



# Sofia University

Student Handbook

2023-2024

Costa Mesa, CA | Palo Alto, CA  
[www.sofia.edu](http://www.sofia.edu)





# **Student Handbook 2023-2024**

**REVISED MAY 2023**

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## WELCOME

Welcome to Sofia University. The months ahead of you will be challenging, exciting, joyful, frustrating, and busy. The purpose of this handbook is to welcome and orient you to Sofia University, as well as serve as a reference guide for your program studies. To navigate through the handbook, please use the Table of Contents section to find the topic you wish to learn more about, then click on the topic you want and press “ctrl” which will immediately direct you to the topic of your choice. There are also hypertext links throughout the handbook. More information can be found in the [Sofia University Course Catalog](#) and on various websites such as:

- Sofia University official website: [www.sofia.edu](http://www.sofia.edu)
- Canvas: Sofia University’s Learning Management System (LMS) – used for online course delivery, as a document repository.
- Portal powered by Campus Café - used to register for classes, make payments, as well as to obtain forms and unofficial transcripts.

This handbook is designed to provide some general student information about the school. Much of this material will be covered at orientation. The handbook is intended to serve as a reminder when you get home. We hope you find it helpful. Any feedback and suggestions for revision will be appreciated by sending any comments or questions to: [Student\\_Services@sofia.edu](mailto:Student_Services@sofia.edu).

### **Student Right to Know Act**

According to federal regulations, colleges and universities that administer federal Title IV funds must disclose certain information to prospective and enrolled students, parents, and employees. This student handbook as well as the student consumer information includes Code of Conduct related to student loans, academic programs, graduation and completion rates, privacy of student records, health and safety and financial aid information. For more information see <http://www.sofia.edu/about/consumer-information/>

## INTRODUCTION

Sofia University is a private, independent, graduate school which offers the following programs:

### UNIVERSITY PROGRAMS

#### Degree Programs

- Online Bachelor of Arts in Psychology Completion Program (BAC)
- Online Master of Arts in Transpersonal Psychology
- Residential Master of Arts in Counseling Psychology (MACP)
- Low-Residency Master of Arts in Counseling Psychology
- Master of Science in Computer Science (MSCS)
- Master of Business Administration (MBA)
- Online Doctor of Philosophy PhD in Transpersonal Psychology

#### Certificate Programs (*as part of degree programs*)

- Certificate in Transformational Life Coaching
- Certificate in Spiritual Psychology
- Certificate in Creative Expression

#### Certificate Programs (*stand alone*)

- Certificate in Transformational Life Coaching
- Certificate in Dream Studies
- Graduate Certificate in Artificial Intelligence
- Graduate Certificate in Cybersecurity and Information Assurance

For more information on the different programs see the Academic Catalog available on the Sofia.edu website.

## CONTACT INFORMATION

Who to go to Reference List

*If you are not sure whom to contact, feel free to email [Student.Services@sofia.edu](mailto:Student.Services@sofia.edu) and we will make sure your message gets delivered to the right place.*

Office	Topics	Contact Info
Accounting/Finance Office	Tuition payment, fees and student loan excess funds or refunds	<a href="mailto:student.accounts@sofia.edu">student.accounts@sofia.edu</a>
Address or Phone Number Changes	For making any changes to your address or phone number	<a href="mailto:Registrar@sofia.edu">Registrar@sofia.edu</a>
Admissions Office	Program Transfers and Advanced Standing Application	<a href="mailto:Admissions@sofia.edu">Admissions@sofia.edu</a>

Canvas Support	All technical issues related to Canvas	<a href="mailto:helpdesk@sofia.edu">helpdesk@sofia.edu</a>
Dissertation Office	All issues related to Dissertation	<a href="mailto:Dissertation@sofia.edu">Dissertation@sofia.edu</a>
eFolio Support	All issues related to eFolio	<a href="mailto:clientservices@myeFolio.com">clientservices@myeFolio.com</a>
Financial Aid Office	Questions about applying for student loans and federal loans and issues; scholarships; and payment plans.	<a href="mailto:Financial.Aid@sofia.edu">Financial.Aid@sofia.edu</a>
Library	All research needs and questions; Student ID card requests	<a href="mailto:Library@sofia.edu">Library@sofia.edu</a>
Sofia University Email Support	All technical issues related to Email. Note: Your Sofia University email address will be used for all official communications.	<a href="mailto:helpdesk@sofia.edu">helpdesk@sofia.edu</a>
Program Events Office	Seminars, Orientation/Retreats, and Low-Residency Intensives	<a href="mailto:Student.Services@sofia.edu">Student.Services@sofia.edu</a>
Registrar Office	Tuition Charges; Academic Progress; Grades; Class Registration; Transcripts; Leave of Absence/Withdrawal; Graduation	<a href="mailto:Registrar@sofia.edu">Registrar@sofia.edu</a>
Student Services Office	Disability Issues; Student Complaints; Academic Progress/Policies; Student Issues; Academic Policies; Faculty Issues	<a href="mailto:Student.Services@sofia.edu">Student.Services@sofia.edu</a>
Writing Lab	All Writing Lab issues and questions	<a href="mailto:Writing.Lab@sofia.edu">Writing.Lab@sofia.edu</a>

### Departmental Directory

(See next page) Administrative offices are open Monday through Friday from 9 A.M. to 5 P.M.  
Phone: 888-820-1484 Fax: 650-493-6835

SOFIA UNIVERSITY  
1069 E. MEADOW CIRCLE, PALO ALTO, CA 94303  
PHONE: 1-888-820-1484

DEPARTMENT	EXTENSION/EMAIL	ADMINISTRATORS
WIL Advisor	<a href="mailto:Megan.Prell@sofia.edu">Megan.Prell@sofia.edu</a>	Megan Prell
Dissertation Office	<a href="mailto:Dissertation@sofia.edu">Dissertation@sofia.edu</a>	John Elfers
PDSO/DSO/International Students	<a href="mailto:Ray.Porras@sofia.edu">Ray.Porras@sofia.edu</a> <a href="mailto:Ranali.Dewaraja@sofia.edu">Ranali.Dewaraja@sofia.edu</a> <a href="mailto:dso@sofia.edu">dso@sofia.edu</a>	Ray Porras Ranali Dewaraja
Facilities	<a href="mailto:10400/Jose.Aguilar@sofia.edu">10400/Jose.Aguilar@sofia.edu</a>	Jose Aguilar
Financial Aid	<a href="mailto:10904/financial.aid@sofia.edu">10904/financial.aid@sofia.edu</a>	Lisa Sammon, Josie Melton
IT/Help Desk	<a href="mailto:Help.Desk@sofia.edu">Help.Desk@sofia.edu</a>	Lloyd Lee
Library	<a href="mailto:10390/library@sofia.edu">10390/library@sofia.edu</a>	Travis Gray, Lisa Sammon
MACP Practicum Director	<a href="mailto:adam.neal@sofia.edu">adam.neal@sofia.edu</a>	Adam Neal
Registrar	<a href="mailto:Registrar@sofia.edu">Registrar@sofia.edu</a>	Karina Sulaiman
Student Business Office	<a href="mailto:10905/student.accounts@sofia.edu">10905/student.accounts@sofia.edu</a>	Josie Melton, Milena Karaivanova
Student Services	<a href="mailto:10906/student.services@sofia.edu">10906/student.services@sofia.edu</a>	Lita Melendez, Rosalie Cook
Student Support Administrator	<a href="mailto:10300/student.accounts@sofia.edu">10300/student.accounts@sofia.edu</a>	Josie Melton
Title IX	<a href="mailto:Renate.Krogdahl@sofia.edu">Renate.Krogdahl@sofia.edu</a>	Renate Krogdahl

PROGRAM CHAIRS	Email
BA. MATP & PHD Chair	<a href="mailto:Robert.Wood@sofia.edu">Robert.Wood@sofia.edu</a>
Psy.D Chair	<a href="mailto:Fred.Luskin@sofia.edu">Fred.Luskin@sofia.edu</a>
MBA Chair	<a href="mailto:Steven.Gold@sofia.edu">Steven.Gold@sofia.edu</a>
MSCS Chair	<a href="mailto:Donna.Dulo2@sofia.edu">Donna.Dulo2@sofia.edu</a>
MACP Chair	<a href="mailto:Jennifer.Crane@sofia.edu">Jennifer.Crane@sofia.edu</a>

### Faculty

For faculty information please go to: [Sofia Faculty](#).

### STUDENT EXPERIENCE

Beginning with the orientation or the opening intensive or seminar, our MACP students remain with the same cohort as school progresses.

It is like a crucible, an alchemical vessel in which inner growth is facilitated (another more *common* term we use is “pressure cooker”).

Students are with each other in a variety of different and challenging settings from the physical activities of Aikido or Yoga, to the emotional work in group process, and psychotherapeutic technique classes. Our classes incorporate the intellectual demands of transpersonal theory, including the spiritual and creative work, which involve meditation and creative expression.

In a sense, students see themselves constantly reflected in the mirror of classmates. As the cohort gets to know each other in depth, feedback between classmates becomes powerful and richer.

### **Experiential Learning Caveat**

Sofia University offers a unique, experientially based learning program, integrating six areas of focus:

- Cognitive
- Emotional
- Physical
- Spiritual
- Creative Expression
- Community

The program is designed for well-functioning, mature, self-directed individuals, and we make an effort to select our student body appropriately in view of this. Whole-person learning is not a therapeutic process, nor can classroom or online activities in any way be a substitute for personal psychotherapy or other individual spiritual or personal growth work.

It is important, however, to realize that there are some risks involved in any kind of experiential learning, and many classes demand participation in ways that are emotionally, intellectually, and physically challenging. It is probably in part because you want this challenge that you chose Sofia University. There are also specific class activities aimed at self-knowledge and self-observation, which may precipitate strong emotional reactions. Painful memories may sometimes surface, especially in courses oriented toward clinical training. In classes or seminars involving physical discipline, such as Aikido, there is some risk of physical injury, as there would be in any exercise program and/or activity requiring physical exertion.

In spiritually-oriented courses, some practices and meditation techniques may induce an altered state of consciousness, which some may find strange or even disturbing. Resistance to spiritual practice may, for some, bring up feelings around childhood religious “wounding”.

As a self-responsible adult, you are expected to set clear, protective boundaries for yourself. You are always a volunteer, and you always have the right to decline to participate in an experiential practice if you feel it might be too demanding or even dangerous for you. If you are unable to participate regularly and actively, Sofia University may not be the right school for you.

While Sofia University's learning model requires that you work with and share some highly personal material, this should be in the service of your own self-understanding, to be clarified in papers and in small group work, but not in the expectation of actually working through your personal issues. This is best done with a qualified psychotherapist or spiritual guide in the appropriate professional context and with the guarantee of confidentiality.

Please also note that, although we stress the importance of respecting the privacy of your fellow students by keeping all personal material shared in class confidential, we cannot guarantee this, and therefore you must take responsibility for monitoring what and how much of your personal process to share. It is suggested that you work only with those issues which you have already mostly resolved or can easily leave unresolved and handle on your own or with your therapist.

We expect that you will stop your participation at any point where what is happening is uncomfortable for you, and that you opt out of a course for which you feel you are not ready at a given time. You and your adviser can discuss alternative courses that will fit into your overall program or decide how you should proceed through the program at a slower pace or with a different goal.

Despite what we feel is a careful selection process, some issues and vulnerabilities surface only when triggered by specific experiences, often to the surprise of the individual. There is no way to predict these. If this should happen to you, we expect you to communicate this to your instructor and/or faculty adviser or the Director of Student Services, in so far as it affects your functioning in a course or in the program. We also encourage you to seek out appropriate community and/or professional support to help you cope constructively.

The process of growth and self-exploration, rewarding though it may be in the long run, always involves some risk and should not be undertaken lightly. Please review the article "*In Grave Danger of Growing*" located in Appendix A.

### **Personal Growth and Academic Rigor**

A key value that makes Sofia University so unique is its commitment to honoring personal growth—and especially personal growth as a spiritual journey—of each student as a vital part of the learning experience. Please discuss personal growth issues, as needed, with your advisor.

Although advisors do not take the role of therapist, they can be helpful in your processing of some issues, especially as they relate to your course of study. Also, advisors are particularly interested in facilitating the interplay between professional and personal growth.

Academic rigor and professional accomplishment are vital to the graduate level of work and to Sofia University's reputation as a university of higher learning. This aspect may be thought of as part of the challenge of consciously, yet professionally, bringing your voice forth in the world.

## **Spiritual Greed and Gluttony**

Spiritual Greed and Gluttony are common at Sofia University. We repeatedly schedule too much, too close together. There is so much available in the community that we tend to “want it all, now!” Before taking on extra classes or commitments, consider the demand or the intense personal work you will be doing and the academic load you are already carrying. Give yourself time to take information in and assimilate. With balance, the years at Sofia University can be tremendously enriching. Remember that growth and education are for a lifetime and more!

## **Working in Groups**

The following information gives you a basic overview of group dynamics. Groups offer us a learning laboratory, like none other, to gain insight into our own behavior and to come into understanding and compassionate relationships with others.

### **Universal Dynamics within Groups:**

- Every group will always evoke unfinished business.
- Every group activates unfinished personal business about groups.
- Every group activates unfinished family business.
- Every group activates power issues.
- Every group activates acceptance issues.
- Every group begins closed.
- Every person begins closed compared to other situations.
- Every person will open at his/her own time and rate.

### **Three Evolutionary Group Stages, from Will Schultz - The Truth Option**

1. Testing out inclusion.
  - a. Am I important? Am I significant to this group?
  - b. Who do I feel in with? Who do I feel out with?
2. Dealing with control and power issues.
  - a. Who's on top and who's on the bottom?
  - b. Who is willing to take responsibility and accountability?
  - c. Whom do I feel superior and inferior to?
  - d. Whom can I NOT count on?
  - e. Whom can I count on anytime?
  - f. Do I solicit accountability?
3. Dealing with affection and likeability.
  - a. Nearness and farness
  - b. In/out
  - c. Top/bottom

- d. If I don't have security on any one of the above, I will move into performance or fear.
- e. Whom can I count on no matter what state I'm in to accept me?
- f. Whom can I feel close to, no matter where they are?

