# SOFIA UNIVERSITY

**Academic Catalog – September 30, 2024 – October 1, 2025**

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*Effective date September 30, 2024 - October 1, 2025*

# Introduction

## President's Welcome

**Welcome to Sofia University**

As we celebrate our 50th year as an institution of higher learning, we welcome you to join us at either of our two campuses, in Palo Alto (Silicon Valley), or the exciting, newly activated campus in Costa Mesa (near Los Angeles). Accredited by WASC Senior College and University Commission, Sofia University is a unique institution of higher learning founded on the principles of humanistic and transpersonal psychology.

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

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

We are delighted to welcome you to a learning community committed to each other and to pursuit of excellent in higher education. We are proud of our faculty, staff, students, and alumni. Our goal is to partner with students to help them on their learning journey. As a result, the students who have passed through Sofia University have gone on to experience life-changing pursuits, as well as to positively impact the world around them.

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

Carol Lee Humphreys, PhD
President

## Disclosure Statement

*Sofia University's 2024-2025 Catalog covers the time period between September 30, 2024, and October 1, 2025.*

*A new Catalog will then be published.*

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

*Academic Catalog (https://www.sofia.edu/student-resources/academic-catalog/)*

*Students are expected to keep themselves apprised of*

*any changes and are held responsible for knowledge of policies, procedures, and requirements contained in this Catalog.*

# Institutional Accreditation

### Western Association of Schools and Colleges Senior College and University Commission (WSCUC)

Sofia University has been accredited by the nation's premier, regional accreditation body for higher education, the WASC Senior College and University Commission (WSCUC), since 1998. Through its rigorous review process, WSCUC confirms that Sofia University possesses the resources, policies, and practices to achieve its educational goals, and shows a dedication to the improvement and accountability of its programs. As a member of WSCUC, Sofia University participates in regularly scheduled self-study and reaffirmation of accreditation processes, most recently in Spring 2022. Information regarding Sofia University and WSCUC may be obtained by contacting:

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

### Bureau for Private Postsecondary Education – California Bureau for Private PostsecondaryEducation

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

| Bureau for Private Postsecondary Education |
|---|
| The principal office of the Bureau is located at 1747 North Market Blvd., Suite 225, Sacramento, California, 95834; and the mailing address is P.O. Box 980818, West Sacramento, CA 95798-0818. |
| Telephone: (916) 431-6959 or (888) 370-7589<br>Fax: (916) 263-1897<br>www.bppe.ca.gov |

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

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which may be obtained on the bureau's website (see above).

### Self-Monitoring Procedure

Sofia University makes every effort to comply with current policies and procedures required by the California Bureau for Private Postsecondary Education (BPPE), in compliance with Title 5 California Code of Regulations (CCR), section 71760. The Director of Institutional Research regularly reviews BPPE laws and regulations. Once a year the Director of Institutional Research meets with the executive management team to review BPPE policies and procedures and make any changes.

### State Authorizations

https://www.sofia.edu/about-us/state-authorizations/

### Council for Higher Education Accreditation

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

# Two Campus Locations

## Palo Alto

Sofia University's campus consists of one main building located at 1069 East Meadow Circle in Palo Alto, California. The University occupies approximately 20,000 square feet that includes classrooms, a computer lab, student resource center, student lounge, as well as faculty and administrative offices.

Residential classes are held at this location. There is a reception area, which faces East Meadow, and the building features an open-air central courtyard, which affords the school a circular flow to the floor plan.

Sofia University's location in the heart of Palo Alto and nearby Silicon Valley provides opportunities for students to learn about the impact of transpersonal

psychology on such fields as counseling, computer science, and business leadership. Our location ensures that student peers are drawn from across the globe, bringing a multi-cultural and cross-national perspective.

## Costa Mesa

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

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

## Board of Trustees

| 2023/24 Committee Membership |
|---|
| |
| ***Executive Committee***<br>*Kathryn Laurin, MMUS - Chairwoman*<br>*Allen Huang, Ph.D. - Vice Chairman*<br>*Michael Zhu, CA, CPA*<br>*Daniel Yu, Ph.D* |
| |
| ***Governance & Nominating Committee***<br>*Allen Huang, Ph.D. - Chair*<br>*Lei Fu, Msc, EE*<br>*Greg Brandes, JD* |
| |
| ***Audit Committee***<br>*Lei Fu - Chair, Msc, EE*<br>*Geoffrey Cox, Ph.D.*<br>*Michael Zhu, CA, CPA*<br>*Kathryn Laurin, MMUS* |
| |
| ***Finance Committee***<br>*Menglin Cao, Ph.D. - Chair*<br>*Michael Zhu, CA, CPA*<br>*Greg Brandes, JD*<br>*Kathryn Laurin, MMUS* |
| |

| 2023/24 Committee Membership |
|---|
| ***Academic & Student Affairs Committee***<br>*Geoffrey Cox, Ph.D. - Chair*<br>*John Widdowson, CBE*<br>*Daniel Yu, Ph.D.* |

## University Administration

**Carol Lee Humphreys, Ph.D.**
President

**Bill Chen, Ph.D**
Interim Chief Financial Officer

**Nami Kim, Ph.D.**
Provost
Accreditation Liaison Officer

# General Information

## History

Sofia University, formerly known as the Institute of Transpersonal Psychology (ITP) and founded in 1975, is a private, WSCUC-accredited institution. Historically, the University's academic emphasis has been on providing graduate degree programs in Transpersonal Psychology. The graduate school curriculum, initially developed by founder and President Emeritus Robert Frager, PhD, focused on Transpersonal Psychology and six areas of inquiry: the intellectual, emotional, spiritual, physical, social, and creative aspects of life. We define Transpersonal Psychology as the scientific study of the full range of human experience, which includes the pain of trauma and dysfunction on the one hand, and heights of creativity, intuition, and peak functioning on the other. The University has since broadened its program offerings and has integrated a transpersonal focus into all its new degree programs and disciplines, including master's degrees in Business Administration and Computer Science and bachelor's completion programs in Business Administration and Psychology.

As evolving technology, the global pandemic, and divisive politics of the day have transformed the ways we live our lives, Sofia University continues to bring its unique perspective to contemporary challenges. Based on a transpersonal philosophy, Sofia offers programs centered at the heart of the timeless human experience (such as counseling psychology and transpersonal

psychology), and simultaneously, to develop new programs that balance questions about personal wellness, human growth, and social transformation with emerging trends in business and computer science. To reflect the University's growing focus, programs, and influence, Sofia has created two distinct institutes. Programs lie within the Institute for Transpersonal Psychology or the Institute for Applied and Professional Studies.

# Mission & Vision

## Mission

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

## Vision

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

# Institutional Learning Outcomes

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

### I: Transformation (person-centered)

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

### II: Integration (learning-centered)

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

### III: Application (praxis-centered)

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

# Core Values

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

# Equity, Inclusion, Diversity, Accessibility

**Sofia University is committed to equity, inclusion, diversity, and accessibility (EIDA).**

Our work on equity, inclusion, diversity, and accessibility is grounded in the tenets of transpersonal and humanistic psychology. Our mission, vision, and core values have long reflected our commitment to an empathic, compassionate, and holistic view of all human beings. This shared history serves as a solid foundation for our work on EIDA. However, we recognize that the work is on-going, the issues are evolving, language is fluid, and our understanding needs to expand. Through our academic programs we strive to apply principles of inclusion and diversity to current issues of equity and social justice. In policies, practices, classes, meetings, intensives, and seminars, the Sofia University community is engaged in and committed to genuine dialogue, active listening, relevant education, self-reflection, personal accountability, and transformation.

**Equity:** We work to create policies and practices that are fair and just, so that all community members have genuine opportunities to experience success.

**Inclusion:** We are committed to building and maintaining a safe environment that empowers all community members to have a voice and feel respected.

**Diversity:** We invite, appreciate, and honor our differences. We engage with, listen to, work with, learn from, and reflect our diverse communities.

**Accessibility:** We are committed to providing the supports and services necessary to meet students' diverse needs. We strive to be adaptable, reduce barriers, and provide opportunities for students' educational access, personal growth, and the tools for transformation.

**Sofia University remains committed to implementing actions and practices that support these statements and to seek feedback regarding our ongoing EIDA initiatives.**

**Sofia University Board of Trustee's Resolution (Adopted 12/10/22)**

The Sofia University Board of Trustees is committed to fostering a more equitable, inclusive, diverse, and accessible university. We endorse and support the implementation of EIDA policies in academic and organizational practices as described in the catalog and other official documents of Sofia University.

# Degrees Offered

## Delivery of Instruction

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

### Hybrid

- Online and Residential component. Students must attend all three (3) class sessions in person, on campus. Online component through a Learning Management System.
    - Blended courses – in-person class sessions are streaming between both the Palo Alto and Costa Mesa campuses in an interactive format with audio and visual components; Faculty will teach in-person from one of the two campuses.

### Online

- Asynchronous - entirety of course is delivered online with no in person component and no scheduled meetings.
- Synchronous – course requires attendance at scheduled, virtual meetings.

### Online + Low-residency (MACP and MATP programs)

- provide most instruction through a Learning Management System, an online platform for sharing all course materials (including readings, quizzes and other assignments, audio-visual presentations, etc.), plus scheduled face-to-face intensives or seminars one or more times during the year. (Each program determines the frequency, length, and attendance requirements for face-to-face sessions. See the respective descriptions of degree requirements elsewhere in this Catalog.) Some online courses may require synchronous ("real time") teleconference sessions; these are noted in course descriptions.

**Language of Instruction:** The primary language of instruction at Sofia University is English. All courses, unless specifically noted, are taught in English. Students must demonstrate English language proficiency. Specific University courses are taught in the Chinese language.

## Degree Program Codes

| Program Name | CIP Code | SOC Code | Year Implemented | Number of Weeks | Credit Hours | Type |
|---|---|---|---|---|---|---|
| Bachelor of Arts in Psychology | 42.9999 | 19-3039 | 2013 | 117 | 135 | Quarter |
| Bachelor of Science in Business Administration | 52.9999 | 11-9199 | 2016 | 156 | 90 | Quarter |
| Master of Arts in Counseling Psychology | 42.9999 | 19-031 | 1988 | 120 | 90-94.5 | Quarter |
| Master of Arts in Transpersonal Psychology | 42.9999 | 19-3039 | 1975 | 131 | 42 | Quarter |
| Master of Business Administration Work Integrated Learning | 52.0201 | 11-1010 | 2016 | 104 | 48 | Quarter |
| Master of Science in Computer Science | 11.0701 | 15-1100 | 2014 | 104 | 48 | Quarter |
| Pathway: Master of Business Administration and Master of Science in Computer Science | 11.0701 | 15-1100 | 2021 | 104–129 | TBD | Quarter |
| Doctor of Philosophy in Transpersonal Psychology | 42.9999 | 19-3039 | 1975 | 130 | 75 | Quarter |
| Doctor of Psychology in Clinical Psychology | 42.2801 | 19-3031 | 2009 | 156–260 | 75*- 120** | Quarter |
| Doctor of Business Administration (DBA) | Codes unknown | | 2024 | 120 | 54 | Quarter |
| Doctor of Business Administration Chinese Language (DBAC) | Codes unknown | | 2023 | 120 | 54 | Quarter |

*Students entering with 45 credit units must complete 75 credit units.
**Students entering with bachelor's degree and no graduate transfer units will need to complete 120 credit units.

# Admissions

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

## Undergraduate Application Requirements

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

The University offers students who have completed an associate degree (or who have completed college credits) the opportunity to complete a bachelor's degree. Students who wish to apply for admission to Sofia's bachelor's completion programs must have successfully attained at least 75 quarter units (50 semester units) of college-level work. Students must have completed no fewer than 40 quarter units (30 semester units) that fulfill General Education requirements. Those with a completed associate degree must have completed the equivalent of the General Education requirements as established by the Intersegmental General Education Transfer Curriculum (IGETC) in the State of California.

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

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

Upon acceptance applicants will receive assistance from a member of the Registrar Department. Students will subsequently be given the listing of courses needed to complete the bachelor's program via a degree plan. Given that students enter Sofia's bachelor's completion programs with a variety of previous college experiences, degree plans are created to meet each individual circumstance (in relation to degree requirements). Admitted students must complete a minimum of 48 quarter units while enrolled at Sofia to earn a bachelor's degree. Students graduate with 180 total quarter units.

**Application Materials**

- Online application
- Application fee
- Official copies of all college or university transcripts
- Statement of purpose
- Proof of English proficiency (if applicable)
- Foreign transcript evaluation (if applicable)
- Form of identification

**Criteria for Admission and Prerequisites**

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

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

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

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

# Graduate Application Requirements

## Master of Arts in Counseling Psychology

**Application Materials**

- Online application
- Application fee
- Statement of purpose
- Two letters of recommendation
- Resume or Curriculum Vitae
- Official college or university transcripts
- Proof of English proficiency (if applicable)
- Foreign transcript evaluation (if applicable)
- Form of identification
- Faculty interview

**Criteria for Admission and Prerequisites**

- Applicants are required to have a bachelor's degree or higher from an accredited college or university or international equivalent with a minimum GPA of 3.0.

- Students without a background in psychology or related field (as determined by the Program Chair) may be required to take some prerequisite psychology classes.

## Master of Arts in Transpersonal Psychology

**Application Materials**

- Online application
- Application fee
- Statement of purpose
- One letter of recommendation
- Official college or university transcripts
- Proof of English proficiency (if applicable)
- Foreign transcript evaluation (if applicable)
- Form of identification
- Faculty interview

**Criteria for Admission and Prerequisites**

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

## Master of Science in Computer Science (STEM)

**Application Materials**

- Online application
- Application fee
- Statement of purpose
- Official college or university transcripts
- Proof of English proficiency (if applicable)
- Foreign transcript evaluation (if applicable)
- Form of identification

**Criteria for Admission and Prerequisites**

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

## Master of Business Administration (MBA)

**Application Materials**

- Online application
- Application fee
- Statement of purpose
- Official college or university transcripts
- Proof of English proficiency (if applicable)
- Foreign transcript evaluation (if applicable)
- Form of identification

**Criteria for Admission and Prerequisites**

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

## Doctor of Business Administration

**Application Materials**

- Online application
- Application fee
- Business pitch
- Leadership plan
- Resume or Curriculum Vitae
- Three letters of recommendation
- Official college or university transcripts
- Proof of English Proficiency (if applicable)
- Foreign transcript evaluation (if applicable)
- Form of identification
- Faculty interview

Criteria for Admission and Prerequisites

- Applicants are required to have a master's degree or higher from an accredited college or university.
- Students without a background in business or a related field (as determined by the Program Chair), may be required to take prerequisite psychology classes.

## Doctor of Philosophy in Transpersonal Psychology

**Application Materials**

- Online application
- Application fee
- Statement of purpose
- Resume or Curriculum Vitae
- Two letters of recommendation
- Official college or university transcripts
- Proof of English Proficiency (if applicable)
- Foreign transcript evaluation (if applicable)
- Form of Identification
- Faculty Interview

**Criteria for Admission and Prerequisites**

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

**Transfer Credit for Graduate Degree Programs:** Sofia University provides a variety of residential and online graduate programs to suit the needs of our students. Students may transfer up to 9 units (subject to Sofia approvals) from accredited colleges or universities. **Please note a credit transfer can only be completed at the time of admission. Once a student is enrolled in coursework, no further transfer evaluations will occur, without exception.**

# General Information About the Admissions Process

## Admissions Catalog Provision:

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

## Admissions Application:

To ensure that space is available at the time of preferred entry into a degree program, it is recommended that applications be submitted at least 12 weeks before the start of their desired term. Programs may set additional limitations on when students may enter. NOTE: Prospective students may submit an initial application before all materials are formally collected and completed.

## Application Fee:

A nonrefundable fee of $75 (U.S. dollars) is required with an application. Applicants may pay by check, money order, credit card, or via the online application portal.

## Retention of Application Materials:

Application materials from accepted applicants who do not matriculate into a program will be retained in the Office of Admissions.

## Conditional Acceptance:

In rare instances, applicants are accepted conditionally into a program due to pending completion of prerequisite courses or receipt of remaining required application materials. Students granted this acceptance by the Admissions team are required to comply with the terms outlined in their conditional offer letter. An updated letter will be provided to the student once the requirements have been met, as well as details about enrollment in classes and other pertinent information. Failure to submit the required documents will result in application deferral or withdrawal by the date outlined in the conditional offer.

## Appeal Process:

Students may be required to undergo an application appeal in the event that admissions criteria are not met, such as having a previous CGPA below 3.0. This process can involve submitting extra documentation (e.g., resume/Curriculum Vitae, statement of purpose, letter of recommendation, course-by-course review, etc.). Materials will be reviewed by a counselor and the Program Chair. Approval must be formally granted in writing by the Chair for students to be accepted. Please note that appeal approval is granted on a case-by-case basis and is not guaranteed.

## Deferral of Entry:

Applicants who have been accepted into a program but wish to delay their enrollment must submit a written deferral request to the Admissions team for up to one year. Those who resume the application process after more than one year from their initial submission must reapply to Sofia University. Applicable fees and terms must be honored at the time of reapplication.

## Readmission Policy:

The following student populations must submit a reapplication form via the online portal:

- Students who have withdrawn from their program and wish to re-enroll must first complete the readmission process through our registrar's office before reapplying with admissions. For more information about the readmission form, please contact registrar@sofia.edu.
- Applicants resuming the admissions process after one year
- Former Sofia University students who wish to apply for another academic program (whether at the same or a higher degree level)

Applicants must comply with the admission requirements of the new program (as well as submit the current required documents) in order to be considered eligible for their respective program.

Note: Students who wish to transfer degree programs while currently enrolled at Sofia University must fill out the required Program Transfer Form provided by the Registrar's Office. For more information, inquiries may be sent to: registrar@sofia.edu.

## Admission Rejection Policy:

In the event that students do not meet the criteria for a given academic program (or fail to meet admissions requirements), the Admissions Office reserves the right to reject a student for admission. Applicants who have been rejected may reapply after one year and have their admission file re-evaluated by a counselor. Please note that this does not guarantee acceptance into the University.

## State Authorization/Residence Policy:

Sofia University is authorized to deliver online education to students in select U.S. territories. The U.S. Department of Education requires that any institution offering online programs to students who reside outside of its home state must acquire authorization from the states in which students reside. Regulations vary from state to state and, as such, federal, state, and institutional policies may limit Sofia University's authorization to deliver online education to students in certain states. Students must note that changing their location from a state where Sofia meets State requirements to a state where Sofia does not meet State requirements may have consequences including the inability to enroll or loss of eligibility for Title IV federal financial aid funds. Students must contact their counselor to discuss any change in location prior to relocation. Should a student relocate to a state in which Sofia University is not authorized to provide distance education, continued enrollment cannot be guaranteed. To view the current list of approved states for distance education, please consult the official Sofia University website - State Authorizations.

## English Proficiency Requirements:

Students must use the following criteria to determine their exemption status for taking an English Proficiency Exam.

If you meet **at least one** of the following requirements, **you are exempt** from an English Proficiency Exam:

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

*To prove that ALL courses were taught in English, students may provide one of the following:

- Verbiage in the official transcript verifying the program was taught in English.

- Verbiage in the transcript evaluation verifying the program was taught in English.
- Published information about the program on the school website – students need to provide it.
- Verification by the Registrar's Office – an email must be directly sent by the school to Sofia Admissions.

**English scores cannot be older than two years at the time they are submitted to Sofia University*

### The following countries are exempt from an English Proficiency Exam:

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

### Acceptable English Scores for Bachelor's Degree Programs

| Test | Minimum score required for full admission | How to submit your English score |
|---|---|---|
| Test of English as a Foreign Language (TOEFL) Internet Based Test (IBT) | 61 | Official English score sent by Test Center; Sofia University School Code:9770 |
| TOEFL Computer Based Test (CBT) | 173 | Official English score sent by Test Center; Sofia University School Code:9770 |
| TOEFL Paper Based Test (PBT) | 500 | Official English score sent by Test Center; Sofia University School Code:9770 |
| International English Language Test System (IELTS) | 6.0 | Official English score sent by Test Center |
| Pearson Test of English Academic (PTE Academic) | 51 | Official English score sent by Test Center |
| International Test of English Proficiency (iTEP) | 3.5 | Official English score sent by Test Center |
| Cambridge English Exams | 169 | Official English score sent by Test Center |
| Duolingo English Test | 100 | Official English score sent by Test Center |
| LanguageCert | B2 Level - Communicator Level | Official English score sent by Test Center |

### Acceptable English Scores for Master's and Doctoral Degree Programs

| Test | Minimum score required for full admission | How to submit your English score |
|---|---|---|
| Test of English as Foreign Language (TOEFL) Internet Based Test (IBT) | 79 | Official English score sent by Test Center; Sofia University School Code: 9770 |
| TOEFL Computer Based Test (CBT) | 212 | Official English score sent by Test Center; Sofia University School Code: 9770 |
| TOEFL Paper Based Test (PBT) | 548 | Official English score sent by Test Center; Sofia University School Code: 9770 |
| International English Language Test System (IELTS) | 6.5 | Official English score sent by Test Center |
| Pearson Test of English Academic (PTE Academic) | 58 | Official English score sent by Test Center |
| International Test of English Proficiency (iTEP) | 4.0 | Official English score sent by Test Center |
| Cambridge English Exams | 176 | Official English score sent by Test Center |
| Duolingo English Test | 110 | Official English score sent by Test Center |
| LanguageCert | B2 Level - Communicator Level | Official English score sent by Test Center |

Sofia University accepts document-by-document GPA reports equivalent to a bachelor's or master's degree in the U.S. if your degree is NOT from a U.S. accredited institution. A course-by-course GPA report will be required if you wish to transfer course credits to Sofia University; this report includes the CGPA and course listing.

Applicants must use a NACES certified evaluation service (https://www.naces.org/members) for evaluation. These evaluation services are not affiliated with Sofia University, and applicants are responsible for any associated processing fees.

Official foreign transcript evaluation reports should be sent directly from the evaluation service itself. Documents sent from students will not be considered during the admissions process.

Foreign Transcript Evaluation Instructions:

Option 1: Please refer to the NACES website to select an evaluation agency.

Option 2: If you have decided to choose the Foundation for International Services (FIS) as your evaluation service, please refer to the instructions below. Note: FIS is not affiliated with Sofia University

- Please navigate to the FIS website and select the "individuals" option.
- Select the Modified Document-by-Document Evaluation option to include the CGPA calculation (or select the Course-by-Course evaluation option if you wish to transfer course credits).
- Pick the ideal delivery time based off of the schedule that works best for your needs.
- Please have official evaluation reports emailed to: registrar@sofia.edu (recommended), or have sealed evaluation reports mailed to: 1069 E. Meadow Circle, Palo Alto, CA 94303 (ATTN: Registrar's Office).
- Follow up with the FIS and Sofia's Registrar Office to ensure that your Foreign Transcript Evaluation Report has been delivered.
- For more information or inquiries, please email FIS at info@fis-web.com

# General Fees

## Tuition and Fees

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

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

| Program Tuition and Estimated Costs | | | |
|---|---|---|---|
| **Degree Program** | **Total Units** | **Estimated Tuition Cost** | **Estimated Fees** |
| **Bachelor's** | | | |
| **BA/BS Completion** | 90* | $36,000 | $1,400 |
| **Master's** | | | |
| **MACP** | 90 | $58,500 | $4,025 |
| **MATP** | 42 | $29,600 | $2,200 |
| **MATPC****** | 42 | $29,600 | $2,200 |
| **MATPK****** | 42 | $29,600 | $2,200 |
| **MBA** | 36 | $24,000 | $1,100 |
| **MBAC****** | 36 | $24,000 | $1,100 |
| **MSCS** | 42 | $24,000 | $1,250 |
| **MBA/MCSC Pathway** | 72 | $44,000 | TBD |
| **Doctoral** | | | |
| **DBA** | 54 | $51,300 | $1,533 |
| **DBAC****** | 54 | $51,300 | $1,533 |
| **PhD** | 75 | $71,450 | $3,575 |
| **PHDC****** | 75 | $71,450 | $3,575 |
| **PsyD** | 75** | $71,250 | - |
| **PsyD with BA** | 120*** | $114,000 | - |

**Students entering with 90 undergraduate transfer units.*
***Students entering with 45 graduate transfer units.*
****Students entering with bachelor's degree and no graduate transfer units.*
*****The MATPC, MBAC, and PHDC programs are offered in Chinese. The MATPK program is offered in Korean. Potential scholarships are available for students enrolled in these programs. For more information, please contact globalcollege@sofia.edu or reach out to your admissions counselor.*

| Certificate Program Tuition and Costs | | |
|---|---|---|
| **Degree Program** | **Total Units** | **Estimated Program Cost** |
| Leadership and Life Coaching | NA | $6,400 |
| Dream | 13* | $10,000 |
| Cybersecurity | 18 | $9,360 |
| Artificial Intelligence | 18 | $9,360 |
| Eco Psychology | 13* | $10,000 |

| Fees Table | | |
|---|---|---|
| **Fee Type** | **Fee Description** | **Cost** |
| Application Fee* (Domestic and International) | All Student Applicants —*Non-Refundable | $75 |
| Acceptance Fee* | Domestic/International Student - *Non-Refundable | $200 |
| Digital Badge Fee | Fee paid by all new Sofia students *Non-Refundable | $50 |
| STRF Fee* | Student Tuition Recovery Fund Fee (*Non-Refundable) $0.00 per $1,000 Tuition. *CA Residents Only. | $0.00 per $1,000 |
| Late Registration | Administrative charge for registering late. | $100 |
| Payment Plan | Administrative charge for creating and maintaining payment plan. | $50 |
| Student Services Fee | All students (Technology and Student Activities—Quarterly). | $290 |
| MACP Intensive Fee - 10 days with lunches | Covers the cost of speakers, lab, and 10 days of lunch. | $825 |
| MACP Intensive Fee - 10 days without lunches | Cover the cost of speakers, lab, no lunch included. | $600 |
| MATP and PhD Seminar Fee - 5 days with lunches | Covers the cost of speakers, lab, and 5 days of lunch. | $650 |
| MATP and PhD Seminar Fee - 5 days without lunches | Covers the cost of speakers and lab, no lunch included. | $475 |
| Graduation | All students who complete their degree requirements and wish to receive a diploma (participation in commencement is included). | $175 |
| 0-unit Course | Flat rate for 0-unit course per quarter. | $500 |
| Orientation Fee | Fee paid by all new Sofia students. *Non-Refundable | $50 |
| I-20 Processing Fee | International Students *Non-Refundable. | $100 |
| OPT Services Fee | Covers cost of OPT for F-1 Students. | $100 |

| Miscellaneous Fees | | |
|---|---|---|
| **Fee Type** | **Fee Description** | **Cost** |
| Additional Diploma | Replacement cost or for additional copies of Diploma. | $50 |
| International Diploma Shipping Fee | Covers International Diploma Shipping Costs. | $75 |
| Bounced Check | Administration fee for a returned check. | $50 |

| Miscellaneous Fees | | |
|---|---|---|
| PLA Fee - Prior Learning Assessment Fee | Opportunity for students to have prior work experience assessed and reviewed through a combination of testing, interview, etc. Students to demonstrate prior knowledge and claim work experience as credit. | $500 |
| Course Challenge Fee | Students can petition to have courses taken at other universities accepted at Sofia. *Non-Refundable | $500 |
| Credit Card Transaction Fee | Non-refundable 3% fee for each credit card transaction will be added to the total transaction amount as of November 20th, 2023. | 3% of total amount |

# Housing and Estimated Cost of Attendance

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

- Studio: $1,800–$2,600
- 1-Bed, 1-Bath: $2,200–$3,400
- 2-Bed, 2-Bath: $3,200–4,500

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

For students enrolled at Sofia's Orange County campus, the average rental cost is $2,200 in the county, and $2,500 in nearby Los Angeles County. The latter requires personal transportation, which should be figured into total monthly costs.

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

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

| Estimated Cost of Attendance | | | | |
|---|---|---|---|---|
| | **Quarterly** | **Three Quarters** | **Four Quarters** | |
| **Housing (Room and Board)** | $8,150.25 | $24,444.75 | $32,595 | Estimated |
| **Books** | $450 | $1,350 | $1,800 | Estimated |
| **Transportation** | $217.25 | $651.75 | $869 | Estimated |
| **Miscellaneous** | $1,629.75 | $4,889.25 | $6,519 | Estimated |

Payment and Release of Records: Sofia University releases transcripts and grants degrees only after a student satisfies all financial obligations to the University. Official Transcripts can be ordered and sent but will not indicate degree completion. Some services and records are withheld from students who have any outstanding financial obligation to the University.

## Audit Tuition Rate:

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

## Refund Policy:

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

## Seminar and Retreat Refunds:

During intensives and seminars, off-site hotels are generally used and students will make their own reservations. However, if Room and Board are provided by Sofia University for retreats, funds advanced for Room and Board fees for seminars and retreats will be refunded in full, if written notification is received at least two weeks before the beginning of the seminar or retreat. After the two-week limit, no refund is guaranteed, as the policies vary by retreat facility. Room and Board refunds are at the discretion of the party (the University or retreat venue) who took the reservation.

## Online + Low-residency Intensive and Seminar Deduction:

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

## Disclosure – No Pending Bankruptcy:

*Disclaimer:* Sofia University does NOT have a pending bankruptcy, is NOT operating as a debtor in possession, has NOT filed within the preceding five years, and has NOT hada petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.).

## Student Tuition Recovery Fund Disclosures:

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

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

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

Bureau for Private Postsecondary Education

1747 North Market Blvd., Suite 225

Sacramento, CA 95834
(916) 431-6959 or (888) 370-7589

To be eligible for STRF, the student must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss because of thefollowing:

- The institution, a location of the institution, or an educational program offered by the institution, was closed or discontinued, and the student did not choose to participate in or did not complete a teach-out plan approved by the Bureau.
- The student was enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution or was enrolled in an educationalprogram within the 120-day period before the program was discontinued.
- The student enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
- The institution has been ordered to pay a refund by the Bureau but has failed to do so.
- The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
- The student has been awarded restitution, a refund, or another monetary award by an arbitrator or court based on a violation of this chapter by an institution or representative of an institution but hasbeen unable to collect the award from the institution.
- The student sought legal counsel that resulted in the cancellation of one or more student loans and hasan invoice for services rendered and evidence of the cancellation of the student loan or loans.

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

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

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

# Institutes and Global College

## The Institute for Transpersonal Psychology

Sofia University was formerly known as the Institute of Transpersonal Psychology (ITP), founded in 1975. Historically, the University's academic emphasis has been on providing graduate degree programs in Transpersonal Psychology; in recent years the University has expanded its offerings into Business and Computer Science. Nevertheless, the Institute of Transpersonal Psychology lives on and thrives within Sofia University and is the "keeper of the flame" of Transpersonal Psychology that was ignited by its founders in 1975. We define Transpersonal Psychology as the scientific study of the full range of human experience, which includes the pain of trauma and dysfunction on the one hand and heights of creativity, intuition, and peak functioning on the other. The Institute of Transpersonal Psychology at Sofia University offers an undergraduate completion program for a Bachelor of Arts in Psychology and graduate degrees programs for a Master of Arts in Counseling Psychology, a Master of Arts in Transpersonal Psychology, a Master of Arts in Transpersonal Psychology (Chinese Language), a PhD in Transpersonal Psychology. a PhD in Transpersonal Psychology (Chinese Language), and a PsyD in

Clinical Psychology. Additionally, the Institute offers two certificates: Transformative Life Coaching and Dream Studies.

**Transfer of Credits Policies and Articulation Agreements:**

-Southern Nevada Community College

-Davis College, Ohio

## The Institute for Applied and Professional Studies

The Institute, founded in 2021, offers a transpersonal set of programs including a Bachelor's Completion program, a Master's in Business Administration and a Master's in Computer Science, an anticipated Doctorate in Business Administration, and several Graduate Certificates in Computer Science specialties such as Cyber Security, Artificial Intelligence, and Machine Learning. The Institute fosters a holistic transpersonal approach to business and computer science and offers a Pathway Program between the two which allows students to study at the graduate level in both disciplines. Students at the Institute enjoy a wide variety of clubs and activities that integrate teamwork, innovation, and transpersonal philosophy while advancing their studies in business and computer science. The Institute encourages cross discipline research and projects and is supported by a faculty who are proficient in their respective disciplines and in transpersonal education.

**Transfer of Credits Policies and Articulation Agreements:**

-Southern Nevada Community College

-Davis College, Ohio

## Global College

Sofia Global College was established in 2020. It is charged with supporting the mission of Sofia University to provide global access to affordable and high-quality transformative education and to promote diversity of the Sofia community. We do this by extending learning opportunities beyond the borders of Sofia's campus and/or outside of regular schedules. For example, we provide Online MBA and MATP, and PhD in Transpersonal Psychology degree program taught in Chinese language for Chinese-speaking students, which is unique and meaningful because of profoundly promoting cross-cultural communication between Western and Eastern with about 2,500 graduates all across China. We also partner with the largest private education group in China, Beifang international group to provide the customized online short-term program (non-credit, non-degree) for over 3,000 Chinese undergraduate students. Learn more about Global College visit the website (https://www.sofia.edu/categories/global-college/)

**Transfer of Credits Policies and Articulation Agreements:**

-Southern Nevada Community College

-Davis College, Ohio

# International Student Services (International Office)

## International Student Services

**Definition of important terms**

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

**I-20:** The form I-20 (also known as the Certificate of Eligibility for Nonimmigrant [F-1] Student Status) is a United States Department of Homeland Security, specifically Immigration and Customs Enforcement and

the Student and Exchange Visitor Program (SEVP), document issued by SEVP-certified schools (colleges, universities, and vocational schools) that provides supporting information on a student's F-1 status.

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

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

**I-901 SEVIS Fee:** The SEVIS I-901 fee is required once for each SEVIS record. Payment of this fee is required prior to the issuance of a visa stamp by a U.S. Consulate or Embassy. If the student is renewing a F-1 visa and has maintained the previous SEVIS number, then the student has already paid the SEVIS I-901 fee. Students transferring to Sofia University from another U.S. institution, will have the SEVIS record transferred and are not required to pay another fee.

For answers to frequently asked questions, students should visit: https://www.ice.gov/sevis/i901/faq

**I-94 Record:** When international students travel to the United States, they receive a Form I-94, "Arrival/ Departure Record," at their port of entry. International students who enter the country at an air or seaport are issued an electronic form, while those who enter the country at a land port are issued a paper Form I-94. An electronic history of a student's 1-94 can be retrieved online at https://i94.cbp.dhs.gov/I94/#/home by selecting "Get Most Recent I-94."

*For each new entry into the U.S.:* Students are reminded to download and print a new I-94 record each time they exit and return to the U.S. They must keep the most current printed I-94 record with their passport for their own records. State and federal government agencies will ask to see the I-94 record (for driver's license, social security number, etc.). The I-94 is important evidence that you, a student, has of being in the U.S. legally, so it is important to always keep a printout of the 1-94 record with the passport. On certain occasions, students will be required to submit a copy of the I-94 record to the DSO at Sofia University.

**International Student Support Services**

Designated School Officials (DSOs) at the International Student Office are able to provide advice and guidance to F-1 students on matters relating to their F-1 status and SEVIS record.

Students can find information and helpful resources in the International Student Handbook

**Housing**: If students require assistance with locating off-campus housing or homestay options, please email dso@sofia.edu. While Sofia University cannot recommend or endorse a particular agency or website, we are able to provide students with information and resources to guide them in their search.

**Scholarships**: At Sofia University, we take pride in offering over a dozen international and external scholarship opportunities to our students. These scholarships are designed to recognize academic excellence, leadership potential, and diversity, and we are pleased to highlight that almost all of these opportunities are also open to international students, ensuring equal access to financial support and fostering a diverse and inclusive campus community. Additionally, Sofia University provides on-campus employment opportunities for eligible students, enabling them to gain practical experiences, earn income, and enhance their professional skills while studying at our university. Students can learn more about scholarship options at Sofia by visiting the following link to our Scholarship Page.

# International Student Admissions

## International Student Admissions:

Sofia University is an SEVP certified institution since 2002 and has approval to accept non-immigrant F-1 students.

Application requirements are program specific. Please

see Undergraduate Application Requirements and Graduate Application Requirements for more information.

The process for foreign transcript evaluation has been specified in "General Information About the Admissions Process."

F-1 Students must also meet the University's English Proficiency Requirements which are specified in "General Information About the Admission Process."

After the student has completed the application process and received an acceptance letter, the International Student Office will provide guidance on the process of obtaining an I-20 and a F-1 visa (if applicable).

International students must be enrolled full time each quarter to maintain their F-1 status, unless approved for a reduced course load or annual vacation quarter by DSO. The definition of full-time study will differ based on education level and program.

Only one online course can be taken per quarter, and the other courses must be taken physically on campus. The online class may be 100% remote, and there is no fixed time for the class (due to the asynchronous schedule). Students are required to login to the self-study platform on Canvas and complete the weekly assignments. Each on-campus course has required attendance.

# Obtaining an I-20 from Sofia University

The International Office requires the following visa-related documents to create the student's I-20:

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

Additional documents for transfer students include:

- Most recent I-20
- Current F-1 Visa
- SEVIS Transfer Form (if applicable)
- Employment Authorization Document (EAD) if applicable
- Latest I-94 record
- I-797 Notice of Action (if applicable) for students who have a pending application or petition with USCIS

## Proof of Financial Support:

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

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

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

*Financial sources must be readily available liquid assets such as:*

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

*The following documents/funds are NOT acceptable:*

- Paystubs or statements verifying employment and/or salary
- Insurance premiums or policies

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

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

## Spouses and Dependents:

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

***Documents Needed to Apply for an F-2 Visa:***

- Valid passport
- Photographs
- F-2 dependent SEVIS Form I-20
- Visa application fee
- DS-160 Application
- Supporting documentation including copies of the F-1 student's immigration documents, proof of student status, and financial documentation and documents that establish the relationship with the F-1 student such as a marriage certificate for spouses or birth certificate for children.

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

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

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

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

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

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

A student's spouse and dependent children are allowed to enter the U.S. under an F-2 visa while the student is enrolled as a full-time student in an on-campus program. Applicants should specify in the Initial I-20 Request Form if they will be bringing dependents into the United States with them. They must also complete supplemental A701 Request for I-20 so that each person entering the U.S. may be issued a document.

# Change of Status Policies and Procedures

If you are in the US in a nonimmigrant status (B-1/B-2, F-1, F-2, H-1B or H-4) and would like to change to an F-1 status without travelling to a US embassy/consulate, you will need to apply for a change of status ("COS") with USCIS.

To be eligible to apply for a COS, you must be in the US with a valid visa status and USCIS must receive your COS application before your current visa status expires. Nonimmigrant visa holders in the following categories are not permitted to change to F-1 status from within the US and must change status through Consular Processing:

- M-1 students
- C, D, and K nonimmigrants
- WT and WB visitors admitted under the Visa Waiver Program through ESTA

- J-1 physicians admitted to receive graduate medical education or training
- J nonimmigrants subject to the 212(e) 2-year foreign residence requirement

***NOTE:*** *If your COS is approved by USCIS, you will be in your new status, but you will not have a visa reflecting the new status. The next time you travel outside of the US, you will need to apply for a new F-1 visa at a US consulate/ embassy to reenter the US in your new status. For best guidance, always communicate with your DSO before traveling outside the US.*

At the time of applying to Sofia, it is important you communicate to the International Student Office you are applying for a change of status so your DSO can prepare the appropriate F-1 I-20. After you are admitted to Sofia University, you will be issued your F-1 I-20 by a DSO.

You can begin your COS application by going to the USCIS I-539, Application to Extend/Change Nonimmigrant Status. There, you will find a "file online" button that takes you to the USCIS application page. You will need to create an account if you do not already have one. For the COS application, you will be filling out the I-539 online form. Instructions on how to fill out the I-539 form can be found here. You must be prepared to provide the following supporting documents for your online application:

- Copy of the biographical page of your current passport.
- Copy of your current visa.
- Copy of your most recent I-94.
- I-901 SEVIS Fee Receipt. Make sure you make payment by going to https://www.fmjfee.com/i901fee/index.html and include your receipt in your online application.
- A copy of your F-1 I-20 signed by you and your DSO.
- A bank statement from you or your authorized sponsor(s). For this application, a bank letter will not suffice. Please read the "Proof of Financial Support" section of this catalog for further information on acceptable financial documentation.
- A filing fee will apply.
- Personal statement, addressed to USCIS, from you, describing why you would like to change your status

After submitting the online application, you will receive an email from USCIS containing your I-797, Notice of Action. Save this document for your records.

Please note that representatives at Sofia University cannot prepare or file a COS application on behalf of a student, but we can help answer questions about the process.

If the application for COS to F-1 is received by USCIS before the current visa status expiration date, the applicant may remain in the US while the F-1 status is pending. However, it should be noted that the COS process can be lengthy. To learn about the most recent USCIS processing times, please visit https://egov.uscis.gov/processing-times/.

Whether an international student can begin studying while their COS to F-1 is pending will depend on a case-by-case scenario. Students may be advised to study at the next available intake or to defer their program start date until the F-1 status is approved. Students can email DSO@sofia.edu for further guidance.

Effective June 2023, USICS has opened a premium processing path for COS applicants by filling the I-907, Request for Premium Processing Service. An additional fee does apply. USCIS will provide a response to an applicant who selects the premium processing application within 30 calendar days from when all prerequisites, including receipt of biometrics, have been completed. This does not guarantee approval for all cases. Filing the I-907 confirms that USCIS will send you one of the following notices within 30 days; an approval, a denial, a notice of intent to deny or a Request for Further Evidence (RFE). If you receive an RFE, the 30 days will "reset" when USCIS has received the response to the RFE.

Continue to monitor the status of your online application through your USCIS account and email as USCIS may send you an RFE. It is important to respond to any RFE from USCIS in a timely manner. You may email DSO@sofia.edu for assistance in responding to an RFE.

If the F-1 status is approved, contact your DSO immediately for the next steps.

If the F-1 status is denied, and you do not have another active visa status to fall back on, you will unfortunately have to leave the US immediately to avoid accruing unlawful presence. You may contact your DSO for guidance on alternative options.

# Applying for an F-1 Visa

To provide time for visa processing, students are encouraged to apply for their visa as soon as they receive their I-20 issued by Sofia University. U.S. Embassies or U.S. Consulates are able to issue F-1 entry visas up to **365 days** before the program start date listed on your I-20.

In most countries, student visa applicants must appear in person for the visa interview. However, each U.S. Embassy or U.S. Consulate sets its own interview policies and procedures. Students should consult the specific embassy website or call for application instructions; visit the Website of U.S. Embassies, Consulates, and Diplomatic Missions for more information.

**The following documents are typically required for the F-1 visa application:**

- Online Non-immigrant Visa Application Form (DS-160) confirmation page
- Visa application fee payment receipt (visit the U.S. Embassy or U.S. Consulate website for specific instructions)
- Form I-20 issued by DSO
- Valid passport (the passport should be valid for at least six months after your date of entry into the U.S.)
- Evidence of financial support (proof of sufficient funds for estimated cost of one academic year)
- Student and Exchange Visitor Information System (SEVIS) I-901 fee payment receipt. Federal regulation requires all prospective international students and exchange visitors to pay the I-901 SEVIS Fee upon receipt of Form I-20 and prior to scheduling the visa appointment with U.S. consulates abroad.
- A copy of your acceptance letter from Sofia University
- One photograph (see the U.S. Department of State website for photo requirements)

**Additional Documents to consider:**

- Personal Curriculum Vitae
- Program acceptance letter
- Academic Advisor's Curriculum Vitae
- English TOEFL Test Scores or Transcripts if needed

All applicants should be prepared to provide additional information, such as transcripts or diplomas from previously attended institutions, or documents which demonstrate that the applicant intends to return home after their studies. Dependents will receive their own I-20 with a SEVIS identification to apply for the F-2 visa. Dependents are not required to pay the SEVIS fee. While it is encouraged that applicants be prepared with additional supporting documents, it is important that they only present the documents requested by the visa officer. Applicants should be prepared to answer questions of the visa officer, directly and honestly.

We recommend that visa applicants review this information on preparing your application and attending your visa interview.

No assurances regarding the issuance of visas can be given in advance. Therefore, final travel plans, or the purchase of non-refundable tickets should not be made until a visa has been issued. After the visa has been issued, please be sure the F-1 visa stamp in your passport is accurate and that your original I-20 has been returned to you as you will need to have it in hand when entering the U.S.

# Documents to Bring When Entering the U.S. and Traveling Outside the U.S. on F-1 Status

When preparing for your arrival to the U.S. for the first time as an international student, you should plan your travel according to the information provided by your college. According to immigration regulations, F-1 student visa holders can enter the U.S. up to 30 days prior to the program report date on the 1-20.

- Valid passport with an official F-1 visa stamp
- F-1 visa
- Program acceptance letter
- Your original I-20 issued by Sofia University (with SEVIS fee paid prior to your travel date)
- A copy of your acceptance letter from Sofia University
- I-901 SEVIS fee receipt
- Financial documents provided when applying for Sofia program of study

At the U.S. port of entry, you will be required to present your passport and I-20 to the immigration officer who will stamp your passport. In most cases, the officer notes "D/S" (Duration of Status) on your passport

pages. This means you are allowed to stay in the U.S. for the length of time indicated on your I-20, provided that you maintain full-time enrollment and a valid F-1 visa status.

**Do not enter** the U.S. in visitor status (B-1/B-2, WT, or WB). This status does not permit full-time study in the U.S. After your arrival, print your Admission (I-94) number at cbp.gov/I94 and keep a copy of all travel documents (I-94 information, F-1 visa, and I-20) for your personal records. Ensure your I-94 print out contains the correct information, including F-1 visa status and "Duration of Status."

If you have any additional questions about the visa process, do not hesitate to reach out to dso@sofia.edu for additional follow-up.

**Traveling outside the U.S. after initial entry**

Students on a F-1 visa are permitted to travel outside the U.S. Students may wish to travel abroad during their vacation term or when school is not in session. If a student needs to travel when the quarter has commenced and classes are on-going, they should be mindful of attendance requirements and obtain permission from their academic advisor. Traveling always carries inherent risks and students should be prepared to answer any questions raised by U.S. Customs and Border Patrol on why they are traveling. You should not travel outside of the United States for a period of more than five consecutive months.

Prior to traveling, students should inform the DSO and obtain an I-20 endorsed for travel and signed by their DSO.

When returning to the U.S., it is important to carry the following documentation:

- A Form I-20, recently endorsed for travel and signed by your DSO (contact DSO@sofia.edu to receive a travel endorsed I-20);
- A current passport valid for at least six months after the date of your reentry.
- A valid, current visa;
- Financial information showing proof of necessary funds to cover tuition and living expenses (optional).

You can stay in the United States on an expired F-1 visa, until the program end date or OPT end date listed on your I-20 (including any associated grace periods), if you maintain your student status. However, you must have a valid visa to return to the United States. If your visa has expired at the time you travel, you will need to reapply for a new F-1 visa in order to be permitted to return.

# F-1 Transfer Students

If an F-1 student is currently in the U.S. on an active F-1 status and has been accepted to Sofia University, they may request to transfer their F-1 SEVIS record from their previous university to Sofia University. After acceptance, Sofia's Office of Admission will connect the new student with Sofia's International Student Office. The International Student Office will request the student to fill out Sofia University's I-20 request form for the appropriate term and work with the student to select an appropriate SEVIS transfer date. After the SEVIS transfer is completed, a DSO at Sofia University will issue the student their updated Sofia I-20 within 3-5 business days. Any prospective SEVIS transfer students can email DSO@sofia.edu for additional guidance on the SEVIS transfer process.

**Important Notes for Students Transferring to Sofia University:**

- Sofia University has a SEVIS transfer deadline for each new quarter and some schools require 7-10 days of processing time for a SEVIS transfer request. Students are advised to notify their previous university and collaborate on the SEVIS transfer as early as possible.
- SEVIS transfers can be scheduled in advance.
- If an F-1 student currently holds OPT or CPT authorization with their previous school, the curricular practical training will no longer be valid starting the day of the SEVIS transfer.
- If the student's SEVIS record is no longer active, the student must first schedule an appointment with DSO@sofia.edu prior to having their SEVIS record transfer.

An international student attending Sofia University that has been accepted to a new university may request to transfer their SEVIS records to their new SEVP Certified school. Students must provide the Sofia DSO with a program acceptance letter from the SEVP Certified school along with the SEVIS ID of the new school. The student will also give the DSO a "release date" for when they would like the SEVIS record transferred to the new school.

It is important that students ensure they are transferring within the 60-day grace period if they have already completed a program at a previous institution. If the F-1 Visa has expired and the student has already left the country, then the student will need to re-apply for an F-1 Visa at a U.S. Consulate prior to the program start-date at Sofia University.

# Reinstatement

A student in F-1 status who has been informed verbally or by email that he or she may be "out of compliance/ status" MUST schedule an appointment with the Sofia DSO. An F-1 student may fall "out of status/ compliance" for violation of federal government regulations governing students in F-1 visa classification.

Examples of why a student may fall "out of status/ compliance":

- letting the program end date on the I-20 expire without requesting a program extension in a timely manner;
- taking too many online courses and not enough on ground classes;
- working without authorization;
- taking a leave from school without permission or not registering for a term that is required by the program;
- not making continuous progress towards the degree.

The International Student Office must terminate the SEVIS record of a student who is "out of compliance/ status" in order to comply with federal regulations.

During the first weeks of the discovery of the violation, the International Student Office will work with the student to attempt to remedy the violation if possible. If there is no possible remedy, the student's SEVIS record will be terminated. The student may seek to regain F-1 status provided that he or she is academically and financially qualified to continue and/or complete the degree program to which he or she was accepted. A student who has violated employment related regulations may have limited options.

When the student meets the DSO regarding the reasons for falling "out of compliance/status," the DSO will determine if reinstatement and/or readmission is possible and provide further information about the process.

**The process to regain valid F-1 status can be challenging. We want to discuss your options with you. We also encourage you to contact an immigration attorney so you can make an informed decision and consider the risks with both options.**

**Note:** If you are a prospective SEVIS transfer student and your F-1 status is no longer active, please contact DSO@sofia.edu to learn more about your options to join Sofia University.

## Option 1: Reinstatement

When requesting reinstatement, you must establish to the satisfaction of United States Citizenship and Immigration Services (USCIS) that you:

- Have not been out of status more than 5 months at the time of filing the request for reinstatement (or demonstrate that the failure to file within the 5-month period was the result of exceptional circumstances and that you filed for reinstatement as soon as possible under these circumstances).
- Do not have a record of repeated or willful violations of immigration regulations.
- Are currently pursuing, or intending to pursue, a full course of study in the immediate future at the school which issued the form I-20.
- Have not engaged in unauthorized employment.
- Are not deportable on any ground other than overstaying or failing to maintain status.

**You must also establish that:**

- The violation of status resulted from circumstances beyond your control. Such circumstances might include serious injury or illness, a natural disaster, or inadvertence, oversight, or neglect on the part of an Advisor, but do not include instances where a pattern of repeated violations or a willful failure on your part resulted in the need for reinstatement, or
- The violation relates to a reduction in your course load that would have been within the international student adviser's authority to authorize, and that failure to approve reinstatement would result in extreme hardship to you.

If USCIS approves the reinstatement request, the adjudicating officer will update your SEVIS record to indicate that you have been reinstated. If USCIS does

not approve the reinstatement request, you may not appeal the decision and need to prepare to leave the U.S. immediately.

### Option 2: Travel and Reentry

In some cases it may be advisable to depart the U.S. and re-enter with a new I-20, rather than applying for reinstatement. You may do this by obtaining a new I-20 from the school you are currently attending or wish to attend, then departing the U.S., applying for a new F-1 Visa and the F-1 visa stamp in your passport has expired, and returning to the U.S. A re-entry to the U.S. after a status violation is viewed by Immigration as "initial attendance" in F-1 status. As such, you are bound by restrictions placed on new students, such as the academic year waiting period for eligibility for practical training.

## MSCS/MBA Work Integrated Learning (WIL) Internship Program

### Purpose of the Sofia Internship Program

As part of Sofia University's mission, we support the pursuit of academic excellence for students interested in traditional employment in the US and participation in entrepreneurial ventures. The Work Integrated Learning Course is a graduation requirement for the MBA and MSCS, and students must seek out opportunities for experiential learning as part of the academic training process.

Students enrolled in the MSCS or MBA program have the opportunity to work with startup companies, venture capital firms, and associated corporate environments. Those in the program will have the chance to capitalize flourishing technological and business innovations in the US and will demonstrate their scholarly aptitude through experiential learning. Therefore, we believe that students enrolled at Sofia will acquire valuable real-world knowledge through these internships.

Overall, our degree programs rely on modernized curricula and communication competency, relevant to the field (rather than utilizing older, text-based forms of instruction). However, we respect the traditional approach to higher education which includes research, the identification of best practices, and the dissemination of high-quality academic and professional analysis. With these variables combined, the educational focus of our programs in business administration and computer science helps students transition seamlessly into their professional roles and gives them the confidence to pursue their goals.

With an emphasis on specialized areas tailored to the US market needs, students are actively encouraged to collaborate with relevant local industry firms early in their academic journey.

As an institution that has arisen historically from a rich background in humanistic and transpersonal theory, we at Sofia promote the training of degree candidates who will, in their professional lives and endeavors, seek to make the world a better and more compassionate place for all to live in.

As such, the hallmarks of advanced education at Sofia University include:

- Respect for people and business practices, while serving as a force for good.
- A recognition of the concept "B Corps" as the preferred business model that adheres to the values of environmental sustainability, equality, human dignity, and the alleviation of suffering where possible and applicable.
- Multicultural awareness through international exchange of scholarly discourse and rapport with students, from around the globe.
- Competency-based courses that utilize innovative instructional methods.
- Cross-disciplinary curricula that encourages students to look beyond their own academic fields and create new possibilities through innovation.
- Programs that meet the high standards of both: Sofia University's Advisory Board (which consists of mainstream Silicon Valley industry leaders) and the Western Association of Schools and Colleges (WASC).

### What is an Internship?

In general, an internship is viewed as a structured opportunity for a student to gain new knowledge and experience while in a professional setting. An internship may be paid or unpaid and can be part-time (20 hours or less), or full-time (anything more than 20 hours). This component might be local to the school or in a different location. Internship placements can also take place abroad in an international setting for domestic students.

**Internships often have these characteristics in common:**

- They are methodically structured with clearly designated responsibilities.
- They provide an opportunity to apply classroom theories and concepts to real-world situations.
- They are meant to be completed in a set period.
- Well-planned internships set clear goals and objectives that should be achieved while students are engaging in these experiential exercises.
- Good internships include proper supervision, the opportunity for mentorship, and a constructive feedback method in which participants can learn from more experienced professionals.
- Ideally, students are provided with the necessary resources and support to transition from academia into their professional field of choice.

**What *isn't* part of an Internship?**

- An internship is not work, which primarily involves clerical or unskilled assignments.
- An internship is not a placement where the primary purpose is to make money.
- A good internship does not necessarily have to be a paid placement.
- An internship is not a placement that has no connection to the student's course of study or degree program.
- An internship is not a place where the student works and receives no training or mentorship.

**Internship Course Learning Outcomes:** The purpose of an internship course is to enhance a student's academic training with the benefits of related work experience. In this aspect, the traditional gap between academia and the world of competitive employment is shortened. Sofia University is therefore a firm believer in the value of direct work integrated learning (WIL).

As an outcome of their participation in Sofia University's MSCS & MBA Degree Programs, domestic and international students will be able to:

- Demonstrate proficiency in critical thinking, quantitative methods, and verbal communication skills.
- Employ an entrepreneurial perspective and subsequently utilize innovative problem-solving skills to create industry-relevant applications.
- Display technical competency, research skills, and leadership ability in their respective professional fields.
- Exhibit the ability to work effectively in team and group settings to advance professional objectives.
- Understand and advocate for social responsibility, professional ethics, global diversity, and sustainability in future endeavors.
- Learn how to apply and properly prepare for interviews and jobs they are interested in.
- Learn the importance of good communication skills and how to present themselves as professionals and ambassadors of their corporate culture.
- Develop a better understanding of the business sector they are targeting and learn about competitors in the industry.
- Acquire a general understanding and appreciation of business processes while simultaneously applying industry-specific techniques to daily work operations.
- Apply academic concepts, training, and theoretical knowledge to real job situations.
- Learn how to take on new responsibilities and be accountable for business outcomes.
- Obtain work experience that makes them more competitive and qualified to take on increasingly challenging assignments.

Curricular Practical Training (CPT):

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

**Work Integrated Learning can include:**

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

**CPT work authorization can be:**

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

**F-1 Full-Time Enrollment:**

- Student must have properly maintained F-1 status each academic quarter.
- Student must be enrolled at full-time status for the academic quarter they wish to pursue CPT.
- In general: F-1 students must be enrolled **full-time**, this is defined:
  - **Undergraduate Level:** Minimum 12 credits (3 residential courses and 1 online course)
  - **Graduate Level:** Minimum 6 credits (1 residential/hybrid course and 1 online course)

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

- Reduced Course Load (RCL) for Specific Academic Reasons.
- Reduced Course Load (RCL) for a Documented Medical Condition.
- Reduced Course Load (RCL) for Final Quarter Registration.
- Doctoral students who are completing their Thesis/Dissertation Credits.
- Students who attended another school in the U.S. as an F-1 student and transferred their SEVIS record to Sofia. These students must submit copies of their previous school's I-20 and official transcripts to dso@sofia.edu for review.

**WIL-Graduate Programs:**

- Master of Science in Computer Science (MSCS) STEM Cip Code 11.0701
- Master of Business Administration (MBA) Cip Code 52.0201
- Master of Business Administration with (Data Analytics :Analytics): Cip Code 52.1399

**F-1 Qualifications for WIL**

- F-1 student s who have been enrolled full-time at a college or university in the U.S. for at least **one academic year** (one academic year at Sofia University is defined as three full-time quarters per academic calendar) before they can apply for Work Integrated Learning (WIL) at Sofia University.
- F-1 students applying from abroad do not qualify for the Work Integrated Learning (WIL) at Sofia University. The initial F-1 student must successfully complete 3 academic quarters to receive CPT/ Internship approval from the International Student Office
- F-1 students who have successfully been enrolled full-time at a college or university in the U.S. for at least **one academic year** but have obtained an initial Sofia I-20 given that their previous I-20 got completed or terminated must successfully complete 3 academic quarters to receive CPT/ Internship approval.

**CPT Approval Requirements for F-1 students:**

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

## Attendance Policies

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

## Satisfactory Academic Progress (SAP)

**1st occurrence:** The student **must maintain a cumulative 3.0 GPA** or above to receive part-time/ full-time CPT approval every academic quarter.

The **first time** an F-1 student does not meet Good Academic Standing (2.99 GPA or lower), he/she will receive an official written notice of their probation status and will be advised to seek academic guidance from Student Services/Registrar. The F-1 student placed on Academic Probation will also receive a written warning detailing how probation status may impact a student's immigration status/internship eligibility.

**CPT Eligibility based on a cumulative GPA score:**

- **2.99 - 2.5 GPA** – The student can continue with full-time or part-time CPT with the expectation of significantly increasing their overall GPA score and/or making significant academic progress towards their GPA.
- **2.49 - 2.00 GPA** – The student can only be permitted to engage in part-time CPT with the expectation of significantly increasing their overall GPA score and/or making significant academic progress towards their GPA.
- **1.99 or below GPA –** The student automatically loses all CPT privileges**.**

The **second occurrence** may result in loss of eligibility to participate in CPT or off- campus work authorization. If the student's GPA continues to drop their cumulative GPA score below a 3.0, any prior CPT approval may be officially withdrawn.

The student is placed on Academic Probation, he/she has two quarters from the time that he/she is placed on academic probation to achieve Sofia's GPA requirement (as defined above). If a student is unable to meet SAP requirements within two quarters, then the student will be dismissed from the program.

- **2.99 - 2.5 GPA** – If the student increases GPA to a minimum of **2.8 GPA**, staff/faculty/DSO can review their part-time /full-time CPT eligibility. The student may be approved for full-time or part-time CPT with the expectation of significantly increasing their overall GPA score and/or making significant academic progress towards their GPA.
- **Below 2.5 GPA** – The student automatically loses all CPT privileges**.**

The **Third occurrence** will result in dismissal of F-1 students from the program and will be subject to SEVIS record termination and lose all CPT privileges.

## Internship Limitations for F-1 Students Enrolled:

- An F-1 international student is not permitted under any circumstances to engage in unauthorized employment until they have officially received an approved CPT I-20 from their designated school official (DSO).
- The F-1 student is approved to work for a specific employer and for a specific time (approved each quarter); a student's work shall not exceed their I-20 program end date.
- If a Domestic/International student changes employer during the academic term (after the add-drop period has passed), the student must immediately notify their DSO, Student Services and/or Internship Faculty Advisor to request the employment change to update their employment student record. The student will be requested to complete a Request for CPT Form/Internship Request Form signed and approved by their Faculty Internship Advisor. If an F-1 student, they must also submit a new completed Cooperative Agreement from their new internship opportunity.
- **IMPORTANT:** F-1 students who accumulate 12 months (365 or more days) of full-time CPT authorization lose their eligibility for Optional Practical Training (OPT). Part-time CPT authorization, or fewer than 12 months of full-time CPT authorization, does not affect OPT eligibility. Multiple overlapping, part-time CPTs may count as full-time CPT days for OPT eligibility.

## Offer Letter Requirements

The employment offer letter MUST include the following details:

- Company Logo
- Current Date
- Student's legal name and residential address
- Position offered by the associated company
- Start date to end date of said position (If employer cannot provide this information in their offer letter, please email DSO@sofia.edu for guidance)

- Name, title, and signature of direct supervisor
- Internship site physical/mailing address
- Paid/Unpaid status
- Rate of pay/compensation (if applicable)
- Title and working hours per week
- Comprehensive list of job responsibilities

# Annual Vacation Eligibility

F-1 students at Sofia University are eligible for one Annual Vacation quarter per calendar year after they have successfully completed the equivalent of one academic year. One academic year is defined as three full-time quarters and the student must also earn the minimum credits required during those three quarters.

The student's first annual vacation would depend on which quarter they commenced their program (for example if you start in Winter your first opportunity to take an annual vacation will be in Fall).

Eligible students must submit their annual vacation request by completing the online Annual Vacation Request Form.

The student must satisfy the following requirements to be approved for an annual vacation

- Complete three consecutive full-time quarters prior to the vacation quarter
- Students must maintain Satisfactory Academic Progress ("SAP") to be approved for a vacation quarter. A student is not maintaining SAP if a student has a CGPA that is below 3.0 and/or they have received a non-passing grade for any previously attempted courses. Students not maintaining SAP will not be eligible for a vacation quarter. They will be required to repeat the necessary course/s at the earliest available opportunity and increase their CGPA before they can be approved for a vacation term.
- Intend to register full-time following the vacation quarter (unless the student qualifies for a different part-time exception, such as for medical reasons, final quarter, etc.)
- Students should not be scheduled to be in their final quarter.
- Students who are eligible and participating in the Work Integrated Learning course during their vacation quarter must submit a CPT application and receive approval.
- Students who are not enrolling in any courses during the vacation term must sign a Leave of Absence form with the Office of the Registrar.

## Frequently Asked Questions (FAQs)

***Can F-1 students work during the annual vacation break?***

Yes, however, you must be enrolled in the Work Integrated Learning course to receive CPT authorization. Please coordinate with the International Student Office for more details on how to apply for CPT.

***What is Vacation Quarter?***

A vacation quarter is a quarter when the F-1 student is not registered as a full-time student but will be enrolling in courses the following quarter. During a vacation quarter, you can choose to go home, stay in the U.S., enroll in part-time courses, enroll in our WIL Internship course or decide not to take any classes. F-1 students must intend to register full-time at Sofia University for the following quarter after their annual vacation quarter is over. Please note, unused vacation quarters do not accumulate or "roll over." For example, if the F-1 student enrolls full-time for six consecutive quarters, you cannot take two vacation quarters in one academic year.

***What if I am Not Eligible for Vacation Quarter but I Need to Take a Quarter Off?***

Students may require a leave of absence before they are eligible for a vacation quarter due to medical reasons or other personal circumstances. If the leave of absence is required for medical reasons, students may be eligible for a Medical Reduced Course Load. If the leave of absence is required for other personal circumstances, students may be advised to consider an Authorized Early Withdrawal. Students should contact a DSO who will provide guidance based on their specific circumstances.

***Can I Take My Final Quarter at Sofia as My Vacation Quarter?***

If you are completing your program, you may not take your final quarter as an annual vacation. You are, however, eligible to enroll less than full time during your final quarter if fewer courses are needed to graduate. If you only need to enroll part time to graduate in your final quarter, you must request a final quarter Reduced Course Load authorization from DSO. If you are taking only one class in your final quarter, it must be a residential course.

***Are Students Automatically Granted the Summer Quarter off?***

Students are not automatically granted the summer quarter off. If a student wishes to request a quarter off, including the summer, they must submit an official request through the online Annual Vacation Request Form.

# Financial Aid and Scholarships

## Financial Aid

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

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

### Title IV Federal Financial Aid Eligibility:

To be eligible for this program you must meet all of the following criteria:

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

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

### Financial Aid Free Application:

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

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

The FAFSA is filed electronically. For details, students should visit the Department of Education's website https://studentaid.gov/ and be sure to include Sofia's school code when completing the FAFSA. Sofia's school code is G22676.

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

### Title IV Financial Aid Deadlines:

One month prior to initial enrollment is the minimum lead-time to submit the FAFSA, receive an award, and complete the loan application process. The FAFSA processing cycle lasts 21 months. For the 2023 – 2024 award year (October 1, 2022 through June 30, 2024), applications may be completed on or after October 1, 2022. Processing begins October 2, 2022. FAFSA forms for that award year will be accepted until June 30, 2024.

*Note:* Most states have application deadlines within the first three to six months for students who want to be considered for state aid. Some states' deadlines are even earlier, indicated as "as soon as possible after

October 1 [2022]." Students can check state deadlines at https://studentaid.gov/. Additionally, some schools have limited institutional funds that are awarded on a "first come, first-served" basis to eligible students. Students should fill out the FAFSA as early as possible to maximize chances of being awarded first come, first-served aid.

| FAFSA Important Dates | | | |
|---|---|---|---|
| **Academic Year** | **FAFSA Open Date** | **Federal FAFSA Deadline** | **Tax Year Information to Use** |
| 2023–2024 | Oct. 1, 2022 | Jun. 30, 2024 | 2022 |

## Awarding Aid:

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

## Grants:

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

## Federal Loans:

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

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

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

## Federal Work Study:

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

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

Students are awarded a maximum of $4,800 in available work-study funds per year. This award authorizes a maximum earnings limit for the academic year. Students may work a maximum of 20 hours a week. It is the student's responsibility to work enough hours to reach the earnings limit.

