment is defined as unwanted sexual advances of a visual, verbal, or physical nature. The following is a partial list:

- Offering employment benefits or course grades in exchange for sexual favors
- Making or threatening reprisals after a negative response to sexual advances
- Verbalizing sexual advances or propositions
- Physical conduct: unwarranted touching, assaulting, impeding or blocking another's movements

Reporting Incidents: Incidents of sexual harassment experienced by any student, staff, or faculty member should be promptly reported as follows:

- Students report incidents to the Dean of Student Services
- Staff report incidents to their supervisor or a member of the Executive Management Team
- Core faculty, adjunct faculty, and faculty mentors (e.g., Dissertation Chairs) report incidents to the Provost
- In a case where the complaint may involve the supervisor or advisor, the Director of Human Resources should be contacted

Incident Handling Procedure: Every effort should be made to resolve sexual harassment problems on an informal basis outside the Grievance Procedure. This should be done confidentially, in the least disruptive way, and suited to individual circumstances. Assistance may be obtained from the Director of Human Resources who has been designated as the University’s Sexual Harassment Counselor for staff and faculty; the Provost and the Dean of Student Services have been similarly designated for students.

If the complainant does not wish to talk with the alleged harasser directly, the Sexual Harassment Counselor, with the complainant’s permission, may contact the alleged harasser. The complainant may be advised to write a formal letter to the alleged harasser.

If these informal actions do not lead to a successful resolution, formal procedures exist which allow both parties an opportunity to pursue a resolution. At this point, the individual alleging sexual harassment should contact the Sexual Harassment Counselor in writing and initiate a formal complaint.

The investigation of a complaint is conducted by the Sexual Harassment Counselor in conjunction with the supervisor of the alleged harasser, Program Chair, advisor, or Provost as appropriate and necessary. It is University expectation that a sincere attempt will be made to investigate all complaints thoroughly and assure preservation of the reputation and the integrity of involved individuals.

An individual who has experienced an incident of sexual harassment has up to 180 days after the alleged occurrence to file a complaint. As noted above, an investigation is conducted in an expeditious manner, assuring maximum confidentiality, consistent with principles of due process and fairness as follows:

- A person bringing a complaint founded in good faith will suffer no retaliation
- The person charged will be promptly notified and given an opportunity to respond

Disciplinary Action: If at the end of a formal process a complaint is found to be valid, the offender will be subject to disciplinary action, which may include suspension, dismissal, or another penalty consistent with the degree of seriousness of the sexual harassment so ascertained. Appropriate counseling will be made available to all parties involved if desired.

When an incident is found to have occurred, regardless of the degree of severity of the harassment, reasonable action will be taken to stop the harassment from recurring. If the complaint is judged to be invalid and malicious in intent, the accuser may be subject to disciplinary action, which may include suspension, dismissal, or another penalty. Appropriate counseling for the false accuser may be made available or suggested.

Retaliation Policy: The faculty, staff, and administration are prohibited from retaliation if a student with a disability files a disability discrimination complaint against the University.

GOVERNANCE

Board of Trustees

A Board of Trustees is responsible for the University's corporate, business, and financial affairs, including the setting of broad educational policies and long-range planning. The Board consists of prominent members of local and national communities.

President

The President, as Chief Executive Officer (CEO) of the University, leads the University and is responsible to the Board of Trustees.

Provost and Chief Academic Officer

Responsibility for all academic affairs rests with the Provost, who exercises this responsibility in collaboration with the President and the faculty and staff. The Provost is responsible for the content, quality, and execution of all academic programs, and for the maintenance of the University's academic standards.

Faculty Senate

The Faculty Senate serves as a liaison between the faculty and the administration by:

- Fostering faculty participation in the development and implementation of the strategic plan of Sofia University
- Representing the faculty in developing University policies and procedures that directly affect the faculty and the student body
- Reviewing University academic programs, policies, and procedures proposed by the administration, student organizations, or individual faculty members
- Cultivating a clear dialogue within Sofia University so that optimal understanding, inclusivity, and accountability are achieved
- Creating, maintaining, and protecting a university environment that is respectful of all

persons and conducive to the richest growth of scholarship, learning, teaching, research, cultural humility, service, and professionalism

- Accepting and sharing responsibility with all constituents (the administration, staff, and students) in all efforts to improve the stature and relevance of Sofia University

Student Senate

The Student Senate is a student-run, shared governance organization that ensures adequate student representation from on-campus, hybrid, and online programs in the daily operations of the University. Interested parties are encouraged to contact Student.Senate@Sofia.edu for more information about the many services provided by the Student Senate.

Notice Concerning Transferability of Credits and Credentials Earned at the University

The transferability of credits that a student earns at Sofia University is at the complete discretion of the institution to which the student may seek to transfer. Acceptance of the degree earned through completion of a Sofia University bachelor's, master's, or doctoral program is also at the complete discretion of the institution to which the student may seek to transfer. If the credits or degree earned at this institution are not accepted at the institution to which a student seeks to transfer, the student may be required to repeat some or all the coursework at the latter institution. For this reason, students should make certain that their attendance at this institution will meet their educational goals. This may include contacting an institution to which students may seek to transfer after attending Sofia University to determine if earned credits or a degree will transfer.

Bachelor of Arts in Psychology Completion Program (Online + Low-residency)

Program Overview

The Bachelor of Arts in Psychology (BAP) is a degree-completion program, available to students who have completed a minimum of 75 quarter units (50 semester units) of prior college-level work. Rooted in the field of transpersonal psychology, the program provides students with broad exposure to the humanistic and scientific approaches to the study of human cognition, emotions, and behavior. Students tailor the program to their interests and goals by developing an individually designed Concentration to focus their studies and prepare for graduate school or their transition to a professional career.

Courses are offered online, with faculty serving as facilitators and tutors. Each quarter students also attend at least one classroom session on campus, participate in a field trip to a site relevant to the study and application of psychology, or engage in a University-sponsored webinar to complement their online courses.

Program Learning Outcomes

Upon successful completion of the Bachelor of Arts in Psychology program, students will be able to:

- Define and compare a broad range of psychological theories, perspectives, methods, and research findings, including those of Transpersonal Psychology and Systems Theory.
- Employ best practices of psychological research methodology in their consumption, design, and conduct of basic psychological research.
- Apply psychological theories and methods in addressing a problem or issue at an individual or group level.
- Communicate effectively using a variety of media and genres to meet the needs of the situation and intended audience across a range of personal and professional purposes and settings.
- Reflect upon their own whole-person development, including growth in mind, body, spirit, creativity, and community, and identify opportunities for continuing development.

Degree Requirements

To receive a Bachelor of Arts in Psychology degree, students must successfully complete 180

quarter units including transfer credit earned at other colleges or universities. The following are specific degree requirements:

- **48 units in General Education**
- **60 units in Core Courses**
- **16 units in Concentration Courses**
- **8 units in Capstone Project**
- **48 units in Elective Courses**

At least 48 quarter units of the degree must be completed at Sofia University. Across units earned at Sofia and elsewhere, students must complete a minimum of 48 “upper division” units. The Capstone Project cannot be fulfilled by transfer units and must be completed at Sofia.

General Education (48 units): The General Education requirement consists of the following content areas:

- **12 units in English and Communication**
- **4 units in Mathematical Reasoning**
- **12 units in Arts and Humanities**
- **12 units in Social Sciences**
- **8 units in Physical and Natural Sciences**

Transfer students with an associate degree from a California community college who completed the Intersegmental General Education Transfer Curriculum (IGETC), or equivalent, are waived from taking additional General Education coursework at Sofia. Students who did not complete an associate degree will have a transcript audit conducted to determine remaining General Education courses are required to complete the degree.

English and Communication (12 units): Students must complete coursework in composition, critical thinking (or advanced composition), and oral communication from the following list (or equivalents):

Students must complete the following:

- ENG100 Written Communication (4)
- ENG101 Oral Communication (4)

Students select from the following:

- ENG102 Critical Thinking and Written Communication (4)
- ENG190 Special Topics in Written Communication (4)

Mathematical Reasoning (4 units): Students must complete coursework in basic mathematics drawn from the following list (or equivalents):

- MTH100 College Algebra (4)
- MTH101 Finite Math (4)
- MTH102 Liberal Arts Mathematics (4)

Arts and Humanities (12 units): Students must complete coursework in the arts and humanities drawn from the following list (or equivalents):

- HUM100 Art and Society (4)
- HUM101 Mythology and Symbolism (4)
- HUM102 Ethics and Public Policy (4)
- HUM190 Special Topics in the Humanities (4)

Social Sciences (12 units): Students must complete coursework in the social sciences drawn from the following list (or equivalents):

- SOC100 Cultural and Media Studies (4)
- SOC101 History of Government (4)
- SOC102 Religion and Society (4)
- SOC190 Special Topics in the Social Sciences (4)

Physical and Natural Sciences (8 units): Students must complete coursework in biology, chemistry, or general physical sciences drawn from the following list (or equivalents):

- PNS100 Human Biology (4)
- PNS102 General Biology (4)
- PNS103 Introduction to Physical Science (4)
- PNS104 General Chemistry (4)
- PNS190 Special Topics in the Physical and Biological Sciences (4)

Core Courses (60 units): The Core provides broad exposure to the field of psychology and consists of the following required courses:

- PSB100 Introduction to Psychology (4)
- PSB101 Statistical Reasoning in Psychology (4)
- PSB102 Methods of Inquiry (4)
- PSB103 Personality Theory (4)
- PSB201 Abnormal Psychology (4)
- PSB202 Professional Ethics (4)

- PSB203 Foundations of Transpersonal Psychology (4)
- PSB301 Biological Basis of Behavior (4)
- PSB302 Developmental Psychology (4)
- PSB303 Perception and Cognition (4)
- PSB304 Neurodiversity (4)
- PSB401 Somatic Psychology (4)
- PSB402 Social Psychology (4)
- PSB403 Meditation and Mindfulness (4)
- PSB404 Psychology and Social Structure (4)

Concentration Courses (16 units): Students propose a Concentration that combines courses from the elective pool in psychology, Core and/or Elective Courses in business administration, and independent study in a focused field of psychology. Examples of Concentrations include, but are not limited to, *Community and Counseling Psychology*, *Psychology Research*, *Media Psychology*, and *Organizational Psychology*.

Capstone Project (8 units): The Capstone Project is divided into two courses; it is designed to enable students to integrate the knowledge and skill they have developed as they prepare to graduate and either continue on to a master's degree or advance in their careers. The two Capstone courses are the following:

- PSB498 Psychology Capstone I (4)
- PSB499 Psychology Capstone II (4)

Elective Courses (48 units): Students complete their bachelor's program by selecting courses that complement their Concentration, prepare them for additional career options and advanced study in the field, and enable them to explore new areas of interest. In addition to the courses below, students may select Elective Courses from the BS in Business Administration program with the Program Chair's approval:

- PSB405 The Impact of Technology on Human Wellbeing (4)
- PSB406 The Psychology of Drug Use (4)
- PSB407 Psychology and Gender (4)
- PSB408 The Psychology of Sustainability (4)
- PSB409 The Psychology of Disability (4)
- PSB410 Psychology and Public Health (4)
- PSB411 The Psychology of Pain (4)
- PSB412 Child Psychology (4)
- PSB413 The Psychology of Adolescence (4)
- PSB414 Human Sexuality (4)
- PSB415 Psychology of Delinquency (4)
- PSB416 Psychology of Emotion (4)

- PSB417 Sports Psychology (4)
- PSB418 Forensic Psychology (4)
- PSB419 Leadership and Transpersonal Psychology (4)
- HUM490 Advanced Topics in the Humanities (4)
- SOC490 Advanced Topics in the Social Sciences (4)

View Course Listing

Bachelor of Science in Business Administration Completion Program (Online + Low-residency)

Program Overview

The Bachelor of Science in Business Administration (BSBA) is a degree-completion program, available to students who have completed a minimum of 75 quarter units (50 semester units) of prior college-level work. Integrating concepts from transpersonal psychology into the study of the main functional areas of business, the program is designed to equip business leaders across industries and organizations with both the personal leadership and business acumen required for a successful career. Students tailor the program to their interests and goals by developing an individually designed Concentration that focuses their studies and prepares them for graduate school or career advancement.

Courses are offered online, with faculty serving as facilitators and tutors. Each quarter students will attend classroom sessions on campus or participate in a field trip to a site relevant to the study and application of business fundamentals to complement their online courses.

Program Learning Outcomes

Upon successful completion of the Bachelor of Science in Business Administration program, students will be able to:

- Summarize fundamental concepts of the business disciplines and apply these when analyzing and solving business problems.
- Determine when information is needed to address a topic or problem, and locate, evaluate, and use the needed information effectively and efficiently.
- Integrate empirical data, ethical considerations, and transpersonal values when analyzing and solving business problems.
- Communicate using a variety of media and genres to effectively address the circumstances and intended audience across a range of purposes and settings.
- Describe and employ effective management and leadership practices to teamwork in multidisciplinary and multicultural settings.
- Articulate key concepts and frameworks of ethics, social responsibility, and sustainability, and apply them appropriately in professional settings

Degree Requirements

To receive a Bachelor of Science in Business Administration degree, students must successfully complete 180 quarter units including transfer credit earned at other colleges or universities. The following are specific degree requirements:

- **48 units in General Education**
- **60 units in Core Courses**
- **16 units in Concentration Courses**
- **8 units in Capstone Project**
- **48 units in Elective Courses**

At least 48 quarter units of the degree must be completed at Sofia University. Across units earned at Sofia and elsewhere, students must complete a minimum of 48 “upper division” units. The Capstone Project cannot be fulfilled by transfer units and must be completed at Sofia.

General Education (48 units): The General Education requirement consists of the following content areas:

- **12 units in English and Communication**
- **4 units in Mathematical Reasoning**
- **12 units in Arts and Humanities**
- **12 units in Social Sciences**
- **8 units in Physical and Natural Sciences**

Transfer students with an associate degree from a California community college who have completed the Intersegmental General Education Transfer Curriculum (IGETC), or equivalent, are waived from taking additional General Education coursework at Sofia. Students who did not complete an associate degree will have a transcript audit conducted to determine which remaining General Education courses are required to complete the degree.

English and Communication (12 units): Students must complete coursework in composition, critical thinking (or advanced composition), and oral communication from the following list (or equivalents):

Students must complete the following:

- ENG100 Written Communication (4)
- ENG101 Oral Communication (4)

Students select from the following:

- ENG102 Critical Thinking and Written Communication (4)
- ENG190 Special Topics in Written Communication (4)

Mathematical Reasoning (4 units): Students must complete coursework in basic mathematics drawn from the following list (or equivalents):

- MTH100 College Algebra (4)
- MTH101 Finite Math (4)
- MTH102 Liberal Arts Mathematics (4)

Arts and Humanities (12 units): Students must complete coursework in arts and humanities drawn from the following list (or equivalents):

- HUM100 Art and Society (4)
- HUM101 Mythology and Symbolism (4)
- HUM102 Ethics and Public Policy (4)
- HUM190 Special Topics in the Humanities (4)

Social Sciences (12 units): Students must complete coursework in the social sciences drawn from the following list (or equivalents):

- SOC100 Cultural and Media Studies (4)
- SOC101 History of Government (4)
- SOC102 Religion and Society (4)
- SOC190 Special Topics in the Social Sciences (4)

Physical and Natural Sciences (8 units): Students must complete coursework in physical and natural sciences drawn from the following list (or equivalents):

- PNS 100 Human Biology (4)
- PNS 102 General Biology (4)
- PNS 103 Introduction to Physical Science (4)
- PNS 104 General Chemistry (4)
- PNS 190 Special Topics in the Physical and Natural Sciences (4)

Core Courses (60 units): The Core provides broad exposure to the field of business administration and consists of the following required courses:

- BUS100 Introduction to Business (4)
- BUS101 Organizational Theory (4)
- BUS102 Business Statistics and Probability (4)
- BUS103 Financial Accounting (4)
- BUS201 Marketing Management (4)
- BUS202 Micro and Macroeconomics (4)
- BUS203 Business Ethics (4)

- BUS204 Managerial Accounting (4)
- BUS301 Research Methods (4)
- BUS302 Information Systems and Technology (4)
- BUS303 Human Resource Management (4)
- BUS401 Corporate Finance (4)
- BUS402 Advanced Principles of Marketing (4)
- BUS403 Strategic Management (4)
- BUS404 Business Law (4)

Concentration Courses (16 units): Students propose a Concentration that combines courses from the elective pool in business administration, Core and/or Elective Courses in psychology, and independent study in a focused field of business administration. Examples of Concentrations include, but are not limited to, *Leadership and Organizational Behavior*, *Marketing*, *Information Technology Management*, *Human Resource Management*, and *Finance*.

Capstone Project (8 units): The Capstone Project is divided into two courses and is designed to enable students to integrate the knowledge and skill they have developed as they prepare to graduate and either continue on to a master's degree or advance in their careers. The two Capstone courses are the following:

- BUS498 Business Administration Capstone I (4)
- BUS499 Business Administration Capstone II (4)

Elective Courses (48 units): Students complete their bachelor's program by selecting courses that complement their Concentration, prepare them for additional career options and advanced study in the field, and enable them to explore new areas of interest. In addition to the courses below, students may select Elective Courses from the BA in Psychology program, with the Program Chair's approval:

- BUS405 Health Care Management (4)
- BUS406 Business-to-Business Marketing (4)
- BUS407 Performance Measurement (4)
- BUS408 Knowledge Management (4)
- BUS409 Management and Information Systems (4)
- BUS410 Fundamentals of Taxation (4)
- BUS411 Consumer Credit and Personal Finance (4)
- BUS412 Search Engine Optimization (4)
- BUS413 Logistics and Global Supply Chain Management (4)
- BUS414 Global Finance (4)
- BUS415 Politics and Global Trade
- BUS416 Workforce Training and Development (4)
- BUS417 Sustainability and Global Business (4)
- BUS418 Advertising and Brand Promotion (4)

- BUS419 Business and Professional Speaking (4)
- BUS420 Cross-cultural Communication (4)
- BUS421 Advertising and Social Media Strategy (4)
- BUS422 Negotiation and Global Business (4)
- HUM490 Advanced Topics in the Humanities (4)
- SOC490 Advanced Topics in the Social Sciences (4)

[View Course Listing](#)

Master of Arts in Counseling Psychology (Online + Low-residency)

Program Overview

The Master of Arts in Counseling Psychology (MACP) degree program provides formal training in the science and practice of family systems therapy and clinical counseling. In addition to a broad and rigorous preparation in counseling psychology, the program provides training in theory and treatment inspired by both secular and spiritual concepts and interventions. Mindfulness, movement, and expressive arts, in both clinician self-care and treatment interventions, are integrated throughout the curriculum.

Students who graduate from the MACP program complete the requirements current as of Fall 2021 as set by the California Board of Behavioral Sciences (BBS) for the Marriage and Family Therapy and/or Professional Clinical Counselor educational tracks. In addition, they complete a minimum one-year supervised practicum providing therapy to clients in preparation for registering as either a Marriage and Family Therapy or Professional Clinical Counselor associate in the State of California. The program also supports students in completing the requirements that they identify to register for post-degree clinical training in many other states and countries.

Careers as Licensed Marriage and Family Therapists (LMFTs) and Licensed Professional Clinical Counselors (LPCCs) often include supervisory positions in counseling agencies as well as serving as clinical staff, managers, directors, and administrative positions in substance abuse and mental health treatment settings, hospitals, corrections agencies, and private practice. Students who complete the MACP degree and do not choose to pursue post-degree clinical training often apply their education in other fields, including business, coaching, or spiritual guidance.

The MACP degree is offered as an online program with some low-residency sessions. Some required courses or parts of courses occur in an intensive residential format. Online courses are taught using the university's Learning Management System (Canvas); some of these courses may require participation in synchronous telemediated sessions. The intensive residential classes occur two times per year, typically at the beginning of the Fall and Spring quarters for ten consecutive days. There is a total of six required residential intensives, each of which involves full-day participation, throughout the three-year program.

Advisers are assigned at the onset of the program and meet with students for ongoing mentoring, advising, and review of readiness to begin clinical practicum. Annually, advisors meet with each student either at the intensives or via synchronous web technology for a formal and documented review of student progress. When necessary, students meet with appropriate faculty members, advisors, and the Program Chair for further discussion and recommendations.

Note about Additional Fees: In addition to tuition, attendance at the residential intensives for

the MACP program requires students to budget for travel, room, and board.

Program Learning Outcomes

Upon successful completion of the Master of Arts in Counseling Psychology program, students will be able to:

- Summarize, compare, and evaluate a broad range of theories, perspectives, methods, and research findings, including those of Transpersonal Psychology and Systems Theory, used in the field of counseling psychology.
- Apply counseling psychology theories, perspectives, methods, and research findings to important human problems and case examples.
- Communicate and collaborate effectively as either a Transpersonal Marriage and Family Therapist or a Transpersonal Professional Clinical Counselor in a variety of mental health settings and with a variety of clients and team members.
- Reflect upon their own whole-person development, including growth in mind, body, spirit, creativity, and community, and identify opportunities for continuing development.
- Apply the ethical and professional values, legal standards, and regulations of a Transpersonal Marriage and Family Therapist or a Transpersonal Professional Clinical Counselor across professional settings and interactions.

Degree Requirements

To receive a Master of Arts in Counseling Psychology degree, students must successfully complete a minimum of between 90 and 94.5 units depending on the Concentration selected. The following are specific degree requirements:

- **14 units in Transpersonal Arc Courses**
- **59.5–64 units in Clinical Core Courses** (including LMFT or LPCC Concentration Courses)
- **16.5 units in Capstone Clinical Practicum Sequence**—a minimum of 225 supervised clinical hours for LMFT and 280 supervised direct counseling hours for LPCC; minimum four quarters of practicum coursework; obtain an approved placement at a community practicum site
- **Complete 40 hours total of documented psychotherapy during the program**, including a minimum of 20 hours prior to entering Clinical Capstone Practicum Sequence

Transpersonal Arc Courses (14 units): The Transpersonal Arc provides foundational skills in transpersonal theory and introduces somatic practice, mindfulness, and creative expression as

core to whole-person learning. Labs provide further opportunities to explore transpersonal skills for both personal growth and clinical interventions. The following courses from the Transpersonal Arc are required for the MACP degree:

- MLR1001.1 Creative Expression: Part 1 (1)
- MLR1001.2 Creative Expression: Part 2 (1)
- MLR3001.1 Clinical Applications of Meditation and Mindfulness: Part 1 (.5)
- MLR3001.2 Clinical Applications of Meditation and Mindfulness: Part 2 (1)
- MLR3001.3 Clinical Applications of Meditation and Mindfulness: Part 3 (.5)
- MLR4001 Aikido A (1)
- MLR4002 Aikido B (1)
- MLR6001 Transpersonal Theory and Literature (2)

Students select 2 units from the following:

- MLR1065 Transpersonal Skills Lab 1: Creative Focus (1)
- MLR3065 Transpersonal Skills Lab 1: Spiritual Focus (1)
- MLR4065 Transpersonal Skills Lab 1: Somatic Focus (1)

Students select 2 units from the following:

- MLR1066 Transpersonal Skills Lab 2: Creative Focus (1)
- MLR3066 Transpersonal Skills Lab 2: Spiritual Focus (1)
- MLR4066 Transpersonal Skills Lab 2: Somatic Focus (1)

Students select 2 units from the following:

- MLR1067 Transpersonal Skills Lab 3: Creative Focus (1)
- MLR3067 Transpersonal Skills Lab 3: Spiritual Focus (1)
- MLR4067 Transpersonal Skills Lab 3: Somatic Focus (1)

Clinical Core Courses (59.5-64 units): The Clinical Core consists of coursework that meets the requirements for the California Board of Behavioral Sciences educational experience for MFT and PCC Concentrations as of the publication time for this Academic Catalog:

Introductory Clinical Courses (22.5 units)

- MLR2006.1 Human Development Across the Lifespan: Part 1 (3)
- MLR2006.2 Human Development Across the Lifespan: Part 2 (1.5)
- MLR2000.1 Group Dynamics: Part 1 (.5)
- MLR2000.2 Group Dynamics: Part 2 (.5)
- MLR2000.3 Group Dynamics: Part 3 (.5)
- MLR2000.4 Group Dynamics: Part 4 (.5)
- MLR2000.5 Group Dynamics: Part 5 (1.5)
- MLR2000.6 Group Dynamics: Part 6 (.5)
- MLR2000.7 Group Dynamics: Part 7 (.5)
- MLR2007.1 Counseling Principles and Practices: Part 1 (2)

- MLR2007.2 Counseling Principles and Practices: Part 2 (1)
- MLR2007.3 Counseling Principles and Practices: Part 3 (1.5)
- MLR2011.1 Systems Theory and Application: Part 1 (.5)
- MLR2011.2 Systems Theory and Application: Part 2 (3)
- MLR2011.3 Systems Theory and Application: Part 3 (1)
- MLR2028 Multicultural Competence and Counseling: Part 1 (.5)
- MLR2028 Multicultural Competence and Counseling: Part 2 (3)
- MLR2028 Multicultural Competence and Counseling: Part 3 (1)

Intermediate Clinical Courses (13.5 units)

- MLR2069 Pre-practicum Clinical Training Preparation (1.5)
- MLR2053.1 Law and Ethics: Part 1(1.5)
- MLR2053.2 Law and Ethics: Part 2 (3)
- MLR2078.1 Psychopathology: Part 1 (1.5)
- MLR2078.2 Psychopathology: Part 2 (3)
- MLR5025 Career Development A (1.5)
- MLR6035 Research Methods A (1.5)

Advanced Clinical Courses (23.5-28 units)

- MLR2013 Child and Adolescent Focused Therapy and Intervention (2)
- MLR2077 Psychopharmacology, Brain Structure and Development, and Severe Mental Illness (4.5)
- MLR2010.1 Human Sexuality, Gender Identity, and Treatment of Psychosexual Dysfunction: Part 1 (1)
- MLR2010.2 Human Sexuality, Gender Identity, and Treatment of Psychosexual Dysfunction: Part 2 (1)
- MLR2023.1 Addiction: Social Implications and Recovery: Part 1 (3)
- MLR2023.2 Addiction: Social Implications and Recovery: Part 2 (1.5)
- MLR2030.1 Advanced Trauma and Crisis: Part 1 (3)
- MLR2030.2 Advanced Trauma and Crisis: Part 2 (1.5)

Students must complete 6 units for the MFT Concentration:

- MLR2012.1 Advanced Couples Counseling (MFT Concentration): Part 1 (1)
- MLR2012.2 Advanced Couples Counseling (MFT Concentration): Part 2 (1)
- MLR2012.3 Advanced Couples Counseling (MFT Concentration): Part 3 (1)
- MLR2040.1 Advanced Theory and Skills (MFT Concentration): Part 1 (1)
- MLR2040.2 Advanced Theory and Skills (MFT Concentration): Part 2 (1)
- MLR2040.3 Advanced Theory and Skills (MFT Concentration): Part 3 (1)

Students must complete 10.5 units for the LPCC Concentration:

- MLR5026 Advanced Career Development (LPCC Concentration) (3)
- MLR6036 Advanced Research Methods (LPCC Concentration) (3)

- MLR6037 Assessment, Appraisal, and Testing of Individuals (LPCC Concentration) (4.5)

Based on the state of residence, the state for which licensing is sought, and overall educational goals, students may select to take all courses in both Concentrations.

Capstone Clinical Practicum Sequence (16.5 units): MACP students must complete one full year of Clinical Practicum as a Capstone Project. To advance to Clinical Practicum, students must be in good academic standing, have completed all required practicum prerequisites (see Clinical Core Courses above) and 40 hours of personal psychotherapy, and have no outstanding incomplete grades. The MACP faculty member in charge of monitoring the practicum must approve the Clinical Practicum site. Students must register for the Practicum Evaluation class and Capstone Clinical Practicum Sequence and submit appropriate forms and practicum contracts. The sequence consists of the following courses:

- MLR2080 Practicum Evaluation (0)
- MLR2070 Practicum 1 (3)
- MLR2071 Practicum 2A: Transpersonal-Based Case Formulation, Treatment Planning, and Applications (1.5)
- MLR2072 Practicum 2B: Transpersonal -Based Case Formulation, Treatment Planning, and Applications (3)
- MLR2073 Practicum 3: Systems Theory-Based Case Formulation, Treatment Planning, and Applications (4.5 Units)
- MLR2075 Practicum 4A: Evidence Based-Case Formulation, Treatment Planning, and Application (1.5)
- MLR2076 Practicum 4B: Evidence-Based Case Formulation, Treatment Planning, and Applications (3)

In order to accrue the minimum number of clinical hours with supervision, students may register for additional units of practicum:

- MLR2089 Advanced Practicum (1)

Licensure

Laws in each state or country regulate the professional practice of both Marriage and Family Therapy and Professional Clinical Counseling. Requirements differ for the respective licenses, and the requirements are subject to change by action of each jurisdiction's legislature or licensing bodies. Students intending to practice outside California should consult the licensing body of their desired state of residence and/or jurisdiction before beginning study to ensure completion of all requirements.

California Marriage and Family Therapy (LMFT) or Licensed Professional Clinical Counselor (LPCC) Licenses: A qualifying master's degree is required to apply for LMFT and/or LPCC

Associate status. The California Board of Behavioral Sciences (BBS) requires coursework in a variety of clinical areas and foci in preparation for LMFT and/or LPCC degree requirements. Depending on which Concentration (or track) the student completes, the degree complies with the educational requirements of Chapter 13, Article 1, §4980.36 (LMFT Track) or Chapter 16, Article 3, §4999.33 (LPCC Track). Beginning in the second year of study, students elect to complete one or both tracks.

Completion of any coursework or degree does not guarantee licensure. The Licensed Marriage and Family Therapist and Licensed Professional Clinical Counselor licenses are granted at the sole discretion of the Board of Behavioral Sciences. Contact the BBS with questions about licensure:

Board of Behavioral Sciences
1625 N. Market Blvd., Suite S-200 Sacramento, CA 95834
(916) 263-2699 – (866) 503-3221
Email: BBSWebmaster@dca.ca.gov | Website: [http:// www.bbs.ca.gov](http://www.bbs.ca.gov)

Leave of Absence

For details, see Leave of Absence Policy elsewhere in this Catalog. For MACP students wishing to return from a Leave of Absence to complete the degree, it is important to contact the academic advisor when a determination has been made to resume studies. Working closely with the academic advisor, students wishing to complete the degree after an approved Leave of Absence will need to return at an appropriate point when relevant courses in the sequence are available.

