

**SAN DIEGO
UNIVERSITY
FOR
INTEGRATIVE STUDIES**



2011-2015

General Catalog

San Diego University for Integrative Studies

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UNIVERSITY HOLIDAYS

- New Year's Day - January
- Martin Luther King's Birthday - January
- President's Day - February
- Memorial Day - May
- Independence Day - July
- Labor Day - September
- Thanksgiving Day - November
- Day after Thanksgiving - November
- Christmas Eve Day - December
- Christmas Day - December

SDUIS OFFICE HOURS

Monday – Thursday 8:30am – 6:30pm
Friday 9:00am – 4:00pm

CONTACT INFORMATION

San Diego University for Integrative Studies
3900 Harney Street
San Diego, CA 92110

Phone: 619 297 1999
Toll Free: 1800 234 7041
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Website: www.sduis.edu
E-mail: sduis@sduis.edu

Faculty and instructors are available to speak to prospective and current students via email and the information can be requested at the office. Students may also request an appointment to speak to faculty/instructors in person.

Winter 2011 – Fall 2015

ACADEMIC CALENDAR FOR RESIDENTIAL PROGRAMS

WINTER 2011 – FALL 2011

WINTER 2011 January 3 – March 27

Classes Start	January 3
Deadline to Add a Class	January 17
Comprehensive Exams	February 11
Spring Registration Deadline	March 15
Classes End	March 27

SPRING 2011 April 4 – June 26

Classes Start	April 4
Deadline to Add a Class	April 18
Comprehensive Exams	May 13
Summer Registration Deadline	June 15
Classes End	June 26

SUMMER 2011 July 4 – September 25

Classes Start	July 4
Deadline to Add a Class	July 18
Comprehensive Exams	August 12
Fall Registration Deadline	September 15
Classes End	September 25

FALL 2011 September 26 – December 18

Classes Start	September 26
Deadline to Add a Class	October 10
Comprehensive Exams	November 4
Winter 2012 Registration Deadline	December 15
Classes End	December 18

Please note: The Quarterly Schedule of Classes will list all current financial and add/drop deadlines. Payment schedules are listed on individual contracts.

ACADEMIC CALENDAR FOR RESIDENTIAL PROGRAMS

WINTER 2012 – FALL 2012

WINTER 2012 January 2 – March 28

Classes Start	January 2
Deadline to Add a Class	January 16
Comprehensive Exams	February 10
Spring Registration Deadline	March 15
Classes End	March 25

SPRING 2012 April 2 – June 24

Classes Start	April 2
Deadline to Add a Class	April 16
Comprehensive Exams	May 11
Summer Registration Deadline	June 15
Classes End	June 24

SUMMER 2012 July 2 – September 23

Classes Start	July 2
Deadline to Add a Class	July 16
Comprehensive Exams	August 10
Fall Registration Deadline	September 15
Classes End	September 23

FALL 2012 September 24 – December 16

Classes Start	September 24
Deadline to Add a Class	October 8
Comprehensive Exams	November 2
Winter 2013 Registration Deadline	December 15
Classes End	December 16

ACADEMIC CALENDAR FOR RESIDENTIAL PROGRAMS

WINTER 2013 – FALL 2013

WINTER 2013 January 7 – March 31

Classes Start	January 7
Deadline to Add a Class	January 21
Comprehensive Exams	February 15
Spring Registration Deadline	March 15
Classes End	March 31

SPRING 2013 April 8 – June 30

Classes Start	April 8
Deadline to Add a Class	April 22
Comprehensive Exams	May 17
Summer Registration Deadline	June 15
Classes End	June 30

SUMMER 2013 July 8 – September 29

Classes Start	July 8
Deadline to Add a Class	July 22
Comprehensive Exams	August 16
Fall Registration Deadline	September 15
Classes End	September 29

FALL 2013 September 30 – December 22

Classes Start	September 30
Deadline to Add a Class	October 14
Comprehensive Exams	November 8
Winter 2013 Registration Deadline	December 15
Classes End	December 22

ACADEMIC CALENDAR FOR RESIDENTIAL PROGRAMS

WINTER 2014 – FALL 2014

WINTER 2014 January 6 – March 30

Classes Start	January 6
Deadline to Add a Class	January 20
Comprehensive Exams	February 14
Spring Registration Deadline	March 15
Classes End	March 30

SPRING 2014 April 7 – June 29

Classes Start	April 7
Deadline to Add a Class	April 21
Comprehensive Exams	May 16
Summer Registration Deadline	June 15
Classes End	June 29

SUMMER 2014 July 7 – September 28

Classes Start	July 7
Deadline to Add a Class	July 21
Comprehensive Exams	August 15
Fall Registration Deadline	September 15
Classes End	September 28

FALL 2014 September 29 – December 21

Classes Start	September 29
Deadline to Add a Class	October 13
Comprehensive Exams	November 7
Winter 2013 Registration Deadline	December 15
Classes End	December 21

ACADEMIC CALENDAR FOR RESIDENTIAL PROGRAMS

WINTER 2015 – FALL 2015

WINTER 2015

January 5 – March 31

Classes Start	January 5
Deadline to Add a Class	January 19
Comprehensive Exams	February 13
Spring Registration Deadline	March 15
Classes End	March 29

SPRING 2015

April 6 – June 28

Classes Start	April 6
Deadline to Add a Class	April 20
Comprehensive Exams	May 15
Summer Registration Deadline	June 15
Classes End	June 28

SUMMER 2015

July 6 – September 27

Classes Start	July 6
Deadline to Add a Class	July 20
Comprehensive Exams	August 14
Fall Registration Deadline	September 15
Classes End	September 27

FALL 2015

September 28 – December 20

Classes Start	September 28
Deadline to Add a Class	October 12
Comprehensive Exams	November 6
Winter 2013 Registration Deadline	December 15
Classes End	December 20

ACADEMIC CALENDAR FOR DISTANCE LEARNING PROGRAMS

WINTER 2011 – FALL 2011

WINTER 2011 January 3 – March 27

Session I Classes Start	January 3
Session II Classes Start	February 14
Spring Registration Deadline	March 15
Session II Classes End	March 27

SPRING 2011 April 4 – June 26

Session I Classes Start	April 4
Session II Classes Start	May 16
Summer Registration Deadline	June 15
Session II Classes End	June 26

SUMMER 2011 July 4 – September 25

Session I Classes Start	July 4
Session II Classes Start	August 15
Fall Registration Deadline	September 15
Session II Classes End	September 25

FALL 2011 September 26 – December 18

Session I Classes Start	September 26
Session II Classes Start	November 7
Winter 2012 Registration Deadline	December 15
Session II Classes End	December 18

Please note: The Quarterly Schedule of Classes will list all current financial and add/drop deadlines. Payment schedules are listed on individual contracts.

ACADEMIC CALENDAR FOR DISTANCE LEARNING PROGRAMS

WINTER 2012 – FALL 2012

WINTER 2012 January 2 – March 25

Session I Classes Start	January 2
Session II Classes Start	February 13
Spring Registration Deadline	March 15
Session II Classes End	March 25

SPRING 2012 April 2 – June 24

Session I Classes Start	April 2
Session II Classes Start	May 14
Summer Registration Deadline	June 15
Session II Classes End	June 24

SUMMER 2012 July 2 – September 23

Session I Classes Start	July 4
Session II Classes Start	August 13
Fall Registration Deadline	September 15
Session II Classes End	September 23

FALL 2012 September 24 – December 18

Session I Classes Start	September 26
Session II Classes Start	November 5
Winter 2012 Registration Deadline	December 15
Session II Classes End	December 16

ACADEMIC CALENDAR FOR DISTANCE LEARNING PROGRAMS

WINTER 2013 – FALL 2013

WINTER 2013 January 7 – March 31

Session I Classes Start	January 7
Session II Classes Start	February 18
Spring Registration Deadline	March 15
Session II Classes End	March 31

SPRING 2013 April 8 – June 30

Session I Classes Start	April 8
Session II Classes Start	May 20
Summer Registration Deadline	June 15
Session II Classes End	June 30

SUMMER 2013 July 8 – September 29

Session I Classes Start	July 8
Session II Classes Start	August 19
Fall Registration Deadline	September 15
Session II Classes End	September 29

FALL 2013 September 30 – December 22

Session I Classes Start	September 30
Session II Classes Start	November 11
Winter 2013 Registration Deadline	December 15
Session II Classes End	December 22

ACADEMIC CALENDAR FOR DISTANCE LEARNING PROGRAMS

WINTER 2014 – FALL 2014

WINTER 2014 January 6 – March 30

Session I Classes Start	January 6
Session II Classes Start	February 17
Spring Registration Deadline	March 15
Session II Classes End	March 30

SPRING 2014 April 7 – June 29

Session I Classes Start	April 7
Session II Classes Start	May 19
Summer Registration Deadline	June 15
Session II Classes End	June 29

SUMMER 2014 July 7 – September 28

Session I Classes Start	July 7
Session II Classes Start	August 18
Fall Registration Deadline	September 15
Session II Classes End	September 28

FALL 2014 September 29 – December 21

Session I Classes Start	September 29
Session II Classes Start	November 10
Winter 2013 Registration Deadline	December 15
Session II Classes End	December 21

ACADEMIC CALENDAR FOR DISTANCE LEARNING PROGRAMS

WINTER 2015 – FALL 2015

WINTER 2015 January 5 – March 29

Session I Classes Start	January 5
Session II Classes Start	February 16
Spring Registration Deadline	March 15
Session II Classes End	March 29

SPRING 2015 April 6 – June 28

Session I Classes Start	April 6
Session II Classes Start	May 18
Summer Registration Deadline	June 15
Session II Classes End	June 28

SUMMER 2015 July 6 – September 27

Session I Classes Start	July 6
Session II Classes Start	August 17
Fall Registration Deadline	September 15
Session II Classes End	September 27

FALL 2015 September 28 – December 16

Session I Classes Start	September 28
Session II Classes Start	November 9
Winter 2013 Registration Deadline	December 15
Session II Classes End	December 20

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ABOUT THE UNIVERSITY

MISSION STATEMENT

The mission of San Diego University for Integrative Studies is to provide an educational environment for mature adult learners that is built upon the foundations laid by the great humanistic traditions in Western civilization. Those traditions stem from the study and practice of art, philosophy, psychology, and business. The University provides academic and practical training to adults who seek personal and professional growth from an interdisciplinary, integrative approach to education. SDUIS programs acknowledge and include training in cultural diversity, Eastern philosophy, language, literature, science, and the arts.

The University's mission is fulfilled by offering the following degree and non-degree certificate programs:

1. Bachelor of Arts in Business Administration
2. Bachelor of Arts in Humanistic Studies
3. Master of Accounting
4. Master of Arts in Expressive Arts Therapy
5. Master of Arts in Information Technology
6. Master of Arts in Marriage and Family Therapy
7. Master of Arts in Psychobiomechanics and Postural Therapy
8. Master of Arts in Sport Counseling
9. Master of Arts in Transpersonal Psychology
10. Master of Business Administration
11. Master of Business Administration with Specialization in Hospitality Management
12. Master of Business Administration with Specialization in Marketing
13. Master of Business Administration with Specialization in Sport Communication
14. Master of Business Administration with Specialization in Sport Management
15. Master of Science in Aviation and Aerospace Commerce
16. Doctor of Business Administration
17. Doctor of Philosophy in Psychobiomechanics and Postural Therapy
18. Doctor of Philosophy in Psychology with Specialization in Expressive Arts Therapy
19. Doctor of Philosophy in Psychology with Specialization in Sport Psychology
20. Doctor of Philosophy in Transpersonal Psychology with Specialization in Tibetan Buddhist Psychology
21. Doctor of Psychobiomechanics and Postural Therapy
22. Doctor of Psychology
23. Doctor of Psychology with Specialization in Expressive Arts Therapy
24. Doctor of Psychology with Specialization in Sport Psychology
25. Doctor of Psychology with Specialization in Transpersonal Psychology
26. Certificate in Accounting
27. Certificate in Advertising
28. Certificate in Aviation
29. Certificate in Communication
30. Certificate in Executive Leadership Coaching
31. Certificate in Expressive Arts Therapy
32. Certificate in Family Leadership Coaching
33. Certificate in Fashion Design
34. Certificate in Graphic Design
35. Certificate in Hospitality Management
36. Certificate in Information Technology
37. Certificate in Integrative Nursing Care
38. Certificate in International Business Administration
39. Certificate in Marketing

- 40. Certificate in Psychobiomechanics and Postural Therapy
- 41. Certificate in Sport Psychology
- 42. Certificate in Tibetan Buddhist Psychology
- 43. Certificate in Web Design

The institutional purposes of the University's educational programs include:

- Preparing students for academic and professional success through direct classroom or distance instruction, supervised practicum experience, and tutorial study with distinguished faculty who have demonstrated expertise in their respective fields;
- Measuring student achievement through examinations and evaluations of explicit demonstrations of academic competence with attention to professional ethical standards;
- Encouraging recognition of the rich diversity of peoples, cultures, and ideas that add to a chosen field of

study through integrative educational programs and instructional methodologies;

- Providing the community access to continuing education programs, special lectures, and multi-cultural events.