### **Basic Stages of Groups**

It is useful to be cognizant of the stages through which the group is going. Groups have a life of their own. Like people, if you nourish them well at the start, they grow to be healthy and productive. Watch as your group goes through these stages. Remember to give all the time necessary to the early norm development.

1. Beginning – need for orientation, need for belonging, questioning whether one fits; wondering what other group members are like.
2. Early norm development – beginning to feel like you belong; starting to understand the order of things. This is the time for everyone to voice their expectations of the group. Discuss openly how you want to deal with emotion and conflict and leadership. Every group has its own set of norms. Be clear about these. It is a good idea to write them down. Remember, too, that you can change the norms. Take time to review the norms after a couple of months -- if they no longer work, you may wish to change them.
3. Conflict – every group goes through a period of storming, testing leadership, asserting personal needs for recognition, personal tension or anxiety, hostility, struggles for power, and the like. Some people withdraw. Remember the uncomfortable conditions are normal.
4. Transitions – acceptance of others, more personal understanding of other's needs, greater trust of others.
5. Productive – ability to share leadership. Ability to share airtime. Personal and genuine good feeling toward others.
6. Re-norming – take another look at how the group operates; creating norms that have more to do with affection, understanding, trust, and involvement than just with accomplishment of specific tasks.
7. Actualizing – group qualities are flexibility, openness, and members' ability to work beyond personal needs.
8. Closure – every group ends. How endings occur can depend on the degree to which the group evolved over time. An actualized group ends consciously, with time and attention given to closure as well as support given for moving on.

### **Group Difficulties**

Combined energies are often productive and creative, yet commonly group experience is somewhat less than wonderful. In fact, it may be more frustrating than productive. Why do groups of well-intentioned, skilled, loving people get bogged down and feelings get hurt? There is no simple answer. The issues of communication are broad and complex. We do, however,

want to share with you a potpourri of communication tips that might prove helpful as you begin working with your cohort.

Even if you feel you know your group well, being with them for this purpose is different. It is advisable that you let go of old preconceptions and keep an open mind. Use the silence to get centered. Set an intention for your time together.

It is helpful to define the ways you would like to deal with such issues as: leadership/facilitation; time spent on task vs. process; ways to deal with emotions, confrontation, and conflict; how decisions will be made, etc. The most important thing is to deal with as much as possible up front. Remember that your norms will not be etched in stone. In fact, it is suggested that you review them regularly. Set an intention to form a group that will work in the best interest of all members.

## **Communication**

1. Rules for Integrity in Communicating
  - a. Meditate on person and process: what has been said, done, or heard.
    - Meditation is clearing and asking for inner guidance.
    - Practice owning what is mine and what has significance.
  - b. Communicate to the other person my thoughts and feelings.
  - c. Ask for clarification.
    - Check it out --
      - "I was wondering..."
      - "This kept coming up for me..."
      - Assure the other person has an opportunity to respond. This does not supersede reacting in the moment with "I" statements.
  - d. Don't agree when you don't agree.
  - e. Ask for what you want and need. You may not get it, but it is your responsibility to ask (as opposed to thinking it should just happen).
2. How willing am I to check things out rather than to expect, wonder, or assume?
  - a. Don't INTERPRET other people's reality.
  - b. Formula for complete feedback (positive or negative)
3. Four "I" statements
  - a. What I notice: observe, see, and hear
  - b. What I feel: happy, angry, afraid, sad
  - c. What I want and need
  - d. What I am willing and/or not willing to do: my boundaries.  
[This last one is most often left out]

## **GENERAL STUDENT INFORMATION**

## Academic Calendar

Students can get access to the current Academic calendar on the Sofia website, [www.sofia.edu](http://www.sofia.edu) on the resources page <https://www.sofia.edu/student-resources/> under Academic & Events Calendar.

## Advising

### Sofia University



### Institutional Commitment to Advising

October 28, 2009

*“Serving our students is our priority and our passion. All our staff and faculty are committed to calling forward and cultivating each student’s highest skills and aspirations, as well as responding promptly to student requests and concerns with compassion, mindfulness, discernment, and appreciation of difference. Staff is committed to excellence in student services, focusing on availability, responsiveness, guidance, and shared responsibility. Faculty is committed to excellence in their own scholarly path, informing and mentoring of students through superior teaching, practice, advising, and service. Sofia University recognizes the importance of working closely and individually with students to foster each student’s transpersonal-informed personal, professional, and academic development that will support their work of transformation in the world”.*

The purpose of the advising process is to offer student support, counsel, and advice regarding academic matters and personal issues related to the academic program. Thus, the advisor/student relationship is a very special one. Because our faculty have distinguished themselves both in the academic content of transpersonal psychology and in their understanding of personal transformative processes that our curriculum encourages, they are ideally suited to assist you in your development as a professional.

To make the most of this opportunity, you are expected to be prepared to do your part, and this requires clarity and thought. You may wish to discuss with your advisor such things as the method of interacting, the kind of feedback you would like, the frequency of the interactions, etc.

Reflect on what you need to make the program work best for you and ask your faculty advisor for support. In preparation, you might consider asking yourself the following questions:

- *Do I work best when I am praised, prodded, given space?*
- *Are there some things that I know will push my buttons and cause me to rebel?*
- *Am I willing to hear honest feedback?*
- *Am I willing to give honest feedback and let my advisor know clearly and promptly when things don't seem to be working?*
- *Am I clear about which areas are particularly important to me, such as writing skills, self-disclosure, spiritual issues, etc.?*
- *Am I willing to admit it when transference issues arise?*
- *Am I willing to work with academic material for personal and professional integration at the degree level?*

Keep in mind that while a faculty advisor may have specific competence as a psychotherapist or counselor, spiritual director, addictions counselor, business consultant, body worker, actor, or educator, it is not expected that a faculty advisor will provide these services in his/her faculty role.

### **Areas of Concern**

Not all faculty and students are necessarily a good fit for the advising relationship. If at any time problems arise with the student/advisor relationship, it is best for you to first talk directly with your advisor to discuss what is working and what is not. Hopefully, you and your advisor can seek to come to a more meaningful working relationship together. However, if resolution is not possible, you may wish to change advisors. After you have discussed the matter with your current advisor and found a new advisor, you can simply change advisors by following the procedures below. If you need assistance in extreme situations, you can speak with your Program Chair, or the Director of Student Services.

### **Changing Advisors**

Students may request a new advisor at any time, for personal or academic reasons. However, formal procedures must be followed when there is a change of advisor so that the information can be tracked in the database. If you choose to change advisors, please contact the program chair.

### **Class Schedules**

Students can get access to their class schedules on the website at the portal.

## **Curricula**

For curricula information, refer to the Academic Catalog link on the Sofia University webpage <https://www.sofia.edu/academic-catalog/>.

## **Directories**

Some degree programs at the University require students to document completion of hours of personal therapy and some also require participation in spiritual guidance. See the Non-Course Degree Requirements section of your program's description in the academic catalog for details.

## **Disaster Preparedness**

### **First Aid**

A First Aid Kit is available at the reception desk. Supplies in this kit are adequate to deal with small cuts and scrapes and minor emergencies. In the event of a serious accident, please notify the office staff immediately or dial 911 on any phone.

### **Fires**

Fire Drills are held bi-annually and are coordinated by Human Resources. During a fire drill or in the event of a fire, please move quickly and quietly out of the building and meet with your class in the back-parking lots.

### **Earthquakes**

Earthquake safety information is distributed annually during orientation. Since earthquakes are a fact of life in California, we strongly encourage students to be prepared for the inevitable both in school and at home.

If a temblor begins while you are on campus:

- Remain calm.
- If in a classroom, move away from windows and cover your head.
- If in the library, move away from shelves; books may be dislodged.
- If outside, seek open areas and move away from overhead objects (especially power lines).

After the earthquake:

- If in a class and there is no apparent damage to the room, please remain where you are. Sofia University staff will come around to advise you of any emergency measures which need to be taken.
- If a portion of the building appears damaged, please evacuate, and regroup in the back-parking lots. Sofia University staff will advise you as quickly as possible how to proceed.
- If you've never been through a quake before, being unnerved is a common reaction.
- Additional resources concerning earthquake safety are available from the local fire station and libraries, or call Office of Emergency Services (OES) at (650) 617-3197.

## Forms

All general and clinical forms are available from the registrar's office. Contact [registrar@sofia.edu](mailto:registrar@sofia.edu) to request a form.

## Health Insurance and Community Resources

Because of the number of students enrolled, the University does not offer group student health insurance. In the Student Services Office are brochures for student health insurance. The Internet is the most easily searchable resource for health insurance available to fit an individual student's situation. The student services center also includes a list of free and low-cost medical facilities that are in the Bay Area.

## Housing

If you are new to the California Bay Area, check out the Sofia Housing Relocation Guide available from Student Services and housed on Sofia University webpage.

## International Students

Go to <https://www.sofia.edu/admissions/international-student-application-requirements/> for more information on International Students.

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

- Mumps
- Measles
- Rubella
- Polio
- Tetanus and Diphtheria Toxoids
- Pertussis
- Haemophilus influenzae type B
- Hepatitis B
- Any other vaccine-preventable diseases recommended by the Advisory Committee for Immunization Practices. Please check the website below for more information:  
<http://www.cdc.gov/vaccines/>

**Health Insurance:** It is highly recommended that you have an active student health insurance throughout your studies in the US. Due to the high cost of health care in the United States, going without health insurance can be detrimental to a student if they fall ill or if they are injured in an accident. The resources listed below are not endorsed or recommended by the university but are provided as a resource only. Because every student has their own unique set of health needs and financial requirements, it is

recommended that students do a search on-line for insurance companies who best meet their needs. For US students, please register with Covered California. If you do not have health insurance, here are some suggested insurance companies that may be of interest:

- <https://www.iso.org/>
- Visit International Health Insurance <http://www.visitinsurance.com/>
- American College Student Association (student injury and sickness insurance plan) provided by United Health Care (1-800-767-0700)  
<https://www.uhcsr.com/acsa>
- **International Students:** International Student Protection (1-877-738-5787)  
[www.intlstudentprotection.com](http://www.intlstudentprotection.com)
- **VisitorGuard.com** offers international student (F1/F2 visa holders) insurance comparison shopping at **Visitor Guard** (enter your age, i.e. 21 on the quote form and click the 'quote' button to review the results). Plans start at \$28 per month (for less than age 24). Please refer to the contact information below:  
**Anupama Sarma** [asarma@visitorguard.com](mailto:asarma@visitorguard.com) (804) 325-1385

## **Licensure**

There are two state agencies that are responsible for the licensing of practitioners in the State of California. Completion of a degree does not guarantee receipt of a license to practice. For general information about licensure, refer to the academic catalog.

The California Board of Behavioral Science (BBS) monitors the practice of Marriage and Family Therapists (LMFT) and Professional Clinical Counselors (LPCC) in the state of California. The academic requirement to apply for this license is a Master of Arts in Counseling Psychology. Additional information is available in the University publication, qualifying for the California State LMFT and LPCC Licensures (available from the MACP Clinical Director).

The Board of Psychology (BOP) monitors the practice of professional psychology. The requirement to apply for this license is a doctorate degree in psychology. Additional information is available in the University publication, qualifying for the California Psychology License (available from the Community Engagement Coordinator).

## **New Student Orientation**

A new student orientation is mandatory and is held every quarter for all programs. Both residential and online students attend a virtual meeting via MS Teams. For information on orientation, please contact [student.services@sofia.edu](mailto:student.services@sofia.edu).

## **Seminars, Retreats, and Intensives**

### **Global Seminars**

Seminars are an exciting and essential part of the Global Online MATP and PhD Programs. Seminars are generally five days in length and are designed to provide maximum exposure to key aspects of the program. Presentations on major concepts of transpersonal theory and practice are interspersed with meditation, movement, body awareness processes, group interaction, creative expression, and ritual. Students meet their cohort, faculty, advisors, program chair, and other students at the seminar. It is a place to form and maintain community, to bond, and to begin courses in person. Seminars are generally held at our Costa Mesa campus in Southern California. The seminars are held virtually through zoom real time during the spring quarter and in-person at the Costa Mesa campus in the Fall.

### **Global Seminar Attendance**

Seminars are an integral part of the Global Online Programs' curriculum and therefore full attendance of the seminar is required for successful completion of this one- or two-unit(s) course. Students should schedule travel appropriately so they can attend the full seminar. If a student leaves the seminar early without the Chair's permission, he/she will not receive credit for the seminar course. Furthermore, he/she will be required to make up the hours as required by WASC by enrolling in an additional seminar at a later date. Seminar credit tuition, room and board, and travel expenses will apply.

Annually:

- Master's students attend two (Opening and Closing) in year 1 and 2 of the program.
- Ph.D. students attend two each year during year 1, 2, 3, and 4 of the program.

Fall Seminars are generally held in September; Spring Seminars are generally held in March. See the schedule page of the Sofia.edu website for more information.

### **Low-Residency Master's in Counseling Psychology Intensives**

A 10-day intensive is generally scheduled in the Fall and Spring of each year. Sofia University provides information on hotels/motels and restaurants near the Sofia University Costa Mesa campus and offers an online community forum for ride and room sharing.

### **Sofia University Apparel**

For Sofia University Apparel, please contact [student.services@sofia.edu](mailto:student.services@sofia.edu) for more information.

### **Student I.D. Cards**

Upon enrollment, follow the directions you receive for acquiring your Student ID card through the library ([library@sofia.edu](mailto:library@sofia.edu)).

### **Student Disability Services**

### **Disability Accommodations Policy**

This Institution's policy 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 Dean of Students and/or the Dean's designee 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 Dean of Students and/or person designated by the Dean no later than two weeks prior to the date of mid-term exams, final exams, or due dates for writing assignments.

