



# ACADEMIC CATALOG

2018 | 2019



**SOFIA**  
UNIVERSITY

# 2018 | 2019 COURSE CATALOG

**Effective January 14 , 2019**

*This file serves as an official record of University, college, and program requirements and policies during a specific time period. It includes a directory of undergraduate programs, majors, and course descriptions. It also includes a list of University policies.*

Sofia University is an equal opportunity educator and employer. This publication is available in alternative formats upon request. Contact the Office of Admissions, 1069 East Meadow Circle, Palo Alto, California 94303-4231 | (888) 820-1484

## Sofia University 2018-2019

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## **PRESIDENT'S WELCOME**

Welcome to Sofia University!

It is a pleasure to welcome you to Sofia, located in the heart of the most dynamic region in the United States: Silicon Valley.

The university, founded in 1975, is accredited by the WASC Senior College and University Commission. As such, it is committed to the highest qualitative standards and is regularly peer reviewed by fellow WASC member institutions. These include almost 200 other colleges and universities in California, Hawaii, the Pacific Territories of the United States, and institutions in Europe, Asia, Africa, and Latin America. They range from small liberal arts and professional colleges, to large universities such as Stanford, Berkeley, and USC.

We are proud of our faculty, staff, students, and alumni. This is a learning community committed to each other, and to the pursuit of excellence in higher education. Our goal is to partner with our students to help them achieve their educational and professional goals. 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 1,600 having earned master's degrees, and 500 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.

If you have the same commitments and are qualified and willing to partner with Sofia University in your educational and professional journey, we welcome you. 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.



Barry Ryan, JD, PhD President and CEO

## **DISCLOSURE STATEMENT**

This Catalog and its contents are subject to change without notice, as the School deems necessary and appropriate. All disputes regarding School 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-catalogs/>. Students are expected to keep themselves apprised of any changes and are held responsible for knowledge of them.

## 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, WASC 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**

**Web: <http://www.wascsenior.org>**

### **BPPE – California Bureau for Private Postsecondary Education**

Sofia University is on California Bureau for Private Postsecondary Education (BPPE)’s Listing of Accredited Institutions and Programs. Sofia University is a private institution that is approved to operate by the Bureau for Private Postsecondary Education. 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 has not been satisfactorily answered by the institution may be directed to:

#### **Bureau for Private Postsecondary Education**

**2535 Capitol Oaks Drive, Suite 400**

**Sacramento, CA 95833**

**or**

**P.O. Box 980818**

**West Sacramento, CA 95798**

**Telephone: (916) 431-6959 or (888) 370-7589**

**Fax: (916) 263-1897**

**Web: <http://www.bppe.ca.gov>**

As a prospective student, you are encouraged to review this catalog before signing an enrollment agreement. You are encouraged to review the School Performance Fact Sheet, which must be provided to you 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 **<http://www.bppe.ca.gov>**.

### **CHEA – Council for Higher Education Accreditation**

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

## CLASS SCHEDULE

<b>Term</b>	<b>First Day of Term</b>	<b>Last Day of Add/Drop &amp; Census</b>	<b>Last Day of Term</b>	<b>Holidays/Break</b>
Fall 2018	10/01/2018	10/8/2018	12/17/2018	11/19/2018 – 11/25/2018 Thanksgiving Break
				12/18/2018 – 1/14/2019 Sofia University Break
Winter 2019	1/14/2019	1/22/2019	3/25/2019	1/21/2019 Martin Luther King's Birthday
				2/18/2019 President's Day
				3/26/2019 – 4/7/2019 Sofia University Break
Spring 2019	4/8/2019	4/15/2019	6/17/2019	5/27/2019 Memorial Day
Summer 2019	7/8/2019	7/15/2019	9/16/2019	9/2/2019 Labor Day
Fall 2019	10/7/2019	10/15/2019	12/16/2019	11/25/2019-11/29/2019 Thanksgiving Break

## LOCATION

### **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.

### **Resources and Facilities**

Sofia University's location in the heart of Palo Alto and nearby Silicon Valley provides opportunities for students to learn the impact of transpersonal psychology in the counseling, computer science, and business leadership environment locally and globally.

### **1069 Building**

Sofia University is located at 1069 E. Meadow Circle, Palo Alto, CA 94303. 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.

## BOARD OF TRUSTEES

Allen Huang, Ph.D.  
Chairman of the Board  
Advisor, Beifang Group, China

Martin E. Dresner, Ph.D.  
Vice Chairman  
Professor, Robert H Smith School of Business

Allan Cahoon, Ph.D.  
Professor, University of Saskatchewan

Robert Hu  
Tech Leader, Apple

Shuye Huan  
Higher Education Counsel

Eugene Zhang  
General Partner and Co-Founder of TEEC Angel Fund

Ming Zhou, Ph.D  
Professor, San Jose State University

## GENERAL INFORMATION

### History

Sofia University, formerly known as the Institute of Transpersonal Psychology (ITP), founded in 1975, is a private, WASC-accredited university. Historically, the university's academic emphasis has been in 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 an MBA and master's degree in Computer Science.

The graduate school curricula, initially developed by founder and President Emeritus Dr. Robert Frager, focus on six areas of inquiry which include the intellectual, emotional, spiritual, physical, social, and creative aspects of life. For further personal development, all students studying on-campus received instruction in Aikido, a Japanese martial art. Today we offer other opportunities for, experiential ways of knowing and learning.

As the world around us, across the globe and within Silicon Valley, has been transforming the way we live and the technology we use, Sofia is at the heart of it all. Based on a transpersonal philosophy, Sofia has now become the university that builds on its strong whole-person psychological foundation to give people an understanding of how to use the new technologies in wellness, human growth, and transformation. At Sofia, we use transpersonal psychology to build technology to better relate to people and to build the high-tech companies that deliver that new technology.

### 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 globally conscious leader in transformative education that will empower students with intellectual growth, ethics, and the development of emotional intelligence.

**Institutional Learning Outcomes**

All programs at Sofia University fulfill the following Goals and Learning Objectives:

**Goal I: Transformation (person-centered)**

- Objective A: Personal development toward wisdom, health, wholeness, and maturation
- Objective B: Facilitation of the manifestation of your unique potential
- Objective C: Whole-person education

**Goal II: Integration (learning-centered)**

- Objective A: Blending of theory and praxis
- Objective B: Holding and sharing of multiple ways of knowing
- Objective C: The essence of vigorous, disciplined scholarship

**Goal III: Application (praxis-centered)**

- Objective A: Professional training
- Objective B: Hands-on execution of the vision
- Objective C: Community engagement, service, and stewardship

**Core Values**

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

## DEGREES OFFERED AT SOFIA UNIVERSITY

❖ **Business**

Master of Business Administration (MBA) (Online, onsite, and hybrid)

❖ **Psychology**

Bachelor of Arts in Psychology (BAP) (Online)

Master of Arts in Counseling Psychology (MACP) (Online, onsite intensives)

Master of Arts in Transpersonal Psychology (MATP) (Online, onsite, and in-person seminars)

Doctor of Philosophy in Psychology with a Concentration in Transpersonal (Ph.D.) (Online, in-person seminars)

Doctor of Philosophy in Transpersonal Psychology (Ph.D.) (Onsite)

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

❖ **Science**

Master of Science in Computer Science (MSCS) (Online, onsite, and hybrid)

### Delivery of Instruction

In the University Class Schedule, the two modes of delivery of instruction are either onsite or online. Onsite courses are held at Sofia University, 1069 E. Meadow Circle, Palo Alto, CA 94303.

### 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	160	180	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	80	48	Quarter
Master of Business Administration	52.0201	11-1010	2016	80	48	Quarter
Master of Science in Computer Science	11.0701	15-1100	2014	80	48	Quarter
Doctor of Philosophy in Psychology	42.9999	19-3039	2002	200	120	Quarter
Doctor of Philosophy in Transpersonal Psychology	42.9999	19-3039	1975	120	75	Quarter
Doctor of Psychology in Clinical Psychology	42.2801	19-3031	2009	160	120	Quarter

## SOFIA UNIVERSITY 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

- Application Form
- Application Fee
- All School Transcripts
- TOEFL Exam (if applicable) – request scores to be sent to Sofia University
- Foreign Transcript Evaluation (international applicants only)

Students who wish to complete their bachelor's degree at Sofia must have at minimum of an Associate Degree or its equivalent (90 quarter units/60 semester units) which can be earned through a combination of the following:

- Work completed at a regionally accredited institution.
- Credits granted through the College Level Examination Program (CLEP) (maximum of 45 quarter units.)
- Credits granted through the Defense Activity for Nontraditional Education Support (DANTES) Subject Standardized Tests (DSSST) lower division (maximum of 45 quarter units.)

Please consult with your admissions counselor and academic advisor for a listing of classes you will need to take to complete your program. Students come in with a variety of previous college experiences. Specific degree plans are created for each student individually.

Sofia University will also accept international students who wish to transfer upon successful evaluation of all previous undergraduate transcripts by World Education Services (WES), and a TOEFL score of at least 70 (out of 120.)

### **Undergraduate Prerequisites for Juniors and Seniors**

- Completion of 60 or 90 quarter transferable units to a maximum of 135 quarter units
- Have a 2.0 or higher G.P.A.
- Be in good standing at the last college or university attended
- Have completed a minimum of 30 transferable semester units (45 quarter) of college coursework with a grade of C or better in each of the following courses, at a level at least equivalent to courses that meet the following General Education requirements at Sofia:
  - Oral Communication (usually three-semester units): a public speaking course (A-1 at California community colleges)
  - Written Communication (usually three-semester units): a freshman English composition course (A-2 at California community colleges)
  - Critical Thinking – (usually three-semester units): a logic or argumentation /debate course (A-3 at California community colleges)
  - Math / Quantitative Reasoning – (usually three-semester units): a math course with intermediate algebra as a prerequisite (B-4 at California community colleges.) The Intersegmental General Education Transfer Curriculum (IGETC) requirements in English communication and mathematical concepts and quantitative reasoning are also accepted.
  - Physical Education - Maximum of nine quarter units of Physical Education will be accepted as transfer units.

### **Requirements for International Students**

Sofia University will also accept international students who wish to transfer, upon successful evaluation of all previous undergraduate transcripts by World Education Services (WES), and a TOEFL score of at least 70.

### **Non-transferable Units or Credits**

Continuing Education Courses Vocational Courses Non-credit workshops.

## GRADUATE APPLICATION REQUIREMENTS

*(Please refer to each program application requirements.)*

### ❖ Master of Arts in Counseling Psychology

- Application Form
- Application Fee
- Statement of Purpose that includes a summary to answer the following:
  - 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?
  - Hybrid: face-to-face/online applicants – What is your experience with self-directed learning? Have you done any independent research or projects?
- Two Letters of Recommendation
- Official School Transcripts
- TOEFL Exam (if applicable)
- Foreign Transcript Evaluation (international applicants only)
- Interview

### Prerequisites

Applicants are required to have a bachelor's degree or higher from an accredited university with a minimum GPA of 3.0. Students without a background in Psychology or related field may be required to take some prerequisite psychology classes.

### ❖ Master of Arts in Transpersonal Psychology

- Application Form
- Application Fee
- Statement of Purpose with a Brief Autobiography
- One Letter of Recommendation
- Official School Transcripts
- TOEFL Exam (if applicable)
- Foreign Transcript Evaluation (international applicants only)

### Prerequisites

Applicants are required to have a bachelor's degree or higher from an accredited university with a minimum GPA of 3.0. Students without a background in Psychology or related field may be required to take some prerequisite psychology classes.

❖ **Master of Business Administration**

- Application Form
- Application Fee
- Statement of Purpose
- Official School Transcripts
- TOEFL Exam (if applicable)
- Foreign Transcript Evaluation (international applicants only)

**Prerequisites**

Applicants are required to have a bachelor's degree or higher from an accredited university with a minimum GPA of 3.0. Students without a background in business administration or related field may be required to take some prerequisite classes.

**Prerequisites for International Students**

Sofia University will also accept international students who wish to transfer, upon successful evaluation of all previous undergraduate transcripts by World Education Services (WES), and a TOEFL score of at least 70 (out of 120.)

❖ **Master of Science in Computer Science**

- Application Form
- Application Fee
- Official School Transcripts
- Statement of Purpose and Biography
- TOEFL Exam (if applicable)
- Foreign Transcript Evaluation (international applicants only)

**Prerequisites**

Applicants are required to have a Bachelor's degree or higher from a regionally accredited university or international equivalent with a minimum GPA of 3.0. Students without a background in computer science or related field may be required to take some prerequisites classes.

❖ **Doctor of Philosophy in Psychology with Concentration in Transpersonal Psychology**

- Application Form
- Application Fee
- Statement of Purpose
- Resume or Curriculum Vitae
- Two Letters of Recommendation
- Official School Transcripts
- TOEFL Exam (if applicable)
- Foreign Transcript Evaluation (international applicants only)

**Prerequisites:**

Applicants are required to have a master's degree or higher from an accredited university with a minimum GPA of 3.0. Students without a background in Psychology or related field may be required to take some prerequisite psychology classes.

❖ **Doctor of Philosophy in Transpersonal Psychology**

- Application Form
- Application Fee
- Statement of Purpose
- Resume or Curriculum Vitae
- Two Letters of Recommendation
- Official School Transcripts
- TOEFL Exam (if applicable)
- Foreign Transcript Evaluation (international applicants only)

**Prerequisites:**

Applicants are required to have a master's degree or higher from an accredited university with a minimum GPA of 3.0. Students without a background in Psychology or related field may be required to take some prerequisite psychology classes.

❖ **Doctor of Psychology in Clinical Psychology**

- Application Form
- Application Fee
- Statement of Purpose
  - The Statement should be double-spaced and no more than 750 words. It should address why are you specifically applying to Sofia University? What is in your education and life experience that makes this program a good fit for you? What are your career goals after you get your degree?
- Resume or Curriculum Vitae
- Two Letters of Recommendation
- Official School Transcripts
- TOEFL Exam (if applicable)
- Foreign Transcript Evaluation (international applicants only)
- Interview

**Prerequisites:**

A Bachelor's degree or higher with a minimum 3.0 GPA in psychology or a related field from an accredited University. Other majors will be considered 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 credit can be applied toward the Sofia PsyD program. Any student wishing advanced standing is free to ask for an individual transcript review by a department academic advisor or the PsyD Program Chair.

### **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.

### **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 nine (9) units, subject to Sofia approvals, from accredited universities.

### **Articulation Agreements**

Sofia University has in place Articulation/Credit Transfer Agreements for the following colleges:

- City College of San Francisco CCSF
- Canada College Canada
- Rhodes College Rhodes
- American College of Healthcare Sciences ACHS

### **Admission Application**

Sofia University provides a variety of on-campus and online programs to suit the needs of our students. To ensure that space is available, it is recommended that applications be submitted at least 12 weeks before the opening seminar date. Please note: You can submit your initial application before all your materials are complete.

### **Application Fee**

A non-refundable fee of \$50 (US dollars) is required with your application. You may pay by check, money order, credit card, or online.

### **Retention of Application Materials**

Application materials from accepted applicants who do not enter a program will be retained in the Admissions Office. 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 for the degree selected by the student. This fact sheet discloses the recent history of students' performance and completion rates for the specific degree. The student will initial and date this Student Performance Fact Sheet and a copy will be 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 will complete all required elements on the agreement, ensure the student has initiated as confirmation, and then coordinate with the registrar to have the student and Sofia University's Institutional Representative sign the completed enrollment 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 will also be provided to the student). When signing an enrollment agreement, students acknowledge receipts of the General 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.

**Full-time Status (Residential)**

All Residential Programs students are expected to go through their degree enrolled on a full-time basis (half-time or less can be approved in advance). All students are billed according to the appropriate tuition schedule for their degree program as explained on the Enrollment Agreement. Enrollment beyond the stated quarterly maximum requires Registrar's Office approval.

**Full-time Status (Global)**

All enrollment categories in the Global Programs, except "on leave" and "single course" students, are considered full-time enrollment by the University. For the purposes of certifying financial aid applications and requests for financial aid deferrals, global students will be classified as "half-time" as required by federal law for students enrolled in a distance learning programs.

**Part-time Status (Residential)**

Part-time status is available for the following Residential Programs:

- MA in Transpersonal Psychology
- Ph.D in Transpersonal Psychology

Students entering the program on a part-time status should understand that they will not be able to finish the program within the time frame specified for the full-time students. Part-time status may be available for PsyD students, upon approval from the Program Chair and the Registrar's office.

**Part-time Status (Global)**

Part-time status is not available in any Global Program. As noted above, for purposes of reporting enrollment for federal financial aid, global students are defined by law as being in half-time status.

- An institution shall transmit all lessons and materials to the student if the student has fully paid for the education program and, after having received the first lesson and initial materials, requests in writing that all of the material be sent.
- If an institution transmits the balance of the material as the student requests, the institution shall remain obligated to provide the other educational services it agreed to provide but shall not be obligated to pay any refund after all the lessons and material are transmitted.

**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 (BCIS.)

**Note:** Application Requirements are Program Specific. Please see Undergraduate Application Requirements and Graduate Application Requirements for more information.

### **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 Admissions Office 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 re-admission policy regardless of when they withdrew from the University and regardless of the number of courses they have to complete to earn their degree.

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

- Completed application form and application fee
- Any additional items requested by the Admissions Office
- Applications for re-admission will be considered under the same criteria as new applicants

Once all materials have been submitted to the Admissions Office, 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 program will be subject to the graduation requirements in place at the time of re-entry. Tuition will be charged at the current published rate. Any questions regarding this policy should be directed to the Admissions Office.

### **Transcript Evaluation**

Graduate admissions require that a student earn a minimum of a 3.0-grade point average (GPA) or an average of “B” grades. If required, Sofia will convert your international GPA before application evaluation. Please note that some majors require higher GPAs than others. Applicants submitting transcripts from outside the United States may submit a course-by-course evaluation of these transcripts through World Education Services (WES): <http://www.wes.org>.

### **English Proficiency**

International students whose native language is not English must provide evidence of English proficiency when applying to Sofia University. English competency tests such as TOEFL and IELTS are designed to provide the Office of Admissions as a guide to accurately and efficiently measure potential academic success in the relevant program.

The University’s language of instruction is English. Students must provide proof of English proficiency. The following methods are approved to satisfy this requirement:

- Test of English as a Foreign Language (TOEFL) examination. Sofia University requires a score of 70 or better for the Internet-based test. A score of 525 or above is required on the paper-based exam.
- International English Language Testing System (IELTS) examination. Sofia University looks for a band score of 6.0 or better for the academic module.
- Test scores are valid for two years from the date when the tests are taken. If the test score is older than two years, the student will be required to resubmit a valid test score.
- Valid official scores must be sent to Sofia University Office of Admissions. If a TOEFL score is being sent, please note that the Sofia University institution code is 9770. If you are sending an IELTS score, please be sure to select Sofia University from the list of available institutions.

International students may be exempted from the English proficiency requirement under the following circumstances:

- Proof of English proficiency may be waived for a student who has previously earned a bachelor’s degree (or higher), taught entirely in English, from a regionally accredited university in the United States.
- Proof of English proficiency may be waived for a student who has previously earned a bachelor’s degree (or higher) in an English-speaking country, which program was taught entirely in English, upon review and approval by the Office of Admissions of the relevant transcript/s. Additional review may be conducted by the academic authorities of the University as necessary.
- The Credential evaluation may be required for transfer credits from any non-United States institution.

## 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.

**Tuition Table: Sofia University Estimated Tuition with Technology Fees 2018 | 2019**

Degree Level	Degree Program	Per Unit Cost	Total Units	Average Time to Complete	Estimated Annual Cost	Estimated Total Cost	
<b>Bachelor</b>							
	BA - Completion	\$350	90	2 years	15,750	31,500	
<b>Master</b>							
	MACP	\$650	90	3 years	19,500	58,500	
	MATP	\$650	48	2 years	15,600	31,200	
	MBA	\$450	48	2 years	10,800	21,600	
	MSCS	\$450	48	2 years	10,800	21,600	
<b>Doctoral</b>							
	PHD	\$950	75	3 years	23,750	71,250	<i>with a Master Degree</i>
	PSYD	\$950	75	3 years	23,750	71,250	<i>with a Master Degree</i>
<b>Doctoral</b>							
	PSYD	\$950	120	5 years	22,800	114,000	<i>with a Bachelor Degree</i>

## Sofia University Fees Table 2018-2019

### QUARTERLY

Student Services Fee (*Technology and Student Activities*).....\$125

### ONE-TIME

Application Fee\* (*Non-Refundable*).....\$50

Acceptance Fee\* (*Non-Refundable*).....\$200

Orientation Fee\* (*Non-Refundable*).....\$25

Graduation Processing Fee.....\$175

### MISC

Additional Diploma Fee ..... \$50

Returned Check Charge .....\$50

Late Registration Fee ..... \$100

Official Transcript Fee (*plus processing fee*) .....\$5

STRF Fee\* (*Non-Refundable*).....\$0

## Housing

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: \$1500-\$2200
- 1-Bed 1-Bath: \$1800-\$3200
- 2-Bed 2-Bath: \$3300-4200

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.

## Estimated Cost of Attendance

<b>ESTIMATED COST OF ATTENDANCE</b>						
<b>Indirect costs associated with living off-site but reasonably near the Sofia University campus such as housing, personal care, books, transportation, etc. These are estimates for budgeting purposes and are not</b>						
		<b>Quarterly</b>	<b>3 Quarters</b>	<b>4 Quarters</b>		
	Housing*	\$7,500	\$22,500	\$30,000	Estimated	
	Books	\$450	\$1,350	\$1,800	Estimated	
	Transportation	\$200	\$600	\$800	Estimated	
	Personal Care	\$1,500	\$4,500	\$6,000	Estimated	
	Insurance	\$450	\$1,350	\$1,800	Estimated	
	Miscellaneous	\$450	\$1,350	\$1,800	Estimated	
<b>*Housing is Readily Available Near Palo Alto And Nearby Communities: Peninsula, South Bay, East Bay</b>						

**Payment and Release of Records**

Sofia University releases transcripts and grants degrees only after a student satisfies all financial obligation 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 you elect to withdraw from the program, you are entitled to a refund of the current quarter's tuition on a pro rata basis according to the total number of hours of class time elapsed for the Residential Program and number of days of instruction for the Global Program, up to 60%. Withdrawal before the first day of quarter entitles you 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.

**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.

**Global Seminar Deduction**

Students who complete a seminar before withdrawal from any Global program are responsible for the seminar tuition payment at the for-credit rate. This means, if you attend a seminar and withdraw, you 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 et seq.)

### **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, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF, and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount 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, you must be a California resident or are 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 you 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.
- You were 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 were enrolled in an educational program within the 120-day period before the program was discontinued.
- You were 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.
- You have 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 have been unable to collect the award from the institution.
- You sought legal counsel that resulted in the cancellation of one or more of your student loans and have 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

Sofia University provides a variety of support services to students enrolled in both Residential Programs and Global Programs. Services include academic advising, alumni association, career resource center, disabled students, health and safety, general information about housing and health insurance, student governance, and student liaison committee.

### Academic Advising

The purpose of this 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 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 student's Dissertation Committee Chair.

### Global – Online Program

In the Master's programs, each student is assigned an advisor who acts as a primary academic counselor and follows the student's development throughout enrollment. Ph.D. students are carefully matched to a faculty advisor. When work begins on the dissertation, the student's primary advisor is the student's Dissertation Committee Chair. In addition to the faculty, the Global Program Chairs, and Ph.D. faculty provide academic counseling on general planning, as does the Director of Student Services.

### Global Programs

For the Global Programs, the main arenas for student input are:

- Through their faculty advisors
- Through course and instructor evaluations
- Through online dialog with each other and faculty
- Through representation on the Global Student Liaison Committee
- At the Seminar Town Hall Meeting
- In person at seminars and through seminar evaluations

### Residential Master's

In the Residential Programs Master's degree, academic advising is offered by the Chair and MA faculty, assisted by the Director of Student Services. In addition, each student has an advisor who is a member of the core faculty. The Chair is the key person for advising students on making appropriate choices to further their degree program and career plan.

### **Residential Doctoral Programs**

Each student in the Residential 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 University 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, 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 Sofia 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. The Sofia University 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 in room 226 or via our virtual presence at <https://www.sofia.edu/>. Users will 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 4-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 campus. 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 and will be assigned a grade. Students on continuation must register for this course each quarter until the dissertation is completed. Students are expected to continue to make academic progress throughout the dissertation phase of their work. Dissertation Chairpersons 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 are making progress in the dissertation work and are staying in regular contact with the dissertation Chairperson and committee members, the Dissertation Department, including the Dissertation Director, and other school staff as necessary. In addition, the student and the Chairperson will make a Learning Agreement and timeline for dissertation completion and adequate progress based on this information will be used to assess the course grade. Students are expected to complete their dissertation in a timely manner.

If a student receives two No Pass grades (two quarters for Residential or two terms for Global) 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 dissertation resource packets for the complete policy.

**Disabled Students**

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.

**Requesting Accommodations**

The policy of the University is to provide reasonable accommodations for disabled students, including learning disabled students and those with health and physical impairments, consistent with the Americans with Disability Act of 1990 (“ADA”) and Section 504 of the Rehabilitation Act of 1973 (“the Rehabilitation Act”). Institution complies with the ADA and the Rehabilitation Act.

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

Continuing students have an affirmative duty to notify the University in writing and provide the required documentation regarding requests for reasonable accommodations to the Director of Student Services and/or person designated by the Director 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 Director of Student Services and/or a person designated by the Director 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 term.

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 for the student's disability. Where it is deemed appropriate by the Director of Student Services and/or person designated by the Director, a qualified professional may be retained by the school to determine the appropriate accommodation for a disability. Director of Student Services and/or person designated by the Director 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 barrier problems should promptly bring these to the attention of the Director of Student Services and/or person designated by the Director.

A student may appeal the Director of Student Services and/or person designated by the Director's decision 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 Director of Student Services decision shall be final.

For accommodations, please contact the Director of Student Services at [student\\_services@sofia.edu](mailto: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 in 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 Governance**

Students participate in the planning and decision-making activities of the University in various ways.

**Student Liaison Committee (SLC)**

The Student Liaison Committee were formed to provide a quick and appropriate manner to disseminate information. One student from each program volunteers to represent their program to serve on the Student Liaison Committee. The members serve as the primary link between the administration and the class groups. The SLC Chair sits may also sit in meetings with the Dean of Student Services.

## INTERNATIONAL STUDENT SERVICES

### F-1 Visa

The F-1 Visa (Academic Student) allows you 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. You must be enrolled in a program or course of study that culminates in a degree, diploma, or certificate and your 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, if you're an initial student applying abroad, you 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. You will also need to present your I-20 form at the U.S. border along with your 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

#### *We require the following documents:*

- Copy of passport identification page (*passport should be valid for at least six months after your 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 you are renewing your F-1 visa and have maintained your previous SEVIS number, you have already paid the SEVIS I-901 fee. If you are transferring to Sofia University from another U.S. institution, your SEVIS record will be transferred; you do not have to pay another fee.

For frequently asked questions, please visit: <https://www.ice.gov/sevis/i901/faq>

### Complete DS-160 Online Nonimmigrant Visa Application

The 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 access to these funds.

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

- When requesting for an I-20 for your Sofia program of study, please show all sources of your financial support and ensure that the sum equals or exceeds the estimated expenses for yourself and any dependents. Dependents are \$10,000 for spouse and subsequently \$5,000 per child
- Bank statements/letters must be official and clearly state name of account holder, name of financial institution, currency (doesn't need to be USD) and 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, deposit accounts that have NOT met their maturity date, etc.
- Income tax returns
- Non-educational loans
- Funds that are not in English and not accompanied by an official translation

Refer to our Initial I-20 request form for amounts required for each program and specify your sources of funding. Upon completion of this form, the DSO will then provide your SEVIS number. This will automatically enable you to pay your 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.

## **Immunization Requirements**

Under the immigration laws of the United States, a foreign national who applies for an immigrant visa abroad, or who seeks to adjust status to a permanent resident while in the United States, is required to receive vaccinations to prevent the following diseases:

- Mumps
- Measles
- Rubella
- Hepatitis B
- Varicella
- TDaP (Tetanus and Diphtheria, Pertussis)
- Meningococcal

Check out our website and download our Immunization Form and then submit the completed form via email at [dso@sofia.edu](mailto:dso@sofia.edu). We require that you submit a completed immunization form at least **30 days** before classes start. If you're unable to submit them, bring them with you to campus during Orientation and deliver them when you arrive.

Please check the following website for more information: <http://www.cdc.gov/vaccines/>

### **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 his or her 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 may stay in the U.S. 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 avocational 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.

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. Please specify in the Initial I-20 Request Form if you will be bringing dependents into the United States with you. You must also complete supplemental A701 Request for I-20 so that each person entering the U.S. may be issued a document. F-2 dependents are not authorized to work in the U.S. F-2 spouse or child may not engage in full course study at SEVP certified post-secondary school in U.S. as long as it's less than a full course study. For I-20 issuance purposes, an additional \$10,000 USD per spouse and \$5,000 USD per child is needed to issue t

### **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 sea port are issued an electronic form, while those who enter the country at a land port are issued a paper Form I-94. If you were issued an electronic form I-94, you'll need to print a copy to prove your legal visitor status in the United States. You can retrieve a copy of this online.

*For each new entry into the U.S.:*

Remember to download and print a new I-94 record each time you exit and return to the U.S. Keep the most current printed I-94 record with your passport for your 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 your only evidence that you are in the U.S. legally, so it is important to keep a printout with your passport at all times. In certain occasions, it will be required to submit a copy of your 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 you would like your SEVIS record transferred to the new school.

If you are transferring to Sofia University from a college/university in the United States and have a valid Form I-20, Sofia University and your current school will collaborate to transfer your existing SEVIS record to Sofia University. This will allow you to remain in compliance with your F-1 Student Visa status.

Also, please ensure you're transferring within the 60-day grace period if you have already completed your program at your previous institution. If your F-1 visa has expired and you have already left the country, you will need to re-apply for an F-1 Visa at a U.S. Consulate prior to your 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, a serious attempt is made to extend a personalized, concerned approach to a student's financial needs. We encourage everyone to read the financial aid website for complete information about aid sources and policies at Sofia Financial Aid website.

### 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 are not eligible for Title IV aid.

### Financial Aid Free Application

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

- Your tax return or W-2 forms if you are 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, visit the Department of Education website at [www.fafsa.ed.gov](http://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 you when the FAFSA has been processed. Sofia will receive an electronic version called an ISIR if you have designated the school on your 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 2018–19 award year (July 1, 2018, through June 30, 2019), applications may be completed on or after Oct. 1, 2017. Processing begins Oct. 2, 2017. FAFSA forms for that award year will be accepted until June 30, 2019. Note that 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 [2017].” You can check state deadlines at [fafsa.gov](http://fafsa.gov). Additionally, some schools have limited institutional funds that are awarded on a “first come, first served” 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**

<b>Academic Year</b>	<b>FAFSA Open Date</b>	<b>Federal FAFSA Deadline</b>	<b>Tax Year Information to Use</b>
2018-19	Oct. 1, 2018	30-Jun-19	2016
2019-20	Oct. 1, 2017	30-Jun-20	2017

### **Awarding Aid**

Sofia awards federal aid to all eligible students on a first come first served 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, and that, 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.

### **Financial Aid Satisfactory Academic Progress (SAP) Policy**

Per federal regulations, all students must maintain minimum satisfactory academic progress (SAP) each quarter in order to remain eligible for financial aid:

- Must maintain a cumulative GPA of 3.0 or above (2.0 or above for undergraduates.)
- Must maintain at least half-time enrollment status each quarter.
- Must not exceed two unsatisfactory grades in the overall transcript. For Graduate level: F, W, NP, I, IX, X, and Undergraduate level: D- through F, NP, I.
- A student may not exceed 150 percent of the required units for the program. The 150 percent formula is  $(\text{Total Attempted} / \text{Total Completed}) \times 100$ . Note: Total Attempted includes W, I, and unsatisfactory grades. Total Completed includes W grades.
- May not exceed a maximum number of years required of your program.

If a student fails to make satisfactory academic progress, he/she will receive a Financial Aid Warning and continue to receive aid for one more quarter. The Registrar's Office may place a student on probation in their next enrolled quarter. The terms of the probation will require the student to follow up with the Registrar's Office concerning a new Academic Plan approved by the academic advisor and Program Chair. If the student fails to maintain academic standards, he/she will be unable to receive Financial Aid.

In addition, if there are any extenuating circumstances related to not making satisfactory academic progress, the student may appeal to the Program Chair. Appeals may be submitted via U.S. Postal Service (mail) or by e-mail. Appeals are submitted to the Program Chair along with supporting documents.