Planning for the growth of San Diego University for Integrative Studies through this century, the mission includes:

1. Expanding our distance learning programs using Internet and correspondence learning in combination with short-term residency requirements.
2. Seeking grants for research, publication, and community services.
3. Creating the SDUIS Counseling Center.
4. Expanding the University's English Language Program (IEP).
5. Completion of the formal action plan for accreditation review by [Distance Education and Training Council](#) (DETC)

All information, including statements of fees, course offerings, admissions and graduation requirements contained in this catalog are subject to change without notice.

The University is not liable for unintended errors or omissions or for the statements of any employee, advisor or faculty member in conflict with the contents of this catalog.

PHILOSOPHY

Integrative education emphasizes personal development, maturity, and wisdom combined with technical and professional skills. The goal of San Diego University for Integrative Studies is to prepare a graduate who possesses the competence and the understanding to help others effectively. Learning at SDUIS is designed to cultivate competence in service to others and integrates academic and scholarly discipline with intuitive and spiritual understanding. Experience in applying the skills acquired and insights gained require intensive training, internships, and community service.

Integrative studies and Humanistic psychology emerged as a consequence of reductionist, biological, and mechanistic views of human beings. Integrative studies follow a holistic model by acknowledging the individual's capacity for choice, self-healing, growth, and spirituality. The implementation of this model considers individuals in their many inseparable dimensions: mind, body, and spirit and in their social, cultural, and environmental contexts. The scope of integrative studies embrace areas and methods of inquiry based upon human experience and the contemporary issues men and women confront in their daily lives.

Scholastically, integrative education combines cognitive and methodological skills with affective and intuitive skills. It recognizes that maturity and effectiveness are manifestations of perspective, experience, and self-knowledge. These attributes are not only assimilated through ordinary didactic instruction but are nurtured through experiential learning. The experiential component includes small group discussion, role-playing, case studies, student presentations, simulations, clinical

internships and self-assessment. Integrative education requires a commitment to change, growth, and respect for perceptual and cultural diversity.

STATEMENT OF NONDISCRIMINATION

Students of any race, color, gender, nationality and ethnicity are admitted to all rights, privileges, programs and activities available at San Diego University for Integrative Studies. The University maintains a non-discriminatory policy regarding race, color, age, gender, disability, creed, sexual orientation, and national or ethnic origin in the administration of educational policies, admissions policies, scholarship or loan programs and other University administered programs.

STUDENTS

The University provides a supportive and creative environment for mature individuals who are seeking a positive change in their lives. Historically, SDUIS students have often been embarking on one of life's great transitions, such as: homemakers creating new roles and opportunities; accomplished professionals finding new directions and dimensions; recently retired professional athletes or military personnel looking for a new purpose; paraprofessionals in human services who have been counseling peripherally while desiring enhanced techniques and the opportunity to enter private practice; licensed practitioners seeking a higher degree of competence and state of the art approaches; and, those improving the quality of their personal as well as professional lives.

FACULTY

San Diego University for Integrative Studies takes great pride in the affiliated core and

adjunct faculty. By embodying the qualities of scholar-practitioners, they bring wisdom and worldly experience to their classrooms and our curriculum. Believing in personal exchange and exposure to a variety of thinkers and doers, San Diego University for Integrative Studies seeks out specialists to teach in each of its course areas. Input from faculty is sought at the curriculum development stage as well. Faculty members strive to pass on their knowledge and expertise so that they can have a positive influence on our collective future. Although San Diego University for Integrative Studies is a small university, its scholars are leaders and innovators in their areas of expertise. Over 90% of the faculty who teach at the graduate level hold terminal degrees in their area of expertise. The University's residential and online faculty are published, recognized scholars whose approach to teaching embraces multicultural and multinational perspectives.

CAMPUS

The main campus for the University is located in historic Old Town San Diego, close to the Pacific Ocean and Interstate 5. The facilities available at the University include an administrative office, classrooms, student lounge, and computer lab. Old Town San Diego is considered the "birthplace" of California and is home to over 150 restaurants, shops and historical sites. Miles of oceanfront beach are within a few miles and Mission Bay, with more than 4,000 acres of bay, bike paths, grassy knolls and parks is approximately three miles north of Old Town. Within this range are the University of California, San Diego (UCSD) and San Diego State University (SDSU), where students of San Diego University for Integrative Studies can access library facilities as well as cultural and educational events.

San Diego University for Integrative Studies is a non-residential campus serving a wide variety of students. It does not provide dormitory facilities or off-campus student housing. The school assumes no responsibility in matters of student housing and transportation.

INSTITUTIONAL STATUS

San Diego University for Integrative Studies is a state approved, degree-granting institution operating in compliance with the California Education Code under the authority and regulation of the Bureau for Private Postsecondary Education. To earn approved status in California, a degree-granting institution must undergo a qualitative review and assessment of programs offered and of all institutional policies, procedures, and operations. The assessment is conducted by a comprehensive on-site review process performed by a qualified visiting committee composed of educators and other appropriate experts. Approval to operate, however, does not imply a state endorsement.

The University's Marriage and Family Therapy program is approved by the California Board of Behavioral Sciences (BBS). The Psychology (PsyD) programs at the San Diego University for Integrative Studies are approved by the California Board of Psychology (BOP). SDUIS is a Continuing Education Provider approved by the California Board of Registered Nursing under the State of California Department of Consumer Affairs. Provider Number CEP 14193. SDUIS is also a Continuing Education Provider approved by the California Board of Behavioral Science. Provider Number PCE 1608 and under the MCEP Accrediting Agency Provider Number SAN141. SDUIS is approved by the Student and Exchange Visitor Program under the US Department of Homeland

Security. SDUIS is also approved by the Veteran Administration.

TRANSFERABILITY OF UNITS AND DEGREES EARNED

The acceptance of transfer credits between institutions lies within the discretion of the receiving institution. Credits earned at other colleges may or may not be accepted by SDUIS. Likewise, credits earned at SDUIS may or may not be accepted by another college depending upon its programs, policies, and regulations.

PROGRAMS OF STUDY

Academically, the University aspires to train knowledgeable practitioners, professionals and community leaders who bring to their work a special awareness of their social, ethical, and professional responsibilities. San Diego University for Integrative Studies is proud to provide education for individuals committed to human service and personal development. The following degree programs reflect these commitments:

UNDERGRADUATE PROGRAMS

Bachelor of Arts in Business Administration

Bachelor of Arts in Humanistic Studies

GRADUATE PROGRAMS

Master of Accounting

Master of Arts in Expressive Arts Therapy

Master of Arts in Information Technology

Master of Arts in Marriage and Family Therapy

Master of Arts in Psychobiomechanics and Postural Therapy

Master of Arts in Sport Counseling

Master of Arts in Transpersonal Psychology

Master of Business Administration

Master of Business Administration, Specialization: Hospitality Management

Master of Business Administration, Specialization: Marketing

Master of Business Administration, Specialization: Sport Communication

Master of Business Administration, Specialization: Sport Management

Master of Science in Aviation and Aerospace Commerce

Doctor of Business Administration

Doctor of Philosophy in Psychobiomechanics & Postural Therapy

Doctor of Philosophy in Psychology, Specialization: Expressive Arts Therapy

Doctor of Philosophy in Psychology, Specialization: Sport Psychology

Doctor of Philosophy in Transpersonal Psychology, Specialization: Tibetan Buddhist Psychology

Doctor of Psychobiomechanics and Postural Therapy

Doctor of Psychology

Doctor of Psychology, Specialization: Expressive Arts Therapy

Doctor of Psychology, Specialization: Sport Psychology

Doctor of Psychology, Specialization: Transpersonal Psychology

NON-DEGREE CERTIFICATE PROGRAMS

Certificate in Accounting

Certificate in Advertising

Certificate in Aviation

Certificate in Communication

Certificate in Executive Leadership Coaching

Certificate in Expressive Arts Therapy

Certificate in Family Leadership Coaching

Certificate in Fashion Design

Certificate in Graphic Design

Certificate in Hospitality Management

Certificate in Information Technology

Certificate in Integrative Nursing Care

Certificate in International Business Administration

Certificate in Marketing

Certificate in Psychobiomechanics and Postural Therapy

Certificate in Sport Psychology

Certificate in Tibetan Buddhist Psychology

Certificate in Web Design

UNIVERSITY RESOURCES

BOOK PURCHASE

For a list of required textbooks, students can go to <http://www.sduis.edu>. Students who do not have Internet service are welcome to use the University's computer lab during regular office hours. Students have the option to buy their texts from any bookstore that best suits their needs.

LIBRARY RESOURCES

Students can access the UCSD and SDSU libraries through the purchase of the Community or Guest card, which is valid for one year. SDUIS does reimburse for the purchase of the library card, once the student submits the receipt of proof of purchase.

DISABLED STUDENT SERVICES

Students with Disabilities

The University welcomes students with disabilities. Students who have special needs are encouraged to contact the Dean of Academic Affairs to make arrangements for the needed services. Such students may be entitled to receive approved modifications, accommodations, or auxiliary aids to enable them to participate in and benefit from all educational programs and activities on the campus. San Diego University for Integrative Studies is committed to providing opportunities for higher education and for making its programs, activities, and facilities fully accessible to persons with disabilities. The University is fully compliant with the Americans with Disabilities Act of 1960 and section 504 of the Federal Rehabilitation Act of 1973.

STUDENT ACTIVITIES

Student/Alumni Network

The University provides a forum of communication between former and current students of San Diego University for Integrative Studies. The University has an internet based news/discussion group, SDUIS forum, which is used as the primary tool for networking and disseminating information about the SDUIS community.

Instructional Modalities

Residential classes on campus also provide routine, out-of-class online instructional services to students, which further reinforce course objectives and curricula content. In terms of 21st Century pedagogy, this process facilitates a comprehensive immersion into the basic science and theoretical foundations of Psychology, for example. Students working on their capstone research projects, either the Master's Thesis or Doctoral Dissertation, participate in ongoing Thesis / Dissertation list Services for online group instructional interaction, guided conjointly by the Dean of Academic Affairs and the Director of Research.

Distance Learning classes at the San Diego University for Integrative Studies are delivered over the internet where the student and instructor/faculty are not located in the same place. Learning is fundamentally asynchronous, meaning that while working within the quarter time frame, the student decides when and from where to access and complete required weekly assignments. Direct education is delivered to students via e-mail. Students submit their assignments to the class weekly. Instructor and students reviews the work and provide feedback to the student weekly. Each student is provided with a syllabus that contains an outline of the course objectives, course content,

weekly assignments and student performance expectations. Distance Learning students find themselves in a world with no limits of resources and information. The internet enables the student to access libraries, articles, books, journals, newspapers, and many other sources of information. With no classroom attendance required, students' life remains virtually intact.

Workshops and Special Events

Each quarter, students and members of the community are invited to attend a variety of workshops, lectures, and special events sponsored by the University.

Support Groups

SDUIS support groups are established during any quarter by students who are enrolled in various courses and who want the interaction and support of their classmates.

Student Organizations

Since the majority of University students are working professionals, many have limited time for additional external activities outside school. However, student organizations evolve periodically when needed.

Study Groups

University students are allowed to use available classroom space during regular office hours for study groups, peer or organizational meetings, and capstone research project planning among other activities. Students make scheduling

arrangements with the Administrative Office at least one (1) week in advance of the date and time being requested.