All students who require auxiliary services must also contact the Director of Student Services and/or the Director's designee 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: (i) is prepared by a professional qualified to diagnose a learning disability, including but not limited to a licensed physician, learning disability specialist, or psychologist; (ii) includes the testing procedures followed, the instruments used to assess the disability, the test results, and an interpretation of the test results; and (iii) 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.

Institution keeps all information pertaining to 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 Dean of Student Services and/or Director's designee, a qualified professional may be retained by the school to determine the appropriate accommodation for a disability. The Dean of Student Services and/or Dean's designee is vested

with the authority to develop a reasonable accommodation plan for all qualified persons with a disability at Institution 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 Dean of Student Services and/or Dean's designee. A student may appeal the Dean of Student Services' and/or Director's designee'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 Director no later than 2 weeks following notification of the decision. The Director's decision shall be final.

For accommodations, please contact the Dean of Student Services at:  
[student.services@sofia.edu](mailto:student.services@sofia.edu).

A student who is refused accommodation by the Dean of Student Services (designated Disability Service Administrator) may file a grievance as outlined in The Sofia University Grievance Policy which can be found in Appendix B.

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.

## **STUDENT RECORDS**

### **Access to Student Official Files**

A student may see her/his records by making an appointment with or contacting the Registrar Office at [registrar@sofia.edu](mailto:registrar@sofia.edu).

### **Accreditation Information**

For accreditation information, please go to the Sofia University website About Sofia page.

### **Change of Address**

For change of address or contact information, please email: [registrar@sofia.edu](mailto:registrar@sofia.edu).

### **Programs of Study**

For information about your program, please go to the academic catalog available on the Sofia University website.

### **Graduation**

See the resources page on the Sofia University website <https://www.sofia.edu/student-resources/> and then for more graduation information contact: [registrar@sofia.edu](mailto:registrar@sofia.edu).

## **FINANCIAL**

## **Financial Aid**

For information on Financial Aid go to <http://www.sofia.edu/admissions/financing-your-education/>

Student must apply and submit the FAFSA each year to receive financial aid and must register before the 1<sup>st</sup> day of class to receive Excess funds on time.

**Masters & PhD degree students** must enroll for **3 or more** units to apply and receive financial aid.

The Excess Funds Schedule is listed on the Academic Calendar.

Four to six weeks prior to initial enrollment is the minimum lead time to submit the FAFSA, receive an award and complete the loan application process.

## **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 permits 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-served basis. Students must re-apply for financial aid each year and remain eligible for Federal Work Study to continue working in a work-study position.

Students work approximately 5 to 20 hours a week. It is the student's responsibility to work enough hours to reach the earnings limit.

## **Tuition and Fees**

For information on Tuition and Fees, go to <https://www.sofia.edu/tuition-fees/>

## **Additional Expenses**

Refer to <https://www.sofia.edu/admissions/financing-your-education/> for more information on additional expenses.

## **Withdrawal and Refund Policy**

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

A student is considered registered until the date on which the Office of the Registrar receives written notice of withdrawal.

The University performs a separate calculation to determine the appropriate tuition and fee charges for a student who withdraws. This calculation is based on the amount of time completed in the enrollment period. The percentage of the return is based on the number of calendar days completed within an enrollment term up to 60%. The calculation will be based upon the official withdrawal date. A student attending greater than 60% of the term will be expected to pay all tuition and fees for the term. (p. 32-33) Students attending less than 60% will get a prorated refund as calculated *supra*.

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

Refunds to student, if any, will be after financial aid adjustments are made. A student's financial assistance is adjusted to reflect reductions in the student's overall cost of attendance budget. Excess financial aid is restored proportionately to the funds from which it was drawn before a refund is given. For any student participating in Federal Title IV Federal Aid Programs, an official "Return to Title IV (R2T4) Calculation" must be performed when a student withdraws during a quarter of enrollment. This calculation determines the amount of federal aid that the student is allowed to retain for the quarter as a result of his/her withdrawal. The student's last date of documented attendance (last day of attendance or LDA) is used to perform this calculation. Last day of attendance is defined as the last day a student attended class on-site or online.

Students on leave are classified as withdrawn when certifying enrollment status for federal financial aid. Any aid received by the student is subject to the federal Return to Title IV (R2T4) formula. This means that if a student received a refund check from the school, all, or part of those "unearned" funds might need to be returned to the Department of Education. For those students who are eligible and receive federal financial aid, the following federal financial aid refund policy applies. The focus of the policy is to return the unearned portion of the federal financial aid for the enrollment period. The refund will be calculated based on the date the student begins the last date of the documented attendance or, for an unofficial withdrawal, the mid-point of the term or the last documented date of attendance. If a student withdraws from school on or before 60% of the term is complete, then the percentage of unearned Title IV federal aid shall be returned by the school and possibly by the student.

Unearned financial aid funding that is required to be returned to the Department of Education is returned in the following order:

- Federal Direct Unsubsidized Loan
- Federal Direct Subsidized Loan
- Federal Direct PLUS Loan
- PELL Grant

- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Other Federal Sources

**Note:** After the Federal Financial Aid refund, the student is responsible for any unpaid balance based on Sofia's refund policy. (p. 33-34)

### **Refunds for Withdrawing from Intensive or Seminar**

Intensive and Seminar tuition will be refunded in full if written notification is received at least one week prior to the beginning of the intensive or seminar. Students who complete an intensive or seminar before withdrawal from any program are responsible for the intensive or seminar tuition payment at the for-credit rate. This means that if you have attended an intensive or seminar course and withdraw, you are responsible for at least this amount of tuition regardless of the withdrawal date.

### **Refunds for Withdrawing from a Course**

Students who withdraw from a course prior to the course start date or during the first week of the course will receive a 100% tuition and fee refund for the course. Students who withdraw from a course during weeks two through six of the courses, will receive a pro-rata tuition and fee reimbursement for the course. Students who withdraw from a course after week six will not receive a tuition/fee refund for the course.

The pro-rata refund percentage is calculated by dividing the number of days remaining in the course after the student's last date of attendance by the total number of days in the course.

Tuition and Fee Refund (based on a 10-week session)

**Week 1** 100% tuition and fee refund

**Weeks 2 – 6** Pro rata tuition and fee refund

**After Week 6** No tuition or fee refund

### **Refunds for Withdrawing from a Non-matriculating Program**

Please refer to your Enrollment Agreement for the specific dates and percentage of refund.

### **Withdrawing from a Course**

Students may drop after the drop period and receive a withdrawal grade (W). A grade of "W" does not affect a student's cumulative GPA but counts as credit hours attempted toward both pace and maximum timeframe. Course withdrawals will not be allowed after week six (6) of a 10-week session. The earned grade will be awarded and will count towards the cumulative GPA and as credit hours attempted toward both pace and maximum timeframe. Students who withdraw from course(s) are still responsible for tuition. Students may withdraw from courses by submitting a written request to the Office of the Registrar.

### **Withdrawing from School**

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

withdraw by contacting any other office or by ceasing class attendance. Written notice is required. (p. 43)

### **Returning After Withdrawal**

On occasion, students who have left a program decide to return at a later day. To resume study, a student must contact the Student Services office to begin a Readmissions Clearance process before re-applying.

## **STUDENT RESOURCES**

### **Student Senate**

The purpose of the Student Senate is to provide a quick and appropriate avenue to disseminate information. Students from all programs are encouraged to serve on this governing board. The members serve as the primary link between the administration and the different class groups. If you have any questions or concerns, email [student.senate@sofia.edu](mailto:student.senate@sofia.edu).

## **ACADEMIC RESOURCES**

Computer workstations, scanners, and printers are available in the library or learning commons area. Students are also able to connect to their own devices to the Sofia University wireless network.

Contact Information: The Sofia University library staff can be reached at (888) 820-1484 ext. 10390 or [library@sofia.edu](mailto:library@sofia.edu). For more information and to access library online resources visit the library website at <https://sofia.libguides.com/homepage>.

Library Hours: The Sofia University Library open hours are posted on their web page. Reference and research assistance is available on-site and online by appointment.

### **Sofia University's Virtual Writing Lab (VWL)**

Sofia University has developed a new Virtual Writing Lab or "VWL" (pronounced: "vowel") to serve our students' need for writing support. From spelling and grammar to APA formatting and ESL guidance, our new team of tutors will be able to provide complete writing support to students at all levels of the curriculum. When faculty deem that a student needs supplemental writing instruction, they simply tell the student to email [writing.lab@sofia.edu](mailto:writing.lab@sofia.edu) and a meeting with the appropriate tutor will be immediately arranged! Students can also email the Virtual Writing Lab directly.

Dissertation Office: [dissertation@sofia.edu](mailto:dissertation@sofia.edu)

Research Ethics Committee information: [ethics@sofia.edu](mailto:ethics@sofia.edu)

## **COMMUNITY EVENTS**

Community events are held throughout the year for various reasons. Information will be sent by the Dean of Student Services. Below are some of the offerings:

### **Community Meetings**

Once a quarter, the President schedules Community Meetings (also called Town Halls) to update the community on important University issues and concerns as well as to respond to questions from the community.

### **Presentation Day**

In late Fall, a day is set aside to honor our graduating Doctoral students and to be inspired by their innovative research contributions to the field of Transpersonal Psychology. Currently Presentation Day is held the day before graduation.

### **Commencement Ceremony**

In September, Sofia University's annual Commencement Ceremony is held at Sofia's Costa Mesa campus. The following information below is a general timeline of emails that would be sent out to students about the Commencement Ceremony.

- June - SAVE THE DATE
- July - Reminder with more information about caps and gowns
- August - Details about Commencement Ceremony
- September - Final details and/or reminder about ceremony

Graduation forms, go to [registrar@sofia.edu](mailto:registrar@sofia.edu). If you have any questions concerning the Commencement Ceremony, contact student services at [student.services@sofia.edu](mailto:student.services@sofia.edu).

### **Constitution Day**

Once a year event on September 17 to commemorate Constitution Day.

### **Student Virtual Activities**

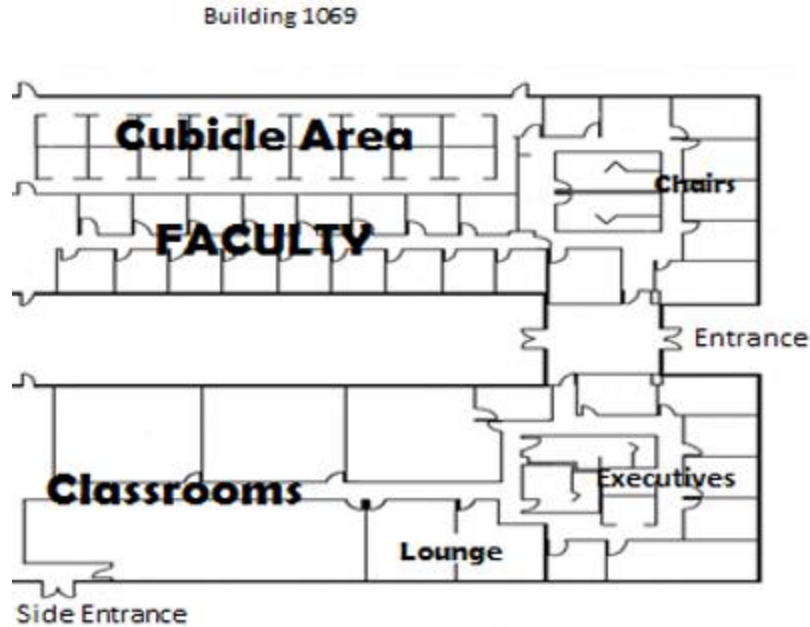
Every quarter there is a virtual student activity hosted by student senate, the student services office or the career resource center.

## **THE CAMPUS**

The greatest resource we have at the University is ourselves, the people who are here for many hours each week. This is apparent in the physical nature of the school as well as in other realms. What we do for our physical space reflects our level of loving attention. Below are some suggestions to make us more conscious not only of what resources are available for us here, but also how we can contribute to maintaining and improving what we have.

### **Palo Alto campus**

Our Palo Alto campus consists of one building called 1069. See Map next page:



### **Student Lounge**

The hub for daily activity at the University is the student lounge.

### **The Kitchen and Sofa Area**

There is no single greater point of tension at the University than the kitchen. The manifestations of group dynamics that occur around issues in the community kitchen are astounding (and potentially a very interesting dissertation topic). We will first review the available resources and then discuss the ways in which they should be used.

### **The Sink**

The sink has three faucets (from left to right): filtered water, tap water, and heated water. Mugs, plates, and silverware are available in the cabinets. There are two microwaves and two refrigerators. Receptacles for trash and recycling are located throughout the lounge. There is seating in the kitchen and the lounge area.

The Facilities Department changes the filter on the spigot according to a standard maintenance schedule. If you notice change in the quality of the water, notify Facilities at [facilities@sofia.edu](mailto:facilities@sofia.edu). The filter is there for your use, but please be considerate of others. Ten people each who are trying to fill a quart bottle immediately before classes start creates unnecessary tension. Please plan ahead and refrain from monopolizing the resource while others are waiting.

The center faucet should be used to wash dishes before putting them away. Exercise caution when using the hot water spigot. The water is near boiling temperature and can burn you. Do not leave dirty dishes in the sink. We do not have additional support services to clean up after students.

### **Coffee and Tea Cabinet**

The center cabinet above the coffeemaker contains coffee and tea for the use of the community. It is University tradition for students to contribute a package of their favorite tea to this stock during the year. If you are using the supplies in this cabinet more frequently, it is appropriate to contribute to the restocking cabinet more frequently. As with all food in the kitchen, mark your contribution with the date. *If you use the coffee machine, please be sure to turn it off.*

### **Food Pantry for Students**

There is a food pantry in the kitchen for any student who needs food. Members of the community frequently donate food items to the food pantry. Please feel free to take the food when necessary. If you have any questions or concerns with the food pantry, please contact [student\\_services@sofia.edu](mailto:student_services@sofia.edu).