### **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. Repayment begins six months after students graduate or drop below half-time 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 from \$750.00 to \$5000.00 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. Consult the job announcement for details and contact the Financial Aid Office with any questions about how accepting a position may impact your financial aid awards.

### **Veterans Benefits**

Eligible veterans may receive benefits for the following degree programs

- Bachelor of Arts in Psychology
- 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 Psychology
- Doctor of Philosophy in Transpersonal Psychology
- Doctor of Psychology Clinical Psychology

### **Eligibility**

Eligibility and rules governing the receipt of benefits vary according to enlistment dates and length of service. Contact the Benefits Office of the Department of Veterans Affairs for details by calling 888-GIBILL1 (888-442-4551) or visit the VA website at [www.benefits.va.gov](http://www.benefits.va.gov).

### **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.

### **Application**

To apply, visit the VA benefits website at [www.benefits.va.gov](http://www.benefits.va.gov).

### **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, which will electronically send your official transcript to Sofia University. The transcript includes your military training and occupational experience along with the American Council on Education college credit recommendations.

Upon receipt, your JST transcript will be reviewed for prior learning credit eligible for transfer to Sofia University. To request your Joint Services Transcript visit:

**<https://jst.doded.mil/official.html>**

The Air Force uses the Community College of the Air Force (CCAF). To request a CCAF transcript visit:

**<http://www.au.af.mil/au/barnes/ccaf/transcripts.asp>**

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 departments determine course equivalencies and credit hours awarded for a particular degree.

### **Awarding Aid**

Eligible veterans and eligible persons must notify the Registrar's Office of their eligibility, so 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.

### **Canadian Students Educational Benefits**

Citizens of Canada may be eligible to receive student benefits from their provincial or territorial Ministry of Education.

### **Eligibility**

Canadian student attending an approved institution may receive grants or loans through the provincial or territorial Ministry of Education. Contact your provincial or territorial Ministry of Education for application information.

### **Application**

Sofia's Canadian institution code is MPZZ for all provinces and territories except Quebec. Canadian students should contact their local Ministry of Education for application information. Receipt of Aid Students generally receives an aid check directly from the Education Ministry. Consult your local Ministry for details.

### **Alternate Funding Sources**

In addition, education loans are available to Canadian students through lenders in the United States. For additional information about alternate loan programs for Canadian students, contact Sofia's Financial Aid Office.

### **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 you are a member of a religious organization, such as a church, synagogue, or mosque; a community organization (Rotary Club, Elks, Mosse, etc.); or you have been a member of a professional organization (APA, ABA, AMA, etc.), ask if they offer any student assistance programs and if so what are the award criteria.

### **Employer**

Some companies offer tuition reimbursement for employees. Consult your Human Resources or Benefits Office to see what programs might be available to you.

### **World Wide Web**

The most current information about financial aid can be found on the World Wide Web. The following sites contain information about Federal and alternate financial aid including access to several scholarship search engines such as [www.finaid.org](http://www.finaid.org) and [www.fastweb.com](http://www.fastweb.com).

### **Alternate Loan Funds**

Additional loan funds may be available through other loan providers. Consult the Financial Aid Office for current information about alternate loans. Participation in a supplemental loan program will require completion of additional loan counseling. There is a segment of the loan market advertised as private loans for students that is largely unregulated. Not all lenders offering student loans are scrupulous. There are virtually no lenders who can offer better terms than those available on the Stafford loans. Eligible students should apply for a federal loan before taking out additional loans from private sources.

If you are considering taking out a loan from a private source, be sure to read and understand the repayment terms. Do not sign anything until you are satisfied that you understand what you are committing to repay. If you have questions about the terms of a private loan or the reputation of a lender, contact the Financial Aid Office.

### **Financial Aid Refunds and Return of Federal Funds Policy**

Students who receive aid for which they are later determined to be ineligible for 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 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 keep all tuition and fees paid.

### **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, and formal doctor's notes are required. The refund is prorated based on the date you begin 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 registrar's office.

### **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 keep 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**

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 official withdrawal date.

Students on leave are classified as withdrawn when certifying enrollment status for federal financial aid, any aid you receive must be subjected to the federal R2T4 return of funds formula. This means that if you received a refund check from the school, all or part of those "unearned" funds might

need to be returned to the Direct Loan. 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 you begin the official withdrawal process, 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. The following distribution of returned funds is as follows:

Federal Unsubsidized Stafford Loan	Federal
Subsidized Stafford Loan	Federal
PELL Grant	Federal
SEOG	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 the 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.

### **SOFIA SCHOLARSHIPS**

Sofia awards a limited number of need-based scholarships. The Board of Trustees as part of the annual operating budget appropriates funds for these scholarships annually. The scholarship program is intended as a bridge to assist students in managing tuition increases. It has never been intended to be a primary source of funding. Consult the Financial Aid Office for the current application procedures or visit Sofia's scholarship website.

#### **Eligibility**

Any student who is not starting the final quarter of enrollment may apply for a scholarship. Visit Sofia's scholarship website for details about the available scholarship, eligibility, and deadlines.

#### **Application**

A student wishing to apply for a Sofia scholarship should submit a completed scholarship application by the announced deadline.

#### **Awarding Aid**

A Scholarship Committee made up of Sofia personnel convenes to award the available funds. The awards for the scholarship are need-based, with secondary consideration given to diversifying the student body and the students demonstrating high potential to advance in their program. All scholarships for the coming year are awarded once a year. Students will be notified of the Committee's decision in writing approximately one month after the application deadline. Receipt of Aid

Scholarships are awarded as tuition reduction in equal installments, three for Residential, and four for Global. No cash refund of scholarship awards will be made under any circumstances. In the event of a shortage of qualified applicants, all available funds may not be awarded. If a student elects to withdraw from the program, the remaining scholarship money will be considered forfeited.

## **POLICIES AND PROCEDURES**

### **ACADEMIC POLICIES**

#### **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 objectives. This means that presence in each class meeting is essential for student learning and instructor evaluation. Below details required attendance for courses offered “on-ground” – residential, online, and at scheduled seminars.

#### **Residential – Attendance**

Students are expected to attend all residential course meetings 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. Student must maintain minimum 70% attendance each class in each quarter. Students who fail to maintain attendance may result in termination and a failing grade. Student 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 for the course, and the student may be required to retake the course. Students who are absent for two or more weeks will receive a failing grade. For distance programs the institution will make every effort to evaluate lessons and respond to students in approximately 7 days after receipt. For project and dissertation evaluations this response period will be within 60 days of receipt.

#### **Seminar Attendance**

Seminars are an integral part of the Global Programs’ curriculum and therefore full attendance of the seminar is required for successful completion of this course. Please schedule travel appropriately so that you are able to attend the full seminar. If you leave the seminar early and do not sign-out on the final day of the seminar, you will not receive credit for the seminar course. Furthermore, student will be required to make up the hours required by enrolling in an additional seminar at a later date.

### **Leave of Absence**

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

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

The maximum allowable time period for a leave of absence is two terms 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 leave status will mean that any outstanding financial aid will be canceled and that previously disbursed loans will enter the repayment cycle if leave is more than one quarter. Leave of absence is treated as a withdrawal from financial aid purposes. Any student considering requesting a leave of absence must consult with the Financial Aid Office to determine how their financial aid will be affected.

### **Administrative Leave**

The Institute always 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**

University programs are on a quarter system. All units associated with courses are quarter units. 1.0 unit would generally require 10 hours of class instruction and 20 hours of work outside of class (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 of the University. All letters grades carry quality points and are computed in student GPA's.

### 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:

- 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, “C” 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.

### Letter Grades

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
D-	0.67
F	0.00

### **Grade Change**

A change of grade form must be submitted to the Office of the Registrar with approvals by the instructor of record and the department chair within 60 days after the original grade has been posted to the student's academic record. Grade changes will be processed due to "university 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. Students cannot graduate with a "WIP" or "I" grade. 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 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 five (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. 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.

### **Independent Study**

Independent study is a flexible way to add richness to your study in the Global Online Program. As you develop your plan, consult with your faculty advisor who can assist you with suggested readings, activities, and integrative practices.

### **Guidelines**

1. Independent Study plans receive 1 - 3 quarter units of credit and must equal 30 hours per one-quarter unit. Contact time includes time spent reading, in designed activities, in the classroom and writing the final paper to be submitted to your advisor at the end of the Independent Study.
2. Independent Study plans are developed around a particular interest not typically covered in the basic Sofia Program courses. In creating your Independent Study plan, you may choose to focus on any combination of spiritual practices, creative expression, classroom activities, private meditations, and writing which best helps you to integrate and consolidate your particular interest.
3. Ideally, Independent Study plans are completed in ten weeks. Your study plans should fit in with your overall Plan of Study or Course Timeline.
4. As you create your Independent Study, plan to stay in contact with your faculty advisor during the ten weeks. You may wish, for example, to write weekly comments on your process and send them to your faculty advisor. You may wish to incorporate creative expression into your reflections and send them (or photos of them) to your advisor.

## Forms

In order for the student to receive credit, all Independent Study requests must be made on Form 204.

- Form 204 requires approval by the faculty advisor and the Program Chair before beginning any outside course work or training.
- Follow Step 1 to Step 3 instructions on the form.
- A revised course timeline must also be submitted if the Independent Study is a change from the student's original Plan of Study or Course Timeline.
- Independent Study must be completed in the quarter specified in the form. Upon completion of the IS, the supervising faculty assigns the grade. Assignment of Incomplete grade (I) is not allowed for IS.
- Forms can be obtained from the Registrar's office.

## Transcript Request

Sofia University transcripts are ordered online via the National Student Clearinghouse. 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. For unofficial transcripts, this feature should be available to you on the student portal on the main Sofia University website.

## Satisfactory Academic Progress (SAP) Policy

Federal regulations require that all students make satisfactory academic progress in a program of study to maintain eligibility for financial aid. SAP requirements are the same for all students.

## SAP Evaluation Schedule

SAP will be evaluated at the end of every quarter, before the first day of the next quarter, including summer. The first occurrence of not meeting SAP will result in the student receiving a warning. The second occurrence will result in loss of financial aid eligibility and eligibility to participate in CPT (internship) or Work Study. The third occurrence will result in dismissal from the university and termination of F1 student status. All notifications will be sent to the student's official university email address.

Students will lose financial aid eligibility and will not be eligible to participate in CPT (internship on or off campus) if they do not complete all their coursework before the maximum time frame allotted. Students will receive a notification two quarters before they reach their limit.

## Financial Aid Appeal Process

If a student has extenuating circumstances that prevented them from making academic progress toward a degree, an appeal may be submitted to their Program Chair as soon as the student receives official notification or no later than three weeks before the end of the next quarter.

A complete appeal will include the following:

- Personal statement explaining the circumstances that prevented academic progress toward a degree and a plan to ensure future academic success.
- Supporting documentation (Examples: letters from professors, medical documentation.)
- Remaining Courses Required for degree completion for students who have exceeded the maximum timeframe requirement.

**NOTE:** No Appeal Process is offered for 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. Refer to your original scholarship award notification for specific requirements.

In the event a student fails to meet the SAP requirements, student services will contact either the private scholarship donor or the university department to notify them. It is then their decision to determine if the student is still eligible for the scholarship. If the scholarship is canceled, the student may appeal directly to the donor or scholarship provider.

### **SAP Definitions**

The following definitions apply to the terms used in this section:

- **Warning**  
A warning quarter is given to every student the first time they violate one of the SAP requirements. Students are still eligible to receive financial aid while in warning status.
- **Probation**  
If a student has received their warning quarter and is still in violation of the SAP requirements, the student will be suspended from receiving financial aid and from participating in CPT (internships) or Work Study. The student may appeal this decision, and if the appeal is approved, the student will be placed on a probation quarter, emailed an academic plan and will be eligible to receive financial aid for this quarter.
- **Appeal**  
A personal statement and supporting documentation must be submitted to the student's Program Chair asking for financial aid to be reinstated based on an extenuating circumstance that prevented the student from meeting Satisfactory Academic Progress. Appeals that are approved will allow a student a probationary quarter and require that the student sign an academic plan including a timeline and completion date.
- **Academic Plan**  
If a student appeals their financial aid suspension and is approved they will be assigned an academic plan created by their Program Chair detailing the academic performance and necessary measures required to maintain financial aid eligibility until meeting SAP.

### **Completion Rate (Pace of Completion)**

All students must complete at least 67% of the credit hours they attempt for their degree program. The rate is calculated by dividing the number of successfully completed credits by the number of attempted credits to date. For students in Pass/No Pass graded classes, students may receive no more than 33% NP grades of total Pass/No Pass classes taken per quarter. For example, if the student takes 3 Pass/NP classes, only one NP (No Pass) grade is permitted. If a student takes 2 classes, no NP grades are permitted.

### **Maximum Time Frame**

Students must complete their program within the maximum time frame allowed by degree type. In addition, if at any point a student cannot mathematically complete his/her program within the maximum allowable time frame, the student will be dismissed. Students dismissed for exceeding the maximum allowable time frame may appeal the dismissal. If the appeal is approved, the student must return on an academic plan with a specific new maximum time frame completion rate not to exceed two additional quarters of study or 24 additional quarter credit units. Failure to progress at a pace to complete at or prior to the specified date or with the required GPA will be dismissed with no right to appeal.

The requirements for rate of progress are to ensure that students are progressing at a rate at which they will complete their programs within the maximum allowable time frame.

Retaking coursework: Students may retake any class in their degree program and include the course in their enrollment status for a quarter as long as the student has never passed the course. Once the student passes the course, they can retake the class only one time. Any second or subsequent repetition of the passed course may not be included in the student's enrollment status for purposes of the title IV, HEA, programs.

Students are given a certain amount of terms to complete their degree before they become ineligible to receive financial aid (including federal student loans). Students will receive notification when they get close to meeting their maximum time frame.

Students will receive notice via their Sofia University email when they are within two quarters of exceeding 150% of the normal time frame for their program. Students will also be informed that this may make them ineligible for financial aid.

For dual degree programs, students will be allowed to complete both degrees based on the program with the highest maximum time frame allowed. For example, if a student is enrolled in a master's and Ph.D. program, they will be given a total of 40 quarters to complete both degrees.

### **SAP – Undergraduate and Graduate Programs Policy**

The following measurements are monitored at the end of every quarter: GPA, completion rate, and maximum time frame.

#### **GPA Requirement**

Students must maintain a university GPA consistent with their academic program requirement. The university GPA is the official GPA on the student transcript. For students in Pass/No Pass graded classes, students may receive no more than 33% NP grades of total Pass/No Pass classes taken per quarter. For example, if the student takes 3 Pass/NP classes, only one NP (No Pass) grade is permitted. If a student takes two classes, no NP grades are permitted.

**Type of Program GPA**

Undergraduate: 2.00

Master: 3.00

Doctoral: 3.00

**Completion Rate (Pace of Completion)**

All students must pass at least 67% of all attempted credit hours with a grade of Pass, or C (or better) for undergraduate, C+ (or better) for the graduate. Attempted credit hours will include all Sofia hours and transfer hours accepted by any other college or university. Repeated and non-passing grades will also count as attempted credit hours even if the grade is no longer calculated in the GPA.

The following grades are not considered passing: D, F, I, NP, W. WIP (work in progress) grades are considered satisfactory and will not affect the completion rate.

**Dissertation Work**

Students are given a maximum of 18-quarter units of time to complete their dissertation work before they become ineligible to receive financial aid (including federal student loans). After 18-units of dissertation work, students may continue working on their dissertation for another four quarters, under “1-unit Continuing Dissertation Status,” however they are ineligible to receive financial aid for these additional four quarters. Students who are unable to finish their dissertation in 4 additional quarters will be dismissed from the program with “All But Dissertation” (ABD) status.

### **Steps to Submit SAP Appeal**

Complete these steps if you have special circumstances, which caused you to violate the Satisfactory Academic Progress (SAP) Policy.

### **Appeal Process**

Sofia will review and consider appeals based on the following circumstances:

- Death in the family
- Medical Illness (Personal/Immediate family)
- Other special circumstance

If the appeal is approved, you will be placed on financial aid probation, meaning you will be eligible to receive financial aid for at least one quarter. You will also be provided an academic plan, which will outline what you will need to do to maintain your eligibility.

### **Second Review**

If the appeal is denied, you may request a second review only if you can provide new information and documentation that was omitted in the initial appeal. Be sure your name and student ID is on top of each page you submit.

- Provide a personal statement, which includes: What specifically happened that caused you not to meet SAP requirements or extend the time needed to complete your academic program?
- How did the situation affect your academic performance?
- Explain what has now changed, or steps you plan to take, that should improve your academic performance?
- Provide documents that support your personal statement (i.e., medical documentation, obituaries, statements from a third party.)

Submit a list of the remaining courses required for degree completion if you are over the maximum time frame allowed.

The appropriate Program Chair will review appeals within 8-10 business days. An email will be sent to your Sofia.edu email address to inform you of the results of your appeal.

### **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, they must successfully complete and pass these courses in order to move to the next level.

### **Suspension**

The 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 school 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 Admissions Office to return with the required admission fee. Students may withdraw from the University at any time by giving notice to the Registrar's office. 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, 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 Admissions Office to return with the required admission fee.

### **Involuntary Withdrawal (IW)**

The University, for violation of University policy, inappropriate behavior, or for academic reasons initiates an involuntary withdrawal.

### **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. Students who fail to make timely payment will be withdrawn from school. Academic records 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 school.

### **Dismissal**

Under exceptional circumstances such as academic dishonesty, criminal action, or unethical behavior, the student may be immediately dismissed from the University. This will be recorded on the student record as an involuntary withdrawal from the 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 Registrar.

### **Doctoral Graduation Dissertation**

All required materials must be submitted to the Dissertation Office. The Dissertation Office will certify the completion of the dissertation requirements and will notify the Registrar's office.

### **Filing the Final Dissertation Paperwork**

Upon Submission of the committee-approved dissertation and related paperwork, the Dissertation Office will send the document through for final editing. When the editor has completed the last review, the Dissertation Office will provide the student with deadlines to revise and submit the final copy of the dissertation and any related outstanding paperwork. The Ph.D. cannot be awarded until all of the final paperwork has been completed. It is important to stay in close contact with the Dissertation Office to fully complete your dissertation process promptly.

### **Commencement Ceremony**

In June of each year, the University holds a commencement ceremony and celebration. All students who have completed a degree in the current academic 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.

### **Dissertation**

Doctoral students are expected to have completed all of their requirements in order to participate in the ceremony. Only students with completed dissertations may participate in the Commencement Ceremony. There is generally no exception to this policy.

### **Internship**

Clinical students with completed dissertations who are still under contract with an internship site may participate in the ceremony if their internship contract completes no later than August. 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 the student representatives from the SLB (Student Liaison Board), faculty, and administration during the academic year 2006-2007 and has as its foundation the APA Ethics Code and the University's Students Academic Honor Code.

The four basic transpersonal values that faculty want students to “grow in” during their University education are: mindfulness, discernment, compassion, and appreciation of differences along with the highest standards in academic work which include honesty (no 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 will cover all possible violations. The University reserves the right to determine in a given instance what action constitutes an infringement of academic honesty and integrity.

The University informs students of the expectations of academic honesty during orientation and in its publications. The University investigates claims of violations of academic honesty and integrity. 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 is to help 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 core 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 core 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, consult the APA ethical guidelines.

### **Professional Behavior in the classroom**

Professional Behavior in the classroom, practicum, and internship sites is a University requirement. Some examples of professional behavior in the classroom, practicum sites, and internship sites include:

- Treat others with respect, dignity, consideration, and welcome
- Be on time and be prepared
- Exhibit a realistic view of self – including strengths and weaknesses
- Perceive the view of others and the impact of your actions on others accurately
- Express 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 a partial one. 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 academic community.

Faculty members, students, and staff have the responsibility of upholding the principles of academic integrity and ethical behavior. Faculty and staff members should create an environment in which honesty and ethical behavior is encouraged, dishonesty and ethically inappropriate behavior is 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 not only to follow these principles but also to take an active role in encouraging other students to respect them. If students suspect a violation of academic integrity and ethically inappropriate behavior, they should make their suspicions known to a faculty member or the Director 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, or 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 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 (this list does not cover all possible violations) have to do with working with others (on campus or in 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 your own. In this sense, all academic work is collaboration, and therefore academic integrity focuses on those acts that demean or invalidate fruitful collaboration.

### **Academic Dishonesty and Ethically Inappropriate Behavior**

Using or attempting to use unauthorized materials in any academic exercise or someone else creates the work for you. Examples of cheating 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 you did not do or did not do correctly or making reference to sources you did not use in a research paper.

### **Facilitating Academic Dishonesty**

Facilitating academic dishonesty is helping someone else to commit an act of academic dishonesty. This includes giving someone a paper or homework to copy from or allowing someone to cheat from your 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 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, they might be electronic (such as computer files or the Internet) or they may be audio disks, musical scores, or film and video materials. Any material written by another that is incorporated into a paper 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. Such students have taken a shortcut. Instead of explaining the source of the ideas, they have simply stolen ideas from others. In such cases, carelessness is a form of dishonesty. Students are responsible for knowing the Students Honor Code and what constitutes plagiarism and may not use ignorance of the code as an excuse for dishonesty.

### **Multiple Submissions**

Submitting work, you have done in previous classes as if it were new and original work is considered a duplicate or multiple submission. Although instructors may occasionally be willing to let you use previous work as the basis of new work, they expect you to do the new work for each class. Check with your instructor before you attempt to resubmit an assignment that was previously submitted for another class.

### **Abuse of Academic Materials**

Abuse of academic materials happens when you 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 your work, academic records, or credentials. Examples of deception and misinterpretations include forging signatures, forging letters of recommendation, and falsifying credentials in an application. Of concern, given the current popularity of collaborative projects, is taking credit for group work to which you did not contribute significantly or meet your obligations. In a collaborative project, however, each member of the group is responsible for being familiar and involved with the entire project. Be sure to get clear instructions on your individual and collective responsibilities from each faculty member for each course.

### **Electronic Dishonesty**

Electronic dishonesty occurs when you 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.

### **Email Etiquette**

Email etiquette should be used for electronic communications as well as when working in the University's Virtual Campus (Canvas). Email is used to extend education beyond the classroom, providing a common 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 on the basis of the University's four transpersonal values: mindfulness, discernment, compassion, and appreciation of differences. Anonymous emails are prohibited.

### **Academic Violations Resolution Process**

Cases of student academic dishonesty/ethically inappropriate behavior reported by faculty members are settled through the University resolution process. The process is designed (1) to provide prompt resolution of cases, (2) to help the student understand both the charge and the penalty, and (3) to allow the student to discuss what happened and/or contest the charge or the proposed penalty. At all stages of the process, the focus should be on education, and open, the frank discussion should be encouraged. This settlement process gives faculty members and students a chance to discuss why academic integrity and ethical behavior is so important to the community.

In the process of investigating the charge, the instructor may discuss their suspicions with the student. In cases of cheating on exams, it may be appropriate to confront the student during the exam or immediately after; however, even in cases when the student admits to the violation verbally, a formal conference to review and sign the written settlement form should be arranged. In confronting students with charges of academic dishonesty or ethically inappropriate behavior, instructors may choose to have a colleague present to act as an observer. That colleague should be someone knowledgeable about the Sofia University's Student Honor Code.

### **Academic Dishonesty/Inappropriate Behavior Resolution Form**

When an instructor becomes aware of a possible case of academic dishonesty or ethically inappropriate behavior, the instructor should move quickly (within ten days) to investigate the violation and to contact 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. Reports must be made before the end of the quarter following the violation. The formal process of initiating a charge and resolution involves the following steps, with occasional minor variations depending on the nature and timing of the case:

- The instructor arranges to confer with the student to discuss the violation and the evidence supporting it. During or shortly after the instructor's conversation with the student, the instructor presents the student with a written statement of the charge and the proposed penalty
- The instructor's written statement must be attached to the Resolution Form. The student has the opportunity to respond to the charge. After listening to the student, the instructor may decide to revise the charge or penalty or drop the charge altogether. If, for any reason, the faculty member believes that the violation deserves a penalty more severe than failure in the course, the instructor may refer the case to the Standing Ethics Committee (SEC.)
- Submit the Resolution Form and all documentation to the Director of Student Services within the following ten business days. The student has ten business days to respond to the charge, either by assenting to the charge and penalty by signing the Resolution Form or by requesting a hearing before the SEC. At that hearing, the student may either dispute the charge or the severity of the penalty. While considering how to respond to a charge, students are encouraged to seek advice from someone knowledgeable in matters of academic integrity, such as faculty advisor, or another trusted advisor.
- If a student charged with a violation does not respond in the specific time, the matter is immediately turned over to the SEC for a hearing. Once the Resolution Form has been signed, it is forwarded to the Director of Student Services office to be kept for five years. If this proves to be a second violation of the Student Honor Code, the Director of Student Services will convene a disciplinary hearing of the SEC.

**Note:** Once a student has been charged with a violation of the Student 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.

### **Penalties for Academic Dishonesty/Ethically Inappropriate Behavior**

While the degree of penalty varies according to the judgment of the instructor, a first offense is usually penalized in three ways:

- The Resolution Form, which when signed, is filed in the Director of Student Services office (if the student is in a clinical program, it is also filed with the Clinical Mentor or Director of Clinical Training, whichever applies)
- The student is assigned a grade of 0 or No Pass (NP) on the relevant assignment and may be required to do additional assignments
- The student may be assigned a grade of F or NP in the course. If the grade is F or NP in a required course, the student will need to enroll in the course again in a different quarter to retake the entire class

If a more severe penalty is called for, the instructor may request a hearing of the Standing Ethics Committee (SEC). Academic dishonesty outside of a class (forged signatures and fabricated resumes, for example) or inappropriate behavior outside of class (ethically inappropriate behavior at a practicum or internship site, for example) may also lead to penalties. Students will be asked to sign the Resolution Form. Either the accused student or the faculty/staff/student making the charge may request a hearing before the SEC. A second violation of the Student Honor Code leads automatically to a disciplinary hearing before the SEC and may result in suspension or dismissal.

Signed Resolution Forms for first offense are filed in the Director of Student Services office for five years (for clinical students, forms will also be kept with the Clinical Mentor or Director of Clinical Training). The name of the student is kept confidential. The Resolution Form does not become part of the student's permanent record, except if the student is found responsible for a second violation of the Student Honor Code. In cases where a student is found to be responsible for a second violation of the Student Honor Code, a note about the violations will be placed in the student's permanent record (kept in the Registrar's office.)

### **The Standing Ethics Committee (SEC) Hearing**

The Standing Ethics Committee (SEC) consists of a pool of nine volunteers: 3 faculty, three students, and three staff members. The term for membership is two years. Only three committee members, one from each constituency, will hear a charge and review a case. From the pool of SEC volunteers, the Director of Student Services will choose three members, one from each constituency. The Director 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 located in the Director of Student Services office. 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 Director 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.

The SEC meeting will take place within 15 business days from the time the case is referred to the SEC. The membership of this committee is made known to parties involved prior to a hearing. Either party can request the Director of Student Services to replace a committee member hearing the case because of bias or conflict of interest (this request must be made in writing). The Director of Student Services shall decide if there are sufficient grounds to honor this request. If a committee member is unable to attend the hearing, or if a member is excluded because of potential bias or conflict of interest, an alternate will be asked to serve from the c

### **Nature of the Hearing**

There are two types of academic hearings: one to decide a disputed charge or penalty, the other to consider disciplinary matters following a second offense. 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 will go forward, and the committee will 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.

### **Documentation**

Once a date is set for hearing, all documentation (4 copies) relevant to the case hearing must be submitted to the Director of Student Services at least five business days prior to the hearing date to be distributed to the SEC members.

### **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 counter-evidence if the student wishes. 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 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 the 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 tape recording of the hearing) shall be kept. Tapes and written records will be destroyed after five years.

### **Standing Ethics Committee Penalties**

The SEC imposes penalties for dishonesty or ethically inappropriate behavior according to the nature of the violation. SEC penalties may include a letter of warning, grade of No Pass in the class, suspension, or 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 will be exonerated.

### **Second Offenses**

When a hearing is convened to consider and recommend disciplinary penalties related to a second offense, the Program Chair reviews the offenses, as put forth in the Academic Dishonesty/Ethically Inappropriate Behavior forms or in previous hearing reports and asks the student if there are any comments the student would like to make in regard to these offenses.

Since these cases have already been decided, either through resolution or previous hearing, there is no need to reconsider them. In most cases, it is unnecessary to call witnesses, unless the committee or the student feels the reports are unclear in some respect that a witness can clarify. The sole consideration of the SEC at a second offense hearing is whether further disciplinary sanctions (usually suspension or dismissal) should be applied.

### **Timing of Hearing**

The SEC hearing will be appropriately 1.5-2 hours depending on the nature of the case and the witnesses provided. The SEC will continue to meet for 1-2 hours after the hearing to discuss the case and decide on the penalty. The Director of Student Services will notify all parties involved in the writing of the SEC decision on the case within five business days of the hearing.

### **Appeals Process**

Either the instructor or the student may appeal the decision of the SEC. Appeals must be made in writing to the Dean of Faculty within ten business days of receiving the written notification of the decision. Appeals will be 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 suspicion or dismissal.)

The Dean of Faculty will decide whether or not there is a basis for the appeal and may revise the decision or the penalty. The decision of the Dean of Faculty is final.

If you believe the Appeals Process was not conducted correctly, you may use the Grievance Process to have the appeal process reviewed by upper management. The Grievance must deal with the process, not the case or the outcome.

## GENERAL UNIVERSITY POLICIES

### **Remediation Policy**

The purpose of our remediation policy is to identify and address a student's problematic behaviors, incompetence, and/or ethical violations that occur during the course of their graduate education. Identifying issues for remediation early on can assist in the development of students and prevent more serious problems in the future. Also, remediation plans are designed to help students avoid Academic Probation.

When a problem has been identified, the student's academic advisor will develop 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 appeal procedures 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, verbal or physical, is not acceptable. Every student in every class has an equal right to participate whether they are in the cohort or not. Increasingly, classes will be shared with students from other cohorts or contexts. As time goes by, the cohort identity will include the entire University including faculty and staff, and eventually, hopefully, a more global perspective. The cohort facilitates cooperation and not 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 on effectiveness and needed improvements. There is a shared responsibility to create the best possible atmosphere for all participants, even if challenged.

### **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 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].)
- To unlawfully possess or possess for sale, controlled substances specified in the California Health & Safety Code (sec. 11350,11351.)
- To transport, sell, or distribute marijuana to a minor or to use a minor to transport, sell, or distribute marijuana (California Health & Safety Code, sec.647.)
- To provide an alcoholic beverage to a person under 21 or to any obviously intoxicated person (California Business & Professions Code sec.25658,25602.)
- To 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.)
- To 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.)
- To 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 policy in compliance with the law, applicable to all employees and students.

### **Drug-free Policy**

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 an 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 Institution to determine its effectiveness and needed changes to the program will be implemented.

Students, who unlawfully distribute, possess or use controlled substances or alcohol in the workplace, on the 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. 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 the Community Center for Health and Wellness (CCHW), which can provide referrals to the appropriate resources (community or private agencies) that provide complete, confidential substance abuse counseling.

Seeking confidential help from or being referred to the services will not, by itself, result in disciplinary action. Individual privacy will be respected in the counseling process. Students (including Sofia employees who are also students) are encouraged to contact the TLC or CCHW with any questions concerning local resources. The Centers will provide immediate crisis intervention for substance abuse, as well as information as to what public and private resources are available in the area for long-term care.

### **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 <http://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, dial 911 on the nearest phone. To report a situation of non-emergency nature, use the general Palo Alto police department number:

**(650) 329-2406 from 8:00 am to 6:00 pm, Monday through Friday  
or (650) 329-2413 after hours.**

Also, any suspicious activity or criminal incident should be reported to the Facilities office. The Facilities Manager will ensure that the proper authorities are notified and that the Management Committee is made aware of the incident. Access to the 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 Palo Alto area, at their class meeting or by email. Reporting and prevention procedures will be reviewed with students annually either at orientation through 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, and the Executive Management Committee will convene ad hoc committee consisting of student, staff, and faculty representatives and coordinated by the Facilities Manager. This committee will be required to meet within five working days of the incident and make a report to the community within ten working days of the incident.

### **Legal Compliance**

It is the policy of the University 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.

A final decision will be made by the President or, written petition with justification to the President prior the action. In the case of an unresolved conflict between the President and the petitioner, the Board of Trustees will make the 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. A diverse community also commits us to promote mindful consideration of organizational structures, policies, and values, which promote participation. Diversity in this context refers to people of any race, color, religion, national origin, ethnic origin, gender, age, physical impairment, 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 in transpersonal psychology that represent a wide range diverse cultural perspective. This includes, but is not limited to, class presentations, required readings, reading lists, outside speakers, and other teaching materials.