Certificate in Creative Expression

MACP students may opt to complete coursework for a Creative Expression Certificate (CEC). The focus of the CEC enhances students' ability to use therapeutic expressive arts interventions with their clients. There are five areas of expressive art therapy, including visual arts, music, writing, drama, and dance/movement. Students may choose to focus on one, some, or all of these modalities while working towards the CEC requirements.

Some of the CEC requirements are embedded within the courses for the MACP degree; designated courses require completion of an additional extra-credit assignment related to the expressive arts.

Four units beyond the MACP degree requirements must be completed; these courses are part of the Master of Arts in Transpersonal Psychology (MATP) degree program. In total, students must complete 19 units for the CEC as follows (courses listed with an asterisk represent additional units beyond the MACP degree requirements):

- MLR1000 Creative Expression Certificate Orientation Course (0,0)

- MTP8300 Creative Expression and Transformation (3)
- MLR1001 Creative Expression (1)
- MLR1065 Transpersonal Skills Lab 1: Creative Focus (1)
- MLR1066 Transpersonal Skills Lab: Creative Focus (1)
- MLR1067 Transpersonal Skills Lab: Creative Focus (1)
- MLR2013 Child/Adolescent Focused Therapy Interventions (2)
- MLR2007.1 Counseling Principles and Practices: Part 1 (2)
- MLR2007.2 Counseling Principles and Practices: Part 2 (1)
- MLR2007.3 Counseling Principles and Practices: Part 3 (1.5)
- MLR2011.1 Systems Theory and Application: Part 1 (.5)
- MLR2011.2 Systems Theory and Application: Part 2 (3)
- MLR2011.3 Systems Theory and Application: Part 3 (1)
- MTP 9042 Showcase Portfolio (1)

CEC coursework offers students an exciting opportunity to study the theories and practices of creative expression, creative process, intermodal creative expression, and integrated arts. The Certificate aims to provide the necessary educational groundwork for program graduates to use the expressive arts in their clinical or other professional activities. The CEC may assist program graduates in obtaining credentials from a professional organization in the expressive arts. The International Expressive Arts Therapies Association (IEATA) is one such organization through which students can be eligible for further credentials related to creative expression. If interested in this option, students should contact IEATA <https://www.ieata.org/> to assess and discern the pathway toward certification with this organization, mindful of the fact that certification requirements may change over time. Students may also consult the section of the Academic Catalog for the Master of Arts in Transpersonal Psychology, whose Certificate may provide coursework of interest to those pursuing further creative expression credentials. Upon successful completion of the above coursework and with the approval of the CEC Director, a Creative Expression Certificate is awarded to the student.

View Course Listing

Master of Arts in Transpersonal Psychology (MATP) (Online + Low-residency)

Program Overview

The Master of Arts in Transpersonal Psychology (MATP) degree program offers an opportunity for students to study the theories and practices of transpersonal psychology and prepare to apply this knowledge to a range of professional and community settings. Students pursue a professional Concentration in Transformative Life Coaching, Creativity, and Innovation, or Spiritual Psychology, and may also complete a secondary Concentration in Transpersonal Ecopsychology.

The program is designed for transformative learning, integration of transpersonal and wisdom principles, and development and application of skills for personal and professional contribution. According to O’Sullivan¹, transformative learning fosters enhanced awareness and consciousness in people, communities, and frames of reference. It encourages the vision of alternative approaches to living and posits the possibility of social justice, peace, and joy. Students are guided in their cultivation of leadership skills, self-knowing, and professional consciousness.

The MATP is an online program; it includes a residency requirement, MTP7201A Opening Seminar and MTP7201B Transitional Seminar. Because of COVID-19 restrictions, the last three seminars have been held virtually; the current plan is to return to in-person seminars as soon as it is deemed safe to do so. Also, some online courses may require participation in teleconference sessions.

Note about Additional Fees: In addition to tuition, seminar attendance for the MATP program requires students to budget for travel, room, and board. See below for additional expenses related to the selection of a Dual Concentration or the Concentration in Transformative Life Coaching.

Curriculum as Journey

The MATP curriculum is designed as a journey that includes scholarship, experiential learning, integration, increased consciousness, transformation, spiritual practices, creative expression, embodiment, and application of transpersonal education in service to the greater communities. Faculty members facilitate whole-person instruction in a dynamic format within a close learning community. There is a high level of group discussion, participatory learning, and shared experiences. Instructors guide students in setting goals that enable them to make contributions

¹ O’Sullivan, E. (2002). The project and vision of transformative education: Integral transformative learning. In E.V. O’Sullivan, A. Morrell, & M. A. O’Connor (Eds.), *Expanding the boundaries of transformative learning* (pp. 1-12). Palgrave.

to their families, communities and professional fields.

Practicum experiences take place in the student's home community and are chosen to prepare the student for future professional work or provide new tools for current professional work in their area of Concentration. Students in the Transformative Life Coaching Concentration will focus on core coaching skills.

Faculty serve as academic advisors who guide students through their educational journey, helping them select courses that attain their academic and professional goals, and complete the program in a timely manner. Academic advisors are an essential part of students' experience and play a central role in assisting them in finding meaning and relevance in their transpersonal education.

The MATP program can be completed in two years on a full-time basis, though it can also be completed on a part-time basis.

Program Learning Outcomes

Upon successful completion of the Master of Arts in Transpersonal Psychology program, students will be able to:

- Reflect upon the meaning of whole-person development, including growth in mind, body, spirit, creativity, and community, and apply that understanding to their own personal and professional lives.
- Blend theories and practices of transpersonal psychology with those in a professional concentration area(s).
- Employ multiple ways of accessing information, expressing self, and working with others in a professional concentration area.
- Articulate shifts and developments in their own thought processes, including the assumptions they bring to situations, as these relate to their program of study.
- Use reflective scholarship and transpersonal theories and practices to create an action plan that addresses the needs of a community, organization or professional area.

Degree Requirements

To receive a Master of Arts in Transpersonal Psychology degree, students must successfully complete a minimum of 48–51 units depending on the Concentration selected. A dual Concentration is also available, which requires additional units and time. The following are specific degree requirements:

- **17 units in Core Courses - Foundational Year**
- **19–22 units in Concentration Courses**
- **12 units in Elective Courses**

Core Courses—Foundational Year (17 units): The Foundational Year provides students with theories, practices, and embodiment of transpersonal and spiritual psychology.

- MTP7201A Opening Seminar (1)
- MTP7401 Embodied Spirituality (3)
- MTP7403 Introduction to Transpersonal Studies (4)
- MTP8300 Creative Expression and Transformation (3)
- MTP7603 Theories of Personality (3)
- MTP7801 Spiritual Development Across the Lifespan (3)

Concentration Courses (19–22 units): MATP students select at least one professional Concentration to focus their second year of study. As part of the Concentration, students complete two Capstone Projects, which highlight their professional identity and transpersonal knowledge: MTP9042 Showcase Portfolio demonstrates how students’ personal vision, scholarship, experience, and education come together; and the course MTP9041 Transpersonal Integration Paper enables students to demonstrate how transpersonal education can be integrated into community service. The following are the three primary Concentrations:

- Creativity and Innovation
- Spiritual Psychology
- Transformative Life Coaching

Student may also add a focus in Transpersonal Ecopsychology to their primary Concentration or complete two Concentrations:

- Primary Concentration (above) and Sub-concentration in Transpersonal Ecopsychology
- Concentrations in Transformative Life Coaching and Creativity and Innovation
- Concentrations in Transformative Life Coaching and Spiritual Psychology
- Concentrations in Creativity and Innovation and Spiritual Psychology

Dual Concentrations require additional coursework resulting in additional tuition and fees. Students considering a Dual Concentration should discuss this option with a Financial Aid Advisor and must declare their intention to pursue this option by the beginning of the second year or when enrollment in Concentration courses first takes place.

In addition to formal coursework in the Concentration, students are expected to embed concepts and skills of their chosen Concentration into the two Capstone Projects. If a Dual Concentration is chosen, both areas of inquiry must be embedded within the Capstone courses.

Creativity and Innovation (19 units): The Concentration in Creativity and Innovation helps students work and use creative thinking skills in order to solve problems and make decisions within communities. It focuses on creative expression and imagination to move communities and organizations forward. The knowledge and leadership skills developed in this Concentration are applicable to work in institutional settings, corporations, hospitals, schools, and with individuals. It is key for entrepreneurial ventures. This Concentration addresses the educational goals of those who see themselves as “Cultural Creatives” and who want to develop new and original ways of impacting social change.

This Concentration provides the educational background necessary to apply for the [Registered Expressive Arts Consultant/Educator \(REACE\)](#) credential through the International Expressive Arts Therapy Association (IEATA). Students will be required by IEATA to complete additional experiences and supervision upon graduation for credentialing. Students are encouraged to review the credentialing requirements established by IEATA as these may change over time; Sofia University does not guarantee credentialing of any particular student who completes the MATP program with a Concentration in Creativity and Innovation.

Students are awarded a Certificate in Creative Expression upon successful completion of the Concentration in Creativity and Innovation. Their practicum experience (MTP8873 Professional Practicum I, MTP9974 Professional Practicum II), and project for MTP9041 Transpersonal Integration Paper must involve an aspect of creative expression to be eligible for the Certificate.

- MTP7201B Transitional Seminar (2)
- MTP7907 Special Topics in Scholarly Writing (1)
- MTP8303 Empowering Community Through the Expressive Arts (3)
- MTP8373 Professional Practicum I (1)
- MTP8374 Professional Practicum II (2)
- MTP8387 Ways of Knowing: Creative, Intuitive, and Collective (3)
- MTP8399 Inquiry into Creative and Innovative Processes (3)
- MTP9041 Transpersonal Integration Paper (3)
- MTP9042 Showcase Portfolio (1)

Spiritual Psychology (19 units): The Concentration in Spiritual Psychology helps students to bring spirituality, consciousness, and wholeness into communities. It focuses on mindfulness, deep listening, community action, and respectful interactions with individuals and community groups. The knowledge and leadership skills developed from this Concentration are applicable to work in institutional settings, corporations, hospitals, schools, and with individuals. This Concentration may be relevant to yoga teachers, spiritual guides, educators, therapists, and other professionals who seek to integrate wholeness into their work environment.

- MTP7201B Transitional Seminar (2)
- MTP7907 Special Topics in Scholarly Writing (1)
- MTP8373 Professional Practicum I (1)
- MTP8374 Professional Practicum II (2)
- MTP8387 Ways of Knowing: Creative, Intuitive, and Collective (3)
- MTP8703 Contemplative Mind (3)
- MTP8799 Inquiry into Embodied Spirituality (3)
- MTP9041 Transpersonal Integration Paper (3)
- MTP9042 Showcase Portfolio (1)

Transformative Life Coaching (22 units): The Concentration in Transformative Life Coaching is based on the theoretical principles and practices of ontological coaching. Ontological coaching facilitates the emergence of personal and professional life by exploring how humans co-create reality and perception. It addresses both action and the transpersonal levels of awareness. The Concentration aims to prepare students for a career as a coach or another professional in a field that integrates and makes use of coaching practices. The concentration prepares students to enter into a professional coaching relationship with clients and to establish a specialized coaching practice.

The Concentration in Transformative Life Coaching is designed to provide the educational background necessary to apply for coach certification through the International Coach Federation (ICF). Students are encouraged to review the credentialing requirements established by ICF (<https://coachfederation.org>) as these may change over time; Sofia University does not guarantee credentialing of any particular student who completes the MATP program with a Concentration in Transformative Coaching.

- MTP7201B Transitional Seminar (2)
- MTP7907 Special Topics in Scholarly Writing (1)
- MTP8800 Introduction to the Transformative Coaching Process (3)
- MTP8806 Ethics in Coaching (1)
- MTP8811 Practicum in Transformative Coaching I (2)
- MTP8812 Practicum in Transformative Coaching II (3)
- MTP8813 Advanced Practicum in Transformative Coaching (3)
- MTP9041 Transpersonal Integration Paper (3)
- MTP9042 Showcase Portfolio (1)

In addition to tuition and fees, as well as the travel and other costs associated with attendance at the required seminars, the Concentration requires students to complete training hours with an outside professional coach and that they themselves coach individuals outside their cohort. Students should expect to incur additional costs for professional coaching.

- Students are awarded a Certificate of Completion in Transformative Life Coaching upon

successful completion of the Concentration in Transformative Life Coaching. Their practicum experience (MTP8873 Professional Practicum I, MTP9974 Professional Practicum II), and project for MTP9041 Transpersonal Integration Paper must involve an aspect of coaching in order to be eligible for the Certificate.

Sub-Concentration: Transpersonal Ecopsychology (12 units): The MATP program offers a Sub-concentration in Transpersonal Ecopsychology, the aim of which is to empower students to live in respectful relationship and in alliance with the natural world, and to bring this perspective into their daily and professional lives. At the root of this Sub-concentration is the assumption that Earth is a creative, living entity, and that humans are woven into the tapestry of all life. Sustainability and wholeness are fostered as humans more fully experience themselves as a part of nature and embody ecological awareness. The body of knowledge is grounded in worldviews, theories, and practices associated with embodied spirituality, eco-spirituality, eco-literacy, and transpersonal ecopsychology. Coursework aims to awaken students to a more conscious awareness of place, the richness of life, and the cycles found in self and nature. Students are encouraged to place their understanding of transpersonal ecopsychology, systems thinking, sustainability, sacred ecology, nature-based programs, and ecological practices in service to the broader community.

Students are awarded a Certificate in Transpersonal Ecopsychology upon successful completion of the sub-Concentration in Transpersonal Ecopsychology. Their practicum experience (MTP8873 Professional Practicum I, MTP9974 Professional Practicum II) and project for MTP9041 Transpersonal Integration Paper must involve an aspect of Transpersonal Ecopsychology along with their main Concentration to be eligible for the Certificate.

- MTP8205 Eco-Spirituality: Our Spiritual Connection with Gaia (3)
- MTP8206 Ecopsychology: Remembering Our Place in the Natural World (3)
- MTP8207 Sustainability, Culture, and Sacred Ecology (3)
- MTP8208 Nature Based Program and Wholeness (3)

Elective Courses (12 units): MATP students are required to complete 12 units of Elective courses selected based on their personal interests and professional goals. The following courses may be used to fulfill the Elective Course requirements:

- MTP8201 Archetypes, Myths, Symbols (3)
- MTP8202 Transpersonal Approaches to Dreams and Dreaming (3)
- MTP8204 Creative and Conscious Aging (3)
- MTP8205 Eco-Spirituality (3)
- MTP8206 Ecopsychology (3)
- MTP8207 Sustainability, Culture, and Sacred Ecology (3)
- MTP8208 Nature-Based Programs and Wholeness (3)
- MTP8212 Contemplative Mind (3)

- MTP8213 Tree of Life: A Brief Introduction (3)
- MTP8804 Psychosynthesis* (3)
- MTP8805 Entrepreneurial Spirit* (3)

**Required of students in the Concentration in Transformative Life Coaching*

Dual Concentration: Several combinations of Concentrations are available to students; the units and timeframe required to complete a Dual Concentration vary based on the selection made.

Creativity and Innovation and Transformative Life Coaching (43 units): Students who successfully complete the Concentration in Creativity and Innovation (19) elective courses, and 12 units of core competencies in the Concentration in Transformative Life Coaching, can obtain a Dual Concentration in both areas. An additional nine months of study are generally required.

Students are awarded both a Certificate in Creative Expression and in Transformative Life Coaching upon successful completion of the dual Concentration in Creativity and Innovation and Transformative Coaching. Their practicum experience (MTP8873 Professional Practicum I, MTP9974 Professional Practicum II) and project for MTP9041 Transpersonal Integration Paper must involve an aspect of both concentrations.

The following courses from the Concentration in Transformative Life Coaching must be completed:

- MTP8800 Introduction to the Transformative Coaching Processes (3)
- MTP8811 Practicum in Transformative Coaching I (2)
- MTP8812 Practicum in Transformative Coaching II (3)
- MTP8813 Advanced Practicum in Transformative Coaching (3)
- MTP8806 Ethics in Coaching (1)

The following Electives must also be completed:

- MTP8804 Psychosynthesis (3)
- MTP8805 Entrepreneurial Spirit (3)

Spiritual Psychology and Transformative Life Coaching (43 units): Students who successfully complete the Concentration in Spiritual Psychology and 18 units of the Concentration in Transformative Life Coaching can obtain a Dual Concentration in these two areas. An additional nine months of study are generally required.

The following courses from the Concentration in Transformative Life Coaching must be completed:

- MTP8800 Introduction to the Transformative Coaching Processes (3)
- MTP8811 Practicum in Transformative Coaching I (2)
- MTP8812 Practicum in Transformative Coaching II (3)

- MTP8813 Advanced Practicum in Transformative Coaching (3)
- MTP8806 Ethics in Coaching (1)

The following Electives must also be completed:

- MTP8804 Psychosynthesis (3)
- MTP8805 Entrepreneurial Spirit (3)

Creativity and Innovation and Spiritual Psychology (36 units): Students may choose to take additional courses to obtain a Dual Concentration in Creativity and Innovation and Spiritual Psychology.

Students are awarded a Certificate in Creative Expression upon successful completion of the dual Concentration in Creativity and Innovation and Spiritual Psychology. Their practicum experience (MTP8873 Professional Practicum I, MTP9974 Professional Practicum II) and project for MTP9041 Transpersonal Integration Paper must involve an aspect of both concentrations to be eligible for this certificate.

The following courses are required for this Dual Concentration:

- MTP7201B Transitional Seminar (2)
- MTP8387 Ways of Knowing (3)
- MTP8303 Empowering Community Through the Expressive Arts (3)
- MTP8399 Inquiry into Creative and Innovative Process OR
- MTP8799 Inquiry into Embodied Spirituality (3)
- MTP8373 Professional Practicum I (1)
- MTP8374 Professional Practicum II (2)
- MTP9041 Transpersonal Integration Paper (3)
- MTP9042 Showcase Portfolio (1)

Students pursuing the dual Concentration in Creativity and Innovation and Spiritual Psychology must complete 14 units in Elective Courses.

View Course Listing

**Master of Business Administration (MBA) – Work Integrated Learning (WIL)
(Hybrid, a combination of Campus and Online Courses)**

Program Overview

The Master of Business Administration (MBA) – Work Integrated Learning (WIL) based degree program provides students with comprehensive and well-integrated instruction in business fundamentals and decision making. It focuses on the development of deep self-knowledge and emotional intelligence that benefit managers across a range of business contexts. The program is designed to provide graduates with the knowledge, skills, and transpersonal perspective necessary to foster an organizational culture of value driven, analytics-based decision making in a competitive global strategic environment.

The MBA–WIL program balances the study of traditional business disciplines while focusing on the human dimensions of leadership and management. This approach is teamed with the strategic use of data to ensure a complete understanding of the business through a strategic lens that provides a transformative transpersonal vision of the organization. Core courses provide foundational knowledge of personality and motivation, operations, strategy, law, ethics, and leadership, to guide strategic actions leading to the enhancement of organizational performance and global sustainability. Specialized concentration courses provide in depth studies in the areas of analytics, leadership, and technology innovation.

The MBA program has a pedagogically integrated Work Integrated Learning (WIL) component that allows all students to participate in a career-based work environment that directly maps to the MBA curricula. The WIL program allows students to directly apply their learning in a business environment while being mentored by an experienced faculty member. Within the WIL program, students will learn business, leadership, and communication skills and apply them to their MBA program while developing lessons learned documents, work application summaries, and technical products that reflect on their newly acquired workplace skills. Students will interact weekly with other WIL students to share experiences and provide peer guidance and advice. The work supervisor at the workplace will also be involved in the student’s learning process through comprehensive feedback to assist the student. This communication will be facilitated through the faculty mentor.

Throughout the MBA -WIL program students apply, align, and balance three human strengths in organizational decision-making: rationality and logic (head); emotional intelligence (heart); and deep intuition (soul). Overall, the MBA-WIL program strives to balance business centric principles with sound transpersonal ideals to prepare students to become transformative, innovative leaders in today’s complex global business environment. As a result, students will be well equipped to adapt to changes in global technology to ensure a viable organizational future and sound financial foundation into the 21st century.

Program Learning Outcomes

Upon successful completion of the Master of Business Administration WIL program, students will be able to:

- Analytically evaluate both quantitative and qualitative data and models to generate insights into trends and business opportunities to formulate ethical and innovative strategic directions and operational plans in myriad business domains.
- Strategically communicate using a variety of media and data analytics tools and visualizations to effectively communicate both internally and externally in a positive, innovative, and transformative manner.
- Apply the concepts, tools, practices, and strategies of core business disciplines to strategically analyze business issues and develop practical, analytics-based solutions in a business environment.
- Describe the contributions of geopolitics, economics, environmental awareness, social responsibility, sustainability, and cultural diversity to the contemporary global business environment, and develop ethical, analytics-based business strategies that address, integrate, and balance these factors.

Degree Requirements

To receive an MBA, students must successfully complete a minimum of 48 units. The following are specific degree requirements:

- **9 units in Mandatory Core Courses**
- **24 units in Business Fundamentals Courses**
- **9-12 units in Concentration Courses**
- **3 units in Work Integrated Learning Program**
- **3 units in Capstone Course**

Mandatory Core Courses (9 units): There are 3 mandatory business administration foundational courses that must be completed. Each course is 3 units for a total of 9 mandatory core units. The Core consists of courses that aim to provide students with both the human relations and quantitative decision-making skills to lead business operations.

- MBA2001 Personality and Motivation (3)
- MBA2002 Positive Psychology for Business (3)
- MBA2003 Decision Science 1 (3)

Business Fundamentals Courses (24 units): Business Fundamentals courses provide exposure to the major functional areas of business. There are 8 business fundamentals required courses:

- MBA3001 Accounting (3)
- MBA3002 Finance (3)
- MBA3003 Economics (3)
- MBA3004 Data Analysis and Forecasting 1 (3)
- MBA3005 Operations (3)
- MBA3006 Business Law and Ethics (3)
- MBA3007 Strategy (3)
- MBA3008 Marketing 1 (3)

Concentration Courses (9-12 Units):

Business Analytics

In addition to the courses below, students may select additional courses from the Master of Science in Computer Science with approval of the Program Chair:

- MSCS2401 Data Science (3)
- MSCS3019 Data Visualization (3)
- MSCS3805 Statistical Analysis for Computer Science (3)

Leadership and Organizational Effectiveness

- MBA4301 Organizational Leadership & Management (3)
- MBA4401 Technology Innovation & Product Management (3)
- MBA4402 Program and Project Management (3)
- MBA4601 Marketing 2 (3)

Management of Technology and Innovation

- MBA4401 Technology Innovation & Product Management (3)
- MBA4601 Marketing 2 (3)

Students select 3 units from the following courses:

- MBA4301 Organizational Leadership & Management (3)
- MBA4402 Program and Project Management (3)
- MBA4003 Full-Time Internship in Business (3)

General Concentration

Students select 9 units from the following courses:

- MBA4301 Organizational Leadership and Management (3)
- MBA4402 Program and Project Management (3)
- MBA4401 Technology Innovation & Product Management (3)
- MBA4601 Marketing 2 (3)

Work Integrated Learning Program (3 Units): A student must complete the Work Integrated Learning Internship program. Students participating in an internship course will receive one (1) internship credit unit each term and a total of 3 internship academic credits will count towards their graduation requirement.

- MBA 4003 Part-Time/Full Time Internship (1)

Capstone Course (3 units): A student may complete a Capstone course to finish up their concentration.

- MBA4001 Capstone I (3)
- MBA4002 Capstone II (3)

Graduation Requirements

In order to graduate from Sofia University with the Master of Business Administration a student must:

- 1) Successfully complete all core, concentration, and elective requirements
- 2) Successfully Complete the WIL Internship Course
- 3) Successfully complete a minimum of 48 units
- 4) Pay all tuition and fees

[View Course Listing](#)

Master of Business Administration (MBA) in Analytics (STEM) (Hybrid, a combination of Campus and Online Courses)

Program Overview

The Master of Business Administration in Analytics (MBA) program update with a STEM focus and Work Integrated Learning (WIL) program provides students with comprehensive and well-integrated instruction in business fundamentals and analytic-centric decision making. It focuses on the development of deep self-knowledge and emotional intelligence that benefit managers across a range of science, technology, engineering, and business contexts. The program is designed to provide graduates with the knowledge, skills, and transpersonal perspective necessary to foster an organizational culture of value driven, analytics-based decision making in a competitive global strategic environment.

The MBA STEM-WIL program balances the study of traditional business disciplines with an emphasis on STEM based domains while focusing on the human dimensions of leadership and management. This approach is teamed with the strategic use of data science and analytics to ensure a complete understanding of the business through a strategic lens that provides a transformative transpersonal vision of the organization. Core courses provide foundational knowledge of personality and motivation, operations, strategy, law, ethics, and leadership, to guide strategic actions leading to the enhancement of organizational performance and global sustainability. Specialized technology-based courses provide the tools to understand the organization in a multi-dimensional data centric manner to ensure viable decision making.

The MBA STEM program has a pedagogically integrated Work Integrated Learning (WIL) component that allows all students to participate in a career-based work environment that directly maps to the MBA STEM curricula. The WIL program allows students to directly apply their learning in a business environment while being mentored by an experienced faculty member. Within the WIL program, students will learn business, leadership, and communication skills and apply them to their MBA STEM program while developing lessons learned documents, work application summaries, and technical products that reflect on their newly acquired workplace skills. Students will interact weekly with other STEM WIL students to share experiences and provide peer guidance and advice. The work supervisor at the workplace will also be involved in the student's learning process through comprehensive feedback to assist the student. This communication will be facilitated through the faculty mentor.

Throughout the MBA STEM-WIL program, students apply, align, and balance three human strengths in organizational decision-making: rationality and logic (head), emotional intelligence (heart), and deep intuition (soul). Students apply these principles to real-world science, technology, engineering, and management domains to develop innovative, ethical, and business oriented solutions that positively impact the organization, its operational environment, and humanity. The analytics focus of the program enables students to develop precise snapshots of the organization and its performance in the global environment to ensure that sound, viable, and innovative solutions are developed and strategically implemented.

The concentrated data technology focus of the MBA STEM-WIL program is the analytics of both data and strategic information to ensure that business leaders fully comprehend the strategic direction of the company. Data is the lifeblood of every organization, and understanding the data from an analytical, visual, and statistical vantage point is vital. Through data analytics which are infused throughout the MBA STEM-WIL program, students will be able to manage and lead science, technology, and engineering industries into the future with sound strategic direction and focus.

Overall, the MBA STEM-WIL program strives to balance business centric principles with sound transpersonal ideals to prepare students to become transformative, innovative leaders in today's complex global STEM based business environment. As a result, students will be well equipped to adapt to changes in global technology to ensure a viable organizational future and sound financial foundation into the 21st century.

Program Learning Outcomes

Upon successful completion of the Master of Business Administration in Analytics STEM-WIL program, students will be able to:

- Analytically evaluate both quantitative and qualitative data and models to generate insights into trends and business opportunities to formulate ethical and innovative strategic directions and operational plans in myriad STEM business domains.
- Strategically communicate using a variety of media and data analytics tools and visualizations to effectively communicate both internally and externally in a positive, innovative, and transformative manner.
- Apply the concepts, tools, practices, and strategies of core business disciplines to strategically analyze business issues and develop practical, analytics-based solutions in a STEM based environment.
- Describe the contributions of geopolitics, economics, environmental awareness, social responsibility, sustainability, and cultural diversity to the contemporary global STEM business environment, and develop ethical, analytics-based business strategies that address, integrate, and balance these factors.

Degree Requirements

To receive a Master of Business Administration STEM-WIL degree, students must successfully complete a minimum of 48 units. The following are specific degree requirements:

- **30 units in Mandatory Core Courses**

- **15 units in Concentration Courses**
- **3 units in Work Integrated Learning Program**

Mandatory Core Courses (30 units): The Core consists of ten courses that aim to provide students with both the human relations and quantitative decision-making skills to lead business operations:

- MBA 2001 Personality and Motivation
- MBA 2002 Positive Psychology for Business
- MBA 3001 Accounting
- MBA 3002 Finance
- MBA 3003 Economics
- MBA 3006 Business Law and Ethics
- MBA 3007 Strategy
- MBA 3008 Marketing
- MSCS 2103 Systems Programming
- MSCS 3804 Cyber Security and Information Assurance

Concentration Courses (15 units): There are 5 mandatory concentration classes in data and decision science to complete a solid foundation in data analytics. Each course is 3 units for a total of 15 mandatory analytics concentration credits. The following are the Analytics concentration courses:

- MBA 2003 Decision Science
- MSCS 2401 Data Science
- MBA 3004 Data Analysis and Forecasting
- MSCS 3805 Statistical Analysis for Computer Science
- MSCS 3019 Data Visualization

Work Integrated Learning Internship Course (3 Units): A student must complete the Work Integrated Learning Internship program. Students participating in a part-time/full-time internship course will receive one (1) internship credit unit each term and a total of 3 internship academic credits will count towards their graduation requirement.

- MBA 4003 Full-Time Internship in Business (1)
- MBA 4004 Part-Time Internship in Business (1)

[View Course Listing](#)

Master of Science in Computer Science (MSCS)
(Hybrid, a combination of Campus and Online Courses)

Program Overview

The Master of Science in Computer Science (MSCS) STEM Program with Work Integrated Learning (WIL) at Sofia University is a rigorous and comprehensive graduate program that provides a sound foundation in core computer science principles as well as in cutting edge computer science specializations. It provides thorough coverage of the theory of computer science while providing relevant, practical, and applicable knowledge in a broad range of applied and advanced topics that are enhanced by integrating theory and practice in an innovative STEM based WIL environment. The program focuses on innovative, transpersonal, and transformative learning in the classroom and at the workplace to ensure that students are well prepared for the technical and managerial challenges of the rapidly evolving computing, engineering, and scientific industries as well as the challenges of future academic and research-based endeavors.

The MSCS STEM program includes a science, technology, engineering, and management focus (STEM). This facilitates a well-rounded industry centric approach to computer science to ensure that students are prepared to face the global challenges of the current technological environment. The program integrates solid foundations in the managerial, engineering, and scientific aspects of computer science, such as software, systems, and computer engineering, risk and safety management, software product management, as well as the core scientific, technological, and mathematical aspects of computer science and its integration with business, scientific, and engineering information systems as well as science, engineering, and business analytics programs.