### **The Microwaves**

Microwave ovens are provided for students to heat food from home. Please be aware that the kitchen area is not vented, and extremely fragrant food tends to linger. Be considerate of others and do not heat odorous food (for instance, fish) in the community microwave. Also, be aware of other students on break with you. If you can combine heating your meal with someone else, offer to do so. If your food will take a long time to warm, allow others with shorter cook times ahead of you. If the food you're heating splatters, please clean the interior of the microwave.

### **The Refrigerators**

The refrigerators are perhaps the fulcrum of all issues in the kitchen. Please be aware that the refrigerators are not intended for the storage of bulk food items. They are provided as a courtesy to allow you to bring fresh food that requires refrigeration to campus for your enjoyment throughout the day. Generally speaking, any food you bring to campus should be eaten on the same day.

### **Refrigerator Policy**

As there is an increase in number of staff, faculty and students on campus, the communal refrigerators are overstocked and overlooked. The Facilities Department would like to inform you with the new communal refrigerators policy.

- The refrigerators are meant to be used as a place to store meals, refreshments, as well as refreshments for classes or meetings.
- Everyone should label their name on ALL ITEMS they put in the refrigerators.
- Any perishable item meant to be shared should be labeled "SHARE."

- If you spill something in the refrigerator, please clean it up.
- Toss food items ONLY into trash cans that are emptied DAILY. Letting food and food containers sit in refrigerators for days may cause problems with spoiled, bacteria, pest, and odors.
- Every second and fourth Friday of the month, a janitorial crew will clean/wash the inside and outside of the refrigerators.
- Any perishable food not eaten, and containers or lunch bags left inside refrigerators on scheduled refrigerators clean out days will be thrown away by the janitorial crews--no questions asked.
- All food placed in the refrigerator must be dated. Any undated food will be immediately discarded. There will be no exception to this policy.

### **Lunch Carriers and Water Bottles**

Students transporting food in a lunch carrier are welcome to leave the carrier in the refrigerator. Carriers not removed at day's end will be removed from the refrigerator, emptied, and placed in the lost and found. Unmarked water bottles will be emptied, washed, and placed in the cupboards for use by other students.

### **Packaged Food**

Packaged food that requires refrigeration (yogurt, frozen meals, milk, soft drinks, etc.) may be stored in the refrigerator for up to one week. Using the provided labels, write your name and today's date on the package before placing it into the refrigerator. Undated food (even unopened) will be discarded. Food or condiments that may be shared should be placed on the community shelf. Food intended for use by a single individual should not be placed on the community shelf.

### **Unpackaged Food**

Restaurant or home-prepared food may be placed in the refrigerator in a carry-out container during the day only. If you want to save unpackaged food in the refrigerator overnight, you must transfer it to one of the sealed food containers available in the cabinets. Any food in a restaurant container left in the refrigerator will be disposed of (even if the container is dated).

To store food overnight (or longer), place the food into one of the provided sealed storage containers. Close the lid tightly. Put your name and today's date on the container. Place the container in the refrigerator. If the food is available for consumption by another member of the community, place it on the community shelf. Containers will be emptied and cleaned one week after the date written on them. Undated containers will be disposed of immediately. There will be no exception to this policy.

In those rare instances when food will remain unspoiled for more than one week, date the container with a "Dispose of" date. Generally, the only foods that should be marked with a dispose of date are items such as mustard or other stable condiments.

## **Animals on Campus**

### **Pets**

No pets are allowed on campus. Do not leave your pet in your car because this is very dangerous for them. If an unattended pet is reported in a car in the parking lot, Palo Alto animal control will be notified.

### **Service Animals**

Registered Service Animals who are working are allowed on campus. Students are responsible for the care, control, and cleanup of their service animal while on campus.

If you will bring a service animal on campus, please notify the Dean of Student Services at [student\\_services@sofia.edu](mailto:student_services@sofia.edu).

### **Atrium**

The Atrium in the center of the building is open from 9:00AM to 5:00PM Monday through Friday and on the weekends when the Sofia University Library is open. Tables and chairs are located at the Northeast end of the atrium. You are welcome to eat, study, and relax in the atrium at any time. Smoking is not permitted in the Atrium. Please remember that the classrooms face the atrium, so avoid extremely loud activities. When you are finished, if you have removed a chair from the table, please return it. Deposit any trash in the appropriate receptacle. **Note** that the classrooms are not through ways. Please use one of the three marked entrances back into the building from the atrium. Likewise, use the atrium entrances near the tables or through the main lobby to enter the atrium from the student lounge. Do not walk through classrooms to access the atrium, even if class is not in session.

### **Building Entrances**

There are two entrances to the building. The main entrance is through the lobby, which is open from 9:00AM to 5:00PM, and the employee entrance, which is open from 9:00AM to 9:00PM. Students should not enter the building through the library or the employee side entrance. If you need access to the building outside of these hours, contact Facilities at [facilities@sofia.edu](mailto:facilities@sofia.edu) so that you may be issued a building key fob.

### **Campus Wireless Network**

The IT Department maintains a wireless network on campus. As with any Wi-Fi network, there may be dead spots in some locations, but generally, the network is available anywhere on campus. The network is encrypted. Students should visit the Sofia University Library for assistance in setting up a profile on their laptop to access the network. The password is posted at the reception desk, the library, and in the student lounge.

## **Candles, Incense, and Sage**

The lighting of candles inside the University building is not permitted in any room inside the building. Flameless candles are to be used instead.

Incense and sage may be used with care in the atrium, the parking lots, or the outside eating area. Incense and sage may not be burned inside the building. The ventilation system causes the odor to spread throughout the building and several members of the community are highly scent sensitive.

## **Classroom Etiquette**

The University is a casual environment; however, as adults in a graduate education setting, the faculty and administration expect that the University community will act in a manner appropriate for adults. Students who carry cellular phones should ensure that the phone is either off or in silent ring mode before class commences. When using your personal laptop, shopping, and surfing the web while the instructor(s) and students are talking is considered rude.

Each classroom is equipped with audiovisual equipment, whiteboards, tables, and chairs. It is the responsibility of each class to return the room to this “neutral position” at the end of class. Equipment and chairs should not be moved between classrooms. If there are an insufficient number of chairs or other furniture, please notify the Facilities Office immediately [facilities@sofia.edu](mailto:facilities@sofia.edu).

## **Food in the Classroom**

It is a reality of scheduling that many students will not have enough time for what could be described as a leisurely lunch. Food is allowed in the University classrooms (except for the dojo) subject to the following restrictions:

- No food or drink is to be brought into the Dojo under any circumstances.
- Instructors who object to eating in class should inform students at the first-class meeting.
- Please be considerate of the food you bring into class. Extremely crunchy, loud, juicy, or fragrant foods should be avoided. Again, basic common courtesy will get you 90% of the way there.
- All food must be removed from the classroom at the end of class. Refuse may be disposed of in the classroom trash cans. Please be considerate if the remains are particularly pungent.

## **Cleaning**

The heavy cleaning is done by the custodial staff on a weekly basis. We are responsible for the moment-by-moment care of the rooms we use. Please make it a habit to tidy up any room you have been using, put away materials, and leave things as orderly as you found them or better.

This means returning the pillows, back jacks, or chairs to the designated area of the classroom at the end of class, placing all trash in the trash can, and taking cups and recyclables to the kitchen. The space here belongs to all of us, and we each benefit by thoughtful attention to the details of our life together. An occasional flower or your own touch of something beautiful would be special for all.

### **General Rules**

As a community, basic standards of maturity and behavior are expected of all members of the University community. Simple common courtesy will cover practically all situations. Be considerate of others. Remember that the University is a shared space. Remember that not everyone has the same schedule, and consequently while you are on break, another group may be in class. Be aware and considerate of this.

### **Labyrinth**

We have a labyrinth, installed in the grassy area on the far side of building 1059. Designed by master labyrinth designer Robert Ferrer, this design is unique and organic to its new home and to Sofia University. You are welcome to walk the labyrinth at any time.

### **Lost and Found**

Small items found on campus (i.e., wallets, glasses, phones, etc.) may be turned in at the reception desk. Large items such as books and jackets are placed in the lost and found cabinet in the Student Lounge in the white cabinet.

### **Parking**

Students may park in the campus lots at any time on a first-come, first-served basis. Note that most spaces along the side of the building 1069 are designated “compact.” Please do not use these spaces if you do not drive a compact vehicle. Large vehicles should be parked in the full-sized spaces in the back area of the 1069 parking lots or parallel to the curb on East Meadow Circle.

Street parking is permitted without restriction throughout the day, but be aware of the parts of the curb painted red. These are fire safety zones and encroaching on the red may result in a citation and/or towing. Please also be mindful of other businesses’ driveways when parking. Do not park in other parking lots, even if the building is vacant.

### **Posting Policy**

Posted materials should be dated and must be approved by the Director of Student Services prior to posting. Please post flyers and posters only on designated bulletin boards. Students may not post material on non-designated boards or directly on walls, windows, or doors.

### **Recycling**

Marked bins are provided in classrooms and in the student lounge area for the recycling of paper, bottles, plastic, and cardboard. Please observe the signs and do not place trash into the recycling containers.

### **Smoking**

Smoking is not permitted inside any of the classrooms, offices, or in the atrium courtyard. If you wish to smoke, please do so outside in the smoking area located at the southeast corner of the parking lot near the picnic tables. Palo Alto city ordinance prohibits smoking within 20 feet of any building entrance.

### **Valuables**

It has happened a few times, we're sad to say, that people have lost personal valuables. You must be always conscious and responsible for your belongings. You may wish to lock your valuables out of sight in your car.

## **ONLINE RESOURCES & EDUCATION**

### **Business Office**

The Business Office has a page on the Sofia University website, located in the portal that enables students to pay for a variety of schooling and event costs. Library fees, acceptance deposits, prerequisite class tuition, application and retreat fees are among the academic costs that can be paid, using a credit card. Additionally, most of the events that charge for tickets, including the Global Online Seminar, will take orders through the business office.

### **Campus Wireless Network**

The IT Department maintains a wireless network on campus. As with any Wi-Fi network, there may be dead spots in some locations, but generally, the network is available anywhere on campus. The network is encrypted. Students should visit the Sofia University Library for assistance setting up a profile on their laptop to access the network. The password is posted at the front desk, the library, and in the student lounge.

### **E-mail (Sofia.edu)**

All official Sofia University communications will be sent to your Sofia University email address which you should begin using immediately. Please check your Sofia email regularly or follow the directions below to set up forwarding to your personal email address. This email account is yours to keep long after you graduate as a free service to you. For new students, your email account will be set up after your registration. If you have problems accessing your account, please email [help.desk@sofia.edu](mailto:help.desk@sofia.edu).

### **To Forward Sofia University email to another email account:**

1. Log in to your Sofia University email account.

2. Select Settings in the upper right corner of the screen.
3. Click on the Forwarding and POP/IMAP tab.
4. Choose Add a forwarding address.
5. Enter the email address you would like your Sofia University email to be forwarded to and select Next. A confirmation code will be sent to your personal email.
6. Log in to your personal email account, open the Sofia University forwarding confirmation email and click the link that confirms you want to add this email address (You can also copy and paste the confirmation code into the verify box in Sofia University email settings).
7. You must now go back and refresh your Sofia email settings page.
8. Select Forward a copy of incoming mail.
9. Select Save Changes to complete the process of forwarding your Sofia University mail.

### **Courses**

The following information is when you can expect your syllabi and pre-course materials (if applicable). The academic course catalog is available to you via a link on the Sofia.edu website. The syllabi and pre-course materials will be available to you as soon as you are able to access to your courses in CANVAS.

### **Canvas Learning Management System (LMS)**

All our programs use Canvas Learning Management System (LMS) for its Virtual Campus and teaching of online classes. Upon acceptance students will be enrolled in a brief tutorial through the Virtual Campus. It is self-paced using the functionality of the online course delivery system. Students may also receive Canvas training either at their orientation and/or seminar. Technical support and additional training will also be available to students throughout their time in the program.

This online environment provides discussions, whiteboard, community groups, an online journal, institutional resources, integrated email, virtual office hours, desktop sharing, chat and instant messaging, podcasting, wikis, and blogs. Sofia University also uses a program called eFolio which you may use in your program to showcase the things you have learned.

You may also use the [Sofia University Portal](#) for accessing the digital Sofia University Course Catalog and other information. Students are responsible for their own schedule. They log in at their own convenience to the online virtual class. Students will post some papers online. Along with online conferencing, (where you do not need to be online at the same time as others), live chat sessions will also be available on our virtual campus. The student does not have to be highly skilled in telecommunications to join an online course. Navigating in our online discussion forums is easy and enjoyable.

## **Technology Requirements**

All Programs require students to use technology for learning, researching, completing assignments, communicating regularly with Faculty, Staff, and connecting with fellow students. Courses are delivered via the Canvas Learning Management System (LMS), which employs browser-based technology designed to work with both Microsoft Windows, Apple Macintosh computers, and phone device.

## **Introduction to Online Community<sup>1</sup>**

*“For one human being to love another: that is perhaps the most difficult of all our tasks, the ultimate, the last test and proof, the work for which all other work is but preparation”*

-Rainer Maria Rilke

Community is one of the eight areas of emphasis in the Sofia University program. Our relationships can bring us to the most spiritual dimensions, and they can also plunge us into the most difficult dimensions of human experience. In either case, they are supremely important to who we are, how we are, and what we are all about.

Your courses may use dialogue through the Canvas Learning Management System (LMS) as a way to facilitate, process, and integrate your learning. This will bring you into close and sometimes intimate dialogue with your peers and your instructors about Self, Others, and the Universe. Studying transpersonal psychology with others is a special experience and working with an online learning community is a unique opportunity to learn about community and group dynamics in an online format.