Faculty will also strive to teach in a matter that renders class presentations and materials relevant to its diverse student constituency. Individual classes may be devoted to one particular school or view, but will be contextualized and critiqued from a variety of 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:

- 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 Registrar that identifies the record(s) they wish to inspect. The Registrar will notify the student of the time and place where the records may be inspected.
- The right to request the amendment of the student's education records that the student believes is inaccurate or misleading. A student may ask Sofia University to amend a record that 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 to be amended and why the student believes the record to be inaccurate or misleading. Sofia University will notify the student of its decision in writing. Students will be advised of their right to a hearing in the event that Sofia 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 he or she needs to review an education record in order to fulfill his or her professional responsibility. A school official is a person employed by Sofia University in an administrative, supervisory, academic or 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: 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.

Employees who voluntarily resign their employment with the University are able to exercise rights under this policy during the two weeks immediately following their resignation. Employees terminated for cause are not eligible to exercise rights under this policy. The policy below describes two modes of resolution of disputes that may occur among members of the Sofia community: Informal and Formal.

### **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, stating the nature of grievance, the steps that have been taken, and the resolution expected.

A Grievance Hearing Panel will be 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 HR Director will automatically be informed when a formal grievance has been filed. This Policy is applicable to all grievances filed from the date of approval of this Policy forward.

### **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 a grievance process is to resolve a dispute over significant issues vs. minor disagreements. A member of the Sofia Community who files a grievance has the burden of demonstrating, by a preponderance of the evidence, that he or she has 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 grievances 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  
Tel. (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 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, this form must be completed and received within six weeks of the end of the course. The Program Chair will review the appeal, decide, and reply directly to the student in writing within two weeks.

The disputed grade may be maintained, raised, or lowered because of an independent review. If, after the Program Chair's review, a student is still unsatisfied, he or she may contact Sofia University's Provost/VPAA for a final appeal. The Provost/VPAA will review the appeal and reply directly to the student in writing within two weeks.

### **Institutional Research**

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

- Measure customer satisfaction and educational effectiveness.
- Gather and archive all governmental and regulatory required data elements (WASC, APA, IPEDS.)
- Inform all aspects of operational policy making, program development, and strategic planning.

One of the main functions of IR is to actively solicit the feedback of its customers, carefully analyze the data derived from these surveys, summarize these findings into an annual report, and integrate these findings into operational and strategic planning. The IR function also supports the University's academic programs by helping to create reliable instruments for student assessment, development, and maintenance of IR information systems, and preparation of reports in response to the needs and requirements of the school.

### **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, handicap, 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 grades in exchange for sexual favors.
- Making or threatening reprisals after a negative response to sexual advances.
- Verbal sexual advances or propositions.
- Physical conduct: unwarranted touching, assault, impeding or blocking 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 Director of Student Services.
- Staff report incidents to their supervisor or management.
- Core faculty, adjunct faculty, and faculty mentors report incidents to the Dean of Faculty.
- In a case where the complaint may involve the supervisor or advisor, the Director of Human Resources should be contacted.

### **Incident Handling Procedure**

First, 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, 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, Dean of faculty and the Director of Student Services for Residential and Global students.

A sincere attempt will be made to investigate all complaints thoroughly and to assure preservation of the reputation and the integrity of involved individuals. If the complainant does not wish to talk with the alleged harasser, 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 actions are unsuccessful, a written statement may be taken, with the complainant's permission, to the Sexual Harassment Counselor with the intent of bringing the situation to the attention of the appropriate administrators. If informal methods are unsuccessful, formal procedures exist which allow both parties an opportunity to pursue a resolution.

Investigation of a complaint will be conducted by the Sexual Harassment Counselor in conjunction with the supervisor, chair of the program, faculty advisor, or Dean of Faculty as appropriate and necessary.

An individual will have up to 180 days after the alleged occurrence to file a complaint. An investigation will be 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 CEO of the University, leads the University and is responsible to the Board of Trustees.

### Provost/Vice President of Academic Affairs

Responsibility for all academic affairs rests with the Provost/VPAA, who exercises this responsibility in collaboration with the President and the faculty and staff. The Provost/VPAA 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 may propose and 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 and hybrid programs in the daily operations of Sofia University. For more information about the many services we provide to our students, please contact us at [Student.Senate@Sofia.edu](mailto:Student.Senate@Sofia.edu).

## ACADEMIC INFORMATION FOR UNDERGRADUATE DEGREES

### ❖ Bachelor of Arts in Psychology Completion Program (Online)

The Bachelor of Arts in Psychology Completion is a one-of-a-kind program – the only entirely online program in which you can complete a bachelor’s in psychology that’s specifically designed for students interested in careers in psychotherapy, counseling, and other professions involving the practical application of psychological knowledge.

#### Program Learning Outcomes

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

- Demonstrate an understanding of the broad and general field of psychology.
- Demonstrate an understanding of the general principles/aspects of transpersonal psychology.
- Begin to conduct basic psychological research.
- Engage with their local community in a service project related to their study of psychology.
- Demonstrate skills in complex multi-modal communication including written, oral, technological, somatic, and creative ways of communicating.
- Develop foundational skills in interdisciplinary research design and methods.
- Identify and articulate personal core values and the relationship of those values to their learning process.
- Complete a service project that integrates their learning and contributes to their local community.

#### Degree Requirements

To receive a Bachelor in Arts in Psychology, students must complete 180 quarter units in the program. Students may transfer up to 90 quarter units from an accredited, American university. Students need to complete the following course requirements:

- Minimum of 18 courses in Psychology = 54 Units
- 1 Capstone Project course = 3 Units

#### Course Descriptions

##### **BAC320 Critical Thinking: How to Read Like a Writer (3.0 Units)**

This course offers students the opportunity to engage multiple themes through the lens of distinct literary and scholarly genres. Through reading, discussion, and textual analysis, students will learn relative strengths and weaknesses of different types of writing to convey information effectively, and why that is so.

##### **BAC321 Research Methods (3.0 Units)**

This course is an introduction to approaches, methods, and technologies of basic psychological research. The E-Portfolio and its requirements will be introduced, and students will complete one element of the Portfolio (the Biographical Statement) at the Intensive.

**BAC330 Social Bases of Behavior (3.0 Units)**

This course is an introduction to the field of social psychology, its key concepts, and its applications. Major topics to be covered include: How social, cultural, relational, and situational factors shape and influence individual psyches, perspectives, and behavior. The sociocultural constructed and mediated nature of our perceptions of reality. Important concepts and theories in social psychology, including social constructionism, schemata theory, social influence, attribution theory, social identity theory, cognitive dissonance, cognitive bias, and “the power of the situation.” Social Psychology research, past and present, including groundbreaking and controversial studies like Asch conformity experiments and the Stanford prison experiment practical applications of sociopsychological knowledge and concepts in such fields as business, journalism, leadership, and politics. The past and present use of social psychology, by corporate and political powers, in the manipulation of public perception and behavior. Using social constructionism and other sociopsychological concepts and theories as tools for critical reflection on societies, cultures, biases, assumptions, and beliefs – especially our own.

**BAC351 Methods of Inquiry (3.0 Units)**

This course is an introduction to approaches, methods, and technologies of basic research. The E-Portfolio and its requirements will be introduced, and students will complete one element of the Portfolio (the Biographical Statement) at the Intensive.

**BAC325 & Statistical Reasoning (3.0 Units)**

This is an introductory course to the basic concepts of statistics and the logic of statistical reasoning for psychologists.

**BAC329 Digital Literacy (3.0 Units)**

This course prepares students to be fully literate/functional in the world of digital resources. Students will learn to find, assess, apply, and effectively strategize uses of digital resources. They will learn to manage information overload, file management, citation management, and personal information infrastructure along with analytic and communication skills pertaining to digital resources.

**BAC360 Introduction to Psychology and History (3.0 Units)**

This course provides an overview of the fundamental theories and concepts upon which the field of psychology, including transpersonal psychology, is built. The history and systems of psychology, lifespan development and developmental psychology, and personality theory and abnormal psychology are all topics addressed in this course.

**BAC361 Personality Theory (3.0 Units)**

This course surveys Eastern, indigenous, ecological, and Western perspectives on being human and emphasizes the integration of personality theories and transpersonal practices as preparation for identifying one’s own beliefs about human development.

**BAC373 Social & Cultural Perspectives (3.0 Units)**

Students will engage a broad survey of the current and historical literature of ecological literacy and movements. Students will develop a project based on the concepts of sustainability and systems theory.

**BAC327 Experimental Psychology Lab (3.0 Units)**

The lab work focuses on the spiritual and transpersonal development of the individual, and the individual in the community. It presents opportunities for self-reflection, psychological and spiritual. The lab format will present exercises, film, small groups, dyads, discussions, and practices for inner and collective exploration.

**BAC362 Abnormal Psychology (3.0 Units)**

This course is 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.

**BAC363 Professional Ethics (3.0 Units)**

This course is an orientation to professional ethics in psychology and counseling. Students will have the opportunity to review ethical codes from the counseling profession along with exploring the relationship between the practitioner’s sense of self and human value, ethical and spiritual mandates, and relationship with and responsibilities to other providers. Advocacy processes needed to address institutional and social barriers that impede access, equality, and success for clients will be examined.

**BAC374 Social and Cultural Perspectives (3.0 Units)**

This course is an orientation to professional ethics in psychology and counseling. Students will have the opportunity to review ethical codes from the counseling profession along with exploring the relationship between the practitioner’s sense of self and human value, ethical and spiritual mandates, relationship with and responsibilities to other providers. Advocacy processes needed to address institutional and social barriers that impede access, equality, and success for clients will be examined.

**Notice Concerning Transferability of Credits and Credentials Earned at Our Institution** The transferability of credits you earn at Sofia University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree you earn in the Bachelor of Psychology program is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Sofia University to determine if your credits or degree will transfer.

## ACADEMIC INFORMATION FOR GRADUATE DEGREES

### ❖ **Master of Arts in Counseling Psychology (On-Campus & Hybrid)**

The Master of Arts in Counseling Psychology (MACP) degree program at Sofia University 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 and expressive arts, in both clinician self-care and treatment interventions, are integrated throughout the curriculum.

Careers in LMFT and LPCC often include supervisory positions in counseling agencies as well as provision of care 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 training in other fields including business, coaching, or spiritual guidance.

Students who graduate from the MACP program, complete the academic preparation required by the California Board of Behavioral Sciences for the Marriage and Family Therapy or Professional Clinical Counselor licenses. In addition, they complete a minimum of one year of supervised practice providing therapy to clients and are prepared to register as either Marriage and Family Therapy or Professional Clinical Counselor interns in the state of California. The program also supports students in completing the requirements that students identify to register for post-degree clinical training in other jurisdictions.

The MACP degree is offered in two formats: a residential format, which students who begin in the summer or fall quarter can generally complete in two years, and a hybrid format, which is a face-to-face/online with completion in three or more years. In the hybrid format, some courses are offered in residence during two mandatory intensives per academic year, while others are offered online or in a mixed residential and online format. Online courses are taught in the university's Learning Management System. The LMS is also used to support residential courses.

### **Program Learning Outcomes**

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

- Acquire a broad and general understanding of psychological theories and content Acquire mastery of Transpersonal Psychology and Systems Theory
- Develop the ability to apply counseling psychology to important human problems
- Acquire adequate skills for communicating and collaborating as a Transpersonal Marriage and Family Therapist or Transpersonal Professional Clinical Counselor
- Experience whole-person development, including growth in mind, body, spirit, creativity, and community
- Demonstrate an understanding of professional values for Transpersonal Marriage and Family Therapists Acquire and demonstrate adequate skills to/fulfills the requirement to become an MFT intern or PCC Intern in the state of California

### **Program Goals**

The three general goals of the MACP program correspond to Sofia University's Institutional Goals, Transformation (person-centered), Integration (learning-centered), and Application (praxis-centered). For the MACP, these goals are:

- To increase student self-awareness and the opportunities for transformative experiences as an integral part of the educational process. (Transformation)
- To provide knowledge and understanding of transpersonal psychology in the context of the broader field of psychology. (Integration)
- To provide training in counseling and family systems therapy for those who wish to meet the California state educational requirements for the LMFT or LPCC license. (Application)

### **Degree Requirements**

To receive a Master in Arts in Counseling Psychology degree, students must successfully complete a minimum of 90 units, including all core clinical courses, at least 14 units of courses from the Transpersonal Arc, the Clinical Practicum sequence, and either the LMFT track or the LPCC track courses. The following are specific degree requirements:

- Complete all requirements for admission to Practicum Evaluation, including Complete all practicum prerequisite courses.
- Complete 20 hours psychotherapy prior to entering Clinical Practicum Obtain an approved placement at a community practicum site.
- Complete Clinical Practicum Training—minimum 225 supervised clinical hours (for LMFT) and minimum of 280 supervised direct counseling hours (for LPCC); minimum 4 quarters of practicum coursework (16.5 Units.)
- Successfully complete the Clinical Practicum sequence, including all pre-degree supervised clinical practice as required by the California Board of Behavioral Sciences for the student's licensing track.

Advisers will meet with students quarterly and annually for ongoing mentoring, advising, and review of readiness to begin clinical practicum. The MACP program offers training in all of these required areas of study under the California Business and Professions Code. Two elective sequences the MFT and/or PCC tracks provide students with the courses that meet the educational requirements in most other states and countries. Annually, advisors will meet with each student for a formal written review of student progress. When necessary, students will meet with appropriate faculty members, advisors, Chair of the MACP Program, and/or his/her designee for further discussion and recommendation.

### **Clinical Practicum Capstone Project**

Students in the MACP degree program 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 and 40 hours of personal psychotherapy, and have no outstanding Incomplete grades. The MACP faculty member in charge of monitoring practicum must approve the Clinical Practicum site. Students must register for the Practicum Evaluation class and Clinical Practicum course sequence and submit appropriate forms and practicum contracts.

### **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. The supervisor must be approved. This includes those with training in any psychotherapeutic or related modality, such as hypnotherapy, shamanic counseling, or movement therapy. In the cases of coaching, consulting, bodywork, and similar activities, some practitioners work in a psychotherapeutic mode while others do not. If a student includes elements of psychotherapy in work with clients, the student must be in university-approved supervision. Failure to comply with this policy is a serious violation of the University's ethical code and may result in suspension or dismissal.

### **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 by the licensing bodies. Students intending to practice outside of California should consult the licensing body of their jurisdiction before the 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 the LMFT or LPCC license. The California Board of Behavioral Sciences (BBS) requires coursework in a variety of clinical areas in preparation courses focused for either the LMFT or the LPCC degree requirements. Depending on which sequence 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 may elect to complete either 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 BBS. 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](mailto:BBSWebmaster@dca.ca.gov)  
Website: [http:// www.bbs.ca.gov](http://www.bbs.ca.gov)**

### **Leave of Absence**

Once MACP students have begun the program, they are required to make continuous progress in coursework and clinical practicum studies. If students anticipate a gap in completion of their work, they may apply for a Leave of Absence from the program until it becomes possible to continue. A student who leaves the program without applying for Leave of Absence must apply for readmission before returning. For further details, see the Enrollment and Graduation section of the catalog.

### Course Numbering Codes

- MCP Residential format
- MLR Mixed residential/online or all-online format
- The first digit of each four-digit course number indicates a concentration in one of the six areas of inquiry into aspects of human experience: 1—creative, 2—emotional, 3— spiritual, 4— physical, 5— social, and 6—intellectual.

### The Transpersonal Arc

The Transpersonal Arc provides foundational skills in transpersonal theory and introduces somatic practice, mindfulness, and creative expression as core to whole-person learning. The labs provide further opportunities to explore transpersonal skills for both personal growth and clinical interventions. A minimum of 14 units from the Transpersonal Arc are required for the MACP degree:

MCP/MLR1001 Creative Expression (2.0 Units)  
 MCP/MLR3001 Meditation and Mindfulness (2.0 Units)  
 MCP/MLR4001 and MCP/MLR-4002 Aikido (2.0 Units)  
 MCP/MLR6001 Transpersonal Theory and Literature (2.0 Units)  
 MCP/MLR1065 Transpersonal Skills Lab 1: Creative Focus (1.0 Unit)  
 MCP/MLR3065 Transpersonal Skills Lab 1: Spiritual Focus (1.0 Unit)  
 MCP/MLR4065 Transpersonal Skills Lab 1: Somatic Focus (1.0 Unit)  
 MCP/MLR1066 Transpersonal Skills Lab 2: Creative Focus (1.0 Unit)  
 MCP/MLR3066 Transpersonal Skills Lab 2: Spiritual Focus (1.0 Unit)  
 MCP/MLR4066 Transpersonal Skills Lab 2: Somatic Focus (1.0 Unit)  
 MCP/MLR1067 Transpersonal Skills Lab 3: Creative Focus (1.0 Unit)  
 MCP/MLR3067 Transpersonal Skills Lab 3: Spiritual Focus (1.0 Unit)  
 MCP/MLR4067 Transpersonal Skills Lab 3: Somatic Focus (1.0 Unit)

### Introductory Clinical Courses

MCP/MLR2006 Human Development and Personality Theories (4.5 Units)  
 MCP/MLR2001 Group Dynamics (4.5 Units)  
 MCP/MLR2007 Counseling Principles and Practices (4.5 Units)  
 MCP/MLR2011 Systems Theory and Application (4.5 Units)  
 MCP/MLR2028 Multicultural Competence and Counseling (4.5 Units)

### Intermediate Clinical Courses

MCP/MLR2069 Pre-practicum Clinical Training Preparation (MFT/PCC Focus) (1.5 Units) MCP/  
 MLR2053 Law and Ethics A (MFT/PCC Focus) (4.5 Units)  
 MCP/MLR2078 Assessment, Diagnosis, and Testing (MFT/PCC Focus) (4.5 Units)  
 MCP/MLR5025 Career Development A (1.5 Units)  
 MCP/MLR6035 Research Methods A (1.5 Units)

### **Advanced Clinical Courses**

MCP/MLR2013 Child and Adolescent Focused Therapy and Intervention (2.0 Units)  
 MCP/MLR2077 Psychopharmacology, Brain Structure and Development, and Severe Mental Illness (4.5 Units)  
 MCP/MLR2010 Human Sexuality, Gender Identity, and Treatment of Psychosexual Dysfunction (2.0 Units) MCP/MLR2023 Addiction: Social Implications and Recovery (4.5 Units)  
 MCP/MLR2030 Trauma and Crisis (4.5 Units) LMFT Track  
 MCP/MLR2012 Advanced Couples Counseling (MFT Focus) (3.0 Units)  
 MCP/MLR2040 Advanced Theory and Skills (MFT Focus) LPCC Track (3.0 Units)  
 MCP/MLR5026 Advanced Career Development (LPCC Focus) (3.0 Units)  
 MCP/MLR6036 Advanced Research Methods (LPCC Focus) (3.0 Units)  
 MCP/MLR6037 Assessment, Appraisal, and Testing of Individuals (LPCC Focus) (4.5 Units)

### **Capstone Clinical Practicum Sequence**

MLR2080 Practicum Evaluation (MFT/PCC Focus) (0.0 Units)  
 MCP/MLR2070 Practicum 1 (3.0 Units)  
 MCP/MLR2071 Practicum 2A: Evidenced-Based Diagnosis, Testing, and Case Formulation (1.5 Units)  
 MCP/MLR2072 Practicum 2B: Evidenced-Based Applications (3.0 Units)  
 MCP/MLR2073 Practicum 3A: Transpersonal-Based Diagnosis, Testing, and Case Formulation (1.5 Units)  
 MCP/MLR2074 Practicum 3B: Transpersonal-Based Applications (3.0 Units)  
 MCP/MLR2075 Practicum 4A: Systems-Based Diagnosis, Testing, and Case Formulation (1.5 Units)  
 MCP/MLR2076 Practicum 4B: Systems-Based Applications (3.0 Units)  
 (Optional)  
 MCP/MLR2089 Advanced Practicum (1.0 Units)

### **Creative Expression Certificate (CEC): Start Date 2015**

The courses/units required for completion:

- Creative Expression Certificate Orientation Course, 0 units
- MCP/MTP 8300 Creative Expression and Transformation, 3 units
- MCP/MLR-1001 Creative Expression, 1 unit
- MCP/MLR-1065 Transpersonal Skills Lab-CE Focus, 1 unit
- MCP/MLR-1066 Transpersonal Skills Lab-CE Focus, 1 unit
- MCP/MLR-1067 Transpersonal Skills Lab-CE Focus, 1 unit
- MCP/MLR-2007 Counseling Principles and Practices, 4.5 units
- MCP/MLR-2013 Child/Adolescent Focused Therapy Interventions, 2 units
- MCP/MLR-2011 Systems Theory and Application, 4.5 units
- MTP 9042 Showcase Portfolio, 1 unit

### **Total minimum units for CEC = 19 units**

Internal students have the option of completing the CEC into the existing MACP coursework with the exception of 4 units. Graduates of the program have the option of returning to completing the 4 additional MTP units to earn the certificate.

The relationship of the certificate to the overall MACP degree program is closely interwoven. The Creative Expression Certificate (CEC) program works cooperatively within the MACP program, as most of the courses for the CEC are embedded within the curriculum of the MACP program. The CEC program is designed for those students who wish to use creative expression in conjunction with their work as a licensed therapist and is integrated into the MACP learning protocols as a tool to support such endeavors.

## Transpersonal Arc Core Course Descriptions

### **MCP/MLR1001 Creative Expression (2.0 Units)**

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.

### **MCP/MLR3001 Meditation and Mindfulness (2.0 Units)**

This course will provide students with instruction and guidance in a variety of meditation and mindfulness practices. Through modalities such as dance, somatic movement, musical sounding, and breath work, students will learn stress reduction techniques, including those of personal presence and natural awareness. This course provides a foundation for the student who wishes to adopt meditation as a practice as well as for the future study of mindfulness in psychotherapy and other fields.

### **MCP/MLR4001 Mind-Body Integration: Aikido A (1.0 Unit)**

### **MCP/MLR4002 Mind-Body Integration: Aikido B (1.0 Unit)**

These courses introduce the principles of Aikido and their application to human relationships. They provide 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. They provide practical training in maintaining center and awareness under pressure, and in learning to blend and harmonize with others. The development of a personal sense of presence. Emphasis on relationship between Aikido, daily life, relationships, and therapy. Basic back and forward rolls will be learned and practiced (accommodations can be provided.)

### **MCP/MLR6001 Transpersonal Theory and Literature (2.0 Units)**

This course is 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 in 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.

## Transpersonal Skills Labs

MCP/MLR1065	Transpersonal Skills Lab 1 (Creative Focus)	(1.0 Unit)
MCP/MLR3065	Transpersonal Skills Lab 1 (Spiritual Focus)	(1.0 Unit)
MCP/MLR4065	Transpersonal Skills Lab 1 (Somatic Focus)	(1.0 Unit)
MCP/MLR1066	Transpersonal Skills Lab 2 (Creative Focus)	(1.0 Unit)
MCP/MLR3066	Transpersonal Skills Lab 2 (Spiritual Focus)	(1.0 Unit)
MCP/MLR4066	Transpersonal Skills Lab 2 (Somatic Focus)	(1.0 Unit)
MCP/MLR1067	Transpersonal Skills Lab 3 (Creative Focus)	(1.0 Unit)
MCP/MLR3067	Transpersonal Skills Lab 3 (Spiritual Focus)	(1.0 Unit)
MCP/MLR4067	Transpersonal Skills Lab 3 (Somatic Focus)	(1.0 Unit)

These lab courses provide hands-on experiences from a variety of transpersonal perspectives. Students will have an opportunity to experience practices and concepts from multiple traditions. The same course number with a different focus may be repeated for credit. The two main goals for labs are:

- Restorative self-exploration in the service of whole-person learning
- Experiential engagement with transpersonal practices that can also be applied in clinical settings

The focus of these lab courses will vary. Some examples of topics for transpersonal skills labs include: improvisational skills for therapists; transformative yoga; Qigong; Psychosynthesis; Jungian dream analysis; cinematherapy; poetry therapy; bibliotherapy; body-oriented psychotherapy; journal therapy; spiritual emergence/emergency; creative expression with children and youth; family art therapy; process painting; Humanistic sand play; Jungian sand play; emotional literacy; exploration of the Enneagram; and so on.

## **Introductory Clinical Course Descriptions**

### **MCP/MLR2001 Group Dynamic (3.0 Units)**

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.

### **MCP/MLR2006 Human Development and Personality Theories (4.5 Units)**

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. Prerequisites: MCP/MLR-1001 Creative Expression or equivalent.

### **MCP/MLR2007 Counseling Principles and Practices (4.5 Units)**

Foundational interpersonal skills of counseling and psychotherapy based on Carkhuff's integrative Human Relations Development 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 the class time will be 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: MCP/MLR-2001 Group Dynamics Lab; MCP/MLR-4001 or MCP/MLR-4002 Aikido; MCP/MLR-1001 Creative Expression.

### **MCP/MLR2011 Systems Theory and Application (4.5 Units)**

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: MCP/MLR-2001 Group Dynamics Lab or equivalent; MCP/MLR-4001 Aikido or MCP/MLR-4002 Aikido; MCP/MLR-1001 Creative Expression or equivalent.

**MCP/MLR2028 Multi-Cultural Competence and Counseling (4.5 Units)**

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: MCP/MLR- 2001 Group Dynamics Lab or equivalent; MCP/MLR-4001 Aikido or MCP/MLR-4002 Aikido or equivalent; MCP/MLR-1001 Creative Expression or equivalent.

**MCP/MLR2053 Law and Ethics (MFT/PCC Focus) (4.5 Units)**

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.

**MCP/MLR2069 Pre-Practicum: Clinical Training Preparation (MFT/PCC Focus) (1.5 Units)**

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 department 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.

## Intermediate and Advanced Clinical Courses

### **MCP/MLR2010 Human Sexuality, Gender Identity, and Treatment of Psychosexual Dysfunction (2.0 Units)**

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: MCP/MLR-2006 Human Development and Personality Theories or equivalent; MCP/MLR-2011 Systems Theory and Application A or equivalent; MCP/MLR-2007 Counseling Principles and Practices or equivalent

### **MCP/MLR2012 Advanced Couples Counseling (LMFT Focus) (3.0 Units)**

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: MCP/MLR-2006 Human Development and Personality Theories or equivalent; MCP/MLR-2011 Systems Theory and Application or equivalent; MCP/MLR- 2007 Counseling Principles and Practices or equivalent; MCP/MLR-2028 Multi-Cultural Competence and Counseling or equivalent.

### **MCP/MLR2013 Child and Adolescent Focused Therapy and Intervention (2.0 Units)**

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: MCP/MLR-2006 Human Development and Personality Theories or equivalent; MCP/MLR-2011 Systems Theory and Application or equivalent; MCP/MLR- 2007 Counseling Principles and Practices or equivalent.

### **MCP/MLR2023 Addiction: Social Implications and Recovery (4.5 Units)**

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: MCP/MLR-2006 Human Development and Personality Theories or equivalent; MCP/MLR-2011 Systems Theory and Application or equivalent; MCP/MLR- 2007 Counseling Principles and Practices or equivalent. Corequisite: MCP/MLR-2078 Assessment, Diagnosis, and Testing (MFT/PCC Focus) or equivalent.

### **MCP/MLR2030 Trauma and Crisis (4.5 Units)**

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; MCP/MLR-2006 Human Development and Personality Theories or equivalent; MCP/MLR-2011 Systems Theory and Application or equivalent; MCP/MLR- 2007 Counseling Principles and Practices or equivalent; MCP/MLR- 1001 Creative Expression or equivalent. Co-requisite: At least 0.5 unit of MCP/MLR-2001 Group Dynamics A (Lab) or equivalent.

### **MCP/MLR2040 Advanced Theory and Skills (LMFT Focus) (3.0 Units)**

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 and 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. MCP/MLR-2006 Human Development and Personality Theories or equivalent; MCP/MLR-2011 Systems Theory and Application or equivalent; MCP/MLR- 2007 Counseling Principles and Practices or equivalent; MCP/MLR- 1001 Creative Expression or equivalent.

### **MCP/MLR207 Psychopharmacology, Brain Structure and Development, and Severe Mental Illness (4.5 Units)**

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: Completion of MCP/MLR-2006 Human Development and Personality Theories or equivalent. MCP/MLR-2078 Assessment, Diagnosis, and Testing.

### **MCP/MLR2078 Assessment, Diagnosis, and Testing (MFT/PCC Focus) (4.5 Units)**

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: MCP/MLR-2007 Counseling Principles and Practices or equivalent.

**MCP/MLR5025 Career Development A (1.5 Units)**

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: MCP/MLR-2006 Human Development and Personality Theories or a course in human development in the student's program; either MCP/MLR-2007 Counseling Principles and Practices or MTP 8800 Intro to Transformative Coaching Process, or equivalent.

**MCP/MLR5026 Advanced Career Development (LPCC Focus) (3.0 Units)**

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: MCP/MLR-5025 Career Development A.

**MCP/MLR6035 Research Methods A (1.5 Units)**

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: MCP/MLR-6001 Transpersonal Theory and Literature or equivalent.

**MCP/MLR6036 Advanced Research Methods (LPCC Focus) (3.0 Units)**

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. Prerequisite: MCP/MLR- 6035 Research Methods A or equivalent.

**MCP/MLR6037 Assessment, Appraisal, and Testing of Individuals (4.5 Units)** 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.

## Capstone Project: The Clinical Practicum Sequence

### **MLR2080 Practicum Evaluation (MFT/PCC Focus) (0.0 Units)**

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. Prerequisites: Approval of MACP Chair or designate (see "Faculty Review.")

No Incomplete Grades in any required MACP course.

Approved contract between Sofia University and a community practicum site.

Completion of a minimum of 20 hours of personal therapy.

Completion of all of the following with a grade of Pass (B) or better:

MCP -1001 Creative Expression

MCP/MLR-3001 Meditation and Mindfulness MCP-4001 or MCP-4002 Aikido

MCP/MLR-6001 Transpersonal Theory and Literature

A minimum of 3 units of Transpersonal Skills Labs

At least 1 unit of MCP/MLR-2001 Group Dynamics A: Lab

MCP/MLR-2002 Group Dynamics B: Theory

MCP/MLR-2006 Human Development and Personality Theories

MCP/MLR-2007 Counseling Principles and Practices

MCP/MLR-2011 Systems Theory and Application A

MCP/MLR-2028 Multi-Cultural Competence and Counseling MCP/MLR-2053 Law & Ethics A (MFT/PCC Focus)

MCP/MLR-2054 Law & Ethics B: Mandated Reporting

MCP/MLR-2069 Pre-Practicum: Clinical Training Preparation (MFT/PCC Focus)

### **MCP/MLR-2070 Practicum 1 (3.0 Units)**

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. Prerequisite: Admission to MLR-2080.

### **Fall/Winter/Spring Practicum Sequence**

Following Practicum 1, the fall/winter/spring practicum sequence consists of three A/B pairs focused on Evidence-Based practice, Transpersonally Based practice, and Systems-Based Practice. These three topics may be taught in any order during the three quarters of the year. The course numbers indicate the order in which the practicum was taught in the academic year:

Fall: MCP/MLR-2071 Practicum 2A and MCP/MLR-2072 Practicum 2B

Winter: MCP/MLR-2073 Practicum 3A and MCP/MLR-2074 Practicum 3B

Spring: MCP/MLR-2075 Practicum 4A and MCP/MLR-0276 Practicum 4B

In each pair, the A course focuses on diagnosis, testing, and case formulation using the theory focus of that quarter. The B course focuses on application, including case consultation and presentation. The course title indicates the topic taught in that quarter of the sequence.

**Practicum (2/3/4) A: Evidenced-Based Diagnosis, Testing, and Case Formulation (1.5 Units)**

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 MLR-2080; MCP/MLR-2071 Practicum 1. Practicum (2/3/4) B: Evidenced-Based Applications (3.0 Units.)

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. Prerequisite: Admission to MLR-2080, MCP/MLR-2072 Practicum 2A.

**Practicum (2/3/4) A: Transpersonal-Based Diagnosis, Testing, and Case Formulation (1.5 Units)**

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 MLR-2080, Practicum (2/3/4) B: Transpersonal-Based Applications (3.0 Units)

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. Prerequisite: Admission to MLR-2080. Prerequisite: MCP/MLR-2073 Practicum 3A.

**Practicum (2/3/4) A: Systems-Based Diagnosis, Testing, and Case Formulation (1.5 Units)**

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 MLR-2080, Practicum (2/3/4) B: Systems-Based Applications (3.0 Units.)

The second 3.0 units of this A/B course will focus on practicum applications of systems 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. Prerequisite: Admission to MLR-2080, MCP/MLR-2075 Practicum 4A.

**MCP/MLR-2079 Advanced Practicum (1.0 Units)**

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: Full Practicum Sequence: MLR/MCP-2071, 2072 A& B, 2073 A&B, 2074 A&B.