Campus Tours

All prospective students who visit San Diego University for Integrative Studies receive a tour of the campus by the Admissions Officer. This includes a personal introduction to the administrative staff as well as available students and faculty.

ACADEMIC COUNSELING

The Admissions Advisor provides the initial academic counseling to students who are registering for the first time. Each student receives an official Program Status Report (PSR), at the time of initial enrollment, which lists the sequence of the required courses for their degree program. Academic advising for continuing students is provided by the assigned core faculty advisor and the Dean of Academic Affairs.

The Dean of Academic Affairs remains available for on-going academic counseling throughout the year and routinely provides recommendations and offers academic assistance. Students should schedule an appointment in advance for a consultation with the Dean of Academic Affairs.

ADMISSION INFORMATION

ADMISSION PROCEDURES

1. Degree Programs

Admission to the University's degree programs is based largely on a process of personal interview(s) and evaluation of relevant academic and professional experience. Since the programs at SDUIS are humanistic and professional in orientation, the school seeks students who are committed to promoting compassion, personal responsibility and well being in themselves and others.

The University's admission policy is not competitive. The criteria for admission into any of the degree programs is based on the applicant's academic preparation and his/her apparent orientation to humanistic and integrative education. No entrance exams are required.

A potential degree student must complete the admissions packet and submit the following:

1. Application for admission with a \$60 fee.
2. Educational intent statement (2-5 page essay or update for returning students).
3. Two (2) letters of recommendation.
4. Official transcripts from schools previously attended.
5. Transferability of Units form.
6. Transcripts from foreign, non-English speaking Universities must be accompanied by a certified official translation of the transcript and evaluation by a degree evaluation service to determine equivalency of credits.

7. Declaration of finances for International students is required.

8. Foreign, non-English speaking students must submit minimum TOEFL scores of 500 (paper-based), 173 (computer-based) or 61 (Internet-based).

After all admissions materials have been received and evaluated, a Final Admissions Interview will be scheduled. The applicant is notified within two weeks of this interview on the status of his or her candidacy. During the Final Admissions Interview, the degree plan is reviewed with the applicant and the Student Enrollment Agreement form is completed. Students who are accepted receive a Student Handbook, ID card by request, Disabled Student Services information or financial assistance information, if appropriate.

Deadline for admission as a Full Status student is one (1) month prior to the beginning of the quarter. Applicants who have not completed the admissions process may provisionally enroll on a Conditional basis for one (1) quarter while completing and submitting the remainder of materials needed.

After the student receives the registration information forwarded by the Registrar, he/she registers for classes and is required to settle all appropriate fees prior to the deadline for the upcoming quarter.

Admissions documents submitted to SDUIS become the property of the University and cannot be returned, forwarded, copied or released to the student, other organizations or institutions, professional associates or family and friends.

2. Non-Degree Programs

Students enrolling in any certificate Program will be admitted based upon the same admissions requirements as degree programs with the exception of the submission of transcripts, and TOEFL scores (for international students).

3. Distance Learning

Students follow the same admission procedure except that the Final Admissions Interview is conducted through a conference telephone call. Online students' writing skills are routinely evaluated by the distance learning instructors.

Enrollment Status

A student can be admitted to SDUIS with Full, Conditional, or Extension Status:

* **Full Status**: Students with this classification have completed the application process, paid all fees, met all requirements, and signed a Student Enrollment Agreement form.

* **Conditional Status**: Students with this classification have initiated but not completed the admissions process. These are applicants being considered for full status pending receipt and acceptance of remaining application materials that have not been received by the University. This includes the completion of the Final Admissions Interview. The courses taken during the first quarter will transfer into a degree program upon acceptance. "Conditional" students must complete the admission requirements before the end of the first quarter they enroll in order to be eligible to register for the second quarter. Students who are not accepted into a program may be eligible to receive units as an extension student. "Conditional" students enrolled for classes while completing the admissions process are

not guaranteed acceptance into a degree program as a full time student.

* **Extension**: Students with this classification have enrolled in class(es) at SDUIS but are not enrolling in or applying for a degree or certificate program. They are not required to meet the admission requirements for a degree program but must meet all the prerequisites for specific classes taken, or have the approval of the Instructor.

Degree Program Entrance Requirements

1. Bachelor of Arts Degree Programs (BA)

Bachelor of Arts Degree in Humanistic Studies

Bachelor of Arts in Business Administration

Students enrolling in the Bachelor Degree programs must have a High School Diploma or GED.

2. Masters Degree Programs (MA, MBA, MS)

Master of Accounting

Master of Science in Aviation and Aerospace Commerce

Master of Arts in Expressive Arts Therapy

Master of Arts in Information Technology

Master of Arts in Marriage and Family Therapy

Master of Arts in Psychobiomechanics and Postural Therapy

Master of Arts in Sport Counseling

Master of Arts in Transpersonal Psychology

Master of Business Administration

Master of Business Administration with Specialization in Hospitality Management

Master of Business Administration with Specialization in Marketing

Master of Business Administration with Specialization in Sport Management

Students enrolling in the University's Masters degree programs must have a Bachelor's degree in addition to specific prerequisite courses, which must be completed in the first year of study.

3. Doctoral Degree Programs (DBA, PsyD)

Doctor of Business Administration

Doctor of Psychology

Doctor of Psychology with Specialization in Expressive Arts Therapy

Doctor of Psychology with Specialization in Transpersonal Psychology

Students enrolling in the Doctor of Psychology with a specialization in either Expressive Arts Therapy or Transpersonal Psychology must have previously completed a Master's degree in Psychology. If the Master's is from another university and/or in another discipline, the student may be assigned prerequisite courses necessary to complete the Doctoral degree in Psychology.

Doctor of Psychobiomechanics and Postural Therapy

Doctor of Psychology with Specialization in Sport Psychology

Students enrolling in the Doctor of Psychobiomechanics & Postural Therapy Doctor of Psychology with a specialization in Sport Psychology must have a Master of Arts in Psychology, Physical Education or

related field. If the Master's is from another university the student may be assigned prerequisite courses necessary to complete the Doctoral degree.

Certificate Programs:

Students enrolling in a Certificate Program will be admitted based upon the same admissions requirements as degree programs with the exception of the submission of official transcripts and TOEFL scores (for international students). International students must also take a English Placement Test and score 75 or higher to start classes.

Transfer Credit Policy

When students wish to transfer units into a degree program at SDUIS, all units must be from an accredited or approved school and have not been counted towards a completed degree program, or one to be completed concurrently elsewhere. If a course is evaluated at the University as being equivalent to a course required in the student's program, it may be accepted as such. The amount of transfer credit permitted varies with each program. The following formula is used when changing semester hours to quarter hours:

- 1 semester hour = 1.5 quarter units
- 2 semester hours = 3.0 quarter units
- 3 semester hours = 4.5 quarter units
- 4 semester hours = 6.0 quarter units
- 5 semester hours = 7.5 quarter units

Credits eligible for transfer must be earned at institutions approved by the BPPE (Bureau for Private Postsecondary Education), public or private schools of higher education that are regionally accredited or foreign institutions recognized by the U.S. Department of Education. In determining how courses are evaluated for acceptance as transfer credits, each course will be compared with the catalog

course description from the school previously attended (where transfer credits will come from) to the SDUIS catalog course description. The student will provide a copy of the catalog with course description(s) that was in use during the time the student had attended that school, in order for the evaluation to occur. Courses eligible for transfer at the graduate level must have been completed within the last 10 years, or 6 years for the licensing tract. At the BA level, each case will be evaluated individually. General education requirements may also be met by successful scores on CLEP exams in subjects not previously credited on transcripts.

Credits transferred into the Bachelor of Arts program are limited to 90 semester and 135 quarter units. A passing grade of "C" or better is required for courses to transfer into the Bachelor of Arts program. Master of Arts programs are limited to six (6) semester hours or eight (8) quarter units. These units must be in subjects directly related to the core courses for the degree. A passing grade of "B" or better is required for courses to transfer into SDUIS graduate programs. No more than 30 semester hours, or 45 quarter units, can be transferred into any of the Doctoral programs. These units must be in subjects directly related to the core courses for the degree.

The University does not accept undergraduate credit hours, even at advanced levels, as transfer credit in graduate programs.

Residency Requirement

The residency requirement refers to the minimum number of units of formal classroom instruction that must be completed with the University to meet all course requirements. For the bachelor's degrees, the residency requirement is 45

quarter units, in all masters programs the residency requirement is 76 quarter units except for the Marriage and Family Therapy (MFT) program, which is 82 quarter units; and, Sport Counseling at 66 quarter units. The residency requirement for all Doctoral programs is 55 quarter units. The following courses cannot be transferred into SDUIS programs and must be completed at the university:

1. CPS 605 – Clinical Counseling Skills Training
2. CPS 611 – Advanced Clinical Skills Training
3. CPS 702 – Group Therapy: Theory & Practice
4. BIO/CEX/CTR/SPO 600 – Business Principles

Residency Requirement for International Students

The residency requirement refers to the minimum number of classes an international student must register for per quarter. For the bachelors programs, the residency requirement is a minimum of three classes per quarter for three consecutive quarters; 50% of classes each quarter must be completed residentially. For the certificate, master's and doctorate programs, the residency requirement is a minimum of two classes per quarter for three consecutive quarters; 50% of classes each quarter must be completed residentially.

Residency Requirement for Online Students

Distance Learning students, enrolled in Psychology program, are required to complete the following courses in the classroom setting. These courses must be completed at SDUIS and cannot be transferred from another university. The University's fifteen (15) quarter unit

residency requirement is offered as intensive courses in the Winter and Summer Quarters, and includes the following:

- CPS 605 – Clinical Counseling Skills Training
- CPS 611 – Advanced Clinical Skills Training
- CPS 702 - Group Therapy: Theory & Practice

Extension Student Applicants

The University invites qualified people who are not enrolled in a degree program to take courses as extension students. Students who later decide to enter a degree program must satisfy all admission requirements in effect at the time of their formal enrollment. The same attendance and refund policy applies for the extension student as for all enrolled SDUIS students. These courses appear on a transcript with the respective grades. Up to three courses and fees paid for credit may be

applied to degree programs by extension students who later enroll (as long as courses taken apply to the degree program).

Auditors

Qualified individuals (admitted students or extension students) who wish to attend a class without receiving credit may register as an auditor for a reduced fee of \$600. Alumni can audit classes and certain special events at a 20% discount. Auditors must meet all pre-requisite requirements. Some classes cannot be taken as an audit.

Classes completed as an audit do not satisfy University degree requirements, and will not appear on a transcript. Registered students can change from audit to credit status before the last class meeting by completing the appropriate forms, paying the tuition difference and completing all course requirements.

FINANCIAL INFORMATION

Tuition is due and payable at the time of registration each quarter. Students are permitted to pay tuition and any fees using Master Card, Visa, Discover or American Express in addition to cash, check, money order, or cashiers check.

Tuition is subject to change. Students will be notified of any tuition increase(s) in the SDUIS Quarterly Schedule of Classes. The same tuition charges apply to the certificate and extension students.

The following tuition amounts are effective for academic year 2013 - 2014.