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

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

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

## Veterans Benefits:

Eligible veterans may receive benefits for the following degree programs:

- Bachelor of Arts in Psychology

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

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

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

## Veterans Benefits – Prior Credit Policy for Veterans:

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

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

The Air Force uses the Community College of the Air Force (CCAF). Service members of the Air Force should visit https://www.airuniversity.af.edu/Barnes/CCAF/Display/Article/803247/community-college-of-the-air-force-transcripts/ to request a CCAF.

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

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

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

## Yellow Ribbon Program:

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

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

**Note:** Individuals are not eligible for the maximum benefit rate under the Post-9/11 GI Bill® if they are an active-duty service member or the spouse of an active-duty service member. But, as of August 1, 2022, these individuals may become eligible if they are an active-

duty service member who qualifies at the 100% level, or the spouse using the transferred benefits of an active-duty service member who qualifies at the 100% level.

### Canadian Students Educational Benefits:

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

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

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

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

Scholarship Information:
Please visit the Sofia University website for Scholarship information- Scholarship Page

## Alternate Financial Aid Resources

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

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

## Alternate Loan Funds

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

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

## Financial Aid Refunds and Return of Federal Funds Policy

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

### Student's Right to Cancel – Withdrawal and Refund Policy:

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

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

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. Students attending less than 60% will get a prorated refund as calculated supra.

A pro rata refund pursuant to section 94919(c) or 94920(d) or 94927 of the Code shall be no less than the total amount owed by the student for the portion of the educational program provided subtracted from the amount paid by the student, calculated as follows: (1) The amount owed equals the daily charge for the program (total institutional charge, divided by the number of days or hours in the program), multiplied by the number of days student attended, or was scheduled to attend, prior to withdrawal.

## 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 students, 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 or exceeds fourteen days of nonattendance without indicating intent to continue. Please refer to the attendance policy for more details. 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 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.

# 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 refund for the course. Students who withdraw from a course during weeks two through six, will receive a pro-rata tuition reimbursement for the course. Students who withdraw from a course after week six will not receive a tuition 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.

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

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

**Iowa Tuition Refund Policy**
**(applies to students who reside in Iowa)**
Students are charged for their program at the beginning of each quarter. If the student chooses to withdraw within the first two calendar weeks of instruction, the University shall refund all tuition charges. A refund of tuition charges shall be provided to the student within forty-five days following the date of the school's determination that a student has terminated from the postsecondary educational program.
If an Iowa student terminates from any of the school's programs or courses after the first two calendar weeks of the semester, the student will receive a pro rata refund that is not less than ninety-five percent of the amount of tuition charged to the student multiplied by the ratio of the number of calendar days remaining in the school period to the total number of calendar days in the school period.
If at any time, a student terminates a postsecondary educational program after the first two calendar weeks of the semester, due to the student's physical incapacity or, for a program that requires classroom instruction, due to the transfer of the student's spouse's employment to another city, the terminating student shall receive a refund of the tuition charges in an amount that equals the amount of tuition charged to the student multiplied by the ratio of the remaining number of calendar days in the school period to the total number of calendar days in the school period.

# 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 "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.

# Returning After Withdrawal

Students previously enrolled at Sofia University who wish to resume studies are required to submit a Request for Readmission/Re-Entry Clearance Form to the Office of the Registrar registrar@sofia.edu before re-applying through the Sofia Admissions office. The request may take up to ten business days, as it must be approved by the Sofia Academic and Administrative Officers. All students are held to the admission regulations and requirements in effect at the time of their return. Additional requirements include the following:

- Upon return, students must provide transcripts from all colleges attended during their absence from the University.
- Readmission is not guaranteed. Readmitted students will be subject to the Catalog requirements in effect at the time of readmission, which may require students to complete additional courses to fulfill the current program requirements.
- Before a student is readmitted all financial obligations must be met, unless the Financial Services Department and Financial Aid (if receiving Financial Aid) has provided clearance.

# Academic Policies and Procedures

## Academic Calendar

| FALL 2024 QUARTER (September 30, 2024 – December 8, 2024) | |
|---|---|
| August 19, 2024 | Registration opens for Fall quarter |
| September 30-October 9, 2024 | MACP Intensive |
| September 30-October 4, 2024 | MATP/PhD Seminar |
| September 25, 2024 | Virtual Orientation |
| September 30, 2024 | First day of classes; Late registration |
| October 7, 2024 | Last day to add/drop (census date) |
| November 10, 2024 | Last day to withdraw |
| November 11, 2024 | Veterans Day Holiday Observed |
| November 28 – 29, 2024 | Thanksgiving Recess (Thursday & Friday) |
| December 8, 2024 | Last day of classes |
| December 16, 2024 – January 5, 2024 | University Recess (federal holidays Dec 25 & Jan 1) |
| **WINTER 2025 QUARTER (January 13, 2025 – March 23, 2025)** | |
| December 2, 2024 | Registration for Winter quarter |
| January 8, 2025 | Virtual Orientation |
| January 13, 2025 | First day of classes; Late registration |
| January 20, 2025 | MLK Day Holiday |
| January 21, 2025 | Last day to add/drop (census date) |
| February 17, 2025 | President's Day Holiday |
| February 21, 2025 | Last day to withdraw from courses |
| March 23, 2025 | Last day of classes |
| | |

| SPRING 2025 QUARTER (April 7, 2025 – June 15, 2025) | |
|---|---|
| February 24, 2025 | Registration opens for Spring quarter |
| April 2, 2025 | Virtual Orientation |
| April 7, 2025 | First day of classes; Late registration |
| April 7-April 11, 2025 | MATP & PHD Seminars |
| April 7-April 16, 2025 | MACP Virtual Intensive |
| April 14, 2025 | Last day to add/drop (census date) |
| May 18, 2025 | Last day to withdraw |
| May 26, 2025 | Memorial Day Holiday |
| June 15, 2025 | Last day of classes |
| | |
| **SUMMER 2025 QUARTER (July 7, 2025 - September 14, 2025)** | |
| May 27, 2025 | Registration opens for the Summer Quarter |
| June 19, 2025 | Juneteenth Holiday (University Closed) |
| July 2, 2025 | Virtual Orientation |
| July 7, 2025 | First Day of Classes; Late Registration |
| July 14, 2025 | Last Day to Add/Drop Courses |
| August 17, 2025 | Last day to Withdraw from Courses |
| September 1, 2025 | Labor Day (University Closed) |
| September 14, 2025 | Last Day of Classes |
| September 17, 2025 | Constitution Day Observed |

Please refer to the Academic Calendar for additional dates.

## Attendance Policy

### Attendance Policy

Attendance and engagement in each class meeting are essential for student learning and instructor evaluation. The policy statements below detail the nature of the required attendance for courses according to the various modalities of instruction, including on-campus, online, and at residential seminars and intensives.

In addition, if at any time after the first week of class a student is absent from the University for 14 consecutive calendar days, and no contact has been made by the student indicating intent to continue, it is possible that the student be dropped/withdrawn from the course and/or administratively withdrawn from the University.

## Attendance Requirements for Residential Courses:

Students in residential/hybrid courses must attend all campus-based course meetings as scheduled. Students must maintain a minimum of 70% attendance for each course in each quarter. If a student cannot attend a class due to a personal or medical emergency, the student must notify their instructor at the earliest available opportunity and provide a note from a physician to the instructor. The student must make up the seat time by arranging an alternate class attendance and making up any assignments associated with the missed class, as agreed upon with their faculty and program chair.

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

### Attendance for International (F-1 Visa) Students in Residential Courses:

International students should be aware that Sofia University may be required to provide attendance records from the Office of the Registrar to SEVP, USCIS or other regulatory agencies to verify that the student has been correctly maintaining their F-1 status.

As stated above, if the student has a serious illness or medical emergency which prevents them from attending a residential class, they will be required to provide a doctor's note to their instructor. Resources for finding health insurance providers for international students have been listed on the International Student Office webpage. Students may find a primary healthcare physician who can provide a doctor's note through their health insurance.

F-1 students who are approved for Curricular Practical Training should note that they may not cite a work conflict as a reason for absence from residential classes. International students should ensure that they clearly communicate with their CPT employer that their practical training/employment opportunity is part of their academic program and that they cannot be available to work if it conflicts with a scheduled residential class.

Students in violation of the attendance policy may have their CPT authorization canceled or withdrawn.

## Online – Attendance:

Canvas records all student's classwork related activity each quarter. Failure to complete a course will result in a failing grade, and the student will be required to retake the course. If students have not engaged in their online course for two weeks or more, they will receive a failing grade.

Required weekly engagement may vary from course to course, but minimally are the following:

- Weekly discussion post, substantive post, replies to classmates, posted during the week before the due date

- Attending a synchronous video conference

- Assignments such as paper submissions

- Exams and quizzes in Canvas

Students cannot rely on an email outside of Canvas when contacting an instructor—all correspondences with faculty must be in Canvas. Students must refer to the course syllabi for how attendance is defined. Page views are not counted as attendance.

## Seminar and Intensives – Attendance:

Seminars and Intensives are an integral part of the curriculum for Online + Low-residency programs and, therefore, require full attendance for successful completion.

Students should make travel arrangements cognizant of the official beginning and ending of seminar sessions, and plan to attend the full seminar. Students who leave the seminar or intensive early and do not sign-out on the final day will not receive credit for the course. Furthermore, these students will be required to make up the required hours by enrolling in an additional seminar at a later date, as agreed upon with their program chair. Attendance for MACP Intensives both virtual and on-campus is mandatory. An excused absence does not ensure passing an Intensive course.

Valid excuses for not attending, leaving early, or arriving in session late include but not limited to personal and family medical emergencies with a physician's note and other extraordinary circumstances.

## Leave of Absence:

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

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

**Military Leave of Absence (MLOA) Policy**

For purposes of granting an MLOA, military obligation is defined as (a) deployment, (b) mobilization leading to deployment, or (c) attendance at a military school or college.

Students must contact the Office of the Registrar and the School Certifying Official to request the MLOA.

Students must submit military orders. Students who have yet to receive orders need to provide a memo from their commanding officer supporting the request for the MLOA.

Students approved for MLOA are eligible for leave from the university for up to four consecutive quarters.

Students currently on MLOA with a limit of four quarters may extend their leave beyond the four quarters by providing military orders supporting the extension. The extension is limited to two consecutive quarters.

Students with federal financial aid, federal loan obligations, or military tuition assistance must contact their lenders or the military education office to ascertain their loan repayment status or repayment of tuition assistance during the leave of absence. Students receiving benefits under GI Bills® will have their enrollment certifications terminated for the initial term of the leave of absence and any subsequent terms for which leave has been approved.

## Leave of Absence – Impacts on Financial Aid:

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

## Administrative Leave:

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

## Units and Calendar System:

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

Sofia University's definition of a **credit hour** is consistent with the federal regulation (CFRs 600.2 and 600.4), which defines the credit hour as "the amount of work represented intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other

academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours."

Sofia University offers stand-alone certificates in Transpersonal Ecopsychology and Dream Studies. Students in these certificate programs will receive a certificate upon completion of the requirements and their transcripts will reflect the fact that they have earned a certificate from Sofia University. The requirements for these certificates are outlined below.

In addition, students currently registered in the MATP or GPHD program may earn a concentration (in the case of the GPHD program) or a sub-concentration (in the case of the MATP program) in either or both Transpersonal Ecopsychology and Dream Studies. Students in these programs will receive a document attesting to their completion of the Transpersonal Ecopsychology and Dream Studies courses, but their transcripts will not describe a separate certificate; instead, the transcript will identify the sub-concentration or concentration earned as part of the degree awarded by the MATP or GPHD program. The requirements for these concentration and sub-concentrations are the same as those for the stand-alone certificate and are outlined below.

Students who begin or complete the stand-alone certificate programs and decide to pursue an MATP or GPHD degree program at Sofia University will be allowed to transfer up to 9 credit hours (the maximum hours allowed under Sofia University policy to be transferred from any source) of their certificate work toward their degree requirements.

# Commencement

## Requirements

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

## Doctoral Graduation: Dissertation

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

## Filing the Final Dissertation Paperwork:

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

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

## Completing the Dissertation:

To graduate from a Sofia University doctoral program, students must successfully complete a dissertation. After the Draft Meeting students must:

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

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

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

## Commencement Ceremony

The University holds an annual Commencement Ceremony and celebration. All students who have completed a degree in that current academic year are welcome to participate. Students must complete all requirements before graduation. No student may

participate in the graduation ceremony unless all course requirements are complete. In addition, all tuition and fee payments must be settled.

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

### Internship Students and Commencement:

Clinical (PsyD) students with completed dissertations who are still under contract with an internship site may participate in the Commencement Ceremony if the contract completes no later than the August immediately following the ceremony. Clinical students with a later completion date must participate in the following year's ceremony.

## Grading System

As with all Sofia's courses, distance education courses, will be similarly graded and feedback will be provided in a timely manner. Sofia Faculty are expected to respond to student emails and discussion board responses within 48 hours. They are expected to evaluate lessons and papers within 4 business days. Projects will be evaluated within one week. Feedback on dissertation drafts will be provided within 2 weeks after receipt.

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

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

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

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

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

### Grade Change:

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

### Incomplete Request:

A professor may assign the grade of Incomplete if a student, through circumstances beyond their control, has not completed a small portion of a course by the conclusion of the term. A student may request an Incomplete grade if at a minimum 80% of assignments of a course are completed and in good standing. A

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

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

## Transcript Request:

Sofia University official transcripts are ordered online via the National Student Clearinghouse (https://tsorder.studentclearinghouse.org/school/welcome). The transcript fee is $5 (plus a processing fee). Unofficial transcripts are available on the student portal on the main Sofia University website.

## Independent Study (IS):

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

## Independent Study Guidelines:

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

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

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

## Independent Study Forms:

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

- The form requires approval by the proposed IS instructor and the Program Chair before the student can register and begin any course work or training.
- A course timeline must also be submitted must be submitted with the form.

- The IS learning experience must be completed in the quarter specified on the form. Upon completion of the IS, the instructor assigns a final grade. Assignment of an Incomplete grade ("I") is not allowed for IS; all work must be concluded within the quarter.

## Work Integrated Learning (WIL):

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

The goal of the WIL program is to bring the campus to industry and the industry to campus through a fluid experience-based learning model that encourages student innovation and success in both settings to foster a business and technology based, career-oriented environment. Overall, the WIL based program prepares students for the challenges of the business environment in a competitive global environment and gives them the tools to present themselves as professionals and ambassadors of their corporate culture.

# Grade Appeals

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

Grade appeals may be considered if there is evidence that:

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

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

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

# Plagiarism Policy

## Sofia University Plagiarism Policy

Plagiarism occurs when one uses the words or ideas of another without attribution, acknowledgment, or recognition. The words of another are included without giving credit to the original source. Plagiarism ranges from cutting and pasting, copying someone else's work word-for-word, rewriting someone else's work with only minor word changes (mosaic plagiarism), and summarizing work without acknowledging the source. These sources might be written, electronic (such as computer files or information found on the Internet or sourced from AI), or in the form of audio files, musical scores, film, or video materials. Any material created by another that is incorporated into a student's paper or other work must be properly acknowledged using APA and/or Sofia Writing Style.

Self-plagiarism or duplicate plagiarism involves recycling an essay or large portions of text written for a prior course and resubmitting it to fulfill a different assignment in a different course. (Turnitin blog 6/23/21)

First offense: Meet with faculty and discuss the issue. Assignment is rewritten within 1-week. Faculty reports plagiarism to Sofia Student Services office. Student signs the Sofia University's Academic Dishonesty Resolution Form which will be kept on record with the Student Services office.

Second offense: In addition to the above, students will fail the course in which plagiarism occurred. The student will need to take the course over and the writing center course on understanding and avoiding plagiarism. Successful completion of the course will be documented in the student's record. Student signs the

Sofia University's Academic Dishonesty Resolution Form which will be kept on record with the Student Services office.

Third offense: Students will be automatically withdrawn from their program and University. Administrative withdrawal will be documented in the student's record, and they will not be eligible for readmission to any program at Sofia University.

## Sofia University Artificial Intelligence (AI) Use Policy for Academic Assignments

Sofia University supports the choice of faculty regarding the use of AI or any other technology in their courses. We ask that faculty specify their permission to use AI in their classes and provide instructions in the course syllabi, announcements, discussions, and assignments for students' information and guidance.

· Students and faculty must disclose the use of AI at the beginning of assignments and any other borrowed content sources to ensure academic integrity and uphold the principles of honesty, originality, and intellectual creativity among them. If faculty and/or students use content generated by AI or any other technology, they must properly cite the sources. Faculty reserves the right to audit any assignment turned in to check for use of AI. Use APA guidelines for AI citations as follows: APA recommendations on how to cite and reference AI as a source of information.

· The use of AI or any other technology to commit plagiarism is strictly prohibited within Sofia University. Plagiarism undermines the learning process, hampers individual growth, and tarnishes the reputation of the institution. Students and faculty who use borrowed content without providing citations are considered violating Sofia's Plagiarism Policy. If faculty and/or students use content generated by AI or any other technology, they must properly cite the sources.

Sofia University's AI/technology use polices will be integrated into Sofia's Academic Policies and Procedures, including the Student Academic Honor Code, Plagiarism Policy, Online Communications Netiquette, and Principles of Equity, Inclusion, Diversity, and Accessibility (EIDA).

# Internship Opportunities Available for Domestic Students

## Internship Application Process:

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

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

   At Sofia University, internships are an integral part of the training received in all graduate-degree programs.

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

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

iv. **Internship Approval Requirements for Domestic students:**
   - Must remain in good academic standing, **3.0 GPA or above.**
   - Must have an employment/training offer related to their major area of study.
   - Must have a specific job/internship offer.

- Must complete and submit an *Internship Request Form* and job offer letter **each academic quarter.**

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

**F-1 Curricular Practical Training Opportunities for International Students**

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

CPT for the MBA and MSCS programs is offered through enrollment in the Work Integrated Learning Course (WIL).

CPT for the Doctor of Business Administration (DBA) is offered through enrollment in the Business Integration Practicum Course (BIP).

Students must be enrolled in the respective course and receive approval from both the faculty advisor and DSO each quarter they participate in CPT.

F-1 International students must not pursue any off-campus employment without proper authorization. Such authorization must be received before beginning any off-campus work, internship, or related employment activity.

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

Curricular Practical Training can include:

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

CPT work authorization can be:

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

Valid F-1 Student Status:

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

**Full-Time Enrollment Undergraduate Level: 12 credits**

- Three (3) Residential/Hybrid courses and 1 online course is allowed each academic quarter to meet the minimum full-time enrollment requirements as an undergraduate F-1 student.

**Full-Time Enrollment Graduate Level (MBA and MSCS): 6 credits**

- Students must enroll in two courses of three credits each per quarter. A maximum of one of these two courses may be an online course. Students must enroll in one or more residential/hybrid courses with a mandatory on-site attendance each quarter to maintain their F-1 status.

**Full-time Enrollment Doctor of Business Administration (DBA): 4 credits**

- The DBA is a three-year cohort-based program. Students must enroll in the required courses designated for the term. Students must enroll in at least 4 credits and a Business Integration Practicum (BIP) course of 0 credit for F-1 students. Only one of these courses may be an online course. Residential courses include mandatory on-site attendance at three sessions or their equivalent each quarter to maintain the F-1 status and enrollment in the DBA.

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

- Reduced Course Load (RCL) for Specific Academic Reasons.
- Reduced Course Load (RCL) for a Documented Medical Condition.
- Reduced Course Load (RCL) for Final Quarter Registration.
- Doctoral students who are completing their Thesis/Dissertation Credits.

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

1. You are a student enrolled in a degree program.
2. Students must have been in F-1 student status for at least one full academic year in a program before they can apply for CPT at Sofia University.
3. Prospective F-1 students who have been enrolled full-time at a college or university in the U.S. for at least one academic year also qualify (one academic year at Sofia is defined as three full-time quarters per the academic calendar).
4. In order to obtain approval to participate in an internship, you must be able to show that your curricular practical training directly relates to your major area of study. When a student files a CPT Authorization Request, this application will be reviewed by a qualified Internship Faculty Advisor. The Internship Faculty Advisor will review the proposed internship experience and sign-off if it adequately correlates with and supports the training objectives of the student's degree program.
5. All internship participants must maintain a 3.0 GPA throughout their participation in internships, with certain limited exceptions.
6. CPT Approval Requirements for F-1 students:

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

# Satisfactory Academic Progress Policy (SAP)

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

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

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

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

**Standard 1: Grade Point Average (Qualitative Measure):** Students must maintain a minimum qualitative measure of progress defined as the Cumulative Grade Point Average (CGPA). Undergraduate students must maintain a 2.0 CGPA at all times. Graduate students must maintain a CGPA of 3.0 at all times. Successful completion for all undergraduate students is defined as earning either a grade of P (Pass) or a C or better. Grades of NP (Not Pass) or C- and below do not constitute successful

completion. Successful completion for all graduate students is defined as earning either a grade of P (Pass) or a B or better. Grades of NP (Not Pass) or B- and below do not constitute successful completion.

**Standard 2: Semester Hour Completion Ratio or PACE (Quantitative Measure):** Students (either full-time or part-time) must achieve a passing rate of at least 67% of all units attempted to demonstrate proper pace and to maintain Satisfactory Academic Progress (SAP) standards. Units attempted include completed courses, repeated courses, withdrawals, and incompletes. Transfer credit, if applicable, is also calculated in the completion ratio.

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

| Program | Credit Hours | 150% of Credit Hours |
|---|---|---|
| BA in Psychology | 180 | 270 |
| BS in Business Administration | 180 | 270 |
| MA in Counseling Psychology | 90 | 135 |
| MA in Transpersonal Psychology | 42 | 63 |
| MA in Business Administration (MBA) | 36 | 54 |
| MA in Business Administration with Data Analytics concentration | 48 | 72 |
| MS in Computer Science | 42 | 63 |
| Joint MBA/MSCS Pathway | 60 | 90 |
| PhD in Business Administration (DBA) | 54 | 81 |
| PhD in Transpersonal Psychology | 75 | 112 |
| PsyD in Clinical Psychology | 120 | 180 |

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

## Transfer Credits:

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

## Repeated Courses:

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

## Incomplete Grades:

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

## Change of Program:

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

## SAP Evaluation:

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

## Appeal Guidelines:

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

subsequent appeal. The student should submit the appeal before the add/drop deadline. This appeal shall be made in writing and must include:

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

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

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

The registrar will review the appeal and will appoint a committee, including but not limited to the student's program chair, advisor, and financial aid office to review and make recommendations. The student will receive a response from the Registrar within 10 business days or on or before the term add/drop deadline.

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

## Scholarship Recipients:

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

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

## Dissertation Enrollment and Extensions:

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

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

## Probationary Status – Academic Half-Time:

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

## Suspension:

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

## Withdrawing from School:

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

## Withdrawal in Good Standing – Ph.D. Candidates:

Once Ph.D. students have entered Candidacy (see page 11), they are required to make continuous progress in completing their dissertation. Under no circumstances will a Dissertation Committee be allowed to remain idle for more than two consecutive quarters. Students who anticipate a gap in completion of the dissertation will be required to withdraw. Assuming all obligations to the University are current and the student has no outstanding coursework or other requirements, this will be classified as a "Withdrawn in Good Standing." The student's Dissertation Committee will be dissolved upon the student's withdrawal from the program. Withdrawn in Good Standing (WIGS) students may apply to re-enter when it becomes possible for them to complete the dissertation.

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

## Involuntary Withdrawal (IW):

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

## Withdrawal for Non-Payment:

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

## Academic Withdrawal:

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

## Dismissal:

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

## Program Transfer:

Some students decide after matriculation that they are better suited for another program at the University. In such cases students may request to transfer to a new program by contacting the Office of the Registrar at registrar@sofia.edu. All general and program specific admissions requirements must be met when applying.

The request may take ten business days as it must be approved by the Sofia Academic and Administrative Officers. International students must submit the request form to the Director of International Partnerships and Recruitment before the orientation date of new program start quarter. Please be aware that this change may affect financial aid awards, catalog year, graduation date, and graduation requirements.

# Transfer Credit Policy

The transferability of credits that a student earns at Sofia University is at the complete discretion of the institution to which the student may seek to transfer. Acceptance of the degree earned through completion of a Sofia University bachelor's, master's, or doctoral program is also at the complete discretion of the institution to which the student may seek to transfer.

Transfer Credit for Graduate Degree Programs

Sofia University provides a variety of residential and online graduate programs to suit the needs of our students. Students may transfer up to 9 units (subject to Sofia approvals) from accredited colleges or universities. **Please note a credit transfer can only be completed at the time of admission. Once a student is enrolled in coursework, no further transfer evaluations will occur, without exception.**

# Student Support Services

## Office of the Registrar

### Mission

The Mission of the Office of the Registrar is to provide outstanding academic and support services to students, faculty, staff, and alumni in compliance with institutional, professional, and legal standards; and to provide timely and accurate information while maintaining the security and integrity of student data.

The Registrar's Office maintains the academic records of all Sofia University students. The Office issues transcripts, receives incoming student transcripts and documents, certifies enrollment, evaluates students' records, monitors academic standing, coordinates grades and attendance, and processes students for graduation. The Registrar's Office strives to improve processes and procedures through the innovative use of technological resources. In all these duties the Office supports the University's core values.

### Registration

Sofia University utilizes the online registration functionality through the Sofia portal. After completing the first quarter, students will have the ability to self-register. For further registration assistance, a guide is available in the Sofia University website Office of the Registrar - Sofia University. Students may also consult with their designated Academic Advisor.

Have any additional questions? The Office of the Registrar can be contacted at registrar@sofia.edu or by calling **1-888-820-1484 ext.10903** or via fax **(650) 493-6835.**

### Add/Drop Period

The Add/Drop period occurs prior to and throughout the first week of the quarter. During this period, students may add and drop courses.

### Transcript Request:

Sofia University official transcripts are ordered online via the National Student Clearinghouse (https://tsorder.studentclearinghouse.org/school/welcome). The standard transcript fee is $5 (plus a processing fee). Unofficial transcripts are available on the student portal on the main Sofia University website.

### Changes of Name or Address

Students are responsible for maintaining up-to-date information: e.g., name, mailing address, phone number, or email address. Update to student information, except student name, may be completed in the portal. Name change requests must be accompanied by a copy of one of the following documents: marriage certificate, court order, social security card, or driver's license.

### Student Record Retention

In addition to permanently retaining a transcript as required by section 94900(b) of the Code, the University retains all required records for a minimum of five (5) years from the end of the student's award year on-site in order to be compliant with Federal Regulation (34 CFR §668.24) and State Regulation (5 CCR §71920). Records may then be stored on a secure off-site location and/or digitized and stored into a solutions system.

### Enrollment Agreement:

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

Upon open registration, students will be required to complete the Enrollment Agreement prior to being enrolled. A member of the Registrar team will guide students on completing the documentation in a timely fashion to ensure that all areas of the document are signed accurately. The completed Agreement is then

combined with the admissions (applicant) records, and those documents are subsequently transferred to the newly admitted Student Record. A copy of this document can be also provided to the student for their records.

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

## Enrollment Status:

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

| Level | Half-Time (Minimum) | Full- Time (Minimum) |
|---|---|---|
| Undergraduate Students | 6 Units | 12 Units |
| Graduate Students | 3 Units | 6 Units |
| Doctoral Students who are enrolled in a Dissertation course while completing other degree requirements | 3 Units | 5 Units |
| Doctoral Students who have advanced to Candidacy* | N/A | 3 Units |

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

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

## Graduation Application:

Upon completion of the requirements for a degree, students must apply for graduation to have their degree posted to their academic records and to receive a diploma. In addition, all tuition and fee payments must be settled. The graduation fee is $175 (participation in commencement is included.) Please access the following link to complete your graduation application: 2023-2024 Graduation Application (office.com).

Any questions about the process of graduation should be addressed to the Office of the Registrar at registrar@sofia.edu.

Degree posting and diplomas FAQs: https://www.sofia.edu/wp-content/uploads/2024/02/Degree-Posting-Diplomas-FAQs_Karina-Sulaiman.pdf

Commencement Ceremony Information:

The Commencement Ceremony will be held September 28, 2024, at Sofia's Costa Mesa campus located at 3333 Harbor Blvd, Costa Mesa, CA 92626. To participate in the Commencement Ceremony, please complete the Commencement Application no later than August 1, 2024.

If you have any further questions about graduation, please find the most frequently asked questions here: Commencement Ceremony Information | Sofia University https://www.sofia.edu/student-resources/commencement/

# Student Life at Sofia University

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

# Student Services

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

# Academic Advising

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

# Virtual Writing Lab

The Virtual Writing Lab (VWL) is a free resource to all students and faculty. The VWL provides students with assistance on papers, projects, reports, multimodal documents, and other writerly needs. VWL staff supports assignment/writing goals, help with purpose, formatting, and citations. Coaches can also assist students in preparing a PowerPoint presentation. There is also an option to meet with a VWL writing coach via video conference to receive guidance on writing projects. Students can access the VWL by submitting papers and requests. Some courses require that papers be submitted to the VWL for input prior to class submissions. To access the VWL, click on the link here or send an email to writing.lab@sofia.edu.

# The Center for Innovation in Teaching and Learning

The Center for Innovation in Teaching and Learning (CITL) supports Sofia University faculty, students, and alumni in becoming active and successful teachers and scholars. The professional development opportunities that you will find in the CITL website include webinars, courses and video resources that promote excellence in teaching. Tutorials for using Canvas, Sofia's learning management system, are also available. Resources for students include webinars on scholarly publishing and publishing and tutorials on specific research topics. A gallery of transpersonal archives is open to students interested in exploring the history of transpersonal psychology. To support student research, a variety of templates and video supports assist students in walking through dissertation research or other studies. A podcast series on transpersonal topics called *Pathways to Heart* is available as well. To access the CITL website, go to https://www.sofia.edu/alumni-page/center-for-innovation/.

# Dissertation Office

The Dissertation Office (DO) supports students enrolled in doctoral programs for writing and completing a dissertation. The Sofia Dissertation Handbook is available on the DO website and this document outlines the entire dissertation process. Other resources include links to Forms needed to complete a proposal, organize a dissertation committee, conduct research, as well as links to video tutorials on APA style and research skills, and samples of completed dissertations. Instructions for how to access to the dissertation Research Ethics Committee are also available on the website.

# Online and Online + Low-residency

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

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

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

- In person at seminars and through seminar evaluations

# Campus Master's & Doctoral Programs

## Campus Master's Programs

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

## Campus Doctoral Programs

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

# Alumni Affairs Office

Sofia University has an Alumni Affairs Office that is dedicated to promoting alumni and their work in service to the world. The Alumni Affairs Office is currently sending out monthly newsletters that provide University updates as well as featuring Alumni, Faculty, and other resources for Alumni use. The Alumni Affairs Office is also actively working with Alumni to promote the University through the Sofia Alumni Ambassador program, Sofia Stories (a YouTube segment featuring Alumni who share their journey with Sofia), and Alumni Spotlight(a YouTube segment that features Alumni who share their accomplishments and achievements). To contact the Alumni Affairs Office email alumni@sofia.edu.

# Library

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

The Library contains approximately 17,000 books, hundreds of CDs and DVDs, 170 journal titles in print form, 7,000 online journals, more than 100,000 e-books, and dissertations and theses completed at the University. The strength of the collection is in the six major areas of the University's curriculum: transpersonal theory and research, spiritual psychology, emotional and clinical psychology, bodywork disciplines, expressive arts, and the social aspects of the transpersonal. A collection of business and legal textbooks can be found on the Costa Mesa campus. The Library also supports new academic programs offered at the University, including business administration and computer science. Access to online research databases, and the ability to obtain additional research materials from other libraries are also available.

Students, faculty, staff, and alumni may visit the Sofia University Library virtually (https://sofia.libguides.com/homepage). Users click on the Library link and enter the username and password they were assigned for access to the Sofia University portal. Materials generally circulate for a four-week period and may be renewed if there is no waiting list. The Librarian will send circulating materials to students located within the US at no cost. The Librarian will obtain interlibrary loan (ILL) materials for students, faculty, and staff at no or low-cost. Students, faculty, staff, and alumni are encouraged to email the Librarian or make an appointment for assistance.

# Computers

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

# Dissertation and Continuation

Every quarter, dissertation phase students must register for Dissertation Research (DOC9001-1 – DOC9006-1) and will be assigned a grade. Students on continuation status for the dissertation (DCE9101 – DCE9104) must register for this course each quarter, with a maximum of four such continuation registrations. Students are expected to continue to make academic progress throughout the dissertation phase of their

work. Dissertation Chairs are expected to give a Pass or No Pass grade for the dissertation research to indicate whether the student is making appropriate progress with the dissertation research project.

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

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

# Americans with Disabilities Act (ADA)

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

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

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

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

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

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

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

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

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

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

A student may appeal the decision by the Dean of Student Services and/or the person designated by the Dean regarding the existence of a disability, the denial of an accommodation, or the provisions of the accommodation plan by filing a written complaint with the Dean, no later than two weeks following notification of the decision. The Dean of Student Services' decision shall be final. **For accommodations, the student should email student_services@sofia.edu to contact the Dean of Student Services.**

## Health and Safety

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

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

## Health Insurance

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

## Student Senate

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

# Student Code of Conduct

## Student Academic Honor Code

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

The four basic transpersonal values that faculty want students to "grow in" during their university education are:

- Mindfulness
- Discernment
- Compassion
- Appreciation of differences

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

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

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

Sofia University maintains a strict sexual harassment policy and requires administration, faculty, and staff to follow all university policies for ethical behavior. The Student Academic Honor Code aims to foster student, faculty, and staff collegiality within a professional academic environment. Students will do their share and take an active part in upholding the spirit and letter of this Code as follows:

- Students will behave ethically as a valued member of the University community.
- Students will lead and teach ethical behavior, setting an example for the University community.
- Students are responsible for preserving the integrity of the academic atmosphere at the University.
- Students will take an active role in upholding the integrity of the University's professional reputation (i.e., professional behavior in the classroom, and in practicum and internship sites).
- Faculty, staff, and students will not engage in multiple/dual relationships (e.g., faculty, instructor, or supervisors may not become romantically/ sexually involved with a student in a practicum or internship setting).
- Students will not give or receive unpermitted aid in examinations or in any work that is used by the instructor as the basis for grade evaluation.
- Students will not submit another's work as their own.
- Students will report violations to the appropriate University designee.

## Multiple/Dual Relationship Policy:

Faculty, staff, and administrative members are not to date or become romantically or sexually involved with a student. Similarly, a student is not to date or become romantically/ sexually involved with a Program Chair, faculty member, current practicum or internship supervisor, current instructor, or psychotherapist. Faculty who have served as a therapist for a potential student may not have the student in their class and will work with administration to provide academic options. A student is not to enroll for credit in a class whose instructor has been or is their therapist. For an expanded policy on multiple/dual relationships, students are urged to consult the APA ethical guidelines.

## Professional Behavior in the Classroom:

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

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

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

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

# Academic Integrity

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

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

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

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

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

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

- **Academic Dishonesty and Ethically Inappropriate Behavior:** Using or attempting to use unauthorized materials in any academic exercise or assignment or submitting work that was created by someone else on behalf of the student. Examples of such academic dishonesty include looking at another student's paper during an exam or submitting homework created by another student.

- **Fabrication:** Fabrication is the inventing or falsifying of information. Examples of fabrication include inventing data for an experiment one did not conduct or did not conduct correctly or referring to sources in a paper that were not directly reviewed by the student.

- **Facilitating Academic Dishonesty:** Facilitating academic dishonesty is helping someone else to commit an act of academic dishonesty. This includes a student giving someone a paper or homework to copy (whether in whole or in part) or allowing someone else to see one's exam paper.

- **Plagiarism:** Plagiarism occurs when one uses the words or ideas of another without attribution, acknowledgment, or recognition. The words of another are included without giving credit to the original source. Plagiarism ranges from cutting and pasting, copying someone else's work word-for-word, rewriting someone else's work with only minor word changes (mosaic plagiarism), and summarizing work without acknowledging the source. These sources might be written, electronic (such as computer files or information found on the Internet or sourced from AI), or in the form of audio files, musical scores, film, or video materials. Any material created by another that is incorporated into a student's paper or other work must be properly acknowledged using APA and/or Sofia Writing Style.

  Self-plagiarism or duplicate plagiarism involves recycling an essay or large portions of text written for a prior course and resubmitting it to fulfill a different assignment in a different course. (Turnitin blog 6/23/21)

- **Carelessness:** When does carelessness become dishonesty? Students sometimes make minor mistakes in completing academic assignments. Mistyping one of many endnotes in a long paper, for example, may in most cases be considered a careless mistake, rather than an act of deliberate dishonesty. When students make multiple mistakes in acknowledging sources, however, these mistakes cannot be considered simply careless. Students who copy long passages from a

book or a web source, for example, make a deliberate choice to do so. These students have taken a shortcut. Instead of explaining the source of the ideas, they have simply appropriated ideas from others. In such cases, carelessness is a form of academic dishonesty.

- **Multiple Submissions:** Submitting work one has completed and submitted for a previous class as if it were new and original is considered a duplicate or multiple submission. Although instructors may occasionally allow students to use previous work as the basis of new work, they expect new work for each class. Students should check with their instructor before attempting to resubmit an assignment that was previously submitted for another class.

- **Abuse of Academic Materials:** Abuse of academic materials happens when students harm, misappropriate, or disable academic resources so that others cannot use them. This includes cutting tables and illustrations out of books to use in a paper, stealing books or articles, and deleting or damaging computer files intended for others to use.

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

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

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

# Email Etiquette

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

# Academic Violations Resolution Process

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

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

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

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

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

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

## The Standing Ethics Committee (SEC) Hearing:

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

## Reporting Violations of the Student Honor Code:

Any faculty of the Sofia community may file a violation of the Student Honor Code by completing the Academic Dishonesty/Ethically Inappropriate Behavior Resolution Form (referred to as the Resolution Form), which is available in the Office of the Dean of Student Services. If a hearing before the SEC is necessary, either because the charge or penalty is disputed or because this is a second offense by the student, the Dean of Student Services will convene the SEC at the time when the participants (one member from each constituency) can attend. The three committee members will be provided copies of the case documentation submitted by the instructor and a copy of the Resolution Form.

## Nature of the Hearing:

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

## Confidentiality:

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

## Presentation and Burden of Proof:

When the Committee is convened to hear a disputed charge or penalty, the faculty member referring the case presents the evidence of the offense to the SEC. The student may present counterevidence if desired.

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

## Standing Ethics Committee Penalties:

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

## Appeals Process:

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

- New evidence not reasonably available at the time of the original hearing
- Procedural error that can be shown to have affected the outcome of the hearing
- Appropriateness of sanction (only in cases of suspension or dismissal)

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

# Plagiarism Policy

## Sofia University Plagiarism Policy

Plagiarism occurs when one uses the words or ideas of another without attribution, acknowledgment, or recognition. The words of another are included without giving credit to the original source. Plagiarism ranges from cutting and pasting, copying someone else's work word-for-word, rewriting someone else's work with only minor word changes (mosaic plagiarism), and summarizing work without acknowledging the source. These sources might be written, electronic (such as computer files or information found on the Internet or sourced from AI), or in the form of audio files, musical scores, film, or video materials. Any material created by another that is incorporated into a student's paper or other work must be properly acknowledged using APA and/or Sofia Writing Style.

Self-plagiarism or duplicate plagiarism involves recycling an essay or large portions of text written for a prior course and resubmitting it to fulfill a different assignment in a different course. (Turnitin blog 6/23/21)

First offense: Meet with faculty and discuss the issue. Assignment is rewritten within 1-week. Faculty reports plagiarism to Sofia Student Services office. Student signs the Sofia University's Academic Dishonesty Resolution Form which will be kept on record with the Student Services office.

Second offense: In addition to the above, students will fail the course in which plagiarism occurred. The student will need to take the course over and the writing center course on understanding and avoiding plagiarism. Successful completion of the course will be documented in the student's record. Student signs the Sofia University's Academic Dishonesty Resolution Form which will be kept on record with the Student Services office.

Third offense: Students will be automatically withdrawn from their program and University. Administrative withdrawal will be documented in the student's record, and they will not be eligible for readmission to any program at Sofia University.

## Sofia University Artificial Intelligence (AI) Use Policy for Academic Assignments

Sofia University supports the choice of faculty regarding the use of AI or any other technology in their courses. We ask that faculty specify their permission to use AI in their classes and provide instructions in the course syllabi, announcements, discussions, and assignments for students' information and guidance.

· Students and faculty must disclose the use of AI at the beginning of assignments and any other borrowed content sources to ensure academic integrity and uphold the principles of honesty, originality, and intellectual creativity among them. If faculty and/or students use content generated by AI or any other technology, they must properly cite the sources. Faculty reserves the right to audit any assignment turned in to check for use of AI. Use APA guidelines for AI citations as follows: APA recommendations on how to cite and reference AI as a source of information.

· The use of AI or any other technology to commit plagiarism is strictly prohibited within Sofia University. Plagiarism undermines the learning process, hampers individual growth, and tarnishes the reputation of the institution. Students and faculty who use borrowed content without providing citations are considered violating Sofia's Plagiarism Policy. If faculty and/or students use content generated by AI or any other technology, they must properly cite the sources.

Sofia University's AI/technology use polices will be integrated into Sofia's Academic Policies and Procedures, including the Student Academic Honor Code, Plagiarism Policy, Online Communications Netiquette, and Principles of Equity, Inclusion, Diversity, and Accessibility (EIDA).

## Remediation Policy

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

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

# General University Policies

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

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

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

In addition, any suspicious activity or criminal incident should be reported to Facilities. The Facilities Manager will ensure that the proper authorities are notified and that the Executive Management Committee is made aware of the incident as well. Access to University facilities is limited to authorized personnel, students,

and guests. Facilities are generally locked when not in use. The Facilities Manager issues building keys to authorized parties.

## Legal Compliance

It is University policy to follow all applicable federal and state laws and regulations governing the operation of an institution of higher education and the administration of federal financial aid. In addition to the specific implementation of regulations described herein, this includes but is not limited to: Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; Executive Order 11246, as amended; Section 504 of the Rehabilitation Act of 1973; the Age Discrimination Act of 1975; The Pregnancy Discrimination Act of 1978; the Americans with Disabilities Act; the Immigration Act of 1990, as amended; the Family Medical Leave Act of 1993; the Digital Millennium Copyright Act; and applicable laws of the United States and the State of California.

## Conflict of Interest, Self-Dealing, and Dual Relationships

Trustees, faculty, and staff members should avoid actions where there is a conflict, or appearance of conflict, between their personal interests and their responsibilities to the

University and their profession. This includes financial conflicts ("self-dealing"), and conflicts between roles in relation to students or those who are supervised ("dual-role relationships").

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

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

## Diversity in Curriculum and Teaching

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

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

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

## Institutional Research

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

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

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

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

# Non-Discrimination Policy

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

# Teach Out Policy

## Sofia University Teach Out Policy

Sofia University engages in rigorous and on-going evaluation of programs to ensure compliance and educational effectiveness and engagement. In the event the Board makes a decision to discontinue a program, Sofia University will make arrangements to allow students to finish their degree requirements, including the opportunity to transition to another program at Sofia University or to transfer to another institution. Students will be notified of the change with at least one semester's notice.

For students who elect to complete the program, after a review of students' degree audits, arrangements will be made to teach the remaining courses needed by students. The arrangements for a teach out will be consistent with WASC standards and with our humanistic values. Sofia University will maintain its obligations to students, including: maintaining the learning community and global engagement experience, providing resources and support services such as access to the library and data bases to provide an educational program that is of comparable quality and reasonably similar in content, and meaningful structure and scheduling of courses, support to that being offered at the time of the decision.

### *WASC - Senior College and University Commission*

## Teach-Out Plans and Agreements Policy

#### Definition of Teach-Out

Teach-out is a process during which an institution, or institutional location that provides 100% of at least one program, engages in an orderly closure or when, another institution provides an opportunity for the students of a closing institution to complete their program, regardless of their academic progress at the time of closure. A teach-out plan may include agreements with one or more other institutions. For more information about the definitions and required content of teach-out plans and teach-out agreements, please see the required elements set forth in this Policy and the Teach-Out Plans and Agreements Guide.

#### Circumstances Requiring a Teach-Out Plan

An institution accredited or pre-accredited (granted Candidacy) by the Commission must submit a teach-out plan to the Commission for approval upon the occurrence of any of the following:

1. The Commission grants Candidacy to an institution seeking accreditation;
2. The Commission places an institution on probation or issues a show-cause order;
3. An institution notifies WSCUC that it intends to cease operations entirely or close a location that provides 100% of at least one program, including if the location is being moved and is considered by the US Secretary of Education (the Secretary) to be a closed school;

4. When, in the Commission's judgment, an institution lacks sufficient resources to operate in accordance with the Commission's Standards or any time it determines that a teach-out plan is appropriate to safeguard the interests of students;

5. The Commission acts to withdraw, terminate, or suspend the accreditation or candidacy status of an institution;

6. A state licensing or authorizing agency notifies WSCUC that an institution's license or legal authorization to provide an educational program has been or will be revoked; or

7. The Secretary notifies WSCUC of the occurrence of any of the following events concerning an institution's participation in Federal Student Aid Programs under Title IV of the Higher Education Act (HEA):

    - The institution is participating in Title IV, HEA programs under a provisional program participation agreement and the Secretary has required a teach-out plan as a condition of participation;

    - The Secretary has placed the institution on the reimbursement payment method under Section 34 C.F.R 668.162(c) or the heightened cash monitoring payment method requiring the Secretary's review of the institution's supporting documentation under 34 C.F.R 668.162(d)(2);

    - The Secretary has initiated an emergency action against an institution, in accordance with section 487(c)(1)(G) of the HEA, or an action to limit, suspend, or terminate an institution participating in any Title IV, HEA program, in accordance with section 487(c)(1)(F) of the HEA, and that a teach-out plan is required;

    - The institution's independent auditor expresses doubt with the institution's ability to operate as a going concern or indicating an adverse opinion or a finding of material weakness related to financial stability.

### Teach-Out Plan

A teach-out plan is a written plan developed by an institution if that institution, or an institutional location that provides 100% of at least one program, ceases to operate before all students have completed their program of study. The institution must submit a teach-out plan to WSCUC for approval prior to implementation of the plan. WSCUC may require the institution to enter into a teach-out agreement (see below) with other institutions as part of its teach-out plan.

A Teach-Out Plan must:

1. Be consistent with applicable Commission Standards and policies.

2. Include a list of currently enrolled students in each program and the program requirements each student has completed.

3. Give consideration to how inactive students will be notified about the closure and their options for completing their programs.

4. Identify the names of other institutions that offer similar programs and that could potentially enter into a teach-out agreement with the institution. (See requirements for Teach-Out Agreements below.)

5. Specify and provide for notification to students of any additional costs including fees, tuition or other charges associated with completing the program. (Whenever possible, institutions are encouraged to form agreements with teach-out receiving institutions so students will not be required to pay more in tuition and fees than they would have been charged at the closing institution.)

6. Contain a communication plan that provides all potentially eligible students with information about how to obtain a closed school discharge of their federal loans and, if applicable, information on state refund policies.

7. Describe the retention plan that delineates the final disposition of the closing institution's records (e.g., student transcripts, financial aid records) and how that plan will be shared with students. (Note: records should be made available to students regardless of fees they may owe to the institution.)

8. Include all of the required Teach-Out Plan Elements.

Institutions are expected to communicate regularly with WSCUC during the teach-out process and provide periodic status updates, including copies of notifications related to the institution's closure or to teach-out options to ensure the information accurately represents students' ability to transfer credits and to determine whether corrections may be required.

### Required Elements of Teach-Out Plans

Closure of an Institution

1. Background information
   a. Rationale for institution's closure decision
   b. Description of decision to:
      i. Teach-out students prior to closure, or
      ii. Enter into a teach-out agreement (see section on Teach-Out Agreements below), or
      iii. A combination of both
   c. Descriptive statistics including:
      i. Enrollment by degree program and certificate program
      ii. FTE of faculty (full time/part time)
2. FTE of staff (full time/part time)
3. Plans and options for students (currently enrolled and inactive)
4. Plans and options for faculty (part time and full time)
5. Plans and options for staff (part time and full time)
6. Academic transcripts and financial aid records
   a. Provisions for identifying a receiving institution or entity for records
   b. Arrangements with state or international equivalent authorizing bodies for transfer of student records as applicable
7. Governing board financial and legal obligations
   a. Rationale for closure date
   b. Disposition of assets
   c. Description of funding or escrow arrangements to cover the cost of implementing the teach out plan, such as record retention and transcript services, student advising, and events or communications to inform students about their options
8. Notification/communication plan
   a. Student communication
   b. Staff and faculty communication
   c. Public communication
   d. Coordination with other accrediting bodies
   e. Coordination with state authorizing bodies
9. Timeline of teach-out events
10. Consideration of requirements of programmatic or specialized accreditors
11. Consideration for requirements of professional licensure and certification bodies
12. As applicable, teach-out, transfer and articulation agreements with receiving institutions that meet the requirements for Teach-Out Agreements (see below).

Closure of a Location

Required if 100% of any program is offered at a closing location

1. Background information
   a. Rationale for location's closure decision
   b. Descriptive statistics including:
      i. Enrollment by degree program and certificate program
      ii. FTE of faculty (full time/part time)
      iii. FTE of staff (full time/part time)
2. Plans and options for students (currently enrolled and inactive)
3. Plans and options for faculty (part time and full time)
4. Plans and options for staff (part time and full time)
5. Notification/communication plan
   a. Student communication
   b. Staff and faculty communication
   c. Public communication
   d. Coordination with other accrediting bodies
   e. Coordination with state or international equivalent authorizing bodies
   f. Timeline of teach-out events

6. As applicable, teach-out, transfer and articulation agreements with institutions that meet the requirements for Teach-Out Agreements (see below).

### Teach-Out Agreements

If the closing institution is not able to remain open long enough to teach-out its own students, it must then rely on the assistance of one or more accredited or pre-accredited (granted Candidacy) institutions to complete the teach-out of its students.

WSCUC may require an institution to enter into a teach-out agreement with one or more institutions as part of its teach-out plan. Institutions on probation or show cause are required to enter into one or more teach-out agreements, unless WSCUC determines agreements are not needed. A teach-out agreement is a written agreement between two institutions when the institution, or a location of an institution that provides 100% of at least one program, ceases to operate before all students have completed their programs of study and enters into an agreement with another institution to teach out the program(s). When an institution enters into a teach-out agreement with another institution, the initiating institution must submit the agreement to the Commission for approval prior to its implementation. The review and approval are handled by the Vice President liaison for the initiating institution.

The teach-out agreement may be approved only if the agreement is between institutions that are accredited by or hold candidacy status from an accrediting agency recognized by the United States Department of Education (or international equivalent).

The closing institution must provide documentation that the receiving institution's accreditor has approved the agreement and has determined that the receiving institution has sufficient capacity to carry out the teach-out plan in accordance with the accreditor's standards.

In order to be approved, a teach-out agreement must:

1. Be consistent with applicable Commission Standards of accreditation and policies.

2. Provide for the equitable treatment of students by demonstrating that the receiving institution has the necessary experience, resources, and support services to provide an educational program that is of acceptable quality and reasonably similar in content, structure, delivery modality, and scheduling to that provided by the institution that is closing or discontinuing its location(s), and to remain stable, carry out its mission, and to meet all obligations to its existing students.

3. Provide a clear statement to students of the tuition and fees of the educational program and the number and types of credits that will be accepted by the teach-out institution.[1]

4. Offer an option via the same method of delivery as the original educational program, although students may choose an option with a different method of delivery.

5. Demonstrate that the receiving institution can provide students access to the program and services without requiring them to move or travel substantial distances or duration.

6. Specify any additional costs charged to students by the receiving institution.

7. Provide for timely notification to students of any additional charges.

8. Include a statement from the receiving institution that it is not subject to any of the regulatory sanctions set forth in 34 C.F.R. §602.24 (c)(1) and 2, or the factors described under Circumstances Requiring Teach-Outs above and is not under investigation, subject to an action, or being prosecuted for an issue related to academic quality, misrepresentation, fraud, or other severe matters by a law enforcement agency; does not require approval of another accrediting agency if the receiving institution holds accreditation from that agency for the program(s) that will receive students under the agreement.

9. Provide for timely notification to any applicable programmatic accrediting agency.

10. Provide information on the number and types of credits the receiving institution is willing to accept prior to the student's enrollment.

11. Provide a complete list of students currently enrolled in each program at the institution and the program requirements each student has completed.

### Institutional Closure without an Approved Teach-Out Plan or Teach-Out Agreement

If a candidate or an accredited institution closes without a teach-out plan, the Commission will work with the US Department of Education and appropriate state or international equivalent agencies, to the extent feasible, to assist students in finding reasonable opportunities to complete their education without additional charges.

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Revised by the Commission, November 2009 Revised, November 2013
Revised, February 2019
Revised, November 2020

[1]If the student is completing a program through a written teach-out agreement or transfer, the receiving institution's accrediting organization may waive requirements regarding the percentage of credits that must be earned in order for a credential to be awarded to the student in a particular program.

# Governance

## Board of Trustees

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

## President

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

## Provost and Chief Academic Officer

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

## Faculty Senate

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

- Fostering faculty participation in the development and implementation of the strategic plan of Sofia University
- Representing the faculty in developing University policies and procedures that directly affect the faculty and the student body
- Reviewing University academic programs, policies, and procedures proposed by the administration, student organizations, or individual faculty members
- Cultivating a clear dialogue within Sofia University so that optimal understanding, inclusivity, and accountability are achieved
- Creating, maintaining, and protecting a university environment that is respectful of all persons and conducive to the richest growth of scholarship, learning, teaching, research, cultural humility, service, and professionalism
- Accepting and sharing responsibility with all constituents (the administration, staff, and students) in all efforts to improve the stature and relevance of Sofia University

## Student Senate

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

# Self Monitoring Procedures

Sofia University makes every effort to comply with current policies and procedures required by the California Bureau for Private Postsecondary Education (BPPE), in compliance with Title 5 California Code of Regulations (CCR), section 71760. The Director of Institutional Research regularly reviews BPPE laws and regulations. Once a year the Director of Institutional Research meets with the executive management team to review BPPE policies and procedures and make any changes.

# Student Rights and Responsibilities

## Alcohol and Controlled Substances Policy

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 drugs and the abuse of alcohol.

"Controlled substances" are those defined in 21 U.S.C. 812 and include, but are not limited to, such substances as marijuana, heroin, cocaine, cocaine derivatives, barbiturates, amphetamines, PCP, tranquilizers, and inhalants.

Generally, as of September 1990, it is a criminal offense:

- To illegally manufacture, sell, distribute, or possess controlled substances (those listed in Schedules I through V of the Controlled Substances Act [21 U.S.C. sec. 812, 282, 841, 844,845,845a].)
- To unlawfully possess or possess for sale, controlled substances specified in the California Health & Safety Code (sec. 11350, 11351.)
- To transport, sell, or distribute marijuana to a minor or to use a minor to transport, sell, or distribute marijuana (California Health & Safety Code, sec.647.)
- To provide an alcoholic beverage to a person under 21 or to any obviously intoxicated person (California Business & Professions Code sec.25658,25602.)
- To be under the influence of alcohol in a public place and unable to exercise care for one's own safety or that of others (California Penal Code sec.647.)
- To operate a motor vehicle while under the influence of alcohol or other intoxicants or with a blood alcohol level of .08 or higher (California Vehicle Code, sec.23152.)
- To have an open container of alcohol in a motor vehicle and for a person under 21 years of age to drive a vehicle carrying alcohol or to possess alcohol while in a motor vehicle (California Vehicle Code sec. 23223, 23224.)
- Therefore, the Board of Trustees has enacted the following policy in compliance with the law applicable to all employees and students.

Drug-free Policy

It is the policy of Sofia University to maintain a drug-free workplace, campus, and sponsored events. 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, campus, and event venues are presumed to include all University premises and venues where the activities of the University are conducted.

Except for any Sofia University sponsored social functions, alcohol may not be consumed on campus. The only exceptions to this policy are those occasions when we hold a social gathering, and alcoholic beverages are provided. Consumption of alcohol should be reasonable under the circumstances, and students are expected to comply with existing conduct rules prohibiting unlawful sexual harassment and other forms of unlawful harassment. If off campus use impacts academic quality of participation and coursework in online classes, this is also considered a violation of this policy.

Violations of this policy will defer to the student conduct policy and procedures found here 2023-2024-Sofia-Student-Handbook.pdf . For

informal resolution, formal SCC disciplinary action or referral for prosecution according to local, state, and federal statutes. If a violation is determined in any circumstance as noted above, it could result in disciplinary action to redo assignments in question, forced leave of absence, and in extreme cases, students may be expelled from their program and university due to unlawful conduct.

This policy will be reviewed every two years by the President of the Institution to determine its effectiveness and needed changes to the policy will be implemented.

Current federal code and state codes regarding controlled substance use.

c_cs_alpha.pdf (usdoj.gov)

Drug Scheduling (dea.gov)

# Americans with Disabilities Act (ADA)

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

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

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

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

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

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

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

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

The University keeps all information about a student's disability confidential and discloses such information only to the extent necessary to provide accommodation. Where it is deemed appropriate by the Dean of Student Services and/or person designated by the Dean, a qualified professional may be retained by the school to determine the appropriate accommodation for a disability. The Dean of Student Services and/or person designated by the Dean is

vested with the authority to develop a reasonable accommodation plan for all qualified persons with a disability at the University under the ADA or Rehabilitation Act.

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

A student may appeal the decision by the Dean of Student Services and/or the person designated by the Dean regarding the existence of a disability, the denial of an accommodation, or the provisions of the accommodation plan by filing a written complaint with the Dean, no later than two weeks following notification of the decision. The Dean of Student Services' decision shall be final. **For accommodations, the student should email student_services@sofia.edu to contact the Dean of Student Services.**

# Collegiate Behavior

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

Every instructor is entitled to courtesy and a genuine effort on the part of the students to make their contribution as faculty a success for all involved. At the close of each course (and usually in the middle) there is an opportunity to make judgments in confidence on effectiveness and needed improvements. There is a shared responsibility to create the best possible atmosphere for all participants, even if challenged. Completion of faculty evaluations should be handled respectfully.

# Crime Prevention and Campus Security

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

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

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

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

- The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Students should submit a written request to the Office of the Registrar that identifies the record(s) they wish to inspect. The Registrar then notifies the student of the time and place where the records may be inspected.
- The right to request the amendment of the student's education records that the student believes is inaccurate or misleading. A student may ask Sofia University to amend a record they believe is inaccurate or misleading. A written request must be made to the Provost. The request should include all information which identifies the part of the record the student wants amended and

why the student believes the record to be inaccurate or misleading. The Provost or designee responds to the student of the decision in writing. Students will be advised of their right to a hearing in the event that the University decides not to amend the specified record. Additional information regarding the hearing procedures will be provided to the student when notified.

- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure of student records without consent, is disclosure to school officials with legitimate educational interests. A school official has a legitimate educational interest if they need to review an education record in order to fulfill their professional responsibility. A school official is a person employed by Sofia University in an administrative, supervisory, academic/research, or support staff position (including law enforcement personnel and health staff); a person or company with whom Sofia University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. Sofia University discloses education records without consent, upon request, to officials of another school in which a student seeks or intends to enroll.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by Sofia University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC20202-4605.

# 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 https://www.meganslaw.ca.gov/. Persons required to register are reminded that registry status must be updated to reflect enrollment or employment on a school campus (CSCPA.)

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

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

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

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

# Sexual Harassment and Assault

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

## Policy on Sexual Harassment:

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

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

## Reporting Incidents:

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

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

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

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

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

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

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

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

## Disciplinary Action:

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

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

## Retaliation Policy:

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

# The Institute for Transpersonal Psychology Degrees

## The Institute for Transpersonal Psychology

## Clinical Psychology (Doctoral)

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

**Degree Type**
Doctor of Psychology

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

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

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

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

**Program Learning Outcomes**

*This program is not accepting any new students for 2022–2023.*

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

- Analyze and explain human behavior using current theory, methods, and research in the affective, social, individual differences, and cognitive areas of psychology, and formulate appropriate interventions to serve the needs of diverse clients.
- Summarize, assess, and apply the integration of positive psychology and spiritual diversity in clinical psychology theory, research, and practice.
- Create ethical and legal interventions to human psychology problems by integrating sound reflective judgment, appropriate moral and ethical frameworks, and clinical psychology knowledge.
- Summarize and explain the importance of and sensitivity to individual and cultural diversity in their academic, clinical, and professional work and relationships.
- Communicate effectively, ethically, and sensitively using a variety of media and genres to meet the needs and intended audience in a variety of personal and professional settings.
- Reflect upon their own whole-person development relative to the field of psychology and identify opportunities for continuing professional development

**Degree Requirements**

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

- **111 units of Core courses**

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

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

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

## Core Courses (111 units)

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

| Item # | Title | Credits |
|---|---|---|
| PSY10610 | Creative Expression in Clinical Practice I | 1.0 |
| PSY10620 | Creative Expression in Clinical Practice II | 1.0 |
| PSY20100 | Human Sexuality | 2.0 |
| PSY20150 | Diversity Issues in Clinical Practice | 3.0 |
| PSY20210 | Psychopathology and Diagnosis | 3.0 |
| PSY20230 | Treatment of Chemical Dependency and Dual Diagnosis | 2.0 |
| PSY20300 | Aging and Long-Term Care | |
| PSY2049A | Clinical Practicum Seminar A | 3.0 |
| PSY2049B | Clinical Practicum Seminar B | 3.0 |
| PSY2049C | Clinical Practicum Seminar C | 3.0 |
| PSY2050 | Psychometric Theory Applications and Reports I | 3.0 |
| PSY2051 | Psychometric Theory Applications and Reports II | 3.0 |
| PSY2052 | Psychometric Theory Applications and Reports III | 3.0 |
| PSY20530 | Laws and Ethics I | 3.0 |
| PSY20710 | Child Abuse Assessment and Reporting | |
| PSY20720 | Spouse/Partner Abuse Assessment and Treatment | |
| PSY2079A | Advanced Clinical Practicum Seminar A | 3.0 |
| PSY2079B | Advanced Clinical Practicum Seminar B | 3.0 |
| PSY2079C | Advanced Clinical Practicum Seminar C | 3.0 |
| PSY2080 | Biological Basis of Behavior: Part A | 3.0 |
| PSY2081 | Biological Basis of Behavior: Part B | 2.0 |
| PSY2104 | Supervision Consultation and Leadership in Clinical Psychology | 3.0 |
| PSY21110 | Mindfulness-Based Interventions I | 2.0 |
| PSY21120 | Mindfulness-Based Interventions I, II, and III | 2.0 |
| PSY21130 | Mindfulness-Based Interventions III | 2.0 |

| | | |
|---|---|---|
| PSY2223 | Personal and Clinical Applications of Positive Psychology | 3.0 |
| PSY2900 | Introduction to Group Therapy | 2.0 |
| PSY29400 | Psychotherapy Theory and Interventions—Humanistic and Existential | 3.0 |
| PSY2941 | Psychotherapy Theory and Interventions—Cognitive Behavioral Therapy | 3.0 |
| PSY29420 | Psychotherapy Theory and Interventions—Couples and Family Systems | 3.0 |
| PSY39200 | Clinical Psychology Theory and Research—Spiritual Applications | 3.0 |
| PSY4080 | Research Seminar A: Dissertation Hypotheses, Methods, and Design | 1.0 |
| PSY4081 | Research Seminar B: Dissertation Proposal | 3.0 |
| PSY48010 | Creative Expression in Clinical Practice III | 1.0 |
| PSY60010 | Human Development A | 3.0 |
| PSY60020 | Human Development B | 2.0 |
| PSY6007 | History and Systems | 3.0 |
| PSY60210 | Scientific Scholarly Writing | 2.0 |
| PSY6030 | Social Bases of Behavior | 3.0 |
| PSY60360 | Qualitative Research Methods | 3.0 |
| PSY60370 | Quantitative Research Methods | 3.0 |
| PSY60380 | Advanced Research Methods | 3.0 |
| PSY6041 | Cognitive and Affective Bases of Behavior A | 2.0 |
| PSY6042 | Cognitive and Affective Bases of Behavior B | 3.0 |
| PSY8556 | Informational Systems in Psychology | 3.0 |
| PSYX907 | Religious and Spiritual Diversity in Clinical Practice | 3.0 |

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

## Dissertation Research (9 units)

PsyD students must complete a minimum of 9 units to support their dissertation research:

| Item # | Title | Credits |
|---|---|---|
| PSY6047A | Dissertation A | 3.0 |
| PSY6047B | Dissertation B | 3.0 |
| PSY6047C | Dissertation C | 3.0 |

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

| Item # | Title | Credits |
|---|---|---|
| PSY6048A | Dissertation | 3.0 |
| PSY6048B | Dissertation | 3.0 |
| PSY6048C | Dissertation | 3.0 |

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

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

## Clinical Competency Exam

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

- Provides students with the opportunity to integrate Years 1, 2 and 3 of doctoral course material with practical training and thus demonstrate their ability to function as a practitioner-scholar.
- Requires students to integrate clinical and research data using theories and methods acquired in the classroom and at practicum to demonstrate knowledge of case formulation, assessment, and treatment.
- Gives students the opportunity to demonstrate that their professional judgment processes are flexible, ethical, and sensitive to client needs.
- Enables faculty to evaluate students' progress toward expected learning outcomes.
- Allows faculty to evaluate students' readiness for Internship and their ability to proceed in the program. Students must demonstrate these skills through a written case report and an oral examination, which includes a case presentation and a clinical vignette.

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

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

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

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

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

Two faculty instructors form the CCE committee. The PSY2079 instructor serves on all committees, and students select another faculty member from the Clinical Training Committee. The committee evaluates the written reports and communicates results to the student after Part 3, the oral examination. The student receives a numerical rating for each of the 10 sections of the written case report and for each of the 3 parts of the exam (see below). The student may invite peers and colleagues to the oral presentation, and these individuals may participate in the question-and-answer section. The student receives an overall Pass, Provisional Pass, or No Pass. The minimum passing score is an average rating of at least 3.0 in each of Parts 1, 2 and 3, described above.

A Provisional Pass is granted if one of the parts is scored below a 3.0 average. A No Pass is granted if two or more parts are scored below a 3.0 average. For Provisional and No Pass results, suggestions for improvement are given, and the student has an opportunity to correct these specific areas using the same client on a second exam administration. Only the specific areas cited need to be addressed in the second exam administration, but students must submit a revised written case report addressing all feedback and concerns. Instructors may ask for additional writing or another transcript as part of the second exam administration.

Failure to pass the CCE the second time requires students to complete a remediation plan which may include taking Advanced Practicum Seminar (PSY2079C) during the summer and extending their current placement in order to accommodate the write up and presentation of a second clinical case with another client. The student's CCE is forwarded to the student's practicum supervisor. The 3rd attempt of the exam must be completed before the summer course is complete. Students must use the same procedures for each exam administration.