**Notice Concerning Transferability of Credits and Credentials Earned at Our Institution**

The transferability of credits you earn at Sofia University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree you earn in the Master's in Counseling Psychology is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Sofia University to determine if your credits or degree will transfer.

### ❖ **Master of Arts in Transpersonal Psychology (MATP) (On-Campus)**

The Residential Master of Arts in Transpersonal Psychology (R-MATP) degree program is facilitated mostly on campus. Students have the opportunity to participate in the Sofia on-campus learning community and Sofia events. In addition, students will take some online courses delivered in an asynchronous manner allowing for flexible study time. This rigorous, yet transformative, master-level education is mostly offered during evening and Saturday courses.

Our faculty and staff work together to help students embody their transpersonal, professional identity and to move towards meaningful livelihood. We are committed to cross-cultural, transformative, learning experiences that embrace reflective scholarship and diverse ways of knowing. We provide a strong foundation in the theories, principles, and practices of transpersonal psychology with specializations in creativity and innovation, spiritual psychology, transformative life coaching, and a concentration in transpersonal ecopsychology.

Residential learning includes onsite course and opportunities to take online course. Most classes are taught on the Sofia campus in Palo Alto, California. Online courses use the CANVAS Learning Management System (LMS).

Students are assigned an academic advisor who supports their educational journey, helps them to complete the program in a timely manner, and facilitates course selection to enhance their academic goals. Faculty members are uniquely qualified to teach and facilitate transpersonal learning and personal processes, to encourage creativity, spiritual practice, and authentic response to assignments. They have advanced degrees in transpersonal psychology, spiritual psychology, or related areas and understand the nuances of experiential, whole-person learning. Our instructors guide students to integrate transpersonal experiences and practices into their personal and professional lives.

The curriculum is designed as a transformative journey that includes scholarship, experiential learning, integration, transformation, spiritual disciplines, creative expression, embodiment, and application of transpersonal education. 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.

This 2-3 year program is divided into two parts: (a) foundation year and (b) specialization year. These are described below and include two contemplative retreats that take place at the global seminar. Contemplative retreats provide students with opportunities to spend time with classmates, faculty members, and staff, and to learn about key aspects of the program within the context of a beautiful environment. Presentations by transpersonal speakers are interspersed with meditation, movement, group interaction, creative expression, and ritual.

The specialization year also includes **practicum experiences** and **capstone projects**.

The specialization practicum provides students with the opportunity to apply transpersonal principles and expertise in a professional setting. Practicum experiences take place in the student's home community and are chosen so that they inform and prepare the student for future professional work or provide new tools for current professional work in their area of specialization. Students in the coaching specialization will focus on core coaching skills.

Capstone projects include a scholarly paper and a showcase portfolio that integrates and applies transpersonal material with scholarship, experiences, and education within their area of specialization. It helps students to develop their professional, transpersonal identity.

## Program Goals

- Provides a general background in the theories and practices of transpersonal and spiritual psychology.
- Provides opportunities for students to cultivate and practice transpersonal qualities throughout daily life.
- Prepares students to apply theories, principles, and practices of transpersonal and spiritual psychology in their personal and professional lives.
- Guides students to bridge transpersonal and spiritual psychology with theories and practices in their chosen specialization.
- Provides experiences for students to embody their learning, wisdom, health, and wholeness using multiple ways of knowing.
- Encourages students to appreciate and embrace world wisdom approaches, diversity, and ecological consciousness.
- Supports student's journey toward professional leadership in service to the broader community.

## **Year 1: Foundational Courses in Transpersonal Psychology**

The first year in the R-MATP program focuses on the foundations of transpersonal psychology. Courses include:

- Embodied Spirituality (3.0)
- Foundations of Transpersonal Studies (3.0)
- Theories of Personality (3.0)
- Spiritual Development Across the Lifespan (3.0)
- 3 units of course work in Special Topics in Creative Expression (3.0) or a 3.0 unit course in Creative Expression
  
- Two courses in scholarly writing that includes the following:
  - Reflective Thinking and Scholarly Writing in Transpersonal Psychology (1.0)
  - Critical Thinking and Scholarly Writing in Transpersonal Psychology I (1.0)
- Contemplative Retreat (1.0)
- Elective (3.0)

Total Year 1: 21.0 units

## **Year 2: Specialization Year**

During Year 2, students begin their specialization year. A specialization is a focused professional line of study within transpersonal psychology that includes theories, practices, and principles as well as practical applications, practicum experiences, and integrative capstone projects in their area of study. Students are guided as they find ways to integrate their transpersonal education into their professional aspirations and chosen life's work. Students have the option of specializing in one of three areas of study:

- Creativity and Innovation
- Spiritual Psychology
- Transformative Life Coaching

## R-MATP Professional Specializations

### Professional Specialization in Creativity and Innovation

The Professional Specialization in Creativity and Innovation helps students to learn how to work creatively through the arts and to facilitate the use of creative thinking skills, and “thinking outside of the box” in order to solve problems and make decisions.

This specialization provides the educational background necessary to apply for Registered Expressive Arts Consultant/Educator (REACE) Credential through the International Expressive Arts Therapy Association (IEATA). Students will need additional experiences and supervision upon graduation for credentialing.

### Creativity and Innovation Goals

- Provides a general background in the theories and practices of creativity and creative process.
- Provides opportunities for students to cultivate and practice transpersonal qualities in their outer world.
- Prepares students to apply theories, principles and practices of creativity and creative process in their professional lives.
- Guides students to bridge transpersonal and spiritual psychology with theories and practices of creativity and creative process.
- Provides experiences for students to embody learning about creativity and creative process using multiple ways of knowing.
- Encourages students to appreciate and embrace world wisdom approaches, diversity, and ecological consciousness within the field of creativity and innovation. Supports students’ journey toward professional leadership in creativity in service to the broader community.

### Learning Outcomes

The student who completes the Specialization in Creativity and Innovation will:

- Demonstrate a general understanding of the theories, principles, and applications of creativity and creative processes.
- Cultivate transpersonal qualities like mindfulness, discernment, compassion, appreciation of differences, and creativity and integrate these in their outer world.
- Integrate, embody, and apply the theories, practices, and principles of creativity and creative processes.
- Articulate and demonstrate how transpersonal and spiritual psychology can be bridged with creative and innovative processes.
- Engage multiple ways of knowing to acquire and express wisdom, health, and wholeness within the creative process.
- Demonstrate an awareness of how world wisdom approaches, diverse perspectives, and ecological consciousness can contribute to creative and innovative processes.
- Demonstrate the ability to creatively, authentically and uniquely apply whole person, transpersonal education in service to the outer world.

## Course Requirements

Completion of the foundational year plus the following courses:

- 2 Contemplative Retreats (1.0 units each; Total - 2.0 units)
- Creative Expression & Transformation (3.0)
- Inquiry into Creative & Innovative Processes (3.0)
- Ways of Knowing (3.0)
- Transpersonal Practice Elective: Choose One (3.0)
  - Ecospirituality
  - Contemplative Mind
  - Transpersonal Approaches to Dreams and Dreaming
  - Contemplative Practices: Paths toward Conscious Evolution
  - Embodied Spirituality
  - Other courses with chair approval
- Professional Specialization Practicum I (1.0)
- Professional Specialization Practicum II (2.0)
- Additional Electives (6.0)
  - See Elective List - Some electives may be added each quarter
- Capstone Classes:
  - Transpersonal Integration Paper (3.0)
  - Showcase Portfolio (1.0)

**Total Units for Specialization: 27 units**

### Professional Specialization in Spiritual Psychology

The Specialization in Spiritual Psychology is based on the theoretical principles and practices of spiritual psychology. This specialization may be a good choice for people interested in engaged and embodied spirituality.

### Spiritual Psychology Goals

- Provides a general background in the theories and practices of spiritual and contemplative psychology.
- Provides opportunities for students to cultivate and practice transpersonal qualities in their outer world.
- Prepares students to apply theories, principles and practices of spiritual and contemplative psychology in their professional lives.
- Guides students to deepen and build upon their understanding of spiritual psychology.
- Provides experiences for students to embody their learning about spiritual psychology using multiple ways of knowing.
- Encourages students to appreciate and embrace world wisdom approaches, diversity, and ecological consciousness within the field of spiritual psychology.
- Supports students' journey toward professional leadership in spiritual psychology in service to the broader community.

### **Learning Outcomes**

The student who completes the specialization in Spiritual Psychology will:

- Demonstrate a general understanding of the theories, principles, and applications of the field of spiritual psychology.
- Cultivate transpersonal qualities like mindfulness, discernment, compassion, appreciation of differences, and creativity and integrate these in their outer world.
- Integrate, embody, and apply the theories, practices, and principles of spiritual psychology.
- Articulate mastery level awareness of the field of spiritual psychology and how it can be bridged with their professional life.
- Engage multiple ways of knowing to acquire and express wisdom, health, and wholeness within the field of spiritual psychology.
- Demonstrate an awareness of how world wisdom approaches, diverse perspectives, and ecological consciousness can contribute to the field of spiritual psychology.
- Demonstrate the ability to creatively, authentically and uniquely apply whole person, transpersonal education in the area of spiritual psychology in service to the broader community.

### **Course Requirements**

Completion of the foundational year plus the following courses:

- 2 Contemplative Retreats (Total - 2.0 units)
- Ways of Knowing: Intuitive, Creative, and Collective (3.0)
- Inquiry into Spiritual Psychology (3.0)
- Mystics: Their Lives, Practices, and Influences or Tree of Life or Contemplative Mind (3.0)
- Spiritual Practice Class (3.0): Choose One:
  - Eco-Spirituality
  - Contemplative Mind
  - Transpersonal Approaches to Dreams and Dreaming
  - Contemplative Practices: Paths toward Conscious Evolution
  - Embodied Spirituality
  - Other courses with chair approval
- Professional Specialization Practicum I (1.0)
- Professional Specialization Practicum II (2.0)
- Additional Electives (6.0)
  - See the list of electives
  - Electives from other programs are accepted
- Capstone Classes:
  - Transpersonal Integration Paper (3.0)
  - Showcase Portfolio (1.0)

**Total Units for Spiritual Psychology Specialization: 27 units**

## Specialization in Transformative Life Coaching

This specialization 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 specialization prepares students to enter into a professional coaching relationship with clients and to establish a specialized coaching practice by providing the educational background necessary to apply for coach certification through the International Coach Federation (ICF).

### Transformative Life Coaching Specialization Goals

- Provides a general background in the theories, practices, and ethics of transformative life coaching.
- Provides opportunities for students to cultivate and practice transpersonal and follow an ethical code of conduct as they develop and market their life coaching practice.
- Prepares students to apply theories, principles and practices of transformative life coaching in their professional lives.
- Guides students to bridge transpersonal and spiritual psychology with theories, practices, and standards established by established professional coaching organizations.
- Provides experiences for students to embody their learning about transformative life coaching using multiple ways of knowing.
- Encourages students to appreciate and embrace world wisdom approaches, diversity, and ecological consciousness within the field of transformative life coaching.
- Supports students' journey toward becoming a transformative life coach.

### Learning Outcomes

The student who completes the Transformative Life Coaching specialization will:

- Demonstrate a general understanding of the theories, principles, applications, and ethics within the field of transformative life coaching.
- Cultivate transpersonal qualities like mindfulness, discernment, compassion, appreciation of differences, ethical behavior, and creativity and integrate these in their transformative life coaching practice.
- Integrate, embody, and apply the theories, practices, and principles of coaching established by the established professional coaching organizations within their transformative life coaching practice.
- Articulate and demonstrate how transpersonal and spiritual psychology can be integrated into their transformative life coaching practice.
- Engage multiple ways of knowing to acquire and express wisdom, health, and wholeness in their transformative life coaching practice.
- Demonstrate an awareness of how world wisdom approaches, diverse perspectives, and ecological consciousness can contribute to a transformative life coaching practice.
- Demonstrate the ability to creatively, authentically and uniquely apply whole person, transpersonal education within their transformative Life Coaching Practice.

**Additional Fees:** In addition to tuition and fees, the coaching program requires additional fees that must be included in your budget that cover seminar travel, time and expenses to complete training hours with an outside professional coach and time and expenses to coach individuals outside of their cohort.

## Course Requirements

Completion of the foundational year plus the following courses:

- 2 Contemplative Retreats (1.0 units each; Total - 2.0)
- Intro to Transformative Coaching Process (3.0) (At seminar)
- Spiritual Practice Elective – Choose one (3.0)
  - Contemplative Mind
  - Ecospirituality
  - Transpersonal Approaches to Dreams and Dreaming
  - Contemplative Practices: Paths toward Conscious Evolution
  - Embodied Spirituality
  - Other courses with chair approval
- Practicum in Coaching I (2.0)
- Practicum in Coaching II (3.0)
- Advanced Practicum in Transformative Coaching (3.0)
- Ethics in Coaching (1.0)
- Entrepreneurial Spirit (3.0)
- Psychosynthesis: Journey Toward Wholeness (3.0)
- Inquiry into Embodied Spirituality (3.0)
- Capstones Projects:
  - Transpersonal Integration Paper (3.0)
  - Showcase Portfolio (1.0)

**Total units for Transformative Life Coaching specialization: 30**

## Dual Specializations

### Dual Specializations with Coaching

We offer students the opportunity to work toward a dual specialization that combines Transformative Life Coaching with either the Creativity and Innovation or the Spiritual Psychology specialization in order to create a unique blend of learning and competency. Students work toward this dual specialization in an extended academic program, which will include an additional 15-18 hours of coursework. It will take an additional 9 to 12 months to complete this line of study.

Students will blend the following transformative coaching courses with their original specialization:

- Introduction to the Transformative Coaching Processes (3.0) – low residency at seminar
- Practicum in Transformative Coaching I (2.0)
- Practicum in Transformative Coaching II (3.0)
- Advanced Practicum in Transformative Coaching (3.0)
- Entrepreneurial Spirit (3.0)
- Ethics in Coaching (1.0)
- Psychosynthesis: Journey Toward Wholeness (3.0)

Students will complete their capstone projects at the end of their program, Students who are getting a dual specialization with coaching must focus their inquiry on a topic that blends a topic in coaching with either a topic relevant to embodied spirituality or creativity and innovation. They will take the Inquiry class in the original specialization (not coaching).

**Additional Fees.** In addition to tuition and fees, the coaching program requires students to budget for seminar travel, time, and expenses to complete training hours with an outside professional coach and coach individuals outside of their cohort.

**\*NOTE:** If you are looking to finance your education through financial aid, you will need to declare this dual specialization at the beginning of your second year.

### **Dual Specialization: Creativity and Innovation with Spiritual Psychology**

Students may choose to take additional courses to obtain a dual specialization that includes creativity and spiritual psychology.

Courses include:

- Year 1 Foundational Courses
- 12.0 units of electives
- Transitional Seminar
- Creative Expression and Innovation
- Mystics: Their Lives, Practices, and Influences or Contemplative Mind or Tree of Life
- Ways of Knowing
- Professional Specialization Practicum I
- Professional Specialization Practicum II
- Inquiry into Creativity and Innovation
- Inquiry into Spiritual Psychology
- Transpersonal Integration Paper
- Showcase Portfolio

Students will complete their capstone projects at the end of their program, Students who are working toward a dual specialization must focus their inquiry on a topic that blends their specialization areas.

**NOTE:** If you are looking to finance your education through financial aid you will need to declare this dual specialization at the beginning of your second year.

### **Concentration in Transpersonal Ecopsychology**

This 4-course (12-unit) elective-based concentration in transpersonal ecopsychology is available in conjunction with one of the three areas of specialization. It shows that the student has integrated courses related to ecological consciousness into their professional specialization and accepts students interested in deepening their professional specialization in this area. Students will take courses both onsite and online.

This concentration is available with each of the specialization tracks: creativity and innovation, spiritual psychology, or transformative life coaching. *Concentrations do not substitute for a specialization. The concentration adds focus to the chosen specialization.*

#### **Goals:**

- Provides a general background in worldviews, theories and practices in transpersonal ecopsychology
- Provides opportunities for students to cultivate and practice transpersonal qualities associated with ecological awareness
- Prepares students to embody and apply theories, principles and practices of transpersonal ecopsychology in their personal and professional lives
- Encourages students to appreciate and embrace world wisdom approaches, systems thinking, and ecological consciousness.
- Supports students' journey toward professional leadership in service to the broader community in the areas of transpersonal ecopsychology.

**Concentration in Transpersonal Ecopsychology includes the following courses:**

1. Ecospirituality: Our Spiritual Connection with Gaia (3.0)
2. Ecopsychology: Remembering Our Place in the Natural World (3.0)
3. Sustainability, Culture, and Sacred Ecology (3.0)
4. Nature-based Programs and Wholeness (3.0)

**R-MATP Electives**

Students must complete electives during their R-MATP program of study.

Electives available through the R-MATP and G-MATP online programs include:

1. Archetypes, Myths, and Symbols (online only)
2. Transpersonal Approaches To Dreams And Dreaming (online; onsite)
3. Creative and Conscious Aging (online only)
4. Eco-Spirituality: Our Spiritual Connection To Gaia
5. Ecopsychology - Remembering Our Place In The Natural World
6. Sustainability, Culture, and Sacred Ecology (online only)
7. Nature-based Programs and Wholeness (online only)
8. Contemplative Mind
9. Exploring the Tree of Life
10. Contemplative Practices: Paths Toward Conscious Evolution
11. Psychology of Consciousness
12. Electives may also be taken from other programs.

**R-MATP Graduation Requirements**

To complete the Master of Arts in Transpersonal Psychology, a student must:

- Successfully complete all course requirements.
- Successfully complete the Capstone I: Transpersonal Integration Paper
- Successfully complete the Capstone II: Showcase Portfolio
- Successfully complete a minimum of 48.0 - 51.0 units depending on specialization

The G-MATP program offers the following certificate programs

*All of these are offered to matriculated students and embedded into the curriculum.*

1. **Certificate in Transformative Life Coaching: Start Date 2017**
  - a. *Learning the skills of life coaching*
  - b. *Eligible to all matriculated students who complete the coaching program.*
2. **Certificate in Transpersonal Studies: Start Date 2004**
  - a. *Embarking on a transpersonal journey through the foundations of the fields of transpersonal and spiritual psychology.*
  - b. *Eligible to matriculated students who complete the first year and required courses of the MATP program and who do not choose to receive an MATP degree. Students can either apply to this program or, if they decide to stop their studies at this point, can opt for the Certificate.*
3. **Certificate in Creative Expression: Start Date 2004**
  - a. *Incorporate creative expression into their professional and personal life.*
  - b. *Eligibility: CEC is offered by both the MATP and MACP programs who track student completion of the courses within the certificate. It offers courses needed for completion of educational competencies for IEATA (international Expressive Arts Therapy Association) - REACE (registered expressive arts/ consultant/ educator competency).*
4. **Certificate in Transpersonal Ecopsychology: Start Date 2014**
  - a. *Living in a respectful relationship to the natural world and to bringing this perspective into their daily and professional lives.*
  - b. *Eligibility - Open to matriculated students in any program who completes the required courses and a practicum that applies transpersonal ecopsychology.*

All courses are offered within the degree programs. Students choose specific electives and focus on specific experiences within practicum experiences. These are written up as part of the experience and Showcase Portfolio. While the degree program has many choices, the certificate programs require students to focus their attention on creative expression, transpersonal ecopsychology. Students in the Transformative Life Coaching specialization must pass a competency test prior to receiving their Certificate of completion. This certificate and program are part of the approval process for the International Coach Federation (professional organization). The Certificate in Transpersonal Studies has part of our program since the beginning and only requires completion of foundational courses.

### **Certificate in Transpersonal Studies**

The Certificate in Transpersonal Studies is a 3-quarter, 15-unit program that offers a theoretical foundation in the philosophies, practices, and embodiment of transpersonal psychology. Students applying for this certificate must go through the formal interview process. Eligible students may apply for advancement into the Global Master's Program upon completion of the Certificate. Please contact the Admissions Office for further details.

The Certificate in Transpersonal Studies:

1. Provides a general background in the theories and practices of transpersonal and spiritual psychology.
2. Provides opportunities for students to cultivate and practice transpersonal qualities throughout daily life.
3. Prepares students to apply theories, principles and practices of transpersonal and spiritual psychology in their personal and professional lives.
4. Provides experiences for students to embody their learning, wisdom, health and wholeness using multiple ways of knowing.
5. Encourages students to appreciate and embrace world wisdom approaches, diversity, and ecological consciousness.

### **Course Requirements (See course descriptions below)**

- Seminar (1.0)
- Embodied Spirituality (3.0)
- Intro to Transpersonal Studies (3.0)
- Transpersonal Approaches to Creative Expression (3.0)
- Theories of Personality - (3.0)
- Spiritual Development Across the Lifespan (3.0)

Some residential courses may be substituted for online learning with Chair approval.

Students who have registered for this program will receive a *Certificate in Transpersonal Studies* upon completion of their required courses.

## Certificate in Creative Expression

The MATP Pathway into the Certificate in Creative Expression via the specialization in Creativity and Innovation offers students the opportunity to enhance their existing education.

Courses taken through this certificate program may be integrated into the MATP degree program at a later time.

The certificate in Creative Expression is a 3-6 quarter, 19-unit line of study provides an educational background consistent with the requirements necessary to apply for [Registered Expressive Arts Consultant/Educator \(REACE\)](#) credential through the International Expressive Arts Therapy Association (IEATA); students will need additional experiences and supervision upon graduation for credentialing. In this certificate students learn how to help others to work creatively through the arts to use creative thinking skills, and to “think outside of the box” to solve problems and make decisions. This certificate is easily applied to education, organizations, corporations, hospitals, schools and working with individuals.

The Specialization in Creativity and Innovation:

1. Provides a general background in the theories and practices of creativity and creative process.
2. Provides opportunities for students to cultivate art based spiritual practices and practice transpersonal qualities.
3. Prepares students to apply theories, principles and practices of creativity and creative process in their professional lives.
4. Provides experiences for students to embody learning about creativity and creative process using multiple ways of knowing.
5. Encourages students to appreciate and embrace world wisdom approaches, diversity, and ecological consciousness within the field of creativity.
6. Supports students’ journey toward professional leadership in creativity in service to the broader community.

### Curriculum

1. Transpersonal Approaches to Creative Expression or 3.0 units of Special Topics in Creative Expression taken residually
2. Creative Expression and Transformation (3.0)
3. Ways of Knowing (3.0)
4. Spiritual Practice Class: Choose One of the following: (3.0)
  - a. Eco-Spirituality
  - b. Contemplative Mind
  - c. Transpersonal Approaches to Dreams and Dreaming
  - d. Contemplative Practices: Paths toward Conscious Evolution
5. Professional Specialization Practicum I & II (3.0)
6. Choose one additional elective (3.0)
  - a. Creative and Conscious Aging
  - b. Transpersonal Approaches to Dreams and Dreaming
  - c. Contemplative Mind
  - d. Eco-spirituality
  - e. Special Topics in Creative Expression
7. Showcase Portfolio (1.0)

### Total Units: 19

Students who have successfully completed this program will receive a *Certificate in Creative Expression*. See the Certificate in Creative Expression for additional details.

## **Certificate in Transformative Life Coaching**

The 22-unit Certificate in Transformative Life Coaching is open to qualified students who wish to study transformative coaching but not receive an academic degree. Students applying for this certificate must go through the formal interview process. Eligible students may apply for advancement into the Global Master's Program upon completion of the Certificate. Please contact the Admissions Office for further details.

### **Course Requirements**

**The following courses are required for the Stand-Alone Certificate in Transformative Life Coaching: See description below:**

1. Intro to Transformative Coaching Process (3.0) – must attend seminar
2. Spiritual Practice Elective – Choose one (3.0)
  - a. Contemplative Mind
  - b. Ecospirituality
  - c. Transpersonal Approaches to Dreams and Dreaming
3. Practicum in Transformative Coaching I (2.0)
4. Practicum in Transformative Coaching II (3.0)
5. Advanced Practicum in Transformative Coaching (3.0)
6. Ethics in Coaching (1.0)
7. Entrepreneurial Spirit (3.0)
8. Psychosynthesis: Journey Toward Wholeness (3.0)
9. Showcase Portfolio (1.0)

### **Total Units: 22**

Upon completion of the coaching assessment, students receive a Certificate of Transformative Life Coaching. This certificate acknowledges that they have successfully completed the required courses and have mastered the core competencies delineated by the International Coach Federation.

## **Certificate in Transpersonal Ecopsychology**

The global masters 19.0 units Certificate in Transpersonal Ecopsychology empowers students to live in respectful relationship, in alliance with the natural world, and to bring this perspective into their daily and professional lives.

At the core of this certificate 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 consciousness.

This 4-8 quarter certificate program is grounded in worldviews, theories, and practices associated with embodied spirituality, eco-spirituality, eco-literacy, and transpersonal ecopsychology. Students will awaken to more conscious awareness of place, richness of life, and the cycles found in self and nature.

They will apply their understanding of transpersonal ecopsychology, systems thinking, sustainability, sacred ecology, nature-based programs, and ecological practices in service to the broader community.

This program is housed in the G-MATP academic offerings. These classes are open to Masters and Ph.D. students at Sofia University and recent graduates. Qualified students with Master's degrees in areas related to psychology, human development, education, healthcare, and the like must be officially admitted into the Global Master's Program.

### **Course Requirements**

The following courses are required for **Certificate in Transpersonal Ecopsychology**:

1. Embodied Spirituality (3.0)
2. Eco-spirituality: Our Spiritual Connection with Gaia (3.0)
3. Ecopsychology: Remembering Our Place in the Natural World (3.0)
4. Sustainability, Culture and Sacred Ecology (3.0)
5. Nature Based Program and Wholeness (3.0)
6. Practicum I, II that includes transpersonal ecopsychology (3.0)
7. Showcase Portfolio (1.0)

## ❖ **Master of Arts in Transpersonal Psychology (GMATP) (Global)**

Our two-three year Global Master of Arts in Transpersonal Psychology (GMATP) degree program offers an exciting opportunity to study the theories and practices of transpersonal psychology with specialization in transformative life coaching, creativity, or spiritual psychology. The 48.0 - 51.0 unit program is designed for transformative learning, integration of transpersonal and wisdom principles, and personal and professional application. The GMATP is an online program with some low residency requirements. It offers an opportunity for students to learn from home, which provides flexible study time to apply what is learned in their personal lives, their current work situations, and in the community where they live. In addition, students will attend two in-person residential seminars during the course of their program; 1 in year one, the foundational year, and 1 in year two, the specialization year.

### **Seminars**

Our seminars provide students with opportunities to get to know classmates, the 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 expression, and ritual. Courses begin at the seminar.

Seminars take place at retreat centers in California as we find these environments deeply representative of our transpersonal education. Attendance at seminars is required. Successful completion of the seminar is a prerequisite for entering the first year of study and the Certificate in Transpersonal Studies program.

### **Learning Communities**

Courses are designed as a transformative journey that includes experiential learning, integration, transformation, spiritual disciplines, creative expression, embodiment and application of transpersonal education. Faculty members facilitate person-centered instruction in a dynamic online format. There is a high level of group sharing, participatory learning, and shared experiences.

Students learn within a close learning community. The students and faculty in the learning community support one another's education and transformation. Students move into their specialization classes during their second year and are taught by a variety of faculty members who have the expertise and have made professional contributions in the specialization area.

### **Faculty and Academic Advisors**

Students work closely with members of the Global Master's faculty. Faculty members are uniquely qualified to teach and facilitate transpersonal learning and personal processes, to encourage creativity, spiritual practice, and authentic response to assignments. Faculty members have advanced degrees in transpersonal psychology, spiritual psychology, or related areas and understand the nuances of an experiential, whole-person learning. Our faculty guides students to integrate transpersonal experiences and practices into their personal and professional lives.

Students are assigned an academic advisor who guides them through their educational journey, helps them to complete the program promptly, and select courses that enhance their academic goals. The academic advisor is an essential part of the student's experience and plays a central role in assisting each student in finding meaning and relevance in their transpersonal education.

### *Transpersonal Transformative Education*

The curriculum is designed as a transformative journey that includes scholarship, experiential learning, integration, transformation, spiritual disciplines, creative expression, embodiment, and application of transpersonal education. 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.

This two-year program is divided into two parts: (a) Foundation and (b) Specialization Year. These are described below and include two contemplative retreats that take place at the global seminar. Contemplative retreats provide students with opportunities to spend time with classmates, faculty members, and staff, and to learn about key aspects of the program within the context of a beautiful environment. Presentations by transpersonal speakers are interspersed with meditation, movement, group interaction, creative expression, and ritual.

The specialization year also includes **practicum experiences** and **capstone projects**.

The professional specialization practicum provides students with the opportunity to apply transpersonal principles and expertise in a professional setting. Practicum experiences take place in the student's home community and are chosen so that they inform and prepare the student for future professional work or provide new tools for current professional work in their area of specialization. Students in the coaching specialization will focus on core coaching skills.

Capstone projects include a scholarly paper and a showcase portfolio that integrates and applies transpersonal material with scholarship, experiences, and education within their area of specialization. It helps students to develop their professional, transpersonal identity.

## **Courses**

Courses are designed and taught by experts who value the integration of spirit, body, and mind and who appreciate diverse perspectives and ways of learning. They are also grounded in transformative and transpersonal learning.

Courses range from 1.0 to 4.0 units. Three unit courses require approximately 15 hours of study per week and are to be completed according to the academic calendar timeline. In the spirit of cooperative learning, completed assignments, discussions, and shared assignments are posted in a virtual classroom. Students have the option to share privately if they feel an assignment is too personal.

## **Program Goals**

- Provides a general background in the theories and practices of transpersonal and spiritual psychology.
- Provides opportunities for students to cultivate and practice transpersonal qualities throughout daily life.
- Prepares students to apply theories, principles and practices of transpersonal and spiritual psychology in their personal and professional lives.
- Guides students to bridge transpersonal and spiritual psychology with theories and practices in their chosen specialization.
- Provides experiences for students to embody their learning, wisdom, health and wholeness using multiple ways of knowing.
- Encourages students to appreciate and embrace world wisdom approaches, diversity, and ecological consciousness.
- Supports students' journey toward professional leadership in service to the broader community.

## **Foundational Year**

During their first year of study, students enrolled in the GMATP will receive a foundation in transpersonal and spiritual psychology along with the skills of scholarly writing. Courses include:

- Opening Seminar (1.0)
- Embodied Spirituality (3.0)
- Foundations in Transpersonal Studies (3.0)
- Critical Thinking and Scholarly Writing in Transpersonal Psychology I (1.0)
- Transpersonal Approaches to Creative Expression (3.0)
- Theories of Personality (3.0)
- Spiritual Development Across the Lifespan (3.0)
- Elective (3.0)

## **Total Year 1: 20.0 units**

## **Specialization Year**

During the second year of study, students focus on an area of specialization that builds upon the courses presented in the first year. Students complete: 1) a transitional seminar, 2) core specialization courses, 3) electives, 4) an elective that includes a spiritual practice, 5) a professional practicum, 6) a scholarly paper, and 7) a showcase portfolio. See specific specialization for more detailed information.

## GMATP Professional Specializations

Students in the Global Master's Program have the option of specializing in one of three areas of study: (a) creativity and innovation, (b) spiritual psychology, and (c) transformative life coaching. A specialization is defined as a focused professional line of study within transpersonal psychology that includes theories, practices, and principles as well as practical applications, practicum experiences, and integrative capstone projects in that area of study.

Students may work toward a dual specialization that combines two of the previously mentioned specializations, such as transformative life coaching with creativity and innovation.

### **Professional Specialization In Creativity And Innovation**

The Professional Specialization in Creativity and Innovation helps students to learn how to work creatively through the arts and to facilitate the use of creative thinking skills, and “thinking outside of the box” in order to solve problems and make decisions. This specialization is easily applied to education, organizations, corporations, hospitals, schools and working with individuals. Some professional applications require a specialized training program and/or supervision. This specialization is also a good choice for many students who see themselves as Cultural Creatives and who want to find new and original ways for changing the world.

This specialization provides the educational background necessary to apply for [Registered Expressive Arts Consultant/Educator \(REACE\)](#) Credential through the International Expressive Arts Therapy Association (IEATA). Students will need additional experiences and supervision upon graduation for credentialing.

Recent graduates have applied their specialization as:

1. Educators
2. Consultants
3. Artists
4. Creativity Coaches
5. Grief Counselors
6. Business Consultants
7. Curriculum Designers
8. Workshop Facilitators
9. Researchers/Writers
10. Human/Social Service Providers
11. Doctoral Students

### **Creativity and Innovation Specialization Goals**

- Provides a general background in the theories and practices of creativity and creative process.
- Provides opportunities for students to cultivate and practice transpersonal qualities in their outer world.
- Prepares students to apply theories, principles and practices of creativity and creative process in their professional lives.
- Guides students to bridge transpersonal and spiritual psychology with theories and practices of creativity and creative process.
- Provides experiences for students to embody learning about creativity and creative process using multiple ways of knowing.
- Encourages students to appreciate and embrace world wisdom approaches, diversity, and ecological consciousness within the field of creativity and innovation.
- Supports students' journey toward professional leadership in creativity in service to the broader community.