Program Cost Chart	Tuition per unit (5 unit class)	Bachelors	Masters	Doctoral	Certificate	Distance Learning
Tuition for Class Audit		(\$600)	(\$600)	(\$600)	(\$600)	(\$600)
Total Cost of Business Administration	BA \$78 (\$390) MBA/DBA/Cert. \$120 (\$600)	\$3945- \$14,475	\$9,585	\$13,185	\$5,235	Same as Residential
Total Cost Humanistic Studies BA (Range):	\$180 (900)	\$8,100 - \$32,400	N/A	N/A	N/A	Same as Residential
Total Cost Accounting	\$120 (\$600)	N/A	\$10,785	N/A	\$5,235	Same as Residential
Total Cost of Aviation and Aerospace Commerce	\$120 (\$600)	N/A	\$10,785	N/A	\$5,235	Same as Residential
Total Cost of Expressive Arts Therapy:	\$240 (\$1,200)	N/A	\$22,185	\$26,985	\$8,835	Same as Residential
Total Cost of Information Technology	\$240 (\$1,200)	N/A	\$10,185	N/A	\$5,235	Same as Residential
Total Cost of MFT:	\$240 (\$1,200)	N/A	\$24,675	N/A	N/A	Same as Residential
Total Cost of Psychobiomechanics and Postural Therapy	\$240 (\$1,200)	N/A	\$22,185	\$23,385	\$8,835	Same as Residential
Total Cost of Sport Counseling / Psychology:	\$240 (\$1,200)	N/A	\$22,185	\$26,985	\$10,035	Same as Residential

Total Cost of Transpersonal Psychology:	\$240 (\$1,200)	N/A	\$22,185	\$26,985	\$8,835	Same as Residential
Total Cost of Doctor of Psychology:	\$240 (\$1,200)	N/A	N/A	\$25,785	N/A	Same as Residential
Total Cost Advertising	\$120 (\$600)	N/A	N/A	N/A	\$5,235	Same as Residential
Total Cost Communication	\$120 (\$600)	N/A	N/A	N/A	\$5,235	Same as Residential
Total Cost Executive Leadership Coaching	\$120 (\$600)	N/A	N/A	N/A	\$5,235	Same as Residential
Total Cost Family Leadership Coaching	\$120 (\$600)	N/A	N/A	N/A	\$5,235	Same as Residential
Total Cost Fashion Design	\$120 (\$600)	N/A	N/A	N/A	\$5,235	Same as Residential
Total Cost Graphic Design	\$120 (\$600)	N/A	N/A	N/A	\$5,235	Same as Residential
Total Cost Hospitality Management	\$120 (\$600)	N/A	N/A	N/A	\$5,235	Same as Residential
Total Cost Integrative Nursing Care	\$120 (\$600)	N/A	N/A	N/A	\$5,235	Same as Residential
Total Cost Marketing	\$120 (\$600)	N/A	N/A	N/A	\$5,235	Same as Residential
Total Cost Web Design	\$120 (\$600)	N/A	N/A	N/A	\$5,235	Same as Residential
Books, Supplies, and Fees		\$900 - \$3,600	~ \$2,000	~\$2,500	~ \$800	Same as Residential
CEU's					\$125/day	

TUITION

Bachelors of Arts Degree Programs

The cost of a five (5) quarter unit course in the Bachelor of Arts in Humanistic Studies Program programs is \$900 or \$180 per unit. The price of the bachelor's programs will vary based upon the number of units transferred in. The estimated maximum cost would be \$32,400; the estimated minimum cost would be \$8,100.00.

The estimated cost for books, supplies and fees will vary according to the requirements made by the course instructors. The estimated cost for books, supplies and fees ranges from \$900 to \$3,600.

Master of Arts Degree Programs

The cost of a five (5) quarter unit course in the Master of Arts programs either online or on-site is \$1200 or \$240 per unit. The price of the master's programs will vary based upon the number of units transferred in. The

estimated minimum cost would be \$20,810
the estimated maximum cost would be
\$22,425.

The estimated cost for books, supplies and
fees will vary according to the requirements
of the course instructors and the number of
units transferred in. The estimated cost for
books, supplies and fees would be
approximately \$2000.

Doctoral Degree Programs

The cost of a five (5) quarter unit course in
the Doctoral programs is \$1200 or \$240 per
unit. The price of the doctoral programs
ranges from approximately \$19,785 to
\$25,305. Books, supplies, fees and tests will
cost approximately \$2,500.

Certificate Programs

The cost of a five (5) quarter unit course in
the Certificate programs is \$1200 or \$240
per unit. The price of the certificate
programs ranges from approximately \$6435
to \$10,035. Books, supplies, fees and tests
will cost proximately \$800.

Extension students who are not officially
enrolled in a degree program, but are taking
classes for personal or professional
purposes, pay tuition charges according to
the degree level of the courses for which
they register.

Auditors pay a reduced tuition charge in the
amount of \$600.

The University offers a 20% discount to all
alumni interested in auditing any class and
some special events.

OTHER FEES

The following is a breakdown of various fees for which students are responsible for paying based on their particular status with the University.

1. **Application Fee**: This is a non-refundable fee that must accompany the SDUIS application form to be completed and submitted by all students applying to the school. The fee is \$60.
2. **Registration Fee**: This one-time registration fee is payable at the time of initial registration. The fee is \$175 and \$100 of the fee is non-refundable should a student officially withdraw from the University prior to the start of classes.
3. **Late Registration Fee**: Students who register or add classes after the registration deadline are assessed the fee of \$50.
4. **Late Tuition Payment Fee**: A late processing fee of \$50 is charged when a monthly payment is received after the 15th of the month.
5. **Added Course Fee**: Students with a tuition contract, who elect to take courses in addition to those included in their original degree programs, will be assessed the tuition rate in effect at the time the additional courses are taken. Additional courses must be paid for at the time of registration.
6. **Dropped Course Fee**: This processing fee applies to students who drop a course. The fee is \$25 and must accompany the add/drop form. Students will also pay for actual classes attended.
7. **Retaking a Class**: Students who wish to retake a class which they have not successfully completed are able to do so by

registering for it and paying the appropriate full tuition fees.

8. **Petition for an Incomplete Fee**: The petition for an incomplete, which is a twelve (12) week extension for a class, may only be used in extreme hardship cases. The petition must be submitted with the fee of \$50.
9. **Returned Check Fee or Declined Credit Card**: This fee is charged for each check that is returned by the bank or whenever a credit card payment is declined. The fee is \$25.
10. **M.A. & MFT Comprehensive Examination Fee**: All MFT students and students enrolled in MA programs are required to take this examination. The fee is payable in advance of the examination date and is \$150.
11. **DBA & Psy.D. Comprehensive Examination Fee**: All doctoral students are required to take this examination. The fee is payable in advance of the examination date and is \$150.
12. **Retake Fee**: This fee is charged for retaking any portion of the comprehensive examination (masters and doctoral) and is payable in advance of the exam date. The fee is \$90.
13. **Transcript Fee**: To protect a student's privacy, transcripts are available upon written request and require one (1) week to process. There is a per copy fee of \$10. Rush transcript requests (within 48 hours) are assessed for each transcript requested and is \$25 per copy.
14. **Graduation Fee**: This fee must accompany the Petition to Graduate form regardless of graduation ceremony attendance. This cost includes use of a cap and gown and is \$200.

15. **Certificate Completion Fee:** This fee applies to Certificate program students upon completion of the program. This fee is \$200.

16. **Abroad Booking Fee:** This fee applies to all International students who are entering the United States. This fee is \$300.

Housing and Transportation

The cost of housing and transportation is assumed by all SDUIS students and will vary depending upon the individual's living situation and mode of transportation to and from the school. There are no dormitory or apartment buildings designated for SDUIS students. Our students commute to the school to attend classes and all special events or seminars. Students can take a bus, train, taxi, shuttle, car pool or drive their own vehicles to get to the campus. They assume the cost(s) for the form of transportation used.

Equipment Costs

Students at SDUIS are able to use the computers available in the computer lab at no charge. Printing services are not available.

Cancellation Policy

SDUIS has a Notice of Cancellation form detailing the student's right to cancel an agreement for a course of instruction, and to receive a refund. There is no penalty or obligation from the date the student cancels their enrollment agreement.

If the school has given a student any equipment, they must return it within ten (10) days of the cancellation notice. If it is not returned within this time, SDUIS may keep an amount out of the tuition fee(s) paid that equals the cost of the equipment. The school will refund any amount over that and the student may keep the equipment. In addition, on the SDUIS Student Enrollment Form, on the last page, the

"Buyer's Right to Cancel" statement is provided in print so all student's are aware of their right to cancel their enrollment agreement. (See attached SDUIS Student Enrollment Agreement). The SDUIS Refund and Cancellation Policies are also included on this agreement.

Refund Policy

1. SDUIS has a refund policy that enables a student to withdraw from a course, or courses, of instruction at any time and receive a refund. Information concerning this policy can be found in the SDUIS Student Handbook and the SDUIS Catalog. It is also printed on the SDUIS Student Enrollment Form.

2. Notification by a student of the intent to drop a course must be in writing and an Add/Drop form must be completed and submitted to the Registrar. Forms are available in the Administrative office and SDUIS website. Students can withdraw at any time during each quarter.

3. The University allows a student to drop a class before the fifth (5) hours of a class with a full refund minus the drop fee. For students who drop a class after the fifth (5) hour of instruction, refunds are pro-rated for the unused portion of the tuition costs minus the \$25 drop fee. The refund is paid by the Business Office within thirty (30) days from the date the Add/Drop form is received in the Administration office or by the date of the post-mark, if mailed. Refunds are calculated up to the last date the student attended a class (es). The ratios remain the same for the masters, certificate and doctoral programs/classes.

4. Students can receive the refund from the Administrative Office or can have a credit applied toward their account at the University.

5. When requesting a refund, **Distance Learning** students must submit an Add/Drop form preferably by email, no later than the Sunday of the first week to receive a full refund, minus the drop fee. Each week equals one lesson. Students who drop after the first week will have the refund prorated, based upon how many lessons have been received. Lessons are considered received when a student logs on. Students who continue to log on will be charged for that lesson. Logging on is equivalent to receiving a lesson.

2	\$ 800
3	\$ 600
4	\$ 400
5	\$ 200
6	\$ 0

For example, a student may attend a class for 3 weeks hours and need to drop. The refund would be prorated as follows: $\$1200 \times 3 \text{ wks}/6\text{wks} = \$600 - 25 \text{ drop fee} = \575 .

The following is an example of how prorated tuition refunds would be administered to current students who withdraw from a five (5) quarter unit residential course of instruction:

STUDENT TUITION RECOVERY FUND

Refund example for on-site classes:

San Diego University for Integrative Studies established a policy and procedure for the collection and payment to the Bureau for Private Postsecondary Education (BPPE), for the Student Tuition Recovery Fund (STRF) tax that is mandated by the California Education Code 94944. San Diego University for Integrative Studies the assigned assessment base, method, and deadline criteria in enforcing the policy. To qualify for STRF reimbursement the student must file a STRF application within one year of receiving notice from the BPPE that the San Diego University for Integrative Studies is closed. If you do not receive notice from the BPPE, you have 4 years from the date of closure to file a STRF application. If a judgment is obtained you must file a STRF application within two years of the final judgment.

Hours Of Instruction	Class Meeting(s)	Refund Amount
4	1	\$1200
8	2	\$1000
12	3	\$ 900
16	4	\$ 800
20	5	\$ 700
24	6	\$ 600
28	7	\$ 500
32	8	\$ 400
36	9	\$ 300
40	10	\$ 200
44	11	\$ 100
48	12	\$ 0

For example, a student may attend a class for 20 hours and need to drop. The refund would be prorated as follows: $\$1200 \times 20\text{hrs}/48\text{hrs} = \$700 - 25 \text{ drop fee} = \$ 675$.
Refund example for Distance Learning:

When assessing STRF fees, students are considered California residents if they resided in California at the time they signed a Student Enrollment Agreement at San Diego University for Integrative Studies. All costs for courses are used to compute the fees to be paid. An additional .05 percent of payments are computed for amounts collected in excess of \$4,00, not to exceed \$4.00 per student. The University will pay other reasonable assessments as requested by the Bureau.

Lessons/Weeks Of Instruction	Refund Amount
1	\$1200

In the unlikely event that San Diego University for Integrative Studies were to cease operating, students would be notified within 30 days prior to its closure, of their rights under the STRF, and how to apply for a tuition refund. It is important that the student keep copies of the enrollment agreement and any other information that documents monies paid to San Diego University for Integrative Studies. Students wishing to contact BPPE directly can reach them at the following address:

Mailing Address:

Bureau for Private Postsecondary Education
P.O. Box 980818
West Sacramento, CA 95798-0818

Physical Address:

Bureau for Private Postsecondary Education
2535 Capitol Oaks Drive, Suite 400
Sacramento California, 95833

Phone: (916) 431-6959

Toll Free: (888) 370-7589

Main Fax: (916) 263-1897

Licensing Fax: (916) 263-1894

Web site: www.bppe.ca.gov

FINANCIAL ASSISTANCE

The following options are available for those students seeking financial assistance:

Independent Loans: Many financial institutions, including Mission Federal Credit Union, offer loans to those individuals with good credit. They can also suggest ways to secure a loan.