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

## Dissertation Proposal

Students are expected to complete their dissertation proposal by the end of the third year. Students are expected to prepare their proposal through the Year 1 and Year 2 research class series. Students develop their dissertation proposal as part of the following Core Courses:

| Item # | Title | Credits |
|---|---|---|
| PSY4080 | Research Seminar A: Dissertation Hypotheses, Methods, and Design | 1.0 |
| PSY4081 | Research Seminar B: Dissertation Proposal | 3.0 |

While enrolled in the PSY4081 class, students identify members and form their dissertation committees. Once the Dissertation Office has approved a committee, students work with that committee in completing their dissertation proposal. Following the approval of their dissertation proposal by their committees and the Dissertation Office, students may begin conducting their doctoral research project.

## Advancement to Candidacy

Advancement to Candidacy is a process in which students meet certain requirements that are an indication of their level of skill in academic writing, critical thinking, and independent conduct of doctoral-level research. To complete the Advancement to Candidacy process, students must do the following:

- Have an approved and signed-off dissertation proposal
- Successfully complete all Year 1, Year 2, and Year 3 courses

It is expected that candidacy will occur by the end of the third year. A failure to complete any step of the Advancement to Candidacy process may result in the student being put on probation or asked to exit the doctoral program. Students are expected to make continuous academic progress throughout their enrollment at the University, including their work while completing the dissertation.

Once doctoral students have entered Candidacy, they are required to make continuous progress in completing the dissertation. See above for the listing of required and optional dissertation courses.

If students anticipate a gap in completion of the dissertation, they may be required to withdraw from the program until it becomes possible to complete the dissertation. For further details on Withdrawal in Good Standing, see the Enrollment and Graduation section of the catalog.

## Internship

PsyD students must complete one full year (1500 hours) of clinical internship. To apply for a pre-doctoral internship, a student must have completed a minimum of 72 units of Board of Psychology-eligible psychology coursework.

The goal of internship training is to promote students' greater understanding of clinical practice and theory as well as increased professional, ethical, and social responsibility. During the internship, students develop advanced skills in assessment and intervention. To advance to internship (PSY6086, see below), students must successfully complete all required coursework for Year 1 through Year 3. Students must also hold and pass the dissertation proposal meeting before being approved to apply to external sites for Internship.

Although the recommended course of study encourages students to complete their dissertation in Year 4 and their internship at a full-time site in Year 5, some students choose to undertake a part-time internship during Years 4 and Year 5 while simultaneously completing their dissertation. Students should consult the Program Chair and Director of Clinical Training regarding these two options.

The internship must be at a site approved by the California Psychology Internship Council (CAPIC), Association of Psychology and Internship Centers (AAPIC), or the American Psychological Association (APA). Students must register for the internship course and submit appropriate forms, including the Internship Contract, before beginning work at the site.

| Item # | Title | Credits |
|---|---|---|
| PSY6086A | Internship A | |
| PSY6086B | Internship B | |
| PSY6086C | Internship C | |
| PSY6086D | Internship D | |

Students may repeat the above courses if participating in a half-time internship. Although the courses do not yield units toward the degree, students must complete a minimum of 1500 hours, which must be documented.

## Supervision Policy

Students may not represent themselves as Sofia University's trainees in doing any clinical work that is not supervised through the University. To protect our students, the University, and the public, all students who are working with clients with or without pay, including working with other students, as a psychotherapist, counselor, or spiritual guide-in-training, must be in supervision and registered for the appropriate coursework as part of their clinical training. The supervisor must be approved by the Program Chair or Director of Clinical Training through the Internship Contract. This includes supervisors with training in any psychotherapeutic or related modality, such as hypnotherapy, shamanic counseling, or movement therapy. In the case of coaching, consulting, bodywork, and similar activities, some practitioners clearly work in a psychotherapeutic mode while others do not. Nonetheless, if a student includes elements of psychotherapy in work with clients, the student must be in supervision.

Failure to comply with this policy is a serious violation of the University's ethical code and may result in suspension, dismissal, or other corrective action.

## Licensure

Laws in each state regulate the professional practice of Clinical Psychology. Requirements differ for the respective licenses, and the requirements are subject to change by action of each state's legislature or by the licensing bodies. Students intending to practice outside California should consult the licensing body of that state before beginning study to ensure completion of all requirements.

The Psychology License administered by the California Board of Psychology (BOP) is the highest non-medical mental health practitioner license available in the State of California. A doctorate is required to apply for the Psychology License. The licensing exam is taken after graduating from the PsyD Program. The BOP requires course work in a variety of clinical areas in preparation for the psychologist examination. The PsyD program endeavors to offer training in all of the required areas of study. However, completion of any coursework or degree at Sofia University does not guarantee licensure in California or another state, or authorization to sit for a licensing exam, and it is the responsibility of the student to remain informed about educational and other requirements. The Psychology License in the State of California is granted at the sole discretion of the BOP. Students should contact the BOP with any specific questions about licensure:

Board of Psychology
2005 Evergreen Street, Suite 1400, Sacramento, CA 95815-3831
(916) 263-2699, (866) 503-3221
bopmail@dca.ca.gov
https://www.psychology.ca.gov/

| | |
|---|---|
| Total Credits | 120 |

# Counseling Psychology (Master's)

## Master of Arts in Counseling Psychology

**Degree Type**
Master of Arts

**(Online + Low-residency)**

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

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

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

The MACP degree is a three-year online and low-residency program with mandatory, intensive sessions twice a year. Courses may be delivered in a hybrid format, including synchronous and asychronous components to support experiential application of the material covered. The in-person intensive occurs on campus one time per year at the beginning of the Fall quarter for ten consecutive days. The virtual synchronous intensive occurs one time per year at the beginning of the Spring quarter for ten consecutive days.

Advisors are assigned at the beginning of the program and meet with students for ongoing mentoring, advising, and review of readiness to begin clinical practicum. Annually, advisors meet with each student either at the intensives or via teleconferencing for a formal and documented review of student progress.

Faculty members, advisors, and the Program Chair may require students to meet for further discussion and recommendations.

**Note about Additional Fees:** In addition to program tuition, attendance at the in-person intensives on campus for the MACP program requires students to budget for travel, room, board, and the intensive fee (see fee schedule).

**Program Learning Outcomes**

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

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

**Degree Requirements**

To receive a Master of Arts in Counseling Psychology degree, students must successfully complete a minimum of between 90.0 and 97.5 units depending on the Concentration selected. The following are specific degree requirements:

- **14.0 units in Transpersonal Arc Courses**
- **59.5–67.0 units in Clinical Core Courses** (including LMFT or LPCC Concentration Courses)
- **16.5 units in Capstone Clinical Practicum Sequence**—in California, a minimum of 225 supervised clinical hours are required for LMFT, and a minimum of 280 supervised direct counseling hours are required for LPCC. This requirement varies based on the regulations of other states and locations wherein students reside and plan to license. A minimum of four quarters of practicum coursework is required, and all students will need to secure a traineeship position at an approved local site providing mental health services.
- **Complete 40 hours of documented psychotherapy as a client during the program**, including a minimum of 20 hours prior to entering Clinical Capstone Practicum Sequence

## Transpersonal Arc Courses (14.0 units)

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

| Item # | Title | Credits |
|---|---|---|
| MLR10011 | Creative Expression, Part 1 | 1.0 |
| MLR10012 | Creative Expression, Part 2 | 1.0 |
| MLR30011 | Clinical Applications of Meditation and Mindfulness, Part 1 | 1.5 |
| MLR30012 | Clinical Applications of Meditation and Mindfulness, Part 2 | 0.5 |
| MLR4001 | Mind-Body Integration: Aikido A | 1.0 |
| MLR4002 | Mind-Body Integration: Aikido B | 1.0 |
| MLR6001 | Transpersonal Theory and Literature | 2.0 |

*Students are required to complete 3 units:*

| Item # | Title | Credits |
|---|---|---|
| MLR1066 | Transpersonal Skills Lab - Psychosynthesis (Creative/ Spritual/Somatic Focus) | 3.0 |

*Students select 3 units from the following:*

| Item # | Title | Credits |
|---|---|---|
| MLR1065 | Transpersonal Skills Lab 1 (Creative Focus) | 1.0 |
| MLR3065 | Transpersonal Skills Lab 1 (Spiritual Focus) | 1.0 |
| MLR4065 | Transpersonal Skills Lab 1 (Somatic Focus) | 1.0 |
| MLR1067 | Transpersonal Skills Lab 3 (Creative Focus) | 1.0 |
| MLR3067 | Transpersonal Skills Lab 3 (Spiritual Focus) | 1.0 |
| MLR4067 | Transpersonal Skills Lab 3 (Somatic Focus) | 1.0 |

## Clinical Core Courses (59.5-67.0 units)

The Clinical Core consists of coursework that meets the requirements for the California Board of Behavioral Sciences educational experience for LMFT and LPCC Concentrations as of the publication time for this Academic Catalog:

**Introductory Clinical Courses (22.5 units)**

| Item # | Title | Credits |
|---|---|---|
| MLR20061 | Human Development Across the Lifespan: Part 1 | 3.0 |
| MLR20062 | Human Development Across the Lifespan: Part 2 | 1.5 |
| MLR20001 | Group Dynamics, Part 1 | 0.5 |
| MLR20002 | Group Dynamics, Part 2 | 0.5 |
| MLR20003 | Group Dynamics, Part 3 | 0.5 |
| MLR20004 | Group Dynamics, Part 4 | 0.5 |
| MLR20005 | Group Dynamics, Part 5 | 1.5 |
| MLR20006 | Group Dynamics, Part 6 | 0.5 |
| MLR20007 | Group Dynamics, Part 7 | 0.5 |
| MLR20071 | Counseling Principles and Practices, Part 1 | 3.0 |
| MLR20072 | Counseling Principles and Practices, Part 2 | 1.5 |
| MLR20111 | Systems Theory and Application, Part 1 | 3.5 |
| MLR20112 | Systems Theory and Application, Part 2 | 1.0 |
| MLR20281 | Power, Culture, and Identity in Counseling Psychology, Part 1 | 3.5 |
| MLR20282 | Power, Culture, and Identity in Counseling Psychology, Part 2 | 1.0 |

**Intermediate Clinical Courses (13.5 units)**

| Item # | Title | Credits |
|---|---|---|
| MLR2069 | Pre-Practicum: Clinical Training Preparation | 1.5 |
| MLR20531 | Law and Ethics, Part 1 | 1.5 |
| MLR20532 | Law and Ethics, Part 2 | 3.0 |
| MLR20781 | Psychopathology: Part 1 | 1.5 |
| MLR20782 | Psychopathology: Part 2 | 3.0 |
| MLR5025 | Career Development A | 1.5 |
| MLR6035 | Research Methods A | 1.5 |

**Advanced Clinical Courses (23.5-28.0 units)**

| Item # | Title | Credits |
|---|---|---|
| MLR2013 | Child and Adolescent Focused Therapy and Intervention | 2.0 |
| MLR2077 | Psychopharmacology, Brain Structure and Development, and Severe Mental Illness | 4.5 |
| MLR2010 | Human Sexuality, Gender Identity, and Treatment of Psychosexual Dysfunction | 2.0 |
| MLR20231 | Addiction: Social Implications and Recovery (Part 1) | 3.0 |
| MLR20232 | Addiction: Social Implications and Recovery (Part 2) | 1.5 |
| MLR20301 | Advanced Trauma and Crisis Interventions: Part 1 | 3.0 |
| MLR20302 | Advanced Trauma and Crisis Interventions: Part 2 | 1.5 |
| MLR20401 | Advanced Theory and Skills, Part 1 | 2.0 |
| MLR20402 | Advanced Theory and Skills, Part 2 | 1.0 |
| **Item #** | **Title** | **Credits** |
| MLR20121 | Advanced Couples Counseling, Part 1 (LMFT Focus) | 1.0 |
| MLR20122 | Advanced Couples Counseling, Part 2 (LMFT Focus) | 1.0 |
| MLR20123 | Advanced Couples Counseling, Part 3 (LMFT Focus) | 1.0 |

*Students must complete 3.0 units for the LMFT Concentration*

| Item # | Title | Credits |
|---|---|---|
| MLR5026 | Advanced Career Development (LPCC Focus) | 3.0 |
| MLR6036 | Advanced Research Methods (LPCC Focus) | 3.0 |
| MLR6037 | Assessment, Appraisal, and Testing of Individuals (LPCC Focus) | 4.5 |

*Students must complete 10.5 units for the LPCC Concentration.*

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

## Capstone Clinical Practicum Sequence (16.5 units)

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

| Item # | Title | Credits |
|---|---|---|
| MLR2080 | Practicum Tracking and Evaluation | 0.0 |
| MLR2070 | Practicum 1 | 3.0 |
| MLR2071 | Practicum 2: Transpersonal Based Case Formulation, Treatment Planning and Applications | 4.5 |
| MLR2073 | Practicum 3: Systems Theory-Based Case Formulation, Treatment Planning and Applications | 4.5 |
| MLR2075 | Practicum 4: Evidence Based-Case Formulation, Treatment Planning and Applications | 4.5 |

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

| Item # | Title | Credits |
|---|---|---|
| MLR2079 | Supplemental Practicum | 1.0 |

## Licensure

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

**California Marriage and Family Therapy (LMFT) or Licensed Professional Clinical Counselor (LPCC) Licenses:** A qualifying master's degree is required to apply for LMFT and/or LPCC Associate status. The California Board of Behavioral Sciences (BBS) requires coursework in a variety of clinical areas and foci in preparation for LMFT and/or LPCC degree requirements. Depending on which Concentration (or track) the student completes, the degree complies with the educational requirements of Chapter 13, Article 1, §4980.36 (LMFT Track) or Chapter 16, Article 3, §4999.33 (LPCC Track). Beginning in the second year of study, students elect to complete one or both tracks.

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

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

## Leave of Absence

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

| | |
|---|---|
| Total Credits | 90-97.5 |

**Course Sequencing**

# Concentrations

# Creative Expression Concentration

The Creative Expression Certificate (CEC) provides students the opportunity to use coursework across programs to receive a professional application certification. The CEC offers an exciting opportunity to study the theories and practices of creative expression, creative process, intermodal creative expression and integrated arts. The certificate provides the necessary educational groundwork to contribute to students' ability to use the expressive arts in their profession. The CEC may also assist program graduates in obtaining credentials from various professional organizations in the expressive arts. *However, students need to check with each organization for the qualifying requirements, which may change over time.*

Upon successful completion of the certificate coursework and with the approval of the CEC director, a Professional Creative Expression Certificate will be awarded to the student.

| Item # | Title | Credits |
|---|---|---|
| MLR1000 | Creative Expression Concentration Orientation Course | 0.0 |
| MTP8300 | Creative Expression and Transformation | 3.0 |
| MLR10011 | Creative Expression, Part 1 | 1.0 |
| MLR1065 | Transpersonal Skills Lab 1 (Creative Focus) | 1.0 |
| MLR1066 | Transpersonal Skills Lab - Psychosynthesis (Creative/ Spritual/Somatic Focus) | 3.0 |
| MLR1067 | Transpersonal Skills Lab 3 (Creative Focus) | 1.0 |
| MLR2013 | Child and Adolescent Focused Therapy and Intervention | 2.0 |
| MLR20071 | Counseling Principles and Practices, Part 1 | 3.0 |
| MLR20072 | Counseling Principles and Practices, Part 2 | 1.5 |
| MLR20111 | Systems Theory and Application, Part 1 | 3.5 |
| MLR20112 | Systems Theory and Application, Part 2 | 1.0 |
| MLR9042 | Showcase Portfolio | 1.0 |

CEC coursework offers students an exciting opportunity to study the theories and practices of creative expression, creative process, intermodal creative expression, and integrated arts. The Certificate aims to provide the necessary educational groundwork

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

# Transpersonal Psychology (Doctoral)

## Doctor of Philosophy in Transpersonal Psychology (PhD)

**Degree Type**
Doctor of Philosophy

### (Online + Low-residency)

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

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

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

To complete the program in three years, students carry nine units per quarter, initially focusing on Core Courses and Elective Courses. Students must complete GPHD8997 Introduction to Proposal Writing ("Mini Proposal") by the middle of their second year (Quarter 1) to begin Dissertation registration and move through the sequence of Dissertation courses offered each quarter. Maximum time allowed to complete the degree is seven years from the start of the PhD program.

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

**Program Learning Outcomes**

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

- Analyze and explain human behavior in a variety of contexts and situations using theoretical models, empirically supported methods, and research in the field of transpersonal psychology and the wider field of psychology.
- Employ best practices in social science and humanistic research methodology in the design and conduct of original psychological research.
- Integrate knowledge about and sensitivity to the experiences and perspectives of diverse populations, including but not limited to race, culture, socioeconomics, age, gender, sexual orientation, and disability, in research and applications of transpersonal psychology.
- Communicate effectively using a variety of media and genres to meet the needs of the circumstances and intended audience across a range of personal and professional purposes and settings.

- Reflect upon their own whole-person development, including growth in mind, body, spirit, creativity, and community, and identify opportunities for continuing development.
- Integrate relevant moral and ethical frameworks with key concepts and practices drawn from transpersonal psychology in the development of solutions to professional and community problems.

**Degree Requirements**

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

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

## Core Courses (33 units)

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

| Item # | Title | Credits |
|---|---|---|
| | GPHD7000-7004 Four Residential Seminars - 2 credits each | 8 |
| GPHD6101 | Foundations of Transpersonal Psychology | 3.0 |
| GPHD6218 | Advanced Symposium in Transpersonal Psychology | 3.0 |
| GPHD9610 | Integral Research Skills: Advanced Topics in Transpersonal Psychology | 3.0 |
| GPHD6205 | Critical Thinking and Scholarly Writing | 3.0 |
| GPHD6103 | Qualitative Research Methods | 3.0 |
| GPHD6104 | Quantitative Research Methods and Basic Statistics | 3.0 |
| GPHD7804 | Psychology of Cognition, Affect, and Consciousness | 3.0 |
| GPHD8997 | Introduction to Dissertation Proposal Writing ("Mini-Proposal") | 4.0 |

## Electives (24 units)

Students deepen their knowledge of transpersonal theory, research, and applications through the selection of Elective Courses.

***Electives Currently Offered***

| Item # | Title | Credits |
|---|---|---|
| GPHD5130 | Positive Psychology–Gratitude, Compassion, and Forgiveness | 3.0 |
| GPHD6203 | Introduction to Transpersonal Therapies | 3.0 |
| GPHD6206 | Transpersonal Finance | 3.0 |
| GPHD6214* | Anomalous States of Consciousness | 3.0 |
| GPHD6304 | Topics in Consciousness Studies | 3.0 |
| GPHD6310 | Consciousness and Healing: Integral Perspectives | 3.0 |
| GPHD6411* | Psychology of Extraordinary Dreams | 3.0 |
| GPHD6415 | Death and the Afterlife: Comparative Epistemologies | 3.0 |
| GPHD7210 | Transpersonal Leadership | 3.0 |
| GPHD7215 | Aging, Individuation, & Wholeness Across the Lifespan | 3.0 |
| GPHD7223 | Somatic Psychology and Mind-Body Healing | 3.0 |
| GPHD7226 | Transformative Learning Theory | 3.0 |
| GPHD7229 | Spiritual Competencies | 3.0 |
| GPHD7330* | Archetypes, Myths, & Symbols | 3.0 |
| GPHD7803 | Emerging Worldviews: The Art and Science of Transformation | 3.0 |
| GPHD7805* | Eco-spirituality: Our Spiritual Connection to Gaia | 3.0 |
| GPHD8206 | Ecopsychology - Remembering Our Place in the Natural World | 3.0 |
| GPHD8207* | Sustainability, Culture, and Sacred Ecology | 3.0 |
| GPHD8208* | Nature-Based Programs and Wholeness | 3.0 |
| GPHD8209 | Dreams, Dreaming, and Dreamwork | 3.0 |
| GPHD8216 | Transpersonal Perspectives on Eros and Gender | 3.0 |
| GPHD8222 | Psychology of Religion and Spirituality | 3.0 |
| GPHD8452 | PTSD, Psychology and Healing Methods | 3.0 |
| GPHD9600 | Advanced Topics in Transpersonal Theory and Research | 1.0 |
| GPHD9825 | Research Practicum I | 3.0 |
| GPHD9827 | Research Practicum II | 3.0 |

***Other Electives***

| Item # | Title | Credits |
|---|---|---|
| GPHD6207 | Psychology of Cognition and Emotion | 3.0 |
| GPHD6210 | The Entrepreneurial Mind and Transpersonal Psychology | 3.0 |
| GPHD6216 | Psychology of Meditation & Mindfulness | 3.0 |
| GPHD6305 | Critical Hermeneutical Thinking | 3.0 |
| GPHD6865 | Parapsychology | 3.0 |
| GPHD7203 | History and Systems of Psychology | 3.0 |
| GPHD7219 | Psychology of Organizational Change | 3.0 |
| GPHD7222 | Lucid Dreaming and Waking Life | 3.0 |
| GPHD7224 | Stages and Applications of Integral Transpersonal Psychology and Psychotherapy | 3.0 |
| GPHD7225 | Personality Theory and Transpersonal Studies | 3.0 |
| GPHD7228 | Psychedelics: Transpersonal and Clinical Applications | 3.0 |
| GPHD7402 | Contemplative Practices: Paths toward Conscious Evolution | 3.0 |
| GPHD7506 | Creativity Studies and the Imagination | 3.0 |
| GPHD7510 | Case Study Method | 3.0 |
| GPHD7513 | Hermeneutic Phenomenological Research Methods | 3.0 |
| GPHD7518 | Research of Religious and Spiritual Experience | 3.0 |
| GPHD7519 | Mixed Methods Research | 3.0 |
| GPHD7527 | Philosophy of Mind | 3.0 |
| GPHD7530 | Brain, Complexity, and Transpersonal Experience | 3.0 |
| GPHD7543 | Meditation in Light of Neuroscience | 3.0 |
| GPHD7615 | Advanced Research in Ecopsychology | 3.0 |
| GPHD8210 | Psychology of Learning | 3.0 |
| GPHD8211 | Ethics and Multicultural Issues in Psychology | 3.0 |
| GPHD8600 | Neuropsychology of Consciousness | 3.0 |
| GPHD8990 | Advanced Topics in Research: Grounded Theory | 3.0 |
| GPHD8996 | Neurobiological Foundations of Psychology | 3.0 |

## Dissertation Courses (18 Units)

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

| Item # | Title | Credits |
|---|---|---|
| DOC9001-1 | Dissertation: Committee Formation and Final Proposal | 3.0 |
| DOC9002-1 | Dissertation: Participant Recruitment and Initial Data Collection | 3.0 |
| DOC9003-1 | Dissertation: Data Collection and Analysis | 3.0 |
| DOC9004-1 | Dissertation: Analysis and Writing | 3.0 |
| DOC9005-1 | Dissertation: Final Draft Review and Defense | 3.0 |
| DOC9006 | Dissertation: Completion and Approval | 3.0 |

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

## Advancement to Candidacy

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

- GPHD8997 Introduction to Dissertation Proposal Writing ("Mini-Proposal") (4)
- Enroll in DOC9001-1 Dissertation: Committee Formation and Final Proposal (3), during which a meeting with the Committee concerning the Dissertation proposal is held and the proposal is approved

| Item # | Title | Credits |
|---|---|---|
| GPHD8997 | Introduction to Dissertation Proposal Writing ("Mini-Proposal") | 4.0 |
| DOC9001-1 | Dissertation: Committee Formation and Final Proposal | 3.0 |

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

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

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

| | |
|---|---|
| Total Credits | 75 |

**Course Sequencing**

## Optional Certificates

## Certificate in Dream Studies

Sofia University's certificate in Dream Studies is offered in our School of Transpersonal Psychology. It is one of the few Dream Studies certificate programs in an accredited University in the United States. The program has an interdisciplinary orientation, exploring dreams from transpersonal, integral, psychological, scientific, mythological, spiritual, religious, and cross-cultural perspectives. Courses cover subjects that include sleep, dreams, and states of consciousness; ordinary, extraordinary, and anomalous dreams; dreams as they relate to health and creativity; a practicum in dream sharing with individuals and groups; personal mythology and dreamwork; and a final Certificate integration group presentation.

With five courses to complete over four-terms, this 13-credit curriculum is taught by Sofia Faculty. This certificate is designed for students, researchers, counselors, therapists, and anyone with a desire to explore dreams in a way that is applicable to personal development and/or careers in higher education, research, counseling, coaching, writing, and other careers where healing, creativity, imagination, inspiration, and transformation are important.
The Dream Studies certificate can be earned alone or in combination with our Transpersonal Psychology Masters or Doctoral Programs.

***The following courses fulfill Dream Studies certification requirements:***

| Item # | Title | Credits |
|---|---|---|
| GPHD6411* | Psychology of Extraordinary Dreams | 3.0 |
| | GPHD 8202 or GPHD 8209 | 3 |
| GPHD7330* | Archetypes, Myths, & Symbols | 3.0 |
| | GPHD8452 or GPHD6214 | 3 |
| GPHD8299* | Certificate Integration/Artistic Presentation | 1.0 |

## Certificate in Ecopsychology

Sofia University's certificate in Ecopsychology is offered in our School of Transpersonal Psychology. It is currently only available to students enrolled in the MATP or PhD programs in Transpersonal Psychology. It is available as a stand-alone certificate available to all qualified applicants after WSCUS approval. It is one of the few Ecopsychology certificate programs in an accredited University in the U.S. The program has an interdisciplinary orientation, exploring ecopsychology from the perspective of spirituality, transpersonal psychology, sustainability, culture, sacred ecology, and practical application. Courses cover subjects that include eco-spirituality; ecopsychology; sustainability, culture, and sacred ecology; nature-based programs and wholeness, a practicum, and a final Certificate integration group presentation.

With five courses to complete over four-terms, this 13-credit curriculum is taught by Sofia Faculty. This certificate is designed for students, researchers, counselors, therapists, and anyone with a desire to explore the relationship between human beings and Nature in a way that is applicable to personal development and/or careers in higher education, research, counseling, coaching, writing, and other careers in which protecting Nature and healing the human-Nature bond for the benefit of both is important.

The Ecopsychology certificate can be earned alone or in combination with our Transpersonal Psychology Masters or Doctoral Programs. The following courses fulfill Ecopsychology certification requirements:

| Item # | Title | Credits |
|---|---|---|
| GPHD8206 | Ecopsychology - Remembering Our Place in the Natural World | 3.0 |
| GPHD8207* | Sustainability, Culture, and Sacred Ecology | 3.0 |
| GPHD8208* | Nature-Based Programs and Wholeness | 3.0 |
| GPHD7805* | Eco-spirituality: Our Spiritual Connection to Gaia | 3.0 |
| | GPHD TBD Certificate Integration/Artistic Presentation | 1 |

# Transpersonal Psychology (Doctoral) in Chinese 中文超个人心理学哲学博士

## Doctor of Philosophy in Transpersonal Psychology in Chinese (PhD) 中文超个人心理学哲学博士

**Degree Type**
Doctor of Philosophy

**(Online) 在线学习**
The Doctor of Philosophy (PhD) in Transpersonal Psychology degree program offers a unique and exciting opportunity to study the theories and practices of transpersonal psychology. Grounded in the pioneering work of the Institute of Transpersonal Psychology, founded in 1975, the PhD program is structured around a three-year course of study that is offered in an online format. For students transferred from PHDC to GPHD, there will be low-residency seminars and courses on the Costa Mesa and/or Palo Alto campus.

**主要以线上学习为主。从PHDC 转到 GPHD的学生，会有在Costa Mesa校区或Palo Alto校区面对面举办的课程和研讨会。**

**整个博士的学习过程中，学生将与教授团队紧密合作。师资团队推动情感和社会学习，修习正念冥想，鼓励学生把基于研究的有意义的成果应用到个人和职业目标和理想中。**

To complete the program in three years, students carry at least 6 units per quarter, initially focusing on Core Courses and Elective Courses. Students must complete PHDC 8997 Introduction to Proposal Writing ("Mini Proposal") by the middle of their second year to begin Dissertation registration and move through the sequence of Dissertation courses offered each quarter. Maximum time allowed to complete the degree is seven years from the start of the PhDC program.

**为在三年完成该项目，学生需每学期修读至少6个学分，主要是聚焦核心课程和选修课程。学生需在第二年中期之前完成PHDC 8997 论文提案写作简介（"小型提案"）这门课，从而开启他们的论文课程注册，并且开始进入一系列的在每个学期都将提供的论文写作课程。该博士项目完成时间的最大限度是7年。**

Note about Additional Fees: In addition to tuition, students transferred from PHDC to GPHD will pay an additional surplus fee. seminar attendance for the transferred students requires students to budget for travel, room, and board if they are not living close to the campus..

**注意其他的费用：除了学费之外，转学的学生还需缴纳附加费用。转学学生如果不住在校园附近，还要考虑参与研讨会的额外费用如旅行、食宿等。**

**Program Learning Outcomes**

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

**项目学习成果预期：在成功完成超个人心理学哲学博士项目后，学生将会收获**

- Analyze and explain human behavior in a variety of contexts and situations using theoretical models, empirically supported methods, and research in the field of transpersonal psychology and the wider field of psychology.**分析和解释各种背景和情况下的人类行为，通过使用理论模型、实证研究支持的方法，以及超个人心理学领域和心理学领域更广泛的研究。**
- Employ best practices in social science and humanistic research methodology in the design and conduct of original psychological research.**采用社会科学和人文研究方法的最佳实践，来设计和进行具有原创性的心理学研究。**
- Integrate knowledge about and sensitivity to the experiences and perspectives of diverse populations, including but not limited to race, culture, socioeconomics, age, gender, sexual orientation, and disability, in research and applications of transpersonal psychology. **整合来自不同人群的经验和世界观，例如：种族、文化、社会经济、年龄、性别、性取向、功能障碍者等等，应用到超个人心理学的研究和实践中。**
- Communicate effectively using a variety of media and genres to meet the needs of the circumstances and intended audience across a range of personal and professional purposes and

settings.使用各种媒介和体裁，在具体的情况中，以满足沟通对象的需求为前提，进行有效沟通，以满足个人和专业实践的目的。
- Reflect upon their own whole-person development, including growth in mind, body, spirit, creativity, and community, and identify opportunities for continuing development.反思自己的全人发展，包括心智、身体、灵性、创造力和社区的成长，并找到继续进行全人发展的机会。
- Integrate relevant moral and ethical frameworks with key concepts and practices drawn from transpersonal psychology in the development of solutions to professional and community problems.将相关的道德和伦理框架与来自超个人心理学的关键概念和实践相结合，来制定专业和社区问题的解决方案

**Degree Requirements**

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

为获得超个人心理学哲学博士学位，学生必须成功完成至少75个学分课程的学习并提交一份经审核通过的学位论文。以下是具体的学位要求：

- **33 units in Core Courses** 完成33个学分的核心课程
- **24 units in Concentration or Elective Courses** 完成24个学分的专业课或选修课
- **18 units in Dissertation Courses** 完成18个学分的毕业论文课程
- **Submission of an approved dissertation** 提交一份经学术委员会审核通过的学位论文

## Core Courses (33 units) 核心课程（33学分）

Core Courses introduce students to foundational theories and research methods in transpersonal psychology. As part of the Core, students must attend and successfully complete four seminars (i.e., PHDC7000 taken 4 times*) during their matriculation in the PhDC program.

核心课程向学生提供超个人心理学的基础理论和研究方法。作为核心课程的一部分，学生必须在博士学习过程中参加并完成四次强化研讨会(PHDC 7000 的课要上四次）。

| Item # | Title | Credits |
|---|---|---|
| | Four Residential Seminars - 2 credits each | 8 |
| PHDC6101 | Foundations of Transpersonal Psychology 超个人心理学基础 | 3.0 |
| PHDC6218 | Advanced Seminar in Transpersonal Psychology 超个人心理学高级研讨会 | 3.0 |
| PHDC9610 | Integral Research Skills: Advanced Topics in Transpersonal Psychology 整合研究技能：超个人心理学高级课题 | 3.0 |
| PHDC6205 | Critical Thinking and Scholarly Writing 批判性思维和学术性写作 | 3.0 |
| PHDC6103 | Qualitative Research Methods 定性研究方法 | 3.0 |
| PHDC6104 | Quantitative Research Methods 定量研究方法 | 3.0 |
| PHDC7804 | Psychology of Cognition, Affect, and Consciousness 认知、情感和意识的心理学 | 3.0 |
| PHDC8997 | Introduction to Dissertation Proposal Writing (“Mini-Proposal”) 学位论文提案写作介绍（初步提案） | 4.0 |

## Electives (24 units) 选修课程（24学分）

Students deepen their knowledge of transpersonal theory, research, and applications through the selection of Elective Courses.

学生通过选修课程加深对超个人理论、研究和应用的了解和探究。

***Electives Currently Offered***

***目前提供的选修课程***

| Item # | Title | Credits |
|---|---|---|
| PHDC5130 | Positive Psychology 积极心理学 | 3.0 |
| PHDC6415 | Death and the Afterlife: Comparative Epistemologies | 3.0 |
| PHDC8222 | Psychology of Religion and Spirituality | 3.0 |
| PHDC6203 | Introduction to Transpersonal Therapies | 3.0 |
| PHDC6411* | Psychology of Extraordinary Dreams 非凡"梦"的心理学 | 3.0 |
| PHDC8202* | Dreams, Dreaming and Dreamwork (Practicum) | 3.0 |
| PHDC7223 | Somatic Psychology and Mind-Body Healing 躯体心理学与身心疗愈 | 3.0 |
| PHDC7330* | Archetypes, Myths, & Symbols 原型、图示及神化 | 3.0 |
| PHDC7210 | Transpersonal Leadership 超个人领导力 | 3.0 |
| PHDC8452 | PTSD, Psychology and Healing Methods 创伤后应激障碍、心理学和治疗方法 | 3.0 |
| PHDC8206* | Ecopsychology—Remembering Our Place in The Natural World | 3.0 |
| PHDC6217 | Meditation Practice and Research | 3.0 |
| PHDC6105 | Statistical Methods in Psychology (Data Analysis with R) | 3.0 |
| PHDC7103 | Humanistic and Existential Psychology | 3.0 |
| PHDC7106 | Transpersonal Psychology and AI 超个人心理学与人工智能 | 3.0 |
| PHDC8309 | Empowering Community Through Expressive Arts 赋能社区的表达性艺术 | 3.0 |

## Dissertation Courses (18 Units) 博士论文课程（18学分）

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

博士学位论文课程由6个3学分的课程组成。每个学期的课程，学生都要完成指定数量的与学位论文规划、研究和写作相关的活动。学生在学术委员会的指导下，完成专业研究方案的制定、进行研究和分析数据、以及撰写和答辩相关结果的综合报告。

| Item # | Title | Credits |
|---|---|---|
| DOC9001-1 | Dissertation: Committee Formation and Final Proposal | 3.0 |
| DOC9002-1 | Dissertation: Participant Recruitment and Initial Data Collection | 3.0 |
| DOC9003-1 | Dissertation: Data Collection and Analysis | 3.0 |
| DOC9004-1 | Dissertation: Analysis and Writing | 3.0 |
| DOC9005-1 | Dissertation: Final Draft Review and Defense | 3.0 |
| DOC9006 | Dissertation: Completion and Approval | 3.0 |

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

每学期，学术论文委员会主席将用【予以通过】或【不通过】来评估和评分论文课程，并使用课程概要来监督学生的学位学习进程。在该学期末，如果学生没有达到论文写作课程的要求，将被要求重修该课程。只有在意外或极少数情况下，学生才可以申请延长论文提交的截止日期。

## Advancement to Candidacy 进阶为博士候选人

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

**学校将考察学生是否在学术写作和批判性思维技能方面，达到了适合进行独立完成博士论文研究的水平，考察过程通过，学生可以进阶为博士候选人。为了完成这一过程，学生必须完成以下课程。**

- PHDC8997 Introduction to Dissertation Proposal Writing ("Mini-Proposal") (3) PHDC8997 **论文提案写作简介（"小型提案"）**
- Enroll in DOC9001-1 Dissertation: Committee Formation and Final Proposal (3), during which a meeting with the Committee concerning the Dissertation proposal is held and the proposal is approved **注册课程**DOC9001-1 **学位论文：学术委员会成立和最终提案，在此期间与委员会进行有关论文提案的会议，并使该提案获批。**

| Item # | Title | Credits |
|---|---|---|
| PHDC8997 | Introduction to Dissertation Proposal Writing ("Mini-Proposal") **学位论文提案写作介绍（初步提案）** | 4.0 |
| DOC9001-1 | Dissertation: Committee Formation and Final Proposal | 3.0 |

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

**学完这6个学分，学生将确定论文委员会主席，组成论文学术委员会，并且提交并等待论文提案的批准。**

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

**更多相关信息，包括博士候选人的定义；成为博士候选人的前期和过程中，学生必须要的注册的全职学分数量等，请见【注册状态】（第10-11页）**

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

**在博士论文写作过程中，如果学生没有按照要求完成其中的任何一个步骤，将有可能被要求修读额外的课程或从博士项目中退出。在校就读该项目时，学生需要做出持续的学术进步，包括完成学位项目论文。索菲亚大学博士论文中心将会提供更多的关于论文写作的详细信息和支持。学校鼓励学生阅读【索菲亚大学学位论文手册】，学生可以在项目学习初期，通过学位论文中心获得该手册。**

| | |
|---|---|
| Total Credits | 75 |

**Course Sequencing**

## Optional Certificates 可选证书项目

## Certificate in Dream Studies 梦境研究证书项目

Sofia University's certificate in Dream Studies is offered in our School of Transpersonal Psychology. It is one of the few Dream Studies certificate programs in an accredited University in the United States. The program has an interdisciplinary orientation, exploring dreams from transpersonal, integral, psychological, scientific, mythological, spiritual, religious, and cross-cultural perspectives. Courses cover subjects that include sleep, dreams, and states of consciousness; ordinary, extraordinary, and anomalous dreams; dreams as they relate to health and creativity; a practicum in dream sharing with individuals and groups; personal mythology and dreamwork; and a final Certificate integration group presentation.

**索菲亚大学梦境研究证书项目：索菲亚大学梦境研究专业证书是由索菲亚超个人心理学研究学院所提供的。它是极少数的被权威认证的美国大学所提供梦境项目之一。该项目以跨学科研究导向，整合包括超个人心理学、个人、整体、心理、信仰、精神、和跨文化的观点。中国学生可以学习到的课程涵盖的主题包括睡眠、梦境和意识状态；普通和非凡的梦境；与健康和创造力有关的梦；与个人和团体的梦工作；个人神话与梦；以及最终的证书整合团体展示。**

With five courses to complete over four-terms, this 13-credit curriculum is taught by Sofia Faculty. This certificate is designed for students, researchers, counselors, therapists, and anyone with a desire to explore dreams in a way that is applicable to personal development and/or careers in higher education, research, counseling, coaching, writing, and other careers where healing, creativity, imagination, inspiration, and transformation are important.
The Dream Studies certificate can be earned alone or in combination with our Transpersonal Psychology Masters or Doctoral Programs.

**该证书项目包括13个学分，有五门课程要完成。由索菲亚大学的教授团队授课。该证书专为学生、研究人员、咨询师、治疗师以及任何希望以适用于个人发展和/或高等教育、研究、咨询、辅导、写作和其他职业的方式探索梦的人而设计的。梦境研究对疗愈、创造力、想象力、灵感和转变都是很重要的。**

***The following courses fulfill Dream Studies certification requirements:***

***以下为此梦境研究证书所要求完成的课程：***

| Item # | Title | Credits |
|---|---|---|
| PHDC8452 | PTSD, Psychology and Healing Methods 创伤后应激障碍、心理学和治疗方法 | 3.0 |
| PHDC6411* | Psychology of Extraordinary Dreams 非凡"梦"的心理学 | 3.0 |
| PHDC8202* | Dreams, Dreaming and Dreamwork (Practicum) | 3.0 |
| PHDC7330* | Archetypes, Myths, & Symbols 原型、图示及神化 | 3.0 |
| | PHDC TBD Certificate Integration / Artistic presentation | 1 |

# Psychology (Undergraduate)

## Bachelor of Arts in Psychology Completion Program

**Degree Type**
Bachelor of Arts

**(Online + Low-residency)**

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

**Program Learning Outcomes**

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

- Define and compare a broad range of psychological theories, perspectives, methods, and research findings, including those of Transpersonal Psychology and Systems Theory.
- Employ best practices of psychological research methodology in their consumption, design, and conduct of basic psychological research.

- Apply psychological theories and methods in addressing a problem or issue at an individual or group level.
- Communicate effectively using a variety of media and genres to meet the needs of the situation and intended audience across a range of personal and professional purposes and settings.
- Reflect upon their own whole-person development, including growth in mind, body, spirit, creativity, and community, and identify opportunities for continuing development.

**Degree Requirements**

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

- **48 units in General Education**
- **45 units in Core Courses**
- **6 units in Capstone Project**
- **81 units in Elective Courses**

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

## General Education (48 units)

The General Education requirement consists of the following content areas:

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

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

**English and Communication (9 units)**

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

| Item # | Title | Credits |
|---|---|---|
| ENG100 | Written Communication | 3.0 |
| ENG101 | Oral Communication | 3.0 |
| | ENG102 or ENG190 | 3 |

**Mathematical Reasoning (6 units)**

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

| Item # | Title | Credits |
|---|---|---|
| MAT100 | College Algebra | 3.0 |
| MAT102 | Liberal Arts Mathematics | 3.0 |

**Arts and Humanities (12 units)**

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

| Item # | Title | Credits |
|---|---|---|
| HUM100 | Art and Society | 3.0 |
| HUM101 | Mythology and Symbolism | 3.0 |
| HUM102 | Ethics and Public Policy | 3.0 |
| HUM190 | Special Topics in the Humanities | 3.0 |

**Social Sciences (12 units)**

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

| Item # | Title | Credits |
|---|---|---|
| SOC100 | Cultural and Media Studies | 3.0 |
| SOC101 | History of Government | 3.0 |
| SOC102 | Religion and Society | 3.0 |
| SOC190 | Special Topics in the Social Sciences | 3.0 |

**Physical and Natural Sciences (9 units)**

Students must complete coursework in biology, chemistry, or general physical sciences drawn from the following list (or equivalents):

| Item # | Title | Credits |
|---|---|---|
| PNS100 | Human Biology | 3.0 |
| PNS102 | General Biology | 3.0 |
| PNS103 | Introduction to Physical Science | 3.0 |
| PNS104 | General Chemistry | 3.0 |
| PNS190 | Special Topics in the Physical and Biological Sciences | 3.0 |

## Core Courses (45 units)

The Core provides broad exposure to the field of psychology and consists of the following required courses:

| Item # | Title | Credits |
|---|---|---|
| PSB100 | Introduction to Psychology | 3.0 |
| PSB101 | Statistical Reasoning in Psychology | 3.0 |
| PSB102 | Methods of Inquiry | 3.0 |
| PSB103 | Personality Theory | 3.0 |
| PSB201 | Abnormal Psychology | 3.0 |
| PSB202 | Professional Ethics | 3.0 |
| PSB203 | Foundations of Transpersonal Psychology | 3.0 |
| PSB301 | Biological Basis of Behavior | 3.0 |
| PSB302 | Developmental Psychology | 3.0 |
| PSB303 | Perception and Cognition | 3.0 |
| PSB304 | Neurodiversity | 3.0 |
| PSB401 | Somatic Psychology | 3.0 |
| PSB402 | Social Psychology | 3.0 |
| PSB403 | Meditation and Mindfulness | 3.0 |
| PSB404 | Psychology and Social Structure | 3.0 |

## Capstone Project (6 units)

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

| Item # | Title | Credits |
|---|---|---|
| PSB498 | Psychology Capstone I | 3.0 |
| PSB499 | Psychology Capstone II | 3.0 |

## Elective Courses (81 units)

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

| Item # | Title | Credits |
|---|---|---|
| PSB405 | The Impact of Technology on Human Wellbeing | 3.0 |
| PSB406 | The Psychology of Drug Use | 3.0 |
| PSB407 | Psychology and Gender | 3.0 |
| PSB408 | The Psychology of Sustainability | 3.0 |
| PSB409 | The Psychology of Disability | 3.0 |
| PSB410 | Psychology and Public Health | 3.0 |
| PSB411 | The Psychology of Pain | 3.0 |
| PSB412 | Child Psychology | 3.0 |
| PSB413 | The Psychology of Adolescence | 3.0 |
| PSB414 | Human Sexuality | 3.0 |
| PSB415 | Psychology of Delinquency | 3.0 |
| PSB416 | Psychology of Emotion | 3.0 |
| PSB417 | Sports Psychology | 3.0 |
| PSB418 | Forensic Psychology | 3.0 |
| PSB419 | Leadership and Transpersonal Psychology | 3.0 |
| HUM490 | Advanced Topics in the Humanities | 3.0 |
| SOC490 | Advanced Topics in the Social Sciences | 3.0 |
| | Total Credits | 180 |

# Transpersonal Psychology (Master's)

## Master of Arts in Transpersonal Psychology (MATP)

**Degree Type**

Master of Arts

**Online + Low-residency**

The Master of Arts in Transpersonal Psychology (MATP) degree program offers an opportunity for students to study the theories and practices of transpersonal psychology. The program prepares students to apply this knowledge to a range of

professional and community settings. Students pursue a Concentration of their choice in Leadership and Transformative Life Coaching, Creativity and Innovation, or Spiritual Psychology. By the beginning of the second year, students choose at least one concentration for their focus. A dual Concentration combines any two of the three offered options with additional units and time for completion. Some electives offered may be taken towards an optional certification in either Dream Studies or Ecopsychology.

The program is designed for transformative learning, integration of transpersonal and wisdom principles, and development and application of skills for personal and professional contribution[1]. According to O'Sullivan, transformative learning fosters enhanced awareness and consciousness in people, communities, and frames of reference. It encourages the vision of alternative approaches to living and posits the possibility of social justice, peace, and joy. Students are guided in their cultivation of leadership skills, self-knowing, and professional consciousness.

The MATP is an online program. Some online courses may require participation in synchronous teleconference sessions. The program includes a residency requirement, MTP7201A Opening Seminar and MTP7201B Transitional Seminar.

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

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

## Curriculum as Journey

The MATP curriculum is designed as a journey that includes scholarship, experiential learning, integration, increased consciousness, transformation, spiritual practices, creative expression,

embodiment, and application of transpersonal education in service to greater communities. Faculty members facilitate whole-person instruction in a dynamic format within a close learning community. There is a high level of group discussion, participatory learning, and shared experiences. Instructors guide students in setting goals that enable them to make contributions to their families, communities, and professional fields.

Practicum experiences take place in the student's home community and are chosen to prepare the student for future professional work or provide new tools for current professional work in their area of Concentration.

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

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

**Program Learning Outcomes**

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

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

**Degree Requirements**

To receive a Master of Arts in Transpersonal Psychology degree, students must successfully complete a minimum of 42 units. The composition of those units varies depending on the Concentration selected. The following are specific degree requirements:

- **17 units in Core Courses – Foundational Year**
- **16–22 units in Concentration Courses**
- **3–9 units in Elective Courses**

## Core Courses—Foundational Year (17 units)

The Foundational Year provides students with theories, practices, and embodiment of transpersonal and spiritual psychology.

| Item # | Title | Credits |
|---|---|---|
| MTP7201A | Opening Seminar | 1.0 |
| MTP7401 | Embodied Spirituality | 3.0 |
| MTP7403 | Introduction to Transpersonal Studies | 3.0 |
| MTP7202 | APA Writing Style | 1.0 |
| MTP8300 | Creative Expression and Transformation | 3.0 |
| MTP7603 | Theories of Personality: Cross-cultural Perspectives | 3.0 |
| MTP7801 | Spiritual Development Across the Lifespan | 3.0 |

## Concentration Courses (16–22 units)

MATP students select at least one professional Concentration to focus their second year of study. As part of the Concentration, students complete the course MTP9041 Transpersonal Integration Paper, which enables students to demonstrate how transpersonal education can be integrated into community service. The following are the three primary Concentrations:

- Creativity and Innovation
- Spiritual Psychology
- Leadership and Transformative Life Coaching

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

Please review the policy on Certificates, Concentrations and Sub-concentrations **here.**

### Creativity and Innovation (16 units)

Creativity and Innovation (16 units): The Concentration in Creativity and Innovation helps students work and use creative thinking skills in order to solve problems and make decisions within communities. It focuses on creative expression and imagination to move communities and organizations forward. The knowledge and leadership skills developed in this Concentration are applicable to work in institutional settings, corporations, hospitals, schools, and with individuals. It is key for entrepreneurial ventures. This Concentration addresses the educational goals of those who see themselves as "Cultural Creatives" and who want to develop new and original ways of impacting social change.

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

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

| Item # | Title | Credits |
|---|---|---|
| MTP7201B | Transitional Seminar | 1.0 |
| MTP8303 | Empowering Community Through the Expressive Arts | 3.0 |
| MTP8373 | Professional Practicum I | 1.0 |
| MTP8374 | Professional Practicum II | 2.0 |
| MTP8387 | Ways of Knowing | 3.0 |
| MTP8399 | Inquiry into Creative and Innovative Processes | 3.0 |
| MTP9041 | Transpersonal Integration Paper | 3.0 |

### Spiritual Psychology (16 units)

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

| Item # | Title | Credits |
|---|---|---|
| MTP7201B | Transitional Seminar | 1.0 |
| MTP8373 | Professional Practicum I | 1.0 |
| MTP8374 | Professional Practicum II | 2.0 |
| MTP8387 | Ways of Knowing | 3.0 |
| MTP8212 | Contemplative Practices in Heart, Mind, and Community | 3.0 |
| MTP8799 | Inquiry into Embodied Spirituality | 3.0 |
| MTP9041 | Transpersonal Integration Paper | 3.0 |

### Elective Courses (9 units)

MATP students electing Creativity and Innovation or Spiritual Psychology as their Concentrations are required to complete 9 units of Elective courses selected based on their personal interests and professional goals. The following courses may be used to fulfill the Elective Course requirements:

| Item # | Title | Credits |
|---|---|---|
| MTP8201* | Archetypes, Myths, And Symbols | 3.0 |
| MTP8202* | Transpersonal Approaches to Dreams and Dreaming | 3.0 |
| MTP8204 | Spirituality, Creativity, and Transformation in the Second Half of Life | 3.0 |
| MTP8205* | Eco-Spirituality: Our Spiritual Connection to Gaia | 3.0 |
| MTP8206* | Ecopsychology—Remembering Our Place in The Natural World | 3.0 |
| MTP8207* | Sustainability, Culture, and Sacred Ecology | 3.0 |
| MTP8208* | Nature-Based Programs and Wholeness | 3.0 |
| MTP8209 | Dreams, Dreaming, and Dreamwork Practicum | 3.0 |
| MTP8210 | Bodymind Healing | 3.0 |
| MTP8804 | Psychosynthesis: Journey Toward Wholeness | 3.0 |
| MTP8805 | Entrepreneurial Spirit | 3.0 |
| MTP6411* | Psychology of Extraordinary Dreams | 3.0 |
| MTP6214* | Anomalous States of Consciousness | 3.0 |

### Leadership and Transformative Life Coaching (22 units)

The Concentration in Leadership and Transformative Life Coaching is based on the theoretical principles and practices of ontological coaching. Ontological coaching facilitates the emergence of personal and professional life by exploring how humans co-create reality and perception. It addresses both action and the transpersonal levels of awareness. The Concentration aims to prepare students for a career as a coach or another professional in a field that integrates and makes use of coaching practices such as spirituality, executive leadership, creativity, psychedelic integration, wellness, and more. The Concentration prepares students to enter a professional coaching relationship with clients and to establish a specialized coaching practice.

Sofia University is a Level One Accredited Program by the International Coaching Federation (ICF). Students graduating from The Concentration in Leadership and Transformative Life Coaching will have educational background necessary and fulfill several of the requirements in order to apply for an Associate Certified Coach (ACC) credential through ICF. This comprehensive 1 year concentration includes 99 contact learning hours in synchronous and asynchronous format, observed live sessions, 7 group and 3 1:1 mentoring hours, recorded final coaching evaluation and a minimum of 30 coaching hours.

| Item # | Title | Credits |
|---|---|---|
| MTP7201B | Transitional Seminar | 1.0 |
| MTP8800 | Introduction to the Transformative Coaching Process | 3.0 |
| MTP8805 | Entrepreneurial Spirit | 3.0 |
| MTP8811 | Practicum in Transformative Coaching I | 3.0 |
| MTP8812 | Practicum in Transformative Coaching II | 3.0 |
| MTP8813 | Advanced Practicum in Transformative Coaching | 3.0 |
| | MTP8399 or MTP8799 - Inquiry into Creative and Innovative Processes or Inquiry into Embodied Spirituality | 3 |
| MTP9041 | Transpersonal Integration Paper | 3.0 |

MTP7201B, MTP8800, MTP8811: For students selecting the Concentration of Leadership and Transformative Life Coaching, Introduction to the Transformative Coaching Process course, and the Practicum I course, are introduced at the Transitional Seminar and require the Leadership and Transformative Life Coaching students to attend two additional days of training after the conclusion of the Transitional Seminar.

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

Students are awarded a Certificate of Completion in Leadership and Transformative Life Coaching upon successful completion of the Concentration in Leadership and Transformative Life Coaching. Their practicum experience—MTP8811 Professional Practicum in Transformative Coaching I (3), MTP8812 Professional Practicum in Transformative Coaching II (3), MTP8813 Advanced Practicum in Transformative Coaching (3), and MTP9041 Transpersonal Integration Paper—must involve an aspect of coaching to be eligible for the Certificate.

**Elective Courses (3 units)**

MATP students with a Concentration in Leadership and Transformative Life Coaching are required to complete 3 units of Elective courses selected based on their personal interests and professional goals. The following courses may be used to fulfill the Elective Course requirements:

| Item # | Title | Credits |
|---|---|---|
| MTP8201* | Archetypes, Myths, And Symbols | 3.0 |
| MTP8202* | Transpersonal Approaches to Dreams and Dreaming | 3.0 |
| MTP8204 | Spirituality, Creativity, and Transformation in the Second Half of Life | 3.0 |
| MTP8205* | Eco-Spirituality: Our Spiritual Connection to Gaia | 3.0 |
| MTP8206* | Ecopsychology—Remembering Our Place in The Natural World | 3.0 |
| MTP8207* | Sustainability, Culture, and Sacred Ecology | 3.0 |
| MTP8208* | Nature-Based Programs and Wholeness | 3.0 |
| MTP8804 | Psychosynthesis: Journey Toward Wholeness | 3.0 |
| MTP8210 | Bodymind Healing | 3.0 |
| MTP6411* | Psychology of Extraordinary Dreams | 3.0 |
| MTP6214* | Anomalous States of Consciousness | 3.0 |

## Dual Concentration

Several combinations of Concentrations are available to students; the units and timeframe required to complete a Dual Concentration vary based on the selection made. Dual Concentrations require additional coursework resulting in additional tuition and fees. Students considering a Dual Concentration should discuss this option with a Financial Aid Office and must declare their intention to pursue this option by the beginning of the second year or when enrollment in Concentration courses first takes place.

### Creativity and Innovation and Leadership and Transformative Life Coaching (43 units)

Students who successfully complete the Concentration in Creativity and Innovation (16 units), four elective courses (12 units), and the core competencies in the Concentration in Leadership and Transformative Life Coaching (15 units) can obtain a Dual Concentration in both areas. An additional nine months of study is generally required. (Note: with the required Core Courses this dual concentration requires a total of 60 units to graduate.)

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

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

| Item # | Title | Credits |
|---|---|---|
| MTP8800 | Introduction to the Transformative Coaching Process | 3.0 |
| MTP8811 | Practicum in Transformative Coaching I | 3.0 |
| MTP8812 | Practicum in Transformative Coaching II | 3.0 |
| MTP8813 | Advanced Practicum in Transformative Coaching | 3.0 |
| MTP8805 | Entrepreneurial Spirit | 3.0 |

### Spiritual Psychology and Leadership and Transformative Life Coaching (43 units):

Students who successfully complete the Concentration in Spiritual Psychology (16 units), four elective courses (12 units), and the core competencies in the Concentration in Leadership and Transformative Life Coaching (15 units), can obtain a Dual Concentration in both areas. An additional nine months of study is generally required. (Note: with the required Core Courses this dual concentration requires a total of 60 units to graduate.)

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

| Item # | Title | Credits |
|---|---|---|
| MTP8800 | Introduction to the Transformative Coaching Process | 3.0 |
| MTP8811 | Practicum in Transformative Coaching I | 3.0 |
| MTP8812 | Practicum in Transformative Coaching II | 3.0 |
| MTP8813 | Advanced Practicum in Transformative Coaching | 3.0 |
| MTP8805 | Entrepreneurial Spirit | 3.0 |

**Creativity and Innovation and Spiritual Psychology (31 units)**

Students may choose to take additional courses to obtain a Dual Concentration in Creativity and Innovation and Spiritual Psychology.

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

*The following courses are required for this Dual Concentration:*

| Item # | Title | Credits |
|---|---|---|
| MTP7201B | Transitional Seminar | 1.0 |
| MTP8387 | Ways of Knowing | 3.0 |
| MTP8212 | Contemplative Practices in Heart, Mind, and Community | 3.0 |
| MTP8303 | Empowering Community Through the Expressive Arts | 3.0 |
| | MTP8399 or MTP8799 - Inquiry into Creative and Innovative Processes or Inquiry into Embodied Spirituality | 3 |
| MTP8373 | Professional Practicum I | 1.0 |
| MTP8374 | Professional Practicum II | 2.0 |
| MTP9041 | Transpersonal Integration Paper | 3.0 |

Students pursuing Dual Concentration in Creativity and Innovation and Spiritual Psychology must also complete 12 units in Elective Courses. (Note: With the required Core Courses this dual concentration requires a total of 48 units to graduate.)

| | | |
|---|---|---|
| | Total Credits | 42 |

**Course Sequencing**

## Optional Certificates

Please review the policy on Certificates, Concentrations and Sub-concentrations **here**.

## Certificate in Dream Studies

Sofia University's certificate in Dream Studies is offered in our Institute of Transpersonal Psychology. It is one of the few Dream Studies certificate programs in an accredited University in the United States. The program has an interdisciplinary orientation, exploring dreams from transpersonal, integral, psychological, scientific, mythological, spiritual, religious, and cross-cultural perspectives. Courses cover subjects that include sleep, dreams, and states of consciousness; ordinary, extraordinary, and anomalous dreams; dreams as they relate to health and creativity; a practicum in dream sharing with individuals and groups; personal mythology and dreamwork; and a final Certificate integration group presentation.

With five courses to complete, this 13-credit curriculum is taught by Sofia Faculty. This certificate is designed for students, researchers, counselors, therapists, and anyone with a desire to explore dreams in a way that is applicable to personal development and/or careers in higher education, research, counseling, coaching, writing, and other careers where healing, creativity, imagination, inspiration, and transformation are important.

The Dream Studies certificate can be earned alone or as a sub-concentration or concentration in our Transpersonal Psychology Masters or Doctoral Programs.

Please review the policy on certificates, concentrations and sub-concentrations here.

*The following courses fulfill Dream Studies certification requirements:*

| Item # | Title | Credits |
|---|---|---|
| MTP6411* | Psychology of Extraordinary Dreams | 3.0 |
| | MTP 8202 or MTP 8209 | 3 |
| MTP8201* | Archetypes, Myths, And Symbols | 3.0 |
| | MTP8452 or MTP6214 | 3 |
| MTP8299 | Certificate Integration/Artistic Presentation | 1.0 |

## Certificate in Ecopsychology

Sofia University's certificate in Ecopsychology is offered in our School of Transpersonal Psychology. It became available as a stand-alone certificate available to all qualified applicants after WSCUS approval. It is one of the few Ecopsychology certificate programs in an accredited University in the U.S. The program has an interdisciplinary orientation, exploring ecopsychology from the perspective of spirituality, transpersonal psychology, sustainability, culture, sacred ecology, and practical application. Courses cover subjects that include eco-spirituality; ecopsychology; sustainability, culture, and sacred ecology; nature-based programs and wholeness, a practicum, and a final Certificate integration group presentation.

With five courses to complete, this 13-credit curriculum is taught by Sofia Faculty. This certificate is designed for students, researchers, counselors, therapists, and anyone with a desire to explore the relationship between human beings and Nature in a way that is applicable to personal development and/or careers in higher education, research, counseling, coaching, writing, and other careers in which protecting Nature and healing the human-Nature bond for the benefit of both is important.

The Ecopsychology certificate can be earned alone or as a sub-concentration or concentration in our Transpersonal Psychology Masters or Doctoral Programs. The following courses fulfill Ecopsychology certification requirements:

| Item # | Title | Credits |
|---|---|---|
| MTP8205* | Eco-Spirituality: Our Spiritual Connection to Gaia | 3.0 |
| MTP8206* | Ecopsychology—Remembering Our Place in The Natural World | 3.0 |
| MTP8207* | Sustainability, Culture, and Sacred Ecology | 3.0 |
| MTP8208* | Nature-Based Programs and Wholeness | 3.0 |
| MTP8299 | Certificate Integration/Artistic Presentation | 1.0 |

## Leadership and Transformative Life Coaching Certificate

Students are awarded a Certificate of Completion in Leadership and Transformative Life Coaching upon successful completion of the Concentration in Leadership and Transformative Life Coaching. Their practicum experience—MTP8811 Professional Practicum inTransformative Coaching I (3), MTP8812 Professional Practicum in Transformative Coaching II (3), MTP8813 Advanced Practicum in Transformative Coaching (3), and MTP9041 Transpersonal Integration Paper—must involve an aspect of coaching to be eligible forthe Certificate.

| Item # | Title | Credits |
|---|---|---|
| MTP7201B | Transitional Seminar | 1.0 |
| MTP8800 | Introduction to the Transformative Coaching Process | 3.0 |
| MTP8804 | Psychosynthesis: Journey Toward Wholeness | 3.0 |
| MTP8805 | Entrepreneurial Spirit | 3.0 |
| MTP8811 | Practicum in Transformative Coaching I | 3.0 |
| MTP8812 | Practicum in Transformative Coaching II | 3.0 |
| MTP8813 | Advanced Practicum in Transformative Coaching | 3.0 |
|  | MTP8399 or MTP8799 - Inquiry into Creative and Innovative Processes or Inquiry into Embodied Spirituality | 3 |
| MTP9041 | Transpersonal Integration Paper | 3.0 |

## Certificate in Dream Studies

**Degree Type**

Certificate

Sofia University's certificate in Dream Studies is offered in our Institute of Transpersonal Psychology. It is one of the few Dream Studies certificate programs in an accredited University in the United States. The program has an interdisciplinary orientation, exploring dreams from transpersonal, integral, psychological, scientific, mythological, spiritual, religious, and cross-cultural perspectives. Courses cover subjects that include sleep, dreams, and states of consciousness; ordinary, extraordinary, and anomalous dreams; dreams as they relate to health and creativity; a practicum in dream

sharing with individuals and groups; personal mythology and dreamwork; and a final Certificate integration group presentation.

With five courses to complete, this 13-credit curriculum is taught by Sofia Faculty. This certificate is designed for students, researchers, counselors, therapists, and anyone with a desire to explore dreams in a way that is applicable to personal development and/or careers in higher education, research, counseling, coaching, writing, and other careers where healing, creativity, imagination, inspiration, and transformation are important.

The Dream Studies certificate can be earned alone or as a sub-concentration or concentration in our Transpersonal Psychology Masters or Doctoral Programs.
*The following courses fulfill Dream Studies certification requirements:*

| Item # | Title | Credits |
|---|---|---|
| GPHD6411* | Psychology of Extraordinary Dreams | 3.0 |
| | GPHD 8202 or GPHD 8209 | 3 |
| GPHD7330* | Archetypes, Myths, & Symbols | 3.0 |
| | GPHD8452 or GPHD6214 | 3 |
| GPHD8299* | Certificate Integration/Artistic Presentation | 1.0 |
| | Total Credits | 13 |

## Certificate in Ecopsychology

**Degree Type**
Certificate

Sofia University's certificate in Ecopsychology is offered in our School of Transpersonal Psychology. It is available as a stand-alone certificate available to all qualified applicants with WSCUS approval. This is one of the few Ecopsychology certificate programs in an accredited University in the U.S. The program has an interdisciplinary orientation, exploring ecopsychology from the perspective of spirituality, transpersonal psychology, sustainability, culture, sacred ecology, and practical application. Courses cover subjects that include eco-spirituality; ecopsychology; sustainability, culture, and sacred ecology; nature-based programs and wholeness, a practicum, and a final Certificate integration group presentation.

With five courses to complete, this 13-credit curriculum is taught by Sofia Faculty. This certificate is designed for students, researchers, counselors, therapists, and anyone with a desire to explore the relationship between human beings and Nature in a way that is applicable to personal development and/or careers in higher education, research, counseling, coaching, writing, and other careers in which protecting Nature and healing the human-Nature bond for the benefit of both is important.

The Ecopsychology certificate can be earned alone or as a sub-concentration or concentration in our Transpersonal Psychology Masters or Doctoral Programs.

**Degree Requirements**

The following courses fulfill Ecopsychology certification requirements

| Item # | Title | Credits |
|---|---|---|
| MTP8205* | Eco-Spirituality: Our Spiritual Connection to Gaia | 3.0 |
| MTP8206* | Ecopsychology—Remembering Our Place in The Natural World | 3.0 |
| MTP8207* | Sustainability, Culture, and Sacred Ecology | 3.0 |
| MTP8208* | Nature-Based Programs and Wholeness | 3.0 |
| MTP8299 | Certificate Integration/Artistic Presentation | 1.0 |
| | Total Credits | 13 |

## Leadership and Transformative Life Coaching Certificate

**Degree Type**
Certificate

Students are awarded a Certificate of Completion in Leadership and Transformative Life Coaching (99 hours) upon successfully completing the Concentration in Leadership and Transformative Life Coaching. This certificate program is currently designated to meet the Level 1 criteria by the International Coaching Federation (ICF), the globally well-known gold standard organization for supporting coaches in all niches of coaching.  Students' practicum experience—MTP 8800 Introduction to the Transformative Coaching Process (3), MTP8811 Professional Practicum in Transformative Coaching I (3), MTP8812 Professional Practicum in Transformative Coaching II (3), MTP8813 Advanced

Practicum in Transformative Coaching (3), and MTP9041 Transpersonal Integration Paper—must involve an aspect of coaching to be eligible for the Certificate.

| Item # | Title | Credits |
|---|---|---|
| MTP7201B | Transitional Seminar | 1.0 |
| MTP8800 | Introduction to the Transformative Coaching Process | 3.0 |
| MTP8805 | Entrepreneurial Spirit | 3.0 |
| MTP8811 | Practicum in Transformative Coaching I | 3.0 |
| MTP8812 | Practicum in Transformative Coaching II | 3.0 |
| MTP8813 | Advanced Practicum in Transformative Coaching | 3.0 |
| | MTP8399 or MTP8799 - Inquiry into Creative and Innovative Processes or Inquiry into Embodied Spirituality | 3 |
| MTP9041 | Transpersonal Integration Paper | 3.0 |
| | Total Credits | 22 |

**Notes**

## Leadership and Transformative Life Coaching Certificate

**Stand Alone Certificate**

**NTC 600 Leadership and Transformative Life Coaching Certificate**

The  Leadership and Transformative Life Coaching Certificate is based on the theoretical principles and practices of ontological coaching. Ontological coaching facilitates the emergence of personal and professional life by exploring how humans co-create reality and perception. It addresses both action and the transpersonal levels of awareness. The Concentration aims to prepare students for a career as a coach or another professional in a field that integrates and makes use of coaching practice such as spirituality, executive leadership, creativity, psychedelic integration, wellness and more. The Concentration prepares students to enter a professional coaching relationship with clients and to establish a specialized coaching practice.