## **Commitment to Group Learning**

Your commitment to online learning extends as a member of your learning community, beyond yourself to include your whole group. The role you have in facilitating learning for each of your classmates is an incredible honor, privilege, and responsibility. Being connected to the spiritual development of others brings with it a call to practice caring and commitment to the “group.” What you do or do not do matters.

*“Whatever you can do, or dream you can, begin it. Boldness has genius, power and magic in it.”*

—Goethe

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<sup>1</sup> Adapted from Global Online Transpersonal Classroom course that was written by Chuck Fisher, Ruth Judy, and Nancy Rowe

## **Communication between Instructor and Student**

Most communication between instructor and student will occur online in the Canvas discussion post. There are also occasions when instructor and student will communicate directly by email or phone. The following explains various ways in which we will work together:

### **Response to Discussion Forums**

Please see your course syllabus for how your instructor will read and respond to discussion forum items and assignments.

### **Handling of Absences**

If students will be absent from CANVAS longer than one week, they need to email their instructor and post their up-coming absence online. Such communication will facilitate community development and is a part of online group etiquette—see below. In addition, if a change in student status at Sofia University occurs, like being on-leave, you must let the group know this as well.

## **Guidelines for Online Discussion Forums**

### **Confidentiality**

Confidentiality is an important issue any time people communicate about private matters. Since discussion forums create an instant transcript, and can easily be transmitted to others, breaches of confidentiality can become markedly greater in impact.

It is assumed that online discussions are intended only for participants in the learning community. If a participant would like to share something with someone outside of the group (i.e., for teaching purposes) they must always ask for and gain permission from the author first. There may be times when IT support will need to enter a course to identify a problem and correct the situation. Please do not be alarmed by their presence as their sole purpose is to ensure the smooth running of your online classroom. As Sofia University employees, they too are bound by confidentiality and above all, they will respect your privacy. The following "Covenant of Confidentiality" is a model of an agreement to abide by:

*"I covenant with my fellow students to support our mutual learning process and to empower trust and sharing. I do this by agreeing to respond in timely and appropriate ways to class discussions and to keep all material shared within this class strictly confidential."*

### **Developing a Sense of Cohesion**

Although physically and temporally separated, regular discussion forum participants can develop a feeling of cohesiveness and even intimacy. As in verbal communication, minimal responses are important to staying in synch and remaining connection with the group. If you do not have

something profound to say, it is okay to just write that you are “witnessing” the dialogue. Feel free to be creative with your minimal responses. Using an emoticon smiley-face or frown can be enough.

### **Discussion Forums versus Email**

A discussion forum is designed to facilitate group connections. It is important, in order to keep group cohesion, that students and instructors agree that the communication occurs primarily on CANVAS. As much as possible, communication should be conducted in CANVAS itself while recognizing the need for occasional private communications. As in face-to-face discussions, there are some things better said in private. However, extensive private communication between members can suggest the presence of a group issue that has been sidelined, and that should be addressed within the whole group.

### **Etiquette**

Be sure to look into Netiquette norms on: <http://www.albion.com/netiquette/index.html>

### **Item Drift**

"Item drift" occurs when people stray from the topic of an item. We can all gently (and sometimes not so gently) remind "drifters" to return to the topic. Online discussions with significant item drift may turn out to be "muddy" since the same topic may be discussed in many different items. Some drift is inevitable (do not be too heavy-handed); it is a matter of degree. In fact, participants sometimes signal they are drifting to make a digression (by indicating that you are "Drifting") so that others should not follow their lead. If the drift is significant and raises issues or covers topics not addressed in other items, it may warrant creating a new ITEM that covers the "drift."

### **Objectionable Content**

The same basic guidelines that apply to free speech using any other medium apply here as well. There are two minimal rules that should be adhered to in all online discussions: no vulgar language and no personal attacks. If you have an objection to what has been written:

- Give direct feedback about specifically why you found it objectionable.
- Ask the person to apologize for the offensive remarks.
- On rare occasions, it may be helpful to send a private email or speak directly to the participant involved. This should be rare, as things that occur in the group discussion forum, should rightfully be addressed in the group.

### **Keep Current with Online Postings**

We recommend that you check postings regularly and often. This will help ensure that you won't be overwhelmed with an overabundance of unread messages, as could occur if you wait too long

to read the messages and allow them to accumulate. With experience, you will develop a nice rhythm of reading and posting messages—a personal rhythm that will work well for you.

### **En-lighten-ment!**

Remember: humor is an important ingredient in conversations off-line AND online.

*“Life is like photography: use the negative to develop.”*

*“If we want world peace, we must let go of our attachments and truly live like nomads. That's where... I no mad at you, and you no mad at me. That way there'll surely be no madness on the planet. Peace begins with each of us. A little peace here, a little peace there; pretty soon all the pieces will fit together to make one big peace everywhere.”*

### **Title IX (Sexual Violence Awareness) Training for Sofia Students**

It is the duty of the Student Services department of Sofia University to ensure all students are adequately aware of sexual violence and its legal implications on campus. Title IX applies to all federally funded U.S. educational institutions. This is required per Sofia Student Services and the Title IX office. This training is required for all programs residential or online and is required regardless of citizenship status.

#### **How to Access this Training**

This training is conducted online by SafeColleges and involves watching videos and taking quizzes. After the census date (the add/drop date) of your first quarter at Sofia University, you will receive an E-mail sent to your Sofia.edu E-mail address. Reminder E-mails will be sent out once per month. The E-mail will provide a link to the SafeColleges website with instructions for logging in to take two courses. Your username will be your student ID number.

#### **How to Obtain a Training Certificate**

Once you complete each training with a passing score of 80% or greater, you will have an option to print a certificate. Please forward your certificate to [Student\\_Services@sofia.edu](mailto:Student_Services@sofia.edu).

#### **Consequence of Failing to Complete the Training**

You are expected to complete these two courses within your first quarter at Sofia University. If you have not completed the training by the end of your first quarter, there will be a hold placed on your enrollment for the next quarter. You will be contacted by phone regarding the requirement to take these courses in order to register the following quarter.

### **FAQs**

#### **How long is this training estimated to take?**

The Title IX Rights and Protections course is schedule to take ¼ hour while the Sexual Violence Awareness course is scheduled to take ¾ hour.

#### **Is this training timed or can I take breaks?**

You can take breaks and resume as desired.

**What should I do if I run into technical difficulties?**

Send an E-mail to [Student\\_Services@sofia.edu](mailto:Student_Services@sofia.edu) about the issue.

**Is this training a one-time requirement?**

It is a one-time requirement within a 2-year period of enrollment at Sofia University.

**What if I do not complete the training?**

You will have a hold placed on your registration for the following quarter until you complete the training.

**What if I have already taken the training before as a Sofia student or have taken a related training recently at another institution?**

Please send your certificate of completion to [Student\\_Services@sofia.edu](mailto:Student_Services@sofia.edu).

**Other Recommended Trainings**

Although it is not required, we highly recommend you take the online courses listed below, which are provided by SafeColleges. Possessing this additional knowledge could only enhance your journey as a student, giving you greater self-empowerment, safety, and success.

- Active Shooter Preparedness for Students
- Alcohol Awareness for Students
- Diversity Awareness for Students

## **SOFIA UNIVERSITY POLICIES AND PROCEDURES**

Academic policies are formulated by the Dean of Faculty in conjunction with the faculty senate. Student input concerning school policy is welcomed and encouraged. Suggestions or concerns about academic policies should be referred to the Director of Student Services who will in turn refer comments to the Program Chair person. The following policies below will be linked to the student resources section and are either attached, included as an appendix or are currently under construction:

### **Academic Probation**

Students who fail to maintain Satisfactory Academic Progress will be placed on Academic Probation. A student placed on Academic Probation will be notified in writing. Students must produce a plan of remediation within ten days of notification. The appropriate Program Chair must approve this plan. A time will be mutually agreed upon for review of the student's performance. There are four possible outcomes of the review meeting:

1. The conditions are satisfied, and the academic probation is removed.
2. The conditions are not satisfied; however, extenuating circumstances exist, and the academic probation is continued through the following quarter. In this case, the student will remain eligible for enrollment but will lose eligibility for the Title IV Aid and Veteran's Benefits.
3. The conditions are not satisfied, and there appear to be significant issues that must be dealt with. The student is placed on Administrative Leave with the condition that all outstanding incomplete courses be completed before the student returns to class.
4. The conditions are not met, and the student demonstrates significant deficiencies that will likely prevent successful completion of the program. The student will be academically withdrawn and will lose eligibility for aid until re-admission to the program.

Some examples of significant deficiencies include:

- Excessive incomplete course work
- Excessive unsatisfactory course work
- Failure to adhere to the program timeline
- Difficulty with written and/or spoken English
- Unprofessional/inappropriate behavior
- Failure to make progress on the dissertation
- Failure to attend required remediation
- Emotional problems
- Breaking probation counseling appointments

Dismissed students have a right to appeal as described in the Academic Appeals process in this catalog. Students who leave the University because of Academic Probation must obtain permission to re-apply.

### **Notification and Resolving Probation**

The Director of Student Services will notify a student placed on Academic Probation in writing. A face-to-face meeting with the Director, Advisor, and/or Program Chair may also be required. A time will be mutually agreed upon for review of the student's performance. Students placed on Academic Probation will receive a written description of the issue that triggered the probation.

This may be a Warning Letter for:

- Excessive incomplete course work
- A Learning Contract for concerns around clinical training issues
- A lack of progression with program timeline
- Concerns that arise during the dissertation process
- A Behavior Agreement when there are issues that arise during the course or the practicum that call attention to those areas of personal and professional experience which may need strengthening

Students will be reviewed not later than the end of the first full quarter in which the student attended school on Academic Probation. If the contract or agreement is not followed, the student may be withdrawn from the program.

### **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 Workplace 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 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 sections 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 sections 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 sections 23223, 23224).

Therefore, the Board of Trustees has enacted the following policy in compliance with the law, applicable to all employees and students.

### **Policy Statement**

It is the policy of Sofia University to maintain a drug free workplace and campus. The unlawful distribution, possession, and/or use of controlled substances or the unlawful possession, use, or distribution of alcohol is prohibited on the University campus or in the workplace. The workplace and campus are presumed to include all University premises where the activities of the University are conducted. Violation of this policy may result in disciplinary sanctions up to and including termination of employment or expulsion of students. Violations may also be referred to the appropriate authorities for prosecution. This policy will be reviewed at least biannually by the President to determine its effectiveness, and needed changes to the program will be implemented.

### **Students**

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.

### **Staff and Faculty**

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, posses, 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 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.

### **Legal Sanctions**

Several 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.

### **Appropriate 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.

### **Confidentiality**

#### **Conflict of Interest, Self-Dealing, and Dual Role 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 to 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.

### **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 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 ad hoc committee consisting of student, staff, and faculty representatives will be convened by the Executive Management Committee 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.

### **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 promoting 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 students, 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.

### **Ethics Statement Regarding Psychological and Educational Practices**

#### **Grievance Policy Appendix B**

#### **Institutional Research**

Institutional Research refers to research conducted within an institute of higher learning 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.

### **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 number: (650) 329-2406, from 8:00am to 6:00pm 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 and the Facilities Manager issues building keys to authorized parties.

### **Legal Compliance**

It is the policy of the University with 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.

### **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.

### **Protection of Human Subjects in Research**

#### **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 their education. Identifying issues for remediation early on can assist in the development of students and prevent more serious problems later. 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 the 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.

### **Satisfactory Academic Progress**

#### **SaVe Act**

SaVe Act is an update of the Cleary Act expanding the scope of this legislation and became law in March 2013. SaVe adds the following offenses to the list of criminal offense which statistics must be reported:

- Domestic violence
- Dating violence
- Sexual assault
- Stalking

All sexual violence incidents must be reported to the proper authorities and the Dean of Student Services and will be handled in a timely manner. Dean of Student Services phone number is (888) 820-1484 ext. 10350. (See page 21-22 for Sexual violence reporting.)

### **School Governance**

#### **The 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, exercises a general superintendence over all the educational and administrative affairs of the University. The President is responsible to the Board of Trustees.

#### **Provost and Vice President of Academic Affairs**

Responsibility for all academic affairs rests with the provost. The provost exercises this responsibility at the direction of the President and with the assistant and advice of the Faculty Senate and Faculty Councils. In this capacity, the provost is responsible for the content, quality, and execution of all academic programs and for the maintenance of the University's academic standards.

### **Sexual Harassment and Assault**

The University affirms its commitment to an educational and work environment free of sexual harassment. While an atmosphere for freedom of expression exists, it must always be in conjunction with 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. Each student **must** complete

the Sexual Violence Awareness course on SafeColleges. An invitation is sent to new students during their first quarter with reminders sent each week until complete.

### **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 using Sexual Misconduct (Title IX) Complaint Form Appendix C**

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 and then to the Director of Human Resources.
- Core faculty, adjunct faculty, and faculty mentors report incidents to the provost
- In a case where the complainant 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 School's Sexual Harassment Counselor for staff, the Dean of faculty for a faculty complaint and the Director of Student Services for a student complaint. A sincere attempt will be made to thoroughly investigate all complaints 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 conclusion 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 other 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 other penalty. Appropriate counseling for the false accuser may be made available or suggested.

## **Student Academic Honor Code Appendix D**

### **The Federal Family Educational Rights and Privacy Act of 1974 (FERPA)**

The Federal Family Educational Rights and Privacy Act of 1974 define the University's responsibility to protect the privacy of parents and students. Specifically, the statute governs: (1) access to educational records maintained by the University, and (2) the release of such records. In brief, the statute provides that the educational university must provide student access to official educational records directly related to the student and an opportunity for a hearing to challenge such records on the grounds that they are inaccurate, misleading, or otherwise inappropriate. The right to a hearing under the act does not include any right to challenge the appropriateness of a grade as determined by the instructor. The act generally requires that written consent of the student be received before releasing personally identifiable data about the student from records to other than specifically designated officers of the Sofia University.