Employee Reimbursement: Many companies offer tuition reimbursement or tuition assistance to employees completing their college degrees. Students should

contact their personnel office for their company's policy regarding continuing education.

Residential Quarterly Deferred Tuition

Payment Schedule: This payment plan allows students to make quarterly tuition payments in three (3) equal monthly installments during a particular quarter instead of paying the entire tuition at registration. Students wishing to utilize this plan must submit the following: 1) a "Pay As You Go" Monthly Tuition Payment contract, obtained from the Registrar; 2) a course registration form; 3) the first installment payment; and 4) the \$5 Deferred Payment Plan Processing Fee. This \$5 processing fee is due with each of the monthly payments. There will be no interest charged for this deferred tuition payment plan if payments are made on schedule. Students who register late are not eligible for this three-month payment plan. Payments are due by the fifteenth of each month; when received after the 15th of the month, a late tuition payment fee of \$50 is assessed.

HOLD ON RECORDS

A hold will be placed on the records of any student who has unpaid obligations to the University or has failed to comply with other requirements or regulations. If the student has made partial payment, the portion of grades or transcripts withheld would correspond on a pro rated basis to the unpaid obligation. If the course of study consists of only one course, the grades and transcript will be withheld until the tuition or loan obligation is paid in full. Students with unpaid obligations will not be permitted to register for the subsequent quarter.

ADMINISTRATIVE GUIDELINES

REGISTRATION

Quarterly class schedules with a registration form are made available to all students (by mail and at the SDUIS website). Students are required to complete the form and submit it before the registration deadline accompanied by the payment. Quarterly registration deadline dates are published in the catalog and SDUIS website as well as on the registration form. A late registration fee will be assessed to those students whose registration form arrives after the deadline. Registration will only be processed if accompanied by appropriate payment or credit card authorization. Registration forms received without payment will not be processed.

Full time status refers to graduate students registered in at least 10 quarter units per quarter and undergraduate students must be registered in 15 quarter units per quarter.

Part-time status refers to those graduate students registered in less than 10 quarter units per quarter and undergraduate students registered in less than 15 quarter units per quarter.

A student is officially registered when she or he selects the appropriate course(s), and makes the correct tuition payment.

ATTENDANCE POLICY

The University requires a minimum of 75% class attendance and individual instructors may require more. A student who has missed more than 25% of a class (12 hours of a 5 quarter unit class, or 6 hours of a 2.5 quarter unit class) will be administratively dropped.

Students who have missed nearly 25% of a class will receive a "Drop Warning" letter in the mail, which states that if they miss one (1), more class they will be administratively dropped from that class. If a student misses one (1) more class after the receipt of the Drop Warning, they will then receive a "Drop Notice" letter stating they will be administratively dropped from that class. Refunds for administrative drops are prorated and based on the last date of attendance.

SDUIS requires that students sign the "Class Attendance Sheet" provided in each class in order to receive credit for attending the class.

Under certain circumstances, a student may have missed more class hours than permitted due to reasons beyond their control. The student can request permission to arrange a plan with the instructor to complete the required course work they had missed. The instructor has the right to approve or deny the student's request. All work must be completed by the end of that quarter.

ONLINE ATTENDANCE POLICY

Distance Learning students are required to log on a minimum of five (5) times per week or 30 days every 6 week session. Students who fail to log on the required number of times will receive a "Drop Warning" email the week following the failure to log on. The next week that the student fails to log on a "Drop Notice" will be emailed and the student should not log on after receiving this notice, as the refund, if due, would be prorated based upon the date of the last time the student logged on.

DROP POLICY

There are two types of class drops: one initiated by the student, the other initiated by the University.

Student Initiated Class Drop

A course is dropped by submitting an Add/Drop form to the Registrar (available in the administration office and on the SDUIS website) with the \$25 drop processing fee. This may be done at any time in a quarter. If the course is dropped prior to the 5th hour of meeting, a full refund less the \$25 drop fee is given. If a course is dropped after the fourth (4) hour of instruction, the refund will be pro-rated, based on the amount of the unused portion of the tuition charges, from the last date of attendance. Refunds will be mailed to a student within 30 days from the date the form is received or post-marked.

Distance Learning students must submit an Add/Drop form preferably by email, no later than the Sunday of first week to receive full refund minus the drop fee. Each week equals one lesson. Students who drop after the first week will have the refund prorated based upon how many lessons have been received. Lessons are considered received when a student participates in class activities. Students who continue to log on will be charged for that lesson.

University Initiated Class Drop

An administrative drop occurs when a student fails to attend 75% of a class. A pro-rated refund will be provided to the student that is based on the amount of the unused portion of the tuition charges, effective based upon the last date of attendance. A \$25 drop fee will be charged for processing purposes.

WITHDRAWAL, DISMISSAL AND PROBATION

A student may be dismissed from the University for any of the following reasons:

- * Failure to meet financial obligations
- * Failure to complete a minimum of four (4) classes each year with passing grades or failure to enroll in any courses for two consecutive quarters
- * Failure to meet probation requirements
- * Failure to meet International Student requirements
- * Excessive absences from class(es)
- * Incomplete course work
- * Unethical and/or illegal behavior or conduct
- * Inappropriate, disruptive, or unprofessional behavior
- * Lack of reasonable or consistent academic progress
- * Drug use and alcohol abuse
- * Sexual Harassment
- * Academic dishonesty including plagiarism
- * Damage to school property
- * Fraud

A warning letter will be mailed to the student prior to dismissal and the opportunity for consultation with the Dean of Academic Affairs will be available to discuss solutions to problems that may be remedied within 2 weeks of notification. After meeting with the Dean of Academic Affairs the student may submit an appeal letter to the University's Grievance Committee for reconsideration of the solution. If such a letter is not received within 2 weeks from the meeting with the Dean of Academic Affairs then the student will be dismissed.

A student may withdraw from the University at any time. Withdrawal removes him/her from active status and terminates the Student Enrollment Agreement.

A letter requesting withdrawal is required of the student and must be submitted to the Registrar. The date of the postmark on a letter will establish the date of withdrawal

and be used in determining the refund amount due to the student, if any.

Upon withdrawal the student is responsible for the unpaid balance of tuition for courses completed, the non-refundable application and registration fees, and all administration fees and penalties up to the time of an official withdrawal. A refund, if applicable, will be computed based on the number of hours in attendance the student had for each class they were enrolled in at the time of withdrawal. Past due accounts remain the student's liability.

It is the policy of the University that any student who fails to meet the minimum academic requirements of their degree program will be placed on probation or dismissed from the school. All students who receive a grade of "No Credit" (NC) in any subject during any quarter will be placed on academic probation. No Report will become 'No Credit' after one (1) quarter. Students will receive a "Notification of Academic Probation" letter from the Registrar stating they have been placed on probation. Students are required to meet with the Dean of Academic Affairs to address the situation. Probation will be removed when a student completes two (2) consecutive quarters with all passing grades.

To maintain regular status at SDUIS, students must:

- Attend classes (at least 75%)
- Maintain minimum passing grades (BA – C, MA – B, MBA – B, MS – B, DBA – B, Psy.D. – B)
- Complete all courses and not have N/C (No Credit)
- Be current with payments.
- Take and pass at least 4 courses a year.
- Not fail to enroll in a course for 2 consecutive quarters.

- If coursework has been completed, register every quarter for BA (Senior Project), MA (Thesis/Project Writing) and DBA/Psy.D. (Dissertation/Project Writing) until project has been completed.
- MA/MS must be completed within 5 years from the time of enrollment.
- MBA must be completed within 8 years from the time of enrollment.
- DBA must be completed within 8 years from the time of enrollment.
- Psy.D. must be completed within 8 years from the time of enrollment.

LEAVE OF ABSENCE

The Exceptions Review Committee will consider a request for a leave of absence from studies due to financial, medical and other emergency reasons. Students must submit a "Request for Leave of Absence" form detailing the reasons for requesting the leave. Leave of absence must be approved each quarter and should not exceed 1 year per degree program. A leave of absence will not be granted to students who have completed coursework and are all but dissertation or thesis.

A leave of absence does not extend the deadline for an incomplete grade nor does it extend the time limit for completion of a degree. Current outstanding financial obligations must be paid; under normal circumstances, an unpaid balance precludes re-entry into a program and institutes a Hold on Records.

READMISSION

Students who have withdrawn or been dismissed from the University can reapply for admission by doing the following:

1. Submit application for admission to the registrar.

2. Pay application fee.

If readmitted, the student is responsible for fulfilling all requirements, policies, procedures and fees in effect at the time of re-enrollment.

TRANSCRIPTS OF RECORDS

To protect the confidentiality of students and alumni, copies of transcripts of course work completed at the University must be requested in writing and sent to the attention of the Registrar. The written request must include the following: 1) the student's signature needed for release; 2) requester's full name; 3) social security number; 4) the address (es) where the transcript(s) should be sent; and 5) a processing fee for each transcript mailed. Although University transcripts indicate the number of units transferred from other institutions of higher education, individual courses are not listed.

It normally takes one (1) week to process a request for transcripts. If a week is not soon enough, the requester may put in a rush order, which is processed within two (2) days upon receipt of the written request and is charged a rush order processing fee for each transcript. Issuance of full transcripts may be denied when the requester has unfulfilled financial obligations to the University.

Students should be aware of the difference between the two types of transcripts: "Official copies" are those sent directly from the Registrar's office to the respective agency or institution. This is the type normally required by potential employers, or schools. "Student copies" are not sealed and can be given directly to the student. Therefore, they are considered unofficial copies.

EXCEPTIONS TO ACADEMIC REGULATIONS

If a student wishes to question a policy or procedure of the University, he or she must submit a "Request for an Exception to an Academic Regulation" form (available in the administrative office and SDUIS website) to the Exceptions Review Committee.

Notification with response is sent by mail within 30 days of the request. Exception to SDUIS policies can only be approved by the Exceptions Review Committee. Individual staff members are not authorized to grant student requests for exceptions to SDUIS policy or procedures.

ETHICAL CONDUCT

San Diego University for Integrative Studies embraces a high standard of integrity of performance for students, administrators, faculty, and staff members. All members of the campus community have the responsibility to foster a standard of conduct which reflects credit on themselves and on the University, while preserving a climate that respects the dignity and integrity of each individual. San Diego University for Integrative Studies expects and requires that all students maintain the ethical standards of the professions and careers for which they are training. Plagiarism, or presenting the ideas, words, or views of another, as if they were one's own, is considered unethical conduct by the University. Failure in maintaining such standards or engaging in actions that are deleterious to San Diego University for Integrative Studies may result in disciplinary action, including dismissal. (See dismissal policy page)

GRIEVANCES

If students have a complaint or protest regarding University procedures, policies, academic decisions, faculty, staff, or other students that they wish to formally submit, they are advised to file a grievance. San Diego University for Integrative Studies is

committed to resolving all student grievances in a fair and timely manner. Students are encouraged to first seek guidance from the Registrar, Dean of Academic Affairs, the President or designee, regarding their concerns. When such concerns cannot be initially resolved, the following grievance procedure is followed:

Informal Review

A student with a grievance should first schedule an appointment with the Dean of Academic Affairs. If the Dean of Academic Affairs is the subject of the grievance, then the student should contact the President. The Dean of Academic Affairs, or the President, tries to resolve the matter to the satisfaction of all parties. If this informal review does not result in resolution, the student may file a formal grievance with the Grievance Review Committee.

Formal Review

The grievant must complete a "Student Request" form (available in the administrative office) and submit it to the Registrar. Students may have witnesses and other administrative, faculty, or student support at the grievance hearing. In most cases, the Grievance Review Committee makes a decision within five (5) working days unless external consultation is necessary. Normally, the student is notified by mail of the decision of the Committee within two (2) weeks.

Final Review

If the grievant remains dissatisfied, he or she may appeal the decision with the San Diego University for Integrative Studies Final Review Board with lawyer. All facts, issues, recommendations, supporting documentation, as well as a second "Student Request" form must be submitted in writing. The Board notifies the students of its final decision within thirty (30) days of the final request.