This certificate is offered once or twice a year.
Students are awarded a Leadership and Transformative Life Coachin hours) Certificate of Completion designated to meet the Level 1 criteria by the International Coaching Federation (ICF), the globally well-known gold standard organization for supporting coaches in all niches of coaching.

Students completing this certificate will have educational background necessary and fulfill several of the requirements in order to apply for an Associate Certified Coach (ACC) credential through ICF including 99 contact learning hours in synchronous and asynchronous format, observed live sessions, 7 group and 3 1:1 mentoring hours, recorded final coaching evaluation and independent coaching hours.

The program provides 20 weeks of coach practicum experience, including 34 hours of online teleconference group and individual learning sessions, online reading and media, co-heart discussions, and experiential mindfulness and self-awareness practices. An estimated average of 4.5 hours of study/coach practice and mentoring can be expected each week.
The training begins with a required 3-day online immersion in Week One. The course is divided into three (3) major areas: Weeks 1- 6: Setting the foundation and fundamentals for transformative coaching through a transpersonal lens; Weeks 7- 13: Deepening transformative experiences and transpersonal qualities of coaching; Weeks 14-18: Developing a strategic roadmap for coaching and leadership presence.Weeks 19 and 20 are devoted to completing final assessments and expressions of celebration.

The certificate is open to outside students and those in the Sofia Business and PhD programs.

# Transpersonal Psychology (Master's) in Chinese

## Master of Arts in Transpersonal Psychology in Chinese

**Degree Type**

Master of Arts

### 超个人心理学文学硕士（中文授课）

**项目概述**

The Master of Arts in Transpersonal Psychology (MATP) degree program offers an opportunity for students to study the theories and practices of transpersonal psychology. The program prepares students to apply this knowledge to a range of professional and community settings. Students also have the option of pursuing a certificate in Dream Studies.
超个人心理学文学硕士 (MATP) 学位课程为学生提供了学习超个人心理学理论和实践的机会。该项目帮助学生将这些知识应用到一系列专业领域和社区实践中。学生还有机会完成梦境研究证书。

The program is designed for transformative learning, integration of transpersonal and wisdom principles, and development and application of skills for personal and professional contribution. According to O'Sullivan[1], transformative learning fosters enhanced awareness and consciousness in people, communities, and frames of reference. It encourages the vision of alternative approaches to living and posits the possibility of social justice, peace, and joy. Students are guided in their cultivation of leadership skills, self-knowing, and professional consciousness.
本项目打造了转变型学习，整合超个人和智慧的原则，拓展个人生活应用和培养专业技能的整合性学习体验。经济学家奥沙利文曾说，转变型学习能够赋予人们对人际和社会的思考激发更深层次的认知与意识。转变型学习鼓励开拓不同的生活方式并去探寻社会公正、内心平静及幸福的可能性。学生将被引导提高领导能力、提升自我认知以及职业技能意识。

The MATP is an online program. Some online courses may require participation in synchronous teleconference sessions. The program includes special topic seminars.
MATP项目是一个在线形式的项目。一些在线课程可能需要参加实时会议。项目也涵盖主题研讨会。

**Application Materials 申请材料**

- Application via <globalcollege@sofia.edu > 邮件联系全球学院 <globalcollege@sofia.edu> 进行申请
- Form of identification ID护照/身份证复印件
- Application form 申请表格填写
- Copy of Bachelor's Diploma 本科学位证复印件
- Diploma Verification 学信网学历认证报告（若学位从中国大陆取得）或海外学历认证报告
- Statement of Purpose 个人陈述
- Acknowledgment of program design and expectations 签署项目学程规划知情书
- Other supporting documents (if applicable) 其他支持材料（按申请人具体情况和要求）
- Faculty interview (if applicable) 项目教授面试（按申请人具体情况和要求）

**Criteria for Admission and Co/Prerequisites**

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

入学标准和先决条件
• 申请者必须拥有经认可的学院或大学或国际同等学历的学 士学位或更高学位，且 GPA 最低为 3.0。
• 没有心理学或相关领域背景（由项目主席确定）的学生， 可能需要参加一些必修的心理学课程。

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

## Curriculum as Journey
课程即旅程

The MATP curriculum is designed as a journey that includes scholarship, experiential learning, integration, increased consciousness, transformation, spiritual practices, creative expression, embodiment, and application of transpersonal education in service to greater communities. Faculty members facilitate whole-person instruction in a dynamic format within a close learning community. There is a high level of group discussion, participatory learning, and shared experiences. Instructors guide students in setting goals that enable them to make contributions to their families, communities, and professional fields.
MATP课程设置的初衷是提供为学生提供一个生命旅程，包括学术、体验式学习、整合、提高意识、转变、精神实践、创造性表达、具像化和应用超个人教育服务于更大的社区。教职员工在合作紧密的学习社区中以流动的形式促进全人教学。这里有高水平的小组讨论、参与式学习和经验共享。教师将指导学生设定其发展目标，使他们能够为家庭、社区和专业领域做出贡献。

Practicum experiences take place in the student's home community and are chosen to prepare the student for future professional work or provide new tools for current professional work in their area of Concentration.
为了为未来的专业工作做好准备或为他们当前所专注的领域提供新的技能工具，学生将在其所在的社区进行实践，

Faculty serve as academic advisors who guide students through their educational journey, helping them select courses that attain their academic and professional goals, and complete the program in a timely manner. Academic advisors are an essential part of students' experience and play a central role in assisting them in finding meaning and relevance in their transpersonal education.
教师将担任学术顾问，指导学生完成他们的教育之旅，帮助他们选择课程以实现学术和职业目标的课程，并及时完成课程。学术顾问是学生体验的重要组成部分，在帮助他们找到超个人教育的意义和相关性方面发挥着核心作用。

The MATP in Chinese program can be completed in seven seasons on a full-time basis. It can also be completed on a part-time basis.
中文授课的MATP课程在全日制的形式下可以在七个学期内完成。也可以以兼职学习的安排方式完成。

**Program Learning Outcomes**

Upon successful completion of the Master of Arts in Transpersonal Psychology program, students will be able to:
成功完成超个人心理学硕士课程后，学生将能够：

- Reflect upon the meaning of whole-person development, including growth in mind, body, spirit, creativity, and community, and apply that understanding to their own personal and professional lives.
  反思全人发展的意义，包括思想、身体、精神、创造力和社区，并将这种理解应用到个人和职业生活中。
- Blend theories and practices of transpersonal psychology with those in a professional concentration area(s).
  将超个人心理学的理论和实践与专业领域的理论和实践相结合。
- Employ multiple ways of accessing information, expressing self, and working with others in a professional Concentration area.
  在专业领域中能够能够采用多元方式获取信息，表达自我，并能在专业领域与他人合作。
- Articulate shifts and developments in their own thought processes, including the assumptions they bring to situations, as these relate to their program of study.
  阐明自己思维的转变和发展过程, 包括觉察个人的假设如何影响每个当下。
- Use reflective scholarship and transpersonal theories and practices to create an action plan that addresses the needs of a community, organization or professional area. 使用运用反思性的学术、超个人的理论和实践来制定行动计划从而满足社区、组织或专业领域的需求。

**Degree Requirements**

**学位要求**

To receive a Master of Arts in Transpersonal Psychology degree, students must successfully complete a minimum of 42 units. The following are specific degree requirements:

要获得超个人心理学硕士学位，学生必须成功完成至少42 个学分,成绩平均为3.0 或更高。以下是具体的学位要求：

· 21 Units in Required courses completed with B or higher grades. 21必修课程学分,成绩为B 或更高。

· 21 units in Core Course Credits –21核心课程学分

· Elective Core Courses are accepted as core course credits– • 选修核心课程可代替核心课程学分

## Required Courses—(21 units)

The Required Courses provides students with theories, practices, and embodiment of transpersonal and spiritual psychology.

**必修课程–（21 学分）：必修课程为学生提供理论、实践和超个人和精神心理学的基礎。**

| Item # | Title | Credits |
|---|---|---|
| MTPO 7201 | Special Topic Seminar **主题研讨会** | 1.0 |
| MTPO7203 | Introduction to APA Rules APA **写作简介** | 1.0 |
| MTPO 7204 | Special Topic Seminar Professional Ethics**专题研讨会：职业道德** | 1.0 |
| MTPO7403 | Introductions to Transpersonal Psychology**超个人心理学概**论 | 3.0 |
| MTPO7401 | Embodied Spirituality **灵性（精神）的身心实**践 | 3.0 |
| MTPO8300 | Creative Expressions and Transformation **创意表达与心灵转化** | 3.0 |
| MTPO8387 | Ways of Knowing **知识的途径** | 3.0 |
| MTPO7205 | Intuitive Inquiry I **直观探究**1 | 1.0 |
| MTPO7206 | Intuitive Inquiry II **直观探究**2 | 2.0 |
| MTPO9041 | Transpersonal Integration Paper **超个人整合论文** | 3.0 |

## Core Courses & Core-Electives (21 units)

The Core Courses listed below further develop students with theories, practices, and embodiment of transpersonal and spiritual psychology on a masters level.

Students must complete at least 21 Core and/or Elective Core credits in addition to the 21 required credits to meet the program requirements.

**核心课程–核心课程为学生提供理论、实践和超个人和精神心理学的具体展现。學生必須完成最少21核心 & 核心選修課程學分。**

| Item # | Title | Credits |
|---|---|---|
| MTPO7301 | Humanistic Psychology: Theory and Practice **人本心理学** | 3.0 |
| MTPO7801 | Spiritual Development Across the Lifespan**生命周期之精神发展** | 3.0 |
| MTPO7018 | Positive Psychology and Leadership **积极心理学领导力** | 3.0 |
| MTPO7017 | Positive Psychology **解积极心理学** | 3.0 |
| MTPO8201 | Archetypes, Symbols and Myths **原型、图示、及神话** | 3.0 |
| MTPO8202 | Dreams, Dreaming, and Dreamwork **织梦与解梦理论与应用** | 3.0 |
| MTPO7603 | Theories of Personality: Cross-Cultural Perspectives **人格理论––跨文化视角** | 3.0 |

## Core-Elective Courses

The Core-Elective Courses listed below provide a core development for our master's students in the field of transpersonal psychology. As Core-Electives, they can be taken as a stand in for Core credits; they can also be taken as an elective (in addition to the necessary credits needed for graduation).

**核心選修课程:下列核心选修课程可作为核心学分的替代学分；另外，学生也可以超越基本要求的42学分，多修以下選修课程。**

| Item # | Title | Credits |
|---|---|---|
| MTPO8212 | Contemplative Mind **沉思的心灵** | 3.0 |
| MTPO7207 | Academic Writing in Psychology **心理学学术写作** | 3.0 |
| MTPO8206 | Ecopsychology - Remembering Our Place in the Natural World **生态心理学-记住我们在自然世界中的地位** | 3.0 |
| | Total Credits | 42 |

**Course Sequencing**

## Optional Certificates in Chinese

**中文授课选修专业证书**

## Certificate in Dream Studies

Sofia University's certificate in Dream Studies is offered in our Institute of Transpersonal Psychology. It is one of the few Dream Studies certificate programs in an accredited University in the United States. The program has an interdisciplinary orientation, exploring dreams from transpersonal, integral, psychological, scientific, mythological, spiritual, religious, and cross-cultural perspectives. Chinese students can learn subjects that include sleep, dreams, and states of consciousness; ordinary and extraordinary dreams; dreams as they relate to health and creativity; a practicum in dream sharing with individuals and groups; personal mythology and dreamwork; and a final Certificate integration group presentation.

**梦境研究证书项目：索菲亚大学梦境研究专业证书是由索菲亚超个人心理学研究学院所提供的。它是极少数的被权威认证的美国大学所提供梦境项目之一。该项目以跨学科研究导向，整合包括超个人心理学、个人、整体、心理、信仰、精神、和跨文化的观点。中国学生可以学习到的课程涵盖的主题包括睡眠、梦境和意识状态；普通和非凡的梦境；与健康和创造力有关的梦；与个人和团体的梦工作；个人神话与梦；以及最终的证书整合团体展示。**

With five courses to complete, this 13-credit curriculum is taught by Sofia Faculty. This certificate is designed for students, researchers, counselors, therapists, and anyone with a desire to explore dreams in a way that is applicable to personal development and/or careers in higher education, research, counseling, coaching, writing, and other careers where healing, creativity, imagination, inspiration, and transformation are important.

**该证书项目包括13个学分，有五门课程要完成。由索菲亚大学的教授团队授课。该证书专为学生、研究人员、咨询师、治疗师以及任何希望以适用于个人发展和/或高等教育、研究、咨询、辅导、写作和其他职业的方式探索梦的人而设计的。梦境研究对疗愈、创造力、想象力、灵感和转变都是很重要的。**

The Dream Studies certificate can be earned alone or in combination with our Transpersonal Psychology Masters in Chinese or Doctoral Program in Chinese.

*The following courses fulfill Dream Studies certification requirements:*

**梦境研究证书可以单独学习，也可以与中文授课超个人心理学硕士班或博士班同时研修。**

**以下为此梦境研究证书所要求完成的课程：**

| Item # | Title | Credits |
|---|---|---|
| MTPO8202 | Dreams, Dreaming, and Dreamwork 织梦与解梦理论与应用 | 3.0 |
| MTPO8201 | Archetypes, Symbols and Myths 原型、图示、及神话 | 3.0 |
| MTPO8452 | PTSD Psychology and Healing Methods创伤后应激症候群心理学和疗愈方法 | 3.0 |
| MTPO6411 | Psychology of Extraordinary Dreams 非凡之梦心理学 | 3.0 |
| MTPO8299 | Certificate Integration/Artistic Presentation 证书整合顶点课程 | 1.0 |

**Notes**

## MATP in Chinese Passing Grade and Grading Chart

**中文授课超个人心理学硕士课程成绩及成绩换算表**

| 等级 Letter Grade | 分数 Percentage |
|---|---|
| A | 100–93 |
| A- | <92.9–90 |
| B+ | <89.9–87 |
| B | <86.9–83 |
| F/NP | <82.9–0 |

Students must earn a letter grade of B (83%) or above for all courses and accumulate a total of 42 credits or above with a CGPA of 3.0 or above.

**通过课程及項目要求：**

**学生必须在所有课程中获得** B (80%)**或以上的成绩，并且在**42 **个或以上的课程学分中获得** 3.0 **或 以上的累积** GPA。

# Certificate in Dream Studies in Chinese

**Degree Type**

Certificate

Sofia University's certificate in Dream Studies is offered in our Institute of Transpersonal Psychology. It is one of the few Dream Studies certificate programs in an accredited University in the United States. The program has an interdisciplinary orientation, exploring dreams from transpersonal, integral, psychological, scientific, mythological, spiritual, religious, and cross-cultural perspectives. Chinese students can learn subjects that include sleep, dreams, and states of consciousness; ordinary and extraordinary dreams; dreams as they relate to health and creativity; a practicum in dream sharing with individuals and groups; personal mythology and dreamwork; and a final Certificate integration group presentation.

**梦境研究证书项目：索菲亚大学梦境研究专业证书是由索菲亚超个人心理学研究学院所提供的。它是极少数的被权威认证的美国大学所提供梦境项目之一。该项目以跨学科研究导向，整合包括超个人心理学、个人、整体、心理、信仰、精神、和跨文化的观点。中国学生可以学习到的课程涵盖的主题包括睡眠、梦境和意识状态；普通和非凡的梦境；与健康和创造力有关的梦；与个人和团体的梦工作；个人神话与梦；以及最终的证书整合团体展示。**

With five courses to complete, this 13-credit curriculum is taught by Sofia Faculty. This certificate is designed for students, researchers, counselors, therapists, and anyone with a desire to explore dreams in a way that is applicable to personal development and/or careers in higher education, research, counseling, coaching, writing, and other careers where healing, creativity, imagination, inspiration, and transformation are important.

**该证书项目包括**13**个学分，有五门课程要完成。由索菲亚大学的教授团队授课。该证书专为学生、研究人员、咨询师、治疗师以及任何希望以适用于个人发展和/或高等教育、研究、咨询、辅导、写作和其他职业的方式探索梦的人而设计的。梦境研究对疗愈、创造力、想象力、灵感和转变都是很重要的。**

The Dream Studies certificate can be earned alone or as a sub-concentration or concentration in our Transpersonal Psychology Masters in Chinese or Doctoral Program in Chinese. *The following courses fulfill Dream Studies certification requirements:*

**梦境研究证书可以单独学习，也可以与中文授课超个人心理学硕士班或博士班同时研修。**

**以下为此梦境研究证书所要求完成的课程：**

| Item # | Title | Credits |
|---|---|---|
| MTPO8202 | Dreams, Dreaming, and Dreamwork **织梦与解梦理论与应用** | 3.0 |
| MTPO8201 | Archetypes, Symbols and Myths **原型、图示、及神话** | 3.0 |
| MTPO8452 | PTSD Psychology and Healing Methods**创伤后应激症候群心理学和疗愈方法** | 3.0 |
| MTPO6411 | Psychology of Extraordinary Dreams **非凡之梦心理学** | 3.0 |
| MTPO8299 | Certificate Integration/Artistic Presentation **证书整合顶点课程** | 1.0 |
| | Total Credits | 13 |

# Transpersonal Psychology (Master's) in Korean

## Master of Transpersonal Psychology in Korean

**Degree Type**
Master of Arts

### Master of Arts in Transpersonal Psychology in Korean (MATPK)
자아초월 심리학 석사(MATP)

Degree Type 학위 종류
Master of Arts 석사

Online (온라인 수업)

The Master of Arts in Transpersonal Psychology in Korean (MATPK) degree program offers an opportunity for students to study the theories and practices of transpersonal psychology. The program prepares students to apply this knowledge to a range of professional and community settings.

자아초월 심리학 석사 학위 한국어 프로그램(MATPK)은 학생들이 자아초월 심리학의 이론과 실제를 공부할 수 있는 기회를 제공합니다. 이 프로그램을 통과하는 학생들은 공부한 지식을 다양한 직업과 커뮤니티 환경에 적용할 수 있도록 준비할 수 있습니다.

The program is designed for transformative learning, integration of transpersonal and wisdom principles, and development and application of skills for personal and professional contribution[1]. According to O'Sullivan, transformative learning fosters enhanced awareness and consciousness in people, communities, and frames of reference. It encourages the vision of alternative approaches to living and posits the possibility of social justice, peace, and joy. Students are guided in their cultivation of leadership skills, self-knowing, and professional consciousness.

자아초월 심리학 석사 학위 한국어 프로그램은 변형적 학습(Transformative learning)원리를 적용하여 자아초월적 원리와 및 보편적 지혜의 원리를 통합하고 학생이 자기 개인 및 직업적 차원의 삶 속에서 이를 적용할 수 있는 기술을 습득하고 계발할 있도록 설계되었습니다.1. 오설리반(O'Sullivan)에 따르면, 변형적 학습은 사람, 커뮤니티의 인식과 의식 및 그 기준의 틀을 향상시킵니다. 이는 삶에 대한 대안적 접근 방식에 대한 비전을 제공함과 더불어 새로운 사회 정의와 평화, 기쁨의 가능성을 제시합니다. 학생들은 리더십 기술, 자기 인식, 직업 의식을 함양할 수 있도록 지도 받습니다.

The MATPK is an online program. Some online courses may require participation in synchronous teleconference sessions. The program includes two Special Topic Seminars MTP7201 which are required of all students.

MATPK는 온라인 프로그램입니다. 일부 온라인 과정은 동시 원격 회의 세션에 참여해야 할 수 있습니다. 이 프로그램은 모든 학생이 의무적으로 수강해야 하는 두 개의 특별 주제 세미나 MTP7201을 포함합니다.

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

O'Sullivan, E.(2002). 변형적 교육의 프로젝트와 비전: 통합 변형 학습. E.V. O'Sullivan, A.Morrel, & M.A, O'Connor(Eds.) 에서, 변형적 학습의 경계 확장(pp. 1-12). Palgrave.

**Curriculum as Journey** 여정으로서의 커리큘럼
The MATPK curriculum is designed as a journey that includes scholarship, experiential learning, integration, increased consciousness, transformation, spiritual practices, creative expression, embodiment, and application of transpersonal education in service to

greater communities. Faculty members facilitate whole-person instruction in a dynamic format within a close learning community. There is a high level of group discussion, participatory learning, and shared experiences. Instructors guide students in setting goals that enable them to make contributions to their families, communities, and professional fields.

MATPK 커리큘럼은 학문, 체험 학습, 통합, 의식 향상, 변형(transformation), 영적 실습, 창의적 표현, 체화, 더 큰 공동체에 대한 봉사로서의 자아초월적 교육의 적용을 포함하는 여정으로 설계되어 있습니 다. 교수진은 긴밀한 학습 커뮤니티 내에서 역동적인 형식으로 전인 교육을 진행합니다. 높은 수준의 그룹 토론, 참여학습, 경험 공유가 이루어집니다. 교수진은 학생들이 가족, 공동체, 전문 분야에 기여할 수 있는 목표를 설정하도록 안내합니다.

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

매 학생은 학업적 성장을 지도받을 수 있는 지도 교수를 배정받습니다. 지도 교수는 학생들이 학업 및 직업 목표를 달성하고 적시에 프로그램을 완료하는 과정을 선택하도록 돕는, 교육 여정을 안내하는 학 습 조언자 역할을 합니다. 지도 교수는 학생들의 경험에 필수적인 부분이며 학생들이 자아초월 교육에 서 의미와 관련성을 찾는데 중심 역할을 합니다.

The MATPK program can be completed in less than two years on a full-time basis. It can also be completed on a part-time basis.

MATPK 프로그램은 풀타임 이수 시 2년 미만으로도 전과정을 모두 이수할 수 있습니다. 파트타임으로 도 이수할 수 있습니다.

**Program Learning Outcomes**

프로그램 학습 성과

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

자아초월 심리학 석사 과정을 성공적으로 마침에 따라 기대할 수 있는 바는 다음과 같습니다:

- Reflect upon the meaning of whole-person development, including growth in mind, body, spirit, creativity, and community, and apply that understanding to their own personal and professional lives. 마음, 몸, 영성, 창조성, 공동체의 성장을 포함한 전인적 발달의 의미를 성찰하고, 이러한 이해를 자신의 개인적 및 직업적 삶에 적용할 수 있습니다.

- Blend theories and practices of transpersonal psychology with those in a professional concentration area(s). 자아초월 심리학의 이론과 실제를 자신의 전문 전공 분야에 녹여낼 수 있습니다.

- Employ multiple ways of accessing information, expressing self, and working with others in a professional Concentration area. 정보에 접근하고, 자신을 표현하며, 전문 전공 분야에서 다른 사람들과 협력하는 다양한 방법을 활용할 수 있습니다.

- Articulate shifts and developments in their own thought processes, including the assumptions they bring to situations, as these relate to their program of study. 자신의 학습 프로그램과 연관해서 상황에 따른 추측을 포함한 자신의 사고 과정의 변화와 발전을 명확하게 표현할 수 있습니다.

- Use reflective scholarship and transpersonal theories and practices to create an action plan that addresses the needs of a community, organization, or professional area. 성찰적 학문과 자아초월 이론과 실습을 사용하여 공동체, 조직 또는 전문 분야의 필요를 해결하는 실행 계획을 수립할 수 있습니다.

**Degree Requirements**

학위 취득 요건

To receive a Master of Arts in Transpersonal Psychology degree, students must successfully complete 42 units.

핵심 과목은 학생들에게 자아초월과 영적 심리학의 이론, 실습, 체화를 제공합니다.

## Core Courses - (17 Units) 핵심 과목 – (17 학점)

The Core Courses provide students with theories, practices, and embodiment of transpersonal and spiritual psychology.

핵심 과목은 학생들에게 자아초월과 영적 심리학의 이론, 실습, 체화를 제공합니다.

| 항목 번호 | 과목명 | 학점 |
|---|---|---|
| MTPK7201 | Special Topics Seminar 특별 주제 세미나 | 1.0 |
| MTPK7401 | Embodied Spirituality 체화된 영성 | 3.0 |
| MTPK7403 | Introduction to Transpersonal Studies 자아초월 연구 입문 | 3.0 |
| MTPK7202 | Introduction to Academic Writing | 1.0 |
| MTPK8300 | Creative Expression and Transformation 창조적 표현과 변형 | 3.0 |
| MTPK7603 | Theories of Personality: Cross-cultural Perspectives 성격 이론: 다문화적 관점 | 3.0 |
| MTPK7801 | Spiritual Development Across the Lifespan 전 생애 영성 개발 | 3.0 |

## Advanced Courses - (25 Units)

고급 과목 – (25 학점)

The Advanced Courses allow MATPK students in their second year of study to deepen the tr anspersonal education they gained in the Core Courses during their first year of study. As p art of the Advanced Courses students complete the course MTPK9041 Transpersonal Integration Paper, which enables students to demonstrate how transpersonal education can be integrated into community service.

MATPK 과정의 2 학년에 접어들며 학생들은 고급 교과 과정을 통해 1 학년 때 핵심 과목들을 통해 습득한 자아초월적 학습 내용을 심화할 수 있습니다. 고급 교과 과정의 일환으로 학생들은 "MTPK9041 자아초월적 통합 논문" 강의을 이수하는데, 이를 통해 학생들은 자아초월적 교육이 어떻게 사회에 기여할 수 있는지를 보여줄 수 있습니다.

| 항목 번호 | 과목명 | 학점 |
|---|---|---|
| MTPK7201 | Second Special Topics Seminar 2 차 특별 주제 세미나 | 1.0 |
| MTPK8201* | Archetypes, Myths, And Symbols 원형, 신화 그리고 상징 | 3.0 |
| MTPK8202* | Dreams, Dreaming and Dreamwork 꿈과 꿈작업 | 3.0 |
| MTPK7018 | Positive Psychology 긍정심리학 | 3.0 |
| MTPK8387 | Ways of Knowing 앎의 방식 | 3.0 |
| MTPK7301 | Humanistic Psychology: Theory and Practice 인본주의 심리학: 이론과 실제 | 3.0 |
| MTPK7207 | Academic Writing in Psychology 심리학 분야에서의 학술적 글쓰기 | 3.0 |
| MTP8399 | Intuitive Inquiry 직관 탐색 | 3.0 |
| MTP9041 | Transpersonal Integration Paper 자아초월 통합 논문 | 3.0 |

Total Credits 총 학점 **42**

| | |
|---|---|
| Total Credits | 42 |

# The Institute for Applied and Professional Programs Degrees

## The Institute for Applied and Professional Programs

## Business Administration (Doctorate) in Transpersonal Leadership

### Chinese Language Doctorate of Business Administration (DBAC) in Transpersonal Leadership

**Degree Type**
Doctor of Business Administration

**(Online Courses)**

The Chinese Language Doctorate of Business Administration (DBAC) in Transpersonal Leadership degree program provides students with a comprehensive and well-integrated immersion in emergent business principles, historical and cutting-edge change theories, and adaptive leadership approaches for an increasingly complex world. The DBAC focuses on the development of deep self-knowledge and emotional intelligence that benefit executives across a range of global business settings. The program is designed to provide graduates with tested business knowledge, generative skills, and transpersonal perspectives necessary to foster and lead change and transformation in organizations facing volatile global conditions.

The DBAC program emphasizes best practices and pragmatic business solutions through research-based applied learning. Each student enters with an identified and tangible business challenge and in the learning cohort, examines, tests, and proposes solutions. The student must also focus on the transpersonal dimensions of leadership development to successfully lead the change and transformation required in the project. These change-makers must be grounded in self-awareness, ethical practices, and emotional intelligence as well as engage in academic rigor to be successful. The answers to these increasingly difficult business and social challenges are not clear and will bring forth expected and unexpected results. Leaders grounded in ongoing self-awareness will be best suited to create and respond to the complex needs facing our global and local businesses.

Core courses provide foundational knowledge in critical thinking, leadership practices and theories, personality and motivation theories, creativity, research, strategy, ethics, and communication approaches to guide research-based strategic actions leading to the enhancement of organizational performance and global sustainability.

The DBAC program provides a balance of business-centric principles with sound transpersonal ideals to prepare students to become transformative, agile, and innovative leaders in today's complex global business environment. Students are members of a learning community responsible for generative mentoring and receptive to being mentored throughout the three years of the program. As a result, students will be well-equipped to adapt and thoughtfully lead meaningful changes in the global environment.

**Requirements for Admission: The Chinese Language Doctorate of Business Administration in Transpersonal Leadership (DBAC):**

For admission into the DBAC - online program, an earned master's degree from a recognized university is required. Applicants must have a minimum of three or more years of relevant work experience at a senior level with increasing levels of responsibility or demonstrated relevant life experiences.

**These documents are required.**

- Application for Admissions
- Official transcripts of accredited undergraduate and graduate work
- Three letters of reference

- Confirmation of 3+ years of relevant work experience at a senior level (Resume/CV required)
- Personal Interview with Chair or Designee upon successful submission of all required documents
- Three-to-five-page statement of a business challenge (template attached). The business challenge summary requires the inclusion of the potential impact of the project in a community or local or global organization. The potential value proposition should be identified. The statement of anticipated contributions to the organizational and leadership practice, innovation engagement, technology inclusion, globalization, and sustainability must also be included. This business challenge should assist the applicant in their chosen field and represent a major business change initiative and most likely, contribute to personal transformation and the skill and ability to lead complex change efforts.

**Program Learning Outcomes**

Upon successful completion of the Chinese Language Doctorate of Business Administration in Transpersonal Leadership (DBAC), students will be able to:

- Promote leaders committed to developing and applying practical and theoretical studies focused on adaptive business solutions to address current and changing needs in the global knowledge economy.
- Develop scholarly, evidence-based, and practice-oriented research that contributes to the global advancement of professional, sustainable, values-driven, and cutting-edge leadership practices in complex organizations.
- Engage and support dialogue on business theory and practical application knowledge with industry practitioners and leaders to influence new and meaningful business opportunities.
- Create innovative responses to complex business challenges leveraging quantitative and qualitative reasoning, methodologies, and research to inform theory and practice for global sustainability.
- Support practitioner-scholars with the capacity to think critically, integrate emergent business theories and practices, and collaboratively lead global organizational change and transformation.

**Degree Requirements**

To receive a DBAC, students must successfully complete 54 required credits. Transfer credits are not accepted.

## Required Courses

These 54 mandatory business and applied learning credits must be successfully completed within the three-year program. Transfer credits are not accepted. Courses, directly and indirectly, support the ongoing development of the research-based project and the specialized and unique leadership development plan. The project and the leadership plan ensuring the roll-out of the project are present in Phase III, Term 4 at the global Business Congress and Leadership Engagement.

**Phase I: Global Business & Transformational Leadership Engagement (19 units)**

***Term 1***

DBAC6000 Critical Thinking and Business Communication (2)
DBAC6040 The Entrepreneurial Mind and Transpersonal Psychology (3)

***Term 2***

DBAC6010 Quantitative and Qualitative Research and Business Opportunities (3)
DBAC6020 Methods of Leading Change (2)

***Term 3***

DBAC6030 Mixed Methods Research for Business Opportunities (2)
DBAC6050 Transpersonal Leadership and Action Research (3) (GPHD7210)

***Term 4***

DBAC6060 Seminar: Business Challenges and Opportunities (3)
DBAC6900 Directed Studies (1)

**Phase II: Business Values and Global Leadership (19 units)**

***Term 1***

DBAC7000 Psychology of Organizational Transformation (3)
DBAC7010 Globalization and Sustainability (2)

***Term 2***

DBAC7020 Technology, Innovation and Creativity in Business (3)
DBAC7030 Leadership and Ethics in the Global Economy (2)

***Term 3***

DBAC7040 Leadership by Design (2)
DBAC7050 Transformational Leadership in Organizations and Communities (3)

***Term 4***

DBAC7060 Doctoral Project & Leadership Opportunities (3)
DBAC6910 Directed Studies (1)

**Phase III: Leadership Responses to Global Business Challenges (16 units)**

***Term 1***

DBAC8100 Doctoral Project Proposal & Pitch (2)
DBAC8200 Doctoral Project Leadership Plan (2)

***Term 2***

DBAC8300 Doctoral Project Implementation (2)
DBAC8400 Conflict and Innovation Lab (2)

***Term 3***

DBAC8500 Doctoral Project Evaluation (2)
DBAC8600 Leadership Plan for the Future (2)

***Term 4***

DBAC8700 The Business Congress & Leadership Engagement (4)

| Item # | Title | Credits |
|---|---|---|
| DBAC6000 | Critical Thinking and Business Communication | 2.0 |
| DBAC6040 | The Entrepreneurial Mind and Transpersonal Psychology | 3.0 |
| DBAC6010 | Quantitative and Qualitative Research and Business Opportunities | 3.0 |
| DBAC6020 | Methods of Leading Change | 2.0 |
| DBAC6030 | Mixed Methods Research for Business Opportunities | 2.0 |
| DBAC6050 | Transpersonal Leadership and Action Research | 3.0 |
| DBAC6060 | Seminar: Business Challenges and Opportunities | 3.0 |
| DBAC6900 | Directed Studies | 1.0 |
| DBAC7000 | Psychology of Organizational Transformation | 3.0 |
| DBAC7010 | Globalization and Sustainability | 2.0 |
| DBAC7020 | Technology, Innovation and Creativity in Business | 3.0 |
| DBAC7030 | Leadership and Ethics in the Global Economy | 2.0 |
| DBAC7040 | Leadership by Design | 2.0 |
| DBAC7050 | Transformational Leadership in Organizations and Communities | 3.0 |
| DBAC7060 | Doctoral Project & Leadership Opportunities | 3.0 |
| DBAC6910 | Directed Studies | 1.0 |

| | | |
|---|---|---|
| DBAC8100 | Doctoral Project Proposal & Pitch | 2.0 |
| DBAC8200 | Doctoral Project Leadership Plan | 2.0 |
| DBAC8300 | Doctoral Project Implementation | 2.0 |
| DBAC8400 | Conflict and Innovation Lab | 2.0 |
| DBAC8500 | Doctoral Project Evaluation | 2.0 |
| DBAC8600 | Leadership Plan for the Future | 2.0 |
| DBAC8700 | The Business Congress & Leadership Engagement | 4.0 |
| | Total Credits | 54 |

## Doctorate of Business Administration (DBA) in Transpersonal Leadership

**Degree Type**

Doctor of Business Administration

**(Hybrid Courses)**

The Doctorate of Business Administration in Transpersonal Leadership (DBA) degree program provides students with a comprehensive and well-integrated immersion in emergent business principles, historical and cutting-edge change theories, and adaptive leadership approaches for an increasingly complex world. The DBA focuses on the development of deep self-knowledge and emotional intelligence that benefit executives across a range of global business settings. The program is designed to provide graduates with tested business knowledge, generative skills, and transpersonal perspectives necessary to foster and lead change and transformation in organizations facing volatile global conditions.

The DBA program emphasizes best practices and pragmatic business solutions through research-based applied learning. Each student enters with an identified and tangible business challenge and in the learning cohort, examines, tests, and proposes solutions. The student must also focus on the transpersonal dimensions of leadership development to successfully lead the change and transformation required in the project. These change-makers must be grounded in self-awareness, ethical practices, and emotional intelligence as well as engage in academic rigor to be successful. The answers to these increasingly difficult business and social challenges are not clear and will bring forth expected and unexpected results. Leaders grounded in ongoing self-awareness will be best suited to create and respond to the complex needs facing our global and local businesses.

Core courses provide foundational knowledge in critical thinking, leadership practices and theories, personality and motivation theories, creativity, research, strategy, ethics, and communication approaches to guide research-based strategic actions leading to the enhancement of organizational performance and global sustainability.

The DBA program provides a balance of business-centric principles with sound transpersonal ideals to prepare students to become transformative, agile, and innovative leaders in today's complex global business environment. Students are members of a learning community responsible for generative mentoring and receptive to being mentored throughout the three years of the program. As a result, students will be well-equipped to adapt and thoughtfully lead meaningful changes in the global environment.

**Requirements for Admission: The (Domestic) Doctorate of Business Administration in Transpersonal Leadership (DBA):**

For admission into the Doctorate of Business Administration in Transpersonal Leadership (DBA) - program, an earned master's degree from a recognized university is required. Applicants must have a minimum of three or more years of relevant work experience at a senior level with increasing levels of responsibility or demonstrated relevant life experiences.

**These documents are required.**

- Application for Admissions
- Official transcripts of accredited undergraduate and graduate work
- Three letters of reference
- Confirmation of 3+ years of relevant work experience at a senior level (Resume or CV required)
- Personal Interview with Chair or Designee upon successful submission of all required documents
- Three-to-five-page statement of a business challenge (template attached). The business challenge summary requires the inclusion of the potential impact of the project in a community or local or global organization. The potential value proposition should be identified. The statement of anticipated contributions to the organizational

and leadership practice, innovation engagement, technology inclusion, globalization, and sustainability must also be included. This business challenge should assist the applicant in their chosen field and represent a major business change initiative and most likely, contribute to personal transformation and the skill and ability to lead complex change efforts.

**Program Learning Outcomes**

Upon successful completion of the Doctorate of Business Administration in Transpersonal Leadership (DBA), students will be able to:

· Promote leaders committed to developing and applying practical and theoretical studies focused on adaptive business solutions to address current and changing needs in the global knowledge economy.

· Develop scholarly, evidence-based, and practice-oriented research that contributes to the global advancement of professional, sustainable, values-driven, and cutting-edge leadership practices in complex organizations.

· Engage and support dialogue on business theory and practical application knowledge with industry practitioners and leaders to influence new and meaningful business opportunities.

· Create innovative responses to complex business challenges leveraging quantitative and qualitative reasoning, methodologies, and research to inform theory and practice for global sustainability.

· Support practitioner-scholars with the capacity to think critically, integrate emergent business theories and practices, and collaboratively lead global organizational change and transformation.

**Degree Requirements**

To receive a DBA, students must successfully complete 54 required units. Transfer credits are not accepted.

## Required Courses

These 54 mandatory business and applied learning credits must be successfully completed within the three-year program. In addition, a zero-credit Business Integration Practicum (BIP) course is required each term. Transfer credits are not accepted. Courses, directly and indirectly, support the ongoing development of the research-based project and the specialized and unique leadership development plan. The project and the leadership plan ensuring the roll-out of the project are present in Phase III, Term 4 at the Global Business Congress and Leadership Engagement.

**Phase I: Global Business & Transformational Leadership Engagement (19 units)**

***Term 1***

DBA6000 Critical Thinking and Business Communication (2)
DBA6040 The Entrepreneurial Mind and Transpersonal Psychology (3)
DBA5011 Business Integration Practicum - BIP (0)

***Term 2***

DBA6010 Quantitative and Qualitative Research and Business Opportunities (3)
DBA6020 Methods of Leading Change (2)
DBA5012 Business Integration Practicum - BIP (0)

***Term 3***

DBA6030 Mixed Methods Research for Business Opportunities (2)
DBA6050 Transpersonal Leadership and Action Research (3) (GPHD7210)
DBA5013 Business Integration Practicum - BIP (0)

***Term 4***

DBA6060 Seminar: Business Challenges and Opportunities (3)
DBA6900 Directed Studies (1)
DBA5014 Business Integration Practicum - BIP (0)

**Phase II: Business Values and Global Leadership (19 units)**

***Term 1***

DBA7000 Psychology of Organizational Transformation (3)
DBA7010 Globalization and Sustainability (2)
DBA5021 Business Integration Practicum - BIP (0)

***Term 2***

DBA7020 Technology, Innovation and Creativity in Business (3)
DBA7030 Leadership and Ethics in the Global Economy (2)
DBA5022 Business Integration Practicum - BIP (0)

***Term 3***

DBA7040 Leadership by Design (2)
DBA7050 Transformational Leadership in Organizations and Communities (3)

DBA5023 Business Integration Practicum - BIP (0)

***Term 4***

DBA7060 Doctoral Project & Leadership Opportunities (3)
DBA6910 Directed Studies (1)
DBA5024 Business Integration Practicum - BIP (0)

**Phase III: Leadership Responses to Global Business Challenges (16 units)**

***Term 1***

DBA8100 Doctoral Project Proposal & Pitch (2)
DBA8200 Doctoral Project Leadership Plan (2)
DBA5031 Business Integration Practicum - BIP (0)

***Term 2***

DBA8300 Doctoral Project Implementation (2)
DBA8400 Conflict and Innovation Lab (2)
DBA5032 Business Integration Practicum - BIP (0)

***Term 3***

DBA8500 Doctoral Project Evaluation (2)
DBA8600 Leadership Plan for the Future (2)
DBA5033 Business Integration Practicum - BIP (0)

***Term 4***

DBA8700 The Business Congress & Leadership Engagement (4)
DBA5034 Business Integration Practicum - BIP (0)

## Business Integration Practicum (BIP)

The Doctorate of Business Administration in Transpersonal Psychology (DBA) program is a cohort-based three year program with two final research-based products. In addition, the DBA has a comprehensive Business Integration Practicum program (BIP) component for those with a F-1 status which allows these doctoral students to participate in the Sofia Practicum program which maps to the DBA curricula. The Practicum program allows students to directly apply their learning in an organizational/ corporate setting while being mentored directly by an experienced faculty member. Each term, the doctoral student explores and integrates the learning objectives of the required courses with corresponding experiences in the Practicum.

Within the BIP program, doctoral students apply research-based business and leadership theories and skills and assess the value and impact of actions while developing lessons learned reflections, work engagement considerations, and academic products that are integrated into and reflected on for the final Global Business Challenge Project (GBCHP) and their Global Leadership Development Assessment (GLDA). These research-based submissions and formal presentations at the Sofia University Global Business Congress are delivered in the final Term of Year 3 and are based on iterations due in Term 4 of Year 1 and Year 2. Students will also interact with other DBA students to share experiences and engage in peer mentoring.

The leader at the Practicum organization will also be involved in the doctoral student's learning process through meaningful and practical feedback to assist the student in innovative insights for the GLDA and GBCHP. These insights will also be communicated to the faculty mentor. Overall, the Business Integration Practicum program (BIP) of the DBA will provide doctoral students valuable real time business experience that will assist them in learning and innovating to create enhanced core business and leadership topics and approaches on the job and provide a platform to help them reflect on their experiences with support by DBA faculty, business advisors, and student peers.

## Course Description: Business Integration Practicum (BIP)

The Business Integration Practicum (BIP) zero-credit course provides the opportunity to successfully integrate and synthesize the dynamic nature of leadership and organizations through weekly reflections on a series of inquiries. There are twelve (12) required BIP courses, one a term. They are designed to engage you more deeply in the academic content of the DBA, provide the opportunity for peer mentoring in the learning cohort, and the opportunity to experiment and apply concepts through focused business advising. For a number of you, this will also be the center created to guide you through the completion of the CPT process to gain CPT approval. Students produce a brief weekly critical reflection on their internship experience based on a prompt tied to the course work and the learning objectives. Also, you will respond weekly to postings by your colleagues. These weekly reflections and responses explicitly inform the Global Business Challenge Project (GBCP) and the Global Leadership Development Assessment (GLDA).

This course is a zero-credit course required for all DBA students each term. This course provides a significant applied learning opportunity in an internship, typically with a company or community-based organization. The internship represents an educational strategy that links classroom learning coupled with the acquisition of

knowledge in an applied work setting. The internship in a company is mapped to an experienced-based class that enables reflection and contemplation of business skills applied in the real-world environment. These BIP courses each support either the Global Business Challenge Project (GBCP) or the Global Leadership Development Assessment (GLDA) and reflect explicit DBA Learning Outcomes. This course also ensures, for those students engaged in CPT, compliance with the requirements.

**Mandatory Zero-Credit BIP Courses**:

DBA5011, DBA5012, DBA5013, DBA5014, DBA5021, DBA5022, DBA5023, DBA5024, DBA5031, DBA5032, DBA5033, DBA5034.

*Should the student need and receive eligibility from the DSO for a term without courses for credit, students are still required to enroll and engage in one of these designated BIP courses to remain actively enrolled the DBA program:  DBA5041, DBA 5042, or DBA 5043.

| Item # | Title | Credits |
|---|---|---|
| DBA6000 | Critical Thinking and Business Communication | 2.0 |
| DBA6010 | Quantitative and Qualitative Research and Business Opportunities | 3.0 |
| DBA6020 | Methods of Leading Change | 2.0 |
| DBA6030 | MIxed Methods Research for Business Opportunities | 2.0 |
| DBA6040 | The Entrepreneurial Mind and Transpersonal Psychology | 3.0 |
| DBA6050 | Transpersonal Leadership and Action Research | 3.0 |
| DBA6060 | Seminar: Business Challenges and Opportunities | 3.0 |
| DBA6900 | Directed Study | 1.0 |
| DBA7000 | Psychology of Organizational Transformation | 3.0 |
| DBA7010 | Globalization and Sustainability | 2.0 |
| DBA7020 | Technology, Innovation and Creativity in Business | 3.0 |
| DBA7030 | Leadership and Ethics in the Global Economy | 2.0 |
| DBA7040 | Leadership by Design | 2.0 |
| DBA7050 | Transformational Leadership in Organizations and Communities | 3.0 |
| DBA7060 | Doctoral Project & Leadership Opportunities | 3.0 |
| DBA6910 | Directed Studies | 1.0 |
| DBA8100 | Doctoral Project Proposal & Pitch | 2.0 |
| DBA8200 | Doctoral Project Leadership Plan | 2.0 |
| DBA8300 | Doctoral Project Implementation | 2.0 |
| DBA8400 | Conflict and Innovation Lab | 2.0 |
| DBA8500 | Doctoral Project Evaluation | 2.0 |
| DBA8600 | Leadership Plan for the Future | 2.0 |
| DBA8700 | The Business Congress & Leadership Engagement | 4.0 |
| | Total Credits | 54 |

# Business Administration (Master's)

## Master of Business Administration (MBA) – Work Integrated Learning (WIL)

**Degree Type**

Master of Business Administration

**(Hybrid, a combination of Campus and Online Courses)**

The MBA with Work Integrated Learning (WIL) program offers a comprehensive education in business fundamentals and decision-making, emphasizing self-knowledge and emotional intelligence. Graduates will gain the skills needed to promote analytics-based, value-driven decision-making in a competitive global environment.

The curriculum balances traditional business disciplines with a focus on leadership and the human aspects of management, including communication, operations, finance, and sustainability. Specialized courses enhance executive leadership and data analytics or international business expertise.

The integrated WIL component provides students with hands-on experience in a career-based environment, allowing them to apply classroom knowledge while receiving mentorship from faculty and feedback from workplace supervisors. This program encourages the development of rational thinking, emotional intelligence, and intuition in organizational decision-making, preparing students to become transformative leaders in a dynamic business landscape. Ultimately, the

MBA with WIL equips students to adapt to technological and business changes, ensuring long-term success and stability.

MBA Program 2024-2027 Update

The updates in the 2024-2027 MBA program with WIL consist of the following:

• Updated PLOs and CLOs

• Revised program of courses

• Adaptation and integration of WIL into the new core MBA courses

**Program Learning Outcomes**

The program learning outcomes of the Master of Business Administration with WIL Program are to ensure that students in the program will:

• Develop and demonstrate emotional intelligence, self-awareness, and interpersonal skills necessary for effective mindful leadership in varied business contexts.

• Collaborate effectively in professional teams, organizations and community settings, leveraging awareness and empathy to build trust, respect, and shared understanding.

• Apply various forms of knowledge, including intellectual, emotional, spiritual, and embodied wisdom, to navigate complex business opportunities.

• Communicate ideas and arguments effectively, tailoring communication style to inclusive audiences and contexts and demonstrating active listening and empathy in interpersonal interactions.

• Evaluate and critique the role of business in society and the natural environment and propose innovative solutions that promote ethical social and environmental justice.

• Implement evidence-based solutions to professional and societal challenges, utilizing lifelong learning strategies to improve outcomes and foster transformative change.

**Degree Requirements**

To receive an MBA, students must successfully complete a minimum of 36 units. The following are specific degree requirements:

- **12 units in Foundational Courses**
- **12 units in Business Fundamentals Courses**
- **9 units in Leadership and Management Courses**
- **3 units in Capstone Course**
- **Work Integrated Learning Program**

The MBA-WIL-centric curriculum is comprised of the following requirements:

1) Foundational Courses (12 Units): Four (4) mandatory business administration courses must be completed, each worth three (3) units, for a total of twelve (12) compulsory core units. The Core consists of courses that aim to provide students with an introduction to transpersonal psychology, business communications, scholarship, organizational behavior, and quality decision-making skills in the context of business law and ethics to lead in business.

2) Business Fundamentals Courses (12 Units): Four (4) Business Fundamentals courses provide exposure to the major functional areas of business, including managerial accounting, operational excellence, behavioral marketing, and technology and innovation. Four (4) courses are required in business fundamentals.

3.) Leadership and Management Courses (9 Units) Three (3) mandatory leadership and management courses to bring together leadership and management in workforce development, employee well-being, and sustainable ESG practices with transpersonal leadership.

4) Capstone Course (3 Units): Students will complete a Capstone course to complete the MBA program. The goal of the course is to convey the ideas from all the previous courses into a cohesive whole through an applied project.

5) Work Integrated Learning Program (0 Units): To fulfill the WIL program requirements, a student must complete at least one Work Integrated Learning course. Students are encouraged to take all WIL courses to help them integrate what they are learning into their courses and professional lives.

6) Concentration Courses (12 Units): Students focus their studies by completing the Concentration of their

choice which is directly related to the career path or career goals. There are four (4) mandatory concentration classes in multiple concentrations. Each course is three (3) credit units for 12 mandatory concentration credits for a program total of 48 credit units. A student may take a second concentration course for an additional 12 credit units for 60 credit units.

**Required Units:**

• A total of **36 units** are required in the above study plan for graduation from the MBA core program.

• A total of **48 units** are needed in the above study plan if the student chooses a concentration in addition to the MBA core program.

• A total of **60 units** are needed in the above study plan if the student chooses a second concentration course.

## Foundational Courses (12 units)

The Core consists of courses that aim to provide students with an introduction to transpersonal psychology, business communications, scholarship, organizational behavior, and quality decision-making skills in the context of business law and ethics to lead in business.

| Item # | Title | Credits |
|---|---|---|
| MBA2100 | Introduction to Transpersonal Psychology & Self Leadership | 3.0 |
| MBA2101 | Business Communications & Scholarship | 3.0 |
| MBA2200 | Decision Making within Business Law & Ethics | 3.0 |
| MBA2202 | Organizational Behavior - A Systems Thinking Approach | 3.0 |

## Business Fundamentals Courses (12 units)

Business Fundamentals courses provide exposure to the major functional areas of business, including managerial accounting, operational excellence, behavioral marketing, and technology and innovation.

| Item # | Title | Credits |
|---|---|---|
| MBA2300 | Managerial Accounting | 3.0 |
| MBA2303 | Operational Excellence | 3.0 |
| MBA2400 | Behavioral Marketing, Insights and Strategies | 3.0 |
| MBA2404 | Technology, Structure and Security | 3.0 |

## Leadership and Management Courses (9 units)

Three (3) mandatory leadership and management courses to bring together leadership and management in workforce development, employee well-being, and sustainable ESG practices with transpersonal leadership.

| Item # | Title | Credits |
|---|---|---|
| MBA2500 | Sustainable ESG Practices | 3.0 |
| MBA2505 | Workforce Development and Well-Being | 3.0 |
| MBA2600 | Mindful Transpersonal Leadership | 3.0 |

## Capstone Course (3 units)

Students will complete a Capstone course to complete the MBA program. The goal of the course is to convey the ideas from all the previous courses into a cohesive whole through an applied project.

| Item # | Title | Credits |
|---|---|---|
| MBA2606 | MBA Capstone: Applied Learning Project | 3.0 |

## Work Integrated Learning Based Internship Program or Elective (0 Units)

Students pursuing the MBA Degree Program are required to pass Sofia University's 0-credit internship class, Work Integrated Learning (WIL). WIL is a graduation requirement and an integral part to a student's degree program. Students are encouraged to take all WIL courses to help them integrate what they are learning into their courses and professional lives.

To qualify for the WIL course, the internship, employment, or volunteer experience must be related to the student's degree program. The course is 0-credits and does not count towards full-time enrollment requirement.

The requirements for students to pass WIL include:

- Complete experience hours designated by program chair by the end of the term
- Successful completion of course assignments
- Active engagement with faculty supervisor

*International students will need CPT authorization to take this course and must communicate with the International Office (DSO@sofia.edu) before engaging in any employment.

How to Apply for WIL

To apply, students must communicate with a Sofia University Faculty Advisor. The following forms are required:

- WIL Application Form
- An employment letter (including the correct start date, work location, job title/description, and hours)

*F-1 international students must also receive approval from Sofia's International Office (DSO@sofia.edu) and a CPT I-20 before engaging in any employment.

After approval, the student will be officially enrolled into the WIL course for the following term.

| Item # | Title | Credits |
|---|---|---|
| MBAWIL01 | Self-Awareness in Business through a Transpersonal Lens | 0.0 |
| MBAWIL02 | Navigating Decisions and Organizations through Values | 0.0 |
| MBAWIL03 | Mastering Finance and Operations in the Face of Change | 0.0 |
| MBAWIL04 | Crafting Your Brand Digitally | 0.0 |
| MBAWIL05 | Sustainability from Personal Choices to Workplace Impact | 0.0 |
| MBAWIL06 | Synthesis for Success: Integrating Career Paths and Goals | 0.0 |
| MBAWIL07 | AI in the Workplace | 0.0 |
| MBAWIL08 | Finding Mentors: Building Connections that Count | 0.0 |

## Business Data Analytics Concentration (STEM certified)

This concentration equips students with the advanced analytical skills necessary to drive data-informed decision-making within organizations. Through a blend of theoretical and practical learning, students will develop expertise in data management, business intelligence, and predictive analytics, applying their knowledge to solve complex business problems. The STEM-certified curriculum ensures a strong foundation in quantitative and technical skills, preparing students to excel in a rapidly evolving, data-driven business landscape.

| Item # | Title | Credits |
|---|---|---|
| MBA7001 | Business Intelligence Tools and Applications | 3.0 |
| MBA7002 | Data Analytics for Business Intelligence | 3.0 |
| MBA7003 | Big Data and Predictive Analytics | 3.0 |
| MBA7004 | Data Visualization and Storytelling | 3.0 |

## The Intersection of AI and Business Concentration

This concentration explores the growing convergence between artificial intelligence and business strategy, examining the opportunities and challenges presented by AI in modern organizations. Students will develop a deep understanding of how AI can be harnessed to optimize operations, drive innovation, and gain a competitive edge. The concentration prepares students to navigate the ethical implications of AI and lead effectively in an AI-driven business environment.

| Item # | Title | Credits |
|---|---|---|
| MBA7005 | Foundations of AI Technology for Business | 3.0 |
| MBA7006 | AI for Business | 3.0 |
| MBA7007 | Practical AI Technologies | 3.0 |
| MBA7008 | Capstone AI Project | 3.0 |

## Executive Entrepreneurial Leadership Concentration

This concentration cultivates the strategic mindset and leadership skills necessary to drive innovation, growth, and success in today's fast-paced, competitive business landscape. Students will develop expertise in opportunity recognition, resource management, and stakeholder engagement, learning to navigate complex challenges with an entrepreneurial spirit. The concentration equips students with the knowledge and skills to lead organizations through periods of change, disruption, and growth, preparing them to excel in senior executive roles and as founders of new ventures.

| Item # | Title | Credits |
|---|---|---|
| MBA7009 | Strategic Thinking | 3.0 |
| MBA7010 | Foudations of Leadership and Management | 3.0 |
| MBA7011 | Achieving Executive Leadership Excellence | 3.0 |
| MBA7012 | Leadership Communications | 3.0 |

## Transformative Strategic Leadership Concentration

This concentration focuses on developing visionary leaders who can inspire, influence, and drive transformative change within organizations. Students will explore organizational development frameworks, gaining the tools to identify opportunities, implement innovative solutions, and lead teams through periods of transformation. The concentration emphasizes the importance of emotional intelligence, adaptability, and effective communication, preparing students to excel as strategic leaders in a rapidly evolving global business environment.

| Item # | Title | Credits |
|---|---|---|
| MBA7013 | Leadership and Management of Change Initiatives | 3.0 |
| MBA7014 | Leading Technology Transformations | 3.0 |
| MBA7015 | Program and Project Management | 3.0 |
| MBA7016 | Creating Learning Organizations | 3.0 |

## Global Business Leadership Concentration

This concentration prepares students to navigate the complexities of leading multinational organizations in a globalized world. Through a comprehensive exploration of international supply chains, trade, economics, and leadership, students will develop the skills to effectively manage global organizations, drive growth in emerging markets, and adapt to the unique challenges of global operations. The concentration emphasizes the importance of logistics, capital, and strategic agility, equipping students to excel as global business leaders in an interconnected world.

| Item # | Title | Credits |
|---|---|---|
| MBA7017 | Global Supply Chain Management | 3.0 |
| MBA7018 | International Trade | 3.0 |
| MBA7019 | International Economics | 3.0 |
| MBA7020 | Leading in a Global Business Environment | 3.0 |

## Global Team Leadership Concentration

This concentration equips students with the skills and knowledge to lead diverse, high-performing teams in a global business environment. Through a blend of cultural intelligence training, leadership development, and team dynamics study, students will learn to foster collaboration, communication, and cohesion within multinational teams. The concentration emphasizes the importance of adaptability, empathy, and cross-cultural understanding, preparing students to excel as leaders in an increasingly globalized workforce.

| Item # | Title | Credits |
|---|---|---|
| MBA7021 | Cross-Cultural Team Building | 3.0 |
| MBA7022 | Global Ethics and Corporate Social Responsibility | 3.0 |
| MBA7023 | International Legal and Ethical Frameworks for Global Teams | 3.0 |
| MBA7024 | Team Conflict and Managing Change | 3.0 |
| | Total Credits | 36 |

**Notes**

## Graduation Requirements

To graduate from Sofia University with a Master of Business Administration and with a concentration, a student must:

1) Complete all program requirements successfully

2) Complete WIL Internship courses successfully

3) Complete a minimum of 36 units for the MBA with the WIL program, 48 units with a concentration, and 60 credit units with two concentrations

4) Pay all tuition and fees

# MBA/MSCS STEM Based Pathway Program with WIL

**Degree Type**

MBA/MSCS

## Pathways Overview

The Master of Business Administration (MBA) / Master of Science in Computer Science (MSCS) Pathways allows students to earn two master's degrees fusing core business administration essentials with principal computer science fundamentals. The Pathways supports a detailed Data Science and Analytics study with a strong focus on Machine Learning with Artificial Intelligence to optimize the precision and speed of data and information acquisition for the Business Leader to make sound data-driven decisions. It also focuses on the transpersonal aspect of leadership and human interaction and integrates these concepts throughout the program.

The MBA portion of Pathways fuses core business topics and analytics, both data and strategic information, to ensure that Business Leaders fully comprehend the company's strategic, operational, and tactical direction. Data is the lifeblood of every organization, and understanding the data from an analytical, visual, and statistical vantage point is vital in today's organizations.

The Pathways MSCS data science and machine learning facilitates students' understanding of modeling and visualizing data. The student will learn how to use information more precisely for strategic prediction and description of business processes. The MSCS core courses infuse information assurance, information systems, software engineering, and vital computational processes into the program to provide a well-rounded computational approach to Business Administration.

Since nearly every business organization utilizes information technology,  Pathways will enable students to be informed Business Leaders who can manage modern businesses' complex information systems, including cyber security, software development, networking, and computer systems management.  They will be well equipped to adapt to changes in global computing technology to ensure a viable organizational future and sound cyber foundation for today's companies.

## STEM Integration and Focus

The Pathways includes an MSCS that is science, technology, engineering, and management focus (STEM). This facilitates a well-rounded, industry-centric approach to computer science to ensure students are prepared to face the global challenges of the current business and technological environment. The Pathways integrates solid foundations in business and computer science, including strategy, ethics, law, human motivation, decision science, and marketing, among other managerial disciplines, coupled with a

focus on the STEM domains to ensure that students have a holistic understanding of the techno-centric global business and technology environment.

## How the Pathways Works

Students will begin their initial degree program in either an MBA or MSCS. Once they reach a threshold point in their first program, they may choose the Pathways. The Pathways threshold depends on whether the student starts in the MBA or MSCS programs. Additionally, the student must maintain a CGPA of 3.0 or better and complete all courses in each program, as described below.

**Pathways Enrollment**

Students will enroll in the Pathways through their Program Chairs. Once the student has completed one or the other (MSCS or MBA) and their degrees have been conferred, they can begin the second program. Six (6) credits from the first program will be transferred to the second program when the student enters the second program. An additional application fee will not be required. The Chairs will notify the Registrar's office once the student makes their pathway decision, and the Admissions office will enroll them officially. If a student chooses the Pathways from their entrance into the university, they will need to choose which program (MSCS or MBA) to start with.

## MBA Program Overview

The Master of Business Administration (MBA) program provides students with well-integrated business fundamentals and analytic-centric decision-making instruction. The program will provide graduates with the knowledge, skills, and transpersonal perspective necessary to foster an organizational culture of value-driven, analytics-based decision-making in a competitive global strategic environment. The program balances today's business disciplines while focusing on the human dimensions of leadership and management through the lens of transpersonal psychology. Core courses provide foundational knowledge of leadership and management, decision-making, operations, marketing, finance, law, and ethics to guide strategic actions that enhance organizational performance and global sustainability. Please visit the MBA Program Overview for more details regarding the MBA program.

## MSCS Program Overview

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

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

**Work Integrated Learning Integration**

The Pathways has a complete Work Integrated Learning (WIL) component, allowing all students to participate in the Sofia Internship program, directly mapping to the Pathways curricula. The internship program allows students to apply their learning directly in an organizational/corporate/technical setting while being mentored directly by experienced faculty members from the MBA and MSCS programs. Within the internship program, students will learn computer science and business skills and apply them while developing lessons learned documents, work application summaries, and academic products reflecting their internship.

Students will also interact weekly with other internship students to share experiences and provide peer

guidance and advice. The internship supervisor at the internship organization will also be involved in the student's learning process through comprehensive feedback to assist the student, which will be communicated to the faculty mentor. Overall, the Work Integrated Learning component of the Pathways will provide students valuable real-time business experience that will assist them in learning the core business and computer science topics on the job and provide a platform to help them reflect on their experiences with complete support by MBA and MSCS faculty and student peers.

MBA program: Dr. Simone M. DiMatteo

MSCS program: Dr. Donna Dulo

**Program Learning Outcomes**

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

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

# Business Administration (Master's) in Chinese

## Master of Business Administration in Chinese

**Degree Type**
Master of Business Administration

**Program Delivery Mode: Online/Hybrid**

**Program Overview**

Sofia University's Master of Business Administration in Chinese (MBAC) program uniquely combines traditional business fundamentals with transpersonal psychology, creating an innovative approach to business education in partnership with Beijing Runzeyuan Education Technology Co., Ltd. By integrating core courses in leadership, management, and transpersonal psychology, the program fosters a deep understanding of human behavior, values, and spirituality in business. The curriculum emphasizes the importance of emotional intelligence, selfawareness, and interpersonal skills in effective leadership. With its focus on real-world opportunities, experiential learning, and mentorship, the MBAC program enables students to apply their knowledge in practical settings. By cultivating compassionate and forward-thinking leaders, the program ensures graduates are well-prepared to tackle the complexities of the modern business world, driving performance and promoting global sustainability.

Program Delivery Mode: Online

**Program Goals**

- Develop well-rounded leaders with solid decision-making skills based on a balance of rationality, emotional intelligence, ethics, and intuition.
- Integrate transpersonal ideals into business principles to create a unique and holistic educational experience for self-leadership and leadership of others.
- Prepare students to adapt to changing global technology and business landscapes.
- Equip students with the skills and insights to drive transformative, innovative change within organizations.
- Foster visionary leadership to ensure long-term organizational success and financial stability while considering environmental social governance (ESG).
- Encourage students to think critically and creatively in response to complex global business and social challenges.
- Create a learning environment emphasizing practical, work-integrated experiences to enhance students' real-world understanding of business principles.

**Program Learning Outcomes**

The program learning outcomes of the Master of Business Administration in Chinese are to ensure that students in the program will:

- Demonstrate emotional intelligence, self-awareness, and interpersonal skills necessary for effective mindful leadership in varied business contexts.
- Collaborate effectively in diverse professional teams and community settings, leveraging transpersonal awareness and empathy to build trust, respect, and shared understanding.
- Apply various forms of knowledge, including intellectual, emotional, spiritual, and embodied wisdom, to navigate complex business opportunities.
- Communicate ideas and arguments effectively, tailoring communication style to inclusive audiences and contexts while demonstrating active listening and empathy in interpersonal interactions.
- Evaluate and critique the role of business in society and the natural environment and propose innovative solutions that promote ethical social and environmental justice.
- Implement evidence-based solutions to professional and societal challenges, utilizing lifelong learning strategies to improve outcomes and foster transformative change.

**Degree Requirements**

The MBAC curriculum is comprised of the following requirements:

1) Foundational Courses (12 Units): Four (4) mandatory business administration courses must be completed, each worth three (3) units, for a total of twelve (12) compulsory core units. The Core consists of courses that aim to provide students with an introduction to transpersonal psychology, business communications, organizational behavior, and quantitative decision-making skills in the context of business law and ethics to lead business operations.

2) Business Fundamentals Courses (12 Units): Four (4) Business Fundamentals courses provide exposure to the major functional areas of business, including finance and economics, operational excellence, behavioral marketing, and technology and innovation. Four (4) courses are required in business fundamentals.


3) Leadership and Management Courses (9 Units) Three (3) mandatory leadership and management courses to bring together leadership and management in workforce development and sustainable ESG practices with transpersonal leadership.

4) Capstone Course (3 Units): Students will complete a Capstone course to complete the MBAC program. The goal of the course is to convey the ideas from all the previous courses into a cohesive whole.

**Program Requirements:**

• The above study plan requires a total of 36 units for graduation from the MBAC core program.

• All courses require a student to achieve a B or better for a passing grade.