### **Learning Outcomes**

The student who completes the Specialization in Creativity and Innovation will:

- Demonstrate a general understanding of the theories, principles, and applications of creativity and creative processes.
- Cultivate transpersonal qualities like mindfulness, discernment, compassion, appreciation of differences, and creativity and integrate these in their outer world.
- Integrate, embody, and apply the theories, practices, and principles of creativity and creative processes.
- Articulate and demonstrate how transpersonal and spiritual psychology can be bridged with creative and innovative processes.
- Engage multiple ways of knowing to acquire and express wisdom, health, and wholeness within the creative process.
- Demonstrate an awareness of how world wisdom approaches, diverse perspectives, and ecological consciousness can contribute to creative and innovative processes.
- Demonstrate the ability to creatively, authentically and uniquely apply whole person, transpersonal education in service to the outer world.

## Course Requirements

Completion of the foundational year plus the following courses:

- Transitional Seminar (2.0)
- Creative Expression & Transformation (3.0)
- Inquiry into Creative & Innovative Processes (3.0)
- Ways of Knowing (3.0)
- Spiritual Practice Elective: Choose One (3.0)
  - Eco-Spirituality
  - Contemplative Mind
  - Transpersonal Approaches to Dreams and Dreaming
  - Other spiritual practice elective with chair approval
- Professional Specialization Practicum I (1.0)
- Professional Specialization Practicum II (2.0)
- Additional Electives (6.0)
- **Critical Thinking and Scholarly Writing in Transpersonal Psychology II (1.0)**
- Capstone Classes:
  - Transpersonal Integration Paper (3.0)
  - Showcase Portfolio (1.0)

**Total Units: 28**

### Professional Specialization in Spiritual Psychology

Students interested in a profession in the field of spirituality, spiritual guidance or wish to bring spirituality into schools, organizations or into an existing career often choose the Spiritual Psychology specialization.

The Specialization in Spiritual Psychology is based on the theoretical principles and practices of spiritual psychology. Special attention is given to how we embody our spirituality. This specialization may be a good choice for people interested in engaged and embodied spirituality. It is a useful specialization for Yoga teachers, retreat workers, and spiritual guides or for those who wish to bring spirituality into schools, organizations, workshops or existing careers.

Career possibilities might include spirituality coach (with a dual specialization in Transformative Life Coaching), spiritual director or spiritual guide (with Spiritual Guidance Training), retreat center facilitator, hospital/hospice worker, peace-worker, community organizer and more. Health care professionals, business people, and educators might choose this track to enhance existing careers. Some professions require specialized professional training.

Recent graduates have applied their specialization as:

- Educators
- Consultants
- Spiritual Directors
- Grief Counselors
- Ministers
- Workshop/retreat facilitators
- Researchers/Writers
- Celebrants
- Peace workers
- Human/Social Service Providers
- Yoga Practitioners
- Body Workers
- Non-Profit work

This pathway is attractive to students in qualified programs such as interfaith ministry, spiritual guidance, hospice training, death education, organizational leadership, and spirituality.

### **Spiritual Psychology Goals**

- Provides a general background in the theories and practices of spiritual psychology.
- Provides opportunities for students to cultivate and practice transpersonal qualities in their outer world.
- Prepares students to apply theories, principles and practices of spiritual psychology in their professional lives.
- Guides students to deepen and build upon their understanding of spiritual psychology.
- Provides experiences for students to embody their learning about spiritual psychology using multiple ways of knowing.
- Encourages students to appreciate and embrace world wisdom approaches, diversity, and ecological consciousness within the field of spiritual psychology.
- Supports students' journey toward professional leadership in spiritual psychology in service to the broader community.

## Learning Outcomes

The student who completes the GMATP degree will:

- Demonstrate a general understanding of the theories, principles, and applications of the field of spiritual psychology.
- Cultivate transpersonal qualities like mindfulness, discernment, compassion, appreciation of differences, and creativity and integrate these in their outer world.
- Integrate, embody, and apply the theories, practices, and principles of spiritual psychology.
- Articulate mastery level awareness of the field of spiritual psychology and how it can be bridged with their professional life.
- Engage multiple ways of knowing to acquire and express wisdom, health, and wholeness within the field of spiritual psychology.
- Demonstrate an awareness of how world wisdom approaches, diverse perspectives, and ecological consciousness can contribute to the field of spiritual psychology.
- Demonstrate the ability to creatively, authentically and uniquely apply whole person, transpersonal education in the area of spiritual psychology in service to the broader community.

## Course Requirements

Completion of the foundational year plus the following courses:

- Transitional Seminar (2.0)
- Mystics: Their Lives, Practices, and Influences or Contemplative Mind or Tree of Life (3.0)
- Inquiry into Embodied Spirituality (3.0)
- Ways of Knowing (3.0)
- Spiritual Practice Class (3.0): Choose One:
  - Eco-Spirituality
  - Contemplative Mind
  - Transpersonal Approaches to Dreams and Dreaming
- Other spiritual practice elective with Chair approval
- Professional Specialization Practicum I (1.0)
- Professional Specialization Practicum II (2.0)
- Additional Electives (6.0)
- Critical Thinking and Scholarly Writing in Transpersonal Psychology II (1.0)
- Capstone Projects:
  - Transpersonal Integration Paper (3.0)
  - Showcase Portfolio (1.0)

**Total Units for Spiritual Psychology Specialization: 28**

### **Specialization In Transformative Life Coaching**

This specialization 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.

This specialization prepares students for a career as a professional life coach or to integrate life coaching practices into their field or practice. Some students who have taken this specialization have set up their own specialized practices; others were able to integrate what they learned with their previous career training to work in professions such as student services, counseling, business, or creativity.

The Specialization in Transformative Coaching is designed to provide the educational background necessary to apply for coach certification through the International Coach Federation (ICF). It prepares students to enter into a professional coaching relationship with clients and to establish a specialized coaching practice.

Students who wish to set up a coaching practice or who wish to bring coaching skills into organizations or their existing careers may be interested in following the Professional Specialization in Transformative Life Coaching curriculum path. This pathway is attractive to students in other training programs such as death counseling, psychosynthesis, spiritual direction, organizational leadership, and the like.

Recent graduates have applied their specialization as:

- Educators
- Life coaches
- Specialized coaches
- Business coaches
- Workshop/retreat facilitators
- Researchers/Writers
- Celebrants
- Peace workers
- Human/Social Service Providers
- Non-Profit work

### Transformative Life Coaching Specialization Goals

- Provides a general background in the theories, practices, and ethics of transformative life coaching.
- Provides opportunities for students to cultivate and practice transpersonal and follow an ethical code of conduct as they develop and market their life coaching practice.
- Prepares students to apply theories, principles and practices of transformative life coaching in their professional lives.
- Guides students to bridge transpersonal and spiritual psychology with theories, practices, and standards established by established professional coaching organizations.
- Provides experiences for students to embody their learning about transformative life coaching using multiple ways of knowing.
- Encourages students to appreciate and embrace world wisdom approaches, diversity, and ecological consciousness within the field of transformative life coaching.
- Supports students' journey toward becoming a transformative life coach.

### Learning Outcomes

The student who completes the Transformative Life Coaching specialization will:

- Demonstrate a general understanding of the theories, principles, applications, and ethics within the field of transformative life coaching.
- Cultivate transpersonal qualities like mindfulness, discernment, compassion, appreciation of differences, ethical behavior, and creativity and integrate these in their transformative life coaching practice.
- Integrate, embody, and apply the theories, practices, and principles of coaching established by the established professional coaching organizations within their transformative life coaching practice.
- Articulate and demonstrate how transpersonal and spiritual psychology can be integrated into their transformative life coaching practice.
- Engage multiple ways of knowing to acquire and express wisdom, health, and wholeness in their transformative life coaching practice.
- Demonstrate an awareness of how world wisdom approaches, diverse perspectives, and ecological consciousness can contribute to a transformative life coaching practice.
- Demonstrate the ability to creatively, authentically and uniquely apply whole person, transpersonal education within their transformative Life Coaching Practice.

**Additional Fees.** In addition to tuition and fees, the coaching program requires students to budget for seminar travel, time and expenses to complete training hours with an outside professional coach and coach individuals outside of their cohort.

## Course Requirements

Completion of the foundational year plus the following courses:

- Transitional Seminar (2.0)
- Introduction to Transformative Coaching Process (3.0)
- Spiritual Practice Elective (3.0) - Choose One:
  - Eco-Spirituality
  - Contemplative Mind
  - Transpersonal Approaches to Dreams and Dreaming
  - Other spiritual practice elective with chair approval
- Practicum in Transformative Coaching I (2.0)
- Practicum in Transformative Coaching II (3.0)
- Advanced Practicum in Transformative Coaching (3.0)
- Entrepreneurial Spirit (3.0)
- Ethics in Coaching (1.0)
- Psychosynthesis: Journey Toward Wholeness (3.0)
- Inquiry into Embodied Spirituality (3.0)
- Critical Thinking and Scholarly Writing in Transpersonal Psychology II (1.0)
- Capstones Projects:
  - Transpersonal Integration Paper (3.0)
  - Showcase Portfolio (1.0)

**Total units for Transformative Life Coaching specialization: 31**

## Dual Specializations

### Dual Specializations With Coaching

We offer students the opportunity to work toward a dual specialization that combines Transformative Life Coaching with either the Creativity and Innovation or the Spiritual Psychology specialization in order to create a unique blend of learning and competency. Students work toward this dual specialization in an extended academic program. They will take an additional 15-18 hours of coursework. It will take an additional 9 to 12 months to complete this line of study.

Students will blend the following transformative coaching courses with their original specialization:

- Introduction to the Transformative Coaching Processes (3.0) – low residency at a seminar
- Practicum in Transformative Coaching I (2.0)
- Practicum in Transformative Coaching II (3.0)
- Advanced Practicum in Transformative Coaching (3.0)
- Entrepreneurial Spirit (3.0)
- Ethics in Coaching (1.0)
- Psychosynthesis: Journey Toward Wholeness (3.0)

Students will complete their capstone projects at the end of their program, Students who are getting a dual specialization with coaching must focus their inquiry on a topic that blends a topic in coaching with either a topic relevant to embodied spirituality or creativity and innovation. They will take the Inquiry class in the original specialization (not coaching).

**Additional Fees.** In addition to tuition and fees, the coaching program requires students to budget for seminar travel, time and expenses to complete training hours with an outside professional coach and coach individuals outside of their cohort.

**NOTE:** If you are looking to finance your education through financial aid you will need to declare this dual specialization at the beginning of your second year.

### **Dual Specialization: Creativity and Innovation with Spiritual Psychology**

Students may choose to take additional courses to obtain a dual specialization that includes creativity and spiritual psychology.

#### **Courses include:**

- Year 1 Foundational Courses
- Transitional Seminar
- Creative Expression and Innovation
- Contemplative Mind OR Tree of Life OR Mystics: Their Lives, Practices, and Influences
- Ways of Knowing Professional Specialization Practicum I
- Professional Specialization Practicum II
- Inquiry into Creativity and Innovation or Inquiry into Spiritual Psychology (blend specialization topic)
- Transpersonal Integration Paper (blend specialization topic)
- 15.0 units of electives
- Showcase Portfolio

#### **Total: 33 units**

Students will complete their capstone projects at the end of their program, Students who are working toward a dual specialization must focus their inquiry on a topic that blends their specialization areas.

**NOTE:** If you are looking to finance your education through financial aid you will need to declare this dual specialization at the beginning of your second year.

## **Concentration in Transpersonal Ecopsychology**

The global master's program offers a 12.0 unit concentration in transpersonal ecopsychology to students interested in deepening their professional specialization in this area. This 12-unit concentration is available with each of the specialization tracks: creativity and innovation, spiritual psychology, or transformative life coaching.

The concentration in Transpersonal Ecopsychology empowers students to live in respectful relationship, in alliance with the natural world, and to bring this perspective into their daily and professional lives.

At the core of this 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 concentration program is grounded in worldviews, theories, and practices associated with embodied spirituality, eco-spirituality, eco-literacy, and transpersonal ecopsychology. Students will awaken to a more conscious awareness of place, the richness of life, and the cycles found in self and nature. They will apply their understanding of transpersonal ecopsychology, systems thinking, sustainability, sacred ecology, nature-based programs, and ecological practices in service to the broader community.

A certificate of completion will be given to those students who also integrate earth-centered experiences along with their specialization practicum.

### **Goals:**

- Provides a general background in worldviews, theories, and practices in transpersonal ecopsychology
- Provides opportunities for students to cultivate and practice transpersonal qualities associated with ecological awareness
- Prepares students to embody and apply theories, principles and practices of transpersonal ecopsychology in their personal and professional lives
- Encourages students to appreciate and embrace world wisdom approaches, systems thinking, and ecological consciousness.
- Supports students' journey toward professional leadership in service to the broader community in the areas of transpersonal ecopsychology.

### **Concentration in Transpersonal Ecopsychology includes the following courses.**

1. Ecospirituality: Our Spiritual Connection with Gaia (3.0)
2. Ecopsychology: Remembering Our Place in the Natural World (3.0)
3. Sustainability, Culture and Sacred Ecology (3.0)
4. Nature Based Program and Wholeness (3.0)

## GMATP Electives

Students must complete electives during their GMATP program of study. For specific information, refer to Year 1 requirements and Year 2 specialization requirements.

Electives available through the GMATP program include:

- Archetypes, Myths, And Symbols
- Transpersonal Approaches To Dreams And Dreaming
- Creative And Conscious Aging
- Eco-Spirituality: Our Spiritual Connection To Gaia
- Ecopsychology - Remembering Our Place In The Natural World
- Sustainability, Culture, and Sacred Ecology
- Nature-Based Programs and Wholeness
- Contemplative Mind
- Exploring the Tree of Life as Psycho-Spiritual Practice: A Brief Introduction
- Electives may also be taken from other programs

## GMATP Certificate Options

The G-MATP program offers the following certificates for focused completion of specialization for matriculated students.

- Certificate in Transformative Life Coaching
  - *Learning the skills of life coaching*
- Certificate in Creative Expression
  - *Incorporate creative expression into their professional and personal life.*
- Certificate in Transpersonal Ecopsychology
  - *Living in a respectful relationship to the natural world and to bringing this perspective into their daily and professional lives.*

### Certificate in Creative Expression

The Specialization in Creativity and Innovation:

- Provides a general background in the theories and practices of creativity and creative process.
- Provides opportunities for students to cultivate art based spiritual practices and practice transpersonal qualities.
- Prepares students to apply theories, principles and practices of creativity and creative process in their professional lives.
- Provides experiences for students to embody learning about creativity and creative process using multiple ways of knowing.
- Encourages students to appreciate and embrace world wisdom approaches, diversity, and ecological consciousness within the field of creativity.
- Supports students' journey toward professional leadership in creativity in service to the broader community.

### Course Requirements

- Transpersonal Approaches to Creative Expression (3.0)
- Creative Expression and Transformation (3.0)
- Ways of Knowing (3.0)
- Spiritual Practice Class: Choose One (3.0)
  - Eco-Spirituality
  - Contemplative Mind
  - Transpersonal Approaches to Dreams and Dreaming
  - Contemplative Practices: Paths toward Conscious Evolution
- Professional Specialization Practicum I & II (3.0)
- Choose one additional elective (3.0)
  - Creative and Conscious Aging
  - Transpersonal Approaches to Dreams and Dreaming
  - Contemplative Mind
  - Eco-spirituality
- Showcase Portfolio (1.0)

**Total Units: 19**

Students who have successfully completed this program will receive a *Certificate in Creative Expression*. See the Certificate in Creative Expression for additional details.

### Certificate in Transformative Life Coaching

Students specializing in transformative life coaching will receive a Certificate in Transformative Life Coaching upon graduation and successful completion of the following courses:

1. Intro to Transformative Coaching Process (3.0) – must attend seminar
2. Spiritual Practice Elective – Choose one (3.0)
  - a. Contemplative Mind
  - b. Ecospirituality
  - c. Transpersonal Approaches to Dreams and Dreaming
3. Practicum in Transformative Coaching I (2.0)
4. Practicum in Transformative Coaching II (3.0)
5. Advanced Practicum in Transformative Coaching (3.0)
6. Ethics in Coaching (1.0)
7. Entrepreneurial Spirit (3.0)
8. Psychosynthesis: Journey Toward Wholeness (3.0)
9. Showcase Portfolio (1.0)

**Total Units: 22**

Upon completion of the coaching assessment, students receive a Certificate of Transformative Life Coaching. This certificate acknowledges that they have successfully completed the required courses and have mastered the core competencies delineated by the International Coach Federation.

### **Certificate in Transpersonal Ecopsychology**

The global masters 19.0 unit Certificate Program in Transpersonal Ecopsychology empowers students to live in respectful relationship, in alliance with the natural world, and to bring this perspective into their daily and professional lives.

At the core of this certificate 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 consciousness.

This certificate option is grounded in worldviews, theories, and practices associated with embodied spirituality, eco-spirituality, eco-literacy, and transpersonal ecopsychology. Students will awaken to a more conscious awareness of place, the richness of life, and the cycles found in self and nature. They will apply their understanding of transpersonal ecopsychology, systems thinking, sustainability, sacred ecology, nature-based programs, and ecological practices in service to the broader community.

### **Course Requirements**

1. Embodied Spirituality (3.0)
2. Eco-spirituality: Our Spiritual Connection with Gaia (3.0)
3. Ecopsychology: Remembering Our Place in the Natural World (3.0)
4. Sustainability, Culture and Sacred Ecology (3.0)
5. Nature-Based Program and Wholeness (3.0)
6. Practicum I, II that includes transpersonal ecopsychology (3.0)
7. Showcase Portfolio (1.0)

**Total Units: 19.0**

### **G-MATP Graduation Requirements**

**To complete the Master of Arts in Transpersonal Psychology, a student must:**

- Successfully complete all course requirements
- Successfully complete the Capstone I: Transpersonal Integration Project
- Successfully complete the Capstone II: Showcase Portfolio
- Successfully complete a minimum of 48.0 - 51.0 units depending on specialization

## **Course Descriptions**

### **MATP7201A Opening Seminar (1.0 Unit)**

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. This seminar is taken at the beginning of the first year. Students in the residential program are only required to attend selected parts of the seminar.

### **MATP7205MTP Contemplative Retreats (1.0 Unit)**

Retreats offer students opportunities to deepen transpersonal awareness and to engage in practices that cultivate mindfulness, discernment, appreciation of differences, and compassion. They provide opportunities to be in the community away from routine life and responsibilities. These contemplative gatherings will be focused on various topics and be offered semi-annually.

### **MATP7206MTP Contemplative Retreats (1.0 Unit)**

Retreats offer students opportunities to deepen transpersonal awareness and to engage in practices that cultivate mindfulness, discernment, appreciation of differences, and compassion. They provide opportunities to be in the community away from routine life and responsibilities. These contemplative gatherings will be focused on various topics and be offered semi-annually.

### **MATP7207MTP Contemplative Retreats (1.0 Unit)**

Retreats offer students opportunities to deepen transpersonal awareness and to engage in practices that cultivate mindfulness, discernment, appreciation of differences, and compassion. They provide opportunities to be in the community away from routine life and responsibilities. These contemplative gatherings will be focused on various topics and be offered semi-annually.

### **MATP7208MTP Contemplative Retreats (1.0 Unit)**

Retreats offer students opportunities to deepen transpersonal awareness and to engage in practices that cultivate mindfulness, discernment, appreciation of differences, and compassion. They provide opportunities to be in the community away from routine life and responsibilities. These contemplative gatherings will be focused on various topics and be offered semi-annually.

### **MATP7201 Embodied Spirituality (3.0 Units)**

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.

**MATP7402 Contemplative Practices: Paths toward Conscious Evolution (3.0 Units)**

This highly experiential course with a mind/body/heart orientation is designed to explore practices that increase your capacity to spontaneously embody mindfulness, gratitude, compassion, discernment, and love, in order to thrive as you go forward in your life's path and bring your gifts into the world. In this course, we will examine 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.

**MATP7421 Self-Cultivation (3.0 Units)**

This course engages students in the study, practice, and application of true self-cultivation and completion of all things. Students will explore several wisdom approaches to spiritual deepening and practices that enhance more embodied ways of conscious living and will engage in specific methods, practices, and skills that enliven psycho-spiritual development. They will consider how they might apply their learning in one professional area such as yoga therapy, spiritual guidance, retreat work, and other relevant professional areas.

**MATP7623 Foundations of Transpersonal Studies (3.0 Units)**

This course introduces theories and concepts of transpersonal studies. Students will learn about the origins of transpersonal studies, the contributors to the field, research that is being conducted, and the applications of transpersonal studies to personal growth, counseling, education, society, and human welfare.

**MATP7621 Transpersonal Approaches to Creative Expression (3.0 Units)**

This course explores archetypal themes, psychospiritual development, and healing processes through creative expression and self-reflection. Students will participate in a variety of media including clay, the visual arts, creative writing, collage, drama, and movement, letting the creative process inform their inner processes.

**MATP7623 Theories of Personality (3.0 Units)**

The Theories of Personality course 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 integration of personality theories and transpersonal practices as preparation for identifying one's own beliefs about human development.

**MATP7821 Spiritual Development Across the Lifespan (3.0 Units)**

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 specific 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 (1.0 Units)**

This course focuses on academic writing in transpersonal psychology. Students practice critical thinking skills, library use and organizational strategies as they develop a 5-page paper on a topic in transpersonal psychology. Students will work with a paper that they are writing in a previous or concurrent class. Co-requisite: Foundations of Transpersonal Studies

**MTP7902 Critical Thinking and Scholarly Writing in Transpersonal Psychology II (1.0 Unit)**

This 1-unit course focuses on academic writing in transpersonal psychology. The instructor will support students as they deepen their ability to use 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.

**MTP7903 Critical Thinking and Scholarly Writing in Transpersonal Psychology III (1.0 Unit)**

This 1-unit course focuses on academic writing in transpersonal psychology. It is designed for students who feel that they can more fully develop their writing skills and academic voice. The instructor will support students as they deepen their ability to use scholarly writing. Students will develop a paper that they are writing concurrently or have written in a previous class.

**MTP8201 Archetypes, Myths, And Symbols (Online only) (3.0 Units)**

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.

**MTP8204 Creative and Conscious Aging (Online only) (3.0 Units)**

This course is about elder-hood, primarily in the United States. This topic is of great importance, both to the elders in our society and to those of us coming into our own time of aging in the coming years. It considers what it means to age consciously and creatively and how we can assist others and ourselves, so aging is more vital and meaningful.

**MATP8205 Eco-Spirituality (3.0 Units)**

This experiential course explores ecospirituality and our relationship to Gaia through reading and spending time in the natural world. Students will capture their growing relationship and appreciation for nature in intuitive, expressive, and reflective ways as well as consider how they might bring this new awareness into their daily lives.

**MTP8207 Sustainability, Culture, and Sacred Ecology (Online only) (3.0 Units)**

This course invites you to understand from an ecopsychological perspective where we came from, who “we” are, and what communities we comprise. It also introduces you to the concepts of sustainability from a new, broader system thinking the approach and from a sacred, ancient Native peoples approach. Finally, the course asks you to re-imagine a new, ecologically conscious community. You will be engaged in the material through several ways of knowing: reading, listening, watching, experiencing, reflecting, and creating.

**MTP8208 Nature-Based Programs and Wholeness (Online only) (3.0 Units)**

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 the place, education, health, and wholeness. Examples include animal-facilitated programs, garden and farm therapies, wilderness experiences, bringing nature into therapeutic practice, and prison programs. Students will design an innovative community service project that brings an eco-centered approach into professional or vocational experience.

**MATP82 Transpersonal Approaches to Dreams and Dreaming (3.0 Units)**

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 dreaming ways. Students will keep a dream journal, work with alone and with others to gather greater insight into their dreams and deepen their understanding of how dreams can facilitate transpersonal awareness.

**MATP8223 Contemplative Mind (3.0 Units)**

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.

**MTP826 Ecopsychology – Remembering Our Place in the Natural World (3.0 Units)**

This course is an introduction to the field of ecopsychology, ecoshamanism, and related fields. Students will explore the illusion of separation of humans from nature and begin to consider how we can shift our consciousness to a more reciprocal, intimate relationship between humans and the natural world. Through scholarship, nature encounters, practices related to ecoshamanism, and reflective discussion, students will discover practical ways that they can actively bring ecological consciousness into their personal, service and professional lives.

**MTP MATP8299 Critical Thinking in Research (3.0 Units)**

This 3-unit course is designed for students interested in Ph.D. programs. It will prepare them to read research articles, critically analyze them, and begin to develop writing skills appropriate for academic writing in transpersonal psychology.

**MTP8323 Creative Expression and Transformation (3.0 Units)**

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. Pre-requisite: Year 1; Also open to students in other programs with approval.

**MATP8331 Special Topics in Creative Expression: Mask-Making for Personal Transformation (1.0 Unit)**

This course offers a unique lens into the use of the creative expression in a variety of applications.

**MATP8332 Special Topics in Creative Expression (1.0 Unit)**

This course offers a unique lens into the use of the creative expression in a variety of applications.

**MATP8333 Special Topics in Creative Expression (1.0 Unit)**

This course offers a unique lens into the use of the creative expression in a variety of applications.

**MATP8334 Special Topics in Creative Expression (1.0 Unit)**

This course offers a unique lens into the use of the creative expression in a variety of applications.

**MATP8373 and 8374 Professional Specialization Practicum I, II**

The Professional Specialization Practicum is a series of two 1.5-unit courses designed as an experiential course to help students integrate transpersonal practice. Students will design and implement a practicum experience in a home locale that is relevant and appropriate for the area of specialization. This course will facilitate the student's professional development and help the student apply his or her 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. Prerequisite: Year 1.

**MATP8393 Inquiry into Creative and Innovative Processes (3.0 Units)**

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) autobiographical accounts of people; and (d) visualization, writing, and creative exploration. Students will begin to gain a deeper appreciation of creativity as a transpersonal and natural process inherent in the world by exploring one topic of interest in this area as well as observe their own creativity. This course is the prerequisite for the Transpersonal Integration Paper in the Creativity and Innovation specialization. It is closed to students outside of this specialization.

**MATP8701 Mystics: Their Lives, Practices, and Influence (3.0 Units)**

This course focuses on the inspiring autobiographies of mystics from religious traditions which have influenced transpersonal and integral psychology. We will study their lives, spiritual practices, and the philosophies of the ultimate reality of their traditions. Together we will pay attention to how theories of religious diversity and intermingling found expression in the emotions and minds of these mystics, and how this influenced their contribution to the world. Inspired by this material, we will explore how adopting these spiritual practices and worldviews affects our own consciousness, lives, and the lives of those around us.

**MATP8793 Inquiry into Spiritual Psychology (3.0 Units)**

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 our embodiment in the world is an integral aspect of the spiritual journey. Students will exercise skills in self-reflection, discernment, and deep listening as they inquire into a personally relevant question related to the spiritual embodiment. Finally, they will design and use a spiritual assessment instrument based on their inquiry. This course is the prerequisite for the Transpersonal Integration Paper in the Spiritual Psychology specialization.

**MATP8800 Introduction to the Transformative Coaching Process (3.0 Units)**

This course provides a foundation in the theories, principles, and practices of transformative coaching. It explores the roots of coaching in psychology and other fields and invokes an inquiry into the ways in which our interpretations of reality shape that reality. Students will be trained in skills needed to be an effective transformative, transpersonal coach and will have opportunities to practice coaching strategies with faculty and peer feedback. This low-residency course begins as part of the seminar in either the summer or winter terms and continues in an online format for the duration of the term.

**MATP8811 Practicum in Transformative Coaching I (3.0 Units)**

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 life coaching organizations. Students will meet weekly 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 a qualified life coach practitioner. MATP 8100 Introduction to the Coaching Process is a required prerequisite for this course.

**MATP8812 Practicum in Transformative Coaching II (3.0 Units)**

This course will focus on the relationship between coach and client including the responsibilities of the coach, as well as the 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 life coaching. MATP 8800: Introduction to the Coaching Process and MATP 8801: Practicum in Transformative Coaching 1 are required prerequisites for this course.

**MATP8813 Advanced Practicum in Transformative Coaching (3.0 Units)**

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. In this course, ethical issues and concerns will be at the forefront of students' learning as they practice coaching skills. This course will focus on the relationship between coach and client including the responsibilities of the coach, as well as the 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 life coaching. Prerequisites: MATP 8100 Introduction to the Transformative Coaching Process; MATP 8811 Practicum in Transformative Coaching I; and MATP 8822 II Practicum in Transformative Coaching II.

**MATP804 Psychosynthesis: Journey Toward Wholeness (3.0 Units)**

This course, designed for coaching students, 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. Prerequisite: Admission into the coaching program or permission of the G-MATP Chair.

**MATP8825 Entrepreneurial Spirit (3.0 Units)**

The entrepreneurial spirit is living from the future and allowing for unknown possibilities and opportunities to emerge at 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 strategies for vision clarification and develop an action plan. They will market themselves through multiple venues such as websites, social media, and collaborative alliances.

**MATP826 Ethics in Coaching (1.0 Units)**

This 1.0-unit course provides a solid foundation in the ethics within a coaching practice. 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 by its end.

**MATP899 Special Topics in Coaching (3.0 Units)**

This course offers a unique lens into transformative coaching with a variety of applications.

**MATP9043 Transpersonal Integration Paper (3.0 Units)**

This capstone paper completes the student's inquiry into their specialization topic begun in the prior quarter. It provides the opportunity to bridge transpersonal theory with professional experiences and aspirations and to consider how students' transpersonal education can contribute to a more conscious world. Students will develop a 20-page scholarly paper that illustrates that they have explored in-depth and integrated a topic within their area of specialization. This paper allows students to integrate and apply transpersonal principles and practices uniquely and professionally. This is one of the capstone projects and must be taken at the end of the program. Students will be assigned to a faculty who will guide them through the process.

**MATP9042 Showcase Portfolio (3.0 Units)**

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 is a required course that should be taken at the end of the program.

**Notice Concerning Transferability of Credits and Credentials Earned at Our Institution** The transferability of credits you earn at Sofia University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree you earn in the Master's in Transpersonal Psychology is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Sofia University to determine if your credits or degree will transfer.

### ❖ **Master of Business Administration (MBA) (On Campus, Online)**

Sofia's MBA program provides students with a thorough knowledge of business fundamentals and data-driven decision-making, in combination with deep self-knowledge and emotional intelligence. The course of study is designed to provide graduates the knowledge, skills, and deep perspective necessary to foster a culture of value-driven decision-making and organizational well-being in a competitive strategic environment.

The Sofia MBA Core consists of interrelated courses designed to give students a powerful new perspective on business administration. These courses provide foundational knowledge of personality, motivation, and positive psychology. This 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. In addition, core courses provide a solid foundation in decision-making, integrating quantitative, behavioral, interpersonal, transpersonal, and organizational perspectives. Students learn to apply, align, and balance three human strengths in organizational decision-making: rationality and logic (head), emotional intelligence (heart), and deep intuition (soul). This prepares students to create value by using data to drive decisions in organizational settings.

Core courses provide a solid knowledge of accounting, finance, economics, operations, marketing, strategy, business law & ethics, and leadership, as well as data-driven decision-making. Students complete their program by focusing their studies with a set of concentration courses, laying a foundation for their post-graduate work. All students complete a capstone project as a culminating application and assessment of knowledge gained in the program. The Sofia MBA offers the following Specializations:

- Business Analytics
- Decision Science
- Leadership & Organizational Effectiveness
- Technology Innovation & Product Management
- Entrepreneurship
- General concentration (with advisor approval)

### **Program Learning Outcomes**

Upon completion of the Master of Business Administration Program, students will be able to:

- **Knowledge:** Demonstrate competencies across business disciplines, specifically apply the essential elements of core business principles to analyze and evaluate problems and to construct and implement solutions in the business environment.
- **Critical and Creative Thinking:** Demonstrate critical thinking, specifically, employ appropriate analytical and qualitative models, and apply critical reasoning processes to evaluate evidence, select among alternatives, and generate creative options in furtherance of effective decision-making.
- **Teamwork and Leadership Competencies:** Demonstrate teamwork and leadership skills and collaborate with a variety of people using elements of effective team dynamics to effectively and appropriately structure teamwork. Lead empathetically and develop organizational strategies built on principles of mindfulness.
- **Communication:** Possess effective communication skills, write concisely and analytically and speak in groups and public clearly, concisely, and analytically.
- **Business Strategy in Global Environment:** Possess the skills required to integrate concepts from various disciplines to identify and develop business strategies in a global environment and understand cultural and diversity issues.