The MSCS STEM program has a pedagogically integrated Work Integrated Learning (WIL) component that allows all students to participate in a career-based work environment that directly maps to the MSCS curricula. The WIL program allows students to directly apply their learning in a highly technical environment while being mentored by an experienced faculty member. Within the WIL program, students will learn technology skills and apply them to their MSCS program while developing lessons learned documents, work application summaries, and technical products that reflect on their newly acquired workplace skills. Students will interact weekly with other STEM WIL students to share experiences and provide peer guidance and advice. The work supervisor at the workplace will also be involved in the student's learning process through comprehensive feedback to assist the student. This communication will be facilitated through the faculty mentor.

Overall, the Work Integrated Learning based MSCS STEM program will provide students with valuable real time practical and adaptable work experience that will assist them in learning core computer science topics and provide a platform to help them reflect on their experiences to

promote competence development and shared experiences with complete support by MSCS faculty and student peers.

Program Learning Outcomes

Upon successful completion of the Master of Science in Computer Science program, students will be able to:

- Integrate and apply to a workplace environment, sound computer science principles, logic, and mathematics in an innovative managerial manner in myriad science, technology, and engineering industries.
- Integrate computer science principles with sound research, writing, and analytic capabilities to foster professional managerial communications and knowledge expression in science, technology, and engineering (STEM) based industries.
- Succeed in a demanding technological workplace using both inventive and innovative computer science skills and capabilities to become transpersonal, transformative managers and leaders in the science, technology, and engineering (STEM) industries.
- Integrate sound managerial judgment with computer science skills in the workplace to provide legal and ethical solutions to science, technology, engineering, and math (STEM) problems with responsible, transpersonal, and transformative reflection on the social impacts of those solutions.

Degree Requirements

To receive a Master of Science in Computer Science degree, students of the Master of Science in Computer Science STEM-based Work Integrated Learning (WIL) centric curriculum must successfully complete a minimum of 48 units. The following are specific degree requirements:

- **27 units in Mandatory Core Courses**
- **12 units in Concentration Courses**
- **3 units in Work Integrated Learning Based Internship Program**
- **3 units in Elective Courses**
- **3 units in Capstone Course**

Mandatory Core Courses (27 units): There are 9 mandatory computer science foundational courses that must be completed. Each course is 3 units for a total of 27 mandatory core units.

- MSCS 2103 Systems Programming
- MSCS 3801 Discrete Mathematics for Computer Science

- MSCS 3802 Automata, Computation, and Complexity
- MSCS 3803 Algorithms in Python and R
- MSCS 2401 Data Science
- MSCS 2202 Machine Learning
- MSCS 2101 Software Engineering
- MSCS 3804 Cyber Security and Information Assurance
- MSCS 3019 Data Visualization

Concentration Courses (12 units): Students select one of two computer science concentrations and complete the 4 mandatory courses in that concentration. Substitution of courses is permitted with Program Chair approval.

Artificial Intelligence

- MSCS2201 Artificial Intelligence (3)
- MSCS3008 Introduction to Robotics (3)
- MSCS3805 Statistical Analysis for Computer Science (3)
- MSCS3806 Advanced Topics in AI and Machine Learning (3)

Cyber Security and Information Assurance

- MSCS 3920 Cyber Security: Defense (3)
- MSCS 3921 Cyber Security: Forensics and Attack Analysis (3)
- MSCS 2209 Advanced Threat Analysis (3)
- MSCS 3922 Applied Cryptography (3)

Work Integrated Learning Based Internship Program (3 Units): A student must complete the Work Integrated Learning Internship program. Students participating in a part-time/full-time internship course will receive one (1) internship credit unit each term and a total of 3 internship academic credits will count towards their graduation requirement.

- INTC 3000 Full-Time Internship for Computer Science (1)
- INTC 3001 Part-Time Internship for Computer Science (1)

Elective Courses (3 units): A total of 3 units of electives in the computer science, psychology, or business programs must be completed.

Capstone Course (3 Units): The Capstone Course is mandatory and should be completed in the final or next to final quarter of study.

- MSCS1022 Technical Writing and Analysis for Computer Scientists: Capstone (3)

[View Course Listing](#)

**Complete Dual Degrees
A New Pathway
Master of Business Administration (MBA)/
Master of Science in Computer Science (MCSC)
and Work Integrated Learning
(Hybrid, a combination of Campus and Online Courses)**

Overview

The MBA/MSCS pathway is a strategic concatenation of core business courses, a core transpersonal course, and core computer science courses with a concentrated focus on data science and analytics. The joint curriculum consists of currently accredited Sofia University graduate level courses from both MBA/MCSC programs that strategically complement each other to facilitate an in-depth study of applied data science, data analytics, and data visualization. There is a strong statistical and analytical foundation to ensure precise data descriptive and predictive capabilities to support enhanced decision-making capabilities of business leaders in a transpersonal and transformative manner.

Program Learning Outcomes

Upon successful completion of the Joint MBA/MSCS STEM pathway, students will be able to:

- Apply advanced data science and analytics techniques to complex business situations to enhance the descriptive and predictive information capabilities of business leaders
- Apply and integrate statistics, artificial intelligence, and machine learning processes to complex domain specific business scenarios to facilitate optimal solutions to business and product issues requiring advanced predictive strategic information
- Integrate transpersonal concepts to business and technological processes to ensure sound ethical and humanistic solutions to organizational issues
- Apply information technology to business organizations and business processes to ensure cyber security, sound software use and development, and effective technological risk management

Degree Requirements

To receive a joint Master of Business Administration/Master of Science in Computer Science in Data Science and Analytics (STEM) degree, students must successfully complete a minimum of 60 units. The following are specific degree requirements:

- **42 units in Mandatory Core Courses**

- **15 units in Concentration Courses**
- **3 units in WIL Internship Program**

Mandatory Core Courses (42 units): There are 14 mandatory business administration, computer science, and transpersonal foundational courses that must be completed. Each course is 3 units for a total of 42 mandatory core units.

The following are the mandatory business courses:

- MBA 2001 Personality and Motivation
- MBA 2002 Positive Psychology for Business
- MBA 3001 Accounting
- MBA 3002 Finance
- MBA 3005 Operations
- MBA 3007 Strategy
- MBA 3008 Marketing

The following are the mandatory computer science courses:

- MSCS 2103 Systems Programming
- MSCS 3804 Cyber Security and Information Assurance
- MSCS 3803 Algorithms in Python and R
- MSCS 2102 Software Engineering
- MSCS 2201 Artificial Intelligence
- MSCS 2202 Machine Learning

Data Science & Analytics Concentration Courses (15 Units)

The following are the Data Science and Analytics concentration courses:

- MBA 2003 Decision Science
- MSCS 3805 Statistical Analysis for Computer Science
- MSCS 2401 Data Science
- MSCS 3019 Data Visualization
- MBA 3004 Data Analysis and Forecasting

Capstone Course—Choose one of the following (3 Units):

- MBA 4001 Capstone or MSCS 1022 Capstone

WIL Internship Program (3 Units): A student must complete the Work Integrated Learning Internship program. Students participating in a part-time/full-time internship course will receive one (1) internship credit unit each term and a total of (3) internship academic credits will count towards their graduation requirement. The student may choose either the MBA (4003) or MSCS (INTC 3000) Internship courses.

- MBA 4003 Full-Time Internship in Business / MBA 4004 Part-Time Internship in Business

- [INTC 3000 Full-Time Internship in Computer Science / INTC 3001 Part-Time Internship in Computer Science](#)

[View MBA Course Listing](#) | [View MCSC Course Listing](#)

Doctor of Philosophy in Transpersonal Psychology (PhD) (Online + Low-residency)

Program Overview

The Doctor of Philosophy (PhD) in Transpersonal Psychology degree program offers a unique and exciting opportunity to study the theories and practices of transpersonal psychology. Grounded in the pioneering work of the Institute of Transpersonal Psychology, founded in 1975, the PhD program is structured around a 3-year course of study that is offered in an online format with low-residency seminars; occasionally, courses may be offered on the Costa Mesa and/or Palo Alto campus.

The PhD is designed for adult learners with a qualifying master's degree who seek an exceptional educational environment that combines personal growth and community support with application of transpersonal insights and research to students' chosen professional field. Students are invited to build a holistic and multi-faceted framework for analyzing the challenges and opportunities of human relationships, cognition, and spirituality in a concentration field. The program fosters diverse and novel professional applications of transpersonal principles. The central goal is to enhance positive individual, professional, and social transformation.

Students work closely with members of the faculty who facilitate social and emotional learning, cultivate mindfulness, and encourage meaningful research-based applications to their personal and professional goals and aspirations.

To complete the program in 3 years, students carry 9 units per quarter, initially focusing on Core Courses and then completing Concentration Courses. Students must complete GPHD8997 Introduction to Proposal Writing ("Mini Proposal") by the middle of their second year (Quarter 6) in order to begin Dissertation registration and move through the sequence of Dissertation courses offered each quarter. Maximum time allowed to complete the degree is 7 years from the start of the PhD program.

Note about Additional Fees: In addition to tuition, seminar attendance for the PhD program requires students to budget for travel, room, and board.

Program Learning Outcomes

Upon successful completion of the Doctor of Philosophy in Transpersonal Psychology program, students will be able to:

- Analyze and explain human behavior in a variety of contexts and situations using theoretical models, empirically supported methods, and research in the field of transpersonal psychology and the wider field of psychology.

- Employ best practices in social science and humanistic research methodology in the design and conduct of original psychological research.
- Integrate knowledge about and sensitivity to the experiences and perspectives of diverse populations, including but not limited to race, culture, socioeconomics, age, gender, sexual orientation, and disability, in research and applications of transpersonal psychology.
- Communicate effectively using a variety of media and genres to meet the needs of the circumstances and intended audience across a range of personal and professional purposes and settings.
- Reflect upon their own whole-person development, including growth in mind, body, spirit, creativity, and community, and identify opportunities for continuing development.
- Integrate relevant moral and ethical frameworks with key concepts and practices drawn from transpersonal psychology in the development of solutions to professional and community problems.

Degree Requirements

To receive a PhD in Transpersonal Psychology, students must successfully complete a minimum of 75 units. The following are specific degree requirements:

- **29 units in Core Courses**
- **28 units in Concentration or Elective Courses**
- **18 units in Dissertation Courses**
- **Submission of an approved dissertation**

Core Courses (29 units): Core Courses introduce students to foundational theories and research methods in transpersonal psychology. As part of the Core, students must attend and successfully complete four residential seminars (i.e., GPHD7000 taken 4 times*) during their matriculation in the PhD program.

- GPHD7000 Intensive Retreat Seminar (2)*
- GPHD6218 Advanced Seminar in Transpersonal Psychology (3)
- GPHD9610 Integral Research Skills (3)
- GPHD6205 Critical Thinking and Scholarly Writing (3)
- GPHD6103 Qualitative Research Methods (3)
- GPHD6104 Quantitative Research Methods and Basic Statistics (3)
- GPHD7804 The Psychology of Cognition, Affect, and Consciousness (3)
- GPHD8997 Introduction to Dissertation Proposal Writing (“Mini-Proposal”) (3)

Concentration or Electives (28 units): Students deepen their knowledge of transpersonal theory, research, and applications through the selection of Elective Courses; they may opt to pursue a Concentration to fulfill a portion of the Electives requirement. Concentrations are offered in 4 areas of study, contributing 15 of the 28 units for this area of study:

- Applied Transpersonal Psychology in Business and Organizations
- Whole Systems Approaches to Health and Well-Being
- Consciousness and Creativity Studies
- Cognitive Psychology and Neuroscience

Applied Transpersonal Psychology in Business and Organizations

- GPHD6206 Transpersonal Finance (3)
- GPHD6210 The Entrepreneurial Mind (3)
- GPHD7210 Transpersonal Leadership (3)
- GPHD7219 Psychology of Organizational Change (3)
- GPHD7229 Spiritual Competencies (3)

Whole Systems Approaches to Health and Well-Being

- GPHD5130 Positive Psychology – Gratitude, Compassion, and Forgiveness (3)
- GPHD6216 Psychology of Meditation and Mindfulness (3)
- GPHD6310 Consciousness and Healing: Integral Approaches (3)
- GPHD7223 Somatic Psychology and Mind-Body Healing (3)
- GPHD7228 Psychedelics: Transpersonal and Clinical Applications (3)

Consciousness and Creativity Studies

- GPHD6211 Psychology of Anomalous Dreams (3)
- GPHD6304 Topics in Consciousness Studies (3)
- GPHD7402 Contemplative Practices: Paths toward Conscious Evolution (3)
- GPHD7803 Emerging Worldviews: The Art and Science of Transformation (3)
- GPHD8101 Creativity and Critical Reflection (3)

Cognitive Psychology and Neuroscience

- GPHD6207 Psychology of Cognition and Emotion (3)
- GPHD7527 Philosophy of Mind (3)
- GPHD7530 Brain, Complexity, and Transpersonal Experiences (3)
- GPHD7543 Meditation in Light of Neuroscience (3)
- GPHD8996 Neurobiological Foundations of Psychology (3)

Additional Elective Courses

Students select from the Concentration Courses they have not previously taken and/or from the following list of Elective Courses:

- GPHD6214 Anomalous States of Consciousness (3)
- GPHD6225 Cultural Psychology and Religion (3)

- GPHD6304 Topics in Consciousness Studies (3)
- GPHD6415 Death and the Afterlife: Comparative Epistemologies (3)
- GPHD7215 Aging, Individuation, and Wholeness Across the Lifespan (3)
- GPHD8216 Transpersonal Perspectives on Eros and Gender (3)
- GPHD8452 PTSD, Psychology, and Healing Methods (3)
- GPHD9600 Advanced Topics in Transpersonal Theory and Research (1)

Dissertation Courses (18 Units): The dissertation is structured as a sequence of six 3-unit courses. For each quarter’s course, students are expected to accomplish a specified number of activities related to dissertation planning, researching, and writing. The courses guide students through the various steps in developing a faculty committee and a research proposal, conducting research and analyzing data, and writing and defending a comprehensive report.

- DOC9001-1 Dissertation: Committee Formation and Final Proposal (3)
- DOC9002-1 Dissertation: Participant Recruitment and Initial Data Collection (3)
- DOC9003-1 Dissertation: Data Collection and Analysis (3)
- DOC9004-1 Dissertation: Analysis and Writing (3)
- DOC9005-1 Dissertation: Final Draft Review and Defense (3)
- DOC9006-1 Dissertation: Completion and Approval (3)

Committee Chairs are required to evaluate and grade each quarterly registration in a Dissertation Course on a Pass/Fail basis and use the course descriptions to gauge appropriate and timely progress toward degree completion. Students may be required to repeat a Dissertation Course if the outcomes for that course have not been attained by conclusion of the quarter. Only under exceptional circumstances may students appeal for an extension of the dissertation timeline.

Advancement to Candidacy: The Advancement to Candidacy process is designed to enable students to demonstrate their attainment of academic writing and critical thinking skills at a level appropriate for the conduct of independent dissertation research. To complete the Advancement to Candidacy process, students must complete the following milestones:

- GPHD8997 Introduction to Dissertation Proposal Writing (“Mini-Proposal”) (3)
- DOC9001-1 Dissertation: Committee Formation and Final Proposal (3), during which a meeting with the Committee concerning the Dissertation proposal is held and the proposal is approved

Taken together, these 6 units provide students with the opportunity to identify a Dissertation Chair, assemble a Dissertation Committee, and submit and seek approval of the Dissertation proposal.

See **Enrollment Status** (pages 10–11) for more information on the definition of **Candidacy** and the number of units for full-time enrollment prior to and during Candidacy.

Failure to complete any step of the dissertation process may result in the student being required to complete additional coursework or withdraw from the doctoral program. Students are expected to make continuous academic progress throughout their enrollment at the University, including while completing their dissertation work. The Sofia University Dissertation Office can provide further details about the dissertation process. Students are encouraged to review the PowerPoint document, “Dissertation Process,” available from the Dissertation Office early in their studies.

[View Course Listing](#)

Doctor of Psychology (PsyD) in Clinical Psychology (Campus)

Program Overview

The Doctor of Psychology (PsyD) in Clinical Psychology degree program provides formal training in the science and practice of clinical psychology. In addition to broad and rigorous preparation in clinical psychology, the program provides training in theory and treatment inspired by positive psychology and both secular and spiritual concepts and interventions. Mindfulness as a source of both clinician self-care and treatment interventions is a core component of the curriculum.

After degree completion, graduates are prepared for a career as a licensed clinical psychologist, which may include work in substance abuse and mental health treatment settings, corrections agencies, private practice, supervisory and program development positions in healthcare settings, teaching, and/or research.

Advisors meet with each student quarterly for ongoing mentoring, advising, and review of students' progress. Annually, advisors meet with each student for a formal review of student progress. When necessary, students will meet with appropriate faculty members, advisors, and the Program Chair for further discussion and recommendation.

Students may elect to receive the Master of Arts in Psychology (MA) degree while enrolled in the PsyD program after successful completion of a sub-set of the total PsyD requirements. Students may not apply for the MA or enter Sofia University with the intention of completing the MA alone. However, during the course of their studies they may petition for receipt of the master's degree. (See MA degree program requirements below.)

Program Learning Outcomes

Upon successful completion of the Doctor of Psychology in Clinical Psychology program, students will be able to:

- Analyze and explain human behavior using current theory, methods, and research in the affective, social, individual differences, and cognitive areas of psychology, and formulate appropriate interventions to serve the needs of diverse clients.
- Summarize, assess, and apply the integration of positive psychology and spiritual diversity in clinical psychology theory, research, and practice.
- Create ethical and legal interventions to human psychology problems by integrating sound reflective judgment, appropriate moral and ethical frameworks, and clinical psychology knowledge.

- Summarize and explain the importance of and sensitivity to individual and cultural diversity in their academic, clinical, and professional work and relationships.
- Communicate effectively, ethically, and sensitively using a variety of media and genres to meet the needs and intended audience in a variety of personal and professional settings.
- Reflect upon their own whole-person development relative to the field of psychology and identify opportunities for continuing professional development

Degree Requirements

To receive a Doctor of Psychology in Clinical Psychology degree, students must successfully complete a minimum of 120 units. The following are specific degree requirements:

- **111 units of Core courses**
- **40 documented hours of Professional Development in the form of personal psychotherapy**
- **800 hours of Practicum Training**
- **Passing the Clinical Competency Exam**
- **9 units of Dissertation Research conducted in sequence**
- **Submission of an approved Dissertation**
- **1,500 hours of Internship**

The Master of Arts in Psychology (MA) may be awarded as an interim degree. To receive the MA, a student must complete the following requirements:

- **Core Courses for Year 1 through Year 3 of the PsyD (111 Units)**
- **Receive the recommendation of Program Chair after consultation with PsyD faculty**
- **40 documented hours of Professional Development in the form of personal psychotherapy**

Core Courses (111 units): Core Courses are distributed across four years and are required as follows (listed in order by course number and not necessarily the sequence in which courses are taken):

- PSY10610 Creative Expression in Clinical Practice I (1)
- PSY10620 Creative Expression in Clinical Practice II (1)
- PSY20100 Human Sexuality (2)
- PSY20150 Diversity Issues in Clinical Practice (3)
- PSY20210 Psychopathology and Diagnosis (3)
- PSY20230 Treatment of Chemical Dependency and Dual Diagnosis (2)
- PSY20300 Aging and Long-Term Care (0)

- PSY2049A Clinical Practicum Seminar A (3)
- PSY2049B Clinical Practicum Seminar B (3)
- PSY2049C Clinical Practicum Seminar C (3)
- PSY2050 Psychometric Theory Applications and Reports I (3)
- PSY2051 Psychometric Theory Applications and Reports II (3)
- PSY2052 Psychometric Theory Applications and Reports III (3)
- PSY20530 Laws and Ethics I (3)
- PSY20710 Child Abuse Assessment and Reporting (0)
- PSY20720 Spouse/Partner Abuse Assessment and Treatment (0)
- PSY2079A Advanced Clinical Practicum Seminar A (3)
- PSY2079B Advanced Clinical Practicum Seminar B (3)
- PSY2079C Advanced Clinical Practicum Seminar C (3)
- PSY2080 Biological Basis of Behavior Part A (3)
- PSY2081 Biological Basis of Behavior Part B (2)
- PSY2104 Supervision Consultation and Leadership in Clinical Psychology (3)
- PSY21110 Mindfulness-Based Interventions I (2)
- PSY21120 Mindfulness-Based Interventions II (2)
- PSY21130 Mindfulness-Based Interventions III (2)
- PSY2223 Personal and Clinical Applications of Positive Psychology (3)
- PSY2900 Introduction to Group Therapy (2)
- PSY29400 Psychotherapy Theory and Interventions–Humanistic and Existential (3)
- PSY2941 Psychotherapy Theory and Interventions–Cognitive Behavioral Therapy (3)
- PSY29420 Psychotherapy Theory and Interventions–Couples and Family Systems (3)
- PSY39200 Clinical Psychology Theory and Research–Spiritual Applications (3)
- PSY4080 Research Seminar A: Dissertation Hypotheses, Methods, and Design (1)
- PSY4081 Research Seminar B: Dissertation Proposal (3)
- PSY48010 Creative Expression in Clinical Practice III (1)
- PSY60010 Human Development A (3)
- PSY60020 Human Development B (2)
- PSY6007 History and Systems (3)
- PSY60210 Scientific Scholarly Writing (2)
- PSY6030 Social Bases of Behavior (3)
- PSY60360 Qualitative Research Methods (3)
- PSY60370 Quantitative Research Methods (3)
- PSY60380 Advanced Research Methods (3)
- PSY6041 Cognitive and Affective Bases of Behavior A (2)
- PSY6042 Cognitive and Affective Bases of Behavior B (3)
- PSY8556 Informational Systems in Psychology (3)
- PSYX907 Religious and Spiritual Diversity in Clinical Practice (3)

As part of the Core Courses, students obtain clinical training through a **Practicum** during Year 2 and an **Advanced Practicum** during Year 3 of the PsyD program. They are placed in training sites to see clients and receive clinical supervision. The practicum classes (PSY2049A, PSY2049B, PSY2049C) and advanced practicum classes (PSY2079A, PSY2079B, PSY2079C) provide education and supervision to complement the clinical placement.

Dissertation Research (9 units): PsyD students must complete a minimum of 9 units to support their dissertation research:

- PSY6047A Dissertation A (3)
- PSY6047B Dissertation B (3)
- PSY6047C Dissertation C (3)

Should the dissertation not be completed and approved at the end of the PSY6047 sequence, students may continue to research and write the dissertation by completing the following optional courses:

- PSY6048A Dissertation (3)
- PSY6048B Dissertation (3)
- PSY6048C Dissertation (3)

Professional Development: To ensure that students are able to be empathic to their clients and are prepared to be of service to the public, the program requires personal and professional development outside the classroom. This takes the form of 40 hours of personal psychotherapy during Years 1 and 2 that must be completed by the end of the second year of the program.

The recommended structure to completing the 40 hours is 20 hours in Year 1 and 20 hours in Year 2 so that students have support in the initial phases of their clinical development. The form to document these hours can be obtained from the Director of Clinical Training and should be turned in before the end of Year 2.

Clinical Competency Exam: The Clinical Competency Exam (CCE) serves a number of functions:

- Provides students with the opportunity to integrate Years 1, 2 and 3 of doctoral course material with practical training and thus demonstrate their ability to function as a practitioner-scholar.
- Requires students to integrate clinical and research data using theories and methods acquired in the classroom and at practicum to demonstrate knowledge of case formulation, assessment, and treatment.
- Gives students the opportunity to demonstrate that their professional judgment processes are flexible, ethical, and sensitive to client needs.

- Enables faculty to evaluate students' progress toward expected learning outcomes.
- Allows faculty to evaluate students' readiness for Internship and their ability to proceed in the program. Students must demonstrate these skills through a written case report and an oral examination, which includes a case presentation and a clinical vignette.

Clinical competency includes the ability to work semi-independently and handle the ambiguity and stress of a major professional hurdle in a mature and effective manner. Students who have the most positive CCE experiences have nurtured clinical curiosity, have confidence in their own learning abilities, produce written exams that match well with the CCE guidelines and rubrics, have practiced their presentation skills prior to the exam, and used sound academic strategies for handling major projects. Additionally, students who appropriately seek guidance and support from faculty and peers, and approach the exam as a learning opportunity tend to have a positive experience.

CCE presentations are scheduled at the end of Fall and Winter Quarters so students know well in advance if they will be presenting in the 2nd or 3rd quarter of their PSY2079 Advanced Clinical Practicum Seminar. The time and place are coordinated in collaboration with the Director of Clinical Training, and the exam is conducted outside the seminar class. The student is responsible for scheduling and convening the exam committee, which consists of the student's PSY2079 Advanced Clinical Practicum Seminar instructor and one additional faculty member selected by the student.

Fourteen days prior to the date of the oral presentation, the student provides the PSY2079 instructor and the additional faculty member with:

- Part 1 - A copy of a written case report (length 15-20 doubled spaced pages)
- Part 2 - A psycho-diagnostic assessment battery (as an appendix)
- Part 3 - A transcript of a video- or audio-tape of a full client session, according to the formats described below. Transcripts should include a parallel commentary section in which the student identifies strengths and weaknesses of the session as well as any insights into transference and countertransference patterns.

Cancellation of the CCE must occur no later than 14 days prior to the scheduled exam date. Failure to submit materials 14 days in advance of the scheduled exam will result in a No Pass. Students should take this into consideration before scheduling the exam.

Two faculty instructors form the CCE committee. The PSY2079 instructor serves on all committees, and students select another faculty member from the Clinical Training Committee. The committee evaluates the written reports and communicates results to the student after Part 3, the oral examination. The student receives a numerical rating for each of the 10 sections of the written case report and for each of the 3 parts of the exam (see below). The student may invite peers and colleagues to the oral presentation, and these individuals may participate in

the question-and-answer section. The student receives an overall Pass, Provisional Pass, or No Pass. The minimum passing score is an average rating of at least 3.0 in *each* of Parts 1, 2 and 3, described above.

A Provisional Pass is granted if one of the parts is scored below a 3.0 average. A No Pass is granted if two or more parts are scored below a 3.0 average. For Provisional and No Pass results, suggestions for improvement are given, and the student has an opportunity to correct these specific areas using the same client on a second exam administration. Only the specific areas cited need to be addressed in the second exam administration, but students must submit a revised written case report addressing all feedback and concerns. Instructors may ask for additional writing or another transcript as part of the second exam administration. Failure to pass the CCE the second time requires students to complete a remediation plan which may include taking Advanced Practicum Seminar (PSY2079C) during the summer and extending their current placement in order to accommodate the write up and presentation of a second clinical case with another client. The student's CCE is forwarded to the student's practicum supervisor. The 3rd attempt of the exam must be completed before the summer course is complete. Students must use the same procedures for each exam administration.

The CCE may be attempted a total of three times. Failure to pass the CCE upon the third examination administration will result in automatic dismissal from the PsyD program.

Dissertation Proposal: Students are expected to complete their dissertation proposal by the end of the third year. Students are expected to prepare their proposal through the Year 1 and Year 2 research class series. Students develop their dissertation proposal as part of the following Core Courses:

- PSY4080 Research Seminar A: Dissertation Hypotheses, Methods, and Design
- PSY4081 Research Seminar B: Dissertation Proposal

While enrolled in the PSY4081 class, students identify members and form their dissertation committees. Once the Dissertation Office has approved a committee, students work with that committee in completing their dissertation proposal. Following the approval of their dissertation proposal by their committees and the Dissertation Office, students may begin conducting their doctoral research project.

Advancement to Candidacy: Advancement to Candidacy is a process in which students meet certain requirements that are an indication of their level of skill in academic writing, critical thinking, and independent conduct of doctoral-level research. To complete the Advancement to Candidacy process, students must do the following:

- Have an approved and signed-off dissertation proposal
- Successfully complete all Year 1, Year 2, and Year 3 courses

It is expected that candidacy will occur by the end of the third year. A failure to complete any step of the Advancement to Candidacy process may result in the student being put on probation or asked to exit the doctoral program. Students are expected to make continuous academic progress throughout their enrollment at the University, including their work while completing the dissertation.

Once doctoral students have entered Candidacy, they are required to make continuous progress in completing the dissertation. See above for the listing of required and optional dissertation courses.

If students anticipate a gap in completion of the dissertation, they may be required to withdraw from the program until it becomes possible to complete the dissertation. For further details on Withdrawal in Good Standing, see the Enrollment and Graduation section of the catalog.

Internship: PsyD students must complete one full year (1500 hours) of clinical internship. To apply for a pre-doctoral internship, a student must have completed a minimum of 72 units of Board of Psychology-eligible psychology coursework.

The goal of internship training is to promote students' greater understanding of clinical practice and theory as well as increased professional, ethical, and social responsibility. During the internship, students develop advanced skills in assessment and intervention. To advance to internship (PSY6086, see below), students must successfully complete all required coursework for Year 1 through Year 3. Students must also hold and pass the dissertation proposal meeting before being approved to apply to external sites for Internship.

Although the recommended course of study encourages students to complete their dissertation in Year 4 and their internship at a full-time site in Year 5, some students choose to undertake a part-time internship during Years 4 and Year 5 while simultaneously completing their dissertation. Students should consult the Program Chair and Director of Clinical Training regarding these two options.

The internship must be at a site approved by the California Psychology Internship Council (CAPIC), Association of Psychology and Internship Centers (AAPIC), or the American Psychological Association (APA). Students must register for the internship course and submit appropriate forms, including the Internship Contract, before beginning work at the site.

- PSY6086A Internship A (0)
- PSY6086B Internship B (0)
- PSY6086C Internship C (0)
- PSY6086D Internship D (0)

Students may repeat the above courses if participating in a half-time internship. Although the courses do not yield units toward the degree, students must complete a minimum of 1500 hours, which must be documented.

Supervision Policy: Students may not represent themselves as Sofia University’s trainees in doing any clinical work that is not supervised through the University. To protect our students, the University, and the public, all students who are working with clients with or without pay, including working with other students, as a psychotherapist, counselor, or spiritual guide-in-training, must be in supervision and registered for the appropriate coursework as part of their clinical training. The supervisor must be approved by the Program Chair or Director of Clinical Training through the Internship Contract. This includes supervisors with training in any psychotherapeutic or related modality, such as hypnotherapy, shamanic counseling, or movement therapy. In the case of coaching, consulting, bodywork, and similar activities, some practitioners clearly work in a psychotherapeutic mode while others do not. Nonetheless, if a student includes elements of psychotherapy in work with clients, the student must be in supervision.

Failure to comply with this policy is a serious violation of the University’s ethical code and may result in suspension, dismissal, or other corrective action.