• Full-time is two courses per quarter for six credit units total

**Graduation Requirements**

To graduate from Sofia University with a Master of Business Administration in Chinese, a student must:

1) Complete all course requirements successfully

2) Complete a minimum of 36 units for the MBAC

3) Pay all tuition and fees

4) Adhere to Sofia University's policies and procedures

## Foundational Courses

| Item # | Title | Credits |
|---|---|---|
| MBAC3100 | Wang Yangming's Philosophy and Leadership | 3.0 |
| MBAC3101 | Decision Making within Business Law & Ethics | 3.0 |
| MBAC3200 | Business Communications & Scholarship | 3.0 |
| MBAC3202 | Introduction to Transpersonal Psychology and Self Leadership | 3.0 |

## Business Fundamentals Courses

| Item # | Title | Credits |
|---|---|---|
| MBAC3300 | Zhuangzi and Business Principles | 3.0 |
| MBAC3303 | Managerial Accounting | 3.0 |
| MBAC3400 | Operational Excellence | 3.0 |
| MBAC3404 | Behavioral Marketing, Insights and Strategies | 3.0 |

## Leadership and Management Courses

| Item # | Title | Credits |
|---|---|---|
| MBAC3500 | Dao De Jing and Strategic Management | 3.0 |
| MBAC3505 | Workforce Development and Well-Being | 3.0 |
| MBAC3600 | Mindful Transpersonal Leadership | 3.0 |

## MBAC Capstone

| Item # | Title | Credits |
|---|---|---|
| MBAC3606 | Capstone: Applied Learning Project | 3.0 |
| | Total Credits | 36 |

# Business Administration (Undergraduate)

## Bachelor of Science in Business Administration Completion Program

**Degree Type**

Bachelor of Science

**Online + Low-residency**

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

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

**Program Learning Outcomes**

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

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

**Degree Requirements**

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

- **36 units in General Education**
- **45 units in Core Courses**
- **12 units in Concentration Courses**
- **6 units in Capstone Project**
- **36 units in Elective Courses**

At least 48 quarter units of the degree must be completed at Sofia University. Across units earned at Sofia and elsewhere, students must complete a

minimum of 48 "upper division" units. The Capstone Project cannot be fulfilled by transfer units and must be completed at Sofia.

## General Education (36 units)

The General Education requirement consists of the following content areas:

- **9 units in English and Communication**
- **3 units in Mathematical Reasoning**
- **9 units in Arts and Humanities**
- **9 units in Social Sciences**
- **6 units in Physical and Natural Sciences**

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

### English and Communication (9 units)

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

| Item # | Title | Credits |
|---|---|---|
| ENG100 | Written Communication | 3.0 |
| ENG101 | Oral Communication | 3.0 |
| | ENG102 or ENG190 | 3 |

### Mathematical Reasoning (3 units)

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

| Item # | Title | Credits |
|---|---|---|
| MAT100 | College Algebra | 3.0 |
| MAT102 | Liberal Arts Mathematics | 3.0 |

### Arts and Humanities (9 units)

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

| Item # | Title | Credits |
|---|---|---|
| HUM100 | Art and Society | 3.0 |
| HUM101 | Mythology and Symbolism | 3.0 |
| HUM102 | Ethics and Public Policy | 3.0 |
| HUM190 | Special Topics in the Humanities | 3.0 |

### Social Sciences (9 units)

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

| Item # | Title | Credits |
|---|---|---|
| SOC100 | Cultural and Media Studies | 3.0 |
| SOC101 | History of Government | 3.0 |
| SOC102 | Religion and Society | 3.0 |
| SOC190 | Special Topics in the Social Sciences | 3.0 |

### Physical and Natural Sciences (6 units)

Students must complete coursework in physical and natural sciences drawn from the following list (or equivalents):

| Item # | Title | Credits |
|---|---|---|
| PNS100 | Human Biology | 3.0 |
| PNS102 | General Biology | 3.0 |
| PNS103 | Introduction to Physical Science | 3.0 |
| PNS104 | General Chemistry | 3.0 |

## Core Courses (45 units)

The Core provides broad exposure to the field of business administration and consists of the following required courses:

| Item # | Title | Credits |
|---|---|---|
| BUS100 | Introduction to Business | 3.0 |
| BUS101 | Organizational Theory | 3.0 |
| BUS102 | Business Statistics and Probability | 3.0 |
| BUS103 | Financial Accounting | 3.0 |
| BUS104 | Meditation, Mindfulness, and Business Leadership | 3.0 |
| BUS201 | Marketing Management | 3.0 |
| BUS202 | Micro and Macroeconomics | 3.0 |
| BUS203 | Business Ethics | 3.0 |
| BUS204 | Managerial Accounting | 3.0 |
| BUS301 | Research Methods | 3.0 |
| BUS302 | Information Systems and Technology | 3.0 |
| BUS303 | Human Resource Management | 3.0 |
| BUS401 | Corporate Finance | 3.0 |
| BUS402 | Advanced Principles of Marketing | 3.0 |
| BUS403 | Strategic Management | 3.0 |

## Concentration Courses (12 units)

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

## Capstone Project (6 units)

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

| Item # | Title | Credits |
|---|---|---|
| BUS498 | Business Administration Capstone I | 3.0 |
| BUS499 | Business Administration Capstone II | 3.0 |

## Elective Courses (36 units)

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

| Item # | Title | Credits |
|---|---|---|
| BUS404 | Business Law | 3.0 |
| BUS405 | Health Care Management | 3.0 |
| BUS406 | Business-to-Business Marketing | 3.0 |
| BUS407 | Performance Measurement | 3.0 |
| BUS408 | Knowledge Management | 3.0 |
| BUS409 | Management and Information Systems | 3.0 |
| BUS410 | Fundamentals of Taxation | 3.0 |
| BUS411 | Consumer Credit and Personal Finance | 3.0 |
| BUS412 | Search Engine Optimization | 3.0 |
| BUS413 | Logistics and Global Supply Chain Management | 3.0 |
| BUS414 | Global Finance | 3.0 |
| BUS415 | Politics and Global Trade | 3.0 |
| BUS416 | Workforce Training and Development | 3.0 |
| BUS417 | Sustainability and Global Business | 3.0 |
| BUS418 | Advertising and Brand Promotion | 3.0 |
| BUS419 | Business and Professional Speaking | 3.0 |
| BUS420 | Cross-cultural Communication | 3.0 |
| BUS421 | Advertising and Social Media Strategy | 3.0 |
| BUS422 | Negotiation and Global Business | 3.0 |
| HUM490 | Advanced Topics in the Humanities | 3.0 |
| SOC490 | Advanced Topics in the Social Sciences | 3.0 |
| | Total Credits | 135 |

# Bachelor of Science in Business Administration Completion Program Special Track

**Degree Type**

### Hybrid, a combination of Campus and Online Courses

Sofia University offers a special track in the Bachelor of Science in Business Administration Degree Completion program for students from India who have completed the requisite three- year undergraduate degree in India. These students will be admitted into the undergraduate degree completion program having completed all major requirements for the degree. Students will then need to complete one year, or 48 credits, of General Education (GE). GE courses in English, Humanities, Social Sciences and Biology will focus on broadening the students' understanding of business issues through hands on projects-based learning. The degree completion program provides a pathway for students to continue their education at the graduate level and be admitted directly into the MBA, MS in Computer Science, the pathway program for both the MBA/MSCS. Located on our new Costa Mesa Campus in Orange County California, the program offers students a wide range of engagement opportunities and a chance to experience the best of the Southern California lifestyle.

### Program Learning Outcomes

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

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

### Degree Requirements

To receive a Bachelor of Science in Business Administration degree, students must successfully complete 48 quarter units including transfer credit earned at other colleges or universities. The following are specific degree requirements:

- **40 units in General Education**
- **8 units in Capstone Project**

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

| Item # | Title | Credits |
|---|---|---|
| ENG100 | Written Communication | 3.0 |
| ENG101 | Oral Communication | 3.0 |
| BUS104 | Meditation, Mindfulness, and Business Leadership | 3.0 |
| HUM101 | Mythology and Symbolism | 3.0 |
| HUM102 | Ethics and Public Policy | 3.0 |
| PSB203 | Foundations of Transpersonal Psychology | 3.0 |
| SOC101 | History of Government | 3.0 |
| PNS100 | Human Biology | 3.0 |
| PSB408 | The Psychology of Sustainability | 3.0 |
| BUS415 | Politics and Global Trade | 3.0 |
| BUS498 | Business Administration Capstone I | 3.0 |
| BUS499 | Business Administration Capstone II | 3.0 |
| | Total Credits | 36 |

**Course Sequencing**

## Term 1 (Remote/Online)

| Item # | Title | Credits |
|---|---|---|
| ENG100 | Written Communication | 3.0 |
| BUS104 | Meditation, Mindfulness, and Business Leadership | 3.0 |
| PSB203 | Foundations of Transpersonal Psychology | 3.0 |

## Term 2 (Residential)

| Item # | Title | Credits |
|---|---|---|
| ENG101 | Oral Communication | 3.0 |
| HUM101 | Mythology and Symbolism | 3.0 |
| SOC101 | History of Government | 3.0 |

### Term 3 (Residential)

| Item # | Title | Credits |
|---|---|---|
| HUM102 | Ethics and Public Policy | 3.0 |
| PSB408 | The Psychology of Sustainability | 3.0 |
| BUS498 | Business Administration Capstone I | 3.0 |

### Term 4 (Residential)

| Item # | Title | Credits |
|---|---|---|
| PNS100 | Human Biology | 3.0 |
| BUS415 | Politics and Global Trade | 3.0 |
| BUS498 | Business Administration Capstone I | 3.0 |

**Notes**

### Program Teaching Structure

This special track for the Bachelor of Science in Business Administration program will be held on campus in Costa Mesa, California. Classes will be fully residential with substantial online support materials and will be taught by one of Sofia's top instructors.

The first term of the program will be done in a remote online synchronous format. Before coming to the United States, students will get adjusted to the Sofia curriculum and course structure while completing their first term courses online. For the second term, and from then on to graduation, students will be on campus in Costa Mesa, in the heart of Orange County California.

# Business Administration (Overseas)

## Masters in Business Administration Overseas (MBAO)

**Degree Type**

Master of Business Administration

| | | |
|---|---|---|
| | Total Credits | 0 |

# Computer Science (Master's)

## Master of Science in Computer Science (MSCS)

**Degree Type**

Master of Science

**(Hybrid, a combination of Campus and Online Courses)**

### Program Overview

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

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

The MSCS STEM program has a pedagogically integrated Work Integrated Learning (WIL) component that allows all students to participate in a career-based work environment that directly maps to the MSCS curricula. The WIL program allows students to directly apply their learning in a highly technical environment while being mentored by an experienced faculty member. Within the WIL program, students will learn technology skills and apply them to their MSCS program while developing lessons learned documents, work application summaries, and technical products

that reflect on their newly acquired workplace skills. Students will interact weekly with other STEM WIL students to share experiences and provide peer guidance and advice. The work supervisor at the workplace will also be involved in the student's learning process through comprehensive feedback to assist the student. This communication will be facilitated through the faculty mentor.

Overall, the Work Integrated Learning based MSCS STEM program will provide students with valuable real time practical and adaptable work experience that will assist them in learning core computer science topics and provide a platform to help them reflect on their experiences to promote competence development and shared experiences with complete support by MSCS faculty and student peers.

**Program Learning Outcomes**

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

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

**Degree Requirements**

To receive a Master of Science in Computer Science degree, students of the Master of Science in Computer Science STEM-based Work Integrated Learning (WIL) centric curriculum must successfully complete a minimum of 42 units. The following are specific degree requirements:

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

## Mandatory Core Courses (24 units)

There are 8 mandatory computer science foundational courses that must be completed. Each course is 3 units for a total of 24 mandatory core units.

| Item # | Title | Credits |
|---|---|---|
| MSCS2103 | Systems Programming | 3.0 |
| MSCS3801 | Discrete Mathematics for Computer Science | 3.0 |
| MSCS3917 | Automata and Algorithms | 3.0 |
| MSCS2401 | Data Science | 3.0 |
| MSCS2202 | Machine Learning | 3.0 |
| MSCS2101 | Software Engineering | 3.0 |
| MSCS3804 | Cyber Security and Information Assurance | 3.0 |
| MSCS3019 | Data Visualization | 3.0 |

## Concentration Courses (12 units)

A student is required to select one of four computer science concentrations and complete the 4 mandatory courses in that concentration. Each concentration course is 3 units for a total of 12 concentration course units.

**Artificial Intelligence and Machine Learning**

| Item # | Title | Credits |
|---|---|---|
| MSCS3805 | Statistical Analysis for Computer Science | 3.0 |
| MSCS2201 | Artificial Intelligence | 3.0 |
| MSCS3008 | Introduction to Robotics | 3.0 |
| | MSCS3808 or MSCS3806 | 3 |

**Cyber Security and Information Assurance**

| Item # | Title | Credits |
|---|---|---|
| MSCS3920 | Cyber Security: Defense | 3.0 |
| MSCS3921 | Cyber Security: Forensics and Attack Analysis | 3.0 |
| MSCS2219 | Advanced Threat Analysis | 3.0 |
| MSCS3922 | Applied Cryptography | 3.0 |

**Data Science**

| Item # | Title | Credits |
|---|---|---|
| MSCS3020 | Mining Massive Data Sets | 3.0 |
| MSCS3805 | Statistical Analysis for Computer Science | 3.0 |
| | MSCS3807 or MSCS3219 | 3 |
| MSCS3809 | Advanced Data Science | 3.0 |

**Human Computer Interaction**

| Item # | Title | Credits |
|---|---|---|
| MSCS3219 | Advanced Data Visualization | 3.0 |
| MSCS3204 | Web Development | 3.0 |
| MSCS3206 | Interaction Design for Software Products | 3.0 |
| MSCS3207 | Ethnographic Research | 3.0 |

## Work Integrated Learning Based Internship Program (0 Units)

Students pursuing the Computer Science Degree Program are required to pass Sofia University's 0-credit internship class, Work Integrated Learning (WIL). WIL is a graduation requirement and an integral part to a student's degree program. Additionally, after completion of the WIL internship class, students have the option to re-enroll in following terms, which will aid them on their continued internship journey while in the Computer Science program.

To qualify for the WIL course, the internship, employment, or volunteer experience must be related to the student's degree program. The course is 0-credits and does not count towards full-time enrollment requirement.

The requirements for students to pass WIL include:

- Complete experience hours designated by program chair by the end of the term
- Successful completion of course assignments
- Active engagement with faculty supervisor

*International students will need CPT authorization to take this course and must communicate with the International Office (DSO@sofia.edu) before engaging in any employment.

How to Apply for WIL

To apply, students must communicate with a Sofia University Faculty Advisor. The following forms are required:

- WIL Application Form
- An employment letter (including the correct start date, work location, job title/description, and hours)

*F-1 international students must also receive approval from Sofia's International Office (DSO@sofia.edu) and a CPT I-20 before engaging in any employment.

After approval, the student will be officially enrolled into the WIL course for the following term.

| Item # | Title | Credits |
|---|---|---|
| WILC5000 | Full-Time Internship in Computer Science | 0.0 |

## Elective Courses (3 units)

A total of 3 units of electives in the computer science, psychology, or business programs must be completed.

## Capstone Course (3 Units)

A student must complete the capstone course in the last term of study. The capstone course is mandatory for all students and is 3 units.

| Item # | Title | Credits |
|---|---|---|
| MSCS1022 | Technical Writing and Analysis for Computer Scientists: Capstone | 3.0 |

## Graduation Requirements

In order to graduate from Sofia University with the Master of Science in Computer Science, a student must:

1. Successfully complete all core, concentration, and WIL/elective requirements
2. Successfully Complete the Capstone Course
3. Successfully complete a minimum of 42 units
4. Pay all tuition and fees

| | | |
|---|---|---|
| | Total Credits | 42 |

**Course Sequencing**

## Optional Certificates

The graduate computer science certificate program prepares students for the challenges of computer science in a competitive global environment and gives them the career-based tools that they need to move humanity forward in a transformative, transpersonal manner with a solid foundation in STEM based computer science.

## Graduate Certificate in Artificial Intelligence and Machine Learning

The Graduate Certificate in Artificial Intelligence and Machine Learning is a cutting-edge, full-spectrum AI program that covers Artificial Intelligence from the hardware-intensive robotics side to the data/machine learning-centric software side in a highly integrated curriculum.

The robotics portion of the program covers both the hardware and electronics of robotics and software applications such as machine learning, natural language processing, and deep learning. Robotics labs are pervasive throughout the robotics courses and include continual hands-on robot building from basic electronics to fully software-integrated robotic systems.

The data science and machine learning portion of the program utilizes the latest software tools to analyze and develop comprehensive AI solutions on a wide variety of topics ranging from medicine and science to business and social media applications.

As a whole, the AI certificate prepares students to enter into the AI field in any scientific, business, or research-based domain with the skills necessary to become an AI expert in that field. All courses in the certificate program are reviewed on a quarterly basis to ensure that all material taught is current, relevant, and cutting-edge. All industry-relevant tools utilized in the program are also reviewed and updated regularly to ensure that students are job-ready when they complete the program.

### Plan of Study

The Graduate Certificate in Artificial Intelligence & Machine Learning is comprised of the following courses:

**Artificial Intelligence & Machine Learning Certificate Courses (18 Units):**

| Item # | Title | Credits |
|---|---|---|
| MSCS2401 | Data Science | 3.0 |
| MSCS2202 | Machine Learning | 3.0 |
| MSCS3808 | Advanced Robotics Computing | 3.0 |
| MSCS2201 | Artificial Intelligence | 3.0 |
| MSCS3008 | Introduction to Robotics | 3.0 |
| MSCS3806 | Advanced Topics in AI and Machine Learning | 3.0 |

## Graduate Certificate in Cybersecurity and Information Assurance

The Graduate Certificate in Cybersecurity and Information Assurance is a comprehensive hands-on program that covers the field of cyber security from both an ethical offensive perspective to a defensive preventative perspective to ensure that students fully understand the entire realm of global cyber security and information assurance. The program focuses on all aspects of cyber security from physical security through advanced cryptologic security and utilizes current and relevant tools to ensure that students are well equipped as they enter the cyber security field.

The certificate program also focuses on the vital skills and tools of machine learning and data visualization, which are pervasive and highly desired in the cybersecurity domain. Students are taught data visualization and machine learning skills so that they can perform such tasks as advanced attack campaign and defense analysis, malware forensics/reverse engineering, and malware detection through deep learning and neural networks, which are skills that are in high demand in the cyber security domain.

The program also focuses on cryptography to ensure that students are well versed in encryption and encryption-based attack and defensive systems. Machine learning based hands-on applications are presented as major tools in the cryptologic domain to ensure that students are skilled in their programming and application.

All courses in the certificate program are reviewed on a quarterly basis to ensure that all material taught is current, relevant, and cutting-edge. All industry-relevant tools utilized in the program are also reviewed and updated regularly to ensure that students are job-ready when they complete the program.

### Plan of Study

The Graduate Certificate in Cyber Security is comprised of the following courses:

**Cyber Security Certificate Courses (18 Units)**

| Item # | Title | Credits |
|---|---|---|
| MSCS3920 | Cyber Security: Defense | 3.0 |
| MSCS3921 | Cyber Security: Forensics and Attack Analysis | 3.0 |
| MSCS2219 | Advanced Threat Analysis | 3.0 |
| MSCS3922 | Applied Cryptography | 3.0 |
| MSCS3804 | Cyber Security and Information Assurance | 3.0 |
| MSCS2202 | Machine Learning | 3.0 |

## Graduate Certificate in Artificial Intelligence and Machine Learning

**Degree Type**

Certificate

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# Graduate Certificate in Cybersecurity and Information Assurance

**Degree Type**

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All courses in the certificate program are reviewed on a quarterly basis to ensure that all material taught is current, relevant, and cutting-edge. All industry-relevant tools utilized in the program are also reviewed and updated regularly to ensure that students are job-ready when they complete the program.

## Plan of Study

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| MSCS3922 | Applied Cryptography | 3.0 |
| MSCS3804 | Cyber Security and Information Assurance | 3.0 |
| MSCS2202 | Machine Learning | 3.0 |
| | Total Credits | 18 |

# Courses

## Business Administration (Master's)

**MBA2003 : Decision Science**

This course covers the practical ways to develop, strengthen, and balance human and organizational capacities for better decision making. It integrates quantitative, behavioral, interpersonal, transpersonal, and organizational perspectives in strategic global decision making. Topics include decision theory and decision analytics, design thinking, cognitive science, organizational behavior, and transpersonal psychology. The course emphasizes dialogue processes for effective inquiry, balanced with contemplation and reflection, to clarify values, surface assumptions, and develop an appropriate frame. It integrates mathematical decision modeling, data analytics, and data science processes that can be applied to generate valuable insights by focusing further inquiry on essential variables and facilitating deep collaborative reasoning. The course presents myriad case studies to emphasize key strategic decision principles based on reason and data analysis.

**Credits** 3

**MBA2100 : Introduction to Transpersonal Psychology & Self Leadership**

This course provides an in-depth exploration of transpersonal psychology, covering its history, fundamental theories, core concepts, and their application to self-leadership in personal and professional contexts. Through engaging lectures, experiential exercises, and group discussions, students will develop a solid understanding of transpersonal psychology's central tenets; participants will explore the importance of self-awareness, self-regulation, empathy, and personal values in fostering effective self-leadership. This course is ideal for individuals looking to deepen their understanding of transpersonal psychology and enhance their self-leadership skills in a business context.

**Credits** 3

**MBA2101 : Business Communications & Scholarship**

This course is designed to prepare students for a wide range of business communication challenges and foster a deeper understanding of the role of transpersonal perspectives in professional discourse. Providing essential communication skills and scholarly research methods necessary for success in the business world. With a focus on written, oral, and digital communication, participants will develop the ability to express ideas clearly, persuasively, and professionally in various contexts. Additionally, participants will gain an understanding of scholarly research methods, including critical thinking, academic writing, and citation practices, with an emphasis on the application of transpersonal psychology in business communications.

**Credits** 3

**MBA2200 : Decision Making within Business Law & Ethics**

This course prepares students to make informed decisions based on ethical principles and business law. Participants will learn to navigate complex global environments while upholding ethical standards and balancing legal frameworks, managerial behavior, and transpersonal Psychology. Through case studies and engaging activities, students will enhance their analytical and critical thinking skills, enabling them to address ethical dilemmas and contribute to responsible, holistic organizational cultures.

**Credits** 3

**MBA2202 : Organizational Behavior - A Systems Thinking Approach**

This course delves into the complex dynamics of organizations, employing a systems thinking approach that emphasizes interconnectedness and the influence of various elements on behavior. Students will explore the roles of individuals, groups, structure, and their interactions within organizations through transpersonal psychology, gaining insights into the human potential and consciousness underpinning organizational culture, performance, and change. Key topics include motivation, leadership, decision-making, conflict resolution, and organizational development, all of which will be examined from both a systems and transpersonal perspective. This course also offers a unique opportunity to gain a deeper understanding of human dynamics in the workplace, a fascinating aspect that often remains unexplored in traditional business courses.

**Credits** 3

### MBA2300 : Managerial Accounting

This course delves into the fusion of managerial accounting principles and transpersonal leadership, emphasizing the significance of ethical decision-making, emotional intelligence, and personal growth in accounting and financial management. Students will learn to apply managerial accounting techniques, including budgeting, cost management, and performance measurement. Students will develop the analytical and interpersonal skills necessary to excel in managerial accounting roles and foster personal growth through engaging case studies, group discussions, and real-world examples. This course is ideal for students aspiring to careers in accounting, financial management, and leadership within values-driven organizations, offering a pathway to personal and professional success.

**Credits** 3

### MBA2303 : Operational Excellence

This course focuses on achieving operational excellence in organizations by integrating transpersonal principles. Students will learn fundamental strategies for optimizing processes, enhancing efficiency, and fostering a culture of continuous improvement. By incorporating transpersonal psychology, the course emphasizes the role of human potential, values-based leadership, and holistic awareness in driving operational excellence through transformative change. Participants will explore Project Management, Lean Six Sigma, Total Quality Management, and Supply Chain Management while examining the psychological aspects of team dynamics, motivation, and organizational culture. This unique blend of operational strategies and transpersonal insights will prepare students to excel in today's competitive business landscape by fostering technical expertise and emotional intelligence.

**Credits** 3

### MBA2400 : Behavioral Marketing, Insights and Strategies

This course explores behavioral marketing principles, consumer insights, and practical strategies for influencing consumer behavior. By integrating transpersonal psychology, students will gain a comprehensive understanding of human motivation, emotion, cognition, and their impact on marketing decision-making. Participants will learn to analyze consumer data, conduct market research, and develop targeted marketing campaigns that leverage behavioral science principles and transpersonal insights. The course covers neuromarketing, social media marketing, brand storytelling, and ethical considerations in consumer behavior. Students will emerge equipped to create emotionally resonant and ethically sound marketing strategies that drive business growth while promoting a deeper understanding of human potential,consciousness, and the interconnectedness of consumer behavior.

**Credits** 3

### MBA2404 : Technology, Structure and Security

This course explores the interplay between technology, innovation, organizational structure, and security in today's rapidly evolving business landscape. Students will learn to navigate digital transformation, cybersecurity, data analytics, and the future of work while fostering a culture of innovation and balancing human potential. By combining technical knowledge and transpersonal insights, participants will develop the skills to address complex business challenges and become forward-thinking leaders.

**Credits** 3

### MBA2500 : Sustainable ESG Practices

This course examines Environmental, Social, and Governance (ESG) practices crucial for fostering organizational sustainability. By integrating a transpersonal perspective, students will gain insights into the interconnectedness of ESG factors and their impact on human potential, consciousness, and values-based decision-making. Through case studies and analysis, participants will learn to incorporate ESG factors into business strategy, addressing climate change, social responsibility, ethical governance, and sustainable investing. This course prepares students to become responsible leaders capable of driving positive change while considering the broader implications of ESG practices on the organization and the global community.

**Credits** 3

### MBA2505 : Workforce Development and Well-Being

This course focuses on the importance of workforce development and well-being in fostering a thriving organizational culture. Through transpersonal psychology, students will explore strategies for promoting employee growth, engagement, and overall well-being in the workplace. Key topics include talent management, employee learning and development, diversity and inclusion, and work-life balance. By examining the connection between individual and organizational well-being, participants will develop the skills necessary to create supportive and empowering work environments prioritizing personal growth and professional development. This course emphasizes the value of empathy, self-awareness, and emotional intelligence in promoting a holistic approach to driving long-term success for employees and organizations.
**Credits** 3

### MBA2600 : Mindful Transpersonal Leadership

This course cultivates mindful transpersonal leadership skills, enabling students to lead with purpose, compassion, and heightened self-awareness. When considering other stakeholders, transpersonal leadership balances organizational goals and self-management. Drawing from transpersonal psychology principles, participants will learn to integrate personal growth, emotional intelligence, and a deep understanding of human potential into their leadership styles. Key topics include meditation practices, emotional regulation, ethical decision-making, and fostering a holistic workplace culture. Students will learn to mediate conflict, motivate through challenges and change, and mitigate obstacles and resistance to change. Through experiential learning, reflection, and group discussions, students will develop the awareness necessary to recognize their leadership impact on others.
**Credits** 3

### MBA2606 : MBA Capstone: Applied Learning Project

The capstone project culminates the knowledge, skills, and personal growth acquired throughout the MBA with WIL program coursework. Students will engage in a comprehensive, integrative project that showcases their mastery of the program's core concepts. Through research, analysis, and practical application, participants will demonstrate their ability to think critically and creatively and effectively apply their learning to real-world challenges. The capstone project solidifies students' understanding of the course material and empowers them to become compassionate, forward-thinking leaders who can drive positive change in their professional and personal lives.
**Credits** 3

### MBA3001 : Accounting

This course covers the concepts and principles that underlie corporate financial statements, including the balance sheet, income statement, and cash flow statement. The use of accounting reports by both internal and external users is considered. Topics include assets, liabilities, cash flows, profits, revenues, expenses, financial ratios, efficiency, productivity, profitability, budgeting, cost analysis, and management. Case studies are examined in detail using the balance sheets of public companies to consider a company’s performance and future potential. The course concludes with the application of innovative accounting approaches to ensure that the organization is financially successful in the short term and long run and can strategically compete in the global STEM based business environment with a sound financial profile.
**Credits** 3

### MBA3002 : Finance

This course introduces the principles of corporate finance. It focuses on measurement and creation of corporate value. The course applies key principles of finance in decision-making and management to enable sound interpretation and analysis of financial statements. Topics include asset valuation, risk analysis, financial statement analysis, financial planning, capital budgeting, asset management, short-term and long-term financing decisions, capital structure, cost of capital, and dividend policy. Fundamental concepts include free cash flow, time-value of money, risk and return, portfolios, and asset pricing models. The course includes strategic case studies to exemplify sound financial judgment and decision making.
**Credits** 3

**MBA3004 : Data Analysis and Forecasting**

This course focuses on applying analytical methods for data analysis to support managerial and strategic organizational decision making. Topics include descriptive statistics for summarizing data, probabilistic analysis for quantifying uncertainty, sampling and statistical inference for hypothesis testing, and linear regression analysis for prediction and forecasting. The course has a key emphasis on data analytics and forecasting in the science, technology, engineering, and management domains to ensure that the organization makes viable decision in the complex and ever-changing global business environment.
**Credits** 3

**MBA3005 : Operations**

The course provides a broad overview of operational issues in science, technology, engineering, and business organizations and presents a variety of quantitative and qualitative techniques for analyzing and optimizing foundational business processes. Topics include time series analysis and forecasting, process analysis, waiting-line models, inventory management, quality management, capacity management, project management, and supply chain management. The course analyzes how operations management decisions impact the value of the firm and are fundamentally interconnected with market strategy and the design of products and services. The course also focuses on the proper management of business operations through continual analysis and evaluation of business processes that are adaptable to rapid changes in the complex global business environment.
**Credits** 3

**MBA3006 : Business Law and Ethics**

This course introduces basic legal frameworks for business, and fundamental legal issues involved in conducting business in the complex global environment. Topics include legal systems, forms of business, corporate law, duties to shareholders, shareholders' rights and liabilities, intellectual property, unfair competition, antitrust law, contract law, and employment law. The course explores how law shapes managerial behavior and demonstrates how to apply ethical principles in business settings while coping with external factors such as laws, regulation, politics, and local customs. The course addresses how ethics and law shape tradeoffs across the triple bottom line (economic, social, and environmental), and applies theories of corporate social responsibility and principles of responsible investment to ensure legal and ethical organizational posture. The course also applies strategic analytical tools for ethical organizational decision-making.
**Credits** 3

**MBA3007 : Strategy**

This course covers the concepts, models, and frameworks for formulating, analyzing, and implementing corporate and organizational strategy. It focuses on the fundamental dimensions of strategy, and how to differentiate between organizational strategy, operations, and tactics. Topics include eliciting corporate values and formulating objectives, analyzing market opportunities and risks, developing long- range strategies, industry analysis, competition, differentiation, and diversification. The course also considers the challenges of managing strategic change, the impact of emerging technologies on business strategy, globalization, and the "triple bottom line" (economic, social, environmental). Extensive case studies are covered in the science, technology, engineering, and management domains to ensure that organizational strategy maps to the current complex global business environment.
**Credits** 3

### MBA3008 : Marketing

This course provides an overview of the issues, concepts, and models used in analyzing marketing decisions and managing marketing activities. It presents analytic and data visualization tools and frameworks for making effective marketing decisions to support an organization's strategic, economic, and social objectives. Topics include market measurement and segmentation, consumer and organizational buying behavior, marketing mix analysis and management, marketing research, new product development, product management, marketing strategy, as well as public policy and ethical considerations in marketing. The course covers how to investigate consumer behavior, segment and target markets, create customer value through product policy, position brands, design channels of distribution, as well as how to develop communication channels and pricing policies. The course has a strategic focus in the science, technology, engineering, and management domains to ensure real world viability of marketing decisions and actions.
**Credits** 3

### MBA4301 : Organizational Leadership and Management

This course presents theories and models of managerial and organizational processes from a variety of perspectives, including behavioral and transpersonal, along with the necessary tools and methods to put such models into use in organizations. Students develop skills for authentic and conscious leadership, to promote ethical and socially responsible behavior and enhance motivation, job satisfaction, commitment, positive team dynamics, and cross-cultural understanding. Students will gain an understanding of organizational structure and key principles of organizational design, and the management of organizational change.
**Credits** 3
**Prerequisite Courses**
MBA2003: Decision Science

### MBA4302 : Organizational Psychology

In organizations, we rely on people to accomplish tasks, goals, and projects (i.e., supervisors, clients, customers, coworkers, teammates, and subordinates). To better understand people in organizations this course introduces the concepts and topics that aim to develop the students' ability to effectively manage teams and individuals. Focusing on three levels: individual, group, and organization system, we start by covering job attitudes and emotions, personality and values, decision-making, and motivation. Moving to the group level instruction covers teams, leadership, power, and negotiations. At the organization systems level, students learn about organizational culture, policies, practices, and managing organizational change.
**Credits** 3

### MBA4401 : Technology Innovation and Product Management

This course provides students with tools to manage technology and innovation in both large organizations and new ventures. Students will learn to use metrics to assess the project and product lifecycles. Topics include the difference between science and technology, types and varieties of innovations, trajectories of emerging technologies and innovations, the role of intellectual property, and business models and strategies for bringing innovations to market. Students will learn to assess and address the technical, organizational, market, and regulatory risks.
**Credits** 3

### MBA4601 : Marketing and Consumer Psychology

This course will cover advanced topics in marketing, designed to enhance the student's knowledge of buyer behavior, relevant theories, and marketing strategies and tactics. Topics include segmentation and buyer personas, jobs to be done theory, influencer marketing, customer experience management, and social listening. Course content will be flexible to reflect the latest thought and practice in marketing and transpersonal psychology.
**Credits** 3

### MBA7001 : Business Intelligence Tools and Applications

This course equips students with the skills to effectively utilize Business Intelligence (BI) tools and applications for data-driven decision-making. Through hands-on experience with industry-standard software, students will learn to manage, analyze, and visualize data, enabling them to derive valuable insights for various business scenarios. The course covers essential topics such as data management, BI methodologies, and real-world applications, ensuring students are well-prepared to excel in their professional careers.
**Credits** 3

### MBA7002 : Data Analytics for Business Intelligence

This course focuses on the application of data analytics in the context of Business Intelligence (BI). Students will develop advanced data analysis skills to support strategic decision-making and problem-solving within organizations. By exploring various analytical techniques, such as statistical analysis, data mining, and predictive modeling, students will learn to extract actionable insights from complex data sets. Emphasis is placed on the practical application of data analytics tools and methodologies in real-world business scenarios, equipping students with the skills necessary to excel in the data-driven business landscape.
**Credits** 3

### MBA7003 : Big Data and Predictive Analytics

In this course delves into the world of Big Data and Predictive Analytics, providing students with the knowledge and tools necessary to harness the power of large datasets for decision- making. Students will learn to apply advanced techniques such as machine learning, data mining, and statistical modeling to extract valuable insights and predict future trends. The course emphasizes hands-on experience with industry-standard tools and platforms, preparing students to address real-world business challenges through data-driven solutions. Upon completion, students will be well-equipped to leverage the potential of Big Data and Predictive Analytics to drive organizational success.
**Credits** 3

### MBA7004 : Data Visualization and Storytelling

This graduate-level course focuses on the art of effectively communicating complex data insights through data visualization and storytelling techniques. Students will learn to create compelling visualizations using industry-standard tools, transforming raw data into meaningful and engaging stories. Key topics include design principles, data storytelling strategies, and best practices for presenting data to diverse audiences. Through hands-on projects and real-world case studies, students will develop the skills necessary to influence decision-making and drive change through the power of data visualization and storytelling.
**Credits** 3

### MBA7005 : Foundations of AI Technology for Business

This course introduces students to the history and technical underpinnings of AI systems, gaining familiarity with the structure and features of natural language processing, machine learning, and large language models and their general applicability to business problems. Students will interact with each of these components at a basic level and develop a working knowledge of each component's use in a modern AI system. By the end of the course, students will be able to engage in informed technical business discussions relevant to AI technologies, with confidence gained from having worked directly with core components in a systematic way.
**Credits** 3

### MBA7006 : AI for Business

In this course, students explore major use cases in machine learning and artificial intelligence, examining case studies that exemplify the breadth of innovations in today's market and methods of innovation that lead to new breakthroughs in practical applications. Students work directly with AI technologies and develop familiarity with current and emerging systems within the context of significant fields of business innovation. Through business case studies and hands-on technical exercises, students will identify opportunities for AI innovation to be further explored.
**Credits** 3

### MBA7007 : Practical AI Technologies

This course provides students with experience in implementing and applying cutting-edge AI technologies within a business context. Through practical projects and case studies, students will explore applications of machine learning, natural language processing, computer vision, and other AI tools, gaining a strong understanding of how these technologies can drive innovation, streamline operations, and enhance decision-making. The concentration emphasizes the importance of ethical AI deployment and provides students with the skills to effectively integrate AI technologies into organizational processes and strategies.

**Credits** 3

### MBA7008 : Capstone AI Project

This culminating course challenges students to apply their knowledge and skills in artificial intelligence to a real-world business problem. Working individually or in teams, students will identify an organizational challenge or opportunity, develop an AI-driven solution, and present their project to a panel of faculty and industry experts. The Capstone AI Project provides students with the opportunity to demonstrate their mastery of AI concepts and techniques, showcase their problem-solving abilities, and gain valuable experience in applying AI to drive business success.

**Credits** 3

### MBA7009 : Strategic Thinking

This course equips students with concepts, models, and frameworks for formulating, analyzing, and implementing corporate and business unit strategies. Students learn about fundamental dimensions of strategy, and how to differentiate between policy, strategy, and tactics. Topics include eliciting corporate values and formulating objectives, analyzing market opportunities and risks, developing long-range strategies, industry analysis, competition, differentiation, and diversification. We consider the challenges of managing strategic change, the impact of emerging technologies on business strategy, globalization, and the "triple bottom line"(economic, social, and environmental).

**Credits** 3

### MBA7010 : Foudations of Leadership and Management

This course presents theories and models of managerial and organizational processes from a variety of perspectives, including behavioral and transpersonal, along with the necessary tools and methods to put such models into use in organizations. Students develop skills for authentic and conscious leadership, to promote ethical and socially responsible behavior and enhance motivation, job satisfaction, commitment, positive team dynamics, and cross-cultural understanding. Students will gain an understanding of the organizational structure and key principles of organizational design and the management of organizational change.

**Credits** 3

### MBA7011 : Achieving Executive Leadership Excellence

This course equips students with the skills and knowledge necessary to excel in executive leadership roles. Through an exploration of leadership theories, strategies, and best practices, students will develop their ability to inspire, motivate, and lead teams and organizations to achieve success. Key topics include effective decision-making, strategic thinking, emotional intelligence, and the development of a personal leadership philosophy. Case studies, simulations, and self-reflection exercises enable students to apply their learnings to real-world scenarios, preparing them to become exceptional leaders in their respective industries.

**Credits** 3

### MBA7012 : Leadership Communications

This course focuses on developing advanced communication skills essential for effective leadership. Students will learn to craft compelling messages, engage diverse audiences, and navigate complex communication challenges. Key topics include persuasive communication, crisis management, and cross-cultural communication, as well as the development of personal leadership style. Through interactive workshops, group projects, and case studies, students will hone their ability to inspire action, drive change, and effectively manage relationships within and outside their organizations.

**Credits** 3

**MBA7013 : Leadership and Management of Change Initiatives**

This course focuses on developing leadership and management skills to drive strategic organizational change and build forward-thinking organizations. You will learn effective strategies to establish a strong presence in the workplace and exert positive influence during change processes. Discover how to present change initiatives that successfully drive transformation within your organization and understand the tools, technologies, and skills needed to plan for change, execute it, and ensure continuous improvement. This course provides opportunities to learn best practices for achieving sustainable growth through practical change management techniques.

**Credits** 3

**MBA7014 : Leading Technology Transformations**

This course aims to equip participants with the skills necessary for 21st-century organizations by exploring the evolution of organizations through technological advancements. It covers modern, post-modern, and future-based organizations and the cutting-edge technologies shaping them. The course delves into behind-the-scenes organizational changes and how technology transformation contributes to successful change. Participants will learn strategies to scale innovation, balance competing goals, and manage a portfolio of ventures. Discussions will include successes, opportunities, failures, challenges, and pitfalls of different companies, considering ethical, legal, social, environmental, and governance standards.

**Credits** 3

**MBA7015 : Program and Project Management**

This graduate-level course equips students with the skills and knowledge necessary to successfully manage programs and projects in a variety of contexts. Students will learn to apply industry-standard methodologies, such as Agile and Waterfall, to initiate, plan, execute, monitor, and close projects effectively. The course also covers critical aspects of project management, including risk management, stakeholder engagement, and team leadership. Through case studies, simulations, and hands-on project work, students will gain practical experience in applying program and project management principles to real-world scenarios, preparing them to excel as effective project managers.

**Credits** 3

**MBA7016 : Creating Learning Organizations**

This graduate-level course explores the concepts and strategies necessary to create and sustain learning organizations, enabling continuous improvement and innovation. Students will examine the key components of learning organizations, including systems thinking, shared vision, personal mastery, team learning, and mental models. The course also emphasizes the role of leadership in fostering a culture of learning, as well as the practical implementation of organizational learning processes. Through case studies, group discussions, and reflective exercises, students will develop the skills to design, implement, and evaluate learning initiatives within their own organizations, driving long-term growth and success.

**Credits** 3

**MBA7017 : Global Supply Chain Management**

This course is designed to identify, explain, and elaborate on the critical role of logistics in today's corporate environment. The class structure will follow the sequencing of a typical retail/wholesale supply chain: assortment planning, product lifecycle management (merchandising, design, sourcing), warehousing, and transportation strategies. We will also investigate both the local and global environments that can impact effective supply chain operations as well as the social and environmental impact.

**Credits** 3

**MBA7018 : International Trade**

Within the overarching context of the multinational firm, this course examines the development of policy options for conducting international trade with a focus on management decisions that maximize the firm's value. The class covers both macro- and micro-economic topics in international trade, including balance of payments, exchange rates, risk assessment, multinational corporations' operations, and asset protection. Other topics include the movement of capital and related restrictions, single-currency areas, and marketing products overseas.

**Credits** 3

**MBA7019 : International Economics**

This advanced course offers students a comprehensive understanding of global economic relationships by exploring topics such as international trade, foreign exchange markets, balance of payments, and economic integration. In addition to examining the roles of international institutions like the WTO and IMF, students will learn to evaluate the impact of international economic policies through case studies, simulations, and data analysis, equipping them to make informed decisions in an interconnected world.

**Credits** 3

**MBA7020 : Leading in a Global Business Environment**

This course equips students with the skills and knowledge to effectively lead in an increasingly globalized and multicultural business landscape. Students will explore cross-cultural management strategies, develop cultural intelligence, and learn to navigate diverse communication styles. Through case studies, simulations, and group discussions, students will develop their ability to build high-performing global teams and lead with a global mindset.

**Credits** 3

**MBA7021 : Cross-Cultural Team Building**

Students will explore the complexities of building and managing effective teams in a global business environment. Students will develop an understanding of cultural differences in communication, motivation, and leadership styles, and learn strategies for fostering collaboration and resolving conflicts within diverse teams. Through hands-on projects and team-based activities, students will gain practical experience in building successful cross-cultural teams and leading with empathy and cultural sensitivity.

**Credits** 3

**MBA7022 : Global Ethics and Corporate Social Responsibility**

This course examines the ethical and social responsibilities of corporations operating in a global context. Students will learn to identify and address ethical dilemmas that arise in international business, analyze the impact of corporate actions on various stakeholders, and explore the role of corporate social responsibility in driving positive change. Through case studies and debates, students will develop a strong understanding of global ethics and the importance of responsible business practices.

**Credits** 3

**MBA7023 : International Legal and Ethical Frameworks for Global Teams**

Students will explore the legal and ethical considerations that impact the management of global teams. Topics include international labor laws, data privacy regulations, anti-corruption legislation, and cultural differences in ethical norms. Through case studies, group discussions, and exercises, students will develop the skills to navigate complex legal and ethical issues in a global business environment, fostering a culture of compliance, transparency, and ethical decision-making within their teams.

**Credits** 3

**MBA7024 : Team Conflict and Managing Change**

In this advanced course, students will learn to identify and address the root causes of team conflict, especially within the context of organizational change. The course will cover topics such as change management strategies, conflict resolution techniques, and effective communication in times of change. Students will develop skills to anticipate potential conflicts, mitigate their impact, and promote adaptability and resilience within teams. Through case studies, simulations, and role-play exercises, students will gain practical experience in navigating team conflict and managing change in complex business environments.

**Credits** 3

**MBAWIL01 : Self-Awareness in Business through a Transpersonal Lens**

In this Work-Integrated Learning (WIL) course, participants will embark on a journey of self- discovery and personal growth by exploring self-awareness in business through a transpersonal lens. By integrating concepts from the Personal Development Plan (PDP), learners will develop a deeper understanding of their unique strengths, values, and purpose, and examine how these elements contribute to their professional development and overall success in the business world. Through experiential learning and reflective practices, participants will cultivate the self-awareness needed to navigate the complexities of modern business environments with authenticity, empathy, and resilience.

**Credits** 0

**MBAWIL02 : Navigating Decisions and Organizations through Values**

In this Work-Integrated Learning (WIL) course, Students will delve into the intricate relationship between decision-making, organizational dynamics, and values through the lens of values-driven leadership. By exploring the role of values alignment in shaping ethical, informed decisions within organizations, learners will develop a deeper understanding of the complexities and challenges faced in the modern business environment. Through engaging modules, reflection exercises, and practical applications, participants will emerge with enhanced decision-making skills and the ability to navigate the ever-evolving landscape of values-driven leadership.
**Credits** 0

**MBAWIL03 : Mastering Finance and Operations in the Face of Change**

This course equips students with essential skills for managing their personal finances and navigating the day-to-day challenges of adult life. Through hands-on activities and discussions, students will learn budgeting techniques, explore investment options, and develop strategies for building financial stability. The course also emphasizes the importance of time management, stress management, and self-care in maintaining overall well-being.
**Credits** 0

**MBAWIL04 : Crafting Your Brand Digitally**

In this course, students will learn how to build and maintain a strong personal brand in the digital space. Through hands-on activities and social media workshops, students will develop their online presence, create engaging content, and explore strategies for networking and connecting with industry professionals. The course emphasizes the importance of authenticity, consistency, and adaptability in creating a memorable and impactful digital brand.
**Credits** 0

**MBAWIL05 : Sustainability from Personal Choices to Workplace Impact**

This course empowers students to understand the impact of their personal and professional choices on sustainability. Through case studies, discussions, and reflective exercises, students will explore the connections between their daily habits, career choices, and the broader environmental and social impacts. The course emphasizes the importance of conscious consumerism, responsible resource use, and advocating for sustainable practices within the workplace and beyond.
**Credits** 0

**MBAWIL06 : Synthesis for Success: Integrating Career Paths and Goals**

This course provides students with the opportunity to integrate their personal career paths and goals into a cohesive vision for success. Through guided self-assessment activities, goal-setting exercises, and mentorship opportunities, students will refine their professional aspirations, explore potential career trajectories, and develop a personalized roadmap for success. The course emphasizes the importance of ongoing self-reflection, adaptability, and building a supportive network in achieving long-term career fulfillment.
**Credits** 0

**MBAWIL07 : AI in the Workplace**

This course explores the rapidly evolving role of artificial intelligence (AI) in the workplace, emphasizing the practical applications, ethical considerations, and implications for adapting to change. Students will gain hands-on experience with AI tools and platforms, discuss the ethical dilemmas surrounding AI, and examine strategies for upskilling and reskilling in response to technological advancements. The course prepares students to thrive in an increasingly AI-driven world by fostering adaptability, critical thinking, and ethical decision-making.
**Credits** 0

**MBAWIL08 : Finding Mentors: Building Connections that Count**

In this course, students will learn how to identify, approach, and establish meaningful relationships with mentors who can support their personal and professional growth. Through networking exercises, guest speaker sessions, and mentorship workshops, students will develop skills in building a strong professional network and navigating mentor-mentee relationships. The course emphasizes the importance of seeking diverse perspectives, being open to feedback, and cultivating ongoing connections that can provide guidance, support, and opportunities throughout one's career journey.

**Credits** 0

**WIL5000 : Work Integrated Learning Internship**

Following WIL5002, students will be required to take this course every term they do an internship. The course will follow up on what was laid out in WIL5002.

**Prerequisite Courses**

WIL5000: Full-Time Internship for Business Administration

**WIL5000 : Full-Time Internship for Business Administration**

This class is a guide through a professional internship to ensure that the internship provides professional learning experiences that will be applied to the professional arena. Students undertake a significant experiential learning opportunity, typically with a company or community-based organization. The internship represents an educational strategy that links classroom learning and student interest with the acquisition of knowledge in an applied work setting. Through direct observation, reflection and evaluation, students gain an understanding of the internship site's work, mission, and audience, how these potentially relate to their academic study, as well as the organization's position in the broader industry or field. Students will produce a critical reflection on their internship experience demonstrating how they have addressed specific learning goals.

**Credits** 0

**WILI5000A : Work Integrated Learning Internship**

This course presents a significant WIL experiential learning opportunity, typically with a company or community-based organization. The internship represents an educational strategy that links classroom learning coupled with the acquisition of knowledge in an applied work setting. The internship in a company is mapped to an experienced-based class that enables reflection and contemplation of business skills applied in the real-world environment. Classroom assignments enable critical reflection on the WIL internship experience and how it addresses specific MBA/MSCS Program Learning Outcomes.

**Credits** 3

# Business Administration (Master's) in Chinese

**MBAC2202 : Organizational Behavior – A Systems Thinking Approach**

This course delves into the complex dynamics of organizations, employing a systems thinking approach that emphasizes interconnectedness and the influence of various elements on behavior. Students will explore the roles of individuals, groups, structure, and their interactions within organizations through transpersonal psychology, gaining insights into the human potential and consciousness underpinning organizational culture, performance, and change. Key topics include motivation, leadership, decision-making, conflict resolution, and organizational development, all of which will be examined from both a systems and transpersonal perspective. By adopting a holistic view of organizations, participants will acquire the skills and insights needed to effectively analyze, diagnose, and address various organizational challenges while fostering empathy, self-awareness, and a deeper understanding of human dynamics in the workplace.

**Credits** 3

**MBAC2500 : Sustainable ESG Practices**

This course examines Environmental, Social, and Governance (ESG) practices crucial for fostering organizational sustainability. By integrating a transpersonal perspective, students will gain insights into the interconnectedness of ESG factors and their impact on human potential, consciousness, and values-based decision-making. Through case studies and analysis, participants will learn to incorporate ESG factors into business strategy, addressing climate change, social responsibility, ethical governance, and sustainable investing. This course prepares students to become responsible leaders capable of driving positive change while considering the broader implications of ESG practices on the organization and the global community.

**Credits** 3

**MBAC3100 : Wang Yangming's Philosophy and Leadership**

Many aspire to possess outstanding leadership qualities, but how can leadership be enhanced? While outstanding leaders share many excellent qualities and habits, it's challenging for most people to learn solely from behavioral habits. Therefore, what is the source of leadership? What is the essence of leadership? What is the fundamentally effective path to enhancing leadership? This course will lead students to deeply understand Wang Yangming's philosophy, integrate the underlying logic of Eastern and Western philosophy, and explore the essence and source of leadership.

**Credits** 3

**MBAC3101 : Decision Making within Business Law & Ethics**

This course prepares students to make informed decisions based on ethical principles and business law. Participants will learn to navigate complex global environments while upholding ethical standards and balancing legal frameworks, managerial behavior, and transpersonal psychology. Through case studies and engaging activities, students will enhance their analytical and critical thinking skills, enabling them to address ethical dilemmas and contribute to responsible, holistic organizational cultures.

**Credits** 3

**MBAC3200 : Business Communications & Scholarship**

This course is designed to prepare students for a wide range of business communication challenges and foster a deeper understanding of the role of transpersonal perspectives in professional discourse. Providing essential communication skills and scholarly research methods necessary for success in the business world. With a focus on written, oral, and digital communication, participants will develop the ability to express ideas clearly, persuasively, and professionally in various contexts. Additionally, participants will gain an understanding of scholarly research methods, including critical thinking, academic writing, and citation practices, with an emphasis on the application of transpersonal psychology in business communications.

**Credits** 3

**MBAC3202 : Introduction to Transpersonal Psychology and Self Leadership**

This course provides an in-depth exploration of transpersonal psychology, covering its history, fundamental theories, core concepts, and their application to self-leadership in personal and professional contexts. Through engaging lectures, experiential exercises, and group discussions, students will develop a solid understanding of transpersonal psychology's central tenets; participants will explore the importance of self-awareness, self-regulation, empathy, and personal values in fostering effective self-leadership. This course is ideal for individuals looking to deepen their understanding of transpersonal psychology and enhance their self-leadership skills in a business context.

**Credits** 3

**MBAC3300 : Zhuangzi and Business Principles**

This unique course combines ancient Chinese philosophical wisdom from Zhuangzi with modern business practices. It explores popular fable stories, extracting profound ideas and concepts from the text. Through in-depth interpretation and case studies, participants will learn to apply these principles to corporate culture and strategic decision-making, enhancing their understanding of business principles. By delving into this wisdom, participants will .learn to drive their businesses to achieve strategic alignment at all levels, ultimately building a strong and enduring enterprise.

**Credits** 3

**MBAC3303 : Managerial Accounting**

This course explores the intersection of managerial accounting principles and transpersonal leadership, emphasizing the importance of ethical decision-making, emotional intelligence, and personal growth in accounting and financial management. In transpersonal leadership development, participants will learn to apply managerial accounting techniques, including budgeting, cost management, and performance measurement. Through case studies, group discussions, and real-world examples, students will develop the analytical and interpersonal skills necessary to excel in managerial accounting roles, ideal for students pursuing careers in accounting, financial management, and leadership within values-driven organizations.
**Credits** 3

**MBAC3400 : Operational Excellence**

This course focuses on achieving operational excellence in organizations by integrating transpersonal principles. Students will learn fundamental strategies for optimizing processes, enhancing efficiency, and fostering a culture of continuous improvement. By incorporating transpersonal psychology, the course emphasizes the role of human potential, values-based leadership, and holistic awareness in driving operational excellence through transformative change. Participants will explore Project Management, Lean Six Sigma, Total Quality Management, and Supply Chain Management while examining the psychological aspects of team dynamics, motivation, and organizational culture. This unique blend of operational strategies and transpersonal insights will prepare students to excel in today's competitive business landscape by fostering technical expertise and emotional intelligence.
**Credits** 3

**MBAC3404 : Behavioral Marketing, Insights and Strategies**

This course explores behavioral marketing principles, consumer insights, and practical strategies for influencing consumer behavior. By integrating transpersonal psychology, students will gain a comprehensive understanding of human motivation, emotion, cognition, and their impact on marketing decision-making. Participants will learn to analyze consumer data, conduct market research, and develop targeted marketing campaigns that leverage behavioral science principles and transpersonal insights. The course covers neuromarketing, social media marketing, brand Page 8 of 10 storytelling, and ethical considerations in consumer behavior. Students will emerge equipped to create emotionally resonant and ethically sound marketing strategies that drive business growth while promoting a deeper understanding of human potential, consciousness, and the interconnectedness of consumer behavior
**Credits** 3

**MBAC3500 : Dao De Jing and Strategic Management**

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**Credits** 3

**MBAC3505 : Workforce Development and Well-Being**

This course focuses on the importance of workforce development and well-being in fostering a thriving organizational culture. Through transpersonal psychology, students will explore strategies for promoting employee growth, engagement, and overall well-being in the workplace. Key topics include talent management, employee learning and development, diversity and inclusion, and work-life balance. By examining the connection between individual and organizational well-being, participants will develop the skills necessary to create supportive and empowering work environments prioritizing personal growth and professional development. This course emphasizes the value of empathy, self-awareness, and emotional intelligence in promoting a holistic approach to driving long-term success for employees and organizations.
**Credits** 3

**MBAC3600 : Mindful Transpersonal Leadership**
This course cultivates mindful transpersonal leadership skills, enabling students to lead with purpose, compassion, and heightened self-awareness. When considering other stakeholders, transpersonal leadership balances organizational goals and self-management. Drawing from transpersonal psychology principles, participants will learn to integrate personal growth, emotional intelligence, and a deep understanding of human potential into their leadership styles. Key topics include meditation practices, emotional regulation, ethical decision-making, and fostering a holistic workplace culture. Students will learn to mediate conflict, motivate through challenges and change, and mitigate obstacles and resistance to change. Through experiential learning, reflection, and group discussions, students will develop the awareness necessary to recognize their leadership impact on others.
**Credits** 3

**MBAC3606 : Capstone: Applied Learning Project**
The capstone project culminates the knowledge, skills, and personal growth acquired throughout the MBAC program coursework. Students will engage in a comprehensive, integrative project that showcases their mastery of the program's core concepts. Through research, analysis, and practical application, participants will demonstrate their ability to think critically and creatively and effectively apply their learning to real-world challenges. The capstone project solidifies students' understanding of the course material and empowers them to become compassionate, forward-thinking leaders who can drive positive change in their professional and personal lives.
**Credits** 3

# Business Administration (Undergraduate)

**BUS100 : Introduction to Business**
Introduction to the functional areas of modern business. Topics will include analyzing the business environment, management theory, organizational structure, marketing, finance and accounting, human resource management, and information systems.
**Credits** 3

**BUS101 : Organizational Theory**
Development of students' interpersonal and team-working skills. Students will examine issues in organizational behavior, with a special emphasis on assessing leadership competencies and change management.
**Credits** 3

**BUS102 : Business Statistics and Probability**
Examination of data summaries and descriptive statistics. Students will be introduced to a statistical computer package and study probability, distributions, expectation, variance, covariance, portfolios, central limit theorem and statistical inference of univariate data, statistical inference for bivariate data, and difference for intrinsically linear simple regression models.
**Credits** 3

**BUS103 : Financial Accounting**
Provides familiarity with accounting concepts and terminology, preparation, use, and analysis of accounting data and financial reports issued for both internal and external purposes. Application of accounting techniques to simple problem situations involving computations and the rationale for generally accepted accounting principles and procedures will be examined.
**Credits** 3

**BUS104 : Meditation, Mindfulness, and Business Leadership**
This course provides students with a theoretical introduction to the practice of meditation and mindfulness from different scientific, spiritual, and cultural traditions as it relates to and accentuates the quality of more traditional concepts of Business Leadership. Students will examine the psychology of attention and how it can play a significant role in the quality of leadership in business.
**Credits** 3

**BUS201 : Marketing Management**
Introduction to the fundamentals of marketing. Students will examine the role of marketing in society and within a firm, consumer and organizational markets, and marketing strategy within the context of social, cultural, and political issues. Other topics include international marketing, ethics, marketing research, and not-for-profit marketing.
**Credits** 3

**BUS202 : Micro and Macroeconomics**
An introduction to the study of individual consumer behavior and small business decision making as well as an examination of the economy as a whole. Topics include consumer decision making, individual firm profit maximization, determinants of aggregate demand and aggregate supply, monetary and fiscal policy tools and other institutional structures, such as the Federal Reserve Bank and the monetary policy tools it uses to stabilize economic fluctuations.
**Credits** 3

**BUS203 : Business Ethics**
An introduction on how to make decisions on tough moral problems in the workplace. Students will be introduced to basic theories of normative ethics and use these theories to apply their own value system to difficult moral issues at work. Students will also examine moral issues in the larger system of international business including cross-cultural moral problems.
**Credits** 3

**BUS204 : Managerial Accounting**
The concepts, theory, and practice of the cost-control function of management. Students will learn what information is needed, where to obtain it, and how managers can use the information to plan, control, and make decisions. Topics include cost behavior and forecasting, capital budgeting, activity-based costing and management, costs of quality and productivity improvement programs, cost-volume analysis, tactical decision making, and transfer pricing.
**Credits** 3

**BUS301 : Research Methods**
A critical exploration of research language, ethics, and approaches. Students will be introduced to the language of research and critical elements of the research process within quantitative, qualitative, and mixed-methods approaches. Students will use these theoretical underpinnings to begin to critically review literature relevant to their field.
**Credits** 3

**BUS302 : Information Systems and Technology**
Basic principles and terminology of information systems in the business environment. Students will learn how information technology creates a competitive advantage in the marketplace. Topics include hardware and software components, database technology, telecommunications and networking, e-commerce and e-business, Enterprise Resource Planning (ERP), Decision Support Systems (DSS), Artificial Intelligence (AI) and Expert Systems (ES), systems development and implementation, along with the ethical and societal issues involved in using technology.
**Credits** 3

**BUS303 : Human Resource Management**
An introduction to the human resources function. Students will examine the roles and functions of the human resources department, training, and the importance of maintaining equitable compensation and benefit programs. Specific areas addressed: employee counseling, training and development, staffing strategy, discipline and termination, Equal Employment Opportunity, discrimination and harassment, and other the legal issues surrounding it.
**Credits** 3

**BUS401 : Corporate Finance**
Financial decision making in corporations. Topics include credit procedures, financial operation, transaction financing, corporate venture, corporate resources of funding, capital budgeting, capital structure, financial risk management, dividend guidelines and corporate conditional claims, and international finance, and the financial procedures for corporate financial decision-making in terms of short-term and long-term considerations.
**Credits** 3

**BUS402 : Advanced Principles of Marketing**
Students explore managerial perspectives of marketing. Topics include considering economic principles, analyzing operational needs, distribution and financial alternatives, marketing information, pricing products and services, developing product/service planning strategies, promoting products and services, purchasing, and professional sales in a global economy.
**Credits** 3

**BUS403 : Strategic Management**

Introduces the key concepts, tools, and principles of strategy formulation and competitive analysis. Students will explore managerial decision making and how that affects the performance and survival of business enterprises. Topics will include information analysis, organizational processes, and skills and business judgment managers use to devise strategies, position their businesses, and maximize long-term profits in the face of uncertainty and competition.

**Credits** 3

**BUS404 : Business Law**

Examines the legal problems and opportunities businesses face. Topics will include court procedures, contracts and property law, litigation, and alternative dispute resolution, constitutional and administrative law, tort law, contract law, product liability, and government regulation including antitrust law, employment law, and securities regulation.

**Credits** 3

**BUS405 : Health Care Management**

An examination of how to manage in both public and private sector health care organizations. Topics include the politics of health care, legal aspects of the US healthcare delivery system, and the functions and challenges of health insurance programs. Special attention will be paid to the field of counseling and transpersonal psychology.

**Credits** 3

**BUS406 : Business-to-Business Marketing**

Examines "B2B" marketing strategies. Topics include product management, pricing, market sizing, and business-to-business communication.

**Credits** 3

**BUS407 : Performance Measurement**

An exploration of financial responsibility within an organization. Students will examine financial and nonfinancial performance measures, budgeting, evaluation techniques and styles, financial incentive structure, strategy implementation and execution, and corporate governance.

**Credits** 3

**BUS408 : Knowledge Management**

Exploration of the principles for turning basic information into actionable knowledge. Students will study knowledge-based systems and contemporary knowledge-management approaches in order to understand how data-driven decision making happens within the organization.

**Credits** 3

**BUS409 : Management and Information Systems**

An overview of how to use business application software. Topics include basic computer and microcomputer systems, different operating systems, word processing, using and programming Excel spreadsheets, database management, business graphics, and computer networking.

**Credits** 3

**BUS410 : Fundamentals of Taxation**

An examination of the federal tax structure and its implications for personal and corporate taxation. Topics include learning to analyze and prepare individual tax forms, and to read the Internal Revenue Code and common corporate tax forms.

**Credits** 3

**BUS411 : Consumer Credit and Personal Finance**

Basic elements of consumer-lending practices and the implications for personal financial decision making. Topics include lending regulations, credit policy, loan closings and loan servicing, product knowledge and the decision-making process.

**Credits** 3

**BUS412 : Search Engine Optimization**

Examines how search engine optimization (SEO) operates as a tool in digital marketing. Topics include, increasing web traffic, enhancing product/service visibility, and ways to analyze and devise key search strategies that can be integrated into an overall marketing plan.

**Credits** 3

**BUS413 : Logistics and Global Supply Chain Management**

An exploration of how to manage a supply chain in the global environment. Topics include supply chain management, infrastructure analysis, network design, warehousing operations, inventory management, foreign market entry modes, international trade contracts, payments, insurance, customs, and security.