Schools are authorized under the act to release public information concerning students. Such information includes the students' name, address, telephone listing, email address, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and most recent previous educational agency or institution attended by the student. This designated information is subject to release unless the educational institution has received prior written request from the student specifying directory information should not be released. The Registrar's office implements this federal legislation and will not release information if confidentiality is requested in writing.

## **Title IX**

Title IX prohibits discrimination based on sex (gender) in educational programs and activities receiving federal financial assistance. Sofia University, FPC is committed to providing an environment free of discrimination based on sex (gender), including sexual harassment, sexual misconduct, sexual assault, relationship (dating and domestic) violence and stalking. The University provides resources and reporting options to

students, faculty, and staff to address concerns related to sexual harassment and sexual violence prohibited by Title IX and University policy.

Sofia University's priority is to ensure its students are adequately aware of sexual violence and its legal implications on campus. Every student must take the online Title IX and Sexual Violence Awareness training. Students must complete these courses before the end of their first quarter for all programs residential or online and regardless of citizenship status.

## APPENDIX A

**In Grave Danger of Growing** by Charles Seashore, Ph.D., Faculty, Fielding University. Reprinted with the permission of the author.

*Note: Our founder Bob Frager found this article for us. The author, a well-known mainstream psychologist, writes about the turbulence and dynamics of educational programs involving professional and personal development, especially ones in which you are learning to help others. His comments are so appropriate to Sofia University we are amazed he has not been here...*

Over the past 15 years, I have had the opportunity to write a fair number of proposals, brochures evaluation reports, and just plain propaganda about professional development programs in the behavioral sciences. This paper is designed to be an antidote for some of these past sins. It has become abundantly clear that none of my previous efforts had much to say about what I now believe to be some fairly predictable parts of the process.

For instance, I don't recall ever having written anything that would have helped potential students to understand the likelihood of their spending far more energy on survival than on growth. My enthusiasm for describing program resources seems to have left little space for understanding the situation of professional development as one which forces reexamination, renegotiation, or just plain retreat from most of the significant relationship of life in the process of gaining credentials to help "others." I wish I had allowed a few lines to provide candidates with the awareness that growth and regression might just be intertwined in such a way that one step forward might require several steps backward. Perhaps, most of all, I would have wanted to include a long section for those with spouses, partners, and children. Although such persons may have filled out their applications as individuals, they were enrolling their family in a change program that would likely provoke a wild and motley set of weird and delightful, but sometimes torturous, assortments of experiences.

### **Contradiction and Pain, Challenge and Support**

The opportunity to be centrally involved in a variety of intensive professional programs in clinical psychology, psychiatry, family practice in medicine, and experiential group training has led me to a conclusion, which I still would like to resist, forget, or distort. Perhaps you can get the gist of the conclusion despite my resistance, if I share with you three different ways, I have found to express it depending on my mood and the circumstances in which I find myself. The difficulties of students are remarkably similar despite dramatic differences in faculty, program design, or resources to conduct the program.

A humanistic process of professional development is a contradiction in terms. Professional development is a big pain in the ass, especially if you are only a relative to the person participating in the program.

The sections that follow are variations on this theme, and hopefully will communicate some of the thoughts I have on why the process is so perilous and what we might try to do if the temporary roadblocks, minefields, and unidentified chasms are taken as givens along with the opportunities, delights, and oases along the way. In particular, I would like to speak to those who are pursuing their development by returning to programs after a period of time as practicing professionals or as a lengthy break from formal academic roles. Very frequently this also involves those who have married, had children, or become separated, widowed, or divorced. In current educational jargon, these are the “nontraditional” students. It is my feeling that the family experience of participants is a critical factor in the definition of the professional development process.

### **The Strange Goings On In Professional Development Programs**

1. A fair number of persons who have been functioning quite competently in work, family, and social settings will experience periods of being unskilled, incompetent, emotionally out of commission, or just plain confused after entering the program.
2. Most students will experience levels of stress and anxiety that effectively block any significant learning during phases of the program regarded as critical by the faculty.
3. One or more of the students, regardless of the selection pool or the selection method, will be identified as deviant enough to promote a process of scapegoating that will come to an end only through termination or graduation.
4. Feelings of isolation, being misunderstood, being used and/or abused, will be equally common among students, faculty, and program administrators.
5. Attempts to clear things up generally do not succeed.
6. Learning how to better use oneself in the helping process is likely to change one's basis for self-esteem and alter what it is one values in oneself or others. This produces a significant amount of conflict among those who like you for what you were, not for who you are becoming.
7. Students and faculty look for opportunities to continue practicing things they already do well and try, usually in vain, to ignore opportunities to develop new competencies.
8. Students report feelings of anger, depression, resentment, envy, and irrelevance among family and close friends because of the student's participation in the program.
9. Participants often report they are investing at least several times more energy in the program than they expected to do.
10. There seems to be a significant discrepancy between what was expected in the program, and what was found, including:
  - Finding a few things that you did expect
  - Finding a lot of things that you didn't expect, but really like
  - Finding some things you didn't expect, and are sure you don't need
  - Not finding quite a few things you did expect, and can't quite believe are not there

11. Significant numbers of students find themselves willing to make compromises in what they will tolerate in others and themselves, to settle for less than what they think they are due, and to stay protected rather than to risk.
12. Participants will generally find some of their most valuable experiences and learning's in situations which have not been planned or designed for that purpose.

The list of items above is obviously a mixed bag and is intended only to be illustrative. It also leaves out equal time for the events which are particularly satisfying, rewarding, and easily accessible in the programs. But in any case, I end up with a question in my mind: What is it in these programs that promote the kind of strange goings on that are mentioned above?

### **Forces Producing Personal Pain in Professional Development Programs**

#### **The Program as Parent**

For persons who have managed to extricate themselves from the status of student, after a seemingly endless sequence from preschool, the return to student status has got to be a bummer. The evaluation aspect alone may be enough to trigger those unresolved issues of childhood without adding the rather unsettling experience of being assigned eight or ten siblings with whom you are supposed to have some sort of unspecified interdependence for a year or so.

#### **The Program as Lover**

The investment of energy, the opportunity for intense human encounters and relationships, and the seductiveness of the program as a place to explore issues of deep personal concern provide a near fatal combination for the well-being of those "outside" who are used to a heavy share of the student's time, attention and caring. The paranoia producing possibilities of evening and weekend classes, and the things now left undone at home, which used to be done, are frightening. Partners, children, and intimate friends are often confused, angry, or envious in the face of an intrusive and elusive "crazy" program that has stolen a dear one away. In the process, these close friends and family are forced to re-experience some ways they had become dependent on the partner-turned-student, and thus face up to the confusing notion that they might also have to grow and change. A student must learn to divide energy between program demands and inevitable home front changes. It can be a depressing experience to realize that changes in one's own lifestyle create powerful waves in the systems of which one is a part.

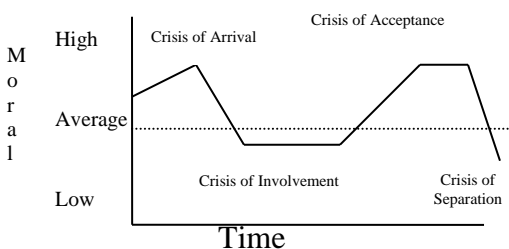
#### **The Program as Source of Role Models**

The intensity of contact usually generated with peers, with faculty, and with practitioners in the field at the minimum invites one to consider getting out of one's own rut and exploring someone else's rut. This process of trying on different "futures," of engaging with new heroes and heroines, and testing out different ways of defining oneself in an atmosphere geared to thinking of one's potential invites the revaluing of what you have been doing and how you see the people

around you. As you sort through different role models, it is rare if you end up with one which you can move toward, without experiencing the same trauma that goes with a first ride on a bicycle. Uncertainty, fear of failure, and demonstrated incompetence the first few times around may perhaps serve to heighten one's own ambivalence about growth and to raise in Broadway size letters the message "WHO NEEDS THIS?"

### The Program a Mini Life Cycle

As if guided by unreachable and unaccountable outside forces, the program may also induce a natural cycle affecting the morale of its members, simply because it has a beginning, a middle, and an end. Illustrative of this phenomenon is the Menninger Morale Curve, which indicates a general developmental trend of morale in groups following the pattern shown below (Fig. 1). The curve summarizes observations of morale changes over a wide variety of programs starting with the Peace Corps Training Camps and the two-year Peace Corps field experiences. It simply states there is likely to be a periodic change in the morale and feeling of group members over time due to four kinds of crises inherent in group development.



Initially, morale tends to be somewhat elevated due to the considerable time, money, and energy to gain entrance. As the realities of the program become clear, including the limited resources, etc., the crisis of involvement produces a rather shocking and depressing skid, which seems to leave no other way out than the trap door at the bottom. A reasonable, well-functioning group can manage to pull itself up by accepting the givens, mobilizing its energy, and getting it together. The final downturn is produced by the approaching end of the group and the inevitable separation. This curve, which may hold not only for the time span of the program, but for sub parts such as semesters, short term workshops, or even specific meetings, has a way of blocking or distorting the often-held view of the rational student or faculty member that the acquisition of skills will proceed on some sort of straight-line basis. The willingness to risk, the need for support from others, and the capacity to assimilate new information are but a few of the factors that are affected by the morale level of the individual student.

### Growing: A Perilous Paradox

For some students, the decision to participate in an intensive program of professional development over a year or two is the result of an awareness of a need for change in some critical aspects of life. They have already become dissatisfied with work lifestyle, family dynamics, or with their own capacity for enjoyment and satisfaction with other people. Entry into

the program may simply be an acknowledgment that they are aware of their own need to change, and their desire to direct it through some structure, such as the program.

For others, it is clear only after they enter the program that the implications of what they have done are far reaching, that they are involved in a process where there are strong supports for throwing everything up for grabs and seeing how it falls back into place. At the minimum, they will experience a lot of difficulty in keeping their professional skill development from spilling over into the other significant aspects of their lives. In short, they become aware that they are in great danger of growing. The potential costs of change can begin to exert a significant counterforce to the glib notion that growth is desirable, or at least satisfying.

Growing in this context may mean becoming vulnerable. Quite frequently, this results in the student experiencing the demand for competence at just the same time they may be ungluing and reviewing some of the major support systems in their lives. Trying to thread one's way through a program so as to balance the challenges with supports for oneself can be an exhausting and lonely task, especially if the faculty is committed to your growth.

### **Implications for the Design of Professional Development Programs**

My awareness of the paradox of growth—that I am trying to learn at times when I may be tinkering with the vary relationships that give me the security to risk—has led me to reexamine some of my assumptions about what ought to be provided in a well-designed program.

Student adjustment may be facilitated by some of the following processes:

1. Informed consent. Students need to have access to information which helps them look at some of the ways in which professional skill and competence development are linked to personal growth and the relationship around family and close friends. Specifically, they need to have some help in assessing whether they have the time or the resources or the inclination to risk opening up Pandora's box or their own can of worms.
2. Realistic Expectations for Professional Competence. It is my experience that lack of low expectations for performance also lower the degrees to which the program will contribute to effective personal development outside the occupational setting. While high expectations may be stress producing, they also seem to build the respect and pride that make the whole exercise worth enduring.
3. Faculty Awareness. If the faculty is aware and appreciative of the multiple agenda's students have during the course of the program, they are likely to build in the necessary flexibility, so that students can effectively deal with issues that are before them, and not get trapped (out of step) in a locked up curriculum.
4. Available Support Systems. Students will be going through a good many transitions, and if the program is effective, the faculty will be as well. Multiple outlets are needed for getting support so that you are not begging for it from the very aspect of the program that is designed to challenge you. Peer support, access to counseling and therapy, opportunities to

communicate and influence the system, and time to withdraw and disengage, are a few examples of supportive mechanisms that need to be built into the program.

5. Appreciation and Tolerance for Craziness.

I think it is inevitable that people are going to do several goofy things in the course of stretching their own capacity to understand and help other human beings. To be able somehow to separate the occasional from the chronic, the developmental from the stunting, the funny from the destructive is a critical challenge to those in power who generally have low tolerance for the crazy behavior of those with less clout.

6. Supports for Growth in Friends and Family. It is clear that those around the student will be major potential contributors to the student's well-being and will probably be challenged to grow by some of the changes in the student. From the selection process to information that is disseminated to opportunities for involvement or acquaintance with the realities of the program, there are many spots to involve those who are close to the student, if they are interested.

The opportunities for messing things up obviously abound on the part of everyone involved in the professional development enterprise. To respect the mature and competent adult part of another person, while inviting them to live in a structure that supports regression in many subtle and not so subtle ways, is a reasonably demanding task. If, at the close of a program, participants reflect that they are not sure now that they want what they formerly yearned for, such change of heart may reflect no more than the similarity of the process of professional development with that of therapy.

The theme that I have tried to weave through this paper is one that I deeply believe — that professional development in the fields touching on therapy and growth involves most students in intense explorations of themselves and the relationships closest to them; that it requires a delicate balance between support and challenge; that it has implications for those emotionally close to the person in the program; and that with a little thought and lots of opportunity to communicate, it will be possible to avoid some of the more hidden — and painful — traps. Awareness is just one step. Whether or not one is willing to take the risk of putting oneself “in grave danger of growing” and/or to encourage others around him or her to have that same opportunity is a question left to each individual.

In a small pilot program experience with the NTL University, it was clear that the readiness and capacity of interns to take advantage of the program opportunities increased as they got the stressful things settled in their families.

*Originally published in SOCIAL CHANGE IDEAS & APPLICATIONS, NTL University for Applied Behavioral Science. Alexandria, Virginia: Volume 5, Number 4, 1975.*

*Presented as a commencement paper to the candidates and faculty of the Washington School of Psychiatry Training Program, Washington, DC, June 1975.*

## APPENDIX B

### Grievance Policy

1. This Grievance Policy applies to all students, faculty, and staff of Sofia 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.
2. Employees who voluntarily resign their employment with the University can 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.
3. The policy below describes two modes of resolution of disputes that may occur among members of the Sofia community, Informal and Formal.
  - a- *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.
  - b- *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 the 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.
4. This Policy is applicable to all grievances filed from the date of approval of this Policy forward.