RETENTION OF STUDENT RECORDS

In accordance with the California Education Code, San Diego University for Integrative Studies maintains records on students as well as classes, curriculum, faculty and staff. SDUIS policy is to keep the complete student file for seven (7) years (after the date of the student's graduation, withdrawal or termination). At the end of seven years the file is reduced to contain the student transcript, the Program Status Report and a copy of any certificate or diploma earned at SDUIS. This reduced student file is kept permanently.

Transcripts of all classes attempted and completed, and dates of completion at San Diego University for Integrative Studies are maintained permanently. Students are allowed to review their student records file by submitting a written request to the Registrar.

DIRECTORY INFORMATION

All new and returning students have the right to withhold the disclosure of any or all categorical information that is provided to the University through the "Directory Information and Disclosure Prevention Request" form. Students are asked to carefully consider their decision to release information to individuals or organizations outside San Diego University for Integrative Studies. The provisions of the Family Educational Rights and Privacy Act of 1974, clearly state each student's right to refuse the release of San Diego University for Integrative Studies Directory Information and San Diego University for Integrative Studies honors each student's request to withhold or release such information. The Registrar is available to answer any questions concerning this matter.

POLICIES REGARDING HEALTH AND SAFETY

The following policies and procedures are designed to establish a campus environment that is conducive to learning and to maintaining the health, safety, and comfort of all students and faculty.

Safety Information

The University provides information to the student body, administrators, supervisors, faculty, staff members, and campus visitors concerning the safety policies and procedures to be followed in the event of an on-campus incident or crime. Any questions about these safety procedures should be directed to the Administrative Director or to the President.

Drug and Alcohol Use

San Diego University for Integrative Studies is committed to an environment that is free from drug and alcohol abuse. The manufacture, distribution, dispensing, possession, or use of illicit drugs and alcohol is prohibited at all San Diego University for Integrative Studies work and academic meeting places. Violation of this policy will result in dismissal. Permission to serve alcoholic beverages on all other parts of the campus must be approved by the President, or designee, five (5) days prior to the event.

Smoking

The use of tobacco products is prohibited in all campus buildings.

Sexual Harassment

The University maintains a policy that prohibits any member of the campus community to sexually harass, assault, or injure another. It especially strives to

maintain a study and work environment free of inappropriate and disrespectful conduct of a sexually harassing nature. If a student, faculty or staff member, or visitor to the San Diego University for Integrative Studies campus feels they have been witness to, or the victim of, an on-campus sexual assault, or subject to any form(s) of sexual harassment, they should follow the procedures set forth by the University. These procedures are posted in the administration office and other prominent campus locations. Anyone who violates this policy will be subject to disciplinary action that includes dismissal of a student and termination of employment of an employee

Reporting On-Campus Crimes

If a student, faculty or staff member, or visitor feels they have been witness to or the victim of an on-campus crime involving violence, theft, injury, destruction of property, or illegal drugs or alcohol use, they should follow the established University procedures. These procedures are posted in the administration office and other prominent campus locations. If the crime has been committed by a member of the San Diego University for Integrative Studies campus community, appropriate disciplinary action will follow. Contact the available member of the administrative staff or Faculty member to report such incidents immediately. However, 911 should first be called in emergency situations.

Animals

Except for guide-dogs for the blind or other approved animals for assistance to disabled people, animals are prohibited from all campus buildings.

ACADEMIC GUIDELINES

ACADEMIC PROGRESS

Students are expected to make reasonable and consistent academic progress through their planned degree program. San Diego University for Integrative Studies supports students in working toward completion of their respective degree programs in a timely manner. Students who fail to earn a passing grade in a minimum of four (4) courses per year or fail to enroll in courses for two (2) consecutive quarters are not seen as making reasonable progress, and the University has the right to put them on probation or dismiss them. Students working on their dissertation, master thesis, or senior project must be registered for the respective course every quarter until the project has been completed. The dissertation, master thesis, or senior project is complete when the student has successfully passed the oral examination where applicable and the final approval forms have been signed by the project chairperson and SDUIS Director of Research.

TIME LIMITATIONS

San Diego University for Integrative Studies has established time limitations on the completion of its graduate degrees. The Master's programs must be completed within five (5) years from the time of official enrollment until graduation and the Ph.D. and Psy.D. programs must be completed within eight (8) years.

- **GRADING STANDARDS**

The University will use a combination of letter and pass/fail grades. Grades, along with written feedback from the instructor,

will be used to accurately inform students of their progress, areas of strengths or need for improvement(s). The grading system at SDUIS was designed to accurately reflect students' performance relative to generally recognizable professional and educational standards for a given degree level. It is an individual's performance, rather than effort, experience, or mere attendance that are the substantial basis for assigning a grade. Requirements and performance expectations increase with the level of degree sought, from bachelors to masters to doctorate.

Academic and personal accomplishment is recognized and expected at SDUIS. It is the intention of the administration and faculty that all students attain a high level of proficiency in their course work and make satisfactory progress in their degree program, or individual educational pursuits.

- **LETTER GRADES**

Letter grades are awarded for courses by the instructor using a university approved objective measure. The instructor also has the option of using a plus or minus system to further distinguish degrees of achievement.

Student will receive a copy of this evaluation along with written comments for each class by mail.

* The Thesis, Dissertation Writing and Senior Project courses (699, 800, 801) do not receive a letter grade but receive credit upon satisfactory completion. Course in progress (IP) will be assigned for Thesis, Dissertation and Senior Project courses, until completed.

Grades are assigned on the following basis:

- A** - Excellent achievement and high scholarship.
- B** - Above average work for undergraduates. Average graduate student work.
- C** - Average performance for undergraduates. Below the average performance expected from graduate students. Graduate students must repeat the course if it is required in their degree program.
- D** - Minimally passing performance for undergraduates. For graduate students, work does not meet graduate student standards. All students must repeat a course if it is required in their degree program.
- F** - Unsatisfactory work for all students. All students must repeat a course if it is required in their degree program.
- Inc** - Incomplete, course requirements not completed.
- NC** - Student's work did not meet course requirements. Equivalent to a grade of **C** or below for graduate students, and **D** or below for undergraduates.

For coursework not completed by the student the following designations may appear on a student transcript:

- IP**- Course in progress
- W**- Withdrew from class in good standing.
- WF**- Withdrew from class with failing grade or administrative drop from class due to failure to meet attendance requirement.

Incomplete-Students who, for extenuating circumstances, need to receive an incomplete in any of their courses, must submit a "Petition for Incomplete" (obtained from the Registrar or SDUIS website, approved and signed by the Instructor) and pay a \$50 a processing fee. The petition must be submitted no later than the last day of the quarter. If he or she successfully resolves the incomplete, the instructor will assign the appropriate grade. A grade of PH or A can not be assigned under these circumstances. Work must be submitted to the instructor no later than 12 weeks after the end of class.

○ **STUDENT EVALUATIONS**

Instructors will evaluate the strengths and weaknesses of students in their classes at the end of each quarter. Confidential, written feedback will be provided to each student with personalized, constructive criticism of his or her performance. Students are evaluated in mastery and application of course content, oral and written communication skills, and class participation. Three levels of feedback are described below. Student's with Serious Concern feedback are required to meet with the Dean of Academic Affairs, and may be subject to academic probation. Categories of overall performance feedback are:

No Concern - Student's are performing at or above expected level(s).

Some Concern - Student's need to improve the identified knowledge and/or skill(s).

Serious Concern - Student's are not prepared to proceed.

TUTORIALS

Although the majority of students complete their course work in regular classroom settings and/or online, provisions can be made, under extenuating circumstances, for the completion of courses as tutorials.

A tutorial is an independent study course conducted under the guidance of an approved faculty member. Tutors should be recognized in their fields. It is not recommended that students use the same tutor more than once.

The following steps must be taken to successfully complete a tutorial:

1. Obtain a tutorial packet from the Registrar or SDUIS website and select the course you want to fulfill by tutorial. The course can be from SDUIS catalog or in an area you wish to study that is part of your chosen degree program.
2. Select a tutor knowledgeable in your area of study. Tutor must be appropriate to your degree level. Hold a Ph.D. for a Ph.D. level tutorial. Hold a Ph.D. for a Masters level tutorial and at least a Masters for a B.A. or a Certification program.
3. Complete the study plan.
 - a. Guided by a conference with the tutor and/or course description in the SDUIS catalog the student writes a 50-100 word paragraph on the intent of the learning and complete all required information(see study plan). The tutor then approves it.
 - b. Student gives the tutor the following:
 - Instructor Sheet for Tutors
 - Instructor's Personal Data Form
 - Grade Report Form
4. Submit **Study Plan**, completed **Registration Form**, and **Personal Data Form**; to the Registrar for approval by the Exceptions Review Committee no later than the end of the second week of the quarter. *Submission of the necessary forms is the responsibility of the student.*
5. When approved, the student will be notified, and registered in the course. Tutorials must be approved before coursework starts and must be completed by the end of the quarter.
6. Read the entire Tutorial Packet including Instructions for Tutors. Carry out Study Plan to completion with the tutor.
7. Keep Time Log as a running record of your activities. This includes time with tutor, reading, research, writing, experiential work, etc.
8. Submit Copy of Final Project and Time Log to the Instructor for grading. Keep copies in your files until after graduation.
9. Final Grade: The tutor is responsible to get the completed grade sheet to the Registrar with a copy of Final Project and Final Log.
10. All forms submitted to the Exceptions Review Committee and the Final Project must be typewritten.

COMPREHENSIVE EXAMINATION POLICIES AND PROCEDURES

1. University regulations require that all students enrolled in SDUIS's Masters and Doctoral degree programs successfully complete a comprehensive graduate examination. The exam functions to assess students' mastery of core and specialty curriculum content central to their respective degree program, which is deemed necessary for graduate level scholarship.

2. The comprehensive examination is administered when a student has completed all of the required courses in their degree program. A student must register for the comprehensive examination by the quarterly registration deadline, with the \$150 fee, or \$90 re-take fee. If a student registers after the quarterly registration deadline, a \$50 late fee will apply. The Registrar's Office will only accept registrations up to two-weeks prior to the comprehensive exam administration date.

3. The comprehensive examination consists of two (2) components: an objective format designed to measure the students' knowledge of the basic science and theoretical foundations of Psychology; and, a written essay component comprised of practice based clinical vignettes designed to measure the students' applied knowledge of assessment and intervention strategies, psychodiagnosis, treatment planning, and the utility of various therapeutic modalities.

*For these selected programs, Master of Arts in Information Technology, Master of Accounting, Master of Business Administration, and Doctor of Business Administration the comprehensive examination consists only of the objective format.

4. The objective component of the comprehensive examination for the University's Master of Arts degree programs in Expressive Arts Therapy, Sport Counseling, Transpersonal Psychology, and Marriage & Family Therapy consists of questions generic to the University's Graduate Core Psychology Course Requirements. These multiple-choice items are sampled from: CPS 601; CPS 603; CPS 604; CPS 605; CPS 610; CPS 611; CPS 612; CPS 613; CPS 614; and, CPS 615

In addition to questions based on the content of the above courses, faculty members contribute to a pool of exam questions based on the content of specialty-specific course requirements:

Expressive Arts Therapy— CEX 600; CEX 631; CEX 632; and CEX 633

Sport Counseling— SPO 600; SPO 651; SPO 652; SPO 653; SPO 665; and SPO 668

Transpersonal Psychology—TRP670; TRP 671; TRP 672; and TRP 673

Marriage and Family Therapy—CPS 616; CPS 617A; CPS 617B; CPS 618; CPS 619; 622A; CPS 624B; and CPS 628

The objective component of the Master of Accounting degree program consists of multiple-choice items sampled from: ACT 601; ACT 610; ACT 613; ACT 614; ACT 615; BUS 610; BUS 614; BUS 616; BUS 617; and BUS 618

The objective component of the comprehensive examination for the University's Master of Business Administration degree programs consists of questions both generic to the University's Graduate Core Business Course Requirements along with questions based on the content of the above courses, faculty members contribute to a pool of exam questions based on the content of specialty-specific course requirements:

General Track— BUS 601; BUS 610; BUS 614; BUS 616; BUS 617; and BUS 618

International Track— BUS 601; BUS 620; BUS 624; BUS 626; BUS 627; and BUS 628

Green Track— BUS 630; BUS 531; BUS 634; BUS 635; BUS 636; BUS 638; and BUS 639

Specialization in Marketing—BUS 601; BUS 610; BUS 616; BUS 617; BUS 618; MKT 612; MKT 614; MKT 620; and MKT 624

The objective component of the Doctor of Psychology degree programs consists of multiple-choice items sampled from: CPS 691; CPS 693; CPS 702; CPS 704; CPS 705; CPS 706; CPS 710; and CPS 711

The objective component of the comprehensive exam for the Doctor of Psychology degree programs in Expressive Arts Therapy and Transpersonal Psychology consists of multiple-choice items sampled from: CPS 691; CPS 693; CPS 702; CPS 703 *{Transpersonal program only}*; CPS 704; and CPS 705

In addition to questions based on the content of the above courses, selected questions of the University's Doctoral level comprehensive exam will be based on the content of specialty-specific course requirements central to:

Sport Psychology — SPO 754; SPO 765; SPO 766; and SPO 767

Expressive Arts Therapy — CEX 730; CEX 733; and CEX 739

Transpersonal Psychology — CTR 670; CTR 671; CTR 672; CTR 673; and CTR 770

Clinical Psychology — CPS 712; CPS 714; CPS 724; CPS 725; CPS 727; CPS 728; and CPS 729

In all objective (multiple-choice) exams the items vary from one administration to the next. There is no implication that each course area is represented by the same number of items, and there is no implication that a particular version of the exam must include items from every course area that is eligible to be included. Objective exams ordinarily consist of 150 items for the MA-level and doctoral level, and 175 items for the doctorate with specialization in sport psychology. However, the University reserves the right to alter the number of items in any particular administration, as necessary.