**Credits** 3

**BUS414 : Global Finance**

An examination of global financial markets and the operations of multinational firms. Topics include foreign exchange markets, global financial markets, global banking, global trade tariff and quotas, and role of regional trading blocs (such as the EU or ASEAN).
**Credits** 3

**BUS415 : Politics and Global Trade**

An examination of the impact of politics on trade in the global economy. Students will study the history, theories, and structures of global politics and the impact politics has on global trade, as well as examining the role of non-governmental agencies (NGOs) in terms of how to build social responsibility, economic and environmental sustainability, and social justice through economics prosperity.
**Credits** 3

**BUS416 : Workforce Training and Development**

An examination of the role of employee training and development in the modern environment. Topics include technology and design models for digital training, attention to and retention of information in live trainings, and using transpersonal psychology to better connect with the trainee.
**Credits** 3

**BUS417 : Sustainability and Global Business**

An exploration of how sustainable business practices can work in the global business environment. Students will study various types of environmentally sustainable technologies in the context of global, political, and economic incentives and disincentives for investment.
**Credits** 3

**BUS418 : Advertising and Brand Promotion**

An exploration of issues in managing and integrating marketing communication as it relates to an organization's overall marketing objectives. Students will learn the fundamentals of advertising, the communication process, media strategy, promotions, as well as consider the social and ethical implications of modern advertising practices.
**Credits** 3

**BUS419 : Business and Professional Speaking**

An exploration of the basic principles of speech and communication more broadly in business and professional settings. The course emphasizes the construction and delivery of various types of spoken presentations and the application of interpersonal skills to business, organizational, and other professional settings.
**Credits** 3

**BUS420 : Cross-cultural Communication**

An exploration of the dynamics of cross-cultural communication, cultural identity, and how it affects operating a business in the global environment. Students will learn how to deal with miscommunication and overcome obstacles by learning to recognize cultural differences in body language, expression, and other cultural differences in communicative practices.
**Credits** 3

**BUS421 : Advertising and Social Media Strategy**

An examination of how advertising and social media practices. Students will learn how to develop, and test social media advertisement as well as design budget, and evaluate profitability of strategies.
**Credits** 3

**BUS422 : Negotiation and Global Business**

An exploration of how the techniques of transpersonal psychology can create effective negotiation strategies in the global business environment. Topics include the role of culture in the negotiations process, technology and global communications, rhetoric and cross-cultural norms, and the role of religion and cultural values in the communicative process.
**Credits** 3

**BUS498 : Business Administration Capstone I**

A culminating project, completed individually or in teams, where students synthesize what they have learned in the program, and how transpersonal psychology can be applied and examine a real-world problem in business. In part I students will define the scope of the project, review the literature from which the problem emerges, and gather any information or data needed. If possible, students will select a local business or government sponsor for the project.
**Credits** 3

**BUS499 : Business Administration Capstone II**
A culminating project, completed individually or in teams, where students synthesize what they have learned in the program, and how transpersonal psychology can be applied and examine a real-world problem in business. In part II students will produce a complete research paper and give an oral presentation to the other students in the course.
**Credits** 3

# Business Administration (Overseas)

**MBAO1015 : Business Ethics**
This course introduces basic legal frameworks for business, and fundamental legal issues involved in conducting business in the complex global environment. Topics include legal systems, forms of business, corporate law, duties to shareholders, shareholders' rights and liabilities, intellectual property, unfair competition, antitrust law, contract law, and employment law. The course explores how law shapes managerial behavior and demonstrates how to apply ethical principles in business settings while coping with external factors such as laws, regulation, politics, and local customs. The course addresses how ethics and law shape tradeoffs across the triple bottom line (economic, social, and environmental), and applies theories of corporate social responsibility and principles of responsible investment to ensure legal and ethical organizational posture. The course also applies strategic analytical tools for ethical organizational decision-making.
**Credits** 3
**Cross Listed**
Global College

**MBAO1108 : Positive Psychology for Business**
This course provides a foundation in positive psychology and explores the science and practice of authentic happiness theory and well-being theory. Positive psychology is the scientific exploration of human strength and virtue as opposed to human weakness and suffering; it includes an examination of people's desire for a happy and meaningful life. We will explore what well-being is, what gets in the way of it, and what we can do to increase and nurture it in our own lives and organizational settings. The focus will be on cultivating greater positive emotion, enhancing resilience skills, and examining the strengths and virtues that underpin well-being, such as gratitude, forgiveness, compassion, kindness, social and emotional intelligence, humor, courage, and integrity. The course encourages acquiring knowledge, developing skills, and meaningful changes in students' personal and professional lives. This course prepares students to understand and manage the relationship between individual well-being to well-being in organizational settings and to apply leadership and management strategies to enhance organizational performance and sustainability, improve motivation and commitment, and combat dysfunctional conflict and stress. Students will learn about emerging applications of positive psychology in organizations, as well as technology and systems that have been shown to increase organizational effectiveness by enhancing employee engagement and well-being.
**Credits** 3
**Cross Listed**
Global College

**MBAO1109 : Organizational Behavior**
This course presents theories and models of managerial and organizational processes from a variety of perspectives, including behavioral and transpersonal, along with the necessary tools and methods to put such models into use in organizations. Students develop skills for authentic and conscious leadership, to promote ethical and socially responsible behavior and enhance motivation, job satisfaction, commitment, positive team dynamics, and cross-cultural understanding. Students will gain an understanding of organizational structure and key principles of organizational design, and the management of organizational change. Prerequisite: MBAO4073
**Credits** 3
**Cross Listed**
Global College
**Prerequisite Courses**
MBAO4073: Strategic Management

**MBAO1113 : Capstone**

The Capstone is the final component of a student's graduate studies. Capstones will have concentration-specific modules and Learning Outcomes. The methodology for this Capstone Project is a simulation-based case study. The student's objective is to incorporate concepts learned throughout the MBA program to address a host organization's strategic challenge. Students will be provided with a set of data and documents for an organization (such as quarterly reports, letters to shareholders, strategic plans, and market data) and a description of issues and objectives for the study. Students will produce a final written document and (hypothetical) formal presentation to the organization's key contact. This final report must show that the student has significantly applied concepts from strategy and finance, demonstrated their ability to collect and analyze primary data from a subject entity, and fully addressed the agreed-upon issues to provide novel recommendations that the entity could implement.

**Credits** 3

**Cross Listed**

Global College

**MBAO1210 : Personality and Motivation**

Personality and Motivation (3) This course presents major theories of psychology pertaining to personality, motivation, and growth, to explore how this knowledge allows organizations to contribute to the transformation and well-being of individuals, organizations, and society. Practices of contemplation, meditation, and mindfulness are considered in relation to these theories. Course topics include the seminal work of Abraham Maslow, a founder of humanistic psychology and transpersonal psychology; Carl Jung, a transpersonal pioneer; and Erik Erikson, the founder of modern developmental psychology. The course also examines the principles of transpersonal counseling, therapy, and transpersonal education, as they relate to ethical business and organizational transformation in the global STEM-based business environment.

**Credits** 3

**Cross Listed**

Global College

**MBAO2080 : Marketing Management**

This course provides an overview of the issues, concepts, and models used in analyzing marketing decisions and managing marketing activities. It presents analytic and data visualization tools and frameworks for making effective marketing decisions to support an organization's strategic, economic, and social objectives. Topics include market measurement and segmentation, consumer and organizational buying behavior, marketing mix analysis, and management, marketing research, new product development, product management, marketing strategy, as well as public policy and ethical considerations in marketing. The course covers how to investigate consumer behavior, segment and target markets, create customer value through product policy, position brands, design channels of distribution, as well as how to develop communication channels and pricing policies. The course has a strategic focus on the science, technology, engineering, and management domains to ensure real-world viability of marketing decisions and actions.

**Credits** 3

**Cross Listed**

Global College

**MBAO3010 : Operations Management**

The course provides a broad overview of operational issues in science, technology, engineering, and business organizations. It presents a variety of quantitative and qualitative techniques for analyzing and optimizing foundational business processes. Topics include time series analysis and forecasting, process analysis, waiting-line models, inventory management, quality management, capacity management, project management, and supply chain management. The course analyzes how operations management decisions impact the firm's value and are fundamentally interconnected with market strategy and the design of products and services. The course also focuses on the proper management of business operations through continual analysis and evaluation of business processes that are adaptable to rapid changes in the complex global business environment.

**Credits** 3

**Cross Listed**

Global College

### MBAO4079 : Finance-Economics

This course introduces the principles of corporate finance. It focuses on the measurement and creation of corporate value. The course applies key finance principles in decision-making and management to enable sound interpretation and analysis of financial statements. Topics include asset valuation, risk analysis, financial statement analysis, financial planning, capital budgeting, asset management, short-term and long-term financing decisions, capital structure, cost of capital, and dividend policy. Fundamental concepts include free cash flow, time-value of money, risk and return, portfolios, and asset pricing, models. The course includes strategic case studies to exemplify sound financial judgment and decision-making.

**Credits** 3

**Cross Listed**

Global College

### MBAO4401 : Technology & Innovation

This course provides students with tools to manage technology and innovation in both large organizations and new ventures. Students will learn to use metrics to assess the project and product lifecycles. Topics include the difference between science and technology, types and varieties of innovations, trajectories of emerging technologies and innovations, the role of intellectual property, and business models and strategies for bringing innovations to market. Students will learn to assess and address the technical, organizational, market, and regulatory risks.

**Credits** 3

**Cross Listed**

Global College

### MBAO4600 : Special Topics in Management: Marketing Creativity

This course will cover advanced topics, models, and methods in marketing, including analytical tools and decision-making frameworks. Topics include market research, online marketing, consumer behavior, social network marketing, and outbound and inbound marketing techniques. We will also consider marketing in nonprofit settings and the challenges of international marketing. Course content will be flexible to reflect the latest thought and practice. Guest speakers will present special topics. Students will undertake research projects and present results to the class. Prerequisites: MBAO4073, MBAO2080

**Credits** 3

**Cross Listed**

Global College

**Prerequisite Courses**

MBAO2080: Marketing Management
MBAO4073: Strategic Management

# Computer Science (Master's)

### INTC3000 : Full-Time Internship in Computer Science

The Work Integrated Learning (WIL) based internship program is a significant experiential learning opportunity, typically with a company or community-based organization. The internship represents an integrated, practical, and applicable educational strategy that links classroom learning and student interest with the acquisition and direct application of knowledge in a workplace setting under the supervision of a faculty mentor. Through direct observation, reflection, and self-evaluation, students gain an understanding of the operational workplace environment and its myriad challenges and opportunities. Students will write critical reflections on their internship experience and will produce viable, innovative products that reflect on their learning in the degree program and in the workplace.

**Credits** 3

**INTC3001 : Part-Time Internship**

Students undertake a significant experiential-learning opportunity, typically with a company or community based organization. The internship represents an educational strategy that links classroom learning and student interest with the acquisition of knowledge in an applied work setting. Through direct observation, reflection, and evaluation, students gain an understanding of the internship site's work, mission, and audience, how these potentially relate to their academic study, as well as the organization's position in the broader industry or field. Students will produce a critical reflection on their internship experience demonstrating how they have addressed specific learning goals.

**Credits** 1

**MSCS1021 : Technical Writing and Analysis for Computer Scientists Part I: Fundamentals**

In this intensive-writing course, students will learn the proper development of white papers, technical papers, technical proposals, and presentations including how to research technical material using online databases and resources. Students will also learn proper citation methodologies including APA 7.0 and how to avoid plagiarism. The final project will include a technical proposal, a white paper resulting from proposal research, and a technical computer science-based presentation, all with proper citations in the APA 7.0 format. Throughout the course, students will be introduced to industry standard technical and computer science terminology as well as an extensive collection of seminal computer science papers.

**Credits** 3

**MSCS1022 : Technical Writing and Analysis for Computer Scientists: Capstone**

The purpose of the capstone project is to demonstrate a solid foundation at the graduate level of the field of computer science both in research and in the application. The project allows the student to perform targeted research to develop an applied solution to a real-world situation or cutting-edge problem. The capstone also provides an assessment of the student's ability to research, write, and communicate in the area of computer science as will be required in the computing and technology industry. The capstone focuses on a selected advanced computer science topic, then systematically engages students in that topic and its application across various science, technology, engineering, and management disciplines and industries. The capstone deliverable includes a detailed analysis of the topic and its current and future applications across the STEM areas.

**Credits** 3

**MSCS2101 : Software Engineering**

This course covers basic software engineering elements and processes. It focuses on techniques used throughout the software engineering process; the software lifecycle and modeling techniques for requirements specification and software design are emphasized. Both traditional and object-oriented approaches are addressed. This class covers software engineering concepts and will tie them together strategically to help ensure that software is engineered with high quality in addition to being safe, secure, reliable, and resilient. Topics covered will include software safety, security, reliability, availability, and resilience; software risk management; software quality through verification, validation, and testing; fault tolerance; concurrency; and advanced software modeling. The class also covers basic systems engineering concepts to ensure foundational understanding of the full software development process within a project as well as the managerial aspect of the software-based project. The class demonstrates the vital relationship between software engineering and scientific, technical, and other engineering disciplines.

**Credits** 3

### MSCS2103 : Systems Programming

This course covers the discipline of computer science, as it is founded at the most basic levels, at the fusion of electrical engineering, mathematics, and linguistics. The course will cover the foundation of hardware and software logic, as manifested in both hardware and software constructs. It then maps software logic and structures to hardware logic and structures to form functional programs that are logically and structurally sound. Principles of number systems, Boolean and predicate logic, programming languages, language structure, logic gates, assembly principles, RAM, ROM, microprocessors, and computational mathematics will be covered in depth. This course will demonstrate how computer programs and hardware structures operate from the ground up.

**Credits** 3

### MSCS2201 : Artificial Intelligence

This course covers the foundations of artificial intelligence as a holistic computer science discipline. The course explores the many aspects of how human intelligence is encoded in computer programs and mechanisms such as robots, self-learning programs, and advanced data analytics. This course introduces the foundation of simulating or creating intelligence from a computational point of view. It covers the techniques of reduction, reasoning, problem solving, search, knowledge representation, and machine learning and applies them strategically to various problems in science, technology, engineering, and management domains and industries. It also explores computational complexity and issues arising at the junction between biological and artificial intelligence and infuses these issues into tangible and applicable solutions in the STEM domains to ensure sound and ethical application of AI models, processes, and techniques.

**Credits** 3

### MSCS2202 : Machine Learning

This course covers the primary areas of machine learning and applies them to real world computation scenarios. The goal of this class is to build computer models that can produce useful information whether they are predictions, associations, or classifications. This course covers the theoretical and practical algorithms, basic concepts and paradigms, key techniques, challenges, and tricks of machine learning. It also explores examples of how machine learning is used/applied today in the real world and demonstrates the construction and use of machine learning algorithms. This course discusses recent applications of machine learning, such as to robotic control, speech recognition, face recognition, data mining, autonomous navigation, bioinformatics, and text and web data processing. It also fuses machine learning with other areas of artificial intelligence and robotics and demonstrates the use and viability of machine learning models and techniques in myriad areas of science, technology, engineering, and management.

**Credits** 3

### MSCS2219 : Advanced Threat Analysis

This course covers advanced techniques of complex, blended threat analysis to ensure that the organization and its information assets are safe and secure through methods that facilitate the confidentiality, integrity, and availability of data and information at all organizational levels. The course focuses on advanced machine learning and artificial intelligence techniques and software that pre-emptively assess and mitigate threats from local, national, and international sources. Extensive threat data modeling and analysis techniques are studied and applied to myriad science, technology, engineering, and management domains and industries. Special emphasis is placed on mitigating zero-day and large scale coordinated attacks on an organization's information infrastructure. The course explores and dissects case studies to demonstrate the best approaches and lessons learned from recent global cyber-attacks. The course concludes with the development of a software system that can sense and detect attack pre-emptions and protect the organization from those attacks, even if they are zero-day attacks based on sound threat analytics, visualizations, and models.

**Credits** 3

**MSCS2301 : User Interface Design and Implementation**

This course will discuss how to create and refine interaction designs that ensure a quality user interface. It covers the theory behind good user interface design and develops the skills needed to design, implement, and evaluate your own user interface. The course emphasizes the agile and user-centered design process and covers the complete design process cycle. Requirement gathering: the course will discuss the importance of the user and task analysis and the techniques to perform the analysis. Design: Usability has several dimensions. Learnability, efficiency, and safety are the three dimensions that we highlight in this course. The course will discuss the design principles to make the user interface easy to learn, efficient to use, and less error-prone. Prototyping: The design ideas or different design alternatives need to be quickly presented in front of the target users for validation. The course will discuss the techniques for rapidly prototyping user interfaces, including paper prototyping, computer prototyping, and web-based framework with model-view-controller software architectural pattern. Evaluation: Evaluation is an integral part of the user-centered design process. The course will discuss the techniques for evaluating and measuring the interface usability, including heuristic evaluation and formative evaluation. The setting for this course is mobile and web applications.

**Credits** 3

**MSCS2401 : Data Science**

This course covers the various elements of mathematics, statistics, data structures, databases, and computer science, and how they work together to provide the optimal analysis of data. The basic techniques of data science, algorithms for data mining, and basic statistical modeling are core competencies that will be studied in depth. Data science leverages all available and relevant data to effectively provide a predictive model that can be applied to real-world business, engineering, and technical and scientific problems; this course focuses on these areas extensively. The course concludes with an analysis of data science technologies and how data scientists access data, prepare data, and conduct viable substantive research across myriad domains, including the biological sciences, medical informatics, social sciences, engineering disciplines, and business organizations of all levels.

**Credits** 3

**MSCS2702 : Unmanned Aircraft Technology for Computer Scientists**

This course introduces the aeronautical foundations of unmanned aircraft structure and design. It focuses on the primary airframes of unmanned systems: fixed wing, rotorcraft, tiltrotor, and lighter than air along with various hybrid technologies. The course also introduces avionics, propulsion, and payload systems and their interactions and control through computer busses and architecture. A central focus of the course is the interaction of computer structures with the aircraft to promote safety while managing the foundational stability and control properties of the aircraft: lift, thrust, drag, and weight. A survey of aeronautical principles is presented along with aerodynamics and aviation science. Technologies such as launch and recovery systems, GPS, communications, ground stations, data-link technologies, and wireless technologies are also presented. The course concludes with the development of a comprehensive proposal applying unmanned aircraft technology to solve a challenging technological problem in a selected industry. It is vital for computer scientists to understand aerodynamics and aircraft structures in order to safely and reliably program unmanned aircraft of all sizes to function in the national airspace. This course will help computer scientists understand how a drone works so that they can safely develop programs, algorithms, and security for them.

**Credits** 3

**MSCS3008 : Introduction to Robotics**

This course explores the computational processes and artificial intelligence basis of robotics. The integration of software and hardware systems will be emphasized through proper computational paradigms such as algorithms, automata, search structures, and data manipulation in real-time reactive systems. Coverage of electronics and electronic interfaces will provide a solid foundation on which to base artificial intelligence structures. The use of sensors and motors, as controlled by software is covered, in addition to the use of embedded and mechanical software-driven systems. A special emphasis is placed on robot autonomy and learning through the precise use of computer algorithms and data structures. Robot sensing, analyzing, vision, and locomotion through computational structures will also be covered. The course integrates robotics theory and application into problem solving in myriad STEM domains and industries with the goal of sound, ethical solutions that are cost-effective and highly adaptive to the organization and its human elements.

**Credits** 3

**MSCS3019 : Data Visualization**

This course introduces data visualization, which provides various means to communicate information and tell stories of quantitative data through graphic patterns. It exemplifies the concept that data visualization makes big data more approachable and valuable and greatly impacts the decision-making process in fields such as science, technology, engineering, and management. This course introduces students to the core concepts and various techniques and tools for data visualization. The course reviews various analytical tools of statistics followed by the basic elements of visual business, engineering, and scientific intelligence. The techniques of good design consideration and data preparation for the best visuals are systematically discussed. The course also presents the elements of cognitive science theory and the principles of graphic/interaction design and then applies them to the visualization of information. The course includes myriad case studies in the science, technology, engineering, and management disciplines and industries.

**Credits** 3

**MSCS3020 : Mining Massive Data Sets**

Along with the rise of Internet commerce and social networks comes the opportunities and challenges of extremely large data sets where vital information is extracted by data mining. This course introduces the background, algorithms, and techniques for data mining specially targeting very large data sets. It begins with an introduction to data mining critical concepts. It then expands to the discussion of the map-reduce frameworks for parallelizing algorithms, which is the key for massive data set mining. The algorithms for locality sensitive hashing and streaming data mining will be followed. The course will then cover the techniques to find frequent item sets and clustering. Upon completion of the course, the student will have a solid foundation on how to efficiently and effectively extract information from massive data sets from myriad sources.

**Credits** 3

**MSCS3204 : Web Development**

Web Development covers the fundamentals of web development from basic web structures to more advanced web page and web site development. This course views web development as both a science and an art. HTML 5 (Structure), CSS 3 (Presentation), and JavaScript (Behavior) will be introduced as the three foundation languages that form the basic structure of a web page. Communication protocols will also be discussed. The course material will cover security and how security can be built into web pages from the very start. The course has multiple projects which culminate with a fully developed web site that is both aesthetic and functional. (Prerequisites: None)

**Credits** 3

### MSCS3206 : Interaction Design for Software Products

This course covers advanced software engineering techniques that facilitate human-centered design principles. Topics include product wireframes, user journeys, rapid prototyping, and running low-fidelity A/B tests. Software interfaces for science, technology, business, and medical devices will be developed using sound Human Computer Interaction techniques. A special emphasis will be on developing software interfaces for the disabled. The course culminates with the development of a professional level software interface design.

(Prerequisite: MSCS 2101 Software Engineering)
**Credits** 3
**Prerequisite Courses**
MSCS2101: Software Engineering

### MSCS3207 : Ethnographic Research

This course covers the foundations of ethnography and its application to the presentation of computer interfaces. Ethnography is a research method central to knowing the world from the standpoint of its social relations. It is a qualitative research method predicated on the diversity of culture. With ethnographic research, a strong emphasis is on exploring the nature of a particular phenomenon, particularly social based, rather than setting out to test hypotheses about it. With ethnography there is a tendency to work primarily with unstructured data, which are data that have not been coded at the point of data collection as a closed set of specific categories. This course uses ethnography as a foundation to develop socially and culturally acceptable and appropriate user interfaces. (Prerequisites: None)
**Credits** 3

### MSCS3219 : Advanced Data Visualization

This course introduces advanced data visualization techniques and provides advanced and more complex means to communicate information and tell a story of quantitative data through graphic patterns. It leverages big data techniques to improve the decision-making process in fields such as science, technology, engineering, and mathematics. The course presents cutting-edge tools and techniques to improve the analysis of information through scientific, visual processes and techniques. The course includes myriad case studies in the science, technology, engineering, and mathematics disciplines and industries.

(Prerequisite: MSCS 3019 Data Visualization)
**Credits** 3
**Prerequisite Courses**
MSCS3019: Data Visualization

### MSCS3301 : User-Centered Research and Evaluation

Human-Computer Interaction (HCI) is an interdisciplinary field drawing on psychology and the social sciences, computer science, engineering, and design. Professionals in this field use diverse methods and tools to understand, improve, and create technology that harmonizes with and improves human capabilities, goals, and social environments. This course is an introduction to user-centered practice in HCI. The first half of this course covers the pre-design part of the UX lifecycle. It covers key methods to understand the target user classes and identify the user's goals and main tasks. It also introduces contextual inquiry, contextual analysis, needs and requirements extraction, and design-informing modeling. The second half of this course covers usability evaluation, covering techniques to evaluate and measure the interface usability in both qualitative and quantitative ways. It will also cover the complete evaluation process, starting from preparation, to running the user study session, to analyzing the data, to writing the evaluation reports on the findings that speak to the user's needs. The course will cover standard or popular evaluation methods/techniques in the industry, including web analysis using A/B testing, controlled experiments, Common Industry Format (CIF) usability testing, and Software Usability Measurement Inventory (SUMI).
**Credits** 3

### MSCS3302 : HCI in Ubiquitous Computing

With touch-screen smartphones, smart watches, tablets, and other computing devices moving from labs to consumer use, ubiquitous computing represents the forefront of HCI innovation. The advent of affordable sensors and interaction devices and wireless mobile computing devices has created boundless opportunities for ubiquitous computing applications that can transform our lives. The course begins with a detailed review of current HCI advances in ubiquitous computing. It then concentrates on the HCI issues around the design and development of ubiquitous computing devices and systems and will develop ubiquitous computing concepts and interactions in real-world applications and devices.

**Credits** 3

### MSCS3801 : Discrete Mathematics for Computer Science

This course covers applied discrete mathematics and forms a logical introduction to the critical mathematical side of computer science and software engineering. Discrete structures and discrete mathematics are the foundation of computer science. Areas such as set theory, number theory, combinatorics, logic, functions, and discrete constructs and structures are discussed in depth and applied to principles of computer science. Case studies such as the mathematics of the RSA algorithm are studied and applied to real world computer science applications in areas of science, technology, engineering, and management.

**Credits** 3

### MSCS3802 : Automata, Computation, and Complexity

This course covers the theory of computation and application to complex and hard problems. Areas such as finite and push down automata, regular languages, regular expressions, context-free languages, Turing machines, computability, and complexity are studied in detail and applied to computational structures with real-world applications. The science of language such as phrase and context-free languages will also be covered in depth. The course will round out with a study in complexity theory and how it applies to hard computational problems.

**Credits** 3

### MSCS3803 : Algorithms in Python and R

This course provides a complete overview of the use and design of common algorithmic structures and their performance as implemented in many different programming languages. The course will include an in-depth presentation of basic and advanced algorithms and areas such as Big O notation. Formal algorithms are developed by students in both Python and R and then compared analytically to determine effectiveness and efficiency. The course will also discuss the computability and speed of algorithms and the trade-off analysis required to select the best algorithm for the complex computational problem at hand. The course concludes with the application and management of algorithms and algorithmic thinking in real world science, technology, and engineering scenarios and products.

**Credits** 3

### MSCS3804 : Cyber Security and Information Assurance

This course covers vital information assurance and computer security principles as applied to computer systems and organizational information systems. Information assurance principles such as availability, integrity, and confidentiality are applied strategically to ensure the integrity of data and information. The complex concepts of data privacy, data security, and the relationship of security to organizational computer systems are integral to this course. Many facets of computer security such as integrated circuit security, physical security, personnel security, systems security, and operations security are discussed and related directly to information assurance principles. The concepts of risks, threats, and vulnerabilities as applied to computational systems are covered as well as the mitigation them through various forms of software and computer technologies in a defense in depth structure. The course also includes detailed analysis of cyber security as a management as well as a technological function. It also applies cyber security to myriad scientific, technological, and engineering disciplines as an integrated component of their information and intellectual property systems.

**Credits** 3

### MSCS3805 : Statistical Analysis for Computer Science

This course covers the basics of statistical analysis and probability structures that are mandatory for the study of data science, as data science at its core is based on mathematics. Topics include exploratory data analysis, descriptive statistics, data and sampling distributions, statistical experiments and significance testing, regression and data prediction, Bayesian analysis, data classification, statistical machine learning, unsupervised learning, and probability structures. The course also applies mathematical concepts to real-world data science problems and applications relevant to STEM domains and industries.

**Credits** 3

### MSCS3806 : Advanced Topics in AI and Machine Learning

This course will provide an advanced study of the latest research and applications in artificial intelligence, machine learning, robotics, and the data science used in their applications. It surveys complex and relevant issues and provides students with a holistic look into the advanced concepts of AI and machine learning, which fuse together many areas of science, technology, engineering, and management. The course concludes with a comprehensive research paper that covers new and emerging areas of AI and machine learning and applies them to relevant STEM domains and industries.

**Credits** 3

**Prerequisite Courses**

MSCS2201: Artificial Intelligence
MSCS2202: Machine Learning

### MSCS3807 : Data Modeling in Python and R

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

**Credits** 3

### MSCS3808 : Advanced Robotics Computing

This course covers advanced robotics computing areas such as robotics programming and robot operating systems. It applies the concepts of artificial intelligence and machine learning with electrical and mechanical structures to produce functioning robots that are logically and structurally sound in both hardware and software. The course is hands-on, and robots will be constructed and programmed to perform various computationally complex tasks including navigation, sensing, effecting, and actuating. The course concludes with the construction of a robot that is thoroughly analyzed and tested.

**Credits** 3

**Prerequisite Courses**

MSCS3008: Introduction to Robotics
MSCS2201: Artificial Intelligence
MSCS2202: Machine Learning

### MSCS3809 : Advanced Data Science

This course covers emerging advanced topics in the field of data science. It surveys cutting edge research as well as tools and techniques that are expanding the domain of data science including areas of science, medicine, quantum computing, and business. The course includes extensive readings in data science and its cutting edge application and requires the student to perform their own research into the domain and to produce relevant research papers.

**Credits** 3

**MSCS3917 : Automata and Algorithms**

This course covers the theory of computation and application to complex and hard problems. Areas such as finite and push down automata, regular languages, regular expressions, context free languages, Turing machines, computability and complexity are studied in detail and applied to computational structures with real world applications. The science of language such as phrase and context free languages is covered in depth. The course includes a study in complexity theory and how it applies to hard computational problems This course also provides a complete overview of the use and design of common algorithmic structures and their performance as implemented in many different programming languages. The course includes an in-depth presentation of basic and advanced algorithms and areas such as Big O notation. Formal algorithms are developed by students in both Python and R and then compared analytically to determine effectiveness and efficiency. The course discusses the computability and speed of algorithms and the trade-off analysis required to select the best algorithm for the complex computational problem at hand. The course concludes with the application and transpersonal management of automata, computation, algorithms, and complexity in real world science, technology, and engineering scenarios and products.

**Credits** 3

**MSCS3920 : Cyber Security: Defense**

This course covers the proactive and pre-emptive cyber defense of information system assets at the data level through the organizational level. The goal of proactive defense is to mitigate the cyber risk of the organization. As such, risk management and sound cyber based organizational management is comprehensively integrated into the course. The defense of critical infrastructure is studied and plans for preventing, protecting, and providing time sensitive responses to attacks or threats are covered in detail to insure the confidentiality, integrity, and availability of data and information throughout the organization. The complexity of attacks and blended threats is covered from a holistic security point of view to ensure that threats from advanced or multiple sources are effectively mitigated to protect sensitive information and to safeguard organizational assets. The course covers myriad complex case studies and applies lessons learned to various STEM disciplines and industries to ensure that these industries can pre-emptively disrupt complex and blended cyber-attacks for sound organizational information assurance.

**Credits** 3

**MSCS3921 : Cyber Security: Forensics and Attack Analysis**

This course covers the art and science of cybersecurity forensics, which is the application of investigation and analytical techniques to cyber systems to extract and preserve information that can inform cyber professionals on risk mitigation and that can legally be presented as evidence in a court of law. The course covers attack analysis in detail and provides sound investigative methods for collecting, analyzing, preserving, and interpreting cyber information and evidence. In addition to the technological aspects of cyber forensics, the course will cover the legal aspects of cyber forensics including classifications of evidence, evidence preservation, evidence tampering, discovery procedures and protocols, and case presentation in court. The course concludes with a comprehensive case study and the techniques and processes used to construct cyber forensic reports and evidence repositories for pending cyber-criminal cases. A major focus of the course is the application of forensics and attack analysis within various STEM based disciplines and organizations.

**Credits** 3

**MSCS3922 : Applied Cryptography**

This course covers the basic and advanced concepts of cryptography and applies them to real-world applications with a special emphasis on cybersecurity applications. It covers the mathematical and logical aspects of cryptographic systems and how these constructs apply to real-world applications. The course also covers basic and advanced cryptographic protocols. Ciphers, encryption, and message integrity will be studied extensively. A comprehensive study of key systems will be a major part of the class. The course will conclude with the construction of original cryptographic constructs that are applied to real-world applications and tested for effectiveness and efficiency. A special emphasis on the use of cryptography in STEM disciplines and industries is a significant part of the application portion of the class.

**Credits** 3

**WILC5000 : Full-Time Internship in Computer Science**

This class is a guide through a professional internship to ensure that the internship provides professional learning experiences that will be applied to the professional arena. Students undertake a significant experiential learning opportunity, typically with a company or community-based organization. The internship represents an educational strategy that links classroom learning and student interest with the acquisition of knowledge in an applied work setting. Through direct observation, reflection and evaluation, students gain an understanding of the internship site's work, mission, and audience, how these potentially relate to their academic study, as well as the organization's position in the broader industry or field. Students will produce a critical reflection on their internship experience demonstrating how they have addressed specific learning goals.
**Credits** 0

# Clinical Psychology (Doctoral)

**PSY2049A : Clinical Practicum Seminar A**

This three-course series provides an introduction to the field of clinical psychology and its standards of professional practice. The series is designed to provide the student with a foundation for their unfolding clinical development. Courses cover the following topics respectively: (a) introduction and practice of basic psychotherapeutic skills essential for therapy, (b) supervised participation in selected practicum settings that provide experience and training appropriate to skill level of the students, and (c) integration of the clinical practice into a professional role, including consideration of the legal and ethical issues of a clinical practice.
**Credits** 3

**PSY2049B : Clinical Practicum Seminar B**

This three-course series provides an introduction to the field of clinical psychology and its standards of professional practice. The series is designed to provide the student with a foundation for their unfolding clinical development. Courses cover the following topics respectively: (a) introduction and practice of basic psychotherapeutic skills essential for therapy, (b) supervised participation in selected practicum settings that provide experience and training appropriate to skill level of the students, and (c) integration of the clinical practice into a professional role, including consideration of the legal and ethical issues of a clinical practice.
**Credits** 3

**PSY2049C : Clinical Practicum Seminar C**

This three-course series provides an introduction to the field of clinical psychology and its standards of professional practice. The series is designed to provide the student with a foundation for their unfolding clinical development. Courses cover the following topics respectively: (a) introduction and practice of basic psychotherapeutic skills essential for therapy, (b) supervised participation in selected practicum settings that provide experience and training appropriate to skill level of the students, and (c) integration of the clinical practice into a professional role, including consideration of the legal and ethical issues of a clinical practice.
**Credits** 3

**PSY2050 : Psychometric Theory Applications and Reports I**

In this course, the student will gain basic proficiency in test and measurement theory as well as in the use of certain cognitive testing instruments. Guided practice will be provided in the administration and interpretation of the Wechsler Intelligence Scale for Children, Wechsler Adult Intelligence Scale, and Wechsler Abbreviated Scale of Intelligence. The course also offers beginning instruction in neuropsychological evaluation. This is the first course in the psychological testing sequence.
**Credits** 3

**PSY2051 : Psychometric Theory Applications and Reports II**

This course offers additional training in the use of psychosocial evaluation. The student will gain the theoretical and practical knowledge necessary for utilizing certain projective and objective assessments that are designed to measure adaptive and dysfunctional aspects of psychological, social, and emotional functioning. Highlighted are the TAT, the MCMI, and the Rorschach. This is the second course in the psychological testing sequence.

**Credits** 3

**PSY2052 : Psychometric Theory Applications and Reports III**

This course offers advanced training in the understanding of psychometrics and the use of clinical assessment in psychosocial evaluation. The student will gain integrative knowledge and experience in using psychological assessments including the MMPI, the EQI, and the empathic communication of results in written and oral format. This is the third and final course in the psychological testing sequence.

**Credits** 3

**PSY2079A : Advanced Clinical Practicum Seminar A**

This three-course series serves as a companion to the student's advanced supervised practicum experience, offering didactic, interactive, and experiential processes to assist in the integration of professional skills and identity. The courses focus on contemporary clinical approaches in multidisciplinary settings for diverse clients and client issues, including special applications.

**Credits** 3

**PSY2079B : Advanced Clinical Practicum Seminar B**

This three-course series serves as a companion to the student's advanced supervised practicum experience, offering didactic, interactive, and experiential processes to assist in the integration of professional skills and identity. The courses focus on contemporary clinical approaches in multidisciplinary settings for diverse clients and client issues, including special applications.

**Credits** 3

**PSY2079C : Advanced Clinical Practicum Seminar C**

This three-course series serves as a companion to the student's advanced supervised practicum experience, offering didactic, interactive, and experiential processes to assist in the integration of professional skills and identity. The courses focus on contemporary clinical approaches in multidisciplinary settings for diverse clients and client issues, including special applications.

**Credits** 3

**PSY2080 : Biological Basis of Behavior: Part A**

This course introduces research and theory surrounding the biological bases of behavior. Neuropsychological and neurophysiological principles underlying cognition, language, memory, emotion, and personality will be explored and linked to clinical practice. The student will explore new technologies including EEG, fMRI, and PET scans. In addition to exploring clinical issues, the student will be encouraged to explore transpersonal dimensions of neuropsychology such as the neural correlates of spirituality and consciousness.

**Credits** 3

**PSY2081 : Biological Basis of Behavior: Part B**

Continuing development of neuropsychological and neurophysiological principles underlying cognition, language, memory, emotion, and personality will be explored and linked to clinical practice. Application of these principles to trauma work, health psychology, and psychopharmacology will be examined. Basic models of the pharmacologic actions of allopathic drugs and homeopathic remedies will be investigated, as well as clinical indicators that suggest the use and value of medication. In addition, the student will be encouraged to explore transpersonal dimensions of neuropsychology such as alternatives to medication.

**Credits** 2

**PSY2104 : Supervision Consultation and Leadership in Clinical Psychology**

This course provides an introduction to supervision, consultation, and leadership/advocacy skills, including the impact of spirituality in these three professional areas. Students will gain competencies through experiential learning, which will include role-play and practice in the community. Ethical practice applicable to supervision, consultation, and leadership/advocacy will also be discussed.

**Credits** 3

**PSY2223 : Personal and Clinical Applications of Positive Psychology**

This course is designed to introduce students to the latest thinking in the study of positive psychology. In this class, gratitude (appreciation), compassion, and forgiveness as practices will be highlighted. We will explore the use of gratitude (appreciation), compassion, and forgiveness as positive emotions throughout the full cycle of successful therapy—from creating rapport through assessment and goal setting to intervention and feedback. Finally, students will be expected to understand the use of gratitude (appreciation), compassion, and forgiveness in their own lives.

**Credits** 3

**PSY2480A : Advanced Clinical Consultation**

This is an advanced case consultation course series to be taken in conjunction with one's internship for ongoing development as a clinician. Contemporary approaches related to one's clinical work and relevant research will be reviewed. Further development as a clinician and advancing in one's unique theoretical orientation will be emphasized.

**Credits** 3

**PSY2480B : Advanced Clinical Consultation**

This is an advanced case consultation course series to be taken in conjunction with one's internship for ongoing development as a clinician. Contemporary approaches related to one's clinical work and relevant research will be reviewed. Further development as a clinician and advancing in one's unique theoretical orientation will be emphasized.

**Credits** 3

**PSY2480C : Advanced Clinical Consultation**

This is an advanced case consultation course series to be taken in conjunction with one's internship for ongoing development as a clinician. Contemporary approaches related to one's clinical work and relevant research will be reviewed. Further development as a clinician and advancing in one's unique theoretical orientation will be emphasized.

**Credits** 3

**PSY2900 : Introduction to Group Therapy**

This course focuses on human communication in group settings, with special attention to dimensions relevant to spiritually-oriented clinical psychology. The student will both study and experience various forms and uses of groups. The course provides opportunities to participate in and lead a variety of group formats, as well as a context within which to contribute to group theory.

**Credits** 2

**PSY2941 : Psychotherapy Theory and Interventions—Cognitive Behavioral Therapy**

This course is designed to introduce the basics of cognitive behavioral theory and therapy (CBT). It is designed as a graduate-level introduction for students studying to become professional therapists. We will explore the use of CBT throughout the full cycle of successful therapy—from creating rapport through assessment and goal setting to intervention and feedback. The work of two of the seminal originators of Cognitive Therapy, Albert Ellis and David Burns, will be studied with emphasis on what they share in common. Another goal of the class is to help students explore the creation and amelioration of emotional disturbance. Finally, students will be expected to understand the use of CBT in their own lives.

**Credits** 3

**PSY4080 : Research Seminar A: Dissertation Hypotheses, Methods, and Design**

This course helps students begin their dissertation proposal. Instruction will focus on the development of specific and appropriate research questions, how to choose a research method to best address the research questions, and guidance on how to relate research design to data analysis.

**Credits** 1

**PSY4081 : Research Seminar B: Dissertation Proposal**

This course provides guided practice in completing a dissertation proposal. This includes legal and ethical issues that arise for researchers including confidentiality, informed consent, multiple relationships and conflicts of interest, and proper care and treatment of research participants. At the completion of this class, students should have completed drafts of their literature review and their methods section.

**Credits** 3

**PSY6007 : History and Systems**

This course examines the foundational roots of modern psychological thought and methodology. It includes a review of the theory, research, and paradigm assumptions associated with the psychoanalytic, humanistic, existential, behavioral, cognitive, and transpersonal schools of thought, and the Western and Eastern philosophical traditions from which they originated. The student will be invited to evaluate the impact of these ideas on contemporary understandings of human development and potential, as well as perception of psychopathology and healing. The course also examines the cultural, political, and scientific atmosphere within which these theories emerged and the pioneers that gave rise to those ideas.
**Credits** 3

**PSY6030 : Social Bases of Behavior**

This course outlines a transpersonal and integrative approach to social psychology. The student will examine the behavioral approach to the social aspects of the person, as well as cultural psychology, the constructivist, consciousness-oriented perspective on the topic. Emphasis will be placed on how an integration of these approaches may bridge the sociocultural view on the human self with explorations of the mind beyond the ego, thus, forging a potential creative alliance between social psychology and transpersonal psychology.
**Credits** 3

**PSY6041 : Cognitive and Affective Bases of Behavior A**

This course provides a comprehensive survey of the theories and empirical research evidence of cognitive and affective psychology. The course will examine how theoretical bridges can be built between these cognitive and affective processes and transpersonal phenomena, as well as transpersonal aspects of the processes themselves.
**Credits** 2

**PSY6042 : Cognitive and Affective Bases of Behavior B**

This course continues the survey of the theories and empirical research evidence of cognitive and affective psychology. The student will explore how these topics apply to their ongoing research and personal development interests. The course will examine how theoretical bridges can be built between these cognitive and affective processes and spiritual questions found in the practice of clinical psychology.
**Credits** 3

**PSY6047A : Dissertation A**

This three-course series provides an opportunity to work on the dissertation under faculty guidance. The student is expected to submit a brief proposal of objectives at the beginning of each quarter, as well as a short summary of progress achieved prior to the end of each quarter.
**Credits** 3

**PSY6047B : Dissertation B**

This three-course series provides an opportunity to work on the dissertation under faculty guidance. The student is expected to submit a brief proposal of objectives at the beginning of each quarter, as well as a short summary of progress achieved prior to the end of each quarter.
**Credits** 3

**PSY6047C : Dissertation C**

This three-course series provides an opportunity to work on the dissertation under faculty guidance. The student is expected to submit a brief proposal of objectives at the beginning of each quarter, as well as a short summary of progress achieved prior to the end of each quarter.
**Credits** 3

**PSY6048A : Dissertation**

Optional for completion of dissertation.
**Credits** 3

**PSY6048B : Dissertation**

Optional for completion of dissertation.
**Credits** 3

**PSY6048C : Dissertation**

Optional for completion of dissertation.
**Credits** 3

**PSY6086A : Internship A**

This year-long internship series provides 1,500 hours of pre-doctoral clinical experience in an off-campus professional setting. The site must meet specific requirements and the PsyD Clinical Director must grant written approval. Students may begin internship and dissertation earlier or in a different format depending on Director of Clinical Training and Department Chair approval.

**PSY6086B : Internship B**

This year-long internship series provides 1,500 hours of pre-doctoral clinical experience in an off-campus professional setting. The site must meet specific requirements and the PsyD Clinical Director must grant written approval. Students may begin internship and dissertation earlier or in a different format depending on Director of Clinical Training and Department Chair approval.

**PSY6086C : Internship C**

This year-long internship series provides 1,500 hours of pre-doctoral clinical experience in an off-campus professional setting. The site must meet specific requirements and the PsyD Clinical Director must grant written approval. Students may begin internship and dissertation earlier or in a different format depending on Director of Clinical Training and Department Chair approval.

**PSY6086D : Internship D**

This year-long internship series provides 1,500 hours of pre-doctoral clinical experience in an off-campus professional setting. The site must meet specific requirements and the PsyD Clinical Director must grant written approval. Students may begin internship and dissertation earlier or in a different format depending on Director of Clinical Training and Department Chair approval.

**PSY8556 : Informational Systems in Psychology**

This class is about information: finding it, managing it, and using it to further your educational goals. A few of the assumed student goals in this class are publishing, conference presentations, and academic poster sessions. In this course students will be exposed to, and practice, the art of searching databases, evaluating journals using several measures, finding information about and applying to conferences, writing an abstract and creating a poster. In this class we will also explore the many academic disciplines with connections to psychology. This class is highly experiential, which means students must come to class with a working computer every week.

**Credits** 3

**PSY10610 : Creative Expression in Clinical Practice I**

This year-long sequence of courses reviews the contributions of creative expression to psychosocial development and the healing processes. The student will engage with a variety of media including poetry, expressive and creative writing, music, and movement. The course offers opportunities to study the theory and evidence for specific practices, as well as opportunities to apply these practices to self- practice, clinical role-plays, and research protocols.

**Credits** 1

**PSY10620 : Creative Expression in Clinical Practice II**

This year-long sequence of courses reviews the contributions of creative expression to psychosocial development and the healing processes. The student will engage with a variety of media including poetry, expressive and creative writing, music, and movement. The course offers opportunities to study the theory and evidence for specific practices, as well as opportunities to apply these practices to self- practice, clinical role-plays, and research protocols.

**Credits** 1

**PSY20100 : Human Sexuality**

This course will present psychological and transpersonal aspects of human sexuality. Topics will include male and female sexuality, sexual communication, sexual orientations, relationships, sexual attitudes and behaviors (i.e., sexuality and spiritual practices), and commonly seen sexual problems. Coverage will also include material from the DSM on sex and gender; laws pertaining to the practice of psychotherapy with respect to human sexuality; and ethical principles from the primary professional organizations.

**Credits** 2

**PSY20150 : Diversity Issues in Clinical Practice**

This course surveys social-psychological aspects of counseling with a variety of client populations. Diversity issues explored will include ethnicity, race, age, gender, sexual orientation, socioeconomic status, religion/spirituality, and physical/intellectual ability. The student will examine specific counseling techniques and treatment paradigms for a number of these populations.

**Credits** 3

**PSY20210 : Psychopathology and Diagnosis**

This course offers an overview of psychological disorders using the DSM and incorporating perspectives relevant to spiritually oriented clinical psychology. The student will study clinical assessment, written clinical evaluation, use of differential psycho-diagnostics, differential diagnostic skills, development of treatment objectives and goals, and clinical analysis of outcome data. The course also examines the use of current clinical paradigms in an understanding and classification of psychopathology from a cross-cultural perspective.

**Credits** 3

**PSY20230 : Treatment of Chemical Dependency and Dual Diagnosis**

The focus of this course is to examine and discuss the detection and treatment of various forms of addictive behavior (alcoholism, cocaine, methamphetamine, nicotine, etc.). In addition, the comorbidity of substance abuse with other diagnoses and treatment will be discussed. This course meets the California Board of Psychology and California Board of Behavioral Science criteria for training in Alcoholism/Chemical Dependency Detection and Treatment.

**Credits** 2

**PSY20300 : Aging and Long-Term Care**

This course examines the individual, familial, and social implications of aging from clinical, diversity, biopsychosocial, and transpersonal perspectives. This 10-hour course fulfills the State of California requirement for training in aging and long-term care. The student will consider how the aging process affects the physical, social, cognitive, emotional, economic, and spiritual dimensions of human life. This coursework includes instruction on the assessment and reporting of, as well as treatment related to, elder and dependent adult abuse and neglect.

**PSY20530 : Laws and Ethics I**

This course provides an overview of ethical standards and legal issues as they relate to the practice of psychotherapy. The focus will be on legal and ethical issues that arise for clinicians, including confidentiality, multiple relationships, and conflicts of interest, and informed consent. The student will have an opportunity to contemplate decision- making challenges that arise out of these issues.

**Credits** 3

**PSY20710 : Child Abuse Assessment and Reporting**

In this course the student will become familiar with the mandatory reporting law, legal definitions, and clinical indicators of child abuse. This seven-hour certificate course fulfills the State of California requirement for training in child abuse assessment, reporting, and treatment. Course content also addresses diversity concerns, crisis intervention guidelines, treatment issues of abused children and their families, countertransference issues, and the use of adjunctive resources.

**PSY20720 : Spouse/Partner Abuse Assessment and Treatment**

This course focuses on the theoretical explanations of intimate violence as well as assessment and intervention strategies. This 15-hour certificate course fulfills the State of California requirement for training in spousal/partner abuse. Course content also addresses heterosexual and same-sex dynamics, diversity factors, countertransference issues, legal options, and the use of adjunctive resources.

**PSY21110 : Mindfulness-Based Interventions I**

This is a three-quarter series in mindfulness (nonjudgmental awareness). This course offers students the opportunity to nurture existing self-care behaviors as well as to cultivate new ones based on mindful awareness skill-building. Students will gain an understanding of the basics of mindfulness meditation and movement and the clinical benefits of mindfulness practices broadly defined. Additionally, students will understand the clinical applications of mindfulness-based interventions, their theory of change, and supporting empirical research. Each quarter will build on the previous, in terms of embodying mindful awareness and applying these skills both individually and in groups in clinical contexts. Various empirically validated mindfulness-based interventions will be explored.

**Credits** 2

**PSY21120 : Mindfulness-Based Interventions I, II, and III**

This is a three-quarter series in mindfulness (nonjudgmental awareness). This course offers students the opportunity to nurture existing self-care behaviors as well as to cultivate new ones based on mindful awareness skill-building. Students will gain an understanding of the basics of mindfulness meditation and movement and the clinical benefits of mindfulness practices broadly defined. Additionally, students will understand the clinical applications of mindfulness-based interventions, their theory of change, and supporting empirical research. Each quarter will build on the previous, in terms of embodying mindful awareness and applying these skills both individually and in groups in clinical contexts. Various empirically validated mindfulness-based interventions will be explored.

**Credits** 2

**PSY21130 : Mindfulness-Based Interventions III**

This is a three-quarter series in mindfulness (nonjudgmental awareness). This course offers students the opportunity to nurture existing self-care behaviors as well as to cultivate new ones based on mindful awareness skill-building. Students will gain an understanding of the basics of mindfulness meditation and movement and the clinical benefits of mindfulness practices broadly defined. Additionally, students will understand the clinical applications of mindfulness-based interventions, their theory of change, and supporting empirical research. Each quarter will build on the previous, in terms of embodying mindful awareness and applying these skills both individually and in groups in clinical contexts. Various empirically validated mindfulness-based interventions will be explored.

**Credits** 2

**PSY29400 : Psychotherapy Theory and Interventions—Humanistic and Existential**

This course offers an introduction to basic clinical skills in psychotherapy, such as interviewing skills, reflective listening, and establishing rapport. The core of this class consists of students practicing their skills with each other as well as an orientation to humanistic and existential methods of psychotherapy. The student will gain experience as therapist, client, and observer, and will examine and discuss these experiences.

**Credits** 3

**PSY29420 : Psychotherapy Theory and Interventions—Couples and Family Systems**

This course is designed to introduce you to the basics of Couple Therapy. It is designed as a graduate-level introduction for students studying to become professional therapists. Emphasis will be on exploring what makes couples work differently than individual work. We will explore the use of couple therapy throughout the full cycle of successful therapy—from creating rapport through assessment and goal setting to intervention and providing feedback. Two of the leading research-backed therapies and a cursory use of REBT for couples will be explored in depth.

**Credits** 3

**PSY39200 : Clinical Psychology Theory and Research—Spiritual Applications**

This course offers an introduction to transpersonal and spiritual perspectives in clinical psychology. Students will examine the history, theory, research, and practice of these approaches to clinical psychology. The course includes both theoretical and experiential work, as well as an examination of the evidence-base for these approaches. The course will explore how philosophies and perspectives that offer an integrative or holistic account of reality, as contrasted with the rational materialist philosophy implicit in scientific psychology, might impact contemporary psychological concepts. In addition, consideration will be given to models of human development that propose stages of maturation beyond standard notions of ego development.

**Credits** 3

**PSY48010 : Creative Expression in Clinical Practice III**

This year-long sequence of courses reviews the contributions of creative expression to psychosocial development and the healing processes. The student will engage with a variety of media including poetry, expressive and creative writing, music, and movement. The course offers opportunities to study the theory and evidence for specific practices, as well as opportunities to apply these practices to self- practice, clinical role-play, and research protocols.

**Credits** 1

**PSY60010 : Human Development A**

This course offers the study of the lifespan psychology perspective, with special attention to life transition interventions and developmental autobiography. Traditional child psychology is enhanced with units on prenatal/birth as well as transpersonal aspects of human development.

**Credits** 3

**PSY60020 : Human Development B**

This course offers an advanced study of the lifespan psychology perspective, with special attention to life transition interventions and developmental autobiography. There is a focus on later phases of life and death, as well as transpersonal aspects of human development. The student will examine psychological content, context, skills, and applications as they apply to the lifespan perspective.

**Credits** 2

**PSY60210 : Scientific Scholarly Writing**

This course will assist the student in the selection of research topics, formulation of research questions, use of APA writing style, drafting of a scholarly perspective, and organization of scientific concepts relevant to spiritually oriented clinical psychology. Lecture, discussion, writing exercises, and sharing of personal work will be used to develop and sustain creative interest, personal growth, and scholarly development.

**Credits** 2

**PSY60360 : Qualitative Research Methods**

This course provides an overview of the qualitative research traditions and methods, with a focus on their application to clinical transpersonal psychology. Among the methods that may be covered are interview, case study, integral inquiry, intuitive inquiry, heuristic inquiry, phenomenology, biography, grounded theory, ethnography, hermeneutics, narrative analysis, systems theory, and complexity/chaos theory. Emphasis will be placed on the integration of these methods with quantitative methods to provide converging evidence for particular hypotheses.

**Credits** 3

**PSY60370 : Quantitative Research Methods**

This course familiarizes students with quantitative approaches to research, with a focus on their application to clinical psychology. The student will study both traditional and nontraditional methods so as to facilitate a clear understanding of the major concepts of quantitative research and statistics. Students will begin to use SPSS for data entry and analysis.

**Credits** 3

**PSY60380 : Advanced Research Methods**

This course covers the quantitative need for statistical, internal, and external validity, as well as a deepening understanding of quantitative research methods and how to select the appropriate statistic for different research questions. A more advanced use of SPSS for data analysis is included. Also, consideration of mixed-methods studies is reviewed.

**Credits** 3

**PSYX907 : Religious and Spiritual Diversity in Clinical Practice**

An advanced class that focuses on the wide range of spiritual and religious client values and concerns. This course invites students to explore their own attitudes and viewpoints related to the topic of spiritual and religious identity, both personal and cultural. Postmodern schools of thought continue to underscore the socially constructed nature of identity and the importance of making visible the fluid nature of power, privilege, and cultural context in which we all live, as individuals and communities. Through group dialogues, readings, and applied-learning exercises, the course seeks to create an environment in which all students may broaden and deepen awareness and appreciation of personal differences and commonalities as related to clinical practice.

**Credits** 3

# Counseling Psychology (Master's)

**MLR1000 : Creative Expression Concentration Orientation Course**

Once students are approved by the Registrar and the CEC Director for admittance to the CEC, studentsenter the CEC through the Certificate Orientation Course housed in Canvas. The Creative
Expression Certificate (CEC) Orientation course is a self-directed course that introduces students to requirements and information related to the CEC. This short course offers students a certificate overview, orientation, and guidance related to the Creative Expression Certificate and expressive arts witnessing etiquette. These offerings will be delivered through short readings and videos. Students will also be invited to imagine how they might like to use creative expression in a professional application through the creation of long- and short-term goals and a Vision Statement. These documents are expected to be refined over the students' time of study in the CEC curriculum. This course will serve as a place to set intentions, learn about the CEC program, and as an entry point into the final showcase portfolio course.
**Credits** 0

**MLR1065 : Transpersonal Skills Lab 1 (Creative Focus)**

Topics will vary and include components of improvisational skills for therapists, psychosynthesis, cinematherapy, Jungian dream analysis, process painting, creative expression, sandtray and play therapy, poetry therapy, and bibliotherapy. Each skills lab will teach tools and techniques in the chosen topic to help the therapists work more effectively in the creative modalities with clients.
**Credits** 1

**MLR1066 : Transpersonal Skills Lab - Psychosynthesis (Creative/Spritual/Somatic Focus)**

This course offers hands-on experiences and opportunities for creative expression through psychosynthesis. Students will explore practices and concepts from multiple perspectives, engaging in self-exploration as a core component of psychosynthesis. The course emphasizes the development of students' abilities to access their own creativity and to facilitate their clients' creative self-exploration and expression. To support this, students will be provided with a variety of creative arts materials and encouraged to use them during psychosynthesis exercises. The two primary goals of the labs are: Restorative self-exploration in the service of whole person learning and experiential engagement with transpersonal practices that can be applied in clinical settings. Prerequisites None.
**Credits** 3

**MLR1067 : Transpersonal Skills Lab 3 (Creative Focus)**

Topics will vary and include components of improvisational skills for therapists, psychosynthesis, cinematherapy, Jungian dream analysis, process painting, creative expression, sandtray and play therapy, poetry therapy, and bibliotherapy. Each skills lab will teach tools and techniques in the chosen topic to help the therapists work more effectively in the creative modalities with clients.
**Credits** 1

**MLR2010 : Human Sexuality, Gender Identity, and Treatment of Psychosexual Dysfunction**

Human Sexuality, Gender Identity, and Treatment of Psychosexual Dysfunction: This class will explore the physiological, psychological, and social-cultural variables associated with sexual behavior and gender identity. Assessment and treatment of psychosexual dysfunction will be taught.

Prerequisites MLR2006, MLR2011, MLR2007
**Credits** 2

### MLR2013 : Child and Adolescent Focused Therapy and Intervention

This course will outline theories of child and adolescent diagnosis and interventions in schools and in families. This course will consider collaborative treatment and will look at issues of community, social position, and behavior in the context of the child's multiple systems and location. Further, this class will address the testing that is typically used in the California school systems and interpretation of those tests for the clinician's use and well as working in treatment teams in the service of children and adolescents. Further, the course will address how to support and refer families whose children are in therapy or therapeutic settings. Children who are incarcerated or institutionalized in a California setting will also be addressed. This course will also address issues of identity in race, culture, spiritual, and sexual identity.

**Credits** 2

**Prerequisite Courses**

MLR20061: Human Development Across the Lifespan: Part 1
MLR20111: Systems Theory and Application, Part 1
MLR20071: Counseling Principles and Practices, Part 1

### MLR2069 : Pre-Practicum: Clinical Training Preparation

The course provides an opportunity to begin setting up your clinical practicum training that will begin during the following year. The course includes instruction on MACP Clinical Training Handbook and MACP program policies regarding practicum, pre-practicum paperwork and non- coursework requirements prior to beginning practicum, accessing and understanding the practicum experience requirements, information about postgraduate intern registration and the education, training and licensure requirements, preparing resumes and writing cover letters, searching for potential practicum training sites, making initial contacts, and preparing for practicum interviews. California students will learn California Board of Behavioral Sciences requirements for practicum, internship, and licensure. Low-residency students will research their jurisdictions specific requirements including pre-degree experience, post-degree experience, and licensure or equivalent qualification to practice independently of supervision. Closed course. This class is open to MACP students only.

**Credits** 1.5

### MLR2070 : Practicum 1

This course will begin the practicum sequence by introducing case management, intake, note taking, and the use of supervision and training. This will include assessment, diagnosis and prognosis, and treatment planning including individuals, couples, and families. Further, this course will provide students with the opportunity to hear the perspectives of various consumers of mental health services and their family members to enhance the understanding of their experience of mental illness, treatment, and recovery. The principles of recovery-oriented care and methods of service delivery will be discussed. Professional writing and connecting clients with resources will be addressed. The influence on the mental health profession of ongoing developments in public health, social and cultural forces, and technology innovations will also be considered.

**Credits** 3

**Prerequisites**

Admission to MLR2080.

### MLR2071 : Practicum 2: Transpersonal Based Case Formulation, Treatment Planning and Applications

The first 1.5 units of this course will focus on theory, diagnostic skills and testing needs, prognosis, and processes of current transpersonal schools of therapy. Case formulation, management, and professional writing (including documentation and progress notes) will be taught, and interventions will be outlined. The second 3.0 units of this course will focus on practicum applications of transpersonal theory. The class will focus on the clients the students are currently seeing at their practicum sites. Principles of recovery-oriented care and collaborative treatment will be incorporated. This work will include the treatment of individuals, couples, family, and child relationships. It will address trauma and abuse, dysfunctions, healthy functioning, health promotion, illness prevention, and working with families and groups. May be repeated for credit if a student needs an additional quarter of practicum. (updated Fall 2024)

**Credits** 4.5

**Prerequisite Courses**

MLR2069: Pre-Practicum: Clinical Training Preparation
MLR2080: Practicum Tracking and Evaluation
MLR2070: Practicum 1

### MLR2073 : Practicum 3: Systems Theory-Based Case Formulation, Treatment Planning and Applications

This course will focus on theory, diagnostic skills and testing needs, prognosis, and processes of current systemic schools of therapy. Case formulation, management, and professional writing (including documentation and progress notes) will be taught, and interventions will be outlined.

**Credits** 4.5

**Prerequisite Courses**

MLR2069: Pre-Practicum: Clinical Training Preparation
MLR2080: Practicum Tracking and Evaluation
MLR2070: Practicum 1
MLR2071: Practicum 2: Transpersonal Based Case Formulation, Treatment Planning and Applications

### MLR2075 : Practicum 4: Evidence Based-Case Formulation, Treatment Planning and Applications

MLR2075: Practicum 4: Evidence-Based Case Formulation, Treatment Planning and Applications
This course will focus on theory, diagnostic skills and testing needs, prognosis, and processes of current evidence-based schools of therapy. Case formulation, management, and professional writing (including documentation and progress notes) will be taught, and interventions will be outlined. This course will also focus on practicum applications of evidence-based theory. The class will focus on the clients the students are currently seeing at their practicum sites. Principles of recovery-oriented care and collaborative treatment will be incorporated. This work will include the treatment of individuals, couples, family, and child relationships. It will address trauma and abuse, dysfunctions, healthy functioning, health promotion, illness prevention, and working with families and groups. Students will learn case presentation and peer supervision.

**Credits** 4.5

**Prerequisite Courses**

MLR2069: Pre-Practicum: Clinical Training Preparation
MLR2080: Practicum Tracking and Evaluation
MLR2070: Practicum 1
MLR2071: Practicum 2: Transpersonal Based Case Formulation, Treatment Planning and Applications
MLR2073: Practicum 3: Systems Theory-Based Case Formulation, Treatment Planning and Applications

### MLR2077 : Psychopharmacology, Brain Structure and Development, and Severe Mental Illness

This course will include current research and applications on brain structure and impact on relationship styles and learning styles. Psychopharmacology will be looked at in terms of biological bases of behavior, basic classifications, and indications and contraindications for medications. Appropriate use of medication in a transpersonal, whole-person framework will be addressed. Working in a collaborative team in referral and management of medication and therapy will be discussed. No Prerequisites

**Credits** 4.5

### MLR2079 : Supplemental Practicum

This course is offered for students who have been approved to start supervised experience at a practicum site prior to the formal practicum sequence. This course is also approved for students who have completed the practicum sequence but have not yet completed the minimum number of pre-degree supervised clinical hours required for their licensing track under the laws or regulations of the jurisdiction where they plan to license. The class will focus on the clients the students are currently seeing at their practicum sites, with development of skills in case formulation, assessment, diagnosis, treatment planning, and intervention. This course may take a transpersonal, systems, somatic, or expressive arts focus depending on the needs of the students. The course will also provide specific resources for student therapists who are working with diverse populations in community mental health and school sites. This course may be repeated multiple times for credit. Requires approval of MACP Clinical Coordinator. Prerequisite

**Credits** 1

**Prerequisites**

MLR2069

**MLR2080 : Practicum Tracking and Evaluation**

This 0-unit online course provides a container in which the MACP faculty will track and mentor each student throughout the MACP Capstone Project. Approval to enter this year-long course is required prior to enrollment in the Clinical Practicum sequence, and the student remains enrolled in this course concurrently while completing the sequence. This course is completed when the student has met all clinical practicum requirements for the student's licensing track, including verification of required clinical hours under state regulation, as well as submission of satisfactory evaluations from the community practicum site. Completion of Practicum Evaluation is required for graduation. Requires approval of MACP Chair.

**Credits** 0

**MLR3065 : Transpersonal Skills Lab 1 (Spiritual Focus)**

Topics vary and may include components of Holotropic Breathwork, using the Enneagram with clients, psychosynthesis, spiritual emergency/emergence therapy, and mindfulness-based CBT and DBT techniques. Each skills lab will teach tools and techniques in the chosen topic to help therapists work more effectively in spiritual and transpersonal modalities with clients.

**Credits** 1

**MLR3067 : Transpersonal Skills Lab 3 (Spiritual Focus)**

Topics vary and may include components of Holotropic Breathwork, using the Enneagram with clients, psychosynthesis, spiritual emergency/emergence therapy, and mindfulness-based CBT and DBT techniques. Each skills lab will teach tools and techniques in the chosen topic to help therapists work more effectively in the spiritual and transpersonal modalities with clients.

**Credits** 1

**MLR4001 : Mind-Body Integration: Aikido A**

This course introduces the principles of Aikido and its application to human relationships. It provides a basic foundation for the student who wishes to adopt Aikido as a practice as well as for the future application of the principles of Aikido to psychotherapy and other fields. It provides practical training in maintaining center and awareness under pressure, learning to blend and harmonize with others, and the development of a personal sense of presence. Emphasis on the relationships between Aikido, daily life, relationships, and therapy are explored. Basic back and forward rolls will be learned and practiced (accommodations can be provided.)

**Credits** 1

**MLR4002 : Mind-Body Integration: Aikido B**

This course introduces the principles of Aikido and their application to human relationships. It provides a basic foundation for the student who wishes to adopt Aikido as a practice as well as for the future application of the principles of Aikido to psychotherapy and other fields. It provides practical training in maintaining center and awareness under pressure, learning to blend and harmonize with others, and the development of a personal sense of presence. Emphasis on relationships between Aikido, daily life, relationships, and therapy are explored. Basic back and forward rolls will be learned and practiced (accommodations can be provided.)

**Credits** 1

**MLR4065 : Transpersonal Skills Lab 1 (Somatic Focus)**

Topics will vary and include components of Yoga Indra and transformative yoga, Hakomi, Qigong, meditation and mindfulness, body-oriented psychotherapy tools and techniques, etc. Each skills lab will teach tools and techniques in the chosen topic to help therapists work more effectively in the somatic modalities with clients.

**Credits** 1

**MLR4067 : Transpersonal Skills Lab 3 (Somatic Focus)**

Topics will vary and include components of Yoga Nidra and transformative yoga, Hakomi, Qigong, meditation and mindfulness, body-oriented psychotherapy tools and techniques, etc. Each skills lab will teach tools and techniques in the chosen topic to help therapists work more effectively in the somatic modalities with clients.

**Credits** 1

### MLR5025 : Career Development A

This course introduces career development theories and techniques, including career development decision-making models. The course emphasizes the holistic interrelationship between career and contextual factors over lifespan transitions. The course also examines ethical issues and professional standards in career counseling. Prerequisites None

**Credits** 1.5

### MLR5026 : Advanced Career Development (LPCC Focus)

This course builds and expands on Career Development A. It will include deeper study of career development theories and techniques, including career development decision-making models and interrelationships among and between work, family, and other life roles and factors that affect both normal and abnormal behavior. The focus is on career counseling competencies expected of Licensed Professional Clinical Counselors. This course is a requirement for all LPCC-track students and an elective for LMFT-track students.

**Credits** 3

**Prerequisite Courses**

MLR5025: Career Development A

### MLR6001 : Transpersonal Theory and Literature

An introduction to the Transpersonal as a field of study. Transpersonal studies encompass a continuum of human experience including an interest in the immanent and transcendent dimensions of human experience: exceptional human functioning, experiences, performances and achievements, true genius, the nature and meaning of deep religious and mystical experiences, non-ordinary states of consciousness, and how we might foster the fulfillment of our highest potentials as human beings. Transpersonal studies is interdisciplinary, drawing on insights and literature from not only the various areas of psychology, but also the sciences of cognition, consciousness, and the paranormal; philosophy; social and cultural theory; integral health theories and practices; poetry, literature, and the arts; and the world's spiritual and wisdom traditions. Literature by both founders and current researchers in the field will be reviewed and discussed. Research skills for broadening the student's knowledge of transpersonal literature will be introduced.

**Credits** 2

### MLR6035 : Research Methods A

This course covers research and evaluation. This will include an understanding of both qualitative and quantitative methods. Students will understand methods, analysis, and the use of research to inform evidence-based practice, the importance of research in advancing the profession. Needs assessment, programs evaluation, and practice-based research will be presented. This is a required course for all students.

**Credits** 1.5

**Prerequisites**

MLR-6001 Transpersonal Theory and Literature or equivalent.