### **Degree Requirements**

Students will have flexibility as to how they schedule 48 quarter units of coursework. A student who completes 6 units per quarter could graduate in 8 or 9 quarters. Students have a maximum of 4 years to complete the program. All concentrations will require a comprehensive exam on core learning and an oral examination/presentation of a capstone project.

### **Core Courses (9.0 Units)**

MBA2001 Personality and Motivation (3.0 Units)  
 MBA2002 Positive Psychology for Business (3.0Units)  
 MBA2003 Decision Science 1 (3.0 Units)

### **Business Fundamentals (24.00 Units)**

MBA3001 Accounting (3.0 Units)  
 MBA3002 Finance (3.0 Units)  
 MBA3003 Economics (3.0 Units)  
 MBA3004 Data Analysis and Forecasting 1(3.0 Units)  
 MBA3005 Operations (3.0 Units)  
 MBA3006 Business Law and Ethics (3.0 Units)  
 MBA3007 Strategy (3.0 Units)  
 MBA3008 Marketing 1 (3 Units)

### **Capstone Project (6.0 Units)**

MBA4001 Capstone Part 1 (3.0Units)  
 MBA4002 Capstone Part 2 (3.0Units)

### **Concentrations (9.0 Units)**

Students complete their program by focusing their studies on approved concentration. Specific concentrations may include credit for internships (MBA 4003, 4004) for a maximum of 3 Units. (See requirements listed next.)

All students must complete Capstone Part 1 and Capstone Part 2. Capstones will include concentration-specific modules and Learning Outcomes.

### **Business Analytics**

MBA4101 Data Analysis & Forecasting 2  
 MBA4102 Introduction to Business Analytics Programming  
 MBA4103 Data Visualization

### **Decision Science**

MBA4101 Data Analysis & Forecasting 2  
 MBA4201 Decision Science 2  
 MBA4202 Behavioral Economics & Strategy

### **Leadership & Organizational Effectiveness**

MBA4301 Organizational Leadership & Management  
 MBA4302 Organizational Psychology

Choose at least one of the following courses:

MBA4201 Decision Science 2  
 MBA4202 Behavioral Economics & Strategy

### **Management of Technology and Innovation**

MBA4401 Technology Innovation & Product Management

MBA4402 Project and Program Management

Choose at least one of the following courses for a total of 3 units:

MBA4501 Marketing 2

MBA4602 Technology Entrepreneurship

MBA4003 Full-Time Internship in Business (3 Units) \*

MBA4004 Part-Time Internship in Business (1 Unit) \*

### **Entrepreneurship**

Choose at least one of the following courses:

MBA4601 Social Entrepreneurship

MBA4602 Technology Entrepreneurship

Choose from the following courses for a total of 6 units

MBA4101 Data Analysis & Forecasting 2

MBA4201 Decision Science 2

MBA4301 Organizational Leadership & Management

MBA4401 Technology Innovation & Product Management

MBA4501 Marketing 2

MBA4003 Full-Time Internship in Business (3 Units) \*

MBA4004 Part-Time Internship in Business (1 Unit) \*

### **General Concentration**

Choose from the following courses for a total of 9 units:

MBA4101 Data Analysis & Forecasting 2

MBA4201 Decision Science 2

MBA4301 Organizational Leadership & Management

MBA4401 Technology Innovation & Product Management

MBA4501 Marketing 2

MBA4003 Full-Time Internship in Business (3 Units) \*

MBA4004 Part-Time Internship in Business (1 Unit) \*

\*Internships are optional but highly encouraged. With prior approval of your academic adviser, a maximum of 3 units of internship credits may be applied to meet degree requirements for some concentrations. Students are encouraged to take internships, even in cases where credits earned will not apply to degree requirements.

## Course Descriptions

### Core Courses

#### **MBA2001 Personality and Motivation**

The objectives of this course are for students to learn major theories of psychology pertaining to personality, motivation, and growth, and to explore how this knowledge allows us to contribute to the transformation and well-being of individuals, relationships, organizations, and society. Practices of contemplation, meditation and mindfulness will be considered in relation to these theories.

Students will be able to apply this knowledge in business and their personal lives. Course topics include the seminal work of Abraham Maslow, a founder of humanistic psychology and transpersonal psychology, Carl Jung, a brilliant transpersonal pioneer, and Erik Erikson, the founder of modern developmental psychology. We will also examine the principles of transpersonal counseling and therapy, transpersonal education, as they relate to organizational transformation.

Transpersonal psychology extends psychology to include the spiritual and transcendent dimensions of human experience. These include deep creativity, dedication to something greater than ourselves, personal growth and transformation, and a holistic approach to mind-body-spirit integration.

#### **MBA2002 Positive Psychology for Business**

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 I**

This course is concerned with practical ways to develop, strengthen, and balance three human capacities for better decision making: Cool Head, Warm Heart, and Guiding Soul. This course integrates quantitative, behavioral, interpersonal, transpersonal, and organizational perspectives. Topics include Decision Theory and Decision Analysis, Behavioral Economics & Decision Making, Naturalistic Decision Making, Semantics and Pragmatics, Design Thinking, Cognitive Science, Organizational Behavior, and Transpersonal Psychology. Students develop insights into decision making by focusing first on their own individual decisions and then considering decisions of other individuals. We will emphasize dialogue processes for effective inquiry, balanced with contemplation and reflection, to clarify values, surface assumptions, and develop an appropriate frame. With this foundation, students will learn how mathematical decision modeling and data science can be applied to generate valuable insights by focusing further inquiry on essential variables and facilitating deep collaborative reasoning.

## **Business Fundamentals**

### **MBA3001 Accounting**

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. Students will perform case studies using the balance sheets of public companies to consider a company's performance.

### **MBA3002 Finance**

This course introduces the principles of corporate finance. It focuses on measurement and creation of value. Students learn how to apply key principles of finance in decision-making and management, and how to interpret and analyze 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. Prerequisites: MBA 3001

### **MBA3003 Economics**

This course introduces microeconomic and macroeconomic concepts and analytical techniques used in framing 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. Students will apply economic analysis in case studies and projects.

Prerequisites: MBA 3002

### **MBA3004 Data Analysis & Forecasting 1**

This course focuses on applying analytical methods for data analysis to support managerial decisions. Topics covered 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. Regardless of current skill level, students will develop and enhance their spreadsheet skills in this course.

### **MBA3005 Operations**

The course provides a broad overview of operational issues in service and manufacturing organizations and presents a variety of quantitative and qualitative techniques for analyzing and optimizing 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. Students learn how operations management decisions impact the value of the firm and are fundamentally interconnected with market strategy and the design of products and services.

Prerequisites: MBA 2003

**MBA3006 Business Law and Ethics**

Students will be introduced to the basic legal frameworks for business, and fundamental legal issues involved in conducting business. Topics include legal systems, forms of business, corporate law, duties to shareholders, shareholders' rights and liabilities, intellectual property, unfair competition, antitrust law, contract law, employment law. Students will explore how law shapes managerial behavior and will learn to apply ethical principles and arguments in business settings while coping with external factors such as laws, regulation, politics, and local customs. Students will explore how ethics, activism, and law shape tradeoffs across the triple bottom line (economic, social, and environmental), and will learn to apply theories of corporate social responsibility and principles of responsible investment, as well analytical tools for ethical decision-making.

**MBA3007 Strategy**

This course equips students with concepts, models, and frameworks for formulating, analyzing, and implementing corporate and business unit strategy. Students learn about fundamental dimensions of strategy, and how to differentiate between policy, strategy, 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. We consider the challenges of managing strategic change, the impact of emerging technologies on business strategy, globalization, and the "triple bottom line" (economic, social, environmental). Prerequisites: MBA 3003

**MBA3008 Marketing 1**

This course provides an overview of the issues, concepts, and models used in analyzing marketing decisions and managing marketing activities. Students will acquire analytical tools and frameworks for 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. Students will learn 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.

### **Capstone**

#### **MBA4001 Capstone Part 1 (3.0 Units)**

#### **MBA4002 Capstone Part2 (3 .0 Units)**

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. 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.

### **Electives**

#### **MBA4003 Full-Time Internship in Business (3.0 Units)**

#### **MBA4003 Part-Time Internship in Business (1.0 Unit)**

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.

#### **MBA4101 Data Analysis and Forecasting 2**

This course equips students with advanced techniques for data analysis and forecasting. It involves extensive use of spreadsheet modeling and statistical analysis software. Topics include multivariate analysis, logistic regression, cluster analysis, classification, non-linear regression, time series decomposition, nonparametric methods, Bayesian statistics, combining expert opinion with data. Students apply these techniques in case studies and projects. Prerequisites: MBA 2003, MBA 3004

#### **MBA4102 Introduction to Business Analytics Programming**

This course provides an introduction to Business Analytics and covers fundamental concepts of computer programming. Students learn to create well-designed code modules using a standard programming language such as Python, following standard programming concepts and logic. Topics include data structures, control structures, data input/output, object-oriented programming, exception handling and debugging. Students learn various techniques and tools to present analytical results visually. Prerequisites: MBA 4101

### **MBA4103 Data Visualization**

Data visualization provides an effective means to communicate information and tell a story of quantitative data through graphic patterns. Especially in the big-data era, data visualization makes the massive data more approachable and valuable and greatly impacts the decision-making process in fields such as healthcare, manufacturing, finance, and science. This course introduces students to the core concepts and various techniques and tools for data visualization. The students will first explore what data visualization is. We will then review various analytical tools of static followed by the basic elements of Visual Business Intelligence. The techniques of good design consideration and data preparation for the best visuals will be discussed. The students will learn the elements of Cognitive Science theory. We will also learn the principles of Graphic Design and Interaction Design and to apply them to the visualization of information. Finally, the students will examine the appropriate forms for data representation through case studies. A variety of common and uncommon digital visualization software tools such as Tableau, Excel, Google Fusion Tables, etc. will be used in the class or labs for information exaction and presentations. Upon completion of the course, students will have a good understanding of data visualization and how to apply it for data analysis.

Prerequisites: MBA 2003, MBA 3004

### **MBA4201 Decision Sciences 2**

This course builds on MBA2003, broadening the perspective to include collective decision-making and team decision-making. Topics include Game Theory, group, and team dynamics, conflict, negotiation, advocacy & inquiry, psychological issues in group decision-making, methods and tools to support group decision-making, decision dialogue processes, collaborative inquiry, facilitative leadership, delegation, and involving experts in decision processes. Students learn to create value in organizations by using data to drive strategic and operational decisions while taking advantage of the collective knowledge of stakeholders and experts. Prerequisites: MBA 2003, MBA 3004

### **MBA4202 Behavioral Economics and Strategy**

In this course, students will learn to consciously take into account the cognitive biases – systematic tendencies to deviate from rational calculations and to misinterpret data – when making decisions. Behavioral strategy merges cognitive and social psychology with strategic management theory and practice. This is a relatively new approach that uses insights from Behavioral Economics to uncover and understand our conscious and unconscious biases to improve the quality of strategic decision-making processes, and help leaders recognize the effects of biases, their own and others'. Behavioral Finance, another relatively new field, combines behavioral and cognitive psychological theory with conventional economics and finance to explain and prevent flawed financial decisions. Students will learn how to apply insights from Behavioral Economics and Behavioral Finance in strategic decision-making. Behavioral strategy is having a growing influence in many areas of business practice in addition to strategy, for example money managers can employ its insights to understand investor behavior stock-pricing anomalies; policymakers can use behavioral principles to boost participation in retirement-savings plans; marketers can better understand why some promotions are more effective than others.

Prerequisites: MBA 2003, MBA 3004

**MBA4301 Organizational Leadership and Management**

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. Prerequisites: MBA 2003

**MBA4302 Organizational Psychology**

Organizational Psychology is an interdisciplinary study that applies psychology to organizations and management. As an important branch of psychology, organizational psychology studies human psychology and behaviors within organizations. Specifically, organizational psychology explores the relationships between individuals and groups and organizational behaviors (i.e., the effects of individuals and groups on organizational efficacy, as well as the effects of organizational activities on members' psychological states and behaviors). The primary purpose of the organizational psychology study is to improve organizational effectiveness while promoting members' well-being. It has become one of the core courses in MBA programs worldwide. This course starts with a brief introduction to organizational psychology, followed by individual differences theories (including both cognitive abilities and noncognitive attributes). We will further discuss the effects of these differences on job performance, as well as how to scientifically measure and manage job performance. Then, we will introduce many organizational situations such as leadership, organizational justice, diversity, and team, and their effects on organizational members' behaviors and well-being. Prerequisites: MBA 2003

**MBA401 Technology Innovation & Product Management**

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. Prerequisites: MBA 2003

**MBA402 Project and Program Management**

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. Prerequisites: MBA 2003

**MBA4601 Marketing 2**

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: MBA 2003, MBA 3008

**MBA4501 Social Entrepreneurship**

Social entrepreneurship occurs at the intersection of business, nonprofit, and government sectors. This course covers perspectives, concepts, and models, as well as case studies of entrepreneurial solutions to social, environmental, and economic challenges, locally and globally. The focus is on established and emerging models for social ventures, partnership arrangements among the business, nonprofit and social sectors, and approaches to growth.

**MBA4502 Technology Entrepreneurship**

This course introduces the fundamentals of technology entrepreneurship. Students learn the process of how entrepreneurs start technology companies. It involves finding a pain point, or a problem, then matching the pain point with a technology idea, finding a high-potential market opportunity, gathering resources such as a talented team and investment capital, figuring out how to sell and market the idea, and planning to scale up while managing rapid growth. To gain practical experience alongside the theory, students form project teams to create business plans, with mentoring from seasoned Silicon Valley entrepreneurs and investors. The best will pitch their ideas to investors.

## ❖ Master of Science in Computer Science (MSCS)

The Master of Science in Computer Science (MSCS) 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 concentrations. 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. The program focuses on innovative and transformative learning to ensure that students are well prepared for the challenges of the rapidly evolving computing, engineering, and scientific industries as well as the challenges of future academic and research-based endeavors.

The Master of Science in Computer Science Program is delivered in several formats for the convenience of students. Classes are held in the evenings and on weekends in the on-campus classroom, online, in the hybrid classroom-online format, and through directed studies where students have the opportunity to work one on one with the Computer Science Program Chair and Computer Science Professors. The program is delivered with small class sizes to ensure that all students have individualized attention and professional guidance throughout their studies. The program is designed to be completed in 1.5 years for full-time students and between 2 and 2.5 years for part-time students. Students have up to 4 years to complete the program.

### **Program Learning Outcomes**

The program learning outcomes of the Master of Science in Computer Science Program are to ensure that students in the program will:

- Integrate and apply sound computer science principles, logic, and mathematics in their professional careers as well as their future research and academic endeavors.
- Integrate computer science knowledge with sound writing and analysis capabilities to foster professional communications and knowledge expression throughout their career.
- Cultivate both inventive and innovative computer science skills and capabilities to become transformative leaders in the computing, scientific, and engineering industries.
- Demonstrate competency in research, analysis, and problem-solving in the rapidly changing and evolving areas of the computing industry to provide innovative, relevant, and cost-effective solutions to complex computational problems.
- Integrate sound judgment with computer science skills to provide legal and ethical solutions to problems with responsible reflection on the social impacts of those solutions.
- Implement computational solutions as a team player and a responsible global citizen.
- Acquire an ability for continuous learning and self-improvement in the computing field.

## Program Goals

- Provide a sound, rigorous background in foundational computer science theory and principles.
- Provide a strong foundation in practical and applicable areas of applied computer science that are relevant in the current computing, scientific, and engineering industries.
- Cultivate professional writing and research capabilities in the area of computer science to ensure sound professional level technical communications and knowledge expression.
- Cultivate creative and innovative thinking in the area of computer science that fosters transformation and innovation in the computing, scientific, and engineering industries.
- Provide a broad and diverse set of rigorous concentrations that foster a focused, detailed study of areas that are of high value and in demand in the computing, scientific, and engineering industries.
- Provide a personalized and highly interactive curriculum through small class sizes, hands-on laboratory work, and individualized student-instructor interaction.
- Challenge technological thinking to ensure that the ethical, legal, and social impacts of computational technology are responsibly considered when implementing computing concepts, ideas, and products.

## Degree Requirements

The Master of Science in Computer Science curriculum is comprised of the following requirements:

- **Mandatory Core Courses (24 Units):** There are 8 mandatory computer science foundational courses that must be completed. Each course is 3 units for a total of 24 mandatory core units.
- **Concentration Courses (15 Units):** A student is required to select one of eight computer science concentrations and complete the 5 mandatory courses in that concentration. Each concentration course is 3 units for a total of 15 concentration course units. A student must complete all courses in the concentration and will not be permitted to substitute courses between concentrations.
- **Elective Courses (6 Units):** A student may take elective courses in any program including the computer science program, the psychology program or the business program. A student must take 6 units of electives. These can be a combination of 1, 2, and 3 credit courses.
- **Capstone Course (3 Units):** A student must complete the capstone course in the last term of study. The capstone course is mandatory for all students and is 3 units.
- A total of **48 units** are required in the above plan of study for graduation.

## Internship or Curriculum Based Training

An Internship or Curriculum Based Training (CBT) is optional and will count for up to 3 elective units with Program Chair approval. Internship or CBT units taken beyond the 3 elective units will not count towards degree requirements.

## Mandatory Core Courses (24.0 Units)

The following core courses must be completed in the first or second quarter of study:

MSCS 1021 Technical Writing and Analysis for Computer Scientists Part I: Fundamentals

MSCS 2103 Systems Programming

MSCS 3801 Discrete Mathematics for Computer Science

The following core courses can be taken at any point in the program:

MSCS 3802 Automata, Computation, and Complexity

MSCS 3803 Algorithms in Python and R

MSCS 2401 Data Science

MSCS 2101 Software Engineering

MSCS 3804 Cyber Security and Information Assurance

**Concentration Courses (15.0 Units)**

Students will select one of the following concentrations, and all of the courses in the concentration must be completed.

**Artificial Intelligence & Machine Learning**

MSCS 3805 Statistical Analysis for Computer Science

MSCS 2201 Artificial Intelligence

MSCS 2202 Machine Learning

MSCS 3008 Introduction to Robotics

MSCS 3806 Advanced Topics in AI and Machine Learning

**NOTE:** The mandatory core course MSCS 2401 Data Science must be completed before beginning this concentration.

**Data Science**

MSCS 3805 Statistical Analysis for Computer Science

MSCS 3807 Data Modeling in Python and R

MSCS 3202 Mining Massive Data Sets

MSCS 3019 Data Visualization

MSCS 2202 Machine Learning

**NOTE:** The mandatory core course MSCS 2401 -Data Science must be completed before beginning this concentration.

**Robotics Computing**

MSCS 3008 Introduction to Robotics

MSCS 2201 Artificial Intelligence

MSCS 2202 Machine Learning

MSCS 3103 Embedded Systems

MSCS 3808 Advanced Robotics Computing

**Unmanned Aircraft (Drone) Computing**

MSCS 2702 Unmanned Aircraft Technology for Computer Scientists

MSCS 3703 Software Safety in Unmanned Aircraft Systems

MSCS 3704 Algorithms and Computational Processes in Unmanned Aircraft Systems

MSCS 3705 Computer Security and Information Assurance in Unmanned Aircraft Systems

MSCS 3706 Autonomous Systems and Collision Avoidance Algorithms in UAS

**Quantum Computing**

MSCS 3900 Quantum Computing Foundations Part I

MSCS 3901 Quantum Computing Foundations Part II

MSCS 3902 Quantum Algorithms and Automata

MSCS 3903 Quantum Applications in Cyber Security and Science

MSCS 3904 Advanced Topics in Quantum Computing

**Virtual/Augmented Reality and Game Computing**

MSCS 3910 Physics and Mathematics for Game Computing  
MSCS 3911 Game Programming  
MSCS 3912 Virtual/Augmented Reality Principles  
MSCS 3913 Virtual/Augmented Reality Game Programming  
MSCS 3914 Advanced Game Computing

**Cybersecurity and Information Assurance**

MSCS 3004 Computer and Network Security  
MSCS 3920 Cyber Security: Defense  
MSCS 3921 Cyber Security: Forensics and Attack Analysis  
MSCS 3922 Applied Cryptography  
MSCS 2703 Blockchain Technology

**NOTE:** The mandatory core course MSCS 3804 Cyber Security and Information Assurance must be completed before beginning this concentration.

**Human Computer Interaction (HCI)**

MSCS 2301 User Interface Design and Implementation  
MSCS 3301 User Centered Research and Evaluation  
MSCS 3302 HCI in Ubiquitous Computing  
MSCS 3019 Data Visualization  
MSCS 3204 Web Development

**Elective Courses (6.0 Units)**

A total of 6 units of electives in computer science, psychology, or business programs must be completed. Internships or Curriculum Based Training (CBT) may count for up to 3 elective units.

**Capstone Course (3.0 Units)**

The Capstone Course is mandatory and should be completed in the final or next to final term of study.

- MSCS 102-Technical Writing and Analysis for Computer Scientists Part II: Capstone

### **Core Course Annual Schedule**

All of the mandatory core courses are scheduled periodically throughout the academic year to ensure their availability.

The following mandatory core course will be offered in the Fall, Winter, Spring, and Summer Quarters:

MSCS 1021 Technical Writing and Analysis for Computer Scientists Part I: Fundamentals

The following mandatory capstone course will be offered, at a minimum, in the Fall and Spring Quarters:

MSCS 1022 Technical Writing and Analysis for Computer Scientists Part II: Capstone

The following mandatory core courses will be offered, at a minimum, in the Fall and Spring Quarters:

MSCS 2103 Systems Programming

MSCS 3801 Discrete Mathematics for Computer Science

MSCS 3804 Cyber Security and Information Assurance

The following mandatory core course will be offered at a minimum, in the Winter and Summer Quarters:

MSCS 2401 Data Science

MSCS 3803 Algorithms in Python and R

MSCS 2101 Software Engineering

The following mandatory core course will be offered, at a minimum, in the Spring Quarter:

MSCS 3802 -Automata, Computation, and Complexity

Electives and concentration courses are scheduled on a rotating basis based on student needs and requirements.

## Course Descriptions

### Mandatory Core Course Descriptions

#### **MSCS1021 Technical Writing and Analysis for Computer Scientists Part I: Fundamentals (3.0 Units)**

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 6.0 and will learn how to avoid plagiarism. The final project of the class 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 6.0 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. (Prerequisites: None)

#### **MSCS2103 Systems Programming (3.0 Units)**

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. (Prerequisites: None)

#### **MSCS3801 Discrete Mathematics for Computer Science (3.0 Units)**

This course is about 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 will be discussed in depth and applied to principles of computer science. Case studies such as the mathematics of the RSA algorithm will be studied and applied to real-world computer science. (Prerequisites: None)

#### **MSCS3802 Automata, Computation, and Complexity (3.0 Units)**

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. (Prerequisites: MSCS 3801, 2103)

#### **MSCS3803 Algorithms in Python and R (3.0 Units)**

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. (Prerequisites: MSCS 3801, 2103)

### **MSCS2401 Data Science (3.0 Units)**

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 scientific problems. A major goal of data science is to make it easier for others to find and coalesce data with greater ease. Data science technologies impact how data scientists access data and conduct research across various domains, including the biological sciences, medical informatics, social sciences, and the humanities. (Prerequisites: None)

### **MSCS2101 Software Engineering (3.0 Units)**

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 will cover 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 will also cover basic systems engineering concepts to ensure foundational understanding of the full software development process within a project. The class will demonstrate the relationship between software engineering and systems engineering and will relate the two consistently in all areas. (Prerequisites: None)

### **MSCS3804 Cyber Security and Information Assurance (3.0 Units)**

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 a survey of various laws and government initiatives to implement information assurance in the organization in a lawful manner. The course concludes with the development of a NIST compliant comprehensive information assurance plan for the complete organization: PCs, networks, databases, and supporting communications infrastructure. (Prerequisites: None)

### **MSCS102 Technical Writing and Analysis for Computer Scientists Part II: Capstone (3.0 Units)**

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. (Prerequisite: MSCS 1021)

## Concentration Area Course Descriptions

### Artificial Intelligence & Machine Learning

#### **MSCS3805 Statistical Analysis for Computer Science (3.0 Units)**

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 will also apply mathematical concepts to real-world data science problems and applications. (Prerequisites: None)

#### **MSCS2201 Artificial Intelligence (3.0 Units)**

This course covers the foundations of artificial intelligence as a holistic discipline. Artificial intelligence (AI) is the intelligence exhibited by machines or software. Artificial intelligence covers the many aspects of how human intelligence is encoded in computer programs and mechanisms such as robots. This course introduces the foundation of simulating or creating intelligence from a computational point of view. It allows the students to gain generic problem-solving skills that have applicability to a wide range of complex real-world problems. It covers the techniques of reduction, reasoning, problem-solving, search, knowledge representation, and machine learning. It also covers computational complexity and issues arising at the junction between biological and artificial intelligence. (Prerequisites: MSCS 3801, 2103)

#### **MSCS2202 Machine Learning (3.0 Units)**

Machine learning is a complex yet a fast-moving field with many real-world commercial applications. The goal of machine learning is to build computer models that can produce useful information whether they are predictions, associations, or classifications. The ultimate goal for many machine-learning researchers is to build computing systems that can automatically adapt and learn from their experience. This course will study the theory and practical algorithms, basic concepts and paradigms, key techniques, challenges, and tricks of machine learning. It also covers examples of how machine learning is used/applied today in the real world and exposes students to 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. (Prerequisites: MSCS 3801, 2103)

#### **MSCS3008 Introduction to Robotics (3.0 Units)**

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 will be covered in addition to the use of embedded and mechanical software-driven systems. A special emphasis shall be 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. (Prerequisites: None)

#### **MSCS3806 Advanced Topics in AI and Machine Learning (3.0 Units)**

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 will survey complex and relevant issues and will provide students with a holistic look into the advanced concepts of AI, which fuse together many areas of computer science, mathematics, and engineering. The course concludes with a comprehensive research paper that covers new and emerging areas of AI, machine learning, and robotics. (Prerequisites: MSCS2201, 2201.)

## **Data Science**

### **MSCS2401 Data Science (3.0 Units)**

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 scientific problems. A major goal of data science is to make it easier for others to find and coalesce data with greater ease. Data science technologies affect how data scientists access data and conduct research across various domains, including the biological sciences, medical informatics, social sciences, and the humanities. (Prerequisites: None)

### **MSCS3805 Statistical Analysis for Computer Science (3.0 Units)**

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 will also apply mathematical concepts to real-world data science problems and applications. (Prerequisites: None)

### **MSCS3807 Data Modeling in Python and R (3.0 Units)**

This course expands the coverage of data science into strategic modeling for the effective and efficient study, analysis, and presentation of data. Models and data programming is accomplished in the Python and R languages. The course covers areas such as conceptual, enterprise, logical and physical data modeling as well as generic and semantic data modeling. Various modeling processes and methodologies will be covered as well as many of the tools used by data scientists to construct viable data models. The course will conclude with the development of an enterprise level scientific or engineering data modeling project. (Prerequisites: MSCS 2401, 3805)

### **MSCS3020 Mining Massive Data Sets (3.0 Units)**

Along with the rise of Internet commerce and social networks comes the opportunities and challenges of extremely large datasets where vital information is extracted by data mining. This course introduces the background, algorithms, and techniques for data mining especially targeting very large data sets. It begins with an introduction to data mining critical concepts. It then expands to the discussion of the map-reduce frameworks for parallelizing algorithms, which is the key for massive dataset mining. The algorithms for locality sensitive hashing and streaming data mining will be followed. The course will then cover the techniques to find frequent itemsets and clustering.

Finally, two applications: recommendation systems and web advertising are covered as real-world case studies. Upon completion of the course, the student will have a solid foundation on how to efficiently and effectively extract information from massive data sets from myriad sources.

(Prerequisites: MSCS 2401, 3805)

**MSCS3019 Data Visualization (3.0 Units)**

Data visualization provides an effective means to communicate information and tell a story of quantitative data through graphic patterns. Especially in the big-data era, data visualization makes the massive data more approachable and valuable and greatly impacts the decision-making process in fields such as healthcare, manufacturing, finance, and science. This course introduces students to the core concepts and various techniques and tools for data visualization. The course will first explore what data visualization is. Then it reviews various analytical tools of statistics followed by the basic elements of Visual Business Intelligence. The techniques of good design consideration and data preparation for the best visuals will be discussed. The course will present the elements of cognitive science theory and the principles of graphic/interaction design. It will then apply them to the visualization of information. Finally, the course will examine the appropriate forms for data representation through case studies. A variety of common and uncommon digital visualization software tools are used in the class for information exaction and presentations. (Prerequisites: None)

**MSCS202 Machine Learning (3.0 Units)**

Machine learning is a complex yet a fast-moving field with many real-world commercial applications. The goal of machine learning is to build computer models that can produce useful information whether they are predictions, associations, or classifications. The ultimate goal for many machine- learning researchers is to build computing systems that can automatically adapt and learn from their experience. This course will study the theory and practical algorithms, basic concepts and paradigms, key techniques, challenges, and tricks of machine learning. It also covers examples of how machine learning is used/applied today in the real world, and exposes students to 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. (Prerequisites: MSCS 3801, 2103)

## **Robotics Computing**

### **MSCS3008 Introduction to Robotics (3.0 Units)**

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 will be covered in addition to the use of embedded and mechanical software-driven systems. A special emphasis shall be 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. (Prerequisites: None)

### **MSCS2201 Artificial Intelligence (3.0 Units)**

This course covers the foundations of artificial intelligence as a holistic discipline. Artificial intelligence (AI) is the intelligence exhibited by machines or software. Artificial intelligence covers the many aspects of how human intelligence is encoded in computer programs and mechanisms such as robots. This course introduces the foundation of simulating or creating intelligence from a computational point of view. It allows the students to gain generic problem-solving skills that have applicability to a wide range of complex real-world problems. It covers the techniques of reduction, reasoning, problem-solving, search, knowledge representation, and machine learning. It also covers computational complexity and issues arising at the junction between biological and artificial intelligence. (Prerequisites: MSCS 3801, 2103)

### **MSCS2202 Machine Learning (3.0 Units)**

Machine learning is a complex yet a fast-moving field with many real-world commercial applications. The goal of machine learning is to build computer models that can produce useful information whether they are predictions, associations, or classifications. The ultimate goal for many machine-learning researchers is to build computing systems that can automatically adapt and learn from their experience. This course will study the theory and practical algorithms, basic concepts and paradigms, key techniques, challenges, and tricks of machine learning. It also covers examples of how machine learning is used/applied today in the real world and exposes students to the construction and use of machine learning algorithms. This course discusses recent applications of machine learning, such as 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. (Prerequisites: MSCS 3801, 2103)

### **MSCS3103 Embedded Systems (3.0Units)**

This course explores software development for specialized hardware systems that function in real time and reactively, which may also have temporal and memory constraints. These systems in many cases have machine-controlled interfaces and process-controlled functions, which impact software development paradigms. Types of embedded systems will be explored from simple integrated circuits to complex embedded systems, such as those found in aircraft avionics. Software development techniques will be presented including code optimization, memory management, operating system integration and compatibility, schematics interpretation, in-circuit emulation, communication protocols, driver development as well as embedded software safety and reliability. Embedded systems compilers and their proper use will also be covered in depth. Special emphasis will be placed on embedded software security and information assurance in real-time reactive applications. (Prerequisites: MSCS 3801, 2103)

**MSCS3808 Advanced Robotics Computing (3.0 Units)**

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: MSCS 3008, 2201, 2202)

### **Unmanned Aircraft (Drone) Computing**

#### **MSCS2702 Unmanned Aircraft Technology for Computer Scientists (3.0 Units)**

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 buses 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. (Prerequisites: None)

#### **MSCS3703 Software Safety in Unmanned Aircraft Systems (3.0 Units)**

This course presents the foundations of software safety, reliability, availability, resilience and failure obviation in the context of unmanned aircraft computer and software systems. It covers the basic safety models of software and systems and applies those models to unmanned aircraft control systems, algorithms, and functional software. The concepts of software errors, faults, and hazards are covered as well as methodologies to mitigate them such as hazard analysis, fault trees, failure obviation processes, and resilience techniques. Basic mathematical software formal methods are presented to demonstrate the power of mathematical modeling to safety-critical systems such as unmanned aircraft. The course concludes with the development of a comprehensive software safety design and resilience plan for a selected operational unmanned aircraft. (Prerequisite: MSCS 2702)

#### **MSCS3704 Algorithms and Computational Processes in Unmanned Aircraft Systems (3.0 Units)**

This course provides an in-depth survey of the algorithms and computational processes in various unmanned aircraft models. The concept of data-link functions and attributes is covered extensively including the computational processes for data-link system processes, data rates, and restrictions, data-link margins as well as data-link trade-offs. Computational structures responsible for aircraft stability and control, propulsion, and payload management are also covered extensively. Autopilot systems and manual control systems are covered in conjunction with the concepts of longitudinal, lateral and dynamic stability to ensure that aircraft and ground station software support safe, reliable flight. The use of software to control sensors, controllers, and actuators as well as total airframe control is thoroughly discussed. The course concludes with the development of a comprehensive software algorithm design to be implemented in a current operational unmanned aircraft. (Prerequisite: MSCS 2702)

### **MSCS3705 Computer Security and Information Assurance in Unmanned Aircraft Systems (3.0 Units)**

This course covers vital information assurance and computer security principles as applied to unmanned aircraft. Information assurance principles such as availability, integrity, and confidentiality are applied to unmanned aircraft systems to ensure the integrity of data and information. The complex concepts of data privacy, data security, and the relationship of security to unmanned aircraft safety are integral to this course. Many facets of UAS 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 unmanned aircraft systems are covered as well as the mitigation them through various unmanned aircraft 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 national airspace. The course concludes with the development of a NIST compliant comprehensive information assurance plan for the complete unmanned aircraft system: aircraft, ground station, personnel, and supporting communications infrastructure. (Prerequisite: MSCS 2702)

### **MSCS3706 Autonomous Systems and Collision Avoidance Algorithms in Unmanned Aircraft Systems (3.0 Units)**

This advanced course covers the critical safety algorithms for unmanned aircraft: collision avoidance algorithms and autonomous operations algorithms. Autonomous control reflects that the control of the aircraft is maintained through the aircraft hardware and software systems. In an uncrewed aircraft, this control is maintained by the onboard computer system which is fed information by onboard sensors, actuators, controllers, GPS, and navigational signals, as well as complex software algorithms which all together maintain the operations, stability and control of the aircraft in all aspects of its flight. This course presents advanced computational concepts to ensure that all of these systems are working in tandem to ensure a safe, reliable autonomous or semi-autonomous flight to perform the mission of the unmanned aircraft through computer-based throttle control, altitude control, attitude control, as well as control on one, two, or all three aerodynamic axes. The course also covers “sense and avoid” based collision algorithms to ensure that unmanned aircraft avoid aerial threats and also have the ability to auto-land should communication links be severed.