For the written essay component of the University's Master of Arts and Doctoral level comprehensive exam, students are presented with practice based clinical vignettes to test their knowledge and professional skills, as well as the ability to make judgments about appropriate techniques and methods as applicable to their scope of practice. Ordinarily, the written essay exam consists of three vignettes, of which the student is required to select and respond to two. However, the University reserves the right to alter the number of items in any particular administration, as necessary.

5. Students are encouraged to prepare for the comprehensive exams months in advance of their scheduled administration date. Routine reviews of course textbooks and other required reference materials, lecture notes, and copies of previously administered course examinations are recommended. For students who perceive objective tests as particularly challenging, develop a multiple-choice test taking response set through frequent self-administrations of objective tests that cover the various core content areas in Psychology. There are several resources that are useful for this purpose. These can typically be found in university

bookstores or online resources that sell similar materials. Also check the appropriate professional licensing boards or their websites for additional useful information about their licensing exams, which typically cover similar content areas (in California, www.psychboard.ca.gov for psychology licensing and www.bbse.ca.gov for marriage and family therapy licensing).

6. During the comprehensive exam, the test proctor provides the examinee with the necessary materials. The use of supportive adjuncts, such as a Dictionary, is prohibited. The use of cellular phones during the course of the exam is not permitted. Brief breaks are taken, one examinee at a time, as per need.

7. Comprehensive examination test items are revised for all degree program specialty areas from one administration to the next.

8. Examination performance is documented and reported in terms of a Total Correct Raw Score. Currently, students must achieve a minimum correct raw score of 70% of the items correct to pass the exam.

9. Comprehensive exam scores are determined and reported in writing to the student within 30 days from the date of the examination.

10. Students have three (3) trials to achieve a passing score. If the third attempt is unsuccessful, academic probation is assigned and the student must: submit a request for a fourth and final attempt to the Exceptions Review Committee; and, prepare a detailed comprehensive examination study the Dean of Academic Affairs for review and approval. Additional academic advising will be required. Students do not review their completed examination protocols or their incorrect items.

11. Masters and Doctoral students are required to register for the comprehensive exam during the quarter that they enroll in their capstone research project, be it a thesis (699) or dissertation (800).

*Students in the Master of Business Administration program, are required to register for either their capstone research project (BUS 695) or the comprehensive examination during their final quarter.

12. The comprehensive examination is administered on a quarterly basis. Generally, the exam is scheduled for the second month of the quarter on the second Friday of the month. The University Catalog includes a schedule of examination dates for the next several calendar years. Verify exam dates with the Registrar's office, as schedule changes are occasionally necessary, and the University is not bound to the dates announced in the Catalog.

ACADEMIC PROBATION AND DISMISSAL

It is the policy of the University that students failing to meet the minimum academic requirements of their degree programs be placed on probation or dismissed from the University.

Undergraduate students who receive two (2) or more grades of **D, F** will be placed on academic probation. They must consult with the Dean of Academic Affairs to address any problems they may be experiencing, and perhaps, modify their program. Probationary students receive a "Notification of Academic Probation", and if they receive a **D, F, Incomplete** or a **No Credit** while on probation, they are administratively dismissed from the University. Probationary status is removed when a student completes one (1) quarter with all grades of **A, B, C.**

Graduate students who receive a grade of *No Credit in* any subject during any quarter, are placed on academic probation. They receive a "Notification of Academic Probation" from the Registrar, stating they have been placed on probation. They must consult with the Dean of Academic Affairs to address the situation and possibly to modify their program. If they receive another *No Credit* while on probation, they are administratively dismissed from the University. Probationary status is removed when a student completes two (2) consecutive quarters with all grades of **A and B**.

ACADEMIC HONESTY

Plagiarism occurs whenever a person presents the words, ideas, or views of someone else as if they were his or her own. The use of another's published or unpublished ideas, words, or views on a paper, report, or oral presentation must be accompanied by specific citations and references. The consequence of plagiarism and other forms of academic dishonesty may include non-acceptance of the work submitted by the student to the faculty member or dismissal from the University. The Dean of Academic Affairs handles all matters involving academic dishonesty.

UNDERGRADUATE STUDIES

Philosophy

Our belief in the inherent value and dignity of individuals formally pursuing educational goals is the philosophical foundation of the Undergraduate programs. The purpose of these programs is to educate and to prepare the individual to serve and advance the community in health, dignity, understanding and cooperation. The undergraduate programs are committed to studying values, intentions, and meaning of life, as well as history and physical data, as elements of conscious existence. In an innovative and unique orientation that asks questions first and then seeks disciplined academic understanding, the University's intent is to inspire scholarly inquiry and practical solutions.

Program Overview

SDUIS offers a Bachelor of Arts (BA) degree in Humanistic Studies and in Business Administration. These programs are designed to provide a relevant and contemporary education to lower and upper division undergraduate students who wish to complete their studies at SDUIS.

Students who graduate from SDUIS must have completed at least 45 quarter units or 30 semester units of general education courses. These units must include written and oral communications, mathematics, humanities/fine arts, political/social or behavioral science, and physical/natural science classes, which must be completed prior to graduation from the University. SDUIS offers the full range of the required lower division courses or general education courses.

The programs consist of 180 quarter units.

Students can transfer a maximum of 135 quarter units, or 90 semester hours, to SDUIS. All students must complete at least 45 quarter units at SDUIS. Overall, a total of 60 quarter units of credit in the following general education areas are required, along with the 120 units of additional choice, including a Senior Research Project.

- * Written Communication (minimum of 5 quarter units)
- * Oral Communication (minimum of 5 quarter units)
- * Mathematics (minimum of 5 quarter units)
- * Humanities and Fine Arts (minimum of 15 quarter units)
- * Social or Behavioral Science (minimum of 15 quarter units)
- * Physical or Natural Science (minimum of 15 quarter units)

All courses, other than independent study, are traditionally taught in a classroom setting or online with a seminar style of instruction that includes lively discussions and in-depth reading and writing assignments. Each instructor provides students with a syllabus containing an outline of the course objectives, content, student performance expectations, textbooks and related study materials, and any activities and evaluation methods used for grading purposes. Demonstrations and experiential components may also be required. Students' papers, examinations, and projects are discussed at the beginning and during the course.

Independent study courses are an in-depth study of a topic and directed by SDUIS faculty or equally qualified mentors who must be approved by the Exception Review Committee.

BACHELOR OF ARTS PROGRAMS

Bachelor of Arts in Humanistic Studies

Program Description:

The Bachelor of Arts program emphasizes a holistic philosophical perspective in the provision of general education instructional services. It is designed for mature learners who did not have an opportunity to complete their undergraduate college studies but who have the experience that can be a stimulus to exciting and relevant academic achievement. The rationale and design of the university's general education program centers on integrating the foundations of general education with contemporary pedagogical presentations of logically sequenced curriculum in the Humanistics and Fine Arts, Social/Behavioral Science, Physical Natural Science, Mathematics, Expository Writing, and Oral Communication. Traditional academic subjects are addressed across disciplinary lines and from cross-cultural perspectives.

Requirements:

The Bachelor of Arts degree requires the completion of 180 quarter units. A minimum of 45 quarter units must be completed at San Diego University for Integrative Studies. All B.A. students are required to take Critical Thinking, Quantitative Perspectives, the Writing Skills class and the Senior Project Seminar.

Prerequisites:

A high school diploma or its equivalent (G.E.D.).

Curriculum:

These course titles satisfy degree requirements. Students are given some latitude, within state guidelines, in meeting lower division course requirements.

Lower Division Course Offerings

A minimum of 45 quarter units, or 30 semester hours, of general education courses including mathematics, writing, and oral communications must be completed prior to graduation from SDUIS. Additional units may be transferred and applied toward the B.A. The maximum transferable units are 135 quarter units or 90 semester hours. SDUIS requires that all B.A. students complete the 60 quarter units of general education in the following areas: Humanities and Fine Arts (minimum of 15 units), Social or Behavioral Science (minimum of 15 units), Physical or Natural Science (minimum of 15 units), Written Communication (minimum of 5 units), Oral Communication (minimum of 5 units), and Mathematics (minimum of 5 units).

Lower Division General Education Courses

Students may fulfill all general education requirements by completing this curriculum, or through a combination of transfer and course completions at SDUIS.

Upper Division Courses

Students in undergraduate Humanistic Studies degree program can choose from the following courses to satisfy curriculum requirements. The number of credits each student will need to meet graduation requirements depends upon the number of credits which the student has transferred into

SDUIS. Some courses have prerequisites; please see course descriptions for details. Other courses not listed below may be part of the student's program.

<u>Course</u>	<u>Units</u>
BHS 461 Introduction to Humanistic & Transpersonal Psychology	5
BHS 452 Evolution & Consciousness	5
BHS 456 Contemporary International Writers	5
BHS 460 The Self & Literary Psychology	5
BHS 465 History of Ordinary People of the United States	5
BHS 466 Health & Healing	5
BHS 467 The Family	5
BHS 468 Loss of Self	5
BHS 469 Foundations of Meditation	5
BHS 470 Varieties of Religious and Mystical Experience	5
BHS 484 Physical Discipline	5
BHS 485 The Gendered World	5
BHS 486 Self-In-Relationship	5
BHS 490 Leadership Development For Women	5
CPS 401 History & Systems of Psychology	5
CPS 402 Abnormal Psychology	5
CPS 403 Theories of Personality	5

○ **Required Courses**

BHS 401 Writing Skills and Research	5
BHS 455 Critical Thinking	5
CPS 404 Quantitative Perspectives	5

Senior Project (5 units)

BHS 495 Senior Project	5
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Students working on their senior project must be registered for the respective course each subsequent quarter until the project has been completed. The senior project is complete when the final draft of the students' Senior Research Report has been completed, evaluated, and formally

approved by the Senior Project Research Instructor.

A sample program is as follows:

Humanities

BHS 405: The Humanistic Tradition
 BHS 410: Introduction to Philosophy
 BHS 455: Critical Thinking

Social and Behavioral Sciences

BHS 454: Individuals and their Social Behavior
 BHS 459: Carl Rogers and Humanistic Phenomenology
 BHS 464: Inventing the Modern Mind

Physical and Natural Sciences

BHS 100: The Human Body
 BHS 101: The Oceans
 BHS 102: The Cosmos

Written Communication

BHS 401: Writing Skills and Research

Oral Communication

BHS 104: The Reader's Theater

Mathematics

CPS 404: Quantitative Perspective

Bachelor of Arts in Business Administration

Program Description:

This program is designed to provide the student with a foundation and marketable skills in business administration, organization, management, and communication guided by international and multicultural applied perspectives. A logically sequenced curriculum presents a practical orientation for developing and implementing effective entrepreneurial systems and administrative strategies targeting the needs, issues, and trends of the 21st Century global marketplace. The student completes core courses in business administration in tandem with the fulfillment of lower and upper division general education courses from the University's approved undergraduate completion program in Humanistic Studies. Students enrolled in the Bachelor of Arts program in Business Administration may enrich the breadth of their undergraduate major by completing an additional Specialty curriculum in either Communications or Information Technology Systems, respectively. The Specialization curricula consists of seven (7) courses in either Communications or Information Systems Technology, and are designed as supplemental professional skills training logically integrated with and directly relatable to the organized sequence of studies comprising the major in Business Administration.