### MLR6036 : Advanced Research Methods (LPCC Focus)

This course covers advanced research design and application. Students will be able to critique clinical research literature regarding research quality and effectiveness of clinical practice techniques. Students will be able to review demographic and social data, social and economic issues, and wider social forces that contribute to definitions of health and its management. Students will gain the tools and experience to apply research to their clinical practice and to contribute to new knowledge. This course is a requirement for all LPCC-track students and an elective for LMFT-track students.

**Credits** 3

### MLR6037 : Assessment, Appraisal, and Testing of Individuals (LPCC Focus)

This course covers: assessment, appraisal, and testing of individuals, including basic concepts of standardized and non-standardized testing and other assessment techniques, norm-referenced and criterion-referenced assessment, statistical concepts, social and cultural factors related to assessment and evaluation of individuals and groups, and ethical strategies for selecting, administering and interpreting assessment instruments and techniques in counseling.

**Credits** 4.5

### MLR9042 : Showcase Portfolio

Demonstrate mastery of academic and professional goals. Gather artifacts, build, reflect upon, and publish high-quality electronic portfolios suitable for showcasing educational and professional competencies. This capstone course is taken at the end of the program.

**Credits** 1

**MLR10011 : Creative Expression, Part 1**

This primarily experiential course introduces creative expression as a practice. Upon the completion of this class, students should have: a working familiarity with the use of a variety of art modalities; an understanding of the relationship between the arts and personal and social transformation; and increased confidence in individual capacity for creating aesthetic experiences. This course lays the conceptual foundation for the i3ntegration of creative expression techniques into the student's personal practice, professional studies, and future professional work.
**Credits** 1

**MLR10012 : Creative Expression, Part 2**

This primarily experiential course introduces creative expression as a practice. Upon the completion of this class, students should have: a working familiarity with the use of a variety of art modalities; an understanding of the relationship between the arts and personal and social transformation; and increased confidence in individual capacity for creating aesthetic experiences. This course lays the conceptual foundation for the integration of creative expression techniques into the student's personal practice, professional studies, and future professional work.
**Credits** 1

**MLR20001 : Group Dynamics, Part 1**

This course will introduce group counseling theories and leadership skills and techniques. This will include group dynamics, group process, and developmental stage theories. Group leadership training will include style and approaches, methods, and evaluation. Research and literature will be addressed. Students will have a chance to "try on" group membership and leadership. Closed, cohort process course. This class is open to MACP Students only.
**Credits** 0.5

**MLR20002 : Group Dynamics, Part 2**

This course will introduce group counseling theories and leadership skills and techniques. This will include group dynamics, group process, and developmental stage theories. Group leadership training will include style and approaches, methods, and evaluation. Research and literature will be addressed. Students will have a chance to "try on" group membership and leadership. Closed, cohort process course. This class is open to MACP Students only.
**Credits** 0.5

**MLR20003 : Group Dynamics, Part 3**

This course will introduce group counseling theories and leadership skills and techniques. This will include group dynamics, group process, and developmental stage theories. Group leadership training will include style and approaches, methods, and evaluation. Research and literature will be addressed. Students will have a chance to "try on" group membership and leadership. Closed, cohort process course. This class is open to MACP Students only.
**Credits** 0.5

**MLR20004 : Group Dynamics, Part 4**

This course will introduce group counseling theories and leadership skills and techniques. This will include group dynamics, group process, and developmental stage theories. Group leadership training will include style and approaches, methods, and evaluation. Research and literature will be addressed. Students will have a chance to "try on" group membership and leadership. Closed, cohort process course. This class is open to MACP Students only.
**Credits** 0.5

**MLR20005 : Group Dynamics, Part 5**

This course will introduce group counseling theories and leadership skills and techniques. This will include group dynamics, group process, and developmental stage theories. Group leadership training will include style and approaches, methods, and evaluation. Research and literature will be addressed. Students will have a chance to "try on" group membership and leadership. Closed, cohort process course. This class is open to MACP Students only.
**Credits** 1.5

**MLR20006 : Group Dynamics, Part 6**

This course will introduce group counseling theories and leadership skills and techniques. This will include group dynamics, group process, and developmental stage theories. Group leadership training will include style and approaches, methods, and evaluation. Research and literature will be addressed. Students will have a chance to "try on" group membership and leadership. Closed, cohort process course. This class is open to MACP Students only.
**Credits** 0.5

**MLR20007 : Group Dynamics, Part 7**

This course will introduce group counseling theories and leadership skills and techniques. This will include group dynamics, group process, and developmental stage theories. Group leadership training will include style and approaches, methods, and evaluation. Research and literature will be addressed. Students will have a chance to "try on" group membership and leadership. Closed, cohort process course. This class is open to MACP Students only.

**Credits** 0.5

**MLR20061 : Human Development Across the Lifespan: Part 1**

This course will include human growth and development and personality formation across the lifespan, including death and dying issues. Normal and abnormal behavior and developmental crises will be addressed, and personality theory will be used as a way to organize ideas about intervention. We will consider individual, couple, and family development and the effects of developmental issues on relationships and personality formation. The context of California cultural norms will be included along with the effect of cultural and socioeconomic status and position on development and personality formation.

**Credits** 3

**Prerequisite Courses**

MLR10011: Creative Expression, Part 1

**MLR20062 : Human Development Across the Lifespan: Part 2**

This course will include human growth and development and personality formation across the lifespan, including death and dying issues. Normal and abnormal behavior and developmental crises will be addressed, and personality theory will be used as a way to organize ideas about intervention. We will consider individual, couple, and family development and the effects of developmental issues on relationships and personality formation. The context of California cultural norms will be included along with the effect of cultural and socioeconomic status and position on development and personality formation.

**Credits** 1.5

**Prerequisite Courses**

MLR10011: Creative Expression, Part 1

**MLR20071 : Counseling Principles and Practices, Part 1**

Foundational interpersonal skills of counseling and psychotherapy based on Carkhuff's integrative Human Relations Development (HRD) model will be introduced. The HRD model is a research-based, "common factors" model drawing on the humanist, existential, and behavioral approaches. Students will acquire competence in attending and listening, responding empathically, and discerning significant themes to facilitate client exploration, understanding, and action. This is a practical, "hands-on" course, and a significant portion of class time is dedicated to experiential learning. In addition, students will develop a facility in giving effective feedback. Closed, cohort process course. This class is open to MACP Students only. Prerequisites None

**Credits** 3

**MLR20072 : Counseling Principles and Practices, Part 2**

Foundational interpersonal skills of counseling and psychotherapy based on Carkhuff's integrative Human Relations Development (HRD) model will be introduced. The HRD model is a research-based, "common factors" model drawing on the humanist, existential, and behavioral approaches. Students will acquire competence in attending and listening, responding empathically, and discerning significant themes to facilitate client exploration, understanding, and action. This is a practical, "hands-on" course, and a significant portion of class time is dedicated to experiential learning. In addition, students will develop a facility in giving effective feedback. Closed, cohort process course. This class is open to MACP Students only.

**Credits** 1.5

**Prerequisite Courses**

MLR20071: Counseling Principles and Practices, Part 1

**MLR20111 : Systems Theory and Application, Part 1**

This course outlines systems theory and intervention, and historical and current trends in family therapy. The family is considered as the unit of treatment, and symptoms are viewed as a Part of the systemic matrix of relationship. The family is considered within larger sociocultural and spiritual systems. Assessment, diagnosis, and intervention are addressed from the systemic perspective. Credits 3.5 Prerequisites None

**Credits** 3.5

### MLR20112 : Systems Theory and Application, Part 2

This course outlines systems theory and intervention, and historical and current trends in family therapy. The family is considered as the unit of treatment, and symptoms are viewed as a part of the systemic matrix of relationship. The family is considered within larger sociocultural and spiritual systems. Assessment, diagnosis, and intervention are addressed from the systemic perspective. Prerequisites MLR20111

**Credits** 1

**Prerequisite Courses**

MLR20111: Systems Theory and Application, Part 1

### MLR20121 : Advanced Couples Counseling, Part 1 (LMFT Focus)

This class will focus on the formation of couple and committed relationships and the improvement, restoration, and maintenance of healthy marital commitment. Evidence-based systemic principles will be taught. This course will include diagnosis and treatment for a variety of committed couples. The variety will include ethnic, cultural, gender, and couple-specific definitions of commitment. The ethical and legal aspects of treating domestic violence are explored. Emphasis will be placed on cultural, socioeconomic, spiritual, and contextual considerations. The added stresses of family, employment, and aging will be explored. This course is a requirement for all LMFT-track students and an elective for LPCC-track students.

**Credits** 1

**Prerequisites**

MLR2006, MLR2011, MLR2007, MLR2028

### MLR20122 : Advanced Couples Counseling, Part 2 (LMFT Focus)

This class will focus on the formation of couple and committed relationships and the improvement, restoration, and maintenance of healthy marital commitment. Evidence-based systemic principles will be taught. This course will include diagnosis and treatment for a variety of committed couples. The variety will include ethnic, cultural, gender, and couple specific definitions of commitment. The ethical and legal aspects of treating domestic violence are explored. Emphasis will be placed on cultural, socioeconomic, spiritual, and contextual considerations. The added stresses of family, employment, and aging will be explored. This course is a requirement for all LMFT-track students and an elective for LPCC-track students.

**Credits** 1

**Prerequisites**

MLR20121, MLR20122, MLR2006, MLR2011, MLR2007, MLR2028

### MLR20123 : Advanced Couples Counseling, Part 3 (LMFT Focus)

This class will focus on the formation of couple and committed relationships and the improvement, restoration, and maintenance of healthy marital commitment. Evidence-based systemic principles will be taught. This course will include diagnosis and treatment for a variety of committed couples. The variety will include ethnic, cultural, gender, and couple specific definitions of commitment. The ethical and legal aspects of treating domestic violence are explored. Emphasis will be placed on cultural, socioeconomic, spiritual, and contextual considerations. The added stresses of family, employment, and aging will be explored. This course is a requirement for all LMFT-track students and an elective for LPCC-track students.

**Credits** 1

**Prerequisites**

MLR 20121, MLR20122, MLR2006, MLR2011, MLR2007, MLR2028

**MLR20231 : Addiction: Social Implications and Recovery (Part 1)**

This course will examine addictions counseling including substance abuse, co-occurring disorders, and major approaches to identification, evaluation, and treatments in the individual and in the family. The etiology of drug use and addiction, populations, prevention, medicals aspects, and effects of drug abuse will be presented along with persons and systems that support or compound use and abuse of substances. Support systems and community supports will be outlined along with prevention at the individual, family, and community level.

**Credits** 3

**Prerequisite Courses**

MLR20061: Human Development Across the Lifespan: Part 1
MLR20111: Systems Theory and Application, Part 1
MLR20071: Counseling Principles and Practices, Part 1

**MLR20232 : Addiction: Social Implications and Recovery (Part 2)**

This course will examine addictions counseling including substance abuse, co-occurring disorders, and major approaches to identification, evaluation, and treatments in the individual and in the family. The etiology of drug use and addiction, populations, prevention, medicals aspects, and effects of drug abuse will be presented along with persons and systems that support or compound use and abuse of substances. Support systems and community supports will be outlined along with prevention at the individual, family, and community level.

**Credits** 1.5

**Prerequisite Courses**

MLR20061: Human Development Across the Lifespan: Part 1
MLR20111: Systems Theory and Application, Part 1
MLR20071: Counseling Principles and Practices, Part 1
MLR20231: Addiction: Social Implications and Recovery (Part 1)

**MLR20281 : Power, Culture, and Identity in Counseling Psychology, Part 1**

The course will explore different aspects of identity and culture including ethnicity, race, gender, sexual orientation, SES, age, religion, spirituality, ability, size, and more, with an awareness of intersectionality and how aspects of identity impact and influence each other. We will examine equity, power, privilege, and oppression as they relate to identity and the therapeutic space and how systems, institutional structures, and socio-political historical factors have influence on unconscious bias and internalized beliefs. Students will have many opportunities to explore identities, individual experiences, and how they impact beliefs and norms and influence clinician interactions to help cultivate shared, safer spaces within the power dynamic of therapy. This course also aims to inspire students to seek out further knowledge of various identities and expand their personal view of the world while acknowledging their own cultural lens. Students will better understand how to assume a stance of cultural humility as part of ethical development in becoming a clinician.

**Credits** 3.5

**MLR20282 : Power, Culture, and Identity in Counseling Psychology, Part 2**

The course will explore different aspects of identity and culture including ethnicity, race, gender, sexual orientation, SES, age, religion, spirituality, ability, size, and more, with an awareness of intersectionality and how aspects of identity impact and influence each other. We will examine equity, power, privilege, and oppression as they relate to identity and the therapeutic space and how systems, institutional structures, and socio-political historical factors have influence on unconscious bias and internalized beliefs. Students will have many opportunities to explore identities, individual experiences, and how they impact beliefs and norms and influence clinician interactions to help cultivate shared, safer spaces within the power dynamic of therapy. This course also aims to inspire students to seek out further knowledge of various identities and expand their personal view of the world while acknowledging their own cultural lens. Students will better understand how to assume a stance of cultural humility as part of ethical development in becoming a clinician.

**Credits** 1

**Prerequisite Courses**

MLR20281: Power, Culture, and Identity in Counseling Psychology, Part 1

**MLR20301 : Advanced Trauma and Crisis Interventions: Part 1**

This course will address trauma and crisis theory and counseling. Multidisciplinary responses and referrals will be included. Cognitive, behavioral, and neurological effects associated with trauma will be addressed as well as brief, intermediate, and long-term treatment approaches. Assessment and treatment strategies for families, couples, children, and individuals in crisis will be addressed along with principles of intervention for those with mental or emotional disorders during times of crisis, emergency, or disaster. The course will address the means of connecting clients with resources in the community during crisis and disaster as well as follow up referrals. Resilience-focused models of intervention including personal and community qualities that enable persons to cope with adversity, trauma, tragedy, threat, or other stressors will be presented. The course will also address familial trauma: divorce, death and dying, and recovery principles for individuals, couples, and families.

**Credits** 3

**Prerequisites**

Admission to a clinical program; MLR2006, MLR2011, MLR2007, MLR1001.

**MLR20302 : Advanced Trauma and Crisis Interventions: Part 2**

This course will address trauma and crisis theory and counseling. Multidisciplinary responses and referrals will be included. Cognitive, behavioral, and neurological effects associated with trauma will be addressed as well as brief, intermediate, and long-term treatment approaches. Assessment and treatment strategies for families, couples, children, and individuals in crisis will be addressed along with principles of intervention for those with mental or emotional disorders during times of crisis, emergency, or disaster. The course will address the means of connecting clients with resources in the community during crisis and disaster as well as follow up referrals. Resilience-focused models of intervention including personal and community qualities that enable persons to cope with adversity, trauma, tragedy, threat, or other stressors will be presented. The course will also address familial trauma: divorce, death and dying, and recovery principles for individuals, couples, and families.

**Credits** 1.5

**Prerequisites**

Admission to a clinical program; MLR2006, MLR2011, MLR2007, MLR1001.

**MLR20401 : Advanced Theory and Skills, Part 1**

This course will deepen the student's knowledge of modern and postmodern models of transpersonal systems therapy. Emphasis will be placed on the common factors model of psychotherapy. The course will include role-play, team assessment, and intervention.

**Credits** 2

**Prerequisites**

Prerequisites MLR2006, MLR2011, MLR2007, MLR1001

**MLR20402 : Advanced Theory and Skills, Part 2**

This course will deepen the student's knowledge of modern and postmodern models of transpersonal systems therapy. Emphasis will be placed on the common factors model of psychotherapy. The course will include role-play, team assessment, and intervention. Credits 1

**Credits** 1

**Prerequisites**

Prerequisites MLR2006, MLR2011, MLR2007, MLR1001

**MLR20531 : Law and Ethics, Part 1**

This course provides a professional orientation to ethics and to laws in marriage and family therapy, and in counseling. This course will review national ethical codes from the MFT and PCC professions along with legal requirements. Licensing laws, regulations delineating the scope of practice, counselor-client privilege, confidentiality, danger, and treatment of minors both with and without parental consent, child abuse, and domestic violence assessment and reporting laws, will be addressed. The relationship between the practitioner's sense of self and human values, ethical and spiritual mandates, relationship with and responsibilities to other providers and legal entities will be explored. Further, advocacy processes needed to address institutional and social barriers that impede access, equality, and success for clients will be examined. Differences in legal and ethical standards in different work settings (private practice, public practice, collaboration, team-based, institutional, etc.) will be discussed. Assessment of abuse and the mandatory reporting laws for the child, spousal, and elder abuse will be covered. Prerequisites None

**Credits** 1.5

**MLR20532 : Law and Ethics, Part 2**

This course provides a professional orientation to ethics and to laws in marriage and family therapy, and in counseling. This course will review national ethical codes from the MFT and PCC professions along with legal requirements. Licensing laws, regulations delineating the scope of practice, counselor-client privilege, confidentiality, danger, and treatment of minors both with and without parental consent, child abuse, and domestic violence assessment and reporting laws will be addressed. The relationship between the practitioner's sense of self and human values, ethical and spiritual mandates, relationship with and responsibilities to other providers and legal entities will be explored. Further, advocacy processes needed to address institutional and social barriers that impede access, equality, and success for clients will be examined. Differences in legal and ethical standards in different work settings (private practice, public practice, collaboration, team-based, institutional, etc.) will be discussed. Assessment of abuse and the mandatory reporting laws for the child, spousal, and elder abuse will be covered.

**Credits** 3

**Prerequisite Courses**

MLR20531: Law and Ethics, Part 1

**MLR20781 : Psychopathology: Part 1**

This course will include the principles of the diagnostic process and will include assessment and testing procedures. The diagnostic process will include the current Diagnostic and Statistical Manual of Mental Disorders; the impact of co-occurring substance use disorders and psychological disorders; and continuum of care and treatment modalities. Assessment through testing will include basic concepts of standardized and non-standardized testing and assessment. It will include social and cultural factors related to the assessment and evaluation of groups and ethical strategies for selecting, administering, and interpreting assessment instruments and techniques in counseling. Appropriate use of assessment in a transpersonal, whole-person framework will be addressed.

**Credits** 1.5

**Prerequisite Courses**

MLR20061: Human Development Across the Lifespan: Part 1

**MLR20782 : Psychopathology: Part 2**

This course will include the principles of the diagnostic process and will include assessment and testing procedures. The diagnostic process will include the current Diagnostic and Statistical Manual of Mental Disorders; the impact of co-occurring substance use disorders and psychological disorders; and continuum of care and treatment modalities. Assessment through testing will include basic concepts of standardized and non-standardized testing and assessment. It will include social and cultural factors related to the assessment and evaluation of groups and ethical strategies for selecting, administering, and interpreting assessment instruments and techniques in counseling. Appropriate use of assessment in a transpersonal, whole-person framework will be addressed.

**Credits** 3

**Prerequisite Courses**

MLR20061: Human Development Across the Lifespan: Part 1

**MLR30011 : Clinical Applications of Meditation and Mindfulness, Part 1**

This course will provide students with a foundation in clinical applications of mindfulness for different disorders with research proven methods. The course will expose students to different meditation techniques, assessment of mindfulness, and use of technology in mindfulness. Students will develop an understanding of measures used to assess effectiveness of mindfulness and understand different technological developments and applications available to practice mindfulness.

**Credits** 1.5

**MLR30012 : Clinical Applications of Meditation and Mindfulness, Part 2**

This course will provide students with a foundation in clinical applications of mindfulness for different disorders with research proven methods. The course will expose students to different meditation techniques, assessment of mindfulness, and use of technology in mindfulness. Students will develop an understanding of measures used to assess effectiveness of mindfulness and understand different technological developments and applications available to practice mindfulness.

**Credits** 0.5

# Transpersonal Psychology (Doctoral)

**GPHD5130 : Positive Psychology–Gratitude, Compassion, and Forgiveness**

This course is designed to introduce students to the latest thinking in the study of positive psychology. In this class, gratitude, appreciation, compassion, and forgiveness as practices will be highlighted. We will explore the use of positive emotion throughout the full cycle of successful therapy–from creating rapport through assessment and goal setting to intervention and feedback. Finally, students will be expected to understand the use of positive psychology in their own relationships, work, and lives.

**Credits** 3

**GPHD6101 : Foundations of Transpersonal Psychology**

This course examines the transpersonal psychology's historical influences at its founding in the 1960s, all the way up to the present day. Psychoanalytic, Jungian, behavioral, existential, cognitive, and humanistic schools of thought will be examined in order to trace their initial and ongoing influences in the field. The course also examines the theories and applications of transpersonal psychology, especially how nonduality, integral holism, and transformational studies have influenced human developmental ideas that utilize the spiritual dimensions of the self to catalyze and quicken the process towards optimal mental health in ways that have proven to benefit individuals, societies, and the environment.

**Credits** 3

**GPHD6103 : Qualitative Research Methods**

This course explores similarities and differences between various ideographic, qualitative research methods (QRM). During this course, students will identify the phenomenology and epistemology of different qualitative methods, design "mock" studies based on these methods using appropriate research questions, and finally, design, conduct, and analyze interviews with people outside of class. This course introduces both theoretical background and practical skills application within QRM.

**Credits** 3

**GPHD6104 : Quantitative Research Methods and Basic Statistics**

This course examines how the choice of an appropriate research method (quantitative versus qualitative) is determined by the nature and type of the research question under study. It will explore how qualitative concepts may be operationalized into viable research variables and studied scientifically. It will also examine the limitations of this approach in understanding subjective psychological and psycho spiritual phenomena, as well as how quantitative components may be included as part of mixed designs to enhance or complement certain aspects of qualitative research.

**Credits** 3

**GPHD6203 : Introduction to Transpersonal Therapies**

Today there are several main approaches to transpersonal psychotherapy with key differences in their foundations and therapeutic processes; however, they all place central emphasis on the spiritual dimension in human life and its interaction with physical, emotional, and mental dimensions covered by traditional psychotherapies. This course provides a basic introduction to the fundamental features of these diverse approaches as well as their relationship with other Western schools of psychotherapy and traditional Eastern and Indigenous healing practices influencing the field.

**Credits** 3

**GPHD6205 : Critical Thinking and Scholarly Writing**

This course will assist the student in the selection of research topics, formulation of research questions, use of APA writing style, drafting of a scholarly perspective, and organization of scientific concepts relevant to spiritually oriented clinical psychology. It is designed to enhance students' critical thinking skills and scholarly writing ability. Lecture, discussion, writing exercises, and sharing of personal work will be used to develop and sustain creative interest, personal growth, and scholarly development. Students will be asked to read and analyze scholarly papers and methods. This course will help the student write more authentically, and, hopefully, to develop a love for the writing process. Students will participate in a daily writing practice.

**Credits** 3

### GPHD6206 : Transpersonal Finance

This course explores resource management from two angles: personal and philosophic. Given that spending and saving habits reflect true priorities, students will be asked to track their money behaviors as a means to gain greater alignment with their values. Students will also be required to imagine their post-graduate income opportunities and develop a sustainable plan to meet lifestyle obligations and goals. Philosophically, the course will investigate the metaphysical meaning of money, examine the United States' wealth paradigm, and explore alternative perspectives. Students will be asked to examine their personal wealth worldviews and reveal how these are culturally supported or negated. The course will uncover the relationship between ecology and the economy with the ultimate goal of facilitating financial awareness and empowering students to take charge of their lives.

**Credits** 3

### GPHD6207 : Psychology of Cognition and Emotion

This course will examine emotion and cognition, and their interrelationship, from biological, developmental, phenomenological and transpersonal perspectives. There will be an emphasis on exploring students' direct experience of emotion and cognition and relating that to various theoretical and empirical views. The psychology of well-being and optimal functioning of emotion and cognition also will be discussed and explored.

**Credits** 3

### GPHD6210 : The Entrepreneurial Mind and Transpersonal Psychology

Through biographies, interviews, and case studies, this course explores the essential qualities and characteristics of the entrepreneurial mind and a call to the transpersonal impulse. We will hear from leaders who have brought intuition, empathy, servant leadership, worldview, social-emotional learning, cognitive biases, and other aspects of transpersonal psychology that inform business.

**Credits** 3

### GPHD6214* : Anomalous States of Consciousness

An altered state of consciousness may be defined as any state of consciousness that deviates from normal waking consciousness in terms of marked differences in the level of awareness, perception, memory, thought, emotion, behavior, and the way we experience time, place, and self-control. In this course, we explore ways these states may be induced by meditation, psychoactive medicines, fever, psychosis, sleep, and religious experiences. We will be particularly interested in the ways altered state experiences may inform and transform ordinary, daily life.

**Credits** 3

**Cross Listed**

MTP6214

### GPHD6216 : Psychology of Meditation & Mindfulness

This course offers an experiential and theoretical introduction of meditation and mindfulness practices from a variety of scientific, spiritual, and cultural traditions. We will study the psychology of attention and question how and why the untrained mind is prone to wander. This course explores therapeutic issues involving the use of psychedelic substances. It covers clinical research on psychedelic drugs as adjuncts to psychotherapy for the treatment of addiction, PTSD, and existential distress at the end of life, as well as how to address psychedelic experiences that clients bring into psychotherapy. Ancient, shamanic, and modern uses of psychedelics will be examined to provide broad cultural perspectives.

**Credits** 3

### GPHD6218 : Advanced Symposium in Transpersonal Psychology

This symposium provides an overview of the major theoretical underpinnings of the field of transpersonal psychology. It focuses on the participatory turn in spirituality, mysticism, and religious studies in Transpersonal Theory.

**Credits** 3

### GPHD6304 : Topics in Consciousness Studies

Philosophers, scientists, and artists for millennia have studied the psychological unconscious. In recent years, thanks to rapid advances in the neurosciences, many unconscious phenomena have been studied experimentally and revealed to us. These empirical studies, when combined with the theoretical work of previous generations, offer sharp insights into how the psychological unconscious works in relation to thoughts, beliefs, and behaviors.

**Credits** 3

### GPHD6305 : Critical Hermeneutical Thinking

This course presents critical hermeneutical theory as a discourse-based mode of inquiry (leading to understanding) that is more proper of the human sciences, in contrast to the explanatory method of the natural sciences. It also discusses the interpretation process that places explanation and understanding in a dialectical relation and, thus, offers a methodological reconciliation in the two sciences. Students will address problem-solving and decision-making for practical situations using a trans-disciplinary perspective that brings together key concepts from interpretive philosophy, anthropology, psychology, linguistics, history, ethics, language, literature, and critical thinking itself.

**Credits** 3

### GPHD6310 : Consciousness and Healing: Integral Perspectives

This course takes an integral approach to the psychology of health and well-being. By drawing on various studies, concepts, and techniques of the world's healing traditions, it explores behaviors that enhance the psychological, social, physical, ecological, and spiritual health. It will explore various factors that contribute to self-efficacy, resilience, personal achievement, mindfulness, and spirituality.

**Credits** 3

### GPHD6411* : Psychology of Extraordinary Dreams

This course focuses on the experience of extraordinary dreams and how they impact the dreamer's behavior. These unusual dreams are characterized by a vividness and intensity that makes them difficult to forget. They have been known to launch religious movements, inspire creative productions, and to change the course of relationships, vocations, and personal mythologies—the cognitive-affective maps that direct people's life decisions. The conventional scientific approach has been to focus on recent dreams gathered from surveys or sleep laboratories, considering extraordinary dreams "outliers" or exceptions. This course takes the position that highly memorable dreams need to be at the forefront of dream science, as they afford an invaluable route into psychology's understanding of the psyche. These dreams tend to be "transpersonal" because their content extends beyond the socially constructed identity of the dreamer. They have been termed "big dreams" by Carl Jung, "mythic dreams" by Mircea Eliade, and "dreams of the light" in the Upanishads. Extraordinary dreams may foretell the future, may initiate social movements, and may provide breakthroughs in art, science, and technology.

**Credits** 3

**Cross Listed**

MTP6411

### GPHD6415 : Death and the Afterlife: Comparative Epistemologies

This course uses multi-media to consider diverse worldviews, cultural perspectives, beliefs, and ways of engaging reality surround death and the afterlife. Grief practices will be considered as both personal and social actions. The work builds on Terror Management Theory, human transformation, and transpersonal psychology. It weaves together experiential practices, video, lectures, readings, writing, and thematic analysis. Students will be expected to consider their own worldview and its implications.

**Credits** 3

### GPHD6865 : Parapsychology

This course offers an overview of the history, experimental approaches, case studies, and theoretical basis for the study of telepathy, clairvoyance, precognition, and psychokinesis. It will offer a balanced approach in which various perspectives on psi experience will be explored.

**Credits** 3

**GPHD7000 : Intensive Transpersonal Practices Retreat Seminar**

Seminars provide students with opportunities to get to know classmates, faculty, and staff, and learn about key aspects of the program. Presentations by transpersonal speakers are interspersed with meditation, movement, body awareness processes, group interaction, creative expressions, and ritual. Courses begin at the seminar. These intensives take place at retreat centers in California that deeply support our learning objectives. Attendance at the seminars is required. Successful completion of the seminar is a prerequisite for entering the first year of study. May be repeated to fulfill total seminar requirements for PhD in Transpersonal Psychology.

**Credits** 2

**GPHD7203 : History and Systems of Psychology**

This course on the history and systems of psychology explores historical, methodological, and topical issues in psychology. The course will present an overview of psychology from a historical perspective (how psychology as a discipline has "evolved") and consider some sociological and philosophical paradigms—for instance, Renaissance, positivism, or rationalism—that have impacted the development of psychology and its various schools. Transpersonal psychology stands on the shoulders of all previous schools of psychology. As we explore the development of transpersonal psychology, we will construct frameworks in which we situate and integrate the various schools.

**Credits** 3

**GPHD7210 : Transpersonal Leadership**

The purpose of this course is to explore the philosophical, practical, theoretical, and spiritual literature as well as the experiences surrounding the evolving nature of transpersonal leadership. The investigation into the characteristics of personal philosophies concerning the nature of leadership, peer evaluation of leadership approaches, and development and presentation of models of potentiating leadership held within the scope of transpersonal psychology. The potentiating arts will be introduced resulting in action research aimed at building a community of potential.

**Credits** 3

**GPHD7215 : Aging, Individuation, & Wholeness Across the Lifespan**

Lifespan Development examines theories of lifespan development, uniquely relevant to transpersonal psychology and psycho-spiritual development. It explores the relevance of these theories to diverse and global populations and encourages students to apply these theories to their own lives, research topics, and professional goals.

**Credits** 3

**GPHD7216 : Social Psychology: Transpersonal Bases of Behavior**

This course outlines a transpersonal and integrative approach to social psychology. The student will examine the behavioral approach to the social aspects of the person, as well as cultural psychology, the constructivist, consciousness-oriented perspectives on the topic. Emphasis will be placed on how an integration of these two approaches may bridge the sociocultural view on the human self with explorations of the mind beyond the ego, thus forging a potential creative alliance between social psychology and transpersonal psychology.

**Credits** 3

**GPHD7219 : Psychology of Organizational Change**

Industrial/Organizational (I/O) Psychology is the application of social science methods and principles to industrial and organizational behavior. Topics include teams in organizations, motivation, individual differences, attitudes and emotions relevant to work, stress and well-being, fairness and diversity within organizations, leadership and organizational change and development. The ultimate objective of this discipline is to maximize both employee well-being and organizational effectiveness. Because of the data-intensive nature of I/O Psychology, students with a basic understanding of how empirical psychological research is conducted (from statistics, Psychological Research Methods, Social Psychology or Personality), will find the course material more accessible.

**Credits** 3

**GPHD7222 : Lucid Dreaming and Waking Life**

This course focuses initially on a critical re-examination and redefinition of the technical definition of "lucid dreaming" and an on-going exploration of the nature of "lucid dreaming." The course emphasizes practical experience incubating lucid dreams and making use of lucid dream experiences to enliven and deepen the creative possibilities of waking life, particularly in the areas of creativity, technical innovation, personal expressivity, and the cultivation of increased psycho-spiritual development and maturity.

**Credits** 3

**GPHD7223 : Somatic Psychology and Mind-Body Healing**

Somatic psychologies and body-mind approaches to healing have long been known to Indigenous cultures, especially those outside the modern Western tradition. Since the beginning of the modern era, at least three centuries ago, Western thinking has been under the sway of Cartesian assumptions that partition the body and the mind. Only during the 20th century did the Cartesian tradition begin to crumble. Somatic psychology enters into Western thinking under the influence of psychoanalytic discoveries and heirs to Freud such as Wilhelm Reich. These developments are matched by an increasing knowledge of Asian philosophies within the Western world. In this course, somatic psychology and body-mind therapies will be introduced historically, theoretically, and experientially. Students will learn about the various doctrines that have shaken up Cartesian psychology and will gain an understanding of the breadth and depth of contemporary body-mind approaches to healing. The experiential aspect will involve special attention being given to the ways in which we maintain or avoid bodily experiences.

**Credits** 3

**GPHD7224 : Stages and Applications of Integral Transpersonal Psychology and Psychotherapy**

This course will build on the Foundations course and focus on the Integral Transpersonal Psychology's understanding of stages of development, which extend from the earliest childhood stages to the most expansive transpersonal stages that may occur later in life. Students will be exposed to the basic research underlying integral stage theory, including critiques and controversies. There will be an emphasis on the complex relationship between stage development, emotional health, and maturity. The latter portion of the course explores applications of the Integral Model in psychotherapy, coaching, and spiritual guidance with an emphasis on peer exercises, instructor demonstration, and discussion of case study material.

**Credits** 3

**GPHD7225 : Personality Theory and Transpersonal Studies**

This course covers the broad field of "personality," starting with exploring various understandings of the concept, including differing approaches to its study. Then, major theories of personality are examined, including biological, somatic, cultural, behavioral, social learning, psychodynamic, trait, humanistic, and transpersonal approaches. Lastly, various applications of the concept of personality are covered pertaining to the individual's health and growth, functioning within sociocultural and environmental contexts, and adapting to a rapidly changing world.

**Credits** 3

**GPHD7226 : Transformative Learning Theory**

Transformative learning is the radical transformation of meaning-structures, beliefs, attitudes, and values of the learner. This course is appropriate for anyone who works with adolescents or adult learners (as a teacher, instructor, facilitator, or therapist) or researchers focusing on transformational experiences. This course will provide a strong foundation for understanding the principles of transformative learning and the application of these principles to encourage and facilitate transformation. Special attention will be given to the role of post-traumatic growth and the personal integration of transformative experiences. The final weeks of this course will be devoted to the practical applications of transformative learning theory to transpersonal psychology and research. This course strongly emphasizes personal experience, so learners should be prepared to undertake a critical examination of personal assumptions and worldviews.

**Credits** 3

### GPHD7228 : Psychedelics: Transpersonal and Clinical Applications

This course addresses the spiritual, recreational, creative, and therapeutic uses of psychedelic experiences. It covers clinical research on psychedelic drugs as adjuncts to psychotherapy for the treatment of addiction, PTSD, and existential distress at the end of life, as well as how to address psychedelic drug experiences that clients bring into therapy. Ancient, shamanic, and modern uses of psychedelic drugs will be examined to provide broad cultural perspectives. Special attention will be given the role of psychedelics as catalysts for mystical experiences.
**Credits** 3

### GPHD7229 : Spiritual Competencies

Religion and spirituality are important aspects of human diversity and therefore a necessary part of cultural competence training for psychologists. Furthermore, spiritual and religious beliefs and practices are documented to be relevant to psychological and emotional well-being. Spirituality has been of a focus of transpersonal psychology since its founding. This course will provide training in 16 religious and spiritual competencies that have been empirically validated in research published in peer-reviewed journals. The course also covers the movement to establish these competencies as standards of care in the field of mental health.
**Credits** 3

### GPHD7330* : Archetypes, Myths, & Symbols

This course explores archetypes, myths, and symbols as living energies that transcend time and culture. Students will reflect both personally and conceptually on themes from several different cultures, and express their insights in writing and symbolic art.
**Credits** 3
**Cross Listed**
MTP8201

### GPHD7402 : Contemplative Practices: Paths toward Conscious Evolution

This highly experiential course with a mind/body/heart orientation, is designed to explore practices that increase student's capacity to spontaneously embody mindfulness, gratitude, compassion, discernment, and love, in order to thrive on their life's path bringing their gifts into the world. This course examines life narratives, spiritual inclinations, and philosophies while exploring a wide spectrum of contemplative traditions, practices, and pathways. These experiences can serve as a touchstone for future contemplative direction.
**Credits** 3

### GPHD7506 : Creativity Studies and the Imagination

This course examines historical and contemporary discourse on creativity as it pertains to creative imagination and its philosophical and artistic traditions. Participants will engage the phenomena of creative imagination and relate these experiences to theories through classroom and online discussion. This will occur via artistic inquiry, reading, dialogue, writing, and presentation.
**Credits** 3

### GPHD7510 : Case Study Method

Case study methodology has been a foundational research approach in the evolution of psychology from Freud to contemporary brain research. This course prepares students to conduct a case study by examining published case studies, preparing a case study research proposal, and conducting a pilot case study. It has been well-documented that most graduates of psychology doctoral programs never conduct another piece of research after their dissertation. The case study is a research method that psychologists can employ throughout their career in any setting, and without external support. Meditation and mindfulness neuroscience research has shown that mindfulness practices increase activity in brain areas associated with attention and emotional regulation, and imaging studies indicate that mindfulness also facilitates neuroplasticity and neurogenesis, the creation of new connections and neural pathways in the brain. Mindfulness practices have also been empirically linked to enhancing empathy and compassion. Carefully conducted clinical trials have supported the efficacy of mindfulness and meditation-based programs for treating a number of mental health problems, including depression, anxiety, post-traumatic stress disorder, bipolar disorder, and obsessive-compulsive disorder. Additionally, third-wave cognitive behavioral therapy has also embraced mindfulness in empirically supported interventions such as MBSR, MBCT, DBT, and ACT. But meditative and mindfulness practices are drawing increasing interest outside of healthcare. Mindfulness practices are promoted as self-care or even educational activities that can be integrated into many sectors of modern life. In addition to covering contemporary theories and research, each class will include time to engage in a variety of mindfulness practices including tai chi, aikido, qigong, walking meditation, sitting meditation, and yoga.
**Credits** 3

### GPHD7513 : Hermeneutic Phenomenological Research Methods

This course offers an in-depth consideration of hermeneutic phenomenology as a psychological research method. Interpretive and narrative phenomenological research methods will be covered, and students will choose a method of interest and develop a proposal for research. Class discussions will include topics suitable for hermeneutic phenomenological research, and systems of meaning in symbols, narrative, literature, film, art, poetry, and therapy.

**Credits** 3

### GPHD7518 : Research of Religious and Spiritual Experience

This intense course introduces students to the approaches and methods in the study of religious and spiritual experience, as the latter is viewed in religious studies, phenomenology of religion, and psychology of religion.

**Credits** 3

### GPHD7519 : Mixed Methods Research

This is a course that focuses on the emerging paradigm in research that consciously integrates both quantitative and qualitative research methods into a single study. This course will explore the variety of ways of combining quantitative and qualitative data collection and analysis, the differing weights given to quantitative and qualitative elements within different designs, and how the combining of quantitative and qualitative approaches can deepen the research.

**Credits** 3

### GPHD7527 : Philosophy of Mind

In this course, students will be introduced to philosophical traditions in understanding the mind and analytic philosophy, which is concerned with the mind-body problem, introspection, consciousness, and particular mental states. Students will explore philosophical mental experiments, and the questions of self-knowledge, as they refer to both theoretical thinking and the way of life.

**Credits** 3

### GPHD7530 : Brain, Complexity, and Transpersonal Experience

At the beginning of the modern age, Rene Descartes described “resextensa” (extended thing) as a main characteristic of the external world structured from material bodies. On the other hand, he postulated that the human mind is a specific kind of “observing” existence that he called “res cogitans” (thinking thing), the Soul. More than 300 years later, Francis Crick described basic rules for the future science of consciousness and argued that the traditional “Cartesian” concept of the soul as a nonmaterial being must be replaced by a scientific understanding of how the brain produces mind. On the other hand, scientific research provides evidence that the opposite approach is also true, and the mind may influence its brain and produce measurable changes in the brain processes and brain structural changes. In the brain, these processes are related to specific forms of attention and conscious awareness of brain information represented by physiological states. Taken together, these novel scientific findings provide interesting findings on how we can understand the "Soul" and transpersonal aspects of human experience within a framework of psychology, neuroscience, and physics. These novel scientific findings mainly include the theory of self-organizing systems, or chaos and complexity theory that enable one to understand some specific qualities of mental process and living organisms per se.

**Credits** 3

### GPHD7543 : Meditation in Light of Neuroscience

This course will explore the latest research on the brain and meditation from various perspectives. Students will consider both the epistemological and ontological aspects of this topic, considering both subjective and objective dimensions.

**Credits** 3

### GPHD7615 : Advanced Research in Ecopsychology

This course offers a bridge between ecological and spiritual approaches to nature within the context of transpersonal psychology. It considers the human embeddedness in nature and will explore the dynamics of eco-trauma and eco-therapy.

**Credits** 3

**GPHD7803 : Emerging Worldviews: The Art and Science of Transformation**

This course explores the nature of worldviews, introducing the concept of worldview literacy as a pedagogy for examining our beliefs, perceptions, behaviors and biases. Through lectures, experiential practices, readings, online discussions and live chats, we will consider the ways in which worldview literacy can be used to help people transform their behaviors, improve relationships, develop effective communication strategies, and enhance lived experience. We will identify methods for engaging in collaborative dialogues about diverse worldviews and beliefs. We will apply worldview literacy to transpersonal psychology and overview diverse perspectives and research findings.

**Credits** 3

**GPHD7804 : Psychology of Cognition, Affect, and Consciousness**

This core course examines emotion and cognition and their interrelationship from biological, developmental, phenomenological, and transpersonal perspectives. There will be an emphasis on exploring students' direct experiences of emotion and cognition and relating that to various theoretical and empirical views. The psychology of well-being and optimal functioning of cognition, affect, and consciousness will be discussed and explored.

**Credits** 3

**GPHD7805* : Eco-spirituality: Our Spiritual Connection to Gaia**

Explore eco-spirituality and reciprocal connection with other beings. Through reading nature-writers, scholarship, writing, and spending time in nature, develop a respectful relationship with the natural world. Bring awareness into the personal community through nature-walks, projects, and writing. Articulate shifts in eco-consciousness through writing.

**Credits** 3

**Cross Listed**

MTP7805

**GPHD8202* : Transpersonal Approaches to Dreams and Dreaming**

Be introduced to the world of dreams and dreaming. Explore projective dream work, multiple layers of dream awareness, synchronicity, and culturally diverse ways to engage with dreaming. Record dreams in a dream journal. Work alone and with others to gather greater insight into dreams. Deepen understanding of how dreams can facilitate transpersonal awareness.

**Credits** 3

**Cross Listed**

MTP8202

**GPHD8206 : Ecopsychology - Remembering Our Place in the Natural World**

Be introduced to the field of ecopsychology, ecoshamanism, and related fields. Explore the illusion of separation between humans and nature through scholarship, nature encounters, practices, and reflective discussions. Consider how to shift consciousness to a more reciprocal, intimate relationship with the natural world. Discover practical ways to actively bring ecological consciousness into personal, service, and professional life.

**Credits** 3

**GPHD8207* : Sustainability, Culture, and Sacred Ecology**

Understand, through an eco-psychological lens, the origins of human beings, who human beings are, and what communities human beings comprise. Introduce the concepts of sustainability from a new, broader systems-thinking approach and from a sacred, ancient Native-peoples approach. Engage the material through several ways of knowing: reading, listening, watching, experiencing, reflecting, and creating. Reimagine a new ecologically conscious community.

**Credits** 3

**Cross Listed**

MTP8207

**GPHD8208* : Nature-Based Programs and Wholeness**

Nature-based programs are grounded in the idea that coming home to our natural roots promotes wholeness, healing, and sustainability for all beings on this planet. This course focuses on the many ways that ecopsychology, ecospirituality, and ecotherapy are being applied in professional settings and outdoor places to facilitate healing, reconnection with place, education, health, and wholeness. Examples include animal-facilitated programs, garden and farm therapies, wilderness experiences, bringing nature into therapeutic practice, and prison-based programs. Students will design an innovative community service project that brings an eco-centered approach into a professional or vocational experience.

**Credits** 3

**Cross Listed**

MTP8208

**GPHD8209 : Dreams, Dreaming, and Dreamwork**

Although dream science can explain many important aspects of dreams and dreaming, experiencing dreamwork and dream-arts are helpful doorways to individual and group creativity, which leads to healing and personal growth. This course offers various methods of dreamwork and creative dream expression for both individual and group work. Lectures and discussions will lead to experiential group and individual activities. Over the term we will cultivate a respectful, ethical space for creative dream exploration, and you will gain valuable new tools for dreamwork. Background for this course includes an overview of dream studies drawing upon the International Association for the Study of Dreams, Kilton Stewart's contributions and Senoi-inspired dreamwork, Montague Ullman's *Appreciating Dreams* group method (aka The Ullman Method), Fritz Perls' Gestalt Dreamwork, Gayle Delaney's Dream Interview Method, Wilma Scategni's Dream Psychodrama, and Angel Morgan's Dream-Bridging Method with Dream-Arts.

**Credits** 3

**Cross Listed**

MTP8209

**GPHD8210 : Psychology of Learning**

This course surveys various learning theories with attention to the development of concomitant pedagogical approaches. Authors include Ivan Illich, Paolo Freire, Howard, Gardner, Sherry Turkle, and Matthew Crawford.

**Credits** 3

**GPHD8211 : Ethics and Multicultural Issues in Psychology**

What is the importance and place of ethics in the study of psychology? Do we have a universal metaethics from which we can evaluate the psychology of people and cultures? How do we build a multicultural society involving diverse and plural ethics? What are some of the cardinal roadblocks in creating harmonious relationships among peoples of various cultures and ethnicities? These are some of the questions that we addressed in this course, with the help of postmodern approaches involving Social Constructivism of Kenneth Gergen, the idea of multiple objective worlds of Richard Shweder, and postcolonial critiques of Linda Tuhiwai Smith and Frantz Fanon. A postmodern evaluation of the thoughts of the aforementioned thinkers will help us in the formulation of our own creative approaches towards addressing the topic of this course.

**Credits** 3

**GPHD8216 : Transpersonal Perspectives on Eros and Gender**

This course explores the role of Eros in transpersonal development, including physical, relational, cognitive, creative, emotional, and spiritual dimensions. The course will briefly touch upon historical and anthropological understandings of Eros, as well as the complicated role that sexuality plays in religion. The phenomenology of transcendent sexual experiences will be examined as a window into the relationship between the erotic and the spiritual. We will investigate spiritual disciplines and practices that specifically cultivate the erotic potentials of sexuality as transpersonal development. Traditional binary models of gender identity will be deconstructed and expanded to include more fluid and nondual approaches to the experience of gender and gendered models of divinity and spirituality. There will be an experiential component to this course, and students should be prepared to critically examine and reflect upon personal assumptions, values, and attitudes about Eros and gender within a safe environment. This course examines exceptional human experiences (EHEs; also called peak, anomalous, transcendent, mystical, spiritually transformative, etc. experiences). Students will learn basic EHE classifications and therefore how to identify an EHE. Students will also learn how EHEs may dramatically influence some people's lives (called aftereffects), as well as techniques used to integrate said aftereffects.

**Credits** 3

**GPHD8222 : Psychology of Religion and Spirituality**

This course applies psychological methods and interpretive frameworks to religious traditions, as well as to both religious and irreligious individuals, describing and explaining the details, origins, and uses of religious beliefs and behaviors.

**Credits** 3

**GPHD8299* : Certificate Integration/Artistic Presentation**

To conclude the Dream Studies certificate, students will write an integration paper and give an artistic presentation in this course. One Zoom session will be scheduled at the beginning of the course where students will have the opportunity to share their insights and experiences in the Dream Studies Certificate program and discuss their ideas for artistic presentations. Students will work on their integration papers and artistic presentations independently during the term. At the end of the term the final Zoom gathering will include all DSC students sharing their artistic presentations. The integration papers and artistic presentations will uniquely express what the students have learned about studying dreams throughout this certificate program at Sofia.

**Credits** 1

**GPHD8452 : PTSD, Psychology and Healing Methods**

Psychology is the scientific study of behavior and experience. Psychological trauma can lead to a constellation of persistent disorders including anxiety, depression, and recurring nightmares. This constellation, labeled Post-Traumatic Stress Disorder (PTSD) by the American Psychiatric Association's Diagnostic and Statistical Manual (DSM), is a condition that follows experiencing or witnessing life- threatening events that exceed one's coping capacity, emotional resources, and/or existential worldviews. Western mental health workers apply this socially constructed label to noticeable changes in someone's behavior, attitudes, and/or values after an accident, natural disaster, armed combat, rape, torture, abuse, or a variety of other assaults. When the person who suffered the trauma has not been able to recover, gain equilibrium, and "get on with life," this dysfunction is typically attributed to the traumatic experience. The problem of PTSD has increased, as an increasing number of combat veterans return to the United States in need of healing and re-integration with society. However, PTSD survivors extend well beyond combat veterans. The phenomena of cultural PTSD and intergenerational PTSD persist around the globe accompanied by a great need for transpersonal healing. There are many effective treatments for PTSD survivors, ranging from conventional to transpersonal and various combinations. This course will emphasize both the current scientific "evidence based" treatments for PTSD, and other healing methods for PTSD including alternative, holistic, cross-cultural, creative, arts-based, humanistic, existential, and transpersonal approaches.

**Credits** 3

**Cross Listed**

MTP8452

**GPHD8600 : Neuropsychology of Consciousness**

This course will start with the examination of current scientific theories of consciousness, and the biological processes that are both necessary and sufficient for normal conscious functioning. It will then explore the neurology of major disorders of consciousness. Students will have an opportunity to learn about current methods of assessment, together with neuroimaging methods like fMRI, MEG, and EEG.

**Credits** 3

### GPHD8990 : Advanced Topics in Research: Grounded Theory

This course will build on the skills students learned in the Qualitative and Quantitative Research courses. Using Charmaz's approach as the main theoretical and operational foundation for exploring Grounded Theory (GT), students will also be exposed to other theorists/researchers. Students will practice the basic concepts of GT by applying them to an in-class research project. Though readings and class discussions will cover the steps involved in a GT study, it will be impossible to practice all those steps, so this course will focus on beginning a GT study: collecting data in the form of two interviews, coding, and memo-writing.

**Credits** 3

### GPHD8996 : Neurobiological Foundations of Psychology

This course provides an overview of the anatomical and neurophysiological underpinnings of mental processes and behavior, focusing on the organization and functioning of the nervous system. Students gain familiarity with traditional methods of studying brain structures and functions as well as with the increasingly powerful brain imaging tools of modern neuroscience. The course covers recent advances in research on the neuroanatomical and neurophysiological bases of cognition, language, motivation and emotion, and social behavior.

**Credits** 3

### GPHD8997 : Introduction to Dissertation Proposal Writing ("Mini-Proposal")

The student learns about the dissertation process, the "inner and outer dissertations," and the expected content and format of proposals and dissertations. The student focuses the research topic, questions, hypotheses, and methods, and prepares a preliminary proposal ("mini-proposal"). Extensive structure, support, and feedback are provided for this work. This course is needed before the student moves into getting a Dissertation Chair, establishing a committee, and registering for dissertation.

**Credits** 4

### GPHD9600 : Advanced Topics in Transpersonal Theory and Research

Classic and contemporary studies of selected topics in transpersonal studies; topics are announced and vary from quarter-to-quarter.

**Credits** 1

### GPHD9610 : Integral Research Skills: Advanced Topics in Transpersonal Psychology

Students will learn to apply integral research skills derived from mindfulness practices (including working with intentions, quieting and slowing, direct knowing and intuition, focusing attention, auditory skills, visual skills, kinesthetic skills, proprioceptive skills, and accessing unconscious processes) to research. Students are expected to evaluate their own means of integral knowing and exploring applications of the skills with a selected research topic.

**Credits** 3

### GPHD9825 : Research Practicum I

Part I of this two-quarter Research Practicum involves faculty and student collaboration in an original research project on a topic of transpersonal interest. Students actively participate in every phase of the research project, beginning with research design and carrying through with recruiting participants, conducting interviews, administering surveys, analyzing textual data through a thematic content analysis, conduct statistical analyses using SPSS, determine findings from research data and convey them in a scholarly article.

**Credits** 3

### GPHD9827 : Research Practicum II

Part II of this two-quarter Research Practicum involves faculty and student collaboration in an original research project on a topic of transpersonal interest. Students actively participate in every phase of the research project, beginning with research design and carrying through with recruiting participants, conducting interviews, administering surveys, analyzing textual data through a thematic content analysis, conduct statistical analyses using SPSS, determine findings from research data and convey them in a scholarly article.

**Credits** 3

# Transpersonal Psychology (Doctoral) in Chinese 中文超个人心理学哲学博士

**PHDC5130 : Positive Psychology 积极心理学**

This course is designed to introduce students to the latest thinking in the study of positive psychology. In this class, gratitude, appreciation, compassion, and forgiveness as practices will be highlighted. We will explore the use of positive emotion throughout the full cycle of successful therapy–from creating rapport through assessment and goal setting to intervention and feedback. Finally, students will be expected to understand the use of positive psychology in their own relationships, work, and lives.

**Credits** 3

**PHDC6101 : Foundations of Transpersonal Psychology 超个人心理学基础**

This course examines the transpersonal psychology's historical influences at its founding in the 1960s, all the way up to the present day. Psychoanalytic, Jungian, behavioral, existential, cognitive, and humanistic schools of thought will be examined in order to trace their initial and ongoing influences in the field. The course also examines the theories and applications of transpersonal psychology, especially how nonduality, integral holism, and transformational studies have influenced human developmental ideas that utilize the spiritual dimensions of the self to catalyze and quicken the process towards optimal mental health in ways that have proven to benefit individuals, societies, and the environment.

**Credits** 3

**PHDC6103 : Qualitative Research Methods 定性研究方法**

This course explores similarities and differences between various ideographic, qualitative research methods (QRM). During this course, students will identify the phenomenology and epistemology of different qualitative methods, design "mock" studies based on these methods using appropriate research questions, and finally, design, conduct, and analyze interviews with people outside of class. This course introduces both theoretical background and practical skills application within QRM.

**Credits** 3

**PHDC6104 : Quantitative Research Methods定量研究方法**

This course examines how the choice of an appropriate research method (quantitative versus qualitative) is determined by the nature and type of the research question under study. It will explore how qualitative concepts may be operationalized into viable research variables and studied scientifically. It will also examine the limitations of this approach in understanding subjective psychological and psycho spiritual phenomena, as well as how quantitative components may be included as part of mixed designs to enhance or complement certain aspects of qualitative research.

**Credits** 3

**PHDC6203 : Introduction to Transpersonal Therapies**

Today there are several main approaches to transpersonal psychotherapy with key differences in their foundations and therapeutic processes; however, they all place central emphasis on the spiritual dimension in human life and its interaction with physical, emotional, and mental dimensions covered by traditional psychotherapies. This course provides a basic introduction to the fundamental features of these diverse approaches as well as their relationship with other Western schools of psychotherapy and traditional Eastern and Indigenous healing practices influencing the field.

**Credits** 3

**PHDC6205 : Critical Thinking and Scholarly Writing 批判性思维和学术性写作**

This course will assist the student in the selection of research topics, formulation of research questions, use of APA writing style, drafting of a scholarly perspective, and organization of scientific concepts relevant to spiritually oriented clinical psychology. It is designed to enhance students' critical thinking skills and scholarly writing ability. Lecture, discussion, writing exercises, and sharing of personal work will be used to develop and sustain creative interest, personal growth, and scholarly development. Students will be asked to read and analyze scholarly papers and methods. This course will help the student write more authentically, and, hopefully, to develop a love for the writing process. Students will participate in a daily writing practice.

**Credits** 3

**PHDC6207 : Psychology of Cognition and Emotion 认知、情感和意识的心理学**

This course will examine emotion and cognition, and their interrelationship, from biological, developmental, phenomenological and transpersonal perspectives. There will be an emphasis on exploring students' direct experience of emotion and cognition and relating that to various theoretical and empirical views. The psychology of well-being and optimal functioning of emotion and cognition also will be discussed and explored.

**Credits** 3

**PHDC6210 : The Entrepreneurial Mind and Transpersonal Psychology 创业思维与超个人心理学**

Through biographies, interviews, and case studies, this course explores the essential qualities and characteristics of the entrepreneurial mind and a call to the transpersonal impulse. We will hear from leaders who have brought intuition, empathy, servant leadership, worldview, social-emotional learning, cognitive biases, and other aspects of transpersonal psychology that inform business.

**Credits** 3

**PHDC6214* : Anomalous States of Consciousness 意识的非常状态**

An altered state of consciousness may be defined as any state of consciousness that deviates from normal waking consciousness in terms of marked differences in the level of awareness, perception, memory, thought, emotion, behavior, and the way we experience time, place, and self-control. In this course, we explore ways these states may be induced by meditation, psychoactive medicines, fever, psychosis, sleep, and religious experiences. We will be particularly interested in the ways altered state experiences may inform and transform ordinary, daily life.

**Credits** 3

**Cross Listed**

MTP6214

**PHDC6216 : Psychology of Meditation & Mindfulness 冥想实践与研究**

This course offers an experiential and theoretical introduction of meditation and mindfulness practices from a variety of scientific, spiritual, and cultural traditions. We will study the psychology of attention and question how and why the untrained mind is prone to wander. This course explores therapeutic issues involving the use of psychedelic substances. It covers clinical research on psychedelic drugs as adjuncts to psychotherapy for the treatment of addiction, PTSD, and existential distress at the end of life, as well as how to address psychedelic experiences that clients bring into psychotherapy. Ancient, shamanic, and modern uses of psychedelics will be examined to provide broad cultural perspectives.

**Credits** 3

**PHDC6218 : Advanced Seminar in Transpersonal Psychology 超个人心理学高级研讨会**

This seminar provides an overview of the major theoretical underpinnings of the field of transpersonal psychology. It focuses on the participatory turn in spirituality, mysticism, and religious studies in Transpersonal Theory.

**Credits** 3

**PHDC6305 : Critical Hermeneutical Thinking 批判阐释学思维**

This course presents critical hermeneutical theory as a discourse-based mode of inquiry (leading to understanding) that is more proper of the human sciences, in contrast to the explanatory method of the natural sciences. It also discusses the interpretation process that places explanation and understanding in a dialectical relation and, thus, offers a methodological reconciliation in the two sciences. Students will address problem-solving and decision-making for practical situations using a trans-disciplinary perspective that brings together key concepts from interpretive philosophy, anthropology, psychology, linguistics, history, ethics, language, literature, and critical thinking itself.

**Credits** 3

**PHDC6411* : Psychology of Extraordinary Dreams 非凡“梦”的心理学**

This course focuses on the experience of extraordinary dreams and how they impact the dreamer's behavior. These unusual dreams are characterized by a vividness and intensity that makes them difficult to forget. They have been known to launch religious movements, inspire creative productions, and to change the course of relationships, vocations, and personal mythologies—the cognitive-affective maps that direct people's life decisions. The conventional scientific approach has been to focus on recent dreams gathered from surveys or sleep laboratories, considering extraordinary dreams "outliers" or exceptions. This course takes the position that highly memorable dreams need to be at the forefront of dream science, as they afford an invaluable route into psychology's understanding of the psyche. These dreams tend to be "transpersonal" because their content extends beyond the socially constructed identity of the dreamer. They have been termed "big dreams" by Carl Jung, "mythic dreams" by Mircea Eliade, and "dreams of the light" in the Upanishads. Extraordinary dreams may foretell the future, may initiate social movements, and may provide breakthroughs in art, science, and technology.

**Credits** 3

**Cross Listed**

MTP6411

**PHDC6415 : Death and the Afterlife: Comparative Epistemologies**

This course uses multi-media to consider diverse worldviews, cultural perspectives, beliefs, and ways of engaging reality surround death and the afterlife. Grief practices will be considered as both personal and social actions. The work builds on Terror Management Theory, human transformation, and transpersonal psychology. It weaves together experiential practices, video, lectures, readings, writing, and thematic analysis. Students will be expected to consider their own worldview and its implications

**Credits** 3

**PHDC6865 : Parapsychology 超心理学**

This course offers an overview of the history, experimental approaches, case studies, and theoretical basis for the study of telepathy, clairvoyance, precognition, and psychokinesis. It will offer a balanced approach in which various perspectives on psi experience will be explored.

**Credits** 3

**PHDC7103 : Humanistic and Existential Psychology**

Humanistic and Existential Psychology (in development)

**Credits** 3

**PHDC7106 : Transpersonal Psychology and AI 超个人心理学与人工智能**

This elective course, "Transpersonal Psychology and AI," explores the intersection of artificial intelligence and transpersonal psychology, focusing on the transformative impact AI may have on human consciousness, spiritual practices, and the pursuit of the higher self. Through engaging discussions, creative expression, critical analysis, and personal reflection, students will delve into topics such as the role of AI in spiritual growth, ethical dilemmas in AI-driven spiritual practices, and the potential for AI to shape collective consciousness. The course encourages students to connect with contemporary thought leaders, apply transpersonal theories, and examine the future of human evolution in an AI-integrated world. By the end of the course, students will have developed a nuanced understanding of how AI and transpersonal psychology can interact to influence traditional spiritual practices.

**Credits** 3

**PHDC7203 : History and Systems of Psychology 心理学历史与系统**

This course on the history and systems of psychology explores historical, methodological, and topical issues in psychology. The course will present an overview of psychology from a historical perspective (how psychology as a discipline has “evolved”) and consider some sociological and philosophical paradigms—for instance, Renaissance, positivism, or rationalism—that have impacted the development of psychology and its various schools. Transpersonal psychology stands on the shoulders of all previous schools of psychology. As we explore the development of transpersonal psychology, we will construct frameworks in which we situate and integrate the various schools.

**Credits** 3

**PHDC7210 : Transpersonal Leadership 超个人领导力**

Through reading, meditation，interview and case building, this course explores the essential qualities and characteristics of transpersonal leadership. Transpersonal leadership is characterized by the transformation of both the leader and the followers while traditional leadership theory assumes the authority of the leader and the obeyance of the followers. We will start with Ken Wilber's theory of ego development stages (pre-conventional, conventional, post-conventional and unitive (transcendent) and personality theory (MBTI) to see corresponding leadership types. Following that we focus on servant leadership, mindful or conscious leadership. Finally we apply positive psychology to entrepreneurial mind in business. Besides reading academic articles, students will learn to meditate and build his/her own leadership case throughout the course. We hear from leaders who have brought intuition, empathy, servant leadership, worldview, social-emotional learning, cognitive biases, and other aspects of transpersonal psychology.

课程简介：

通过阅读、冥想、访谈和案例构建，本课程探讨了超个人领导的基本品质和特征。超个人领导的特点是领导者和追随者的转变，而传统的领导理论假设领导者的权威和追随者的服从。我们将从Ken Wilber的自我发展阶段理论(前常规，常规，后常规和统一/超越)和MBTI人格理论开始，看到相应的领导类型。接下来我们关注仆人式领导，有意识的领导。最后，我们将积极心理学应用于商业中的企业家心理。除了阅读学术文章，学生将在整个课程中学习冥想和建立自己的领导案例。我们听到领导者带来了直觉、同理心、仆人式领导、世界观、社会情感学习、认知偏见和超个人心理学的其他面向。

**Credits** 3

**PHDC7219 : Psychology of Organizational Change 组织变革心理学**

Industrial/Organizational (I/O) Psychology is the application of social science methods and principles to industrial and organizational behavior. Topics include teams in organizations, motivation, individual differences, attitudes and emotions relevant to work, stress and well-being, fairness and diversity within organizations, leadership and organizational change and development. The ultimate objective of this discipline is to maximize both employee well-being and organizational effectiveness. Because of the data-intensive nature of I/O Psychology, students with a basic understanding of how empirical psychological research is conducted (from statistics, Psychological Research Methods, Social Psychology or Personality), will find the course material more accessible.

**Credits** 3

**PHDC7222 : Lucid Dreaming and Waking Life 清醒梦与人生**

This course focuses initially on a critical re-examination and redefinition of the technical definition of "lucid dreaming" and an on-going exploration of the nature of "lucid dreaming." The course emphasizes practical experience incubating lucid dreams and making use of lucid dream experiences to enliven and deepen the creative possibilities of waking life, particularly in the areas of creativity, technical innovation, personal expressivity, and the cultivation of increased psycho-spiritual development and maturity.

**Credits** 3

**PHDC7223 : Somatic Psychology and Mind-Body Healing 躯体心理学与身心疗愈**

Somatic psychologies and body-mind approaches to healing have long been known to Indigenous cultures, especially those outside the modern Western tradition. Since the beginning of the modern era, at least three centuries ago, Western thinking has been under the sway of Cartesian assumptions that partition the body and the mind. Only during the 20th century did the Cartesian tradition begin to crumble. Somatic psychology enters into Western thinking under the influence of psychoanalytic discoveries and heirs to Freud such as Wilhelm Reich. These developments are matched by an increasing knowledge of Asian philosophies within the Western world. In this course, somatic psychology and body-mind therapies will be introduced historically, theoretically, and experientially. Students will learn about the various doctrines that have shaken up Cartesian psychology and will gain an understanding of the breadth and depth of contemporary body-mind approaches to healing. The experiential aspect will involve special attention being given to the ways in which we maintain or avoid bodily experiences.

**Credits** 3

**PHDC7224 : Stages and Applications of Integral Transpersonal Psychology and Psychotherapy**

This course will build on the Foundations course and focus on the Integral Transpersonal Psychology's understanding of stages of development, which extend from the earliest childhood stages to the most expansive transpersonal stages that may occur later in life. Students will be exposed to the basic research underlying integral stage theory, including critiques and controversies. There will be an emphasis on the complex relationship between stage development, emotional health, and maturity. The latter portion of the course explores applications of the Integral Model in psychotherapy, coaching, and spiritual guidance with an emphasis on peer exercises, instructor demonstration, and discussion of case study material.

**Credits** 3

**PHDC7225 : Personality Theory and Transpersonal Studies 人格理论与超个人研究**

This course covers the broad field of "personality," starting with exploring various understandings of the concept, including differing approaches to its study. Then, major theories of personality are examined, including biological, somatic, cultural, behavioral, social learning, psychodynamic, trait, humanistic, and transpersonal approaches. Lastly, various applications of the concept of personality are covered pertaining to the individual's health and growth, functioning within sociocultural and environmental contexts, and adapting to a rapidly changing world.

**Credits** 3

**PHDC7228 : Psychedelics: Transpersonal and Clinical Applications**

This course addresses the spiritual, recreational, creative, and therapeutic uses of psychedelic experiences. It covers clinical research on psychedelic drugs as adjuncts to psychotherapy for the treatment of addiction, PTSD, and existential distress at the end of life, as well as how to address psychedelic drug experiences that clients bring into therapy. Ancient, shamanic, and modern uses of psychedelic drugs will be examined to provide broad cultural perspectives. Special attention will be given the role of psychedelics as catalysts for mystical experiences.