Licensure: Laws in each state regulate the professional practice of Clinical Psychology. Requirements differ for the respective licenses, and the requirements are subject to change by action of each state’s legislature or by the licensing bodies. Students intending to practice outside California should consult the licensing body of that state before beginning study to ensure completion of all requirements.

The Psychology License administered by the California Board of Psychology (BOP) is the highest non-medical mental health practitioner license available in the State of California. A doctorate is required to apply for the Psychology License. The licensing exam is taken after graduating from the PsyD Program. The BOP requires course work in a variety of clinical areas in preparation for the psychologist examination. The PsyD program endeavors to offer training in all of the required areas of study. However, completion of any coursework or degree at Sofia University does not guarantee licensure in California or another state, or authorization to sit for a licensing exam, and it is the responsibility of the student to remain informed about educational and other requirements. The Psychology License in the State of California is granted at the sole discretion of the BOP. Students should contact the BOP with any specific questions about licensure:

Board of Psychology
2005 Evergreen Street, Suite 1400, Sacramento, CA 95815-3831
(916) 263-2699, (866) 503-3221
bopmail@dca.ca.gov
www.psychboard.ca.gov

View Course Listing

Course Listing

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General Education

ENG100 Written Communication (4) An introduction to the fundamentals of composition presented in terms of both academic and professional writing. Students will learn rhetoric and the art of writing in a persuasive manner for business and social media purposes. Students will demonstrate grammatical competence while showing an ability to write in a thoughtful and well-informed manner.

ENG101 Oral Communication (4) Introducing students to the theory and practices of oral communication. Students will develop their ability to effectively communicate through speech in their academic, business, and social life. Students will learn to build a logical organization of expository, argumentative, and persuasive speaking. While there is an emphasis on public speaking, students will learn the art of critique, collaborative communications, and negotiation.

ENG102 Critical Thinking and Written Communication (4) Introducing students to decision making, problem solving, argumentation, and persuasion. Students will learn to apply specific thinking strategies and tools to situations in a wide variety of workplace, personal, academic, and cultural situations. Students will learn to appraise information and influences, discuss controversial topics intelligently, and construct well-reasoned arguments on a variety of topics. The course will focus on group discussion and written analysis.

ENG190 Special Topics in Writing and Rhetorical Analysis (4) Advanced instruction in academic and professional writing, and in the analysis of texts composed by others. Students will have the opportunity to select a topic and explore ways to develop their skills in academic writing, business writing, marketing and social media writing, and in other creative writing arenas.

HUM100 Art and Society (4) An exploration of the relationship of art, music, and drama to cultural issues in contemporary American society. Students will explore the rise of popular culture in the United States and the art forms that developed as a result of technological, economic, and social changes in American life.

HUM101 Mythology and Symbolism (4) An introduction to cross-cultural perspective on myths, mythologies, and folklore from around the world. Students will learn to interpret different theories of the cultural meaning as well as the various functions mythology and symbolism play in different societies.

HUM102 Ethics and Public Policy (4) An introduction to the philosophical study of morality. Students will study the evolution of ethical concepts, why people believe what they believe, and how to use moral theories to define their own sense of right and wrong behavior. Students will examine contemporary moral issues and learn to create and articulate a personal position on public policy solutions.

HUM190 Special Topics in the Humanities (4) An opportunity for in-depth exploration and analysis of selected topics in the humanities with a specific theme selected for the quarter.

HUM490 Advanced Topics in the Humanities (4) An opportunity for in-depth exploration and student-selected research on a topic in the humanities with a specific theme selected for the quarter.

MAT100 College Algebra (4) An introduction to college-level algebra. Students will learn to use mathematical functions and apply them to everyday life. Topics include the definition of a function, the domain and range, linear, exponential and logarithmic, quadratic, polynomial, and rational functions and their graphs.

MAT101 Finite Math (4) An introduction to math from a modeling perspective. Topics include modeling real-world situations with linear equations, modeling with proportionality, a study of linear equations, their solutions and applications, fitting data best with a straight line, and modeling with systems of linear equations.

MAT102 Liberal Arts Mathematics (4) An introduction to mathematical and problem-solving skills. Students will make connections between mathematics, business, and the society in which we live. Topics include set theory and logic, mathematical modeling, probability and statistical methods, and consumer mathematics.

PNS 100 Human Biology (4) An introduction to the form and function of the human organism. Organ systems are studied, and recent scientific and medical advances are investigated. Required laboratories involve exercises in blood pressure, sense perception, digestion, and respirometry.

PNS102 General Biology (4) An introduction to the basic principles and concepts of biology through selected topics at the cellular, organism, and population levels of organization. Students will be study critical contemporary advances in biology that have applications in medicine, agriculture, environment, pharmaceuticals and many other industries.

PNS103 Introduction to Physical Science (4) An introduction to the physical sciences. Students will be introduced to the principles of astronomy, geology, physics, and related sciences. Thought provoking contemporary topics from the Big Bang to the evolution of the solar system and the Earth will be studied.

PNS104 General Chemistry (4) An introduction to the fundamental principles of chemistry. Topics include chemical stoichiometry, the properties of gases, liquids, and solids, solutions, chemical equilibria, atomic and the molecular structure.

SOC100 Cultural and Media Studies (4) An exploration of the intellectual roots and contemporary applications of cultural studies and critical media studies. Focusing on different theoretical bases for analyzing power and meaning in the production of modern texts, students will engage readings in anti-racist, feminist, modern, postmodern, and LGBTQ cultural and social theory, to later compare them to traditional approaches in the humanities. This course is writing intensive, with special emphasis on developing skills in critical thinking and scholarly argumentation and documentation.

SOC101 History of Government (4) An introduction to the history of government. Students will explore how social organization developed in different societies. The role and function of government and how social organizations develop will be understood in terms of modern theories of economic and social change.

SOC102 Religion and Society (4) An introduction to the sociology of religion. Topics include an overview of religious practices, beliefs, and rituals in the context of social and political structures in different societies.

SOC190 Special Topics in the Social Sciences (4) An opportunity for in-depth exploration and analysis of selected topics in the social and behavioral sciences with a specific theme selected each quarter.

SOC490 Advanced Topics in the Social Sciences (4) An opportunity for in-depth exploration and student-selected research on a topic in the social and behavioral sciences with a specific theme selected each quarter.

Business Administration (Undergraduate)

BUS100 Introduction to Business (4) Introduction to the functional areas of modern business. Topics will include analyzing the business environment, management theory, organizational structure, marketing, finance and accounting, human resource management, and information systems.

BUS101 Organizational Theory (4) Development of students' interpersonal and team-working skills. Students will examine issues in organizational behavior, with a special emphasis on assessing leadership competencies and change management.

BUS102 Business Statistics and Probability (4) Examination of data summaries and descriptive statistics. Students will be introduced to a statistical computer package and study probability, distributions, expectation, variance, covariance, portfolios, central limit theorem and statistical inference of univariate data, statistical inference for bivariate data, and difference for intrinsically linear simple regression models.

BUS103 Financial Accounting (4) Provides familiarity with accounting concepts and terminology, preparation, use, and analysis of accounting data and financial reports issued for both internal and external purposes. Application of accounting techniques to simple problem situations involving computations and the rationale for generally accepted accounting principles and procedures will be examined.

BUS201 Marketing Management (4) Introduction to the fundamentals of marketing. Students will examine the role of marketing in society and within a firm, consumer and organizational markets, and marketing strategy within the context of social, cultural and political issues. Other topics include international marketing, ethics, marketing research, and not-for-profit marketing.

BUS202 Micro and Macroeconomics (4) An introduction to the study of individual consumer behavior and small business decision making as well as an examination of the economy as a whole. Topics include consumer decision making, individual firm profit maximization, determinants of aggregate demand and aggregate supply, monetary and fiscal policy tools and other institutional structures, such as the Federal Reserve Bank and the monetary policy tools it uses to stabilize economic fluctuations.

BUS203 Business Ethics (4) An introduction on how to make decisions on tough moral problems in the workplace. Students will be introduced to basic theories of normative ethics and use these theories to apply their own value system to difficult moral issues at work. Students will also examine moral issues in the larger system of international business including cross-cultural moral problems.

BUS204 Managerial Accounting (4) The concepts, theory, and practice of the cost-control function of management. Students will learn what information is needed, where to obtain it, and how managers can use the information to plan, control, and make decisions. Topics include cost behavior and forecasting, capital budgeting, activity-based costing and management, costs of quality and productivity improvement programs, cost-volume analysis, tactical decision making, and transfer pricing.

BUS301 Research Methods (4) A critical exploration of research language, ethics, and approaches. Students will be introduced to the language of research and critical elements of the research process within quantitative, qualitative, and mixed-methods approaches. Students will use these theoretical underpinnings to begin to critically review literature relevant to their field.

BUS302 Information Systems and Technology (4) Basic principles and terminology of information systems in the business environment. Students will learn how information technology creates a competitive advantage in the marketplace. Topics include hardware and software components, database technology, telecommunications and networking, e-commerce and e-business, Enterprise Resource Planning (ERP), Decision Support Systems (DSS), Artificial Intelligence (AI) and Expert Systems (ES), systems development and implementation, along with the ethical and societal issues involved in using technology.

BUS303 Human Resource Management (4) An introduction to the human resources function. Students will examine the roles and functions of the human resources department, training, and the importance of maintaining equitable compensation and benefit programs. Specific areas addressed: employee counseling, training and development, staffing strategy, discipline and termination, Equal Employment Opportunity, discrimination and harassment, and other the legal issues surrounding it.

BUS401 Corporate Finance (4) Financial decision making in corporations. Topics include credit procedures, financial operation, transaction financing, corporate venture, corporate resources of funding, capital budgeting, capital structure, financial risk management, dividend guidelines and corporate conditional claims, and international finance, and the financial procedures for corporate financial decision-making in terms of short-term and long-term considerations.

BUS402 Advanced Principles of Marketing (4) Students explore managerial perspectives of marketing. Topics include considering economic principles, analyzing operational needs, distribution and financial alternatives, marketing information, pricing products and services, developing product/service planning strategies, promoting products and services, purchasing, and professional sales in a global economy.

BUS403 Strategic Management (4) Introduces the key concepts, tools, and principles of strategy formulation and competitive analysis. Students will explore managerial decision making and how that affects the performance and survival of business enterprises. Topics will include information analysis, organizational processes, and skills and business judgment managers use to devise strategies, position their businesses, and maximize long-term profits in the face of uncertainty and competition.

BUS404 Business Law (4) Examines the legal problems and opportunities businesses face. Topics will include court procedures, contracts and property law, litigation, and alternative dispute resolution, constitutional and administrative law, tort law, contract law, product liability, and government regulation including antitrust law, employment law, and securities regulation.

BUS405 Health Care Management (4) An examination of how to manage in both public and private sector health care organizations. Topics include the politics of health care, legal aspects of the US healthcare delivery system, and the functions and challenges of health insurance programs. Special attention will be paid to the field of counseling and transpersonal psychology.

BUS406 Business-to-Business Marketing (4) Examines "B2B" marketing strategies. Topics include product management, pricing, market sizing, and business-to-business communication.

BUS407 Performance Measurement (4) An exploration of financial responsibility within an organization. Students will examine financial and nonfinancial performance measures, budgeting, evaluation techniques and styles, financial incentive structure, strategy implementation and execution, and corporate governance.

BUS408 Knowledge Management (4) Exploration of the principles for turning basic information into actionable knowledge. Students will study knowledge-based systems and contemporary knowledge-management approaches in order to understand how data-driven decision making happens within the organization.

BUS409 Management and Information Systems (4) An overview of how to use business application software. Topics include basic computer and microcomputer systems, different operating systems, word processing, using and programming Excel spreadsheets, database management, business graphics, and computer networking.

BUS410 Fundamentals of Taxation (4) An examination of the federal tax structure and its implications for personal and corporate taxation. Topics include learning to analyze and prepare individual tax forms, and to read the Internal Revenue Code and common corporate tax forms.

BUS411 Consumer Credit and Personal Finance (4) Basic elements of consumer-lending practices and the implications for personal financial decision making. Topics include: lending regulations, credit policy, loan closings and loan servicing, product knowledge and the decision-making process.

BUS412 Search Engine Optimization (4) Examines how search engine optimization (SEO) operates as a tool in digital marketing. Topics include, increasing web traffic, enhancing product/service visibility, and ways to analyze and devise key search strategies that can be integrated into an overall marketing plan.

BUS413 Logistics and Global Supply Chain Management (4) An exploration of how to manage a supply chain in the global environment. Topics include supply chain management, infrastructure analysis, network design, warehousing operations, inventory management, foreign market entry modes, international trade contracts, payments, insurance, customs and security.

BUS414 Global Finance (4) An examination of global financial markets and the operations of multinational firms. Topics include foreign exchange markets, global financial markets, global banking, global trade tariff and quotas, and role of regional trading blocs (such as the EU or ASEAN).

BUS415 Politics and Global Trade (4) An examination of the impact of politics on trade in the global economy. Students will study the history, theories, and structures of global politics and the impact politics has on global trade, as well as examining the role of non-governmental agencies (NGOs) in terms of how to build social responsibility, economic and environmental sustainability, and social justice through economics prosperity.

BUS416 Workforce Training and Development (4) An examination of the role of employee training and development in the modern environment. Topics include technology and design models for digital training, attention to and retention of information in live trainings, and using transpersonal psychology to better connect with the trainee.

BUS417 Sustainability and Global Business (4) An exploration of how sustainable business practices can work in the global business environment. Students will study various types of environmentally sustainable technologies in the context of global, political, and economic incentives and disincentives for investment.

BUS418 Advertising and Brand Promotion (4) An exploration of issues in managing and integrating marketing communication as it relates to an organization's overall marketing objectives. Students will learn the fundamentals of advertising, the communication process, media strategy, promotions, as well as consider the social and ethical implications of modern advertising practices.

BUS419 Business and Professional Speaking (4) An exploration of the basic principles of speech and communication more broadly in business and professional settings. The course emphasizes the construction and delivery of various types of spoken presentations and the application of interpersonal skills to business, organizational, and other professional settings.

BUS420 Cross-cultural Communication (4) An exploration of the dynamics of cross-cultural communication, cultural identity, and how it affects operating a business in the global environment. Students will learn how to deal with miscommunication and overcome obstacles by learning to recognize cultural differences in body language, expression, and other cultural differences in communicative practices.

BUS421 Advertising and Social Media Strategy (4) An examination of how advertising and social media practices. Students will learn how to develop, and test social media advertisement as well as design budget, and evaluate profitability of strategies.

BUS422 Negotiation and Global Business (4) An exploration of how the techniques of transpersonal psychology can create effective negotiation strategies in the global business environment. Topics include the role of culture in the negotiations process, technology and global communications, rhetoric and cross-cultural norms, and the role of religion and cultural values in the communicative process.

BUS498 Business Administration Capstone I (4) A culminating project, completed individually or in teams, where students synthesize what they have learned in the program, and how transpersonal psychology can be applied and examine a real-world problem in business. In part I students will define the scope of the project, review the literature from which the problem emerges, and gather any information or data needed. If possible, students will select a local business or government sponsor for the project.

BUS499 Business Administration Capstone II (4) A culminating project, completed individually or in teams, where students synthesize what they have learned in the program, and how transpersonal psychology can be applied and examine a real-world problem in business. In part II students will produce a complete research paper and give an oral presentation to the other students in the course.

Psychology (Undergraduate)

PSB100 Introduction to Psychology (4) An introduction to the fundamental theories and concepts of psychology, including transpersonal psychology. Topics will include the history and systems of psychology, lifespan development and developmental psychology, personality theory, and abnormal psychology.

PSB101 Statistical Reasoning in Psychology (4) An introduction to elementary statistical principles and techniques relevant to psychological research. Topics covered include basic parametric and nonparametric statistics, analysis of variance, and simple factorial designs.

PSB102 Methods of Inquiry (4) An introduction to analysis, interpretation, and evaluation of research reports and methods commonly used in education and the social sciences. Students will apply this knowledge in their concept paper as they identify an applied action research area of interest, prepare a literature review, develop researchable questions, and identify appropriate data collection and analysis procedures to answer the questions posed.

PSB103 Personality Theory (4) A survey of Eastern, indigenous, ecological, and Western perspectives on being human, with emphasis on the integration of personality theories and transpersonal practices as preparation for identifying one's own beliefs about human development.

PSB201 Abnormal Psychology (4) An introduction to the field of abnormal psychology. Students will become familiar with the historical, social, and cultural contexts of what is normatively understood as the disorders grouped under the rubric of "abnormal psychology." Students will also engage a transpersonal perspective of abnormal psychology and its understandings of the complexities of human behaviors.

PSB202 Professional Ethics (4) An examination of professional ethics in psychology and counseling. Students will review ethical codes from the counseling profession and learn to apply normative ethics to tough moral problems. Students will explore the relationship between the practitioner's sense of self and human value, ethical and spiritual mandates, and the relationship with and responsibilities to other providers while considering the issues of institutional and social barriers to access.

PSB203 Foundations of Transpersonal Psychology (4) Introduces theories and concepts of transpersonal psychology. Students will learn about the origins of transpersonal psychology, the contributors to the field, the research that is being conducted, and the applications of transpersonal studies to personal growth, counseling, education, society, and human welfare.

PSB301 Biological Basis of Behavior (4) An introduction to the basic principles of neuropsychology. Students interested in psychotherapy and psychological transformation will examine the neurobiological aspects of consciousness, cognition, neuroplasticity, trauma, attachment, psychological healing, and psychological growth and transformation.

PSB302 Developmental Psychology (4) The study of how the unique individual develops over time. Students will examine the general paths and stages of development, the role of genetics, environmental factors, and how our traits are developed.

PSB303 Perception and Cognition (4) An investigation into the nature and dynamics of human perception and cognition. Students will explore how we make sense of the world through examining how our cognitive processes and our subjective perceptions, experiences, and interpretations of reality are shaped and influenced by social, cultural, evolutionary, and psychodynamic factors. Students will be exposed to the perspectives of multiple schools of psychological thought: the sociopsychological, the neuropsychological, the psychodynamic, and the transpersonal, while focusing on practical applications on how to facilitate psychological change, personal growth, and transformative learning processes.

PSB304 Neurodiversity (4) The study of neurodiversity, or the range of variations in neurocognitive functioning in humans. Students will explore how neurodiversity is a natural product of human evolution, and a rich source of creative potential. Topics to be discussed include the dynamics of privilege, prejudice, and oppression, and the modern social trend toward pathologizing human neurocognitive variations such as autism and other commonly pathologized neurocognitive variants.

PSB401 Somatic Psychology (4) An introduction to the field of Somatic Psychology. Students will examine the fundamental principles and approaches of Somatic Psychology through readings (including case narratives by notable practitioners of somatic psychotherapy), experiential exercises, journaling, and class discussion.

PSB402 Social Psychology (4) A survey of the ways in which social phenomena influence the thoughts, feelings, and behavior of individuals. Students will examine the major theories, experiments, and issues in the field of social psychology. Sample topics include emotion, aggression, conformity, attitudes, altruism, prejudice, persuasion, and group dynamics.

PSB403 Meditation and Mindfulness (4) A theoretical introduction to the practice of meditation and mindfulness from different scientific, spiritual, and cultural traditions. Students will examine the psychology of attention and how it plays a role in the treatment of addiction, trauma, and stress related illness.

PSB404 Psychology and Social Structure (4) Understanding the relationship between individual psychology and larger social systems. Using theories of transpersonal psychology students will explore how society develops hierarchical structures related to the social identities of class, gender, race, physical ability, sexuality, and their intersections.

PSB405 The Impact of Technology on Human Wellbeing (4) Explores the effect of technology has on efficiency, safety, and economy while considering the costs to human interconnectedness from a transpersonal perspective. Issues may include time, cost, complexity, environmental impact, social impact.

PSB406 The Psychology of Drug Use (4) An exploration of social psychology and the implications of cultural and political aspects of drug use. Students will examine the history of the use and abuse of drugs around the world and throughout history. Topics include the pharmacology of mood-altering chemicals, chemical dependence and treatment, and drugs used in treating mental illness.

PSB407 Psychology and Gender (4) Exploring feminist psychological theory. Students will examine the biological, psychological, social, and cultural meanings and implications of gender and its intersections with race, physical ability, sexual orientation, etc. Topics will include issues of socialization and social development, stereotypes, bodies and body image, social relationships, identity, language, violence, sexuality and sexual behavior, well-being, work, etc.

PSB408 The Psychology of Sustainability (4) An examination of how people think about environmental issues. Students will explore questions surrounding ocean, land, and air pollution, and climate change and how our thinking about the environment can create sustainable action. In particular, students will use theories of transpersonal psychology to think through why creating a mindset of environmental sustainability is difficult to develop in the modern world.

PSB409 The Psychology of Disability (4) An exploration of what it means to have differential abilities and how society is structured to define the lives of those not deemed to be "normal." Students will explore the stereotypes of disability and the socially, linguistically, and historically constructed meaning of physical, sensory, and cognitive "impairments."

PSB410 Psychology and Public Health (4) An examination of community psychology and public health psychology in terms of the transpersonal. Topics include prevention and health promotion, risk and resilience, empowerment models, and community organizing related to mental illness, obesity, substance abuse, homelessness, and domestic violence.

PSB411 The Psychology of Pain (4) Examines the clinical and social aspects of pain and pain management. Using theories of transpersonal psychology, students will explore how we define pain socially and the limits of the modern pain clinic. Special attention will be paid to the so-called opioid crisis, the impact of opioids on rural and urban communities, as well as its effect on chronic pain patients.

PSB412 Child Psychology (4) Examination of the to the major issues, theories, and conclusions of developmental psychology as they apply to infancy and childhood.

PSB413 The Psychology of Adolescence (4) Examination of the biological, development, and social aspects of adolescent development.

PSB414 Human Sexuality (4) Exploration of the psychology of human sexuality including the nature and variety of human sexual experience as well as the theories and therapies regarding sexual issues.

PSB415 Psychology of Delinquency (4) Examination of the theories and practices of understanding the characterization, risk factors, and treatment of delinquency.

PSB416 Psychology of Emotion (4) An exploration of the phenomenon of emotion from a transpersonal perspective. Particular attention will be paid to how emotions are connected to other basic psychological processes such as cognition, motivation, decision making, and well-being.

PSB417 Sports Psychology (4) Using transpersonal psychology to better understand and enhance sport participation and performance, and the psychological issues associated with professional and amateur sports.

PSB418 Forensic Psychology (4) An examination of the role psychology plays in the criminal justice system, with particular emphasis on the role of mental health professionals, and criminal investigation.

PSB419 Leadership and Transpersonal Psychology (4) An exploration of the philosophical, psychological, and spiritual literature can explain how transpersonal psychology can train people to be better leaders. Topics will include personal philosophies of leadership, peer evaluation of leadership approaches, as well as the development and presentation of models of potentiating leadership as understood through transpersonal psychology.

PSB498 Psychology Capstone I (4) A culminating project, completed individually or in teams, where students integrate program coursework, and consider how transpersonal psychology can be applied to a real-world problem. In part I students will define the scope of the project, review the literature from which the problem emerges, and gather information or data. Students may select an external practitioner or sponsor for the project.

PSB499 Psychology Capstone II (4) A culminating project, completed individually or in teams, where students integrate program coursework, and consider how transpersonal psychology can be applied to a real-world problem. In part II students will produce a complete research paper and an oral presentation based on the paper.

Business Administration (Master's)

MBA2001 Personality and Motivation (3) This course presents major theories of psychology pertaining to personality, motivation, and growth, to explore how this knowledge allows organizations to contribute to the transformation and well-being of individuals, organizations, and society. Practices of contemplation, meditation, and mindfulness are considered in relation to these theories. Course topics include the seminal work of Abraham Maslow, a founder of humanistic psychology and transpersonal psychology; Carl Jung, a transpersonal pioneer; and Erik Erikson, the founder of modern developmental psychology. The course also examines the principles of transpersonal counseling and therapy and transpersonal education, as they relate to ethical business and organizational transformation in the global STEM-based business environment.

MBA2002 Positive Psychology for Business (3) This course provides a foundation in positive psychology and explores the science and practice of authentic happiness theory and well-being theory. Positive psychology is the scientific exploration of human strength and virtue as opposed to human weakness and suffering; it includes an examination of people's desire for a happy and meaningful life. We will explore what well-being is, what gets in the way of well-being, what we can do to increase and nurture it in our own lives and organizational settings. The focus will be on cultivating greater positive emotion, enhancing resilience skills, and examining the strengths and virtues that underpin well-being, such as gratitude, forgiveness, compassion, kindness, social and emotional intelligence, humor, courage, and integrity. The course encourages acquisition of knowledge, development of skills, as well as meaningful changes in students' personal and professional lives. This course prepares students to understand and manage the relationship of individual well-being to well-being in organizational settings and to apply leadership and management strategies to enhance organizational performance and sustainability, enhance motivation and commitment, and combat dysfunctional conflict and stress. Students will learn about emerging applications of positive psychology in organizations, as well as technology and systems that have been shown to increase organizational effectiveness by enhancing employee engagement and well-being.

MBA2003 Decision Science (3) This course covers the practical ways to develop, strengthen, and balance human and organizational capacities for better decision making. It integrates quantitative, behavioral, interpersonal, transpersonal, and organizational perspectives in strategic global decision making. Topics include decision theory and decision analytics, design thinking, cognitive science, organizational behavior, and transpersonal psychology. The course emphasizes dialogue processes for effective inquiry, balanced with contemplation and reflection, to clarify values, surface assumptions, and develop an appropriate frame. It integrates mathematical decision modeling, data analytics, and data science processes that can be applied to generate valuable insights by focusing further inquiry on essential variables and facilitating deep collaborative reasoning. The course presents myriad case studies to emphasize key strategic decision principles based on reason and data analysis.

MBA2103 Systems Programing (3) This course covers the discipline of computer science, as it is founded at the most basic levels, at the fusion of electrical engineering, mathematics, and linguistics. The course covers the foundation of hardware and software logic, as manifested in both hardware and software constructs. It then maps software logic and structures to hardware logic and structures to form functional programs that are logically and structurally sound. Principles of number systems, Boolean and predicate logic, programming languages, language structure, logic gates, assembly principles, RAM, ROM, microprocessors, and computational mathematics are covered in depth. This course demonstrates how computer programs and hardware structures operate from the ground up and how the systems created affect managerial and technological decisions in the areas of science, technology, and engineering.

MBA3001 Accounting (3) This course covers the concepts and principles that underlie corporate financial statements, including the balance sheet, income statement, and cash flow statement. The use of accounting reports by both internal and external users is considered. Topics include assets, liabilities, cash flows, profits, revenues, expenses, financial ratios, efficiency, productivity, profitability, budgeting, cost analysis, and management. Case studies are examined in detail using the balance sheets of public companies to consider a company's performance and future potential. The course concludes with the application of innovative accounting approaches to ensure that the organization is financially successful in the short term and long run and can strategically compete in the global STEM based business environment with a sound financial profile.

MBA3002 Finance (3) This course introduces the principles of corporate finance. It focuses on measurement and creation of corporate value. The course applies key principles of finance in decision-making and management to enable sound interpretation and analysis of financial statements. Topics include asset valuation, risk analysis, financial statement analysis, financial planning, capital budgeting, asset management, short-term and long-term financing decisions, capital structure, cost of capital, and dividend policy. Fundamental concepts include free cash flow, time-value of money, risk and return, portfolios, and asset pricing models. The course includes strategic case studies to exemplify sound financial judgment and decision making.

MBA3003 Economics (3) This course introduces microeconomic and macroeconomic concepts as well as data science and data analytics techniques to foster sound business decisions. Topics include consumer behavior, supply and demand, production and cost, markets, market structures and market failure, fiscal and monetary policy, and international trade and finance. The course balances macro and microeconomic concepts to ensure proper business financial posture in the science, technology, engineering, and management domains. It also focuses on both short term and long term organizational economic stability in the global business environment. The course applies myriad case studies to amplify key economic concepts.

MBA3004 Data Analysis & Forecasting (3) This course focuses on applying analytical methods for data analysis to support managerial and strategic organizational decision making. Topics include descriptive statistics for summarizing data, probabilistic analysis for quantifying uncertainty, sampling and statistical inference for hypothesis testing, and linear regression analysis for prediction and forecasting. The course has a key emphasis on data analytics and forecasting in the science, technology, engineering, and management domains to ensure that the organization makes viable decision in the complex and ever-changing global business environment.

MBA3005 Operations (3) The course provides a broad overview of operational issues in science, technology, engineering, and business organizations and presents a variety of quantitative and qualitative techniques for analyzing and optimizing foundational business processes. Topics include time series analysis and forecasting, process analysis, waiting-line models, inventory management, quality management, capacity management, project management, and supply chain management. The course analyzes how operations management decisions impact the value of the firm and are fundamentally interconnected with market strategy and the design of products and services. The course also focuses on the proper management of business operations through continual analysis and evaluation of business processes that are adaptable to rapid changes in the complex global business environment.

MBA3006 Business Law and Ethics (3) This course introduces basic legal frameworks for business, and fundamental legal issues involved in conducting business in the complex global environment. Topics include legal systems, forms of business, corporate law, duties to shareholders, shareholders' rights and liabilities, intellectual property, unfair competition, antitrust law, contract law, and employment law. The course explores how law shapes managerial behavior and demonstrates how to apply ethical principles in business settings while coping with external factors such as laws, regulation, politics, and local customs. The course addresses how ethics and law shape tradeoffs across the triple bottom line (economic, social, and environmental), and applies theories of corporate social responsibility and principles of responsible investment to ensure legal and ethical organizational posture. The course also applies strategic analytical tools for ethical organizational decision-making.

MBA3007 Strategy (3) This course covers the concepts, models, and frameworks for formulating, analyzing, and implementing corporate and organizational strategy. It focuses on the fundamental dimensions of strategy, and how to differentiate between organizational strategy, operations, and tactics. Topics include eliciting corporate values and formulating objectives, analyzing market opportunities and risks, developing long- range strategies, industry analysis, competition, differentiation, and diversification. The course also considers the challenges of managing strategic change, the impact of emerging technologies on business strategy, globalization, and the "triple bottom line" (economic, social, environmental). Extensive case studies are covered in the science, technology, engineering, and management domains to ensure that organizational strategy maps to the current complex global business environment.

MBA3008 Marketing (3) This course provides an overview of the issues, concepts, and models used in analyzing marketing decisions and managing marketing activities. It presents analytic and data visualization tools and frameworks for making effective marketing decisions to support an organization's strategic, economic, and social objectives. Topics include market measurement and segmentation, consumer and organizational buying behavior, marketing mix analysis and management, marketing research, new product development, product management, marketing strategy, as well as public policy and ethical considerations in marketing. The course covers how to investigate consumer behavior, segment and target markets, create customer value through product policy, position brands, design channels of distribution, as well as how to develop communication channels and pricing policies. The course has a strategic focus in the science, technology, engineering, and management domains to ensure real world viability of marketing decisions and actions.