### Definition

5. 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 Sofia 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.

6. The following situations may be grieved: (1) alleged violations of academic freedom; (2) alleged violations of Sofia's ethical standards; (3) unsafe or inappropriate work assignment; (4) unsafe working conditions; (5) policy application; (6) a repeated pattern of harassment or other inappropriate behavior; and (7) legally prohibited unequal treatment including but not limited to discrimination or harassment on the basis of 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.
7. Grade disputes, admissions decisions, graduation appeals, and similar academic decisions are not grievable issues, unless they fall into one of the 7 categories listed above.

### **Grievance Coordinator**

8. The Grievance Coordinator is the individual to whom a formal, written grievance must be submitted. The Grievance Coordinator for students is the Dean of Student Services or designee. The Grievance Coordinator for faculty is the President of the Faculty Senate or designee. The Grievance Coordinator for staff is the VP for Human Resources or designee. The Grievance Coordinator for a specific situation will be the Grievance Coordinator for the Grievant's constituency.
9. The Grievance Coordinator is responsible for helping to coordinate the expeditious and fair resolution of problems raised by Sofia students, faculty, and staff. The role of the Grievance Coordinator is to assist the parties in seeking a satisfactory resolution of the issues and not to determine who is "right" or "wrong." To that end, the Grievance Coordinator will remain neutral throughout the proceedings and will serve primarily as a facilitator. In appropriate circumstances, the Grievance Coordinator may also coordinate efforts within various University offices to resolve disputes in a prompt, flexible, and responsive manner. The Grievance Coordinator also may be consulted during the Informal Process of trying to resolve a grievance.
10. If a grievance is lodged against a Grievance Coordinator, then the Grievance Coordinator's Vice President (or the president or designee if the Grievance Coordinator is a direct report to the president) will name an alternative person to serve as the Grievance Coordinator for that specific matter.

### **Confidentiality**

11. To the extent possible, strict confidentiality will be maintained by all parties regarding all matters relevant to grievances on a criterion of "need to know" with the following provisions:
  - In the case of all formal grievances, the Grievant and Respondent's direct supervisor, as well as the HR Director, will be notified in confidence.
  - If a grievance involves civil rights, the Sofia Director for Human Resources will consult with the president to determine if legal advice is required.

- Members of the Grievance Hearing Panel, as described later in this Policy, shall not discuss the Grievance outside of the Hearing Panel meetings and shall not accept side conversations with persons who are not part of the formal hearing process.

### **Non-Retaliation**

12. Students, faculty members, and staff members have a right to file what they believe to be a legitimate grievance and to follow an informal and formal grievance procedure without fear of retaliation. The University will not tolerate retaliation against the Grievant, Respondent(s), Witnesses, Hearing Panel Members, Grievance Coordinator, or any other individuals formally involved as parties to the grievance procedure. Any attempt to retaliate against a person for raising an issue or participating in dispute resolution under this Policy is strictly prohibited. Any person who makes such an attempt will be subject to whatever disciplinary action the University concludes is appropriate, up to and including termination.

### **Timelines**

13. The grievance must be brought to the attention of the appropriate individuals within the timelines specified in these Procedures or the grievance will not be considered.

### **Resolution Procedures**

14. Resolution should always be sought at the level most immediate to the conflict. As such, the immediate supervisors are the first to be consulted; if there is no resolution through the efforts of the supervisors, then the Deans or Department Heads will be involved; finally, the supervising VPs or the President can be consulted and involved in the resolution process.
15. Examples:
  - a) A conflict between a student and a faculty member should be addressed directly between the two parties. If no resolution is arrived at, the Chair of the student's program is consulted. If the Chair of the program cannot resolve the issue, the provost is consulted.
  - b) A conflict between a staff member and an administrator is likewise best addressed between the two parties. If no resolution is arrived at, the manager of the grievant is consulted. The supervising Vice President of the grievant is brought in if there is still no resolution to the issue.
  - c) In a conflict between two students that cannot be resolved by those directly involved, either the Chair(s) of the students' programs or the Director of Student Services may be consulted. If no resolution can be found, the matter may be brought to the provost.
16. The initial conversations and attempts at resolution constitute what is described below as Informal Resolution. A Grievance will generally be instituted when the informal attempts have failed to bring the parties to a successful resolution of the issue(s).
17. The Grievance Hearing Panel is comprised of three members of the SOFIA UNIVERSITY Community. If a grievance involves members of two constituencies the Grievance Hearing Panel will have representation from both constituencies. Students may only serve on a Grievance Hearing Panel if one of the involved parties is a student or a student worker. Sofia work study students have dual constituency status as both students

and employees. For purposes of this Policy the constituency in which the Grievant is affected will be recognized.

18. The Grievance Hearing Panel will review documentation related to the grievance, and take testimony from the Grievant, Respondent, and witnesses presented by both parties. Based on the evidence presented, the Panel will reach a determination with respect to the issue(s) presented. The Grievance Hearing Panel's determination and recommendations, based on a simple majority vote, will be forwarded to the appropriate Grievance Coordinator who will transmit them to the appropriate Vice President(s) or the President in the case where the grievance involves a direct report of the Institute and the HR Director.
19. The President, with the supervising Vice President(s), is the decision-making authority for the Institute. Grievants have the right of appeal to the president, which can be filed with the HR Office.

## **Procedures**

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### **Informal Grievance Procedure**

20. Most issues and concerns can be resolved by open communications and through an informal process. Individuals are encouraged to achieve by informal means what they regard as a fair and reasonable resolution of their complaint.
21. Before filing a formal written grievance, the Grievant must first make a good faith effort to confer with the party against whom he or she has a grievance in an effort to resolve the matter informally. This informal grievance procedure is described in steps one through three below.
22. In instances where the Grievant feels uncomfortable speaking to the Respondent, an immediate supervisor, department head, or dean, or has any reservations about initiating the first contact within the Grievant's department, program, or work unit, the Grievant should contact the appropriate Grievance Coordinator. If the grievance is against the Grievance Coordinator, then the Grievance Coordinator's supervising Vice President, or the President in the case where the grievance involves a direct report, should be contacted and he or she will appoint another individual to serve as a Grievance Coordinator for that matter. The Grievance Coordinator will discuss the matter with the Grievant, become familiar with the complaint, and then advise the Grievant as to what options are available for resolving the problem.
23. The Grievance Coordinator may ask the Grievant to meet with his or her immediate or second level supervisor first, in order to give those individuals an opportunity to resolve the matter. If this fails to bring resolution, the Vice President of the Grievant's department or the President in the case where the grievance involves a direct report, or the Chair of the Grievant's program will be consulted and determine the next appropriate step in the process. The Grievance Coordinator may meet with the parties together or separately to discuss the problem and may involve other persons in these discussions as appropriate. The Grievance Coordinator may serve as a resource or a facilitator during the informal process.

### **Step One: Initial Discussion**

24. Before filing a formal written grievance, the Grievant must first make a good faith effort to meet and confer with the party against whom he or she has a grievance. The Grievant should normally initiate this informal process within twenty (20) working days of the most recent incident or action leading to the grievance. This meeting should represent an effort to achieve by informal means what the Grievant regards as fair and reasonable resolution to the complaint.
25. The Grievant, either personally or through his or her Grievance Coordinator, has the obligation to inform the Respondent of the problem adequately and fully with what would be considered a satisfactory solution. The Respondent, in turn, has the obligation to consider the matter seriously and to answer issues as promptly as possible, yet not with undeliberated haste. Both parties have the obligation to act in good faith.
26. If the issue is not resolved, then the Grievant should proceed to Step Two of the informal process.

### **Step Two: Meeting with Supervisor**

27. If the Grievance is not resolved in Step One, then the Grievant should contact his or her immediate supervisor or Grievance Coordinator to discuss the grievance. The Grievant must clearly inform the supervisor or other member of management that he or she is pursuing a grievance under this Policy. This step should normally be undertaken within five working days of meeting with the Respondent. If the Grievance involves the supervisor, then the Grievant should contact the next level of supervision. The department head, dean, Vice President, or the President in the case where the grievance involves a direct report, and/or the appropriate Grievance Coordinator, in the order described above in paragraph #23) may also be consulted during this step. A meeting to discuss the Grievance should normally occur within five working days of the Grievant's notification of the grievance to his or her supervisor, manager, or Grievance Coordinator.
28. If the Grievance is resolved in this meeting, then the Grievant and his or her supervisor should prepare a document summarizing the issue and its resolution and give a copy to the involved parties. If the Grievance is not resolved, then the Grievant is encouraged to use Step Three of the Informal Procedure.

### **Step Three: Mediation**

29. If the matter has not been resolved to the Grievant's satisfaction in Step Two of the Informal Process then the Grievant should contact the appropriate Grievance Coordinator to request a Mediation Meeting with the Grievance Coordinator and the Respondent's manager or Program Chair, or if appropriate, the Respondent's supervising Vice President (or the President if there is no supervising Vice President). The purpose of this meeting is to discuss the grievance and, if possible, reach a solution that is acceptable to all parties. The Grievance Coordinator will participate in this meeting and will function as the mediator to facilitate discussion and assist in resolving differences between the parties.
30. The Grievant's request should generally be made within five working days of the conclusion of Step Two of this procedure. This meeting should generally occur within five working days from the date the Grievant requests the meeting.
31. The Grievant should be prepared to fully explain the issue, the steps that have been taken and the resolution that is desired. If resolution is reached from this meeting the Grievance

Coordinator should document the meeting and the resolution and obtain signatures of all involved parties. Copies of the signed documentation will be given to all involved parties, the HR Director and to the appropriate department head(s) or Vice President(s) for implementation.

32. If resolution is not reached, the Grievant may proceed with the Formal Procedure.
- 

### **Formal Grievance Procedure**

33. In the event the Grievance is not resolved through informal discussions and mediation then the Grievant may choose to pursue the Formal Grievance Procedure as described below. Prior to invoking the Formal Procedure, the Grievant must demonstrate that he or she has exhausted all Informal actions and is still not satisfied with the resolution of the issue.

#### **Step One: Written Request for Grievance Hearing**

34. A written Request for a Grievance Hearing should generally be completed and submitted to the appropriate Grievance Coordinator no sooner than five and no more than ten working days of the conclusion of the Informal Procedure. The Grievance Coordinator will notify the Respondent and will give the Respondent a copy of the written grievance. The Grievant is required to prepare a written Request for Grievance Hearing to ensure that any subsequent Grievance Hearing will address the specific issues that most concern the Grievant. The guidelines set forth below are designed to ensure that the written Request for a Grievance Hearing clearly identifies those issues. The written Request, when made, must include the following information:

- the date the Written Grievance is submitted to the Grievance Coordinator;
- the Grievant's name and job title or student identification number;
- the department, program, or unit in which the Grievant is employed or enrolled;
- the specific nature of the problem or complaint including the name of the respondent(s), all facts related to the complaint, and all documentation related to the complaint;
- a written summary of the steps undertaken in the Informal Procedure and copies of any documents produced as a result of that informal process including documents produced by the Grievant as well as any responses from the Respondent, supervisor, department head, or others;
- a list of not more than five witnesses and their contact information for any witnesses the Grievant plans to produce at the hearing; the Grievant may submit additional names which the Hearing Panel may wish to call as witnesses on its own accord;
- the specific reason(s) the grievant disagrees with responses obtained through the Informal Procedure; and
- the Grievant's suggestion for proper resolution of the matter.

#### **Step Two: The Grievance Hearing Panel**

##### **Appointment of the Grievance Hearing Panel**

35. The Grievance Coordinator, upon receipt of a Written Request for a Grievance Hearing, will immediately notify the HR Director that a Grievance has been filed and will give him or her a copy of the written Grievance. The Grievance Coordinator will randomly

select three members of the Standing Dispute Resolution Committee to serve as prospective members of the Grievance Hearing Panel. This will normally be done within five working days of receipt of the written Grievance. At least one of the individuals selected will be of the same constituency as the Grievant and at least one will be of the same constituency as the Respondent. The third individual will be randomly selected from the remaining members of the Standing Dispute Resolution Committee. Students may serve on a Panel only if the Grievant or Respondent is a student.

36. The Grievance Coordinator will present the Grievant and Respondent with the list of the three individuals selected from the Dispute Resolution Committee. Both the Grievant and Respondent will be given the opportunity to identify whether a conflict of interest or potential conflict of interest exists with any of the names of potential panel members. If such a conflict or perceived conflict exists, the Grievance Coordinator will strike the name(s) from the list of potential Panel members and randomly select a replacement so that there will be 3 Panel members. The three individuals on the final list will be notified by the Grievance Coordinator that they have been selected to serve on a Grievance Hearing Panel.

#### **Purpose of the Grievance Hearing Panel**

37. The Grievance Hearing Panel has two charges. The first is to determine whether the Grievant's complaint is a grievable issue under this Policy. If the Hearing Panel determines that the issue is grievable under this Policy, then its second objective is to hear the grievance and all related testimony and render a decision on the issue.

#### **Step Three: Initial Meeting of the Grievance Hearing Panel**

38. The Initial Meeting of the Grievance Hearing Panel is a closed meeting, for Panel members only. This meeting will generally take place within ten working days of appointment of the Panel members. During the meeting the members will elect, by a simple majority vote, a Chair of the Panel. The Panel will then determine whether the issue(s) presented by the Grievant are grievable under this Policy, including whether the grievance is valid or is a frivolous complaint.
39. At least five days prior to the Initial Meeting of the Panel the Grievance Coordinator will provide members of the Panel with a copy of the Grievant's written complaint, and any other documents that are part of the grievance. Members of the Grievance Hearing Panel may ask the Grievance Coordinator to obtain additional documents that it believes to have relevance to the meeting.
40. The Panel's decision will be based on a simple majority vote of its members. If the issue is determined not to be grievable under this Policy, then the Chair will prepare a report of the Panel's findings and rationale and forward it to the appropriate Grievance Coordinator and the HR Director. The report will generally be issued within five working days of the Initial Meeting. The Grievance Coordinator will then forward the report to both parties and to the appropriate management personnel.
41. If the members determine the issue is grievable then a separate meeting will be held by the Grievance Hearing Panel for the purpose of hearing the grievance.