**Credits** 3

**PHDC7330* : Archetypes, Myths, & Symbols 原型、图示及神化**

This course explores archetypes, myths, and symbols as living energies that transcend time and culture. Students will reflect both personally and conceptually on themes from several different cultures, and express their insights in writing and symbolic art.

**Credits** 3

**Cross Listed**

MTP8201

**PHDC7402 : Contemplative Practices: Paths toward Conscious Evolution 沉思练习：意识升华之路**

This highly experiential course with a mind/body/heart orientation, is designed to explore practices that increase student's capacity to spontaneously embody mindfulness, gratitude, compassion, discernment, and love, in order to thrive on their life's path bringing their gifts into the world. This course examines life narratives, spiritual inclinations, and philosophies while exploring a wide spectrum of contemplative traditions, practices, and pathways. These experiences can serve as a touchstone for future contemplative direction.
**Credits** 3

**PHDC7506 : Creativity Studies and the Imagination 创意研究及想象力**

This course examines historical and contemporary discourse on creativity as it pertains to creative imagination and its philosophical and artistic traditions. Participants will engage the phenomena of creative imagination and relate these experiences to theories through classroom and online discussion. This will occur via artistic inquiry, reading, dialogue, writing, and presentation.
**Credits** 3

**PHDC7510 : Case Study Method 案例研究方法**

Case study methodology has been a foundational research approach in the evolution of psychology from Freud to contemporary brain research. This course prepares students to conduct a case study by examining published case studies, preparing a case study research proposal, and conducting a pilot case study. It has been well-documented that most graduates of psychology doctoral programs never conduct another piece of research after their dissertation. The case study is a research method that psychologists can employ throughout their career in any setting, and without external support. Meditation and mindfulness neuroscience research has shown that mindfulness practices increase activity in brain areas associated with attention and emotional regulation, and imaging studies indicate that mindfulness also facilitates neuroplasticity and neurogenesis, the creation of new connections and neural pathways in the brain. Mindfulness practices have also been empirically linked to enhancing empathy and compassion. Carefully conducted clinical trials have supported the efficacy of mindfulness and meditation-based programs for treating a number of mental health problems, including depression, anxiety, post-traumatic stress disorder, bipolar disorder, and obsessive-compulsive disorder. Additionally, third-wave cognitive behavioral therapy has also embraced mindfulness in empirically supported interventions such as MBSR, MBCT, DBT, and ACT. But meditative and mindfulness practices are drawing increasing interest outside of healthcare. Mindfulness practices are promoted as self-care or even educational activities that can be integrated into many sectors of modern life. In addition to covering contemporary theories and research, each class will include time to engage in a variety of mindfulness practices including tai chi, aikido, qigong, walking meditation, sitting meditation, and yoga.
**Credits** 3

**PHDC7513 : Hermeneutic Phenomenological Research Methods 诠释现象学研究方法**

This course offers an in-depth consideration of hermeneutic phenomenology as a psychological research method. Interpretive and narrative phenomenological research methods will be covered, and students will choose a method of interest and develop a proposal for research. Class discussions will include topics suitable for hermeneutic phenomenological research, and systems of meaning in symbols, narrative, literature, film, art, poetry, and therapy.
**Credits** 3

**PHDC7518 : Research of Religious and Spiritual Experience 宗教和灵性心理学**

This intense course introduces students to the approaches and methods in the study of religious and spiritual experience, as the latter is viewed in religious studies, phenomenology of religion, and psychology of religion.

**Credits** 3

**PHDC7519 : Mixed Methods Research 混合研究方法**

This is a course that focuses on the emerging paradigm in research that consciously integrates both quantitative and qualitative research methods into a single study. This course will explore the variety of ways of combining quantitative and qualitative data collection and analysis, the differing weights given to quantitative and qualitative elements within different designs, and how the combining of quantitative and qualitative approaches can deepen the research.

**Credits** 3

**PHDC7527 : Philosophy of Mind 思想的哲学**

In this course, students will be introduced to philosophical traditions in understanding the mind and analytic philosophy, which is concerned with the mind-body problem, introspection, consciousness, and particular mental states. Students will explore philosophical mental experiments, and the questions of self-knowledge, as they refer to both theoretical thinking and the way of life.

**Credits** 3

**PHDC7530 : Brain, Complexity, and Transpersonal Experience 大脑、复杂度与超个人体验**

At the beginning of the modern age, Rene Descartes described “resextensa” (extended thing) as a main characteristic of the external world structured from material bodies. On the other hand, he postulated that the human mind is a specific kind of “observing” existence that he called “res cogitans” (thinking thing), the Soul. More than 300 years later, Francis Crick described basic rules for the future science of consciousness and argued that the traditional “Cartesian” concept of the soul as a nonmaterial being must be replaced by a scientific understanding of how the brain produces mind. On the other hand, scientific research provides evidence that the opposite approach is also true, and the mind may influence its brain and produce measurable changes in the brain processes and brain structural changes. In the brain, these processes are related to specific forms of attention and conscious awareness of brain information represented by physiological states. Taken together, these novel scientific findings provide interesting findings on how we can understand the "Soul" and transpersonal aspects of human experience within a framework of psychology, neuroscience, and physics. These novel scientific findings mainly include the theory of self-organizing systems, or chaos and complexity theory that enable one to understand some specific qualities of mental process and living organisms per se.

**Credits** 3

**PHDC7543 : Meditation in Light of Neuroscience 从脑神经科学的角度看冥想**

This course will explore the latest research on the brain and meditation from various perspectives. Students will consider both the epistemological and ontological aspects of this topic, considering both subjective and objective dimensions.

**Credits** 3

**PHDC7615 : Advanced Research in Ecopsychology 生态心理学高级研究**

This course offers a bridge between ecological and spiritual approaches to nature within the context of transpersonal psychology. It considers the human embeddedness in nature and will explore the dynamics of eco-trauma and eco-therapy.

**Credits** 3

**PHDC7804 : Psychology of Cognition, Affect, and Consciousness 认知、情感和意识的心理学**

This core course examines emotion and cognition and their interrelationship from biological, developmental, phenomenological, and transpersonal perspectives. There will be an emphasis on exploring students' direct experiences of emotion and cognition and relating that to various theoretical and empirical views. The psychology of well-being and optimal functioning of cognition, affect, and consciousness will be discussed and explored.

**Credits** 3

**PHDC8202* : Dreams, Dreaming and Dreamwork (Practicum)**

This practicum course offers various methods of dreamwork and creative dream expression for both individual and group work. Lectures and discussions will lead to experiential group and individual activities. Over the term we will cultivate a respectful, ethical space for creative dream exploration, and you will gain valuable new tools for dreamwork. **本实践课程为个人和团体工作，提供各种梦境工作和创造性梦境表达的方法。讲座和讨论将引导体验性的小组和个人活动。在这一学期里，我们将为创造性的梦境探索培养一个相互尊重和道德性的空间，你将获得宝贵的梦境工作的新技能。**

**Credits** 3

**Cross Listed**

MTP8202

**PHDC8206* : Ecopsychology—Remembering Our Place in The Natural World**

Be introduced to the field of ecopsychology, eco-shamanism, and related fields. Explore the illusion of separation between humans and nature through scholarship, nature encounters, practices, and reflective discussions. Consider how to shift consciousness to a more reciprocal, intimate relationship with the natural world. Discover practical ways to actively bring ecological consciousness into personal, service, and professional life.

**Credits** 3

**Cross Listed**

MTP8206

**PHDC8210 : Psychology of Learning 学习心理学**

This course surveys various learning theories with attention to the development of concomitant pedagogical approaches. Authors include Ivan Illich, Paolo Freire, Howard, Gardner, Sherry Turkle, and Matthew Crawford.

**Credits** 3

**PHDC8211 : Ethics and Multicultural Issues in Psychology 心理学中的伦理与跨文化相关议题**

What is the importance and place of ethics in the study of psychology? Do we have a universal metaethics from which we can evaluate the psychology of people and cultures? How do we build a multicultural society involving diverse and plural ethics? What are some of the cardinal roadblocks in creating harmonious relationships among peoples of various cultures and ethnicities? These are some of the questions that we addressed in this course, with the help of postmodern approaches involving Social Constructivism of Kenneth Gergen, the idea of multiple objective worlds of Richard Shweder, and postcolonial critiques of Linda Tuhiwai Smith and Frantz Fanon. A postmodern evaluation of the thoughts of the aforementioned thinkers will help us in the formulation of our own creative approaches towards addressing the topic of this course.

**Credits** 3

**PHDC8222 : Psychology of Religion and Spirituality**

This course applies psychological methods and interpretive frameworks to religious traditions, as well as to both religious and irreligious individuals, describing and explaining the details, origins, and uses of religious beliefs and behaviors.

**Credits** 3

**PHDC8309 : Empowering Community Through Expressive Arts 赋能社区的表达性艺术**

**课程简介**

**本课程提供理论和实践背景下的社区艺术项目的发展。它也将教你把学习的表达性艺术治疗的方法赋能给社区更多的人。表达性艺术是指运用各种艺术媒介——游戏、声音、身体、写作、诗歌、戏剧、绘画、舞蹈、音乐等来表达感受及经验（意识或潜意识的），以起到心灵的疗愈和成长的作用。**

This course provides a background in the theories and practices of community based arts programs. It also teaches you about community empowerment and healing through the expressive arts. Expressive Arts refers to the use of various artistic media - games, sound/music, movement, dance, drama, painting, creative writing/poetry, etc. to express feelings and experiences (conscious or subconscious) for Repair of Trauma and Restoration of the Self.

**Credits** 3

**PHDC8452 : PTSD, Psychology and Healing Methods 创伤后应激障碍、心理学和治疗方法**

Psychology is the scientific study of behavior and experience. Psychological trauma can lead to a constellation of persistent disorders including anxiety, depression, and recurring nightmares. This constellation, labeled Post-Traumatic Stress Disorder (PTSD) by the American Psychiatric Association's Diagnostic and Statistical Manual (DSM), is a condition that follows experiencing or witnessing life- threatening events that exceed one's coping capacity, emotional resources, and/or existential worldviews. Western mental health workers apply this socially constructed label to noticeable changes in someone's behavior, attitudes, and/or values after an accident, natural disaster, armed combat, rape, torture, abuse, or a variety of other assaults. When the person who suffered the trauma has not been able to recover, gain equilibrium, and "get on with life," this dysfunction is typically attributed to the traumatic experience. The problem of PTSD has increased, as an increasing number of combat veterans return to the United States in need of healing and re-integration with society. However, PTSD survivors extend well beyond combat veterans. The phenomena of cultural PTSD and intergenerational PTSD persist around the globe accompanied by a great need for transpersonal healing. There are many effective treatments for PTSD survivors, ranging from conventional to transpersonal and various combinations. This course will emphasize both the current scientific "evidence based" treatments for PTSD, and other healing methods for PTSD including alternative, holistic, cross-cultural, creative, arts-based, humanistic, existential, and transpersonal approaches.

**Credits** 3

**PHDC8600 : Neuropsychology of Consciousness 意识的神经心理学**

This course will start with the examination of current scientific theories of consciousness, and the biological processes that are both necessary and sufficient for normal conscious functioning. It will then explore the neurology of major disorders of consciousness. Students will have an opportunity to learn about current methods of assessment, together with neuroimaging methods like fMRI, MEG, and EEG.

**Credits** 3

**PHDC8990 : Advanced Topics in Research: Grounded Theory 研究高级课题：扎根理论**

This course will build on the skills students learned in the Qualitative and Quantitative Research courses. Using Charmaz's approach as the main theoretical and operational foundation for exploring Grounded Theory (GT), students will also be exposed to other theorists/researchers. Students will practice the basic concepts of GT by applying them to an in-class research project. Though readings and class discussions will cover the steps involved in a GT study, it will be impossible to practice all those steps, so this course will focus on beginning a GT study: collecting data in the form of two interviews, coding, and memo-writing.

**Credits** 3

**PHDC8996 : Neurobiological Foundations of Psychology 心理学的神经物理学的基础**

This course provides an overview of the anatomical and neurophysiological underpinnings of mental processes and behavior, focusing on the organization and functioning of the nervous system. Students gain familiarity with traditional methods of studying brain structures and functions as well as with the increasingly powerful brain imaging tools of modern neuroscience. The course covers recent advances in research on the neuroanatomical and neurophysiological bases of cognition, language, motivation and emotion, and social behavior.

**Credits** 3

**PHDC8997 : Introduction to Dissertation Proposal Writing ("Mini-Proposal") 学位论文提案写作介绍（初步提案）**

The student learns about the dissertation process, the "inner and outer dissertations," and the expected content and format of proposals and dissertations. The student focuses the research topic, questions, hypotheses, and methods, and prepares a preliminary proposal ("mini-proposal"). Extensive structure, support, and feedback are provided for this work. This course is needed before the student moves into getting a Dissertation Chair, establishing a committee, and registering for dissertation.

**Credits** 4

**PHDC9610 : Integral Research Skills: Advanced Topics in Transpersonal Psychology 整合研究技能：超个人心理学高级课题**

Students will learn to apply integral research skills derived from mindfulness practices (including working with intentions, quieting and slowing, direct knowing and intuition, focusing attention, auditory skills, visual skills, kinesthetic skills, proprioceptive skills, and accessing unconscious processes) to research. Students are expected to evaluate their own means of integral knowing and exploring applications of the skills with a selected research topic.

**Credits** 3

# Psychology (Undergraduate)

**PSB100 : Introduction to Psychology**

An introduction to the fundamental theories and concepts of psychology, including transpersonal psychology. Topics will include the history and systems of psychology, lifespan development and developmental psychology, personality theory, and abnormal psychology.

**Credits** 3

**PSB101 : Statistical Reasoning in Psychology**

An introduction to elementary statistical principles and techniques relevant to psychological research. Topics covered include basic parametric and nonparametric statistics, analysis of variance, and simple factorial designs.

**Credits** 3

**PSB102 : Methods of Inquiry**

An introduction to analysis, interpretation, and evaluation of research reports and methods commonly used in education and the social sciences. Students will apply this knowledge in their concept paper as they identify an applied action research area of interest, prepare a literature review, develop researchable questions, and identify appropriate data collection and analysis procedures to answer the questions posed.

**Credits** 3

**PSB103 : Personality Theory**

A survey of Eastern, indigenous, ecological, and Western perspectives on being human, with emphasis on the integration of personality theories and transpersonal practices as preparation for identifying one's own beliefs about human development.

**Credits** 3

**PSB201 : Abnormal Psychology**

An introduction to the field of abnormal psychology. Students will become familiar with the historical, social, and cultural contexts of what is normatively understood as the disorders grouped under the rubric of "abnormal psychology." Students will also engage a transpersonal perspective of abnormal psychology and its understandings of the complexities of human behaviors.

**Credits** 3

**PSB202 : Professional Ethics**

An examination of professional ethics in psychology and counseling. Students will review ethical codes from the counseling profession and learn to apply normative ethics to tough moral problems. Students will explore the relationship between the practitioner's sense of self and human value, ethical and spiritual mandates, and the relationship with and responsibilities to other providers while considering the issues of institutional and social barriers to access.

**Credits** 3

**PSB203 : Foundations of Transpersonal Psychology**

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

**Credits** 3

**PSB301 : Biological Basis of Behavior**

An introduction to the basic principles s of neuropsychology. Students interested in psychotherapy and psychological transformation will examine the neurobiological aspects of consciousness, cognition, neuroplasticity, trauma, attachment, psychological healing, and psychological growth and transformation.

**Credits** 3

**PSB302 : Developmental Psychology**

The study of how the unique individual develops over time. Students will examine the general paths and stages of development, the role of genetics, environmental factors, and how our traits are developed.

**Credits** 3

**PSB303 : Perception and Cognition**

An investigation into the nature and dynamics of human perception and cognition. Students will explore how we make sense of the world through examining how our cognitive processes and our subjective perceptions, experiences, and interpretations of reality are shaped and influenced by social, cultural, evolutionary, and psychodynamic factors. Students will be exposed to the perspectives of multiple schools of psychological thought: the sociopsychological, the neuropsychological, the psychodynamic, and the transpersonal, while focusing on practical applications on how to facilitate psychological change, personal growth, and transformative learning processes.
**Credits** 3

**PSB304 : Neurodiversity**

The study of neurodiversity, or the range of variations in neurocognitive functioning in humans. Students will explore how neurodiversity is a natural product of human evolution, and a rich source of creative potential. Topics to be discussed include the dynamics of privilege, prejudice, and oppression, and the modern social trend toward pathologizing human neurocognitive variations such as autism and other commonly pathologized neurocognitive variants.
**Credits** 3

**PSB401 : Somatic Psychology**

An introduction to the field of Somatic Psychology. Students will examine the fundamental principles and approaches of Somatic Psychology through readings (including case narratives by notable practitioners of somatic psychotherapy), experiential exercises, journaling, and class discussion.
**Credits** 3

**PSB402 : Social Psychology**

A survey of the ways in which social phenomena influence the thoughts, feelings, and behavior of individuals. Students will examine the major theories, experiments, and issues in the field of social psychology. Sample topics include emotion, aggression, conformity, attitudes, altruism, prejudice, persuasion, and group dynamics.
**Credits** 3

**PSB403 : Meditation and Mindfulness**

A theoretical introduction to the practice of meditation and mindfulness from different scientific, spiritual, and cultural traditions. Students will examine the psychology of attention and how it plays a role in the treatment of addiction, trauma, and stress related illness.
**Credits** 3

**PSB404 : Psychology and Social Structure**

Understanding the relationship between individual psychology and larger social systems. Using theories of transpersonal psychology students will explore how society develops hierarchical structures related to the social identities of class, gender, race, physical ability, sexuality, and their intersections.
**Credits** 3

**PSB405 : The Impact of Technology on Human Wellbeing**

Explores the effect of technology has on efficiency, safety, and economy while considering the costs to human interconnectedness from a transpersonal perspective. Issues may include time, cost, complexity, environmental impact, social impact.
**Credits** 3

**PSB406 : The Psychology of Drug Use**

An exploration of social psychology and the implications of cultural and political aspects of drug use. Students will examine the history of the use and abuse of drugs around the world and throughout history. Topics include the pharmacology of mood-altering chemicals, chemical dependence and treatment, and drugs used in treating mental illness.
**Credits** 3

**PSB407 : Psychology and Gender**

Exploring feminist psychological theory. Students will examine the biological, psychological, social, and cultural meanings and implications of gender and its intersections with race, physical ability, sexual orientation, etc. Topics will include issues of socialization and social development, stereotypes, bodies and body image, social relationships, identity, language, violence, sexuality and sexual behavior, well-being, work, etc.
**Credits** 3

**PSB408 : The Psychology of Sustainability**
An examination of how people think about environmental issues. Students will explore questions surrounding ocean, land, and air pollution, and climate change and how our thinking about the environment can create sustainable action. In particular, students will use theories of transpersonal psychology to think through why creating a mindset of environmental sustainability is difficult to develop in the modern world.
**Credits** 3

**PSB409 : The Psychology of Disability**
An exploration of what it means to have differential abilities and how society is structured to define the lives of those not deemed to be "normal." Students will explore the stereotypes of disability and the socially, linguistically, and historically constructed meaning of physical, sensory, and cognitive "impairments."
**Credits** 3

**PSB410 : Psychology and Public Health**
An examination of community psychology and public health psychology in terms of the transpersonal. Topics include prevention and health promotion, risk and resilience, empowerment models, and community organizing related to mental illness, obesity, substance abuse, homelessness, and domestic violence.
**Credits** 3

**PSB411 : The Psychology of Pain**
Examines the clinical and social aspects of pain and pain management. Using theories of transpersonal psychology, students will explore how we define pain socially and the limits of the modern pain clinic. Special attention will be paid to the so-called opioid crisis, the impact of opioids on rural and urban communities, as well as its effect on chronic pain patients.
**Credits** 3

**PSB412 : Child Psychology**
Examination of the to the major issues, theories, and conclusions of developmental psychology as they apply to infancy and childhood.
**Credits** 3

**PSB413 : The Psychology of Adolescence**
Examination of the biological, development, and social aspects of adolescent development.
**Credits** 3

**PSB414 : Human Sexuality**
Exploration of the psychology of human sexuality including the nature and variety of human sexual experience as well as the theories and therapies regarding sexual issues.
**Credits** 3

**PSB415 : Psychology of Delinquency**
Examination of the theories and practices of understanding the characterization, risk factors, and treatment of delinquency.
**Credits** 3

**PSB416 : Psychology of Emotion**
An exploration of the phenomenon of emotion from a transpersonal perspective. Particular attention will be paid to how emotions are connected to other basic psychological processes such as cognition, motivation, decision making, and well-being.
**Credits** 3

**PSB417 : Sports Psychology**
Using transpersonal psychology to better understand and enhance sport participation and performance, and the psychological issues associated with professional and amateur sports.
**Credits** 3

**PSB418 : Forensic Psychology**
An examination of the role psychology plays in the criminal justice system, with particular emphasis on the role of mental health professionals, and criminal investigation.
**Credits** 3

**PSB419 : Leadership and Transpersonal Psychology**
An exploration of the philosophical, psychological, and spiritual literature can explain how transpersonal psychology can train people to be better leaders. Topics will include personal philosophies of leadership, peer evaluation of leadership approaches, as well as the development and presentation of models of potentiating leadership as understood through transpersonal psychology.
**Credits** 3

**PSB498 : Psychology Capstone I**

A culminating project, completed individually or in teams, where students integrate program coursework, and consider how transpersonal psychology can be applied to a real-world problem. In part I students will define the scope of the project, review the literature from which the problem emerges, and gather information or data. Students may select an external practitioner or sponsor for the project.

**Credits** 3

**PSB499 : Psychology Capstone II**

A culminating project, completed individually or in teams, where students integrate program coursework, and consider how transpersonal psychology can be applied to a real-world problem. In part II students will produce a complete research paper and an oral presentation based on the paper.

**Credits** 3

# Transpersonal Psychology (Master's)

**MTP6214* : Anomalous States of Consciousness**

An altered state of consciousness may be defined as any state of consciousness that deviates from normal waking consciousness in terms of marked differences in the level of awareness, perception, memory, thought, emotion, behavior, and the way we experience time, place, and self-control. In this course, we explore ways these states may be induced by meditation, psychoactive medicines, fever, psychosis, sleep, and religious experiences. Particular interest in the ways altered-state experiences may inform and transform ordinary, daily life.

**Credits** 3

**Cross Listed**

GPHD6214

**MTP6411* : Psychology of Extraordinary Dreams**

This course focuses on the experience of extraordinary dreams and how they impact the dreamer's behavior. These unusual dreams are characterized by a vividness and intensity that makes them difficult to forget. They have been known to launch religious movements, inspire creative productions, and to change the course of relationships, vocations, and personal mythologies—the cognitive-affective maps that direct people's life decisions. The conventional scientific approach has been to focus on recent dreams gathered from surveys or sleep laboratories, considering extraordinary dreams "outliers" or exceptions. This course assumes the position that highly memorable dreams need to be at the forefront of dream science, as they afford an invaluable route into psychology's understanding of the psyche. These dreams tend to be "transpersonal" because their content extends beyond the socially constructed identity of the dreamer. They have been termed "big dreams" by Carl Jung, "mythic dreams" by Mircea Eliade, and "dreams of the light" in the Upanishads. Extraordinary dreams may foretell the future, may initiate social movements, and may provide breakthroughs in art, science, and technology.

**Credits** 3

**Cross Listed**

GPHD6411

**MTP7201A : Opening Seminar**

Explore transpersonal approaches to personal and professional growth in a group setting. Meet transpersonal psychology faculty, classmates, and staff in person. Share personal stories and unique perspectives to begin to build and foster relationships within learning communities. Experience transpersonal speakers, workshops, and activities and see what makes Sofia a unique place where the epistemologies of our hearts and intellect are embraced, embodied, and held with equal importance.

**Credits** 1

**MTP7201B : Transitional Seminar**

Continue to explore transpersonal approaches to personal and professional growth around a particular theme. Meet transpersonal psychology faculty, classmates, and staff in person. Experience transpersonal speakers, workshops, and activities. Expand awareness of transpersonal education where the epistemologies of our hearts and intellect are embraced, embodied, and held with equal importance.

**Credits** 1

**Prerequisites**

MTP201A Opening Seminar

### MTP7202 : APA Writing Style

APA Style is a writing format developed by the American Psychological Association that is typically used in creating academic or professional papers at a graduate level. This course explores APA Style to learn this standard method of communication utilizing a common format for presenting information and a method of highlighting works cited in academic papers to give appropriate credit to the author(s) of that work and to avoid the risk of accidental plagiarism.

**Credits** 1

### MTP7401 : Embodied Spirituality

Explore what it means to embody spirituality through reading, reflections, discussions, and personal experiences. Increase your understanding of theories, principles, and practices related to embodied spirituality and apply them to your uniquely creative spiritual autobiography. Integrate and awaken self within the context of living co-creatively with all of life and seeing it as sacred.

**Credits** 3

### MTP7403 : Introduction to Transpersonal Studies

Become familiar with the concepts and theories of transpersonal studies. Learn the origins of transpersonal psychology, the contributors to the field, the research that is being conducted, and the applications of transpersonal studies to personal growth and academic fields. Discuss contemporary perspectives, counseling, education, society, and human well-being.

**Credits** 3

### MTP7406 : Foundations in Transpersonal Studies

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

**Credits** 3

### MTP7601 : Creative Expression and Transformation

Explore the relationship between creative process, psycho-spiritual awareness, and wholeness in self and community. Participate in creative explorations using art, music, movement, writing, and Earth's inspiration around a variety of themes. Read material related to creativity, creative process, and healing through the arts. Design one professional application project that integrates creativity more fully into one's profession in community life.

**Credits** 3

**Prerequisites**

TRP513: Creative Expression and Transformation

### MTP7603 : Theories of Personality: Cross-cultural Perspectives

Learn personality theory, psychological inquiry, and psychological concepts by exploring Eastern, Indigenous, ecological, and Western perspectives on being human. Integrate cross-cultural personality theories, transpersonal practices, and personal experiences as a way of identifying own beliefs about being a healthy human.

**Credits** 3

### MTP7801 : Spiritual Development Across the Lifespan

Become aware of psycho-spiritual approaches to life development. Learn how psychospiritual evolution informs all aspects and stages of personal and professional lives throughout our lifespan. Explore universal themes that can transcend established spiritual traditions and apply them personally and professionally.

**Credits** 3

### MTP8201* : Archetypes, Myths, And Symbols

Explore archetypes, myths, and symbols as living energies that that move through the world of dreams and transcend time and culture. Reflect both personally and conceptually on themes from several different cultures, and express insights in writing and symbolic art.

**Credits** 3

**Cross Listed**

GPHD7330

**MTP8202* : Transpersonal Approaches to Dreams and Dreaming**

Be introduced to the world of dreams and dreaming. Explore projective dream work, multiple layers of dream awareness, synchronicity, and culturally diverse ways to engage with dreaming. Record dreams in a dream journal. Work alone and with others to gather greater insight into their dreams. Deepen their understanding of how dreams can facilitate transpersonal awareness.

**Credits** 3

**Cross Listed**

GPHD8202

**MTP8204 : Spirituality, Creativity, and Transformation in the Second Half of Life**

Identify what it means to bring consciousness to the second half of life, the dynamic role of creativity in affirming and expressing the inherent gifts to be found. Examine the tasks of becoming an elder (personal growth and transformation, increased spiritual awareness, self-transcendence, and the development of wisdom) through reading, writing, and experiential activities. Gain an understanding of the myths of aging and articulate ways to assist people in experiencing the second half of life with vitality and meaning.

**Credits** 3

**MTP8205* : Eco-Spirituality: Our Spiritual Connection to Gaia**

Explore eco-spirituality and reciprocal connection with other beings. Through reading nature-writers, scholarship, writing, and spending time in nature develop a respectful relationship with the natural world. Bring awareness into the personal community through nature-walks, projects, and writing. Articulate shifts in eco-consciousness through writing.

**Credits** 3

**Cross Listed**

GPHD8205

**MTP8206* : Ecopsychology—Remembering Our Place in The Natural World**

Be introduced to the field of ecopsychology, eco-shamanism, and related fields. Explore the illusion of separation between humans and nature through scholarship, nature encounters, practices, and reflective discussions. Consider how to shift consciousness to a more reciprocal, intimate relationship with the natural world. Discover practical ways to actively bring ecological consciousness into personal, service, and professional life.

**Credits** 3

**Cross Listed**

GPHD8206

**MTP8207* : Sustainability, Culture, and Sacred Ecology**

Understand, through an eco-psychological lens, the origins of human beings, who human beings are, and what communities human beings comprise. Introduce the concepts of sustainability from a new, broader systems-thinking approach and from a sacred, ancient Native-peoples approach. Engage the material through several ways of knowing: reading, listening, watching, experiencing, reflecting, and creating. Reimagine a new ecologically conscious community.

**Credits** 3

**Cross Listed**

GPHD8207

**MTP8208* : Nature-Based Programs and Wholeness**

Nature-based programs are grounded in the idea that coming home to our natural roots promotes wholeness, healing, and sustainability for all beings on this planet. This course focuses on the many ways that ecopsychology, ecospirituality, and ecotherapy are being applied in professional settings and outdoor places to facilitate healing, reconnection with place, education, health, and wholeness. Examples include animal-facilitated programs, garden and farm therapies, wilderness experiences, bringing nature into therapeutic practice, and prison-based programs. Students will design an innovative community service project that brings an eco-centered approach into a professional or vocational experience.

**Credits** 3

**Cross Listed**

GPHD8208

### MTP8209 : Dreams, Dreaming, and Dreamwork Practicum

Although dream science can explain many important aspects of dreams and dreaming, experiencing dreamwork and dream-arts are helpful doorways to individual and group creativity, which leads to healing and personal growth. This practicum course offers various methods of dreamwork and creative dream expression for both individual and group work. Lectures and discussions will lead to experiential group and individual activities. Over the term we will cultivate a respectful, ethical space for creative dream exploration, and you will gain valuable new tools for dreamwork. Background for this course includes an overview of dream studies drawing upon the International Association for the Study of Dreams, Kilton Stewart's contributions and Senoi-inspired dreamwork, Montague Ullman's *Appreciating Dreams* group method (aka The Ullman Method), Fritz Perls' Gestalt Dreamwork, Gayle Delaney's Dream Interview Method, Wilma Scategni's Dream Psychodrama, and Angel Morgan's Dream-Bridging Method with Dream-Arts.
**Credits** 3
**Cross Listed**
GPHD8209

### MTP8210 : Bodymind Healing

Offers an overview of multiple paths of body-centered practices through an exploration of historical, familial, and personal trauma relating to racism and othering experiences and how these are stored in the nervous system as embodied traumas. Drawing on the neuroscience, somatic experiencing, and collective wisdom of emergent voices from African American, Indigenous, Latin American, and Asian Embodiment traditions, students will explore a variety of experiential bodymind healing practices. Students will write a short paper on a chosen bodymind practice and its relationship to transgenerational, cultural, and community healing.
**Credits** 3

### MTP8212 : Contemplative Practices in Heart, Mind, and Community

Reflect on the value and application of a range of contemplative practices within personal and professional life. Engage in self-selected contemplative practices as well as designated practices in the areas of embodied, nature centered, and mindfully focused contemplation. Delve into Eastern and Western approaches. Envision/create a plan for the integration of contemplative practice within a personally relevant setting in society. Reflect on research evidence related to the benefits of various contemplative practices.
**Credits** 3

### MTP8299 : Certificate Integration/Artistic Presentation

To conclude the Dream Studies certificate, students will write an integration paper and give an artistic presentation in this course. One virtual session will be scheduled at the beginning of the course where students will have the opportunity to share their insights and experiences in the Dream Studies Certificate program and discuss their ideas for artistic presentations. Students will work on their integration papers and artistic presentations independently during the term. At the end of the term the final virtual gathering will include all DSC students sharing their artistic presentations. The integration papers and artistic presentations will uniquely express what the students have learned about studying dreams throughout this certificate program at Sofia.
**Credits** 1

### MTP8300 : Creative Expression and Transformation

This experiential course explores the relationship between creative process, psycho-spiritual awareness, and wholeness both in self and in community. Students will participate in creative explorations using art, music, movement, writing, and Earth's inspiration around a variety of themes that students may also wish to apply or explore with others. Students will read material related to creativity, creative process, and healing through the arts and choose one professional application project designed to integrate creativity more fully into their work life.
**Credits** 3

### MTP8303 : Empowering Community Through the Expressive Arts

Use of the expressive arts to facilitate community healing, empower voice, and support social change. Case studies illustrate the use of community art, and performance as a way toward empowerment and social transformation.

**Credits** 3

### MTP8373 : Professional Practicum I

The Professional Practicum I and II include two sequential courses totaling 3.0 units. Professional Practicum I supports the integration of a transpersonal practice into an area of professional interest. Design a practicum experience in a home locale that is relevant and appropriate for the area of professional concentration. Focus on right livelihood and meaningful contribution.

**Credits** 1

### MTP8374 : Professional Practicum II

Implement a practicum experience in a home locale relevant and appropriate for the area of professional concentration proposed in the first practicum course. Ground professional development and apply transpersonal learning to this area. The practicum can have an educational, social, political, ecological, wellness, or other focus. It provides hands-on opportunities for practical work with individuals, small groups, larger groups/organizations, or the global community/ecology.

**Credits** 2

**Prerequisites**

MTP8373 Professional Practicum I

### MTP8387 : Ways of Knowing

Explore creative, transpersonal, and collective ways of knowing. Engage more flexibly with professional life and learn to lead others as they develop self-awareness and professionally apply skills, methods, and processes in a fully embodied, multimodal fashion. Broaden their ability to access information, express themselves, and to work with others.

**Credits** 3

### MTP8399 : Inquiry into Creative and Innovative Processes

Use Intuitive Inquiry to explore personal and collective themes related to creativity. Explore theories, models, and practices of creative and innovative processes through numerous lenses of awareness including: (a) scholarship; (b) contemplative practices; (c) biographical (case study) accounts of people; and (d) visualization, writing, and creative exploration. Write a final paper that addresses shifts and developments in thought processes and assumptions in a topic of interest.

**Credits** 3

### MTP8452 : PTSD, Psychology and Healing Methods

Psychology is the scientific study of behavior and experience. Psychological trauma can lead to a constellation of persistent disorders including anxiety, depression, and recurring nightmares. This constellation, labeled Post-Traumatic Stress Disorder (PTSD) by the American Psychiatric Association's Diagnostic and Statistical Manual (DSM), is a condition that follows experiencing or witnessing life- threatening events that exceed one's coping capacity, emotional resources, and/or existential worldviews. Western mental health workers apply this socially constructed label to noticeable changes in someone's behavior, attitudes, and/or values after an accident, natural disaster, armed combat, rape, torture, abuse, or a variety of other assaults. When the person who suffered the trauma has not been able to recover, gain equilibrium, and "get on with life," this dysfunction is typically attributed to the traumatic experience. The problem of PTSD has increased, as an increasing number of combat veterans return to the United States in need of healing and re-integration with society. However, PTSD survivors extend well beyond combat veterans. The phenomena of cultural PTSD and intergenerational PTSD persist around the globe accompanied by a great need for transpersonal healing. There are many effective treatments for PTSD survivors, ranging from conventional to transpersonal and various combinations. This course will emphasize both the current scientific "evidence based" treatments for PTSD, and other healing methods for PTSD including alternative, holistic, cross-cultural, creative, arts-based, humanistic, existential, and transpersonal approaches.

**Credits** 3

### MTP8799 : Inquiry into Embodied Spirituality

Use Intuitive Inquiry to explore spiritual listening, spiritual companioning, and theories, models, and diverse perspectives related to spiritual unfolding. Explore a growing awareness of the ways embodiment in our community and world is an integral aspect of our spirituality and world consciousness. Exercise skills in self-reflection, discernment, deep listening, and research through inquiry into a personally relevant question related to spiritual embodiment. Write a final paper that addresses shifts and developments in thought processes and assumptions on a topic of interest based on their inquiry.

**Credits** 3

### MTP8800 : Introduction to the Transformative Coaching Process

Receive a foundation in the theories, principles, and practices of transformative coaching. Explore the roots of coaching in psychology and other fields, and inquire into the ways in which our interpretations of reality shape that reality. Participate in skill lessons needed to be an effective transformative, transpersonal coach and practice coaching strategies with faculty and peer feedback. This low-residency course begins as part of the seminar and continues in an online and teleconference format for the duration of the term.

**Credits** 3

### MTP8804 : Psychosynthesis: Journey Toward Wholeness

Explore theories, core concepts, and practices associated with Psychosynthesis and how they contribute to conscious living and psychospiritual wholeness. Enhance the ability to use inner dialogue, guided imagery, drawing, role-playing and movement in order to access their unconscious and draw upon inner wisdom.

**Credits** 3

### MTP8805 : Entrepreneurial Spirit

Entrepreneurial spirit is living from the future and allowing for unknown possibilities and opportunities to emerge in the moment. Work from personal vision to develop inner and outer resources to align, ground, and manifest your intention and create a practice or business that serves the community. Learn professional strategies for vision and mission clarification and develop a strategic action plan. Develop marketing strategies through multiple venues such as websites, social media, and collaborative alliances.

**Credits** 3

### MTP8811 : Practicum in Transformative Coaching I

Work collaboratively with peers, guided/supervised by the instructor, and practice core competencies associated with professional coaching organizations. Meet online and through synchronous teleconferences to discuss coaching scenarios, case studies, and personal experiences as coaches. Begin coaching practice with actual clients and be expected to receive coaching by qualified coach practitioners.

**Credits** 3

**Corequisites**

TRP 680: Introduction to the Coaching Process and/or MTP8800 Introduction to the Transformative Coaching Process.

### MTP8812 : Practicum in Transformative Coaching II

Focus on the relationship between coach and client, including the responsibilities of the coach, as well as client's role and process before, during, and after the coaching experience. Deepen awareness of core competencies, the psychology of coaching, and ethics related to personal and professional coaching.

**Credits** 3

**Prerequisites**

MTP8811 Practicum in Transformative Coaching I

**Corequisites**

MTP8800 Introduction to the Coaching Process.

### MTP8813 : Advanced Practicum in Transformative Coaching

Master coaching ability under the supervision of a qualified coaching instructor. Receive more in-depth guidance of the coaching process by building upon and assessing competencies practiced in Practicums I and II. Focus on the relationship between coach and client, including the responsibilities of the coach, as well as client's role and process before, during, and after the coaching experience. Deepen awareness of core competencies, the psychology of coaching, and a variety of coaching approaches to personal and professional coaching.

**Credits** 3

**Prerequisites**

MTP8811 Practicum in Transformative Coaching I and MTP8812 Practicum in Transformative Coaching II

**MTP8994 : Inquiry into Professional Concentration**

Use an Intuitive Inquiry immersion approach to focus on the theories, models, and practices of transpersonal psychology and to explore an area of research within the concentration area. Inquiry will evolve through a number of lenses, including: (a) literature; (b) contemplative practices; (c) biographical (case study) accounts of people; (d) visualization, writing, and creative exploration. Topics of study will be relevant to community application.

**Credits** 3

**MTP9041 : Transpersonal Integration Paper**

This 20–25-page capstone project requires students to use reflective scholarship to integrate their transpersonal studies into their own lives. Students bridge transpersonal psychology with professional aspirations and consider how their transpersonal education can contribute to a more fulfilled life for themselves and the communities they serve.

**Credits** 3

**MTP9042 : Showcase Portfolio**

Demonstrate mastery of academic and professional goals. Gather artifacts, build, reflect upon, and publish high-quality electronic portfolios suitable for showcasing educational and professional competencies. This capstone course is taken at the end of the program.

**Credits** 1

**MTPO8212 : Contemplative Mind 沉思的心灵**

Reflect on the value and application of a range of contemplative practices within personal and professional life. Engage in self-selected contemplative practices as well as designated practices in the areas of embodied, nature centered, and mindfully focused contemplation. Delve into Eastern and Western approaches. Envision/create a plan for the integration of contemplative practice within a personally relevant setting in society. Reflect on research evidence related to the benefits of various contemplative practices.

**反思一系列冥想实践在个人和职业生活中的价值观和应用。参与自我选择的冥想练习以及在具体、以及进行以自然为中心和专注冥想领域的指定练习。深入研究东方和西方的冥想方法。反思与各种冥想练习的好处相关的研究证据。计划将冥想实践整合到与个人相关的社会环境中。**

**Credits** 3

# Transpersonal Psychology (Master's) in Chinese

**MTPO : Certificate Integration Capstone证书整合顶点课程**

TBD To conclude the Dream Studies Certificate, in this course students will write an integration paper and give an artistic presentation. **为了圆满结束梦境研究证书系列课程，在这门课程中，学生将撰写一篇综合论文，并做一次艺术展示。**

**Credits** 1

**MTPO6411 : Psychology of Extraordinary Dreams 非凡之梦心理学**

This course focuses on the experience of extraordinary dreams and how they impact the dreamer's behavior. These unusual dreams are characterized by a vividness and intensity that makes them difficult to forget. They have been known to launch religious movements, inspire creative productions, and to change the course of relationships, vocations, and personal mythologies. This course takes the position that highly memorable dreams need to be at the forefront of dream science, as they afford an invaluable route into psychology's understanding of the psyche. Extraordinary dreams may foretell the future, initiate social movements, and may provide breakthroughs in art, science, and technology. **本课程重点关注非同寻常的梦之经历以及它们如何影响做梦者的行为。这些不寻常的梦的特点是生动和强烈的，使人难以忘记。众所周知，它们发起了宗教运动，激发了创造性的制作，并改变了关系、职业和个人神话的进程。本课程的出发观念是高度难忘的梦需要成为梦科学的前沿，因为它们为心理学对心灵的理解提供了宝贵的途径。非凡的梦可能预示着未来，发起社会运动，并可能提供艺术、科学和技术方面的突破。**

**Credits** 3

**MTPO7017 : Positive Psychology 解积极心理学**

This course is designed to introduce students to the latest thinking in the study of positive psychology. In this class, gratitude, appreciation, compassion, and forgiveness as practices will be highlighted. We will explore the use of positive emotion throughout the full cycle of successful therapy–from creating rapport through assessment and goal setting to intervention and feedback. Finally, students will be expected to understand the use of positive psychology in their own relationships, work, and lives.

本课程旨在向学生介绍积极心理学研究的最新思想。在这门课上，我们将重点介绍感恩、欣赏、同情和宽恕等做法。我们将探索积极情绪在成功治疗的整个周期中的应用--从建立融洽关系到评估和目标设定，再到干预和反馈。最后，学生将了解积极心理学在他们自己的人际关系、工作和生活中的应用。

**Credits** 3

**MTPO7018 : Positive Psychology and Leadership 积极心理学领导力**

Leadership skills are essential to management. True leaders use their position, relationship, and productivity to invest in people around them and develop them until they become leaders in their own right. True leaders impower others and transcend their position, organization and sometimes their industry. Growing as a leader requires a combination of intentional growth and leadership experience. The ten-week course targets the five pillars of wellbeing and how Positive Psychology can be used at work and in life to help us become a stronger and happier person, which in turn builds up the foundations for a stronger leader. Students will engage with some of the most practical lessons to discover how to increase positive emotions, build healthy relationships, raise a sense of achievement and satisfactions at work, which leads to the sense of meaning in life. 领导力对工商/企业管理至关重要。真正的领导者会运用他们的职位、关系和生产力来赋能周围的人并发展他们，直到他们提升自己的能力而成为领导者。提升领导力需要刻意学习和领导经验的结合。为期十周的积极心理学课程通过学习并应用真实幸福感的五个支柱，帮助我们成为一个更强大和更快乐的自己。而强大的自我又是真正的领导者的根基。学生将通过实用的练习，在工作和生活中落实积极心理学理论发现，来增加积极情绪、建立健康的人际关系、提高工作成就感和满意度，从而找到生命的意义感。

**Credits** 3

**MTPO 7201 : Special Topic Seminar 主题研讨会**

Explore transpersonal approaches to personal and professional growth in a group setting. Meet transpersonal psychology faculty, classmates, and staff in person. Share personal stories and unique perspectives to begin to build and foster relationships within learning communities. Experience transpersonal speakers, workshops, and activities and see what makes Sofia a unique place where the epistemologies of our hearts and intellect are embraced, embodied, and held with equal importance. 主题研讨会为提供了多种跨个人的学习方法，以便学生在小组环境中、个人和职业发展中应用。研讨会还为学生提供了与学院教员互动的机会。学生将在研讨会上认识不同超个人心理学的讲者、老师、同学、及成员。每学期都会有主题研讨会，每期将开设不同的专题和超个人互模式或活动。同学门可以从每个研讨会中体验学校心与知识身心结合的特色.

**Credits** 1

**MTPO7203 : Introduction to APA Rules APA 写作简介**

APA Style is a writing format developed by the American Psychological Association that is typically used in creating academic or professional papers at a graduate level. This course explores APA Style to learn this standard method of communication utilizing a common format for presenting information and a method of highlighting works cited in academic papers to give appropriate credit to the author(s) of that work and to avoid the risk of accidental plagiarism.

本课程为学生提供学术写作的基础，重点是学习使用美国心理学会 (APA) 风格来确保学术写作风格和完整性。APA风格是北美心理学所用的正式学术格式。成功完成本课程后，学生将能够理解正式引文格式的重要，理解保持学术诚信的重要，识别 APA 引文格式的关键特征及将 APA 引文风格准确地融入学术写作中.

**Credits** 1

**MTPO 7204 : Special Topic Seminar Professional Ethics专题研讨会：职业道德**

Professional ethics is a required seminar. This topic is important yet difficult to navigate. It is invisible and formless, yet we ought to uncover some principles and structure them in the way we apply ethics in our profession. We invite you to contemplate various instructor's lectures in this seminar. Please reflect on your personal and professional ethical experiences and concisely present your thoughts in a reflective paper. **研讨会为提供了多种超个人的学习方法，以便学生在小组环境中、个人和职业发展中应用。这个研讨会的主题——專業道德是必修的研討會。這議題既重要但又難以拿捏。像是無形但是我們卻又需要找出一些原則好以框架在專業上的道德上操作。邀請您在這諸位學者的引導機分享的研討盛典中，能夠反思自己生命经历過的總總道德上的議題。**

**Credits** 1

**MTPO7205 : Intuitive Inquiry I 直观探究1**

Intuitive inquiry is a hermeneutical research method that joins intuition to intellectual precision. Students explore topics that claim their enthusiasm and invite the inquiry to transform both their understanding of the topic and their lives. As a method, intuitive inquiry seeks to both describe what is and envision new possibilities for the future through an in-depth, reflection process of interpretation. Intuitive inquiry I explore Cycle 1, 2, and 3 of this research method. **直觉探究是一种将直觉与智性结合起来的解释学研究方法。学生通过探索自己感兴趣的主题，使用直觉探究的方法达到对课题和生活的蜕变性理解。作为一种方法，直觉探究寻求通过深入的、和反思的阐释过程来描述现状和展望未来新的可能性。直觉探究1探讨这一研究方法过程的第1、2、3周期。**

**Credits** 1

**MTPO7206 : Intuitive Inquiry II 直观探究2**

Intuitive inquiry is a hermeneutical research method that joins intuition to intellectual precision. Students explore topics that claim their enthusiasm and invite the inquiry to transform both their understanding of the topic and their lives. As a method, intuitive inquiry seeks to both describe what is and envision new possibilities for the future through an in-depth, reflection process of interpretation. Intuitive inquiry II explores Cycle 4 and 5 of this research method and integrates your findings. **直觉探究是一种将直觉与智性结合起来的解释学研究方法。学生通过探索自己感兴趣的主题，使用直觉探究的方法达到对课题和人生的蜕变性理解。作为一种方法，直觉探究寻求通过深入的、和反思的阐释过程来描述现状和展望未来新的可能性。直觉探究2在前期基础上继续探讨这一研究方法的第4、5周期，并整合你的发现。**

**Credits** 2

**MTPO7207 : Academic Writing in Psychology 心理学学术写作**

Learn basic academic psychology writing skills and processes. Learn how to write within the academic scope of psychology: qualitative research articles, quantitative research articles, research hypotheses, thesis statements, literature reviews, critical writing, academic reflection, and critique of diverse materials.

**学习基本的心理学写作技巧与过程。学习如何写心理学学术范围内的：定性研究文章，定量研究文章，研究假设，论文主旨句，文献综述，评论性写作，对不同材料的学术反思与批判。**

**Credits** 3

**MTPO7301 : Humanistic Psychology: Theory and Practice 人本心理学**

Introduction to the theory, practice and research of humanistic psychology. Providing a window into seeing a person as a whole. Serving as a foundation to transpersonal psychology.

**介绍人本主义心理学的理论、实践和研究。提供一个观察一个人整体的窗口。作为超个人心理学的基础。**

**Credits** 3

**MTPO7401 : Embodied Spirituality 灵性（精神）的身心实践**

This experiential course grounds students in the theories, principles, and practices of embodied spirituality. It focuses on integrating and awakening self within the context of living co-creatively with all of life and seeing it as sacred. Students will explore what it means to embody their spirituality through reading, reflections, discussions, and personal experiences. 通过这门体验性的课程，学生们会了解身心灵性的理论、原则和实践。课程着重于在所有生命体共同创造并视为神圣的环境中整合并唤醒自我。学生将基于个人经历，通过阅读、反思、讨论和探索灵性的含义。

**Credits** 3

**MTPO7403 : Introductions to Transpersonal Psychology超个人心理学概论**

This course introduces theories and concepts of transpersonal studies. Students will learn about the origins of transpersonal studies the contributors to the field, the research that is being conducted, and the applications of transpersonal studies to personal growth, counseling, education, society, and human welfare. Students will also learn the conventions of APA style formatting. 本课程介绍超个人研究的理论和概念。学生们将了解超个人研究的起源、该领域的重要人物、正在进行的研究以及超个人研究在个人成长、咨询、教育、社会和人类福利方面的应用。与此同时，学生还将学习APA写作格式。

**Credits** 3

**MTPO7603 : Personality and Motivation人格与动机**

Theories of Personality lays the foundation for personality theory, psychological inquiry, and the understanding of psychological concepts. This course surveys Eastern, Indigenous, ecological, and Western perspectives on being human and emphasizes an integration of personality theories and transpersonal practices as preparation for identifying one's own beliefs about human development. 人格理论课程为性格理论、心理学探究和对于心理学概念的理解奠定了基础。本课程调查了东方、土著、生态和西方关于人类的观点，并强调将人格理论和超个人实践相结合，为探索个人对全人类发展贡献做准备。你将学习到关于人类经验等方面的理论和研究、转化性人格心理学在商业中的应用以及探索我们如何为个人、人际关系和社会的转变和幸福做出贡献。

**Credits** 3

**MTPO7603 : Theories of Personality: Cross-Cultural Perspectives 人格理论——跨文化视角**

Learn personality theory, psychological inquiry, and psychological concepts by exploring Eastern, Indigenous, ecological, and Western perspectives on being human. Integrate cross-cultural personality theories, transpersonal practices, and personal experiences as a way of identifying own beliefs about being a healthy human.

通过探索东方、土著、生态和西方对人类的看法，学习人格理论、心理学探究和心理学概念。整合跨文化人格理论、超个人实践和个人经历，作为拥有健康人信念的方式。

**Credits** 3

**MTPO7801 : Spiritual Development Across the Lifespan生命周期之精神发展**

This course aims to welcome your awareness for psycho-spiritual approaches to life development. Learn how psychospiritual evolution informs all aspects and stages of personal and professional lives throughout our lifespan. Explore universal themes that can transcend established spiritual traditions and apply them personally and professionally. 本课程由心理精神的角度来看待灵性成长，并探讨心理精神的演变如何在我们的整个生命周期中为我们的个人和职业生活的各个方面和各个阶段提供信息。在本课程中，学生将探索超越特定心灵传统之宇宙普及的主题，并尝试将此精神应用在个人及专业的修行。

**Credits** 3

**MTPO8201 : Archetypes, Symbols and Myths 原型、图示、及神话**

This course explores archetypes, myths, and symbols as living energies that transcend time and culture. Students will reflect both personally and conceptually on themes from several different cultures, and express their insights in writing and symbolic art. 本课程探索原型、图示、及神话如何成为超越时间和文化的生命能量。学生将对不同文化的主题进行个人和概念上的反思，并在写作和象征艺术方面表达自己的见解。

**Credits** 3

**MTPO8202 : Dreams, Dreaming, and Dreamwork 织梦与解梦理论与应用**

This practicum course offers various methods of dreamwork and creative dream expression for both individual and group work. Lectures and discussions will lead to experiential group and individual activities. Over the term we will cultivate a respectful, ethical space for creative dream exploration, and you will gain valuable new tools for dreamwork. **本实践课程为个人和团体工作，提供各种梦境工作和创造性梦境表达的方法。讲座和讨论将引导体验性的小组和个人活动。在这一学期里，我们将为创造性的梦境探索培养一个相互尊重和道德性的空间，你将获得宝贵的梦境工作的新技能。**

**Credits** 3

**MTPO8206 : Ecopsychology - Remembering Our Place in the Natural World 生态心理学-记住我们在自然世界中的地位**

Be introduced to the field of ecopsychology, eco-shamanism, and related fields. Explore the illusion of separation between humans and nature through scholarship, nature encounters, practices, and reflective discussions. Consider how to shift consciousness to a more reciprocal, intimate relationship with the natural world. Discover practical ways to actively bring ecological consciousness into personal, service, and professional life.

**了解生态心理学、生态萨满教及相关领域。通过学术、自然邂逅、实践和反思性讨论，探索人类与自然分离的幻觉。考虑如何将意识转变为与自然世界更互惠、更亲密的关系。探索积极地将生态意识带入个人、服务和职业生活的实用方法。**

**Credits** 3

**MTPO8299 : Certificate Integration/Artistic Presentation 证书整合顶点课程**

To conclude the Dream Studies certificate, students will write an integration paper and give an artistic presentation in this course. One Zoom session will be scheduled at the beginning of the course where students will have the opportunity to share their insights and experiences in the Dream Studies Certificate program and discuss their ideas for artistic presentations. Students will work on their integration papers and artistic presentations independently during the term. At the end of the term the final Zoom gathering will include all DSC students sharing their artistic presentations. The integration papers and artistic presentations will uniquely express what the students have learned about studying dreams throughout this certificate program at Sofia.

**为了总结梦境研究证书项目的学习之旅，在这门课程中，学生将撰写一篇整合论文并进行艺术展示。 在课程开始时，将会安排一次 Zoom在线会议，学生将有机会在会议中，分享他们在梦境研究证书项目学习过程中收获的见解和体验，并讨论他们对艺术展示的想法。 学生将在本学期，独立完成他们的整合论文和艺术展示。 在学期结束时，还会有一次总结性的Zoom在线会议，所有梦境研究证书项目（DSC）的学生将会聚在一起分享他们的艺术展示。 整合论文和艺术展示将独特地展现出学生在索菲亚梦境研究证书项目中对研究梦的认识和收获。**

**Credits** 1

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**Credits** 1

**MTPO8300 : Creative Expressions and Transformation 创意表达与心灵转化**

This experiential course explores the relationship between creative process, psycho-spiritual awareness, and wholeness both in self and in community. Students will participate in creative explorations using art, music, movement, writing, and Earth's inspiration around a variety of themes that students may also wish to apply or explore with others. Students will read material related to creativity, creative process, and healing through the arts and choose one professional application project designed to integrate creativity more fully into their work life. 这门体验课程探讨了创作过程、心理精神意识和自我及社区整体性之间的关系。学生将利用艺术，音乐，运动，写作和地球的灵感，围绕各种学生感兴趣的主题进行具有创造性的探索。学生还将阅读与创意、创意过程和艺术治疗相关的材料，并选择一个专业应用项目，将创意更充分地融入工作生活。

**Credits** 3

**MTPO8387 : Ways of Knowing 知识的途径**

This course explores creative, transpersonal, and collective ways of knowing. Students in this course will be able to engage more flexibly with their professional life and lead others as they develop self-awareness and professionally apply skills, methods and processes in a fully embodied, multimodal fashion. They will broaden their ability to access information, express themselves, and to work with others. 本课程探索创造性的、超个人的和集体的认识方式。本课程的学生将能够更灵活地参与他们的职业生活中。 他们还将全方位地运用所学技能、方法和过程中培养自我意识并且领导他人。

**Credits** 3

**MTPO8452 : PTSD Psychology and Healing Methods创伤后应激症候群心理学和疗愈方法**

Psychological trauma can lead to a constellation of persistent disorders including anxiety, depression, and recurring nightmares. Post-Traumatic Stress Disorder (PTSD) survivors extend well beyond combat veterans. The phenomena of cultural PTSD, and intergenerational PTSD persist around the globe accompanied by a great need for transpersonal healing. There are many effective treatments for PTSD survivors, ranging from conventional to transpersonal and various combinations. This course will emphasize both the current scientific "evidence based" treatments for PTSD, and other healing methods for PTSD including alternative, holistic, cross-cultural, creative, arts-based, humanistic, existential, and transpersonal approaches. 心理创伤会导致一系列持续的疾病，包括焦虑、抑郁和反复出现的恶梦。创伤后应激障碍（PTSD）的幸存者远远超出了作战老兵的范围。文化创伤后应激障碍和代代际创伤伤后应激障碍的现象在全球范围内持续存在，并伴随着对超个人治疗的巨大需求。对创伤后应激障碍幸存者有许多有效的治疗方法，从传统的到超个人的以及各种组合式的治疗。本课程将强调目前对创伤后应激障碍的科学 "循证 "治疗，以及其他治疗创伤后应激障碍的方法，包括替代性、整体性、跨文化、创造性、基于艺术、人本主义、存在主义和超个人的方法。

**Credits** 3

**MTPO9041 : Transpersonal Integration Paper 超个人整合论文**

This 20–25-page capstone project requires students to use reflective scholarship to integrate their transpersonal studies into their own lives. Students bridge transpersonal psychology with professional aspirations and consider how their transpersonal education can contribute to a more fulfilled life for themselves and the communities they serve. 这个 20-25 页的顶点论文项目需要学生 使用反思性学术将他们的超个人研究融入自己的生活中。学生将超个人心理学与职业抱负联系起来，并考虑他们的超个人教育如何为自己和他们所服务的社区带来更充实的生活。

**Credits** 3

# Dissertation (Doctoral)

**DCE9101 : Dissertation Continuation Enrollment**

Students must submit an Application for Continuation in order to register for this course. Students will continue working on their dissertations and are responsible for meeting with their dissertation Chairperson to create a timeline with specific deliverables.

**Credits** 3

**Prerequisites**

DOC9006 and approved continuation petition

**DCE9102 : Dissertation Continuation Enrollment**

Students will continue working on their dissertations and are responsible for meeting with their dissertation Chairperson to create a timeline with specific deliverables.

**Credits** 3

**Prerequisites**

DCE9101 and approved continuation petition

**DCE9103 : Dissertation Continuation Enrollment**

Students will continue working on their dissertations and are responsible for meeting with their dissertation Chairperson to create a timeline with specific deliverables.

**Credits** 3

**Prerequisites**

DCE9102 and approved continuation petition

**DCE9104 : Dissertation Continuation Enrollment**

Students will continue working on their dissertations and are responsible for meeting with their dissertation Chairperson to create a timeline with specific deliverables.

**Credits** 3

**Prerequisites**

DCE9103 and approved continuation petition

**DOC9001-1 : Dissertation: Committee Formation and Final Proposal**

During the three-unit course, students are expected to work closely with their Committee Chairperson to complete their committee formation and complete the full draft of the proposal. During this quarter, students should also have a proposal meeting and submit the approved proposal to Research Ethics Committee. There are also several milestones that are tracked by the Dissertation Office during this phase of the dissertation. Students should stay in touch with the Dissertation Office in order to make sure paperwork is up to date and accurately filed.

**Credits** 3

**Prerequisites**

GPHD8997 or PSY4081

**DOC9002-1 : Dissertation: Participant Recruitment and Initial Data Collection**

Students must meet with their Chairperson at the beginning of the quarter. During this quarter students will begin recruiting participants and begin data collection.

**Credits** 3

**Prerequisite Courses**

DOC9001-1: Dissertation: Committee Formation and Final Proposal

**DOC9003-1 : Dissertation: Data Collection and Analysis**

Students often get lost at this stage. Stay in touch with your Dissertation Chair to assure methods and data collection are on track.

**Credits** 3

**Prerequisite Courses**

DOC9002-1: Dissertation: Participant Recruitment and Initial Data Collection

**DOC9004-1 : Dissertation: Analysis and Writing**

Students should meet with their Dissertation Chair at the beginning of the quarter. Complete data analysis (if not completed in the previous quarter), organize the results, and begin writing the results chapter.

**Credits** 3

**Prerequisite Courses**

DOC9003-1: Dissertation: Data Collection and Analysis

**DOC9005-1 : Dissertation: Final Draft Review and Defense**

Working closely with the Dissertation Chair, students should write a draft of results and discussion chapters and get approval of the full draft of the dissertation from the Chair.

**Credits** 3

**Prerequisite Courses**

DOC9004-1: Dissertation: Analysis and Writing

**DOC9006 : Dissertation: Completion and Approval**

During the last Dissertation course students should have a full committee draft meeting and complete all dissertation steps. Students should stay in touch with the Dissertation Office to make sure paperwork is up to date and accurately filed. After successful completion of the Dissertation courses, the Dissertation Office notifies the Registrar that the students have completed all dissertation requirements. Academic requirements are reviewed and approved by the Program Chairperson. Completed dissertations must be copy edited by a professional editor. Suggested editors are listed on the Dissertation Office section of the Student Resources on the Sofia website.

**Credits** 3

**Prerequisite Courses**

DOC9005-1: Dissertation: Final Draft Review and Defense

# General Education

**ENG100 : Written Communication**

An introduction to the fundamentals of composition presented in terms of both academic and professional writing. Students will learn rhetoric and the art of writing in a persuasive manner for business and social media purposes. Students will demonstrate grammatical competence while showing an ability to write in a thoughtful and well-informed manner.

**Credits** 3

**ENG101 : Oral Communication**

Introducing students to the theory and practices or oral communication. Students will develop their ability to effectively communicate through speech in their academic, business, and social life. Students will learn to build a logical organization of expository, argumentative, and persuasive speaking. While there is an emphasis on public speaking, students will learn the art of critique, collaborative communications, and negotiation.

**Credits** 3

**ENG102 : Critical Thinking and Written Communication**

Introducing students to decision making, problem solving, argumentation, and persuasion. Students will learn to apply specific thinking strategies and tools to situations in a wide variety of workplace, personal, academic, and cultural situations. Students will learn to appraise information and influences, discuss controversial topics intelligently, and construct well-reasoned arguments on a variety of topics. The course will focus on group discussion and written analysis.

**Credits** 3

**ENG190 : Special Topics in Writing and Rhetorical Analysis**

Advanced instruction in academic and professional writing, and in the analysis of texts composed by others. Students will have the opportunity to select a topic and explore ways to develop their skills in academic writing, business writing, marketing and social media writing, and in other creative writing arenas.

**Credits** 3

**HUM100 : Art and Society**

An exploration of the relationship of art, music, and drama to cultural issues in contemporary American society. Students will explore the rise of popular culture in the United States and the art forms that developed as a result of technological, economic, and social changes in American life.

**Credits** 3

**HUM101 : Mythology and Symbolism**

An introduction to cross-cultural perspective on myths, mythologies, and folklore from around the world. Students will learn to interpret different theories of the cultural meaning as well as the various functions mythology and symbolism play in different societies.

**Credits** 3

**HUM102 : Ethics and Public Policy**

An introduction to the philosophical study of morality. Students will study the evolution of ethical concepts, why people believe what they believe, and how to use moral theories to define their own sense of right and wrong behavior. Students will examine contemporary moral issues and learn to create and articulate a personal position on public policy solutions.

**Credits** 3

**HUM190 : Special Topics in the Humanities**

An opportunity for in-depth exploration and analysis of selected topics in the humanities with a specific theme selected for the quarter.

**Credits** 3

**HUM490 : Advanced Topics in the Humanities**

An opportunity for in-depth exploration and student-selected research on a topic in the humanities with a specific theme selected for the quarter.

**Credits** 3

**MAT100 : College Algebra**

An introduction to college-level algebra. Students will learn to use mathematical functions and apply them to everyday life. Topics include the definition of a function, the domain and range, linear, exponential and logarithmic, quadratic, polynomial, and rational functions and their graphs.

**Credits** 3

**MAT102 : Liberal Arts Mathematics**

An introduction to mathematical and problem-solving skills. Students will make connections between mathematics, business, and the society in which we live. Topics include set theory and logic, mathematical modeling, probability and statistical methods, and consumer mathematics.

**Credits** 3

**PNS100 : Human Biology**

An introduction to the form and function of the human organism. Organ systems are studied, and recent scientific and medical advances are investigated. Required laboratories involve exercises in blood pressure, sense perception, digestion, and respirometry.

**Credits** 3

**PNS102 : General Biology**

An introduction to the basic principles and concepts of biology through selected topics at the cellular, organism, and population levels of organization. Students will be study critical contemporary advances in biology that have applications in medicine, agriculture, environment, pharmaceuticals, and many other industries.

**Credits** 3

**PNS103 : Introduction to Physical Science**

An introduction to the physical sciences. Students will be introduced to the principles of astronomy, geology, physics, and related sciences. Thought provoking contemporary topics from the Big Bang to the evolution of the solar system and the Earth will be studied.

**Credits** 3

**PNS104 : General Chemistry**

An introduction to the fundamental principles of chemistry. Topics include chemical stoichiometry, the properties of gases, liquids, and solids, solutions, chemical equilibria, atomic and the molecular structure.

**Credits** 3

**PNS190 : Special Topics in the Physical and Biological Sciences**

**Credits** 3

**SOC100 : Cultural and Media Studies**

An exploration of the intellectual roots and contemporary applications of cultural studies and critical media studies. Focusing on different theoretical bases for analyzing power and meaning in the production of modern texts, students will engage readings in anti-racist, feminist, modern, postmodern, and LGBTQ cultural and social theory, to later compare them to traditional approaches in the humanities. This course is writing intensive, with special emphasis on developing skills in critical thinking and scholarly argumentation and documentation.

**Credits** 3

**SOC101 : History of Government**

An introduction to the history of government. Students will explore how social organization developed in different societies. The role and function of government and how social organizations develop will be understood in terms of modern theories of economic and social change.

**Credits** 3

**SOC102 : Religion and Society**

An introduction to the sociology of religion. Topics include an overview of religious practices, beliefs, and rituals in the context of social and political structures in different societies.

**Credits** 3

**SOC190 : Special Topics in the Social Sciences**

An opportunity for in-depth exploration and analysis of selected topics in the social and behavioral sciences with a specific theme selected each quarter.

**Credits** 3

**SOC490 : Advanced Topics in the Social Sciences**

An opportunity for in-depth exploration and student-selected research on a topic in the social and behavioral sciences with a specific theme selected each quarter.

**Credits** 3