MBA3804 Cyber Security and Information Assurance (3) This course covers vital information assurance and computer security principles as applied to computer systems and organizational information systems. Information assurance principles such as availability, integrity, and confidentiality are applied strategically to ensure the integrity of data and information. The complex concepts of data privacy, data security, and the relationship of security to organizational computer systems are integral to this course. Many facets of computer security such as integrated circuit security, physical security, personnel security, systems security, security management, and operations security are discussed and related directly to information assurance principles. The concepts of risks, threats, and vulnerabilities as applied to computational systems are covered as well as the mitigation them through various forms of software and computer technologies in a defense in depth structure. The course also includes a survey of various laws and government initiatives to implement information assurance in the organization in a lawful manner. The course includes detailed analysis of cyber security as a management as well as a technological function. It also applies cyber security to myriad scientific, technological, and engineering disciplines as an integrated component of their information and intellectual property systems.

MBA4001 Capstone Part 1 (3) The Capstone is the final component of a student's graduate studies. This is a two-course sequence designed to be broadly integrative. Capstones will have concentration-specific modules and Learning Outcomes. The methodology for this Capstone Project is a simulation-based case study. The student's objective is to incorporate concepts learned throughout the MBA program to address a strategic challenge facing a host organization. Capstone Part 1 will review and reinforce key concepts from the MBA program through a series of case studies of actual companies, to help students build the skills and abilities they will need to succeed on the simulated summative case study case they will undertake in Capstone Part 2.

MBA4002 Capstone Part 2 (3) The Capstone is the final component of a student's graduate studies. This is a two-course sequence designed to be broadly integrative. Capstones will have concentration-specific modules and Learning Outcomes. The methodology for this Capstone Project is a simulation-based case study. The student's objective is to incorporate concepts learned throughout the MBA program to address a strategic challenge facing a host organization. In Part 2, students will be provided a set of data and documents for an organization (such as quarterly reports, letters to shareholders, strategic plans, market data), and a description of issues and objectives for the study. Students will produce a final written document and (hypothetical) formal presentation to the organization's key contact. This final report must show that the student has significantly applied concepts from strategy and finance, demonstrated their ability to collect and analyze primary data from a subject entity, and fully addressed the agreed-upon issues to provide novel recommendations that the entity could implement.

MBA4003 Full-Time Internship in Business (3) This course presents a significant WIL experiential learning opportunity, typically with a company or community-based organization. The internship represents an educational strategy that links classroom learning coupled with the acquisition of knowledge in an applied work setting. The internship in a company is mapped to an experienced-based class that enables reflection and contemplation of business skills applied in the real-world environment. Classroom assignments enable critical reflection on the WIL internship experience and how it addresses specific MBA Program Learning Outcomes.

MBA4004 Part-Time Internship in Business (1) Students undertake a significant experiential learning opportunity, typically with a company or community based organization. The internship represents an educational strategy that links classroom learning and student interest with the acquisition of knowledge in an applied work setting. Through direct observation, reflection, and evaluation, students gain an understanding of the internship site's work, mission, and audience, how these potentially relate to their academic study, as well as the organization's position in the broader industry or field. Students will produce a critical reflection on their internship experience demonstrating how they have addressed specific MBA Program Learning Outcomes. Students are responsible for securing their own internships but should contact the Student Services for assistance and resources to identify and apply for opportunities of interest.

MBA4301 Organizational Leadership and Management (3) This course presents theories and models of managerial and organizational processes from a variety of perspectives, including behavioral and transpersonal, along with the necessary tools and methods to put such models into use in organizations. Students develop skills for authentic and conscious leadership, to promote ethical and socially responsible behavior and enhance motivation, job satisfaction, commitment, positive team dynamics, and cross-cultural understanding. Students will gain an understanding of organizational structure and key principles of organizational design, and the management of organizational change. Prerequisite: MBA2003

MBA4401 Technology Innovation and Product Management (3) This course provides students with tools to manage technology and innovation in both large organizations and new ventures. Students will learn to use metrics to assess the project and product lifecycles. Topics include the difference between science and technology, types and varieties of innovations, trajectories of emerging technologies and innovations, the role of intellectual property, and business models and strategies for bringing innovations to market. Students will learn to assess and address the technical, organizational, market, and regulatory risks.

MBA4402 Project and Program Management (3) Students will learn models, methods, and organizational structures for managing programs, projects, and products in technology companies. The course will focus on the actual practices of local Silicon Valley technology companies, as well as practices advocated by the Project Management Institute.-

MBA4601 Marketing 2 (3) This course will cover advanced topics, models, and methods in marketing, including analytical tools and decision-making frameworks. Topics include market research, online marketing, consumer behavior, social network marketing, outbound, and inbound marketing techniques. We will also consider marketing in nonprofit settings, and the challenges of international marketing. Course content will be flexible to reflect the latest thought and practice. Guest speakers will present special topics. Students will undertake research projects and present results to the class. Prerequisites: MBA2003, MBA3008

Computer Science (Master's)

INTC3000 Full-Time Internship in Computer Science (3) The Work Integrated Learning (WIL) based internship program is a significant experiential learning opportunity, typically with a company or community-based organization. The internship represents an integrated, practical, and applicable educational strategy that links classroom learning and student interest with the acquisition and direct application of knowledge in a workplace setting under the supervision of a faculty mentor. Through direct observation, reflection, and self-evaluation, students gain an understanding of the operational workplace environment and its myriad challenges and opportunities. Students will write critical reflections on their internship experience and will produce viable, innovative products that reflect on their learning in the degree program and in the workplace.

INTC3001 Part-Time Internship (1) Students undertake a significant experiential-learning opportunity, typically with a company or community based organization. The internship represents an educational strategy that links classroom learning and student interest with the acquisition of knowledge in an applied work setting. Through direct observation, reflection, and evaluation, students gain an understanding of the internship site's work, mission, and audience, how these potentially relate to their academic study, as well as the organization's position in the broader industry or field. Students will produce a critical reflection on their internship experience demonstrating how they have addressed specific learning goals.

MSCS1021 Technical Writing and Analysis for Computer Scientists Part I: Fundamentals (3) In this intensive-writing course, students will learn the proper development of white papers, technical papers, technical proposals, and presentations including how to research technical material using online databases and resources. Students will also learn proper citation methodologies including APA 7.0 and how to avoid plagiarism. The final project will include a technical proposal, a white paper resulting from proposal research, and a technical computer science-based presentation, all with proper citations in the APA 7.0 format. Throughout the course, students will be introduced to industry standard technical and computer science terminology as well as an extensive collection of seminal computer science papers.

MSCS1022 Technical Writing and Analysis for Computer Scientists: Capstone (3) The purpose of the capstone project is to demonstrate a solid foundation at the graduate level of the field of computer science both in research and in the application. The project allows the student to perform targeted research to develop an applied solution to a real-world situation or cutting-edge problem. The capstone also provides an assessment of the student's ability to research, write, and communicate in the area of computer science as will be required in the computing and technology industry. The capstone focuses on a selected advanced computer science topic, then systematically engages students in that topic and its application across various science, technology, engineering, and management disciplines and industries. The capstone deliverable includes a detailed analysis of the topic and its current and future applications across the STEM areas.

MSCS2101 Software Engineering (3) This course covers basic software engineering elements and processes. It focuses on techniques used throughout the software engineering process; the software lifecycle and modeling techniques for requirements specification and software design are emphasized. Both traditional and object-oriented approaches are addressed. This class covers software engineering concepts and will tie them together strategically to help ensure that software is engineered with high quality in addition to being safe, secure, reliable, and resilient. Topics covered will include software safety, security, reliability, availability, and resilience; software risk management; software quality through verification, validation, and testing; fault tolerance; concurrency; and advanced software modeling. The class also covers basic systems engineering concepts to ensure foundational understanding of the full software development process within a project as well as the managerial aspect of the software-based project. The class demonstrates the vital relationship between software engineering and scientific, technical, and other engineering disciplines.

MSCS2103 Systems Programming (3) This course covers the discipline of computer science, as it is founded at the most basic levels, at the fusion of electrical engineering, mathematics, and linguistics. The course will cover the foundation of hardware and software logic, as manifested in both hardware and software constructs. It then maps software logic and structures to hardware logic and structures to form functional programs that are logically and structurally sound. Principles of number systems, Boolean and predicate logic, programming languages, language structure, logic gates, assembly principles, RAM, ROM, microprocessors, and computational mathematics will be covered in depth. This course will demonstrate how computer programs and hardware structures operate from the ground up.

MSCS2201 Artificial Intelligence (3) This course covers the foundations of artificial intelligence (AI) as a holistic computer science discipline. The course explores the many aspects of how human intelligence is encoded in computer programs and mechanisms such as robots, self-learning programs, and advanced data analytics. This course introduces the foundation of simulating or creating intelligence from a computational point of view. It covers the techniques of reduction, reasoning, problem solving, search, knowledge representation, and machine learning and applies them strategically to various problems in science, technology, engineering, and management domains and industries. It also explores computational complexity and issues arising at the junction between biological and artificial intelligence and infuses these issues into tangible and applicable solutions in the STEM domains to ensure sound and ethical application of AI models, processes, and techniques.

MSCS2202 Machine Learning (3) This course covers the primary areas of machine learning and applies them to real world computation scenarios. The goal of this class is to build computer models that can produce useful information whether they are predictions, associations, or classifications. This course covers the theoretical and practical algorithms, basic concepts and paradigms, key techniques, challenges, and tricks of machine learning. It also explores examples of how machine learning is used/applied today in the real world and demonstrates the construction and use of machine learning algorithms. This course discusses recent applications of machine learning, such as to robotic control, speech recognition, face recognition, data mining, autonomous navigation, bioinformatics, and text and web data processing. It also fuses machine learning with other areas of artificial intelligence and robotics and demonstrates the use and viability of machine learning models and techniques in myriad areas of science, technology, engineering, and management.

MSCS2219 Advanced Threat Analysis (3) This course covers advanced techniques of complex, blended threat analysis to ensure that the organization and its information assets are safe and secure through methods that facilitate the confidentiality, integrity, and availability of data and information at all organizational levels. The course focuses on advanced machine learning and artificial intelligence techniques and software that pre-emptively assess and mitigate threats from local, national, and international sources. Extensive threat data modeling and analysis techniques are studied and applied to myriad science, technology, engineering, and management domains and industries. Special emphasis is placed on mitigating zero-day and large scale coordinated attacks on an organization's information infrastructure. The course explores and dissects case studies to demonstrate the best approaches and lessons learned from recent global cyber-attacks. The course concludes with the development of a software system that can sense and detect attack pre-emptions and protect the organization from those attacks, even if they are zero-day attacks based on sound threat analytics, visualizations, and models.

MSCS2301 User Interface Design and Implementation (3) This course will discuss how to create and refine interaction designs that ensure a quality user interface. It covers the theory behind good user interface design and develops the skills needed to design, implement, and evaluate your own user interface. The course emphasizes the agile and user-centered design process and covers the complete design process cycle. Requirement gathering: the course will discuss the importance of the user and task analysis and the techniques to perform the analysis. Design: Usability has several dimensions. Learnability, efficiency, and safety are the three dimensions that we highlight in this course. The course will discuss the design principles to make the user interface easy to learn, efficient to use, and less error-prone. Prototyping: The design ideas or different design alternatives need to be quickly presented in front of the target users for validation. The course will discuss the techniques for rapidly prototyping user interfaces, including paper prototyping, computer prototyping, and web-based framework with model-view-controller software architectural pattern. Evaluation: Evaluation is an integral part of the user-centered design process. The course will discuss the techniques for evaluating and measuring the interface usability, including heuristic evaluation and formative evaluation. The setting for this course is mobile and web applications.

MSCS2401 Data Science (3) This course covers the various elements of mathematics, statistics, data structures, databases, and computer science, and how they work together to provide the optimal analysis of data. The basic techniques of data science, algorithms for data mining, and basic statistical modeling are core competencies that will be studied in depth. Data science leverages all available and relevant data to effectively provide a predictive model that can be applied to real-world business, engineering, and technical and scientific problems; this course focuses on these areas extensively. The course concludes with an analysis of data science technologies and how data scientists access data, prepare data, and conduct viable substantive research across myriad domains, including the biological sciences, medical informatics, social sciences, engineering disciplines, and business organizations of all levels.

MSCS2702 Unmanned Aircraft Technology for Computer Scientists (3) This course introduces the aeronautical foundations of unmanned aircraft structure and design. It focuses on the primary airframes of unmanned systems: fixed wing, rotorcraft, tiltrotor, and lighter than air along with various hybrid technologies. The course also introduces avionics, propulsion, and payload systems and their interactions and control through computer busses and architecture. A central focus of the course is the interaction of computer structures with the aircraft to promote safety while managing the foundational stability and control properties of the aircraft: lift, thrust, drag, and weight. A survey of aeronautical principles is presented along with aerodynamics and aviation science. Technologies such as launch and recovery systems, GPS, communications, ground stations, data-link technologies, and wireless technologies are also presented. The course concludes with the development of a comprehensive proposal applying unmanned aircraft technology to solve a challenging technological problem in a selected industry. It is vital for computer scientists to understand aerodynamics and aircraft structures in order to safely and reliably program unmanned aircraft of all sizes to function in the national airspace. This course will help computer scientists understand how a drone works so that they can safely develop programs, algorithms, and security for them.

MSCS3008 Introduction to Robotics (3) This course explores the computational processes and artificial intelligence basis of robotics. The integration of software and hardware systems will be emphasized through proper computational paradigms such as algorithms, automata, search structures, and data manipulation in real-time reactive systems. Coverage of electronics and electronic interfaces will provide a solid foundation on which to base artificial intelligence structures. The use of sensors and motors, as controlled by software is covered, in addition to the use of embedded and mechanical software-driven systems. A special emphasis is placed on robot autonomy and learning through the precise use of computer algorithms and data structures. Robot sensing, analyzing, vision, and locomotion through computational structures will also be covered. The course integrates robotics theory and application into problem solving in myriad STEM domains and industries with the goal of sound, ethical solutions that are cost-effective and highly adaptive to the organization and its human elements.

MSCS3019 Data Visualization (3) This course introduces data visualization, which provides various means to communicate information and tell stories of quantitative data through graphic patterns. It exemplifies the concept that data visualization makes big data more approachable and valuable and greatly impacts the decision-making process in fields such as science, technology, engineering, and management. This course introduces students to the core concepts and various techniques and tools for data visualization. The course reviews various analytical tools of statistics followed by the basic elements of visual business, engineering, and scientific intelligence. The techniques of good design consideration and data preparation for the best visuals are systematically discussed. The course also presents the elements of cognitive science theory and the principles of graphic/interaction design and then applies them to the visualization of information. The course includes myriad case studies in the science, technology, engineering, and management disciplines and industries.

MSCS3204 Web Development (3) Web Development covers the fundamentals of web development from basic web structures to more advanced webpage and website development. This course views web development as both a science and an art. HTML 5 (Structure), CSS 3 (Presentation), and JavaScript (Behavior) will be introduced as the three foundation languages that form the basic structure of a webpage. Communication protocols will also be discussed. The course material will cover security and how security can be built into webpages at conception. The course has multiple projects which culminate with a fully developed website that is both aesthetic and functional.

MSCS3301 User-Centered Research and Evaluation (3) Human-Computer Interaction (HCI) is an interdisciplinary field drawing on psychology and the social sciences, computer science, engineering, and design. Professionals in this field use diverse methods and tools to understand, improve, and create technology that harmonizes with and improves human capabilities, goals, and social environments. This course is an introduction to user-centered practice in HCI. The first half of this course covers the pre-design part of the UX lifecycle. It covers key methods to understand the target user classes and identify the user's goals and main tasks. It also introduces contextual inquiry, contextual analysis, needs and requirements extraction, and design-informing modeling. The second half of this course covers usability evaluation, covering techniques to evaluate and measure the interface usability in both qualitative and quantitative ways. It will also cover the complete evaluation process, starting from preparation, to running the user study session, to analyzing the data, to writing the evaluation reports on the findings that speak to the user's needs. The course will cover standard or popular evaluation methods/techniques in the industry, including web analysis using A/B testing, controlled experiments, Common Industry Format (CIF) usability testing, and Software Usability Measurement Inventory (SUMI).

MSCS3302 HCI in Ubiquitous Computing (3) With touch-screen smartphones, smart watches, tablets, and other computing devices moving from labs to consumer use, ubiquitous computing represents the forefront of HCI innovation. The advent of affordable sensors and interaction devices and wireless mobile computing devices has created boundless opportunities for ubiquitous computing applications that can transform our lives. The course begins with a detailed review of current HCI advances in ubiquitous computing. It then concentrate on the HCI issues around the design and development of ubiquitous computing devices and systems and will develop ubiquitous computing concepts and interactions in real-world applications and devices.

MSCS3801 Discrete Mathematics for Computer Science (3) This course covers applied discrete mathematics and forms a logical introduction to the critical mathematical side of computer science and software engineering. Discrete structures and discrete mathematics are the foundation of computer science. Areas such as set theory, number theory, combinatorics, logic, functions, and discrete constructs and structures are discussed in depth and applied to principles of computer science. Case studies such as the mathematics of the RSA algorithm are studied and applied to real world computer science applications in areas of science, technology, engineering, and management.

MSCS3802 Automata, Computation, and Complexity (3) This course covers the theory of computation and application to complex and hard problems. Areas such as finite and push down automata, regular languages, regular expressions, context-free languages, Turing machines, computability, and complexity are studied in detail and applied to computational structures with real-world applications. The science of language such as phrase and context-free languages will also be covered in depth. The course will round out with a study in complexity theory and how it applies to hard computational problems.

MSCS3803 Algorithms in Python and R (3) This course provides a complete overview of the use and design of common algorithmic structures and their performance as implemented in many different programming languages. The course will include an in-depth presentation of basic and advanced algorithms and areas such as Big O notation. Formal algorithms are developed by students in both Python and R and then compared analytically to determine effectiveness and efficiency. The course will also discuss the computability and speed of algorithms and the trade-off analysis required to select the best algorithm for the complex computational problem at hand. The course concludes with the application and management of algorithms and algorithmic thinking in real world science, technology, and engineering scenarios and products.

MSCS3804 Cyber Security and Information Assurance (3) This course covers vital information assurance and computer security principles as applied to computer systems and organizational information systems. Information assurance principles such as availability, integrity, and confidentiality are applied strategically to ensure the integrity of data and information. The complex concepts of data privacy, data security, and the relationship of security to organizational computer systems are integral to this course. Many facets of computer security such as integrated circuit security, physical security, personnel security, systems security, and operations security are discussed and related directly to information assurance principles. The concepts of risks, threats, and vulnerabilities as applied to computational systems are covered as well as the mitigation them through various forms of software and computer technologies in a defense in depth structure. The course also includes detailed analysis of cyber security as a management as well as a technological function. It also applies cyber security to myriad scientific, technological, and engineering disciplines as an integrated component of their information and intellectual property systems.

MSCS3805 Statistical Analysis for Computer Science (3) This course covers the basics of statistical analysis and probability structures that are mandatory for the study of data science, as data science at its core is based on mathematics. Topics include exploratory data analysis, descriptive statistics, data and sampling distributions, statistical experiments and significance testing, regression and data prediction, Bayesian analysis, data classification, statistical machine learning, unsupervised learning, and probability structures. The course also applies mathematical concepts to real-world data science problems and applications relevant to STEM domains and industries.

MSCS3806 Advanced Topics in AI and Machine Learning (3) This course will provide an advanced study of the latest research and applications in artificial intelligence, machine learning, robotics, and the data science used in their applications. It surveys complex and relevant issues and provides students with a holistic look into the advanced concepts of AI and machine learning, which fuse together many areas of science, technology, engineering, and management. The course concludes with a comprehensive research paper that covers new and emerging areas of AI and machine learning and applies them to relevant STEM domains and industries. Prerequisites: MSCS2201, MSCS2202

MSCS3808 Advanced Robotics Computing (3) This course covers advanced robotics computing areas such as robotics programming and robot operating systems. It applies the concepts of artificial intelligence and machine learning with electrical and mechanical structures to produce functioning robots that are logically and structurally sound in both hardware and software. The course is hands-on, and robots will be constructed and programmed to perform various computationally complex tasks including navigation, sensing, effecting and actuating. The course concludes with the construction of a robot that is thoroughly analyzed and tested. Prerequisites: MSCS3008, MSCS2201, MSCS2202

MSCS3920 Cyber Security: Defense (3) This course covers the proactive and pre-emptive cyber defense of information system assets at the data level through the organizational level. The goal of proactive defense is to mitigate the cyber risk of the organization. As such, risk management and sound cyber based organizational management is comprehensively integrated into the course. The defense of critical infrastructure is studied and plans for preventing, protecting, and providing time sensitive responses to attacks or threats are covered in detail to insure the confidentiality, integrity, and availability of data and information throughout the organization. The complexity of attacks and blended threats is covered from a holistic security point of view to ensure that threats from advanced or multiple sources are effectively mitigated to protect sensitive information and to safeguard organizational assets. The course covers myriad complex case studies and applies lessons learned to various STEM disciplines and industries to ensure that these industries can pre-emptively disrupt complex and blended cyber-attacks for sound organizational information assurance.

MSCS3921 Cyber Security: Forensics and Attack Analysis (3) This course covers the art and science of cybersecurity forensics, which is the application of investigation and analytical techniques to cyber systems to extract and preserve information that can inform cyber professionals on risk mitigation and that can legally be presented as evidence in a court of law. The course covers attack analysis in detail and provides sound investigative methods for collecting, analyzing, preserving, and interpreting cyber information and evidence. In addition to the technological aspects of cyber forensics, the course will cover the legal aspects of cyber forensics including classifications of evidence, evidence preservation, evidence tampering, discovery procedures and protocols, and case presentation in court. The course concludes with a comprehensive case study and the techniques and processes used to construct cyber forensic reports and evidence repositories for pending cyber-criminal cases. A major focus of the course is the application of forensics and attack analysis within various STEM based disciplines and organizations.

MSCS3922 Applied Cryptography (3) This course covers the basic and advanced concepts of cryptography and applies them to real-world applications with a special emphasis on cybersecurity applications. It covers the mathematical and logical aspects of cryptographic systems and how these constructs apply to real-world applications. The course also covers basic and advanced cryptographic protocols. Ciphers, encryption, and message integrity will be studied extensively. A comprehensive study of key systems will be a major part of the class. The course will conclude with the construction of original cryptographic constructs that are applied to real-world applications and tested for effectiveness and efficiency. A special emphasis on the use of cryptography in STEM disciplines and industries is a significant part of the application portion of the class.

Counseling Psychology (Master's)

MLR1001.1 Creative Expression, Part 1 (1) This primarily experiential course introduces creative expression as a practice. Upon the completion of this class, students should have: a working familiarity with the use of a variety of art modalities; an understanding of the relationship between the arts and personal and social transformation; and increased confidence in individual capacity for creating aesthetic experiences. This course lays the conceptual foundation for the integration of creative expression techniques into the student's personal practice, professional studies, and future professional work.

MLR1001.2 Creative Expression, Part 2 (1) This primarily experiential course introduces creative expression as a practice. Upon the completion of this class, students should have: a working familiarity with the use of a variety of art modalities; an understanding of the relationship between the arts and personal and social transformation; and increased confidence in individual capacity for creating aesthetic experiences. This course lays the conceptual foundation for the integration of creative expression techniques into the student's personal practice, professional studies, and future professional work.

MLR1065 Transpersonal Skills Lab 1 (Creative Focus) (1) Topics will vary and include components of improvisational skills for therapists, psychosynthesis, cinematherapy, Jungian dream analysis, process painting, creative expression, sandtray and play therapy, poetry therapy, and bibliotherapy. Each skills lab will teach tools and techniques in the chosen topic to help the therapists work more effectively in the creative modalities with clients.

MLR1066 Transpersonal Skills Lab 2 (Creative Focus) (1) Topics will vary and include components of improvisational skills for therapists, psychosynthesis, cinematherapy, Jungian dream analysis, process painting, creative expression, sandtray and play therapy, poetry therapy, and bibliotherapy. Each skills lab will teach tools and techniques in the chosen topic to help the therapists work more effectively in the creative modalities with clients.

MLR1067 Transpersonal Skills Lab 3 (Creative Focus) (1) Topics will vary and include components of improvisational skills for therapists, psychosynthesis, cinematherapy, Jungian dream analysis, process painting, creative expression, sandtray and play therapy, poetry therapy, and bibliotherapy. Each skills lab will teach tools and techniques in the chosen topic to help the therapists work more effectively in the creative modalities with clients.

MLR2000.1 Group Dynamics, Part 1 (.5) This course will introduce group counseling theories and leadership skills and techniques. This will include group dynamics, group process, and developmental stage theories. Group leadership training will include style and approaches, methods, and evaluation. Research and literature will be addressed. Students will have a chance to “try on” group membership and leadership. Closed, cohort process course. This class is open to MACP Students only.

MLR2000.2 Group Dynamics, Part 2 (.5) This course will introduce group counseling theories and leadership skills and techniques. This will include group dynamics, group process, and developmental stage theories. Group leadership training will include style and approaches, methods, and evaluation. Research and literature will be addressed. Students will have a chance to “try on” group membership and leadership. Closed, cohort process course. This class is open to MACP Students only.

MLR2000.3 Group Dynamics, Part 3 (.5) This course will introduce group counseling theories and leadership skills and techniques. This will include group dynamics, group process, and developmental stage theories. Group leadership training will include style and approaches, methods, and evaluation. Research and literature will be addressed. Students will have a chance to “try on” group membership and leadership. Closed, cohort process course. This class is open to MACP Students only.

MLR2000.4 Group Dynamics, Part 4 (.5) This course will introduce group counseling theories and leadership skills and techniques. This will include group dynamics, group process, and developmental stage theories. Group leadership training will include style and approaches, methods, and evaluation. Research and literature will be addressed. Students will have a chance to “try on” group membership and leadership. Closed, cohort process course. This class is open to MACP Students only.

MLR2000.5 Group Dynamics, Part 5 (1.5) This course will introduce group counseling theories and leadership skills and techniques. This will include group dynamics, group process, and developmental stage theories. Group leadership training will include style and approaches, methods, and evaluation. Research and literature will be addressed. Students will have a chance to “try on” group membership and leadership. Closed, cohort process course. This class is open to MACP Students only.

MLR2000.6 Group Dynamics, Part 6 (.5) This course will introduce group counseling theories and leadership skills and techniques. This will include group dynamics, group process, and developmental stage theories. Group leadership training will include style and approaches, methods, and evaluation. Research and literature will be addressed. Students will have a chance to “try on” group membership and leadership. Closed, cohort process course. This class is open to MACP Students only.

MLR2000.7 Group Dynamics, Part 7 (.5) This course will introduce group counseling theories and leadership skills and techniques. This will include group dynamics, group process, and developmental stage theories. Group leadership training will include style and approaches, methods, and evaluation. Research and literature will be addressed. Students will have a chance to “try on” group membership and leadership. Closed, cohort process course. This class is open to MACP Students only.