The course concludes with a comprehensive algorithm design for a software-based autonomous unmanned aircraft collision avoidance system with auto-land capabilities. (Prerequisite: MSCS 2702)

## Quantum Computing

### **MSCS3900 Quantum Computing Foundations Part I (3.0 Units)**

This course is the first of a two-part series introducing the cutting-edge technology of quantum computing. The course, in both parts, gently covers the physics and mathematics required for the study of the complex computational aspects of quantum computing. Quantum mechanics is discussed in detail, particularly superposition and entanglement, and how quantum mechanics serves as a foundation for quantum computation using qubits. A quantum theoretical version of the Turing machine is explored as well as the actual quantum computers that are being built by leading members of the computing industry. Basic and advanced quantum structures are covered including quantum gates, and various quantum computer models are presented including Topological, Adiabatic, and One-way quantum computers. Additionally, various realizations of physical implications of quantum computers is discussed. (Prerequisites: MSCS 3801, 2103)

### **MSCS3901 Quantum Computing Foundations Part II (3.0 Units)**

This course is the second in the series introducing quantum computing. It continues with more advanced coverage of quantum structures and physical implementations of quantum computers. It also discussed the technical challenges of comprehensive large-scale quantum computers including scalability and computational speed and efficiency. The course also covers quantum simulation, quantum annealing, and adiabatic optimization and how these are applied to improve quantum computational efficiency and state accuracy. It also covers complex quantum hardware and how the hardware affects the quantum computational process. The course concludes with the theoretical construction of a quantum computer that can be tested through simulation. (Prerequisite: MSCS 3900)

### **MSCS3902 Quantum Algorithms and Automata (3.0 Units)**

This course provides comprehensive coverage of the theory of quantum computation through quantum-based algorithms and automata. It covers both probabilistic and non-probabilistic quantum algorithms and how they are set up and measured in the altered observed state or unobserved quantum state. Basic algorithms such as Shor's and Simon's algorithms are studied as well as more advanced quantum algorithms. Quantum automata such as finite quantum automata, measure-once, and measure-many automata are discussed and applied to basic and complex quantum operations.

The course concludes with the construction of original quantum algorithms and automata that can be evaluated and applied to quantum computing operations. (Prerequisite: MSCS 3901)

### **MSCS3903 Quantum Applications in Cyber Security and Science (3.0 Units)**

This course provides an in-depth analysis of the computational benefits of quantum computing to the field of cybersecurity and the area of scientific discovery. Quantum computing is destined to revolutionize these areas due to its extensive computational power. The course will survey scientific and security areas as well as current hardware and algorithmic trends and analyze quantum computing capabilities to determine the revolutionary effect that quantum computing will have. Quantum computing companies, as well as their quantum computing products, will be analyzed in detail to determine the trends in the industry. The course will conclude with an extensive research paper and report analyzing a particular industry-specific application of quantum computing and the disruptive innovations that quantum computing will infuse into that industry. (Prerequisite: MSCS 3901)

### **MSCS3904 Advanced Topics in Quantum Computing (3.0 Units)**

This course will provide an advanced survey into the latest advances and topics in quantum computing. Advanced quantum technology will be studied as well as the latest advances in quantum hardware, software, algorithms, and automata. This course will provide interaction with quantum computing companies including evaluations of their products and a study of the literature of the products. The course will conclude with an advanced research project covering the technology and application of real-world quantum computing products. (Prerequisite: MSCS 3902)

### **Virtual/Augmented Reality and Game Computing**

#### **MSCS3910 Physics and Mathematics for Game Computing (3.0 Units)**

This course will provide a gentle introduction to the critical physics and mathematics necessary for game programming. Physics studied include Newtonian mechanics, kinematics, projectile physics, the physics of solids, aerodynamics, hydrodynamics, and the physics of explosions and lasers.

Mathematics studies include analytic geometry, vectors, matrices, probability, Monte Carlo simulation, spherical geometry, trigonometry, and basic algebra and calculus. The course will also cover light physics and graphics dynamics, gravity, gravitational forces, and energy. Basic game scenarios will be developed and calculated to plan for optimal game reality. (Prerequisites: None)

#### **MSCS3911 Game Programming (3.0 Units)**

This course will cover the basics of game programming. Topics include game user interfaces, input systems, 3D and 2D graphics, skeletal animation, collision avoidance, audio, real-time and game time, objects and object movement and positioning, the use of cameras and angles, and many more relevant topics. Graphical engines used will include OpenGL and the Unity Game Engine. Games will be programmed throughout the course and will progress in the level of difficulty. All relevant programming will be covered in class including C++ and C# code. The course will finish with the completion of a complex game. (Prerequisite: MSCS 3910)

#### **MSCS3912 Virtual/Augmented Reality Principles (3.0 Units)**

This course will cover the basics of virtual reality and augmented reality. VR and AR hardware will be studied in depth and will be demonstrated in class. VR headsets will be used throughout class using mobile phone applications that will be developed by the class. Principles of 3D immersion will be studied with and without temporal components. Issues such as human factors will be studied in depth. Basic programming will be utilized throughout class including use of the Unity Game Engine. World space user interfaces will be explored as well as first-person character vantage points and social metaverses. The course will conclude with the development of a basic VR/AR world application that can be viewed with a basic headset. (Prerequisites: None)

#### **MSCS3913 Virtual/Augmented Reality Game Programming (3.0 Units)**

This course will combine the skills of game programming with the use of virtual and augmented reality. 3D games will be developed using the Unity game engine that has user interface motion interactions and responsive objects. Head gesturing will be studied and implemented in the game software. Gaze-based controls will be studied and developed. Special effects will also be covered in depth. The class will conclude with the development of a working VR/AR game that is rendered on a mobile device in a headset. (Prerequisites: MSCS 3911, 3912)

#### **MSCS3914 Advanced Game Computing (3.0 Units)**

This course will cover advanced game and VR/AR concepts and fuse them together for the development of advanced games with complex objects and scenarios. Games will be developed with single and multiple players with VR/AR interactivity and controls as well as controls from other types of hardware. Advanced human factors concepts will be covered as well as advanced environmental and world user interface concepts. The course will conclude with the development of an advanced game that will be commercially viable. (Prerequisite: MSCS 3913)

## **Cyber Security and Information Assurance**

### **MSCS3804 Cyber Security and Information Assurance (3.0 Units)**

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 a survey of various laws and government initiatives to implement information assurance in the organization in a lawful manner. The course concludes with the development of a NIST compliant comprehensive information assurance plan for the complete organization: PCs, networks, databases, and supporting communications infrastructure. (Prerequisites: None)

### **MSCS3004 Computer and Network Security (3.0 Units)**

This course will discuss the critical principles of security on the network and how these security concepts tie in with the overall security posture of the organization. The course covers firewalls, DMZs, honeypots and other forms of major network protections. It covers basic cryptography and its application to organizational networks, as well as keys, certificates and other forms of electronic identification. The course also covers the network OSI model layers and their unique security issues, intrusion detection, and the prevention of the propagation of malicious software on the network. (Prerequisite: MSCS 3804)

### **MSCS3920 Cyber Security: Defense (3.0 Units)**

This course will cover the proactive and pre-emptive cyber defense of information system assets at the data level through the organizational level and ultimately the national level. The ultimate goal of the proactive defense is to mitigate the cyber risk of the organization. As such, risk 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 ensure 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. (Prerequisite: MSCS 3804)

### **MSCS3921 Cyber Security: Forensics and Attack Analysis (3.0 Units)**

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 will conclude with a comprehensive case study and the techniques and processes used to construct cyber forensic reports and evidence repositories for pending cyber-criminal cases. (Prerequisite: MSCS 3804)

**MSCS3922 Applied Cryptography (3.0 Units)**

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. (Prerequisites: MSCS 3801, 3804)

**MSCS2703 Blockchain Technology (3.0 Units)**

The blockchain is a distributed database that keeps a list of "blocks" which are continuously growing ordered records. Blockchain Technology is viewed as the most disruptive secure technology in decades, underlying Bitcoin and other secure crypto currency. Being a distributed ledger, blockchain has the potential to eliminate huge amounts of record-keeping, save money and disrupt IT rapidly. Blockchains can support the creation of new, more efficient business processes. It is said that blockchain might be 80% business and 20% technology. However, this course will focus on Blockchain Technology, especially Hyperledger Fabric, which provides a modular architecture allowing pluggable implementations of the various function. This course takes a step-by-step tutorial approach to what blockchain is, what blockchain does, how companies are using it for secure transactions. The focus of the course is on blockchain technology and security as applied in the business context. Starting briefly with some theoretical aspects of Blockchain Technology as well as practical usages. The course concludes with a detailed overview of Hyperledger Fabric, demonstrating how Bitcoin works with blockchain technology. (Prerequisites: None)

## **Human-Computer Interaction (HCI)**

### **MSCS2301 User Interface Design and Implementation (3.0 Units)**

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. (Prerequisites: None)

### **MSCS3301 User-Centered Research and Evaluation (3.0 Units)**

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 the usability evaluation. It will cover 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 your 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). (Prerequisites: None)

### **MSCS3302 HCI in Ubiquitous Computing (3.0 Units)**

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 will 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. (Prerequisites: None)

**MSCS3019 Data Visualization (3.0 Units)**

Data visualization provides an effective means to communicate information and tell a story of quantitative data through graphic patterns. Especially in the big-data era, data visualization makes the massive data more approachable and valuable and greatly affects the decision-making process in fields such as healthcare, manufacturing, finance, and science. This course introduces students to the core concepts and various techniques and tools for data visualization. The course will first explore what data visualization is. Then it reviews various analytical tools of statistics followed by the basic elements of Visual Business Intelligence. The techniques of good design consideration and data preparation for the best visuals will be discussed. The course will present the elements of cognitive science theory and the principles of graphic/interaction design. It will then apply them to the visualization of information. Finally, the course will examine the appropriate forms for data representation through case studies. A variety of common and uncommon digital visualization software tools are used in the class for information exaction and presentations. (Prerequisites: None)

**MSCS3204 Web Development (3 Units)**

Web Development covers the fundamentals of web development from basic web structures to more advanced webpage and web site 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 awebpage. Communication protocols will also be discussed. The course material will cover security and how security can be built into web pages from the very start. The course has multiple projects which culminate with a fully developed website that is both aesthetic and functional. (Prerequisites: None)

**Notice Concerning Transferability of Credits and Credentials Earned at Our Institution**

The transferability of credits that you earn at Sofia University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the Master of Science in Computer Science degree is also at the complete discretion of the institution to which you may seek to transfer. If the credits or the degree that you earn at Sofia University is not accepted at that institution, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at Sofia University will meet your educational goals. This may include contacting the institution which you may seek to transfer after attending Sofia University to determine the transferability of your degree or credits.

## ❖ **Doctor of Philosophy (Ph.D.) in Psychology with Concentration in Transpersonal**

The Ph.D. in Psychology with Concentration in Transpersonal at Sofia University 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 Ph.D. program is structured around a three-year course of study that is offered in both online and on-campus formats. It is designed for adult learners with a qualifying master's degree who seek an exceptional educational environment for personal growth, enhanced relationships, and career development. Education in the program includes mastery of scholarship and research as well as the ability to apply transpersonal skills and practices in a variety of settings. The central goal is to enhance positive individual, professional, and social transformation. The program fosters diverse and novel professional applications of transpersonal principles. The online and on-campus learning formats support students from a variety of fields of interest and experience to gather together in pursuit of doctoral-level research and scholarship. All courses are taught by notable transpersonal scholars, experienced professionals, and leaders in the field, and are offered throughout the year over four quarters. Selected electives will be offered only in online or in on-campus formats, as indicated in the catalog.

Courses are designed as a transformative process that includes experiential learning, integration, transformation, spiritual disciplines, embodiment, and application of transpersonal education. Faculty members facilitate person-centered instruction in dynamic formats that allow students both online and on-campus to learn in settings that best serve their lives and work. There is a high level of group sharing, participatory learning, and shared experiences. The students and faculty in the learning community support one another's education and growth, coming together two times per year to engage in learning retreats off-campus. Students move into their specialization classes knowing that the faculty has been carefully selected for their outstanding expertise and professional contributions.

Students work closely with members of the ITP/Sofia University's outstanding faculty. Our faculty is especially qualified to teach and facilitate transpersonal learning and personal processes, to encourage social and emotional learning, cultivate mindfulness, and provide authentic responses to assignments. Faculty members have advanced degrees in transpersonal studies based on a multidisciplinary pursuit to understand the nuances of experiential, whole-person learning. Our faculty guides students to integrate transpersonal experiences and practices into their personal and professional lives.

Students are assigned an Academic Advisor who guides them through their educational journey, helps them to complete the Ph.D. program in a timely manner, and select courses that enhance their academic goals. The academic advisor will help guide course selections and the formation of a dissertation committee.

The program develops through a sequence of courses. To complete the program in three years, students should carry 9 units per quarter, focusing on Core Courses that are offered twice a year. Students must complete the "Mini Proposal" by mid second year in order to begin Dissertation registration and move through Dissertation courses in sequence and one per quarter. Maximum time allowed to complete the degree is 7 years from the start of the PHD program.

## Program Learning Outcomes

- Application: Explain behavior using current theory and research in the affective, social, individual differences, and cognitive areas of psychology.
- Written Communication: Demonstrate effective writing for transpersonal psychology research and communications.
- Research: Interpret, design, and conduct advanced psychological research. Critical Thinking: Engage in innovative and integrative critical thinking and problem-solving.
- Information Literacy: Describe the experiences and perspectives of diverse populations including but not limited to race, culture, socioeconomics, age, gender, sexual relation orientation, and disability.
- Professional development: Articulate the general history of transpersonal psychology by explaining the depth and breadth of the field from the perspective of a future educator and/or researcher.

## Degree Requirements

To complete the Ph.D. in Transpersonal Psychology, a student must:

- Successfully complete all core course requirements.
- Successfully complete a minimum of 57 units of coursework.
- Be granted Advancement to Candidacy (see forms in Dissertation Office online.)
- Complete 18 units for dissertation research conducted in sequence.
- Complete an approved dissertation.

### 8 Required Core Courses (29 units/32 units w Internship\*)

PHD 7000: Intensive Retreat Seminar (2 credits x 4 seminars in Spring and Fall)

PHD 6218: Advanced Seminar in Transpersonal Psychology (Spring and Fall)

PHD 9610: Integral Research Skills (Summer and Winter)

PHD 6205: Critical Thinking and Scholarly Writing (Summer and Winter)

PHD 6103: Qualitative Research Methods (Spring and Fall)

PHD 6104: Quantitative Research Methods and Basic Statistics (Spring and Fall)

PHD 7804: The Psychology of Cognition, Affect, and Consciousness (Spring and Fall)

PHD 8997: Introduction to Dissertation Proposal Writing (“mini-proposal”) (Summer and Winter)

Internship (3 units) (\*Note: Can be waived with Program Chair’s approval and replaced with elective)

Electives (28 Units without Internship)

Dissertation Courses (18 units)

### Electives (28 Units without Internship)

Dissertation Courses (18 Units)

DOC 9001-1 Dissertation: Committee Formation and Final Proposal

DOC 9002-1 Dissertation: Recruit Participants and Begin Data Collection

DOC 9003-1 Dissertation: Complete Data Collection and Begin Analysis

DOC 9004-1 Dissertation: Complete Analysis, Begin Writing Results

DOC 9005-1 Dissertation: Dissertation Chair Approval of Final Draft and Committee Defense

DOC 9006-1 Dissertation: Completion and Approval

### **Program Concentrations**

(Optional, 15 units per concentration from core and electives)

- Transpersonal Education and Research
- Applied Transpersonal Psychology
- Whole Systems Approach to Health and Wellbeing
- Consciousness and Creativity Studies
- Cognitive Psychology and Neuroscience

### **Advancement to Candidacy**

Advancement to Candidacy is a process in which students are required to fulfill certain requirements as an indication of their level of academic writing and critical thinking skills in order to do research at the graduate level and complete a dissertation according to the University's standards. To complete the Advancement to Candidacy process, students must do the following:

- Identify Dissertation Chair
- Complete the mini-proposal Course
- Form dissertation committee
- Pass Committee meeting for Dissertation proposal

It is expected that candidacy will occur for most students in the second quarter of their second year; they may continue to take courses while also pursuing their Dissertation. Please see the Sofia University Dissertation Handbook for more details about the dissertation process. Failure to complete any step of the dissertation process may result in the student being required to exit the doctoral program. Students are expected to make continuous academic progress throughout their enrollment at the University, even while completing their dissertation work.

The DOC 9000 course series is designed to move each student through the Sofia dissertation process in a timely manner. These courses are sequential in nature and should be taken one at a time for six consecutive quarters. This is particularly important for those students who wish to graduate three years after beginning the program. In order to graduate within that time frame, students should expect to complete their core courses in the first six quarters of school and enroll in the first Dissertation course in Quarter Seven. For example, PHD 8997: Introduction to Dissertation Proposal Writing should be the last core course taken (suggested in Quarter Six). After successfully completing this course, students are expected to engage a Dissertation Chairperson and enroll in the first Dissertation course (suggested in Quarter Seven). As this point, students officially enter the Dissertation phase of their education at Sofia University. The students who are most successful at completing the Dissertation in a timely manner are the ones who stay in touch with the Committee Chairperson and with the Dissertation Office. The Dissertation Office recommends at least one meeting with the committee Chair at the beginning of the quarter in order to map out a plan of action.

Each of the six Dissertation courses are described below. The descriptions provide the suggested activities in each quarter. Some activities may carry-over to the next quarter. However, Committee Chairs are required to evaluate and grade each quarter with a Pass/Fail and will be looking to these descriptions to gauge what is appropriate and timely process.

## **Courses that Apply to the Concentrations**

### **Transpersonal Education and Research**

- PHD6001 Human Development A
- PHD6002 Human Development B
- PHD6225 Cultural Psychology and Religion
- PHD6303 Theories of Self-Transformation
- PHD6305 Critical Hermeneutical Thinking
- PHD6415 Advanced Quantitative Research Methods
- PHD7203 History and Systems of Psychology
- PHD7216 Social Psychology: Transpersonal Bases of Behavior
- PHD7224 Stages and Applications of Integral Transpersonal Psychology and Psychotherapy
- PHD7225 Personality Theory and Transpersonal Studies
- PHD7402 Contemplative Practices: Paths Toward Conscious Evolution
- PHD7510 Case Study Methods
- PHD7513 Hermeneutic Phenomenological Research Methods
- PHD7518 Research of Religious and Spiritual Experiences
- PHD7519 Mixed Methods Research
- PHD7615 Advanced Research in Ecopsychology
- PHD8990 Grounded Theory
- PHD8208 Topics in Life Narrative Studies
- PHD8211 Ethics and Multicultural Issues in Psychology

**Applied Transpersonal Psychology**

PHD6206 Transpersonal Finance  
PHD6210 The Entrepreneurial Mind  
PHD7210 Transpersonal Leadership  
PHD7219 Psychology of Organizational Change  
PHD7229 Spiritual Competencies  
PHD8990 Creativity and Critical Reflection

**Whole Systems Approach to Health and Well-being**

PHD5130 Positive Psychology– Gratitude, Compassion, and Forgiveness  
PHD6001-6002 Human Development A and B  
PHD6203 Introduction to Transpersonal Therapies  
PHD6216 Psychology of Meditation & Mindfulness  
PHD6310 Consciousness and Healing: Integral Approaches  
PHD6415 Death and the Afterlife: Comparative Epistemologies Leader  
PHD7215 Aging, Individuation, and Wholeness Across the Lifespan  
PHD7223 Somatic Psychology and Mind-Body Healing  
PHD7228 Psychedelics: Transpersonal and Clinical Applications  
PHD7229 Spiritual Competencies  
PHD8216 Transpersonal Perspectives on Eros and Gender  
PHD8452 PTSD, Psychology and Healing Methods

**Consciousness and Creativity Studies**

PHD6211 Psychology of Anomalous Dreams  
PHD6214 Anomalous States of Consciousness  
PHD6225 Cultural Psychology and Religion  
PHD6304 Topics in Consciousness Studies  
PHD6865 Parapsychology  
PHD7402 Contemplative Practices: Paths Toward Conscious Evolution  
PHD7527 Philosophy of Mind  
PHD7803 Emerging World views: The Art and Science of Transformation  
PHD7804 The Psychology of Cognition, Affect and Consciousness  
PHD8101 Creativity and Critical Reflection

**Cognitive Psychology and Neuroscience**

PHD2080, 2081 Biological Basis A and B  
PHD6207 Psychology of Cognition & Emotion  
PHD6304 Topics in Consciousness Studies  
PHD6415 Advanced Quantitative Research Methods  
PHD7527 Philosophy of Mind  
PHD7530 Brain, Complexity and Transpersonal Experiences  
PHD7543 Meditation in Light of Neuroscience  
PHD7804 The Psychology of Cognition, Affect and Consciousness  
PHD8600 Neuropsychology of Consciousness  
PHD8996 Neurobiological Foundations of Psychology

## Core Course Descriptions (29.0 Units)

### **PHD6218 Advanced Seminar in Transpersonal Psychology (3.0 Units)**

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.

### **PHD6103 Qualitative Research Methods (3.0 Units)**

This course explores similarities and differences between various ideographic, qualitative research methods. 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 the class. This course introduces both theoretical background and practical skills application within QRM.

### **PHD6104 Quantitative Research Methods and Basic Statistics (3.0 Units)**

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. We will explore how qualitative concepts may be operationalized into viable research variables and studied scientifically. We 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.

### **PHD6205 Critical Thinking and Scholarly Writing (3.0 Units)**

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.

### **PHD7000 Intensive Transpersonal Practices Retreat Seminar (2.0 Units x4 Seminars)**

Our 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.

### **PHD7804 Psychology of Cognition, Affect, and Consciousness (3.0 Units)**

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.

### **PHD8997 Introduction to Dissertation Proposal Writing (“mini-proposal”) (3.0 Units)**

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 chair, establishing a committee, and registering for dissertation.

**PHD9610 Integral Research Skills: Advanced Topics in Transpersonal Psychology (3.0 Units)**

In this course, 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.

**PHD3000 Internship (3 Units)** (\*Note: Can be waived with Program Chair's approval)

**PHD3001 Internship (3 Units)** (\*Note: Can be waived with Program Chair's approval)

**PHD Dissertation courses (3 units x 6 sessions—can be extended under special circumstances approved by the Chair.)** To register for Dissertation, must have chair, committee and an approved proposal. Additional information on website for Dissertation Office.

**DOC9001-1 Dissertation: Op Methods/ Participant Recruitment (3.0 Units)**

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.

**DOC9002-1 Dissertation: Preliminary Data Collection (3.0 Units)**

Students should meet with their Chairperson at the beginning of the quarter. During this quarter students will begin recruiting participants and begin data collection.

**DOC 9003-1 Dissertation: Continue data collection and begin analysis**

Students often get lost at this stage. Stay in touch with your Dissertation Chair to assure methods and data collection are on track.

**DOC 9004-1 Dissertation: Final data analysis**

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.

**DOC 9005-1 Dissertation: First Draft**

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.

**DOC 9006 Dissertation: Final Draft/Defense**

During the last Dissertation course students should have 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.

## **Elective Course Descriptions**

### **PHD2080 Biological Basis of Behavior Part A (On Campus only)**

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.

### **PHD2081 Biological Basis of Behavior Part B (On Campus only)**

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. This course is part of a sequence and requires that student has completed PHD 2080.

### **PHD5130 Positive Psychology – Gratitude, Compassion, and Forgiveness (3.0 Units)**

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.

**PHD6001 Human Development A (on Campus only)**

This course offers 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 and transformation.

**PHD6002 Human Development B (On Campus only)**

This course offers advanced study of the lifespan psychology perspective, with special attention to life transition interventions and developmental autobiography. 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. This course requires completion of PHD 6001.

**PHD6203 Introduction to Transpersonal Therapies**

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.

**PHD6206 Transpersonal Finance**

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.

**PHD6207 Psychology of Cognition & Emotion (3.0 Units)**

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.

**PHD6210 The Entrepreneurial Mind and Transpersonal Psychology (3.0 Units)**

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.

**PHD6214 Anomalous States of Consciousness**

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 meditation, psychoactive medicines may induce these states,

fever, psychosis, sleep, and religious experiences. We will be particularly interested in the ways altered state experiences may inform and transform ordinary, day-to-day life.

**PHD6216 Psychology of Meditation & Mindfulness**

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.

**PHD6225 Cultural Psychology and Religion: An Integral Perspective**

Cultural psychology and psychological research on religion have been pursued from a number of perspectives, but cultural psychology has played a surprisingly minor role in understanding religious life and thought. How does culture shape religious practice and belief, how do individual psychology and cultural context impact claims to religious truth? How does culture constitute, facilitate, and regulate subjective religious experiences? Is a rapprochement between cultural psychology of religion and cultural psychology possible?

To address these fundamental questions, this course is designed around Ken Wilber's book *The Religion of Tomorrow* (2017), a recent work in which he expands and deepens his views on integral philosophy. We will also build on a wealth of teachings and practical guidance within the fields of transpersonal psychology, integral philosophy, the psychology of religion, and transdisciplinary science. Our goal is to understand the myriad ways that we grow and change by expanding our perspectives and ways of knowing about the mysteries of religious experiences and beliefs. Students are invited to consider their own and others' worldviews on self and society, focusing on the interplay of psychology, religion, and spirituality. Together we will engage in an epistemological examination of how we know what we know about core existential issues that have been addressed by religion throughout human history. We will engage in a collaborative learning community, working with materials together and sharing our observations to create rich and meaningful conversations—and to expand our capacity to understand what gives our lives meaning and purpose. The course is designed to create a safe and supportive environment in which participants have the opportunity to explore their own and other worldviews and feelings about religion in the context of diverse and often competing truth claims.

**PHD6304 Topics in Consciousness Studies (3.0 Units)**

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 unconscious psychological works in relation to thoughts, beliefs, and behaviors.

### **PHD6305 Critical Hermeneutical Thinking (MBA2010) (3.0 Units)**

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.

### **PHD6310 Consciousness and Healing: Integral Perspectives (3.0 Units)**

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, we explore behaviors that enhance psychological, social, physical, ecological and spiritual health. We will explore various factors that contribute to self-efficacy, resilience, personal achievement, mindfulness, and spirituality.

### **PHD6411 Psychology of Extraordinary Dreams**

In this course, we study 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.

### **PHD6415 Advanced Quantitative Research Methods**

This course explores the following: theoretical, methodological, experimental, and statistical issues in consciousness research; Course participants will design a small meditation experiment, collect their own data using Muse EEG headset which will be loaned/shipped to them by Sofia, and learn to analyze that data using the publicly available EEGLAB software. The curriculum details experimental design, data acquisition, data analysis and statistics, data reporting and interpretation. This course will also discuss Neurofeedback protocols and methodology. Although the course will include mathematical and statistical concepts inherent to modern EEG processing, they will be approached in a simple and intuitive manner. No students will be left behind. A general interest for how brainwave technology and the scientific method can benefit the field of transpersonal psychology is needed to attend this course. The final report will be in the form of a group journal article draft.

### **PHD6415 Death and the Afterlife: Comparative Epistemologies (3.0 Units)**

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

### **PHD6865 Parapsychology**

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.

**PHD7203 History and Systems of Psychology (3.0 Units)**

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.

**PHD7210 Transpersonal Leadership (3.0 Units)**

The purpose of this course, Transpersonal Leadership, 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; 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.

**PHD7216 Social Psychology: Transpersonal Bases of Behavior**

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 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.

**PHD7224 Sages and Applications of Integral Transpersonal Psychology and Psychotherapy (3.0 Units)**

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. In the latter portion of the course, we will begin to explore 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.

**PHD7225 Personality Theory and Transpersonal Studies (3.0 Units)**

This course covers the broad field of “personality,” starting with exploring various understandings of the concept, including different 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.

**PHD7228 Psychedelics: Transpersonal and Clinical Applications (3.0 Units)**

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.

**PHD7215 Aging, Individuation & Wholeness Across the Lifespan (3.0 Units)**

Lifespan Development examines theories of lifespan development, uniquely relevant to transpersonal psychology and psycho-spiritual development; 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.

**PHD7216 Social Psychology: Transpersonal Bases of Behavior (3.0 Units)**

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 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 and transpersonal psychology.

**PHD7219 Psychology of Organizational Change (3.0 Units)**

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, if you have a basic understanding of how empirical psychological research is conducted (from statistics, Psychological Research Methods, Social Psychology or Personality), you will find the course material more accessible.

**PHD7222 Lucid Dreaming and Waking Life (3.0 Units)**

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 is 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.

**PHD7223 Somatic Psychology and Mind-Body Healing (3.0 Units)**

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 the heirs to Freud such as Wilhelm Reich. These developments are matched by 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.

**PHD7226 Transformative Learning Theory (3.0 Units)**

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. The course strongly emphasizes personal experience, so learners should be prepared to undertake a critical examination of personal assumptions and worldviews.

**PHD7229 Spiritual Competencies**

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.

**PHD7402 Contemplative Practices: Paths toward Conscious Evolution**

This highly experiential course with a mind/body/heart orientation is designed to explore practices that increase your capacity to spontaneously embody mindfulness, gratitude, compassion, discernment, and love, in order to thrive as you go forward in your life's path and bring your gifts into the world. In this course, we will examine 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.

**PHD7506 Creativity Studies and the Imagination (3.0 Units)**

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.

**PHD7510 Case Study Method (3.0 Units)**

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.

**PHD7513 Hermeneutic Phenomenological Research Methods (3.0 Units)**

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.

**PHD7518 Research of Religious and Spiritual Experience (3.0 Units)**

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, the phenomenology of religion, and psychology of religion.

**PHD7519 Mixed Methods Research (3.0 Units)**

Mixed Methods Research (Designs) 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 are given to quantitative and qualitative elements within different designs, and how the combining of quantitative and qualitative approaches can deepen the research.

**PHD7527 Philosophy of Mind (3.0 Units)**

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.

**PHD7530 Brain, Complexity, and Transpersonal Experience (3.0 Units)**

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 three hundred 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.

**PHD7543 Meditation in Light of Neuroscience**

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.

**PHD7615 Advanced Research in Ecopsychology**

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.

**PHD7803 Emerging Worldviews: The Art and Science of Transformation (3.0 Units)**

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.

**PHD8600 Neuropsychology of Consciousness (3.0 Units)**

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.