#### **Appeal of the Grievance Hearing Panel Decision**

42. If the Grievance Hearing Panel determines that the issue is not grievable under this Policy, then the Grievant may appeal this decision to the supervising VP or the President in the case where the grievance involves a direct report. The appeal must be made within

ten working days of the date of the decision of the Grievance Hearing Panel. The supervising VP or the President will notify the Grievance Coordinator of its decision within ten working days of its receipt of the appeal. The Grievance Coordinator will notify the Grievant and Respondent of the decision. The decision of a supervising VP can be appealed to the president.

#### **Step Four: The Grievance Hearing**

**The scope of the Grievance Hearing is limited to the issue(s) identified in the Written Request for a Grievance Hearing.**

43. The Chair of the Panel will schedule a date for the Grievance Hearing. The Grievance Hearing will generally be held within ten working days from the date the Hearing Panel issues its decision from the Initial Meeting. The Chair of the Hearing Panel will notify the Grievance Coordinator of the date of the Hearing and the Grievance Coordinator will notify all of the involved parties and witnesses. This notification will generally be made at least five working days prior to the date of the Hearing.
44. The Grievant and Respondent will be asked to submit to the Grievance Coordinator a list of no more than five witnesses each to speak on their behalf during the Grievance Hearing Panel meeting. This list must be given to the Grievance Coordinator at least five working days prior to the Hearing date. Generally, only witnesses whose names appear on this list will be permitted to participate in the Hearing. If extenuating circumstances exist, the Grievance Hearing Panel can elect to hear testimony from additional witnesses the Panel believes have pertinent information to provide. Members of the Grievance Hearing Panel may ask the Grievance Coordinator to obtain additional documents that it believes to have relevance to the Hearing. All documents and witness lists must be provided at least five working days prior to the date of Hearing.
45. Both the Grievant and Respondent may be accompanied at the hearing by a support person (e.g., student – if one of the parties is as student – or faculty member, staff member, associate); however, this support person may not participate in the hearing or speak on behalf of the Grievant or Respondent. Potential witnesses, other than the Grievant and Respondent(s), must remain outside of the hearing room other than when they are required to testify.
46. Prior to the hearing the Grievance Hearing Panel will establish an appropriate schedule for the proceedings. A typical schedule may be as follows:
  - a. Once the Hearing is begun, the Grievant will present an opening statement.
  - b. The Panel may then question the Grievant.
  - c. The Respondent will then present an opening statement. If there is more than one Respondent each may make an opening statement.
  - d. After the opening statement of each Respondent, the Panel may question the Respondent(s).
  - e. After opening statements and questions have been completed, the Grievant may question each of the Grievant's witnesses.
  - f. Following the Grievant's questioning, the Respondent may question each witness.
  - g. The Panel may then question each witness.
  - h. After the Grievant has called all of the Grievant's witnesses, each Respondent will have a chance to call his or her witnesses and ask questions of each witness.
  - i. The Grievant may then question the Respondent's witnesses.
  - j. Following questioning by the Grievant, the Panel may question each witness.

- k. The Panel may consider the written statement, made under oath, of a witness who cannot appear when the party seeking to use the statement has provided it to the Chair of the Panel at least five working days in advance of the Hearing date. A copy of this statement shall immediately be given to the other party. The other party will have the opportunity to respond in writing or verbally during the Grievance Hearing. If the reply is made in writing, then the Chair of the Grievance Hearing Panel will distribute a copy of the reply to the opposing party and to all members of the Grievance Hearing Panel.
- l. After each side has called all its witnesses, the Grievant and Respondent(s) may each make a closing statement.
- m. The Chair will then briefly review the issue(s) for determination, and then all parties except Panel members will be excused.
- n. Members of the Panel will then meet, in private, to evaluate information presented. If during its deliberations the panel determines that additional information and/or witnesses should be considered it may reconvene the hearing at an appropriate time to do so. The Grievant has the burden of proving by a preponderance of the evidence that he or she has been wronged. The Hearing Panel's determination will be based upon a vote of a simple majority of the Panel.

#### **Report of the Hearing Panel**

- 47. The Chair of the Grievance Hearing Panel or designee shall prepare a written report summarizing the Panel's findings. The report shall contain the Panel's conclusion on each issue identified in the written complaint as well as the Panel's recommendations for corrective action, if any. The report shall be signed by members of the Panel who agree with it. Members of the Panel who disagree with the majority's findings, conclusions, or recommendations may prepare, as an addendum to the report, any contrary opinions, and recommendations. This addendum to the report will be signed by members of the Panel who agree with it. The report and addenda will generally be given to the appropriate Grievance Coordinator within five working days of the conclusion of the hearing. The Grievance Coordinator will then transmit the report and any other relevant information to the Grievant's Vice President, the Respondent's Vice President, and the HR Director.

#### **Decision of the President or Vice President(s)**

- 48. The President or any of the Vice Presidents of the University, who are authorized by the President to exercise such supervision and direction as will promote the efficient and effective operation of the University, will use the report of the Grievance Hearing Panel to reach a decision that best promotes these goals. The President or Vice Presidents' decision will be communicated, in writing, to all involved parties.
- 49. The President or Vice President(s) normally will furnish a decision to the parties within ten working days after receiving the report of the Grievance Hearing Panel. If the review of a case requires longer than ten days, the appropriate authority will notify the parties of the delay. The decision will be made in writing and submitted to the Grievance Coordinator who will notify the HR Director, Grievant, Respondent(s), members of the Hearing Panel and appropriate members of management of the decision. The Vice Presidents' decision following the Grievance Hearing Panel can be appealed to the President. The decision of the President is final in all grievance matters.

50. Finally, Sofia reiterates the positive nature of the grievance Procedures. These Procedures provide structures which should smooth and speed the resolution of university-related grievances and thus affirm the University's desire to treat each student and each employee fairly. The publication of this Policy and Procedure should guarantee access to the necessary information for the internal resolution of Institute-related grievances at SOFIA UNIVERSITY.



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Palo Alto, CA | Costa Mesa, CA

## APPENDIX C

### Sofia University's Sexual Misconduct (Title IX) Complaint Form

*NOTE TO STUDENTS, STAFF, and FACULTY* Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits discrimination based on sex in education programs and activities. Title IX prohibits sexual harassment, sexual violence, relationship (dating or domestic) violence and stalking. This form is for reporting any or all incidents that fall under Title IX.

To file a complaint with Sofia University, please complete and bring this form in person to the Dean of Student Services or call 1-888-820-1884 to make arrangements to meet with the Dean of Student Services. Your complaint will be kept confidential to the greatest extent possible. However, because of the university's obligation to protect the safety and well-being of its campus community it may be necessary for us to share details with those who have a legitimate business need to know, and therefore we are unable to guarantee absolute confidentiality. Student Services Office and HR will handle all sexual misconduct complaints. All students must send this form to:

Rosalie T. Cook  
Dean of Student Services  
Telephone (888) 820-1482  
[rosalie.cook@sofia.edu](mailto:rosalie.cook@sofia.edu)

**Please check any boxes that apply to you.**

☐ Student ☐ Staff ☐ Faculty ☐ Other \_\_\_\_\_

**Complete the information requested below:**

#### **Student Information (Please Print)**

First & Last Name:	
Sofia ID Number:	
Department/Major:	
Email Address:	
Home Phone Number:	
Cell Phone Number:	
Mailing Address (street)	
Mailing Address (city, state, zip)	

**Preferred method of contact:**

☐ Email ☐ Home Phone ☐ Cell Phone ☐ Mail

**Type of complaint:**

☐ Sexual misconduct ☐ Domestic Violence ☐ Dating Violence ☐ Stalking

**Describe Event(s):**

**On the next page please describe in as much detail as possible the event(s) that occurred. Include the name(s) of all the parties involved and the names of any witnesses or individuals who may have knowledge of the event(s). Use additional paper if you need to.**

Date of the Event(s):	
Location of the Event(s):	
Witnesses:	
Description of Event(s):	

I certify that the information I have provided in this complaint is true and correct.

Your signature: \_\_\_\_\_ Date: \_\_\_\_\_

## APPENDIX D

### Student Academic Honor Code

The Student Academic Honor Code is the University's statement on academic honesty and integrity which was written by the student representatives from the SLB (Student Liaison Board), faculty, and administration 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. In addition, students are expected to have the highest standards in academic work, which include honesty (no cheating or plagiarism), professional behavior in the classroom as well as at practicum and internships sites, and respectful personal communication with staff, faculty, and other students.

The University informs students of the expectations of academic honesty during orientation and in its publications. The University investigates any claim about the violation(s) of academic honesty and integrity. No Academic Honor Code will cover all possible violations. The University reserves the right to determine in each instance what action constitutes an infringement 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:

- Student 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 as well as 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 un-permitted 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.

### **Definitions**

More detailed definitions of multiple/dual relationships, professional behavior, email etiquette, and plagiarism are noted below.

### **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**

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 accurately the view of others and the impact of your actions on others
- 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 course work. 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 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**

### **Cheating**

Using or attempting to use unauthorized materials in any academic exercise or having someone else create 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 referring 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**

The definition of Plagiarism is when the words of another are represented as one's own without giving credit to the original source. Plagiarism is also committed when one uses the ideas of another writer without attribution, acknowledgement, or recognition. 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. For example, students who have “taken a short cut” and copy long passages from a book or a web source, make a deliberate choice to do so, and 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 submissions. 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, miss-appropriate 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 particular 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 based on 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, 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 fill out the Academic Dishonesty/Ethically Inappropriate Behavior Resolution Form (referred to as the Resolution Form), which is in the Director of Student Services office and move quickly (within 10 days) to investigate the violation and 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:

1. 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.
2. The student can respond to the charge. After listening to the student, the instructor may decide to revise the charge or penalty or drop the charge all together. 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 10 business days.

3. The student has 10 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.
4. 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, and 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:

1. 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);
2. The student is assigned a grade of 0 or No Pass (NP) on the relevant assignment and may be required to do additional assignments.
3. 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.
4. 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 particular 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.

## **Student Records**

Signed Resolution Forms for a 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, 3 students, and 3 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 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 the parties involved prior to a hearing. Either party can request the Director of Student Services 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 constituency's pool of volunteers.

## **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 is given (within 5 business days prior to the hearing date), the hearing will go forward, and the committee will reach its conclusion and the appropriate penalty on the basis of 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 must be submitted to the Director of Student Services at least 3 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 counterevidence 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 must 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 recording of the hearing) shall be kept. Recordings 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 and/or a 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 writing of the SEC decision on the case within 5 business days of the hearing.

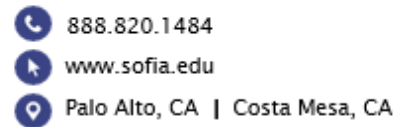
### **Appeals Process**

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 10 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:

1. New evidence that was not reasonably available at the time of the original hearing.
2. Procedural error that can be shown to have affected the outcome of the hearing.
3. Appropriateness of the sanction (only in cases of suspicion or dismissal).

The Dean of Faculty will decide whether or not there is a basis for 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.



## Sofia University's Academic Dishonesty/Ethically Inappropriate Behavior Resolution Form

**CHARGE AND PENALTY-** The student listed below has been charged with a violation of the Student Academic Honor Code:

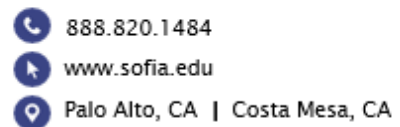
Student's Name: \_\_\_\_\_

Student Behavior: \_\_\_\_\_

**DESCRIPTION OF VIOLATION AND PENALTY-** On a separate sheet, the instructor should provide a brief description of the violation, the situation in which it occurred, and evidence supporting it. The instructor should describe the penalty that will be applied if the student admits responsibility by signing this form. The student must have a chance to read the instructor's description of the violation and proposed penalty before signing this form.

Instructor's Name (printed): \_\_\_\_\_

Instructor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_



*NOTE TO STUDENTS* This form details the charge of **academic dishonesty or ethically inappropriate behavior** that has been made against you. This form is intended to make sure that you know about the charge, that you've had an opportunity to discuss and respond to it, and that you understand the penalties that will result from the charge.

1. You are **not required to sign** the Resolution form.
2. If you do not sign this form, you have the right to a hearing before the **Grievance Hearing Panel** before any disciplinary penalty may be imposed.
3. You have **ten (10)** business days to seek advice and decide whether to sign the form. You are encouraged to discuss your decision with a trusted advisor, professor, or staff member.
4. If you sign the form, you are admitting responsibility and accepting the penalty shown.
5. This form is kept confidential after a first violation but becomes relevant evidence if you violate the Student Honor Code a second time. Second violations are heard before the **Grievance Hearing Panel** to determine whether further sanctions, usually suspension or dismissal, should be applied.
6. This Resolution form is not disclosed to prospective employers or to other schools, nor is it filed in your permanent student record, except in the case of a second violation.

**ACCEPTANCE OF RESPONSIBILITY-** I have read this Resolution form carefully and understand its significance. I admit to committing the violation of Sofia's Graduate Student Honor Code as charged by the instructor and I accept the penalty assigned. I understand that this form will be kept in the Dean of Student Services files for five (5) years (if a clinical student, a copy will be kept in the student's Director of Clinical Training files). This Resolution form will not be part of my permanent student record except in the case of a **second** violation of the Graduate Student Honor Code. **Return this form and documentation to the Dean of Student Services.**

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_