MLR2006.1 Human Development Across the Lifespan: Part 1 (3) This course will include human growth and development and personality formation across the lifespan, including death and dying issues. Normal and abnormal behavior and developmental crises will be addressed, and personality theory will be used as a way to organize ideas about intervention. We will consider individual, couple, and family development and the effects of developmental issues on relationships and personality formation. The context of California cultural norms will be included along with the effect of cultural and socioeconomic status and position on development and personality formation. Prerequisite: MLR1001

MLR2006.2 Human Development Across the Lifespan: Part 2 (1.5) This course will include human growth and development and personality formation across the lifespan, including death and dying issues. Normal and abnormal behavior and developmental crises will be addressed, and personality theory will be used as a way to organize ideas about intervention. We will consider individual, couple, and family development and the effects of developmental issues on relationships and personality formation. The context of California cultural norms will be included along with the effect of cultural and socioeconomic status and position on development and personality formation. Prerequisite: MLR1001

MLR2007.1 Counseling Principles and Practices, Part 1 (2) Foundational interpersonal skills of counseling and psychotherapy based on Carkhuff’s integrative Human Relations Development (HRD) model will be introduced. The HRD model is a research-based, “common factors” model drawing on the humanist, existential, and behavioral approaches. Students will acquire competence in attending and listening, responding empathically, and discerning significant themes to facilitate client exploration, understanding, and action. This is a practical, “hands-on” course, and a significant portion of class time is dedicated to experiential learning. In addition, students will develop a facility in giving effective feedback. Closed, cohort process course. This class is open to MACP Students only. Prerequisites: MLR2001, MLR4001 or MLR4002, MLR1001

MLR2007.2 Counseling Principles and Practices, Part 2 (1) Foundational interpersonal skills of counseling and psychotherapy based on Carkhuff’s integrative Human Relations Development (HRD) model will be introduced. The HRD model is a research-based, “common factors” model drawing on the humanist, existential, and behavioral approaches. Students will acquire competence in attending and listening, responding empathically, and discerning significant themes to facilitate client exploration, understanding, and action. This is a practical, “hands-on” course, and a significant portion of class time is dedicated to experiential learning. In addition, students will develop a facility in giving effective feedback. Closed, cohort process course. This class is open to MACP Students only. Prerequisites: MLR2001, MLR4001 or MLR4002, MLR1001

MLR2007.3 Counseling Principles and Practices, Part 3 (1.5) Foundational interpersonal skills of counseling and psychotherapy based on Carkhuff’s integrative Human Relations Development (HRD) model will be introduced. The HRD model is a research-based, “common factors” model drawing on the humanist, existential, and behavioral approaches. Students will acquire competence in attending and listening, responding empathically, and discerning significant themes to facilitate client exploration, understanding, and action. This is a practical, “hands-on” course, and a significant portion of class time is dedicated to experiential learning. In addition, students will develop a facility in giving effective feedback. Closed, cohort process course. This class is open to MACP Students only. Prerequisites: MLR2001, MLR4001 or MLR4002, MLR1001

MLR2010.1 Human Sexuality, Gender Identity, and Treatment of Psychosexual Dysfunction, Part 1 (1) This class will explore the physiological, psychological, and social-cultural variables associated with sexual behavior and gender identity. Assessment and treatment of psychosexual dysfunction will be taught. Prerequisites: MLR2006, MLR2011, MLR2007

MLR2010.2 Human Sexuality, Gender Identity, and Treatment of Psychosexual Dysfunction, Part 2 (1) This class will explore the physiological, psychological, and social-cultural variables associated with sexual behavior and gender identity. Assessment and treatment of psychosexual dysfunction will be taught. Prerequisites: MLR2006, MLR2011, MLR2007

MLR2011.1 Systems Theory and Application, Part 1 (.5) This course outlines systems theory and intervention, and historical and current trends in family therapy. The family is considered as the unit of treatment, and symptoms are viewed as a Part of the systemic matrix of relationship. The family is considered within larger sociocultural and spiritual systems. Assessment, diagnosis, and intervention are addressed from the systemic perspective. Prerequisites: MLR2001, MLR4001 or MLR4002, MLR1001

MLR2011.2 Systems Theory and Application, Part 2 (3) This course outlines systems theory and intervention, and historical and current trends in family therapy. The family is considered as the unit of treatment, and symptoms are viewed as a part of the systemic matrix of relationship. The family is considered within larger sociocultural and spiritual systems. Assessment, diagnosis, and intervention are addressed from the systemic perspective. Prerequisites: MLR2001, MLR4001 or MLR4002, MLR1001

MLR2011.3 Systems Theory and Application, Part 3 (1) This course outlines systems theory and intervention, and historical and current trends in family therapy. The family is considered as the unit of treatment, and symptoms are viewed as a part of the systemic matrix of relationship. The family is considered within larger sociocultural and spiritual systems. Assessment, diagnosis, and intervention are addressed from the systemic perspective. Prerequisites: MLR2001, MLR4001 or MLR4002, MLR1001

MLR2012.1 Advanced Couples Counseling, Part 1 (LMFT Focus) (1) This class will focus on the formation of couple and committed relationships and the improvement, restoration, and maintenance of healthy marital commitment. Evidence-based systemic principles will be taught. This course will include diagnosis and treatment for a variety of committed couples. The variety will include ethnic, cultural, gender, and couple-specific definitions of commitment. The ethical and legal aspects of treating domestic violence are explored. Emphasis will be placed on cultural, socioeconomic, spiritual, and contextual considerations. The added stresses of family, employment, and aging will be explored. This course is a requirement for all LMFT-track students and an elective for LPCC-track students. Prerequisites: MLR2006, MLR2011, MLR2007, MLR2028

MLR2012.2 Advanced Couples Counseling, Part 2 (LMFT Focus) (1) This class will focus on the formation of couple and committed relationships and the improvement, restoration, and maintenance of healthy marital commitment. Evidence-based systemic principles will be taught. This course will include diagnosis and treatment for a variety of committed couples. The variety will include ethnic, cultural, gender, and couple-specific definitions of commitment. The ethical and legal aspects of treating domestic violence are explored. Emphasis will be placed on cultural, socioeconomic, spiritual, and contextual considerations. The added stresses of family, employment, and aging will be explored. This course is a requirement for all LMFT-track students and an elective for LPCC-track students. Prerequisites: MLR2006, MLR2011, MLR2007, MLR2028

MLR2012.3 Advanced Couples Counseling, Part 3 (LMFT Focus) (1) This class will focus on the formation of couple and committed relationships and the improvement, restoration, and maintenance of healthy marital commitment. Evidence-based systemic principles will be taught. This course will include diagnosis and treatment for a variety of committed couples. The variety will include ethnic, cultural, gender, and couple-specific definitions of commitment. The ethical and legal aspects of treating domestic violence are explored. Emphasis will be placed on cultural, socioeconomic, spiritual, and contextual considerations. The added stresses of family, employment, and aging will be explored. This course is a requirement for all LMFT-track students and an elective for LPCC-track students. Prerequisites: MLR2006, MLR2011, MLR2007, MLR2028

MLR2013 Child and Adolescent Focused Therapy and Intervention (2) This course will outline theories of child and adolescent diagnosis and interventions in schools and in families. This course will consider collaborative treatment and will look at issues of community, social position, and behavior in the context of the child's multiple systems and location. Further, this class will address the testing that is typically used in the California school systems and interpretation of those tests for the clinician's use and well as working in treatment teams in the service of children and adolescents. Further, the course will address how to support and refer families whose children are in therapy or therapeutic settings. Children who are incarcerated or institutionalized in a California setting will also be addressed. This course will also address issues of identity in race, culture, spiritual, and sexual identity. Prerequisites: MLR2006, MLR2011, MLR2007

MLR2023 Addiction: Social Implications and Recovery (4.5) This course will examine addictions counseling including substance abuse, co-occurring disorders, and major approaches to identification, evaluation, and treatments in the individual and in the family. The etiology of drug use and addiction, populations, prevention, medicals aspects, and effects of drug abuse will be presented along with persons and systems that support or compound use and abuse of substances. Support systems and community supports will be outlined along with prevention at the individual, family, and community level. Prerequisites: MLR2006, MLR2011, MLR2007. Corequisite: MLR2078

MLR2028.1 Multi-Cultural Competence and Counseling, Part 1 (.5) This course explores multicultural competency and sensitivity for clinicians. It will encompass concerns around race, culture, ethnicity, religion, gender and gender roles, socioeconomic stress, poverty and deprivation, and social justice and client-centered advocacy. California cultures will be examined. It will include the clinician's role in eliminating biases and prejudices and the processes of intentional and unintentional oppression and discrimination. It will highlight recovery-oriented care and ways to find and use resources in a collaborative environment, including perspectives of mental health consumers and family members. The course emphasizes the ongoing development of cultural competence and awareness. Prerequisite: Admission to a clinical program. Co-requisites: MLR2001, MLR4001 or MLR4002, MLR1001

MLR2028.2 Multi-Cultural Competence and Counseling, Part 2 (3) This course explores multicultural competency and sensitivity for clinicians. It will encompass concerns around race, culture, ethnicity, religion, gender and gender roles, socioeconomic stress, poverty and deprivation, social justice, and client-centered advocacy. California cultures will be examined. Topics include the clinician's role in eliminating biases and prejudices and the processes of intentional and unintentional oppression and discrimination. It will highlight recovery-oriented care and ways to find and use resources in a collaborative environment, including perspectives of mental health consumers and family members. The course emphasizes the ongoing development of cultural competence and awareness. Prerequisite: Admission to a clinical program. Co-requisites: MLR2001, MLR4001 or MLR4002, MLR1001

MLR2028.3 Multi-Cultural Competence and Counseling, Part 3 (1) This course explores multicultural competency and sensitivity for clinicians. It will encompass concerns around race, culture, ethnicity, religion, gender and gender roles, socioeconomic stress, poverty and deprivation, social justice, and client-centered advocacy. California cultures will be examined. Topics include the clinician's role in eliminating biases and prejudices and the processes of intentional and unintentional oppression and discrimination. It will highlight recovery-oriented care and ways to find and use resources in a collaborative environment, including perspectives of mental health consumers and family members. The course emphasizes the ongoing development of cultural competence and awareness. Prerequisite: Admission to a clinical program. Co-requisites: MLR2001, MLR4001 or MLR4002, MLR1001

MLR2030.1 Advanced Trauma and Crisis Interventions: Part 1 (3) This course will address trauma and crisis theory and counseling. Multidisciplinary responses and referrals will be included. Cognitive, behavioral, and neurological effects associated with trauma will be addressed as well as brief, intermediate, and long-term treatment approaches. Assessment and treatment strategies for families, couples, children, and individuals in crisis will be addressed along with principles of intervention for those with mental or emotional disorders during times of crisis, emergency, or disaster. The course will address the means of connecting clients with resources in the community during crisis and disaster as well as follow-up referrals. Resilience-focused models of intervention including personal and community qualities that enable persons to cope with adversity, trauma, tragedy, threat, or other stressors will be presented. The course will also address familial trauma: divorce, death and dying, and recovery principles for individuals, couples, and families. Prerequisites: Admission to a clinical program; MLR2006, MLR2011, MLR2007, MLR1001. Co-requisite: At least 0.5 unit of MLR2001

MLR2030.2 Advanced Trauma and Crisis Interventions: Part 2 (1.5) This course will address trauma and crisis theory and counseling. Multidisciplinary responses and referrals will be included. Cognitive, behavioral, and neurological effects associated with trauma will be addressed as well as brief, intermediate, and long-term treatment approaches. Assessment and treatment strategies for families, couples, children, and individuals in crisis will be addressed along with principles of intervention for those with mental or emotional disorders during times of crisis, emergency, or disaster. The course will address the means of connecting clients with resources in the community during crisis and disaster as well as follow-up referrals. Resilience-focused models of intervention including personal and community qualities that enable persons to cope with adversity, trauma, tragedy, threat, or other stressors will be presented. The course will also address familial trauma: divorce, death and dying, and recovery principles for individuals, couples, and families. Prerequisites: Admission to a clinical program; MLR2006, MLR2011, MLR2007, MLR1001. Co-requisite: At least 0.5 unit of MLR2001

MLR2040.1 Advanced Theory and Skills, Part 1 (LMFT Focus) (1) This course will deepen the student's knowledge of modern and postmodern models of transpersonal systems therapy. Emphasis will be placed on the common factors model of psychotherapy. The course will include role-play, team assessment, and intervention. This course is a requirement for all LMFT-track students and an elective for LPCC-track students. Prerequisites: Admission to a clinical program. MLR2006 or equivalent; MLR2011 or equivalent; MLR2007 or equivalent; MLR1001 or equivalent.

MLR2040.2 Advanced Theory and Skills, Part 2 (LMFT Focus) (1) This course will deepen the student's knowledge of modern and postmodern models of transpersonal systems therapy. Emphasis will be placed on the common factors model of psychotherapy. The course will include role-play, team assessment, and intervention. This course is a requirement for all LMFT-track students and an elective for LPCC-track students. Prerequisites: Admission to a clinical program. MLR2006 or equivalent; MLR2011; MLR2007 or equivalent; MLR1001 or equivalent.

MLR2040.3 Advanced Theory and Skills, Part 3 (LMFT Focus) (1) This course will deepen the student's knowledge of modern and postmodern models of transpersonal systems therapy. Emphasis will be placed on the common factors model of psychotherapy. The course will include role-play, team assessment, and intervention. This course is a requirement for all LMFT-track students and an elective for LPCC-track students. Prerequisites: Admission to a clinical program. MLR2006 or equivalent; MLR2011 or equivalent; MLR2007 or equivalent; MLR1001 or equivalent.

MLR2053.1 Law and Ethics, Part 1 (MFT/PCC Focus) (1.5) This course provides a professional orientation to ethics and to laws in marriage and family therapy, and in counseling. This course will review national ethical codes from the MFT and PCC professions along with legal requirements. Licensing laws, regulations delineating the scope of practice, counselor-client privilege, confidentiality, danger, and treatment of minors both with and without parental consent, child abuse, and domestic violence assessment and reporting laws, will be addressed. The relationship between the practitioner's sense of self and human values, ethical and spiritual mandates, relationship with and responsibilities to other providers and legal entities will be explored. Further, advocacy processes needed to address institutional and social barriers that impede access, equality, and success for clients will be examined. Differences in legal and ethical standards in different work settings (private practice, public practice, collaboration, team-based, institutional, etc.) will be discussed. Assessment of abuse and the mandatory reporting laws for the child, spousal, and elder abuse will be covered. Requires enrollment in MACP or approval of MACP Program Chair. Single- course students (licensed clinicians or interns) may be admitted with approval of the MACP Program Chair.

MLR2053.2 Law and Ethics, Part 2 (MFT/PCC Focus) (3) This course provides a professional orientation to ethics and to laws in marriage and family therapy, and in counseling. This course will review national ethical codes from the MFT and PCC professions along with legal requirements. Licensing laws, regulations delineating the scope of practice, counselor-client privilege, confidentiality, danger, and treatment of minors both with and without parental consent, child abuse, and domestic violence assessment and reporting laws will be addressed. The relationship between the practitioner's sense of self and human values, ethical and spiritual mandates, relationship with and responsibilities to other providers and legal entities will be explored. Further, advocacy processes needed to address institutional and social barriers that impede access, equality, and success for clients will be examined. Differences in legal and ethical standards in different work settings (private practice, public practice, collaboration, team-based, institutional, etc.) will be discussed. Assessment of abuse and the mandatory reporting laws for the child, spousal, and elder abuse will be covered. Requires enrollment in MACP or approval of MACP Program Chair. Single- course students (licensed clinicians or interns) may be admitted with approval of the MACP Program Chair.

MLR2069 Pre-Practicum: Clinical Training Preparation (MFT/PCC Focus) (1.5) The course provides an opportunity to begin setting up your clinical practicum training that will begin during the following year. The course includes instruction on MACP Clinical Training Handbook and MACP program policies regarding practicum, pre-practicum paperwork and non- coursework requirements prior to beginning practicum, accessing and understanding the practicum experience requirements, information about postgraduate intern registration and the education, training and licensure requirements, preparing resumes and writing cover letters, searching for potential practicum training sites, making initial contacts, and preparing for practicum interviews. California students will learn California Board of Behavioral Sciences requirements for practicum, internship, and licensure. Low-residency students will research their jurisdictions specific requirements including pre-degree experience, post-degree experience, and licensure or equivalent qualification to practice independently of supervision. Closed course. This class is open to MACP students only.

MLR2070 Practicum 1 (3) This course will begin the practicum sequence by introducing case management, intake, note taking, and the use of supervision and training. This will include assessment, diagnosis and prognosis, and treatment planning including individuals, couples, and families. Further, this course will provide students with the opportunity to hear the perspectives of various consumers of mental health services and their family members to enhance the understanding of their experience of mental illness, treatment, and recovery. The principles of recovery-oriented care and methods of service delivery will be discussed. Professional writing and connecting clients with resources will be addressed. The influence on the mental health profession of ongoing developments in public health, social and cultural forces, and technology innovations will also be considered. Prerequisite: Admission to MLR2080.

MLR2071 Practicum 2A: Transpersonal Based Case Formulation, Treatment Planning and Applications (1.5) The first 1.5 units of this A/B course will focus on theory, diagnostic skills and testing needs, prognosis, and processes of current transpersonal schools of therapy. Case formulation, management, and professional writing (including documentation and progress notes) will be taught and interventions will be outlined. Prerequisites: Admission to MLR2080, MLR2070

MLR2072 Practicum 2B: Transpersonal-Based Case Formulation, Treatment Planning, and Applications (3) The second 3.0 units of this A/B course will focus on practicum applications of transpersonal theory. The class will focus on the clients the students are currently seeing at their practicum sites. Principles of recovery-oriented care and collaborative treatment will be incorporated. This work will include the treatment of individuals, couple, family, and child relationships. It will address trauma and abuse, dysfunctions, healthy functioning, health promotion, illness prevention, and working with families and groups. May be repeated for credit if a student needs an additional quarter of practicum. Prerequisites: Admission to MLR2080, MLR2070, MLR2071

MLR2073 Practicum 3: Systems Theory-Based Case Formulation, Treatment Planning and Applications (4.5) The first 1.5 units of this A/B course will focus on theory, diagnostic skills and testing needs, prognosis, and processes of current systemic schools of therapy. Case formulation, management, and professional writing (including documentation and progress notes) will be taught and interventions will be outlined. Prerequisites: Admission to MLR2080, MLR2070, MLR2071, MLR2072

MLR2075 Practicum 4A: Evidence Based-Case Formulation, Treatment Planning and Application (1.5) The first 1.5 units of this A/B course will focus on theory, diagnostic skills and testing needs, prognosis, and processes of current evidence-based schools of therapy. Case formulation, management, and professional writing (including documentation and progress notes) will be taught and interventions will be outlined. Prerequisites: Admission to MLR2080, MLR2070, MLR2071, MLR2072, MLR2073, MLR2074

MLR2076 Practicum 4B: Evidence-Based Case Formulation, Treatment Planning and Applications (3) The second 3.0 units of this A/B course will focus on practicum applications of evidence-based theory. The class will focus on the clients the students are currently seeing at their practicum sites. Principles of recovery-oriented care and collaborative treatment will be incorporated. This work will include the treatment of individuals, couple, family, and child relationships. It will address trauma and abuse, dysfunctions, healthy functioning, health promotion, illness prevention, and working with families and groups. Students will learn case presentation and peer supervision. May be repeated for credit if a student needs an additional quarter of practicum. Prerequisites: Admission to MLR2080, MLR2070, MLR2071, MLR2072, MLR2073, MLR2074, MLR2075

MLR2077 Psychopharmacology, Brain Structure and Development, and Severe Mental Illness (4.5) This course will include current research and applications on brain structure and impact on relationship styles and learning styles. Psychopharmacology will be looked at in terms of biological bases of behavior, basic classifications, and indications and contraindications for medications. Appropriate use of medication in a transpersonal, whole-person framework will be addressed. Working in a collaborative team in referral and management of medication and therapy will be discussed. Prerequisite: MLR2006, MLR078

MLR2078.1 Psychopathology: Part 1 (MFT/PCC Focus) (1.5) This course will include the principles of the diagnostic process and will include assessment and testing procedures. The diagnostic process will include the current *Diagnostic and Statistical Manual of Mental Disorders*; the impact of co-occurring substance use disorders and psychological disorders; and continuum of care and treatment modalities. Assessment through testing will include basic concepts of standardized and non-standardized testing and assessment. It will include social and cultural factors related to the assessment and evaluation of groups and ethical strategies for selecting, administering, and interpreting assessment instruments and techniques in counseling. Appropriate use of assessment in a transpersonal, whole-person framework will be addressed. Prerequisite: MLR2007

MLR2078.2 Psychopathology: Part 2 (MFT/PCC Focus) (3) This course will include the principles of the diagnostic process and will include assessment and testing procedures. The diagnostic process will include the current *Diagnostic and Statistical Manual of Mental Disorders*; the impact of co-occurring substance use disorders and psychological disorders; and continuum of care and treatment modalities. Assessment through testing will include basic concepts of standardized and non-standardized testing and assessment. It will include social and cultural factors related to the assessment and evaluation of groups and ethical strategies for selecting, administering, and interpreting assessment instruments and techniques in counseling. Appropriate use of assessment in a transpersonal, whole-person framework will be addressed. Prerequisite: MLR2007

MLR2079 Advanced Practicum (1) This course is offered from time to time for students who have completed the practicum sequence, but have not yet completed the minimum number of pre-degree supervised clinical hours required for their licensing track under the laws or regulations of the jurisdiction where they plan to license. The class will focus on the clients the students are currently seeing at their practicum sites, with continued development of skills in case formulation, assessment, diagnosis, treatment planning, and intervention. This course may take a transpersonal, systems, somatic, or expressive arts focus depending on the needs of the students. This course may be repeated multiple times for credit. Prerequisites: MLR2071, MLR2072 A& B, MLR2073 A&B, MLR2074 A&B

MLR2080 Practicum Evaluation (MFT/PCC Focus) (0) This 0-unit online course provides a container in which the MACP faculty will track and mentor each student throughout the MACP Capstone Project. Approval to enter this year-long course is required prior to enrollment in the Clinical Practicum sequence, and the student remains enrolled in this course concurrently while completing the sequence. This course is completed when the student has met all clinical practicum requirements for the student's licensing track, including verification of required clinical hours under state regulation, as well as submission of satisfactory evaluations from the community practicum site. Completion of Practicum Evaluation is required for graduation. Requires approval of MACP Chair.

MLR3001.1 Clinical Applications of Meditation and Mindfulness, Part 1 (.5) This three-part course will provide students with a foundation in clinical applications of mindfulness for different disorders with research proven methods. The course will expose students to different meditation techniques, assessment of mindfulness, and use of technology in mindfulness. Students will develop an understanding of measures used to assess effectiveness of mindfulness and understand different technological developments and applications available to practice mindfulness.

MLR3001.2 Clinical Applications of Meditation and Mindfulness, Part 2 (1) This three-part course will provide students with a foundation in clinical applications of mindfulness for different disorders with research proven methods. The course will expose students to different meditation techniques, assessment of mindfulness, and use of technology in mindfulness. Students will develop an understanding of measures used to assess effectiveness of mindfulness and understand different technological developments and applications available to practice mindfulness.

MLR3001.3 Clinical Applications of Meditation and Mindfulness, Part 3 (.5) This three-part course will provide students with a foundation in clinical applications of mindfulness for different disorders with research proven methods. The course will expose students to different meditation techniques, assessment of mindfulness, and use of technology in mindfulness. Students will develop an understanding of measures used to assess effectiveness of mindfulness and understand different technological developments and applications available to practice mindfulness.

MLR3065 Transpersonal Skills Lab 1 (Spiritual Focus) (1) Topics vary and may include components of Holotropic Breathwork, using the Enneagram with clients, psychosynthesis, spiritual emergency/emergence therapy, and mindfulness-based CBT and DBT techniques. Each skills lab will teach tools and techniques in the chosen topic to help therapists work more effectively in spiritual and transpersonal modalities with clients.

MLR3066 Transpersonal Skills Lab 2 (Spiritual Focus) (1) Topics vary and may include components of Holotropic Breathwork, using the Enneagram with clients, psychosynthesis, spiritual emergency/emergence therapy, and mindfulness-based CBT and DBT techniques. Each skills lab will teach tools and techniques in the chosen topic to help therapists work more effectively in spiritual and transpersonal modalities with clients.

MLR3067 Transpersonal Skills Lab 3 (Spiritual Focus) (1) Topics vary and may include components of Holotropic Breathwork, using the Enneagram with clients, psychosynthesis, spiritual emergency/emergence therapy, and mindfulness-based CBT and DBT techniques. Each skills lab will teach tools and techniques in the chosen topic to help therapists work more effectively in the spiritual and transpersonal modalities with clients.

MLR4001 Mind-Body Integration: Aikido A (1) This course introduces the principles of Aikido and its application to human relationships. It provides a basic foundation for the student who wishes to adopt Aikido as a practice as well as for the future application of the principles of Aikido to psychotherapy and other fields. It provides practical training in maintaining center and awareness under pressure, learning to blend and harmonize with others, and the development of a personal sense of presence. Emphasis on the relationships between Aikido, daily life, relationships, and therapy are explored. Basic back and forward rolls will be learned and practiced (accommodations can be provided.)

MLR4002 Mind-Body Integration: Aikido B (1) This course introduces the principles of Aikido and their application to human relationships. It provides a basic foundation for the student who wishes to adopt Aikido as a practice as well as for the future application of the principles of Aikido to psychotherapy and other fields. It provides practical training in maintaining center and awareness under pressure, learning to blend and harmonize with others, and the development of a personal sense of presence. Emphasis on relationships between Aikido, daily life, relationships, and therapy are explored. Basic back and forward rolls will be learned and practiced (accommodations can be provided.)

MLR4065 Transpersonal Skills Lab 1 (Somatic Focus) (1) Topics will vary and include components of Yoga Indra and transformative yoga, Hakomi, Qigong, meditation and mindfulness, body-oriented psychotherapy tools and techniques, etc. Each skills lab will teach tools and techniques in the chosen topic to help therapists work more effectively in the somatic modalities with clients.

MLR4066 Transpersonal Skills Lab 2 (Somatic Focus) (1) Topics will vary and include components of Yoga Nidra and transformative yoga, Hakomi, Qigong, meditation and mindfulness, body-oriented psychotherapy tools and techniques, etc. Each skills lab will teach tools and techniques in the chosen topic to help therapists work more effectively in the somatic modalities with clients.

MLR4067 Transpersonal Skills Lab 3 (Somatic Focus) (1) Topics will vary and include components of Yoga Nidra and transformative yoga, Hakomi, Qigong, meditation and mindfulness, body-oriented psychotherapy tools and techniques, etc. Each skills lab will teach tools and techniques in the chosen topic to help therapists work more effectively in the somatic modalities with clients.

MLR5025 Career Development A (1.5) This course introduces career development theories and techniques, including career development decision-making models. The course emphasizes the holistic interrelationship between career and contextual factors over lifespan transitions. The course also examines ethical issues and professional standards in career counseling. Prerequisites: MLR2006 or a course in human development in the student's program; MLR2007 or MTP8800

MLR5026 Advanced Career Development (LPCC Focus) (3) This course builds and expands on Career Development A. It will include deeper study of career development theories and techniques, including career development decision-making models and interrelationships among and between work, family, and other life roles and factors that affect both normal and abnormal behavior. The focus is on career counseling competencies expected of Licensed Professional Clinical Counselors. This course is a requirement for all LPCC-track students and an elective for LMFT-track students. Prerequisite: MLR5025

MLR6001 Transpersonal Theory and Literature (2) An introduction to the Transpersonal as a field of study. Transpersonal studies encompass a continuum of human experience including an interest in the immanent and transcendent dimensions of human experience: exceptional human functioning, experiences, performances and achievements, true genius, the nature and meaning of deep religious and mystical experiences, non-ordinary states of consciousness, and how we might foster the fulfillment of our highest potentials as human beings. Transpersonal studies is interdisciplinary, drawing on insights and literature from not only the various areas of psychology, but also the sciences of cognition, consciousness, and the paranormal; philosophy; social and cultural theory; integral health theories and practices; poetry, literature, and the arts; and the world's spiritual and wisdom traditions. Literature by both founders and current researchers in the field will be reviewed and discussed. Research skills for broadening the student's knowledge of transpersonal literature will be introduced.

MLR6035 Research Methods A (1.5) This course covers research and evaluation. This will include an understanding of both qualitative and quantitative methods. Students will understand methods, analysis, and the use of research to inform evidence-based practice, the importance of research in advancing the profession. Needs assessment, programs evaluation, and practice-based research will be presented. This is a required course for all students. Prerequisite: MLR-6001 Transpersonal Theory and Literature or equivalent.

MLR6036 Advanced Research Methods (LPCC Focus) (3) This course covers advanced research design and application. Students will be able to critique clinical research literature regarding research quality and effectiveness of clinical practice techniques. Students will be able to review demographic and social data, social and economic issues, and wider social forces that contribute to definitions of health and its management. Students will gain the tools and experience to apply research to their clinical practice and to contribute to new knowledge. This course is a requirement for all LPCC-track students and an elective for LMFT-track students.

MLR6037 Assessment, Appraisal, and Testing of Individuals (4.5) This course covers: assessment, appraisal, and testing of individuals, including basic concepts of standardized and non-standardized testing and other assessment techniques, norm-referenced and criterion-referenced assessment, statistical concepts, social and cultural factors related to assessment and evaluation of individuals and groups, and ethical strategies for selecting, administering and interpreting assessment instruments and techniques in counseling.

Transpersonal Psychology (Master's)

MTP7201A Opening Seminar (1) Seminars offer a variety of transpersonal approaches to personal and professional growth in a group setting, providing the opportunity for students to meet with the MATP faculty in person.

MTP7201B Transitional Seminar (2) Seminars offer a variety of transpersonal approaches to personal and professional growth in a group setting, providing the opportunity for students to meet with the MATP faculty in person. This seminar is taken at the end of the first year and is required for all students.

MTP7401 Embodied Spirituality (3) This experiential course grounds students in the theories, principles, and practices of embodied spirituality. It focuses on integrating and awakening self within the context of living co-creatively with all of life and seeing it as sacred. Students will explore what it means to embody their spirituality through reading, reflections, discussions, and personal experiences.

MTP7403 Introduction to Transpersonal Studies (4) This course introduces theories and concepts of transpersonal studies. Students will learn about the origins of transpersonal studies the contributors to the field, the research that is being conducted, and the applications of transpersonal studies to personal growth, counseling, education, society, and human welfare. Students will also learn the conventions of APA style formatting.

MTP7406 Foundations in Transpersonal Studies (3) This course introduces theories and concepts of transpersonal studies. Students will learn about the origins of transpersonal studies the contributors to the field, the research that is being conducted, and the applications of transpersonal studies to personal growth, counseling, education, society, and human welfare.

MTP7601 Transpersonal Approaches to Creative Expression (3) This course explores archetypal themes, psychospiritual development, and healing processes through creative expression and self-reflection. Students will engage with a variety of media including clay, the visual arts, creative writing, collage, drama, and movement, letting the creative process inform their inner processes and expanding awareness of their ongoing personal, professional, and spiritual evolution.

MTP7603 Theories of Personality: Eastern, Western, and Indigenous Perspectives (3) Theories of Personality lays the foundation for personality theory, psychological inquiry, and the understanding of psychological concepts. This course surveys Eastern, Indigenous, ecological, and Western perspectives on being human, and emphasizes an integration of personality theories and transpersonal practices as preparation for identifying one's own beliefs about human development.

MTP7801 Spiritual Development Across the Lifespan (3) This course presents a psychospiritual approach to the questions of spiritual life development and explores how psychospiritual evolution informs all aspects and stages of our personal and professional lives throughout our lifespan. In this course, students will explore universal themes that can transcend established spiritual traditions and apply them personally as a spiritual follower and professionally as a spiritual guide.

MTP7901 Critical Thinking and Scholarly Writing in Transpersonal Psychology I (1) This one-unit course focuses on academic writing in transpersonal psychology. Students practice critical thinking skills and diverse writing approaches, and are introduced to scholarly formatting (APA), library use, and organizational strategies as they develop a five-page paper on a topic in transpersonal psychology. Students will work with a paper that they are writing in a previous or concurrent class.

MTP7902 Critical Thinking and Scholarly Writing in Transpersonal Psychology II (1) This one-unit course focuses on academic writing in transpersonal psychology. The instructor will support students as they continue to discover their authentic voice within the framework of scholarly writing. There will be a special emphasis on reflective scholarship and APA/Sofia style. Students will work with a paper that they are writing in a previous or concurrent class.

MTP7907 Special Topics in Scholarly Writing (1) Students will focus on selected aspects of scholarly writing such as APA style, literature review, or critical thinking.

MTP8201 Archetypes, Myths, And Symbols (3) This course explores archetypes, myths, and symbols as living energies that transcend time and culture. Students will reflect both personally and conceptually on themes from several different cultures, and express their insights in writing and symbolic art.

MTP8202 Transpersonal Approaches to Dreams and Dreaming (3) This course introduces students to the world of dreams and dreaming. Students will explore projective dream work, multiple layers of dream awareness, synchronicity, and culturally diverse ways to engage with dreaming. Students will keep a dream journal, working alone and with others to gather greater insight into their dreams, and deepen their understanding of how dreams can facilitate transpersonal awareness.

MTP8204 Creative and Conscious Aging (3) This course is about elderhood, primarily in the United States. This topic is of great importance, both to the elders in our society and to all of us inevitably aging. It considers what it means to age consciously and creatively, and it explores how we can assist others and ourselves to experience aging with more vitality and meaning.