**PHD8101 Creativity and Critical Reflection**

This course will empower our ability to articulate and discern what's important, focusing on our writing in the academic community. We will recognize, realize, and refine our unique, innate capacities for appreciative analysis of what's 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.

**PHD8208 Topics in Life Narrative Studies (3.0 Units)**

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 the 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?

**PHD8210 Psychology of Learning (3.0 Units)**

This course surveys various learning theories with attention to the development of concomitant pedagogical approaches. Authors include Ivan Illich, Paolo Friere, Howard Gardner, Sherry Turkle, and Matthew Crawford.

**PHD8211 Ethics and Multicultural Issues in Psychology (3.0 Units)**

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 will be addressing 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.

**PHD8216 Transpersonal Perspectives on Eros and Gender (3.0 Units)**

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 container. 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.

### **PHD8222 Psychology of Religion and Spirituality (3.0 Units)**

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.

### **PHD8452 PTSD Psychology and Healing Methods (3.0 Units)**

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.

### **PHD8990 Creativity and Critical Reflection (3.0 Units)**

ITA (Integral Transpersonal Approach) 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 theory and practice, between mind and body, between action and feeling, between male and female, between past and future, between 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.

### **PHD8990 Grounded Theory (3.0 Units)**

This course will build on the skills learned in the Qualitative and Quantitative Research courses. Using Kathy Charmaz (2014) 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 2 interviews, coding (a skill that often petrifies students), and memo-writing.

**PHD8996 Neurobiological Foundations of Psychology (3.0 Units)**

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.

**PHD8997 Dissertation Development Course**

This course is designed to help the student complete the dissertation proposal and other steps to candidacy. It includes expansion of literature review, statement of the ways in which this dissertation speaks to a particular problem and void in the literature, and the methods to be undertaken. The steps of the dissertation process will be elaborated, including committee formation and stages of documentation.

## ❖ Doctor of Philosophy in Transpersonal Psychology

The Global Ph.D. in Transpersonal Psychology at Sofia University 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 Ph.D. program is structured around a three-year course of study that is offered in both online and on-campus formats. It is designed for adult learners with a qualifying master's degree who seek an exceptional educational environment for personal growth, enhanced relationships, and career development. Education in the program includes mastery of scholarship and research as well as the ability to apply transpersonal skills and practices in a variety of settings. The central goal is to enhance positive individual, professional, and social transformation. The program fosters diverse and novel professional applications of transpersonal principles. The online and on-campus learning formats support students from a variety of fields of interest and experience to gather together in pursuit of doctoral-level research and scholarship. All courses are taught by notable transpersonal scholars, experienced professionals, and leaders in the field, and are offered throughout the year over four quarters. Selected electives will be offered only in online or in on-campus formats, as indicated in the catalog.

Courses are designed as a transformative process that includes experiential learning, integration, transformation, spiritual disciplines, embodiment, and application of transpersonal education. Faculty members facilitate person-centered instruction in dynamic formats that allow students both online and on-campus to learn in settings that best serve their lives and work. There is a high level of group sharing, participatory learning, and shared experiences. The students and faculty in the learning community support one another's education and growth, coming together two times per year to engage in learning retreats off-campus. Students move into their specialization classes knowing that the faculty has been carefully selected for their outstanding expertise and professional contributions.

Students work closely with members of the ITP/Sofia University's outstanding faculty. Our faculty is especially qualified to teach and facilitate transpersonal learning and personal processes, to encourage social and emotional learning, cultivate mindfulness, and provide authentic responses to assignments. Faculty members have advanced degrees in transpersonal studies based on a multidisciplinary pursuit to understand the nuances of experiential, whole-person learning. Our faculty guides students to integrate transpersonal experiences and practices into their personal and professional lives.

Students are assigned an Academic Advisor who guides them through their educational journey, helps them to complete the Ph.D. program in a timely manner, and select courses that enhance their academic goals. The academic advisor will help guide course selections and the formation of a dissertation committee. The program develops through a sequence of courses. To complete the program in three years, students should carry 9 units per quarter, focusing on Core Courses that are offered twice a year. Students must complete the "Mini Proposal" by mid second year in order to begin Dissertation registration and move through Dissertation courses in sequence and one per quarter. Maximum time allowed to complete the degree is 7 years from the start of the PHD program.

## Program Learning Outcomes

- Application: Explain behavior using current theory and research in the affective, social, individual differences, and cognitive areas of psychology.
- Written Communication: Demonstrate effective writing for transpersonal psychology research and communications.
- Research: Interpret, design, and conduct advanced psychological research.
- Critical Thinking: Engage in innovative and integrative critical thinking and problem-solving.
- Information Literacy: Describe the experiences and perspectives of diverse populations including but not limited to race, culture, socioeconomics, age, gender, sexual relation orientation, and disability.
- Professional development: Articulate the general history of transpersonal psychology by explaining the depth and breadth of the field from the perspective of a future educator and/or researcher.

## Degree Requirements

To complete the Ph.D. in Transpersonal Psychology, a student must:

- Successfully complete all core course requirements.
- Successfully complete a minimum of 57 units of coursework.
- Be granted Advancement to Candidacy (see forms in Dissertation Office online.)
- Complete 18 units for dissertation research conducted in sequence.
- Complete an approved dissertation.

### 8 Required Core Courses (29 units/32 units w Internship\*)

GPHD7000 Intensive Retreat Seminar (2 credits x 4 seminars in Spring and Fall)

GPHD6218 Advanced Seminar in Transpersonal Psychology (Spring and Fall)

GPHD9610 Integral Research Skills (Summer and Winter)

GPHD6205 Critical Thinking and Scholarly Writing (Summer and Winter)

GPHD6103 Qualitative Research Methods (Spring and Fall)

GPHD6104 Quantitative Research Methods and Basic Statistics (Spring and Fall)

GPHD7804 The Psychology of Cognition, Affect, and Consciousness (Spring and Fall)

GPHD8997 Introduction to Dissertation Proposal Writing (“mini-proposal”) (Summer and Winter)

Internship (3 units) (\*Note: Can be waived with Program Chair’s approval and replaced with an elective)

### Required Dissertation Courses (18 Units)

DOC 9001-1 Dissertation: Committee Formation and Final Proposal

DOC 9002-1 Dissertation: Recruit Participants and Begin Data Collection

DOC 9003-1 Dissertation: Complete Data Collection and Begin Analysis

DOC 9004-1 Dissertation: Complete Analysis, Begin Writing Results

DOC 9005-1 Dissertation: Dissertation Chair Approval of Final Draft and Committee Defense

DOC 9006-1 Dissertation: Completion and Approval

Electives (28 Units without Internship)

### **Program Concentrations**

(Optional, 15 units per concentration from core and electives)

- Transpersonal Education and Research
- Applied Transpersonal Psychology
- Whole Systems Approach to Health and Well being
- Consciousness and Creativity Studies
- Cognitive Psychology and Neuroscience

### **Advancement to Candidacy**

Advancement to Candidacy is a process in which students are required to fulfill certain requirements as an indication of their level of academic writing and critical thinking skills in order to do research at the graduate level and complete a dissertation according to the University's standards. To complete the Advancement to Candidacy process, students must do the following:

- Identify Dissertation Chair
- Complete the mini-proposal Course
- Form dissertation committee
- Pass Committee meeting for Dissertation proposal

It is expected that candidacy will occur for most students in the second quarter of their second year; they may continue to take courses while also pursuing their Dissertation. Please see the Sofia University Dissertation Handbook for more details about the dissertation process. Failure to complete any step of the dissertation process may result in the student being required to exit the doctoral program. Students are expected to make continuous academic progress throughout their enrollment at the University, even while completing their dissertation work.

The DOC 9000 course series is designed to move each student through the Sofia dissertation process in a timely manner. These courses are sequential in nature and should be taken one at a time for six consecutive quarters. This is particularly important for those students who wish to graduate three years after beginning the program. In order to graduate within that time frame, students should expect to complete their core courses in the first six quarters of school and enroll in the first Dissertation course in Quarter Seven. For example, GPHD 8997: Introduction to Dissertation Proposal Writing should be the last core course taken (suggested in Quarter Six.) After successfully completing this course, students are expected to engage a Dissertation Chairperson and enroll in the first Dissertation course (suggested in Quarter Seven). As this point, students officially enter the Dissertation phase of their education at Sofia University. The students who are most successful at completing the Dissertation in a timely manner are the ones who stay in touch with the Committee Chairperson and with the Dissertation Office. The Dissertation Office recommends at least one meeting with the committee Chair at the beginning of the quarter in order to map out a plan of action.

Each of the six Dissertation courses are described below. The descriptions provide the suggested activities in each quarter. Some activities may carry-over to the next quarter. However, Committee Chairs are required to evaluate and grade each quarter with a Pass/Fail and will be looking to these descriptions to gauge what is appropriate and timely process.

### **Courses that Apply to the Concentrations**

#### **Transpersonal Education and Research**

GPHD6001 Human Development A  
GPHD6002 Human Development B  
GPHD6225 Cultural Psychology and Religion  
GPHD6303 Theories of Self-Transformation  
GPHD6305 Critical Hermeneutical Thinking  
GPHD6415 Advanced Quantitative Research Methods  
GPHD7203 History and Systems of Psychology  
GPHD7216 Social Psychology: Transpersonal Bases of Behavior  
GPHD7224 Stages and Applications of Integral Transpersonal Psychology and Psychotherapy  
GPHD7225 Personality Theory and Transpersonal Studies  
GPHD7402 Contemplative Practices: Paths Toward Conscious Evolution  
GPHD7510 Case Study Methods  
GPHD7513 Hermeneutic Phenomenological Research Methods  
GPHD7518 Research of Religious and Spiritual Experiences  
GPHD7519 Mixed Methods Research  
GPHD7615 Advanced Research in Ecopsychology  
GPHD8990 Grounded Theory  
GPHD8208 Topics in Life Narrative Studies  
GPHD8211 Ethics and Multicultural Issues in Psychology

#### **Applied Transpersonal Psychology**

GPHD6206 Transpersonal Finance  
GPHD6210 The Entrepreneurial Mind  
GPHD7210 Transpersonal Leadership  
GPHD7219 Psychology of Organizational Change  
GPHD7229 Spiritual Competencies  
GPHD8990 Creativity and Critical Reflection

**Whole Systems Approach to Health and Well-being**

GPHD5130 Positive Psychology– Gratitude, Compassion, and Forgiveness  
GPHD6001-6002 Human Development A and B  
GPHD6203 Introduction to Transpersonal Therapies  
GPHD6216 Psychology of Meditation & Mindfulness  
GPHD6310 Consciousness and Healing: Integral Approaches  
GPHD6415 Death and the Afterlife: Comparative Epistemologies Leader  
GPHD7215 Aging, Individuation and Wholeness Across the Lifespan  
GPHD7223 Somatic Psychology and Mind-Body Healing  
GPHD7228 Psychedelics: Transpersonal and Clinical Applications  
GPHD7229 Spiritual Competencies  
GPHD8216 Transpersonal Perspectives on Eros and Gender  
GPHD8452 PTSD, Psychology and Healing Methods

**Consciousness and Creativity Studies**

GPHD6211 Psychology of Anomalous Dreams  
GPHD6214 Anomalous States of Consciousness  
GPHD6225 Cultural Psychology and Religion  
GPHD6304 Topics in Consciousness Studies  
GPHD6865 Parapsychology  
GPHD7402 Contemplative Practices: Paths Toward Conscious Evolution  
GPHD7527 Philosophy of Mind  
GPHD7803 Emerging Worldviews: The Art and Science of Transformation  
GPHD7804 The Psychology of Cognition, Affect and Consciousness  
GPHD8101 Creativity and Critical Reflection

**Cognitive Psychology and Neuroscience**

GPHD2080 - 2081 Biological Basis A and B  
GPHD6207 Psychology of Cognition & Emotion  
GPHD6304 Topics in Consciousness Studies  
GPHD6415 Advanced Quantitative Research Methods  
GPHD7527 Philosophy of Mind  
GPHD7530 Brain, Complexity and Transpersonal Experiences  
GPHD7543 Meditation in Light of Neuroscience  
GPHD7804 The Psychology of Cognition, Affect and Consciousness  
GPHD8600 Neuropsychology of Consciousness  
GPHD8996 Neurobiological Foundations of Psychology

## Core Course Descriptions (29.0 Units)

### **GPHD6218 Advanced Seminar in Transpersonal Psychology (3.0 Units)**

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.

### **GPHD6103 Qualitative Research Methods (3.0 Units)**

This course explores similarities and differences between various ideographic, qualitative research methods. 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 the class. This course introduces both theoretical background and practical skills application within QRM.

### **GPHD6104 Quantitative Research Methods and Basic Statistics (3.0 Units)**

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. We will explore how qualitative concepts may be operationalized into viable research variables and studied scientifically. We 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.

### **GPHD6205 Critical Thinking and Scholarly Writing (3.0 Units)**

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.

### **GPHD7000 Intensive Transpersonal Practices Retreat Seminar (2 Units x4 Seminars)**

Our 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.

### **GPHD7804 Psychology of Cognition, Affect, and Consciousness (3.0 Units)**

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.

**GPHD8997 Introduction to Dissertation Proposal Writing (“mini-proposal”) (3.0 Units)**

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.

**GPHD9610 Integral Research Skills: Advanced Topics in Transpersonal Psychology (3.0 Units)**

In this course, 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.

**GPHD3000 Internship (3 Units)** (\*Note: Can be waived with Program Chair’s approval)

**GPHD3001 Internship (3 Units)** (\*Note: Can be waived with Program Chair’s approval)

**GPHD Dissertation courses** (3 units x 6 sessions—can be extended under special circumstances approved by the Chair). To register for Dissertation, must have Program Chair, Committee and an approved proposal. Additional information on the website for Dissertation Office.

**DOC9001-1 Dissertation: Op Methods/ Participant Recruitment (3 Units)**

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.

**DOC9002-1 Dissertation: Preliminary Data Collection/Analysis (3 Units)**

Students should meet with their Chairperson at the beginning of the quarter. During this quarter students will begin recruiting participants and begin data collection.

**DOC9003-1 Dissertation: Continue data collection and analysis**

Students often get lost at this stage. Stay in touch with your Dissertation Chair to assure methods and data collection are on track.

**DOC9004-1 Dissertation: Final data analysis**

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.

**DOC9005-1 Dissertation: First Draft**

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.

**DOC9006 Dissertation: Final Draft/Defense**

During the last Dissertation course students should have 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.

## Elective Course Descriptions

### **GPHD2080 Biological Basis of Behavior Part A (On Campus only)**

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.

### **GPHD2081 Biological Basis of Behavior Part B (On Campus only)**

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. This course is part of a sequence and requires that student has completed GPHD 2080.

**GPHD5130 Positive Psychology – Gratitude, Compassion, and Forgiveness (3.0 Units)** 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.

**GPHD6001 Human Development A (On Campus only)**

This course offers 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 and transformation.

**GPHD6002 Human Development B (On Campus only)**

This course offers an advanced study of the lifespan psychology perspective, with special attention to life transition interventions and developmental autobiography. 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. This course requires completion of GPHD 6001.

**GPHD6203 Introduction to Transpersonal Therapies**

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.

**GPHD6206 Transpersonal Finance**

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 & Emotion (3.0 Units)**

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 (3.0 Units)**

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**

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, day-to-day life.

### **GPHD6216 Psychology of Meditation & Mindfulness**

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.

### **GPHD6225 Cultural Psychology and Religion: An Integral Perspective**

Cultural psychology and psychological research on religion have been pursued from a number of perspectives, but cultural psychology has played a surprisingly minor role in understanding religious life and thought. How does culture shape religious practice and belief, how do individual psychology and cultural context impact claims to religious truth? How does culture constitute, facilitate, and regulate subjective religious experiences? Is a rapprochement between cultural psychology of religion and cultural psychology possible? To address these fundamental questions, this course is designed around Ken Wilber's book *The Religion of Tomorrow* (2017), a recent work in which he expands and deepens his views on integral philosophy. We will also build on a wealth of teachings and practical guidance within the fields of transpersonal psychology, integral philosophy, the psychology of religion, and transdisciplinary science. Our goal is to understand the myriad ways that we grow and change by expanding our perspectives and ways of knowing about the mysteries of religious experiences and beliefs. Students are invited to consider their own and others' worldviews on self and society, focusing on the interplay of psychology, religion, and spirituality. Together we will engage in an epistemological examination of how we know what we know about core existential issues that have been addressed by religion throughout human history. We will engage in a collaborative learning community, working with materials together and sharing our observations to create rich and meaningful conversations—and to expand our capacity to understand what gives our lives meaning and purpose. The course is designed to create a safe and supportive environment in which participants have the opportunity to explore their own and other worldviews and feelings about religion in the context of diverse and often competing truth claims.

### **GPHD6304 Topics in Consciousness Studies (3.0 Units)**

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 (MBA2010) (3.0 Units)**

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 (3.0 Units)**

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, we explore behaviors that enhance the psychological, social, physical, ecological and spiritual health. We will explore various factors that contribute to self-efficacy, resilience, personal achievement, mindfulness, and spirituality.

**GPHD6411 Psychology of Extraordinary Dreams**

In this course, we study 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 Advanced Quantitative Research Methods**

This course explores the following: theoretical, methodological, experimental, and statistical issues in consciousness research; Course participants will design a small meditation experiment, collect their own data using Muse EEG headset which will be loaned/shipped to them by Sofia and learn to analyze that data using the publicly available EEGLAB software. The curriculum details experimental design, data acquisition, data analysis and statistics, data reporting and interpretation. This course will also discuss Neurofeedback protocols and methodology. Although the course will include mathematical and statistical concepts inherent to modern EEG processing, they will be approached in a simple and intuitive manner. No students will be left behind. A general interest for how brainwave technology and the scientific method can benefit the field of transpersonal psychology is needed to attend this course. The final report will be in the form of a group journal article draft.

**GPHD6415 Death and the Afterlife: Comparative Epistemologies (3.0 Units)**

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**

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.

**GPHD7203 History and Systems of Psychology (3.0 Units)**

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 (3.0 Units)**

The purpose of this course, Transpersonal Leadership, 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; 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.

**GPHD7216 Social Psychology: Transpersonal Bases of Behavior**

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.

**GPHD7224 Stages and Applications of Integral Transpersonal Psychology and Psychotherapy (3.0 Units)**

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. In the latter portion of the course, we will begin to explore 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 (3.0 Units)**

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.

**GPHD7228 Psychedelics: Transpersonal and Clinical Applications (3.0 Units)**

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.

**GPHD7215 Aging, Individuation & Wholeness Across the Lifespan (3.0 Units)**

Lifespan Development examines theories of lifespan development, uniquely relevant to transpersonal psychology and psycho-spiritual development; 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 (3.0 Units)**

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 and transpersonal psychology.

**GPHD7219 Psychology of Organizational Change (3.0 Units)**

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, if you have a basic understanding of how empirical psychological research is conducted (from statistics, Psychological Research Methods, Social Psychology or Personality), you will find the course material more accessible.

**GPHD7222 Lucid Dreaming and Waking Life (3.0 Units)**

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 (3.0 Units)**

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 the 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.

**GPHD7225 Personality Theory and Transpersonal Studies (3.0 Units)**

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 (3.0 Units)**

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. The course strongly emphasizes personal experience, so learners should be prepared to undertake a critical examination of personal assumptions and worldviews.

**GPHD7229 Spiritual Competencies**

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**

This highly experiential course with a mind/body/heart orientation, is designed to explore practices that increase your capacity to spontaneously embody mindfulness, gratitude, compassion, discernment, and love, in order to thrive as you go forward in your life’s path and bring your gifts into the world. In this course we will examine 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 (3.0 Units)**

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 (3.0 Units)**

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 (3.0 Units)**

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 (3.0 Units)**

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 (3.0 Units)**

Mixed Methods Research (Designs) 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 (3.0 Units)**

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 (3.0 Units)**

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 three hundred 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**

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**

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 (3.0 Units)**

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.

**GPHD8600 Neuropsychology of Consciousness (3.0 Units)**

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.

**GPHD8101 Creativity and Critical Reflection**

This course will empower our ability to articulate and discern what's important, focusing on our writing in academic community. We will recognize, realize, and refine our unique, innate capacities for appreciative analysis of what's 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 (3.0 Units)**

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 (3.0 Units)**

This course surveys various learning theories with attention to the development of concomitant pedagogical approaches. Authors include Ivan Illich, Paolo Friere, Howard Gardner, Sherry Turkle, and Matthew Crawford.

**GPHD8211 Ethics and Multicultural Issues in Psychology (3.0 Units)**

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 will be addressing 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 (3.0 Units)**

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 container. 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 (3.0 Units)**

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.

### **GP8452 PTSD, Psychology and Healing Methods (3.0 Units)**

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.

**GPHD8990 Creativity and Critical Reflection (3.0 Units)**

ITA (Integral Transpersonal Approach) 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 theory and practice, between mind and body, between action and feeling, between male and female, between past and future, between 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 Grounded Theory (3.0 Units)**

This course will build on the skills learned in the Qualitative and Quantitative Research courses. Using Kathy Charmaz (2014) 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 2 interviews, coding (a skill that often petrifies students), and memo-writing.

**GPHD8996 Neurobiological Foundations of Psychology (3.0 Units)**

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 Dissertation Development Course**

This course is designed to help the student complete the dissertation proposal and other steps to candidacy. It includes expansion of literature review, statement of the ways in which this dissertation speaks to a particular problem and void in the literature, and the methods to be undertaken. The steps of the dissertation process will be elaborated, including committee formation and stages of documentation.

## ❖ Doctor of Psychology (PsyD) in Clinical Psychology (On-Campus)

The Doctor of Psychology (PsyD) in Clinical Psychology degree program at Sofia University provides formal training in the science and practice of clinical psychology. In addition to a 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, you will be prepared for a career as a licensed clinical psychologist, which may include supervisory and program development positions in healthcare settings, substance abuse and mental health treatment settings, corrections agencies, private practice, teaching, and/or research.

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

### Program Learning Outcomes

- To educate students in foundational scientific knowledge and empirical research in order to foster effective and ethical clinical psychology practice with the ability to draw on a broad set of psychological interventions and theories to serve the needs of diverse clients.
- To produce graduates who identify as clinical practitioners that value professionalism, relationship, and have the capacity for reflective self-assessment situated within appropriate ethical boundaries.
- To train students to understand clinical and theoretical knowledge of, as well as an awareness and sensitivity to, individual and cultural diversity in their academic, clinical, and professional work and relationships.
- To train students in methods of psychological assessment that include interviewing techniques and skills, formal psychological tests and measurements, integration and synthesis of assessment data, and effective and sensitive communication of results.
- To develop graduates who have the ability to identify and address issues through the lenses of positive psychology and spiritual diversity in clinical psychology theory, research, and practice.

### Degree Requirements

- Complete all required coursework (120 units total, with 2.0 electives)
- 20 hours psychotherapy (Year 1)
- 20 hours psychotherapy (Year 2)
- Practicum Training (Year 2): minimum 300 hours
- Advanced Practicum Training (Year 3): minimum 500 hours
- Pass Clinical Competency Exam (Year 3)
- Approved Dissertation Proposal (Year 3)
- Approved Dissertation Final Draft (Year 4)
- Complete Internship (Year 5): 1,500 hours

### **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 second and third year research class series.

### **Advancement to Candidacy**

Advancement to Candidacy is a process in which students are required to fulfill certain requirements as an indication of their level of academic writing and critical thinking skills in order to do research at the graduate level and complete a dissertation according to the Institution's standards. To complete the Advancement to Candidacy process, students must do the following:

- Have an approved and signed off dissertation proposal
- Complete all first, second, and third year courses.

It is expected that candidacy will occur for most students by the end of the third year. A failure to complete any step of the dissertation 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 their dissertation.

Once doctoral students have entered Candidacy, they are required to make continuous progress in completing their dissertation. 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.

### **Clinical Training**

Students obtain clinical training during Years 2 and 3 of the PsyD program. They are placed in training sites to see clients and receive clinical supervision. The practicum classes provide education and supervision to complement the clinical placement.

### **Internship**

Students in the Clinical Psychology degree program must complete one full year (1500 hours) of clinical internship. To advance to internship, students must have completed all required coursework for Year 1 through Year 3. Students must also hold and pass their dissertation proposal meeting before they will be approved to apply for internship. The internship must be CAPIC, AAPIC, or APA approved. The internship may be completed in one year working full-time or in two years half-time. Students must register for the internship course and submit appropriate forms and internship contract. The same standards of professional conduct apply to internship placement.

### **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. The supervisor must be approved. This includes those 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. 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 or dismissal.

### **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 the state's legislature or by the licensing bodies. Students intending to practice outside of California should consult the licensing body of the state before beginning study to ensure completion of all requirements.

### **California Psychologist License**

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. To apply for a pre-doctoral internship, a student must have completed a minimum of 72.0 quarter hours of BOP eligible psychology course work. A doctorate is required to apply for the Psychology License. The BOP requires course work in a variety of clinical areas in preparation for the psychology examination. The clinical psychology PsyD program at Sofia offers training in all of the required areas of study.

Completion of any course work or granting of any specific degree does not guarantee licensure. The Psychology License is granted at the sole discretion of the BOP. 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**

## Course Descriptions

### Year One

#### **PSY8556 Informational Systems in Psychology (3 Units)**

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.

#### **PSY6007 History and Systems (3 Units)**

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.

**PSY29400 Psychotherapy Theory and Interventions – Humanistic and Existential (3 Units)** 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.

#### **PSY21110,21120,21130 Mindfulness-Based Interventions I, II, and III (2 Units each)**

This is a 3-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.

**PSY10610, 10620,48010 Creative Expression in Clinical Practice I, II, and III (1 Unit each)** 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.

#### **PSY2050 Psychometric Theory Applications and Reports I (3 Units)**

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 Units)**

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 Units)**

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 course in the psychological testing sequence.

**PSY20210 Psychopathology and Diagnosis (3 Units)**

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.

**PSY60210 Scientific Scholarly Writing (2 Units)**

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.

**PSY2941 Psychotherapy Theory and Interventions – Cognitive Behavioral Therapy (3 Units)**

This course is designed to introduce you to the basics of cognitive behavioral theory and therapy. 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.

**PSY20530 Laws and Ethics I (3 Units)**

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.

**PSY60010 Human Development A (3 Units)**

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 Units)**

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.

**PSY29420 Psychotherapy Theory and Interventions – Couples and Family Systems (3 Units)**

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 will be explored in depth, and a cursory use of REBT for couples included as well.

**PSY39200 Clinical Psychology Theory and Research – Spiritual Applications (3 Units)**

This course offers an introduction to transpersonal and spiritual perspectives in clinical psychology. The student 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.

## Year Two

### **PSY2900 Introduction to Group Therapy (2 Units)**

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.

### **PSY2080 Biological Basis of Behavior: Part A (3 Units)**

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 Units)**

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.

### **PSY2049 A, B, C Clinical Practicum Seminar A, B, and C (3 Units each)**

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.

### **PSY20230 Treatment of Chemical Dependency and Dual Diagnosis (2 Units)**

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.

### **PSY20710 Child Abuse Assessment and Reporting (0 Units)**

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 use of adjunctive resources.

**PSY20300 Aging and Long-Term Care (0 Units)**

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.

**PSY20720 Spouse/Partner Abuse Assessment and Treatment (0 Units)**

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 use of adjunctive resources.

**PSY20150 Diversity Issues in Clinical Practice (3 Units)**

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.

**PSY60360 Qualitative Research Methods (3 Units)**

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 Units)**

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 Units)**

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.

**PSY4080 Research Seminar A: Dissertation Hypotheses, Methods, and Design (1 Unit)** 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 answer the research questions, and guidance on how to relate research design to data analysis.

### **Year Three**

#### **PSY6041 Cognitive and Affective Bases of Behavior A (2 Units)**

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 Units)**

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 his or her 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.

#### **PSY6030 Social Bases of Behavior (3 Units)**

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.

#### **PSY20100 Human Sexuality (2 Units)**

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.

#### **PSY2104 Supervision Consultation and Leadership in Clinical Psychology (3 Units)**

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-plays and practice in the community. Ethical practice applicable to supervision, consultation, and leadership/advocacy will also be discussed.

#### **PSY2079 A, B, C Advanced Clinical Practicum Seminar A, B, and C (3 Units each)**

This 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.

#### **PSY4081 Research Seminar B - Dissertation Proposal (3 Units)**

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.

**PSY2223 Personal and Clinical Applications of Positive Psychology (3 Units)**

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. The latest work in the field of positive psychology will be studied. Finally, students will be expected to understand the use of gratitude (appreciation), compassion and forgiveness in their own lives.

**PSYX907 Religious and Spiritual Diversity in Clinical Practice (3 Units)**

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.

**Year Four\*****Dissertation A, B, C**

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.

**Year Five\*****Internship A, B, C**

This year-long internship series provides 1500 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.

**Electives****PSY 2480 A, B, C: Advanced Clinical Consultation (3 Units each)**

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.

Other electives outside of the department are available for students to take depending on the course and department. Consult with your academic advisor regarding particular courses.

**Core Units:** 118 Credits

**Elective Units:** At least 2 Credits

**Total Required Units:** 120 (118 Core, 2 Elective)

**NOTE:** To ensure that our students are able to be empathic to their clients and are prepared to be of service to the public, our program requires personal and professional development outside of the classroom. This takes the form of 20 hours of personal psychotherapy each during years one and two that must be completed by the end of the second year of the program.

\* Students may begin internship and dissertation earlier or in a different format depending on Director of Clinical Training and Department Chair approval.

## FACULTY

### ADJUNCT FACULTY

#### **Edva Biner Levy**

M.A. (Counseling Psychology), John F Kennedy University, San Jose CA 2012  
B.A. (Behavioral Science), Tel Aviv Academic College, Israel 2002

#### **Kaleo Ching**

M.A. (Studio Art), University of New Mexico, Albuquerque, NM 1981  
B.A. (Fine Art), University of Hawaii, Honolulu, HI 1977

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Ph.D. (Transpersonal Psychology), Institute for Transpersonal Psychology, Palo Alto CA 2016  
M.A. (Transpersonal Psychology), Institute for Transpersonal Psychology, Palo Alto CA 2014  
B.A. (Psychology), California State University Chico, Chico CA 2011

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Ph.D. (Cognitive and Computational Neuroscience), Paul Sabatier University, France 2000  
M.S. (Cell Biology and Programming), Paris XII University, France 1996  
B.S. (Mathematics and Physics), Paris XII University, France 1994

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M.A. (Counseling Psychology), Institute for Transpersonal Psychology, Palo Alto CA 2008  
B.A. (Psychology), San Diego State University, San Diego CA 1997

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Ph.D. (Financial Economics), Wharton School of Business, University of Pennsylvania 1985  
M.S./M.B.A. (Engineering- Computer Systems), Moore School of Engineering, University of Pennsylvania jointly with Wharton M.B.A. Degree, Pennsylvania 1980  
M.S. (Operations Research), Sussex University, Brighton UK 1977  
M.A. (Economics and Econometrics), Jadavpur University, Calcutta India 1975  
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Ed.D. (Organization and Leadership), University of San Francisco, CA 2001  
M.A. (Education), Stanford University, Palo Alto CA 1996  
M.S. (Environmental Management), University of San Francisco, CA 1986  
M.A. (Economics), University of San Francisco, CA 1983  
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D.Min. (Ministry), Naropa University/University of Creation Spirituality, Oakland CA 2004  
M.A. (Transpersonal Psychology), Naropa University/University of Creation Spirituality, Oakland CA 1992  
B.A. (Therapeutic Recreation with Business and Social Work), University of Waterloo, Ontario 1995

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M.A. (Counseling Psychology), California Institute of Integral Studies, San Francisco CA 1989  
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M.A. (Humanities), New College of CA, San Francisco 1998  
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Ph.D. (Psychology), John F Kennedy University, 2006  
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M.A. (Music Education), New York University, NY 1984  
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**Stanley Krippner**

Ph.D. (Psychology), Northwestern University, 1961  
M.A. (Psychology), Northwestern University, 1957  
B.S. (Psychology), University of Wisconsin, Madison, 1954

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M.A. (Integral Counseling Psychology), California Institute of Integral Studies, San Francisco, CA 1995  
B.A. (Literature and Society), Brown University, Providence, Rhode Island 1990

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M.S. (Statistics), University of Illinois, Urbana-Champaign, IL 2010  
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B.S. (Psychology), Beijing Normal University, Beijing China 2006

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M.B.A., Golden Gate University, San Francisco CA 1982

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Ph.D. (School Psychology), Temple University, PA 2000  
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M.A. (Master of Fine Art-Photography), Cornell University, NY 2005  
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#### **Nick Walker**

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#### **Michelle Daly**

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M.S. (Computer Science), Naval Postgraduate School, 2012  
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