MTP8205 Eco-Spirituality: Our Spiritual Connection to Gaia (3) This experiential course explores eco-spirituality and our relationship to Gaia through reading and spending time in the natural world. Students will capture their growing relationship and appreciation of nature in intuitive, expressive, and reflective ways as well as consider how they might bring this new awareness into their daily lives.

MTP8206 Ecopsychology—Remembering Our Place in The Natural World (3) This course is an introduction to the field of ecopsychology, eco-shamanism, and related fields. Students will explore the illusion of separation between humans and nature, considering how we can shift our consciousness to a more reciprocal, intimate relationship with the natural world. Through scholarship, nature encounters, practices related to eco-shamanism, and reflective discussion, students will discover practical ways to actively bring ecological consciousness into their personal, service, and professional lives.

MTP8207 Sustainability, Culture, and Sacred Ecology (3) This course teaches an ecopsychological perspective of where we came from, who “we” are, and what communities we comprise. It also introduces the concepts of sustainability from a new, broader systems-thinking approach, and from a sacred, ancient Native peoples’ approach. Finally, the course encourages reimagining a new ecologically conscious community. Students will be engaged in the material through several ways of knowing: reading, listening, watching, experiencing, reflecting, and creating.

MTP8208 Nature-Based Programs and Wholeness (3) Nature-based programs are grounded in the idea that coming home to our natural roots promotes wholeness, healing, and sustainability for all beings on this planet. This course focuses on the many ways that ecopsychology, ecospirituality, and ecotherapy are being applied in professional settings and outdoor places to facilitate healing, reconnection with place, education, health, and wholeness. Examples include animal-facilitated programs, garden and farm therapies, wilderness experiences, bringing nature into therapeutic practice, and prison-based programs. Students will design an innovative community service project that brings an eco-centered approach into a professional or vocational experience.

MTP8212 Contemplative Mind (3) This course is an experiential and scholarly introduction to the rich field of contemplative practice. These practices play an important role in the world's religions and are increasingly finding their way into the secular world. Students will read about and explore a chosen practice in each of the following four areas: stillness, movement, generative engagement, and relational/earth based. They will also research and write a short paper on a chosen contemplative practice. The course will explore how these contemplative practices are being integrated into secular life in a variety of fields and work environments.

MTP8213 Exploring the Tree of Life as Psycho-Spiritual Practice (3) Starting from a place of viewing one's own body as vessel and breath as conduit, students will explore ways of accessing the Tree of Life as imaged in the Jewish mystical tradition of Kabbalah. The goal will be to better understand the energy essences the Tree represents, both in our world and in ourselves. We will examine these *sefirot*, regarded as divine/human attributes/energies, and explore their applications to our lives through discussion, readings, working with partners, and experiential work.

MTP8300 Creative Expression and Transformation (3) This experiential course explores the relationship between creative process, psycho-spiritual awareness, and wholeness both in self and in community. Students will participate in creative explorations using art, music, movement, writing, and Earth's inspiration around a variety of themes that students may also wish to apply or explore with others. Students will read material related to creativity, creative process, and healing through the arts and choose one professional application project designed to integrate creativity more fully into their work life.

MTP8309 Empowering Community Through the Expressive Arts (3) This course focuses on the use of the expressive arts to facilitate community healing, empower voice, and support social change. Case studies will illustrate the use of community art and performance as a way toward empowerment and social transformation.

MTP8375 Professional Practicum I (1) The Professional Practicum is a series of two sequential courses totaling 3.0 units. Students integrate transpersonal practice into their area of professional interest. In Professional Practicum I students design and implement a practicum experience in a home locale that is relevant and appropriate for the area of professional concentration. Students will also focus on right livelihood and meaningful contribution.

MTP8376 Professional Practicum II (2) In Professional Practicum II students implement a practicum experience in a home locale that is relevant and appropriate for the area of professional concentration that was proposed in the first practicum course. This course will facilitate the student's professional development and help the student apply transpersonal education in this area. The practicum can have an educational, social, political, ecological, wellness, or other focus. It should offer hands-on opportunities for practical work with individuals, small groups, larger groups/organizations, or the global community/ecology.

MTP8387 Ways of Knowing (3) This course explores creative, transpersonal, and collective ways of knowing. Students will be able to engage more flexibly with their professional life and lead others as they develop self-awareness and professionally apply skills, methods, and processes in a fully embodied, multimodal fashion. They will broaden their ability to access information, express themselves, and to work with others.

MTP8399 Inquiry into Creative and Innovative Processes (3) This course focuses on the theories, models, and practices of creative and innovative processes using an Intuitive Inquiry approach. Students will immerse themselves in a personal and collective exploration of creativity and innovation through a number of lenses including: (a) the literature; (b) contemplative practices; (c) biographical (case study) accounts of people; and (d) visualization, writing, and creative exploration. Students will grasp a deeper appreciation of creativity as a transpersonal and natural process inherent in the world community by exploring one topic of interest in this area, as well as by observing their own creative process.

MTP8799 Inquiry into Embodied Spirituality (3) Students in this capstone course will focus on spiritual listening and spiritual companionship through an exploration of theories, models, and diverse perspectives related to spiritual unfolding. Central to this exploration is a growing awareness of the ways embodiment in our community and world are integral aspects of our spirituality and world consciousness. Students will exercise skills in self-reflection, discernment, and deep listening as they inquire into a personally relevant question related to spiritual embodiment. Finally, they will design and use a spiritual assessment instrument that they can use with others based on their inquiry.

MTP8800 Introduction to the Transformative Coaching Process (3) This course provides a foundation in the theories, principles, and practices of transformative coaching. It explores the roots of ontological coaching in psychology and other fields. Students begin their training in the professional core competencies of coaching at the residential seminar (MTP7201B) and subsequently continue in an online/teleconference format.

MTP8804 Psychosynthesis: Journey Toward Wholeness (3) This course explores the theories, core concepts, and practices associated with Psychosynthesis and how they contribute to conscious living and psychospiritual wholeness. Students will enhance their ability to use inner dialogue, guided imagery, drawing, role-playing and movement in order to access their unconscious and draw upon inner wisdom. This course is especially valuable for coaching students and students who want to use principles of Psychosynthesis in their professional lives.

MTP8805 Entrepreneurial Spirit (3) Entrepreneurial spirit is living from the future and allowing for unknown possibilities and opportunities to emerge in the moment. In this course students will work from their own personal vision to develop inner and outer resources to align, ground, and manifest their intention and create a practice or business that serves their community. Students will learn professional strategies for vision and mission clarification and develop a strategic action plan. They will market themselves through multiple venues such as websites, social media, and collaborative alliances.

MTP8806 Ethics in Coaching (1) This course provides a solid foundation in the ethics of coaching. It will focus on the implications of being in and marketing a private practice and how ethics impacts the coach/client relationship as well as the practice. This course will offer an ongoing dialogue about the future of a regulated profession. Students will generate a personal, sustainable code of ethics for their practice.

MTP8811 Practicum in Transformative Coaching I (2) In this highly interactive course, students continue to work collaboratively with peers and are guided/supervised by the instructor, as they practice core competencies associated with professional coaching organizations. Students will meet online and through synchronous teleconferences to discuss coaching scenarios, case studies, and personal experiences as coaches. They will begin their coaching practice with actual clients and be expected to receive coaching by qualified coach practitioners. Co-requisite: MTP8800

MTP8812 Practicum in Transformative Coaching II (3) This course will focus on the relationship between coach and client, including the responsibilities of the coach, as well as client's role and process before, during, and after the coaching experience. Students in this course will deepen their awareness of core competencies, the psychology of coaching, and ethics related to personal and professional coaching.

MTP8813 Advanced Practicum in Transformative Coaching (3) In this course, students will continue to master their coaching ability under the supervision of a qualified coaching instructor. The instructor will provide more in-depth guidance of the coaching process by building upon and assessing competencies practiced in Practicums I and II. This course will continue to focus on the relationship between coach and client, including the responsibilities of the coach, as well as client's role and process before, during, and after the coaching experience. Students in this course will deepen their awareness of core competencies, the psychology of coaching, and a variety of coaching approaches to personal and professional coaching.

MTP8994 Inquiry into Professional Concentration (3) This course focuses on the theories, models, and practices of transpersonal psychology within the student's area of concentration. It uses an Intuitive Inquiry approach. Students will immerse themselves in a personal exploration of their area of concentration through a number of lenses including: (a) the literature; (b) contemplative practices; (c) biographical (case study) accounts of people; and (d) visualization, writing, and creative exploration. They will choose a topic relevant to community application.

MTP9041 Transpersonal Integration Paper (3) This 20–25-page capstone project requires students to use reflective scholarship to integrate their transpersonal studies into their own lives. Students bridge transpersonal psychology with professional aspirations and consider how their transpersonal education can contribute to a more fulfilled life for themselves and the communities they serve.

MTP9042 Showcase Portfolio (1) This course requires students to demonstrate mastery of academic and professional goals. Students will gather artifacts, build, reflect upon, and publish high-quality electronic portfolios suitable for showcasing educational and professional competencies. This course should be taken at the end of the program.

Clinical Psychology (Doctoral)

PSY10610 Creative Expression in Clinical Practice I (1) This year-long sequence of courses reviews the contributions of creative expression to psychosocial development and the healing processes. The student will engage with a variety of media including poetry, expressive and creative writing, music, and movement. The course offers opportunities to study the theory and evidence for specific practices, as well as opportunities to apply these practices to self-practice, clinical role-plays, and research protocols.

PSY10620 Creative Expression in Clinical Practice II (1) This year-long sequence of courses reviews the contributions of creative expression to psychosocial development and the healing processes. The student will engage with a variety of media including poetry, expressive and creative writing, music, and movement. The course offers opportunities to study the theory and evidence for specific practices, as well as opportunities to apply these practices to self-practice, clinical role-plays, and research protocols.

PSY20100 Human Sexuality (2) This course will present psychological and transpersonal aspects of human sexuality. Topics will include male and female sexuality, sexual communication, sexual orientations, relationships, sexual attitudes and behaviors (i.e., sexuality and spiritual practices), and commonly seen sexual problems. Coverage will also include material from the DSM on sex and gender; laws pertaining to the practice of psychotherapy with respect to human sexuality; and ethical principles from the primary professional organizations.

PSY20150 Diversity Issues in Clinical Practice (3) This course surveys social-psychological aspects of counseling with a variety of client populations. Diversity issues explored will include ethnicity, race, age, gender, sexual orientation, socioeconomic status, religion/spirituality, and physical/intellectual ability. The student will examine specific counseling techniques and treatment paradigms for a number of these populations.

PSY20210 Psychopathology and Diagnosis (3) This course offers an overview of psychological disorders using the DSM and incorporating perspectives relevant to spiritually oriented clinical psychology. The student will study clinical assessment, written clinical evaluation, use of differential psycho-diagnostics, differential diagnostic skills, development of treatment objectives and goals, and clinical analysis of outcome data. The course also examines the use of current clinical paradigms in an understanding and classification of psychopathology from a cross-cultural perspective.

PSY20230 Treatment of Chemical Dependency and Dual Diagnosis (2) The focus of this course is to examine and discuss the detection and treatment of various forms of addictive behavior (alcoholism, cocaine, methamphetamine, nicotine, etc.). In addition, the comorbidity of substance abuse with other diagnoses and treatment will be discussed. This course meets the California Board of Psychology and California Board of Behavioral Science criteria for training in Alcoholism/Chemical Dependency Detection and Treatment.

PSY20300 Aging and Long-Term Care (0) This course examines the individual, familial, and social implications of aging from clinical, diversity, biopsychosocial, and transpersonal perspectives. This 10-hour course fulfills the State of California requirement for training in aging and long-term care. The student will consider how the aging process affects the physical, social, cognitive, emotional, economic and spiritual dimensions of human life. This coursework includes instruction on the assessment and reporting of, as well as treatment related to, elder and dependent adult abuse and neglect.

PSY2049A Clinical Practicum Seminar A (3) This three-course series provides an introduction to the field of clinical psychology and its standards of professional practice. The series is designed to provide the student with a foundation for their unfolding clinical development. Courses cover the following topics respectively: (a) introduction and practice of basic psychotherapeutic skills essential for therapy, (b) supervised participation in selected practicum settings that provide experience and training appropriate to skill level of the students, and (c) integration of the clinical practice into a professional role, including consideration of the legal and ethical issues of a clinical practice.

PSY2049B Clinical Practicum Seminar B (3) This three-course series provides an introduction to the field of clinical psychology and its standards of professional practice. The series is designed to provide the student with a foundation for their unfolding clinical development. Courses cover the following topics respectively: (a) introduction and practice of basic psychotherapeutic skills essential for therapy, (b) supervised participation in selected practicum settings that provide experience and training appropriate to skill level of the students, and (c) integration of the clinical practice into a professional role, including consideration of the legal and ethical issues of a clinical practice.

PSY2049C Clinical Practicum Seminar C (3) This three-course series provides an introduction to the field of clinical psychology and its standards of professional practice. The series is designed to provide the student with a foundation for their unfolding clinical development. Courses cover the following topics respectively: (a) introduction and practice of basic psychotherapeutic skills essential for therapy, (b) supervised participation in selected practicum settings that provide experience and training appropriate to skill level of the students, and (c) integration of the clinical practice into a professional role, including consideration of the legal and ethical issues of a clinical practice.

PSY2050 Psychometric Theory Applications and Reports I (3) In this course, the student will gain basic proficiency in test and measurement theory as well as in the use of certain cognitive testing instruments. Guided practice will be provided in the administration and interpretation of the Wechsler Intelligence Scale for Children, Wechsler Adult Intelligence Scale, and Wechsler Abbreviated Scale of Intelligence. The course also offers beginning instruction in neuropsychological evaluation. This is the first course in the psychological testing sequence.

PSY2051 Psychometric Theory Applications and Reports II (3) This course offers additional training in the use of psychosocial evaluation. The student will gain the theoretical and practical knowledge necessary for utilizing certain projective and objective assessments that are designed to measure adaptive and dysfunctional aspects of psychological, social, and emotional functioning. Highlighted are the TAT, the MCMI, and the Rorschach. This is the second course in the psychological testing sequence.

PSY2052 Psychometric Theory Applications and Reports III (3) This course offers advanced training in the understanding of psychometrics and the use of clinical assessment in psychosocial evaluation. The student will gain integrative knowledge and experience in using psychological assessments including the MMPI, the EQI, and the empathic communication of results in written and oral format. This is the third and final course in the psychological testing sequence.

PSY20530 Laws and Ethics I (3) This course provides an overview of ethical standards and legal issues as they relate to the practice of psychotherapy. The focus will be on legal and ethical issues that arise for clinicians, including confidentiality, multiple relationships, and conflicts of interest, and informed consent. The student will have an opportunity to contemplate decision-making challenges that arise out of these issues.

PSY20710 Child Abuse Assessment and Reporting (0) In this course the student will become familiar with the mandatory reporting law, legal definitions, and clinical indicators of child abuse. This seven-hour certificate course fulfills the State of California requirement for training in child abuse assessment, reporting, and treatment. Course content also addresses diversity concerns, crisis intervention guidelines, treatment issues of abused children and their families, countertransference issues, and the use of adjunctive resources.

PSY20720 Spouse/Partner Abuse Assessment and Treatment (0) This course focuses on the theoretical explanations of intimate violence as well as assessment and intervention strategies. This 15-hour certificate course fulfills the State of California requirement for training in spousal/partner abuse. Course content also addresses heterosexual and same-sex dynamics, diversity factors, countertransference issues, legal options, and the use of adjunctive resources.

PSY2079A Advanced Clinical Practicum Seminar A (3) This three-course series serves as a companion to the student's advanced supervised practicum experience, offering didactic, interactive, and experiential processes to assist in the integration of professional skills and identity. The courses focus on contemporary clinical approaches in multidisciplinary settings for diverse clients and client issues, including special applications.

PSY2079B Advanced Clinical Practicum Seminar B (3) This three-course series serves as a companion to the student's advanced supervised practicum experience, offering didactic, interactive, and experiential processes to assist in the integration of professional skills and identity. The courses focus on contemporary clinical approaches in multidisciplinary settings for diverse clients and client issues, including special applications.

PSY2079C Advanced Clinical Practicum Seminar C (3) This three-course series serves as a companion to the student's advanced supervised practicum experience, offering didactic, interactive, and experiential processes to assist in the integration of professional skills and identity. The courses focus on contemporary clinical approaches in multidisciplinary settings for diverse clients and client issues, including special applications.

PSY2080 Biological Basis of Behavior: Part A (3) This course introduces research and theory surrounding the biological bases of behavior. Neuropsychological and neurophysiological principles underlying cognition, language, memory, emotion, and personality will be explored and linked to clinical practice. The student will explore new technologies including EEG, fMRI, and PET scans. In addition to exploring clinical issues, the student will be encouraged to explore transpersonal dimensions of neuropsychology such as the neural correlates of spirituality and consciousness.

PSY2081 Biological Basis of Behavior: Part B (2) Continuing development of neuropsychological and neurophysiological principles underlying cognition, language, memory, emotion, and personality will be explored and linked to clinical practice. Application of these principles to trauma work, health psychology, and psychopharmacology will be examined. Basic models of the pharmacologic actions of allopathic drugs and homeopathic remedies will be investigated, as well as clinical indicators that suggest the use and value of medication. In addition, the student will be encouraged to explore transpersonal dimensions of neuropsychology such as alternatives to medication.

PSY2104 Supervision Consultation and Leadership in Clinical Psychology (3) This course provides an introduction to supervision, consultation, and leadership/advocacy skills, including the impact of spirituality in these three professional areas. Students will gain competencies through experiential learning, which will include role-play and practice in the community. Ethical practice applicable to supervision, consultation, and leadership/advocacy will also be discussed.

PSY21110 Mindfulness-Based Interventions I (2) This is a three-quarter series in mindfulness (nonjudgmental awareness). This course offers students the opportunity to nurture existing self-care behaviors as well as to cultivate new ones based on mindful awareness skill-building. Students will gain an understanding of the basics of mindfulness meditation and movement and the clinical benefits of mindfulness practices broadly defined. Additionally, students will understand the clinical applications of mindfulness-based interventions, their theory of change, and supporting empirical research. Each quarter will build on the previous, in terms of embodying mindful awareness and applying these skills both individually and in groups in clinical contexts. Various empirically validated mindfulness-based interventions will be explored.

PSY21120 Mindfulness-Based Interventions I, II, and III (2) This is a three-quarter series in mindfulness (nonjudgmental awareness). This course offers students the opportunity to nurture existing self-care behaviors as well as to cultivate new ones based on mindful awareness skill-building. Students will gain an understanding of the basics of mindfulness meditation and movement and the clinical benefits of mindfulness practices broadly defined. Additionally, students will understand the clinical applications of mindfulness-based interventions, their theory of change, and supporting empirical research. Each quarter will build on the previous, in terms of embodying mindful awareness and applying these skills both individually and in groups in clinical contexts. Various empirically validated mindfulness-based interventions will be explored.

PSY21130 Mindfulness-Based Interventions III (2) This is a three-quarter series in mindfulness (nonjudgmental awareness). This course offers students the opportunity to nurture existing self-care behaviors as well as to cultivate new ones based on mindful awareness skill-building. Students will gain an understanding of the basics of mindfulness meditation and movement and the clinical benefits of mindfulness practices broadly defined. Additionally, students will understand the clinical applications of mindfulness-based interventions, their theory of change, and supporting empirical research. Each quarter will build on the previous, in terms of embodying mindful awareness and applying these skills both individually and in groups in clinical contexts. Various empirically validated mindfulness-based interventions will be explored.

PSY2223 Personal and Clinical Applications of Positive Psychology (3) This course is designed to introduce students to the latest thinking in the study of positive psychology. In this class, gratitude (appreciation), compassion, and forgiveness as practices will be highlighted. We will explore the use of gratitude (appreciation), compassion, and forgiveness as positive emotions throughout the full cycle of successful therapy—from creating rapport through assessment and goal setting to intervention and feedback. Finally, students will be expected to understand the use of gratitude (appreciation), compassion, and forgiveness in their own lives.

PSY2480A Advanced Clinical Consultation (3) This is an advanced case consultation course series to be taken in conjunction with one's internship for ongoing development as a clinician. Contemporary approaches related to one's clinical work and relevant research will be reviewed. Further development as a clinician and advancing in one's unique theoretical orientation will be emphasized.

PSY2480B Advanced Clinical Consultation (3) This is an advanced case consultation course series to be taken in conjunction with one's internship for ongoing development as a clinician. Contemporary approaches related to one's clinical work and relevant research will be reviewed. Further development as a clinician and advancing in one's unique theoretical orientation will be emphasized.

PSY2480C Advanced Clinical Consultation (3) This is an advanced case consultation course series to be taken in conjunction with one's internship for ongoing development as a clinician. Contemporary approaches related to one's clinical work and relevant research will be reviewed. Further development as a clinician and advancing in one's unique theoretical orientation will be emphasized.

PSY2900 Introduction to Group Therapy (2) This course focuses on human communication in group settings, with special attention to dimensions relevant to spiritually-oriented clinical psychology. The student will both study and experience various forms and uses of groups. The course provides opportunities to participate in and lead a variety of group formats, as well as a context within which to contribute to group theory.

PSY29400 Psychotherapy Theory and Interventions—Humanistic and Existential (3) This course offers an introduction to basic clinical skills in psychotherapy, such as interviewing skills, reflective listening, and establishing rapport. The core of this class consists of students practicing their skills with each other as well as an orientation to humanistic and existential methods of psychotherapy. The student will gain experience as therapist, client, and observer, and will examine and discuss these experiences.

PSY2941 Psychotherapy Theory and Interventions—Cognitive Behavioral Therapy (3) This course is designed to introduce the basics of cognitive behavioral theory and therapy (CBT). It is designed as a graduate-level introduction for students studying to become professional therapists. We will explore the use of CBT throughout the full cycle of successful therapy—from creating rapport through assessment and goal setting to intervention and feedback. The work of two of the seminal originators of Cognitive Therapy, Albert Ellis and David Burns, will be studied with emphasis on what they share in common. Another goal of the class is to help students explore the creation and amelioration of emotional disturbance. Finally, students will be expected to understand the use of CBT in their own lives.

PSY29420 Psychotherapy Theory and Interventions—Couples and Family Systems (3) This course is designed to introduce you to the basics of Couple Therapy. It is designed as a graduate-level introduction for students studying to become professional therapists. Emphasis will be on exploring what makes couples work differently than individual work. We will explore the use of couple therapy throughout the full cycle of successful therapy—from creating rapport through assessment and goal setting to intervention and providing feedback. Two of the leading research-backed therapies and a cursory use of REBT for couples will be explored in depth.

PSY39200 Clinical Psychology Theory and Research—Spiritual Applications (3) This course offers an introduction to transpersonal and spiritual perspectives in clinical psychology. Students will examine the history, theory, research, and practice of these approaches to clinical psychology. The course includes both theoretical and experiential work, as well as an examination of the evidence-base for these approaches. The course will explore how philosophies and perspectives that offer an integrative or holistic account of reality, as contrasted with the rational materialist philosophy implicit in scientific psychology, might impact contemporary psychological concepts. In addition, consideration will be given to models of human development that propose stages of maturation beyond standard notions of ego development.

PSY4080 Research Seminar A: Dissertation Hypotheses, Methods, and Design (1) This course helps students begin their dissertation proposal. Instruction will focus on the development of specific and appropriate research questions, how to choose a research method to best address the research questions, and guidance on how to relate research design to data analysis.

PSY4081 Research Seminar B: Dissertation Proposal (3) This course provides guided practice in completing a dissertation proposal. This includes legal and ethical issues that arise for researchers including confidentiality, informed consent, multiple relationships and conflicts of interest, and proper care and treatment of research participants. At the completion of this class, students should have completed drafts of their literature review and their methods section.

PSY48010 Creative Expression in Clinical Practice III (1) This year-long sequence of courses reviews the contributions of creative expression to psychosocial development and the healing processes. The student will engage with a variety of media including poetry, expressive and creative writing, music, and movement. The course offers opportunities to study the theory and evidence for specific practices, as well as opportunities to apply these practices to self-practice, clinical role-play, and research protocols.

PSY60010 Human Development A (3) This course offers the study of the lifespan psychology perspective, with special attention to life transition interventions and developmental autobiography. Traditional child psychology is enhanced with units on prenatal/birth as well as transpersonal aspects of human development.

PSY60020 Human Development B (2) This course offers an advanced study of the lifespan psychology perspective, with special attention to life transition interventions and developmental autobiography. There is a focus on later phases of life and death, as well as transpersonal aspects of human development. The student will examine psychological content, context, skills, and applications as they apply to the lifespan perspective.

PSY6007 History and Systems (3) This course examines the foundational roots of modern psychological thought and methodology. It includes a review of the theory, research, and paradigm assumptions associated with the psychoanalytic, humanistic, existential, behavioral, cognitive, and transpersonal schools of thought, and the Western and Eastern philosophical traditions from which they originated. The student will be invited to evaluate the impact of these ideas on contemporary understandings of human development and potential, as well as perception of psychopathology and healing. The course also examines the cultural, political, and scientific atmosphere within which these theories emerged and the pioneers that gave rise to those ideas.

PSY60210 Scientific Scholarly Writing (2) This course will assist the student in the selection of research topics, formulation of research questions, use of APA writing style, drafting of a scholarly perspective, and organization of scientific concepts relevant to spiritually oriented clinical psychology. Lecture, discussion, writing exercises, and sharing of personal work will be used to develop and sustain creative interest, personal growth, and scholarly development.

PSY6030 Social Bases of Behavior (3) This course outlines a transpersonal and integrative approach to social psychology. The student will examine the behavioral approach to the social aspects of the person, as well as cultural psychology, the constructivist, consciousness-oriented perspective on the topic. Emphasis will be placed on how an integration of these approaches may bridge the sociocultural view on the human self with explorations of the mind beyond the ego, thus, forging a potential creative alliance between social psychology and transpersonal psychology.

PSY60360 Qualitative Research Methods (3) This course provides an overview of the qualitative research traditions and methods, with a focus on their application to clinical transpersonal psychology. Among the methods that may be covered are interview, case study, integral inquiry, intuitive inquiry, heuristic inquiry, phenomenology, biography, grounded theory, ethnography, hermeneutics, narrative analysis, systems theory, and complexity/chaos theory. Emphasis will be placed on the integration of these methods with quantitative methods to provide converging evidence for particular hypotheses.

PSY60370 Quantitative Research Methods (3) This course familiarizes students with quantitative approaches to research, with a focus on their application to clinical psychology. The student will study both traditional and nontraditional methods so as to facilitate a clear understanding of the major concepts of quantitative research and statistics. Students will begin to use SPSS for data entry and analysis.

PSY60380 Advanced Research Methods (3) This course covers the quantitative need for statistical, internal, and external validity, as well as a deepening understanding of quantitative research methods and how to select the appropriate statistic for different research questions. A more advanced use of SPSS for data analysis is included. Also, consideration of mixed-methods studies is reviewed.

PSY6041 Cognitive and Affective Bases of Behavior A (2) This course provides a comprehensive survey of the theories and empirical research evidence of cognitive and affective psychology. The course will examine how theoretical bridges can be built between these cognitive and affective processes and transpersonal phenomena, as well as transpersonal aspects of the processes themselves.

PSY6042 Cognitive and Affective Bases of Behavior B (3) This course continues the survey of the theories and empirical research evidence of cognitive and affective psychology. The student will explore how these topics apply to their ongoing research and personal development interests. The course will examine how theoretical bridges can be built between these cognitive and affective processes and spiritual questions found in the practice of clinical psychology.

PSY6047A Dissertation A (3) This three-course series provides an opportunity to work on the dissertation under faculty guidance. The student is expected to submit a brief proposal of objectives at the beginning of each quarter, as well as a short summary of progress achieved prior to the end of each quarter.

PSY6047B Dissertation B (3) This three-course series provides an opportunity to work on the dissertation under faculty guidance. The student is expected to submit a brief proposal of objectives at the beginning of each quarter, as well as a short summary of progress achieved prior to the end of each quarter.

PSY6047C Dissertation C (3) This three-course series provides an opportunity to work on the dissertation under faculty guidance. The student is expected to submit a brief proposal of objectives at the beginning of each quarter, as well as a short summary of progress achieved prior to the end of each quarter.

PSY6048A Dissertation (3) Optional for completion of dissertation.

PSY6048B Dissertation (3) Optional for completion of dissertation.

PSY6048C Dissertation (3) Optional for completion of dissertation.

PSY6086A Internship A (0) This year-long internship series provides 1,500 hours of pre-doctoral clinical experience in an off-campus professional setting. The site must meet specific requirements and the PsyD Clinical Director must grant written approval. Students may begin internship and dissertation earlier or in a different format depending on Director of Clinical Training and Department Chair approval.

PSY6086B Internship B (0) This year-long internship series provides 1,500 hours of pre-doctoral clinical experience in an off-campus professional setting. The site must meet specific requirements and the PsyD Clinical Director must grant written approval. Students may begin internship and dissertation earlier or in a different format depending on Director of Clinical Training and Department Chair approval.

PSY6086C Internship C (0) This year-long internship series provides 1,500 hours of pre-doctoral clinical experience in an off-campus professional setting. The site must meet specific requirements and the PsyD Clinical Director must grant written approval. Students may begin internship and dissertation earlier or in a different format depending on Director of Clinical Training and Department Chair approval.

PSY6086D Internship D (0) This year-long internship series provides 1,500 hours of pre-doctoral clinical experience in an off-campus professional setting. The site must meet specific requirements and the PsyD Clinical Director must grant written approval. Students may begin internship and dissertation earlier or in a different format depending on Director of Clinical Training and Department Chair approval.

PSY8556 Informational Systems in Psychology (3) This class is about information: finding it, managing it, and using it to further your educational goals. A few of the assumed student goals in this class are publishing, conference presentations, and academic poster sessions. In this course students will be exposed to, and practice, the art of searching databases, evaluating journals using several measures, finding information about and applying to conferences, writing an abstract and creating a poster. In this class we will also explore the many academic disciplines with connections to psychology. This class is highly experiential, which means students must come to class with a working computer every week.

PSYX907 Religious and Spiritual Diversity in Clinical Practice (3) An advanced class that focuses on the wide range of spiritual and religious client values and concerns. This course invites students to explore their own attitudes and viewpoints related to the topic of spiritual and religious identity, both personal and cultural. Postmodern schools of thought continue to underscore the socially constructed nature of identity and the importance of making visible the fluid nature of power, privilege, and cultural context in which we all live, as individuals and communities. Through group dialogues, readings, and applied-learning exercises, the course seeks to create an environment in which all students may broaden and deepen awareness and appreciation of personal differences and commonalities as related to clinical practice.

Transpersonal Psychology (Doctoral)

GPHD5130 Positive Psychology—Gratitude, Compassion, and Forgiveness (3) This course is designed to introduce students to the latest thinking in the study of positive psychology. In this class, gratitude, appreciation, compassion, and forgiveness as practices will be highlighted. We will explore the use of positive emotion throughout the full cycle of successful therapy—from creating rapport through assessment and goal setting to intervention and feedback. Finally, students will be expected to understand the use of positive psychology in their own relationships, work, and lives.

GPHD6103 Qualitative Research Methods (3) This course explores similarities and differences between various ideographic, qualitative research methods (QRM). During this course, students will identify the phenomenology and epistemology of different qualitative methods, design “mock” studies based on these methods using appropriate research questions, and finally, design, conduct, and analyze interviews with people outside of class. This course introduces both theoretical background and practical skills application within QRM.

GPHD6104 Quantitative Research Methods and Basic Statistics (3) This course examines how the choice of an appropriate research method (quantitative versus qualitative) is determined by the nature and type of the research question under study. It will explore how qualitative concepts may be operationalized into viable research variables and studied scientifically. It will also examine the limitations of this approach in understanding subjective psychological and psycho spiritual phenomena, as well as how quantitative components may be included as part of mixed designs to enhance or complement certain aspects of qualitative research.

GPHD6203 Introduction to Transpersonal Therapies (3) Today there are several main approaches to transpersonal psychotherapy with key differences in their foundations and therapeutic processes; however, they all place central emphasis on the spiritual dimension in human life and its interaction with physical, emotional, and mental dimensions covered by traditional psychotherapies. This course provides a basic introduction to the fundamental features of these diverse approaches as well as their relationship with other Western schools of psychotherapy and traditional Eastern and Indigenous healing practices influencing the field.

GPHD6205 Critical Thinking and Scholarly Writing (3) This course will assist the student in the selection of research topics, formulation of research questions, use of APA writing style, drafting of a scholarly perspective, and organization of scientific concepts relevant to spiritually oriented clinical psychology. It is designed to enhance students’ critical thinking skills and scholarly writing ability. Lecture, discussion, writing exercises, and sharing of personal work will be used to develop and sustain creative interest, personal growth, and scholarly development. Students will be asked to read and analyze scholarly papers and methods. This course will help the student write more authentically, and, hopefully, to develop a love for the writing process. Students will participate in a daily writing practice.

GPHD6206 Transpersonal Finance (3) This course explores resource management from two angles: personal and philosophic. Given that spending and saving habits reflect true priorities, students will be asked to track their money behaviors as a means to gain greater alignment with their values. Students will also be required to imagine their post-graduate income opportunities and develop a sustainable plan to meet lifestyle obligations and goals. Philosophically, the course will investigate the metaphysical meaning of money, examine the United States’ wealth paradigm, and explore alternative perspectives. Students will be asked to examine their personal wealth worldviews and reveal how these are culturally supported or negated. The course will uncover the relationship between ecology and the economy with the ultimate goal of facilitating financial awareness and empowering students to take charge of their lives.

GPHD6207 Psychology of Cognition and Emotion (3) This course will examine emotion and cognition, and their interrelationship, from biological, developmental, phenomenological and transpersonal perspectives. There will be an emphasis on exploring students’ direct experience of emotion and cognition and relating that to various theoretical and empirical views. The psychology of well-being and optimal functioning of emotion and cognition also will be discussed and explored.

GPHD6210 The Entrepreneurial Mind and Transpersonal Psychology (3) Through biographies, interviews, and case studies, this course explores the essential qualities and characteristics of the entrepreneurial mind and a call to the transpersonal impulse. We will hear from leaders who have brought intuition, empathy, servant leadership, worldview, social-emotional learning, cognitive biases, and other aspects of transpersonal psychology that inform business.

GPHD6214 Anomalous States of Consciousness (3) An altered state of consciousness may be defined as any state of consciousness that deviates from normal waking consciousness in terms of marked differences in the level of awareness, perception, memory, thought, emotion, behavior, and the way we experience time, place, and self-control. In this course, we explore ways these states may be induced by meditation, psychoactive medicines, fever, psychosis, sleep, and religious experiences. We will be particularly interested in the ways altered state experiences may inform and transform ordinary, daily life.

GPHD6216 Psychology of Meditation & Mindfulness (3) This course offers an experiential and theoretical introduction of meditation and mindfulness practices from a variety of scientific, spiritual, and cultural traditions. We will study the psychology of attention and question how and why the untrained mind is prone to wander. This course explores therapeutic issues involving the use of psychedelic substances. It covers clinical research on psychedelic drugs as adjuncts to psychotherapy for the treatment of addiction, PTSD, and existential distress at the end of life, as well as how to address psychedelic experiences that clients bring into psychotherapy. Ancient, shamanic, and modern uses of psychedelics will be examined to provide broad cultural perspectives.

GPHD6218 Advanced Seminar in Transpersonal Psychology (3) This seminar provides an overview of the major theoretical underpinnings of the field of transpersonal psychology. It focuses on the participatory turn in spirituality, mysticism, and religious studies in Transpersonal Theory.

GPHD6304 Topics in Consciousness Studies (3) Philosophers, scientists, and artists for millennia have studied the psychological unconscious. In recent years, thanks to rapid advances in the neurosciences, many unconscious phenomena have been studied experimentally and revealed to us. These empirical studies, when combined with the theoretical work of previous generations, offer sharp insights into how the psychological unconscious works in relation to thoughts, beliefs, and behaviors.

GPHD6305 Critical Hermeneutical Thinking (3) This course presents critical hermeneutical theory as a discourse-based mode of inquiry (leading to understanding) that is more proper of the human sciences, in contrast to the explanatory method of the natural sciences. It also discusses the interpretation process that places explanation and understanding in a dialectical relation and, thus, offers a methodological reconciliation in the two sciences. Students will address problem-solving and decision-making for practical situations using a trans-disciplinary perspective that brings together key concepts from interpretive philosophy, anthropology, psychology, linguistics, history, ethics, language, literature, and critical thinking itself.

GPHD6310 Consciousness and Healing: Integral Perspectives (3) This course takes an integral approach to the psychology of health and well-being. By drawing on various studies, concepts, and techniques of the world's healing traditions, it explores behaviors that enhance the psychological, social, physical, ecological and spiritual health. It will explore various factors that contribute to self-efficacy, resilience, personal achievement, mindfulness, and spirituality.

GPHD6411 Psychology of Extraordinary Dreams (3) This course studies how organized religious and spiritual practices in a variety of traditions reveals certain archetypal consistencies, and how these patterns may be effectively encountered during the dream state. Topics include dream interpretation, the physiology of sleep and dreams, daydreams, and nightmares.

GPHD6415 Death and the Afterlife: Comparative Epistemologies (3) This course uses multi-media to consider diverse worldviews, cultural perspectives, beliefs, and ways of engaging reality surround death and the afterlife. Grief practices will be considered as both personal and social actions. The work builds on Terror Management Theory, human transformation, and transpersonal psychology. It weaves together experiential practices, video, lectures, readings, writing, and thematic analysis. Students will be expected to consider their own worldview and its implications

GPHD6865 Parapsychology (3) This course offers an overview of the history, experimental approaches, case studies, and theoretical basis for the study of telepathy, clairvoyance, precognition, and psychokinesis. It will offer a balanced approach in which various perspectives on psi experience will be explored.

GPHD7000 Intensive Transpersonal Practices Retreat Seminar (2) Seminars provide students with opportunities to get to know classmates, faculty, and staff, and learn about key aspects of the program. Presentations by transpersonal speakers are interspersed with meditation, movement, body awareness processes, group interaction, creative expressions, and ritual. Courses begin at the seminar. These intensives take place at retreat centers in California that deeply support our learning objectives. Attendance at the seminars is required. Successful completion of the seminar is a prerequisite for entering the first year of study. May be repeated to fulfill total seminar requirements for PhD in Transpersonal Psychology.

GPHD7203 History and Systems of Psychology (3) This course on the history and systems of psychology explores historical, methodological, and topical issues in psychology. The course will present an overview of psychology from a historical perspective (how psychology as a discipline has “evolved”) and consider some sociological and philosophical paradigms—for instance, Renaissance, positivism, or rationalism—that have impacted the development of psychology and its various schools. Transpersonal psychology stands on the shoulders of all previous schools of psychology. As we explore the development of transpersonal psychology, we will construct frameworks in which we situate and integrate the various schools.

GPHD7210 Transpersonal Leadership (3) The purpose of this course is to explore the philosophical, practical, theoretical, and spiritual literature as well as the experiences surrounding the evolving nature of transpersonal leadership. The investigation into the characteristics of personal philosophies concerning the nature of leadership, peer evaluation of leadership approaches, and development and presentation of models of potentiating leadership held within the scope of transpersonal psychology. The potentiating arts will be introduced resulting in action research aimed at building a community of potential.

GPHD7215 Aging, Individuation, & Wholeness Across the Lifespan (3) Lifespan Development examines theories of lifespan development, uniquely relevant to transpersonal psychology and psycho-spiritual development. It explores the relevance of these theories to diverse and global populations and encourages students to apply these theories to their own lives, research topics, and professional goals.

GPHD7216 Social Psychology: Transpersonal Bases of Behavior (3) This course outlines a transpersonal and integrative approach to social psychology. The student will examine the behavioral approach to the social aspects of the person, as well as cultural psychology, the constructivist, consciousness-oriented perspectives on the topic. Emphasis will be placed on how an integration of these two approaches may bridge the sociocultural view on the human self with explorations of the mind beyond the ego, thus forging a potential creative alliance between social psychology and transpersonal psychology.

GPHD7219 Psychology of Organizational Change (3) Industrial/Organizational (I/O) Psychology is the application of social science methods and principles to industrial and organizational behavior. Topics include: teams in organizations, motivation, individual differences, attitudes and emotions relevant to work, stress and well-being, fairness and diversity within organizations, leadership and organizational change and development. The ultimate objective of this discipline is to maximize both employee well-being and organizational effectiveness. Because of the data-intensive nature of I/O Psychology, students with a basic understanding of how empirical psychological research is conducted (from statistics, Psychological Research Methods, Social Psychology or Personality), will find the course material more accessible.

GPHD7222 Lucid Dreaming and Waking Life (3) This course focuses initially on a critical re-examination and redefinition of the technical definition of "lucid dreaming" and an on-going exploration of the nature of "lucid dreaming." The course emphasizes practical experience incubating lucid dreams and making use of lucid dream experiences to enliven and deepen the creative possibilities of waking life, particularly in the areas of creativity, technical innovation, personal expressivity, and the cultivation of increased psycho-spiritual development and maturity.

GPHD7223 Somatic Psychology and Mind-Body Healing (3) Somatic psychologies and body-mind approaches to healing have long been known to indigenous cultures, especially those outside the modern Western tradition. Since the beginning of the modern era, at least three centuries ago, Western thinking has been under the sway of Cartesian assumptions that partition the body and the mind. Only during the 20th century did the Cartesian tradition begin to crumble. Somatic psychology enters into Western thinking under the influence of psychoanalytic discoveries and heirs to Freud such as Wilhelm Reich. These developments are matched by an increasing knowledge of Asian philosophies within the Western world. In this course, somatic psychology and body-mind therapies will be introduced historically, theoretically, and experientially. Students will learn about the various doctrines that have shaken up Cartesian psychology and will gain an understanding of the breadth and depth of contemporary body-mind approaches to healing. The experiential aspect will involve special attention being given to the ways in which we maintain or avoid bodily experiences.

GPHD7224 Stages and Applications of Integral Transpersonal Psychology and Psychotherapy (3) This course will build on the Foundations course and focus on the Integral Transpersonal Psychology's understanding of stages of development, which extend from the earliest childhood stages to the most expansive transpersonal stages that may occur later in life. Students will be exposed to the basic research underlying integral stage theory, including critiques and controversies. There will be an emphasis on the complex relationship between stage development, emotional health, and maturity. The latter portion of the course explores applications of the Integral Model in psychotherapy, coaching, and spiritual guidance with an emphasis on peer exercises, instructor demonstration, and discussion of case study material.

GPHD7225 Personality Theory and Transpersonal Studies (3) This course covers the broad field of "personality," starting with exploring various understandings of the concept, including differing approaches to its study. Then, major theories of personality are examined, including biological, somatic, cultural, behavioral, social learning, psychodynamic, trait, humanistic, and transpersonal approaches. Lastly, various applications of the concept of personality are covered pertaining to the individual's health and growth, functioning within sociocultural and environmental contexts, and adapting to a rapidly changing world.

GPHD7226 Transformative Learning Theory (3) Transformative learning is the radical transformation of meaning-structures, beliefs, attitudes, and values of the learner. This course is appropriate for anyone who works with adolescents or adult learners (as a teacher, instructor, facilitator, or therapist) or researchers focusing on transformational experiences. This course will provide a strong foundation for understanding the principles of transformative learning and the application of these principles to encourage and facilitate transformation. Special attention will be given to the role of post-traumatic growth and the personal integration of transformative experiences. The final weeks of this course will be devoted to the practical applications of transformative learning theory to transpersonal psychology and research. This course strongly emphasizes personal experience, so learners should be prepared to undertake a critical examination of personal assumptions and worldviews.

GPHD7228 Psychedelics: Transpersonal and Clinical Applications (3) This course addresses the spiritual, recreational, creative and therapeutic uses of psychedelic experiences. It covers clinical research on psychedelic drugs as adjuncts to psychotherapy for the treatment of addiction, PTSD, and existential distress at the end of life, as well as how to address psychedelic drug experiences that clients bring into therapy. Ancient, shamanic, and modern uses of psychedelic drugs will be examined to provide broad cultural perspectives. Special attention will be given the role of psychedelics as catalysts for mystical experiences.

GPHD7229 Spiritual Competencies (3) Religion and spirituality are important aspects of human diversity and therefore a necessary part of cultural competence training for psychologists. Furthermore, spiritual and religious beliefs and practices are documented to be relevant to psychological and emotional well-being. Spirituality has been of a focus of transpersonal psychology since its founding. This course will provide training in 16 religious and spiritual competencies that have been empirically validated in research published in peer-reviewed journals. The course also covers the movement to establish these competencies as standards of care in the field of mental health.

GPHD7402 Contemplative Practices: Paths toward Conscious Evolution (1) This highly experiential course with a mind/body/heart orientation, is designed to explore practices that increase student's capacity to spontaneously embody mindfulness, gratitude, compassion, discernment, and love, in order to thrive on their life's path bringing their gifts into the world. This course examines life narratives, spiritual inclinations, and philosophies while exploring a wide spectrum of contemplative traditions, practices, and pathways. These experiences can serve as a touchstone for future contemplative direction.

GPHD7506 Creativity Studies and the Imagination (3) This course examines historical and contemporary discourse on creativity as it pertains to creative imagination and its philosophical and artistic traditions. Participants will engage the phenomena of creative imagination and relate these experiences to theories through classroom and online discussion. This will occur via artistic inquiry, reading, dialogue, writing, and presentation.

GPHD7510 Case Study Method (3) Case study methodology has been a foundational research approach in the evolution of psychology from Freud to contemporary brain research. This course prepares students to conduct a case study by examining published case studies, preparing a case study research proposal, and conducting a pilot case study. It has been well-documented that most graduates of psychology doctoral programs never conduct another piece of research after their dissertation. The case study is a research method that psychologists can employ throughout their career in any setting, and without external support. Meditation and mindfulness neuroscience research has shown that mindfulness practices increase activity in brain areas associated with attention and emotional regulation, and imaging studies indicate that mindfulness also facilitates neuroplasticity and neurogenesis, the creation of new connections and neural pathways in the brain. Mindfulness practices have also been empirically linked to enhancing empathy and compassion. Carefully conducted clinical trials have supported the efficacy of mindfulness and meditation-based programs for treating a number of mental health problems, including depression, anxiety, post-traumatic stress disorder, bipolar disorder, and obsessive-compulsive disorder. Additionally, third-wave cognitive behavioral therapy has also embraced mindfulness in empirically supported interventions such as MBSR, MBCT, DBT, and ACT. But meditative and mindfulness practices are drawing increasing interest outside of healthcare. Mindfulness practices are promoted as self-care or even educational activities that can be integrated into many sectors of modern life. In addition to covering contemporary theories and research, each class will include time to engage in a variety of mindfulness practices including tai chi, aikido, qigong, walking meditation, sitting meditation, and yoga.

GPHD7513 Hermeneutic Phenomenological Research Methods (3) This course offers an in-depth consideration of hermeneutic phenomenology as a psychological research method. Interpretive and narrative phenomenological research methods will be covered, and students will choose a method of interest and develop a proposal for research. Class discussions will include topics suitable for hermeneutic phenomenological research, and systems of meaning in symbols, narrative, literature, film, art, poetry, and therapy.

GPHD7518 Research of Religious and Spiritual Experience (3) This intense course introduces students to the approaches and methods in the study of religious and spiritual experience, as the latter is viewed in religious studies, phenomenology of religion, and psychology of religion.

GPHD7519 Mixed Methods Research (3) This is a course that focuses on the emerging paradigm in research that consciously integrates both quantitative and qualitative research methods into a single study. This course will explore the variety of ways of combining quantitative and qualitative data collection and analysis, the differing weights given to quantitative and qualitative elements within different designs, and how the combining of quantitative and qualitative approaches can deepen the research.

GPHD7527 Philosophy of Mind (3) In this course, students will be introduced to philosophical traditions in understanding the mind and analytic philosophy, which is concerned with the mind-body problem, introspection, consciousness, and particular mental states. Students will explore philosophical mental experiments, and the questions of self-knowledge, as they refer to both theoretical thinking and the way of life.

GPHD7530 Brain, Complexity, and Transpersonal Experience (3) At the beginning of the modern age, Rene Descartes described “res extensa” (extended thing) as a main characteristic of the external world structured from material bodies. On the other hand, he postulated that the human mind is a specific kind of “observing” existence that he called “res cogitans” (thinking thing), the Soul. More than 300 years later, Francis Crick described basic rules for the future science of consciousness and argued that the traditional “Cartesian” concept of the soul as a nonmaterial being must be replaced by a scientific understanding of how the brain produces mind. On the other hand, scientific research provides evidence that the opposite approach is also true, and the mind may influence its brain and produce measurable changes in the brain processes and brain structural changes. In the brain, these processes are related to specific forms of attention and conscious awareness of brain information represented by physiological states. Taken together, these novel scientific findings provide interesting findings on how we can understand the “Soul” and transpersonal aspects of human experience within a framework of psychology, neuroscience, and physics. These novel scientific findings mainly include the theory of self-organizing systems, or chaos and complexity theory that enable one to understand some specific qualities of mental process and living organisms per se.

GPHD7543 Meditation in Light of Neuroscience (3) This course will explore the latest research on the brain and meditation from various perspectives. Students will consider both the epistemological and ontological aspects of this topic, considering both subjective and objective dimensions.

GPHD7615 Advanced Research in Ecopsychology (3) This course offers a bridge between ecological and spiritual approaches to nature within the context of transpersonal psychology. It considers the human embeddedness in nature and will explore the dynamics of eco-trauma and eco-therapy.

GPHD7803 Emerging Worldviews: The Art and Science of Transformation (3) This course explores the nature of worldviews, introducing the concept of worldview literacy as a pedagogy for examining our beliefs, perceptions, behaviors and biases. Through lectures, experiential practices, readings, online discussions and live chats, we will consider the ways in which worldview literacy can be used to help people transform their behaviors, improve relationships, develop effective communication strategies, and enhance lived experience. We will identify methods for engaging in collaborative dialogues about diverse worldviews and beliefs. We will apply worldview literacy to transpersonal psychology and overview diverse perspectives and research findings.

GPHD7804 Psychology of Cognition, Affect, and Consciousness (3) This core course examines emotion and cognition and their interrelationship from biological, developmental, phenomenological, and transpersonal perspectives. There will be an emphasis on exploring students' direct experiences of emotion and cognition and relating that to various theoretical and empirical views. The psychology of well-being and optimal functioning of cognition, affect, and consciousness will be discussed and explored.

GPHD8101 Creativity and Critical Reflection (3) This course will empower our ability to articulate and discern what is important, focusing on our writing in academic community. We will recognize, realize, and refine our unique, innate capacities for appreciative analysis of what is active and vital in our work and that of our peers. Mindful learning together as a collective will provide space for our own responses to inform us with models and methods of viable creative critical expression.

GPHD8208 Topics in Life Narrative Studies (3) This is a course in narrative psychology with attention to the storied nature of our changing lives. Jerome Bruner, a founding figure in this psychological subfield, recognized two ways of ordering experience and "constructing reality": one is a paradigmatic or logico-scientific approach; another is the way of narrative. These modes are irreducible to one another, which is an interesting problem in and of itself, a problem at the root of the invention of the human sciences at the turn of the 20th century. What is the fate of narrative self-knowledge in the Age of the Internet, when everything happens NOW?

GPHD8210 Psychology of Learning (3) This course surveys various learning theories with attention to the development of concomitant pedagogical approaches. Authors include Ivan Illich, Paulo Freire, Howard, Gardner, Sherry Turkle, and Matthew Crawford.

GPHD8211 Ethics and Multicultural Issues in Psychology (3) What is the importance and place of ethics in the study of psychology? Do we have a universal metaethics from which we can evaluate the psychology of people and cultures? How do we build a multicultural society involving diverse and plural ethics? What are some of the cardinal roadblocks in creating harmonious relationships among peoples of various cultures and ethnicities? These are some of the questions that we addressed in this course, with the help of postmodern approaches involving Social Constructivism of Kenneth Gergen, the idea of multiple objective worlds of Richard Shweder, and postcolonial critiques of Linda Tuhiwai Smith and Frantz Fanon. A postmodern evaluation of the thoughts of the aforementioned thinkers will help us in the formulation of our own creative approaches towards addressing the topic of this course.

GPHD8216 Transpersonal Perspectives on Eros and Gender (3) This course explores the role of Eros in transpersonal development, including physical, relational, cognitive, creative, emotional, and spiritual dimensions. The course will briefly touch upon historical and anthropological understandings of Eros, as well as the complicated role that sexuality plays in religion. The phenomenology of transcendent sexual experiences will be examined as a window into the relationship between the erotic and the spiritual. We will investigate spiritual disciplines and practices that specifically cultivate the erotic potentials of sexuality as transpersonal development. Traditional binary models of gender identity will be deconstructed and expanded to include more fluid and nondual approaches to the experience of gender and gendered models of divinity and spirituality. There will be an experiential component to this course, and students should be prepared to critically examine and reflect upon personal assumptions, values, and attitudes about Eros and gender within a safe environment. This course examines exceptional human experiences (EHEs; also called peak, anomalous, transcendent, mystical, spiritually transformative, etc. experiences). Students will learn basic EHE classifications and therefore how to identify an EHE. Students will also learn how EHEs may dramatically influence some people's lives (called aftereffects), as well as techniques used to integrate said aftereffects.

GPHD8222 Psychology of Religion and Spirituality (3) This course applies psychological methods and interpretive frameworks to religious traditions, as well as to both religious and irreligious individuals, describing and explaining the details, origins, and uses of religious beliefs and behaviors.

GPHD8452 PTSD, Psychology and Healing Methods (3) Psychology is the scientific study of behavior and experience. Psychological trauma can lead to a constellation of persistent disorders including anxiety, depression, and recurring nightmares. This constellation, labeled Post-Traumatic Stress Disorder (PTSD) by the American Psychiatric Association's *Diagnostic and Statistical Manual (DSM)*, is a condition that follows experiencing or witnessing life-threatening events that exceed one's coping capacity, emotional resources, and/or existential worldviews. Western mental health workers apply this socially constructed label to noticeable changes in someone's behavior, attitudes, and/or values after an accident, natural disaster, armed combat, rape, torture, abuse, or a variety of other assaults. When the person who suffered the trauma has not been able to recover, gain equilibrium, and "get on with life," this dysfunction is typically attributed to the traumatic experience. The problem of PTSD has increased, as an increasing number of combat veterans return to the United States in need of healing and re-integration with society. However, PTSD survivors extend well beyond combat veterans. The phenomena of cultural PTSD and intergenerational PTSD persist around the globe accompanied by a great need for transpersonal healing. There are many effective treatments for PTSD survivors, ranging from conventional to transpersonal and various combinations. This course will emphasize both the current scientific "evidence based" treatments for PTSD, and other healing methods for PTSD including alternative, holistic, cross-cultural, creative, arts-based, humanistic, existential, and transpersonal approaches.

GPHD8600 Neuropsychology of Consciousness (3) This course will start with the examination of current scientific theories of consciousness, and the biological processes that are both necessary and sufficient for normal conscious functioning. It will then explore the neurology of major disorders of consciousness. Students will have an opportunity to learn about current methods of assessment, together with neuroimaging methods like fMRI, MEG, and EEG.

GPHD8990 Creativity and Critical Reflection (3) Integral Transpersonal Approach (ITA) is designed for "young people" in the spirit of feeling and knowing that they come from far away and have a present and a future as protagonists, innovators, and creatives. They can be vanguards of a new culture of sharing that can transcend and include the dualisms, as well as the differences and conflicts of the larger system that includes them. This course will empower our unique, innate, positive critical and creative reflexivity, with focus on our capacity to access the deeper spaces into ourselves in order to find our way to be creative. The separation between binaries (theory and practice, mind and body, action and feeling, male and female, past and future, matter and consciousness, traditional and scientific, academic and experiential) is overcome in a transformative teaching methodology, a further mode that teaches how to make the two one. This course will follow a teaching methodology, along with the reading of texts, learning technologies for the mastery of inner experience, the management of emotions, and their states of consciousness.

GPHD8990 Advanced Topics in Research: Grounded Theory (3) This course will build on the skills students learned in the Qualitative and Quantitative Research courses. Using Charmaz's approach as the main theoretical and operational foundation for exploring Grounded Theory (GT), students will also be exposed to other theorists/researchers. Students will practice the basic concepts of GT by applying them to an in-class research project. Though readings and class discussions will cover the steps involved in a GT study, it will be impossible to practice all those steps, so this course will focus on beginning a GT study: collecting data in the form of two interviews, coding, and memo-writing.

GPHD8996 Neurobiological Foundations of Psychology (3) This course provides an overview of the anatomical and neurophysiological underpinnings of mental processes and behavior, focusing on the organization and functioning of the nervous system. Students gain familiarity with traditional methods of studying brain structures and functions as well as with the increasingly powerful brain imaging tools of modern neuroscience. The course covers recent advances in research on the neuroanatomical and neurophysiological bases of cognition, language, motivation and emotion, and social behavior.

GPHD8997 Introduction to Dissertation Proposal Writing ("Mini-Proposal") (3) The student learns about the dissertation process, the "inner and outer dissertations," and the expected content and format of proposals and dissertations. The student focuses the research topic, questions, hypotheses, and methods, and prepares a preliminary proposal ("mini-proposal"). Extensive structure, support, and feedback are provided for this work. This course is needed before the student moves into getting a Dissertation Chair, establishing a committee, and registering for dissertation.

GPHD9600 Advanced Topics in Transpersonal Theory and Research (1) Classic and contemporary studies of selected topics in transpersonal studies; topics are announced and vary from quarter-to-quarter.

GPHD9610 Integral Research Skills: Advanced Topics in Transpersonal Psychology (3) Students will learn to apply integral research skills derived from mindfulness practices (including working with intentions, quieting and slowing, direct knowing and intuition, focusing attention, auditory skills, visual skills, kinesthetic skills, proprioceptive skills, and accessing unconscious processes) to research. Students are expected to evaluate their own means of integral knowing and exploring applications of the skills with a selected research topic.

Dissertation (Doctoral)

DOC9001-1 Dissertation: Committee Formation and Final Proposal (3) During the three-unit course, students are expected to work closely with their Committee Chairperson to complete their committee formation and complete the full draft of the proposal. During this quarter, students should also have a proposal meeting and submit the approved proposal to Research Ethics Committee. There are also several milestones that are tracked by the Dissertation Office during this phase of the dissertation. Students should stay in touch with the Dissertation Office in order to make sure paperwork is up to date and accurately filed. Prerequisite: GPHD8997 or PSY4081

DOC9002-1 Dissertation: Participant Recruitment and Initial Data Collection (3) Students must meet with their Chairperson at the beginning of the quarter. During this quarter students will begin recruiting participants and begin data collection. Prerequisite: DOC9001-1

DOC9003-1 Dissertation: Data Collection and Analysis (3) Students often get lost at this stage. Stay in touch with your Dissertation Chair to assure methods and data collection are on track. Prerequisite: DOC9002-1

DOC9004-1 Dissertation: Analysis and Writing (3) Students should meet with their Dissertation Chair at the beginning of the quarter. Complete data analysis (if not completed in the previous quarter), organize the results, and begin writing the results chapter. Prerequisite: DOC9003-1

DOC9005-1 Dissertation: Final Draft Review and Defense (3) Working closely with the Dissertation Chair, students should write a draft of results and discussion chapters and get approval of the full draft of the dissertation from the Chair. Prerequisite: DOC9004-1

DOC9006 Dissertation: Completion and Approval (3) During the last Dissertation course students should have a full committee draft meeting and complete all dissertation steps. Students should stay in touch with the Dissertation Office to make sure paperwork is up to date and accurately filed. After successful completion of the Dissertation courses, the Dissertation Office notifies the Registrar that the students have completed all dissertation requirements. Academic requirements are reviewed and approved by the Program Chairperson. Completed dissertations must be copy edited by a professional editor. Suggested editors are listed on the Dissertation Office section of the Student Resources on the Sofia website. Prerequisite: DOC9005-1

DCE9101 Dissertation Continuation Enrollment (3) Students must submit an Application for Continuation in order to register for this course. Students will continue working on their dissertations and are responsible for meeting with their dissertation Chairperson to create a timeline with specific deliverables. Prerequisite: DOC9006 and approved continuation petition

DCE9102 Dissertation Continuation Enrollment (3) Students will continue working on their dissertations and are responsible for meeting with their dissertation Chairperson to create a timeline with specific deliverables. Prerequisite: DCE9101 and approved continuation petition

DCE9103 Dissertation Continuation Enrollment (3) Students will continue working on their dissertations and are responsible for meeting with their dissertation Chairperson to create a timeline with specific deliverables. Prerequisite: DCE9102 and approved continuation petition

DCE9104 Dissertation Continuation Enrollment (3) Students will continue working on their dissertations and are responsible for meeting with their dissertation Chairperson to create a timeline with specific deliverables. Prerequisite: DCE9103 and approved continuation petition

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