Requirements:

The Bachelor of Arts in Business Administration degree program requires the completion of one hundred eighty (180) quarter units at the undergraduate level. The

student completes one hundred five (105) quarter units in basic collegiate education and seventy-five (75) quarter units in Business Administration. This includes twenty-one (21) lower and upper division courses logically sequenced from the University's approved undergraduate curriculum and fifteen (15) specialty courses in Business Administration. Completion of this program also requires the student to fulfill a capstone Senior Research Project relative to applied topics in Business Administration and allied fields such as international marketing and finance, for example. Students majoring in Business Administration have the option of pursuing additional specialty instruction in either Communications or Information Technology Systems, and each specialty curriculum consists of thirty-five (35) quarter units, which is the equivalent of seven (7) courses beyond the minimum graduation requirement of one-hundred eighty (180) quarter units. As such, students fulfilling either Specialization course sequence complete a total of two-hundred fifteen (215) quarter units in completing all graduation requirements.

Prerequisites:

High school diploma or the equivalent (GED) are minimum requirements for admission. Students having earned an Associate of Arts degree, or the equivalent, from a state approved or regionally accredited institution may transfer a maximum of one hundred thirty-five (135) quarter or ninety (90) semester units. The B.A. program in Business Administration requires all transfer students to complete a minimum of sixty (60) quarter units.

Curriculum:

Course numbers, titles, and units meeting basic undergraduate education requirements (lower and upper division courses):

<u>Course</u>	<u>Units</u>
BHS 100 The Human Body	5
BHS 103 The Written Word	5
BHS 105 Mathematics: A Most Powerful Tool	5
BHS 200 Connecting Up / Getting Online	5
BHS 302 How to Start Your Own Business	5
BHS 402 The Study of Great Leaders Through Literature	5
BHS 405 The Humanistic Tradition	5
BHS 410 Introduction to Philosophy	5
BHS 451 Introduction to Political Thought	5
BHS 454 Individuals and Their Social Behavior	5
BHS 456 Contemporary International Writers	5
BHS 457 The Media as Mediator	5
BHS 464 Inventing the Modern Mind	5
BHS 465 History of the Ordinary People of the United States	5
BHS 471 The Third World	5
BHS 487 Career Counseling	5
BHS 488 Personal and Social Ethics	5
BHS 490 Leadership Development	5

Required Total Units: 90

Required Courses (15 Units)

BHS 401 Writing Skills and Research	5
BHS 455 Critical Thinking	5
BHS 495 Senior Project	5

Course numbers, titles, and units meeting business specialization requirements (upper division courses):

Required Business Courses (75 Units)

<u>Course</u>	<u>Units</u>
BUS 401 Introduction to Business Principles & Organizations	5
BUS 402 Fundamentals of Business Administration	5
BUS 406 Business Math for Administrators	5
BUS 412 Business Information Technologies	5
BUS 416 Business Administrative Law	5
BUS 418 Essentials of Advertising	5
BUS 420 Business Communications & the Global Economy	5
BUS 424 Organizational Statistics	5
BUS 432 Production and Service Management	5
BUS 434 Organizational Entrepreneurship	5
BUS 442 Foundations in Accounting	5
BUS 449 Foundations in Marketing	5
BUS 452 Foundations in Finance	5
BUS 458 Foundations in Economics	5
BUS 466 Legal and Ethical Issues in the Global Marketplace	5
BUS 475 Cross Cultural Strategic Management	5

Required Total Units: 180

Specialty Curriculum in Communications (35 Units)

<u>Course</u>	<u>Units</u>
BSCM 400 Oral and Written Communication Skills	5
BSCM 406 Effective Public Speaking	5
BSCM 408 Advanced Public Speaking for Business Managers	5
BSCM 412 Expository and Technical Writing Skills	5
BSCM 430 Persuasive Communication	5
BSCM 438 Cross Cultural Communication	5

BSCM 460 World Wide Journalism
and Expressive Writing 5

Required Total Units: 35

Business Administration degree program students who complete the specialty courses in Communications accumulate a total of 215 undergraduate quarter units for matriculation.

Specialty Curriculum in Information Technology Systems (35 Units)

<u>Course</u>	<u>Units</u>
ITS 404 Survey of Information Systems	5
ITS 424 Operational System Principles	5
ITS 434 Design and Analysis of Information Systems	5

ITS 458 Web Development and Management 5

ITS 466 Global Networks and Telecommunications 5

ITS 478 Frontend and Backend Database Management 5

ITS 492 Electronic Business Principles 5

Required Total Units: 35

Business Administration degree students who complete the specialty courses in Information Technology Systems accumulate a total of 215 undergraduate quarter units for matriculation.

COLLEGE OF GRADUATE STUDIES

Philosophy

Since its inception, the University and the programs in psychology have explored a broad spectrum of approaches that expanded the range of options for dealing with psychological, psychosocial and psycho-spiritual confrontations of the human psyche. The psychology curricula not only focus on the needs of individuals struggling with behavioral issues, but also the aspirations of the healthy and curious who are desirous of exploring greater human potential. The Business curricula center on the needs of a society moving toward globalization and integration. The curricula focus is on applied knowledge that students van utilize immediately in their personal and professional lives. San Diego University for Integrative Studies is committed to upholding a responsible approach to scholarship and research and practice. Basic to each of these is development of personal competence and a true sense of responsibility and growth.

The programs in psychology address differing focal points and means of enhancing psychological health, creativity, and respect for the interaction of the body, mind and spiritual essence of individuals. The philosophical, integral or holistic approaches to human consciousness demand conviction to and respect for human existence.

Program Overview

The College of Graduate Studies offers the following degrees:

- Master of Accounting
- Master of Arts in Expressive Arts Therapy
- Master of Arts in Information Technology

- Master of Arts in Marriage and Family Therapy
- Master of Arts in Psychobiomechanics and Postural Therapy
- Master of Arts in Sport Counseling
- Master of Arts in Transpersonal Psychology
- Master of Business Administration
- Master of Business Administration with Specialization in Marketing
- Master of Business Administration with Specialization in Hospitality Management
- Master of Science in Aviation and Aerospace Commerce
- Doctor of Business Administration
- Doctor of Psychobiomechanics and Postural Therapy
- Doctor of Psychology
- Doctor of Psychology with Specialization in Expressive Arts Therapy
- Doctor of Psychology with Specialization in Sport Psychology
- Doctor of Psychology with Specialization in Transpersonal Psychology

Various emphasis areas are available to students in each program. The scope and intent of each emphasis area are described separately in each degree program. The graduate programs at SDUIS provide academic, scientific, and practitioner training in preparation for multifaceted professional roles as change agents for individuals, families, and organizations. Humanistic values such as diversity, inclusiveness, personal and professional education, centrality of relationships, and responsible use of power and authority are emphasized. The mastery of professional knowledge, skills, ability, and the capability for compassionate intervention and

preparation for life-long learning are expected outcomes of the programs. Students entering masters programs must have completed a bachelors degree which includes certain prerequisite courses. See the description of each degree program for specific entrance requirements. All doctoral applicants must have completed a relevant masters degree, again with certain prerequisite courses that are listed with the specific degree program. A maximum of 9 quarter units may be transferred into the Master's program, and 45 quarter units into a doctoral program from a regionally accredited or California State Approved University. Credit is not given for work or life experience.

Master's students in programs other than the Marriage and Family Therapy program must complete a written thesis. Master's students enrolled in the MBA, Information Technology, Aviation and Accounting programs have the option to either write a Comprehensive Business Project or pass a Comprehensive Examination at the end of their course program. All doctoral students must complete a dissertation. Thesis and dissertation students are required to meet with the Director of Research to have their proposal approved before beginning their research.

Licensing as a Marriage and Family Therapist in California

The Marriage and Family Therapy program satisfies the academic course requirements of the State of California Board of Behavioral Sciences, for the Marriage and Family Therapy license. Students must also meet the Board's post-masters experiential requirements before they are eligible to sit for the licensing exam.

Students in the MFT program are required to pass a Masters Comprehensive Examination.

It is the student's responsibility to remain informed of the Board's licensing requirements. All licensing forms and documents must be obtained directly from the Board.

This exam is partially modeled after the State exam, and consists of two parts: multiple choice questions on theory and clinical vignette essays on practice. The exams are offered once each quarter and dates are noted in the SDUIS quarterly schedules. Students have three opportunities to pass the exams, after which additional course work is required.

All MFT students will enroll in a 200 hour practicum sequence during the last half of their studies. Students must have their practicum sites approved by the University before beginning training hours. All students must contact the SDUIS Registrar for information and forms. Students should enroll in CPS 622 for supervision during the first 100 hours, and in CPS 624 during the second 100 hours, for direct face to face counseling hours and supervision.

Licensing as a Psychologist in California

Licensing as a Psychologist in the State of California is controlled by the Board of Psychology.

It is the student's responsibility to remain informed of the Board's licensing requirements. All licensing forms and documents must be obtained directly from the Board.

The Psy.D. program satisfies the academic course requirements of the State of California Board of Psychology for licensing as a Psychologist in California. Students must also meet the Board's post-doctoral experiential requirements before they are eligible to sit for the licensing exam.

All Doctoral students must pass a Doctoral Comprehensive Examination. This exam consists of two parts: theory-based multiple choice and practice-based clinical vignettes. The exams are offered once each quarter and are noted in the SDUIS quarterly schedule. Students have three opportunities to pass the exam after which additional course work is required.

All Psy.D. students must enroll in a 500 hour practicum sequence during the second half of their program. Students must have their practicum sites approved by the University before beginning internship hours. Students with a Master of Arts in Psychology with a non-counseling emphasis may be able to register as Psychological Assistants with the Board of Psychology. However, additional courses may be required to meet Board requirements. Contact the Dean of Academic Affairs for situation-specific information. All students should contact the SDUIS Registrar for practicum information and forms. Students should enroll in CPS 724 for supervision during the first 250 hours, and in CPS 725 for the second 250 hours.

Doctoral Dissertations

All doctoral students complete a dissertation. All dissertations are expected to make a novel contribution to the literature in their respective fields based on research completed by the student. Doctoral dissertations tend to focus on research and analysis of theoretical issues related to the student's doctoral research topic. Methodology may be either quantitative or a mixture of quantitative and qualitative designs. **Prior to beginning capstone research projects, all students must meet with their Research Instructor to have their topic approved.** Dissertations are supervised by a three member faculty committee that is selected by the student and

approved by the Exceptions Review Committee.

The dissertation process includes forming a committee, a comprehensive literature review, an in-depth research project, writing a scholarly text, an Oral Qualifying Examination, and a Final Oral Defense of the dissertation. The process is supervised by the student's Dissertation Instructor, Dissertation Chair, Committee and the Director of Research. Details of this process are available from the Registrar's office in the syllabus manual entitled *San Diego University for Integrative Studies Dissertation and Thesis Guidelines*.

Students working on their dissertation, master thesis, or senior project must be registered for the respective course each subsequent quarter until the project has been completed. The dissertation, master thesis, or senior project is complete when the student has successfully passed the oral examination where applicable and the final approval forms have been signed by the project chairperson, Research Instructor, SDUIS Director of Research, and Dean of Academic Affairs.

Personal Counseling

SDUIS faculty and staff consider growth through therapy an essential tool in becoming an effective therapist or counselor. The personal counseling requirement is designed to provide the student with the existential experience of being counseled and to deal with personal issues that could interfere with student becoming an effective therapist.

Masters students in all psychology programs must complete 50 hours of personal counseling within three years of enrollment at San Diego University for Integrative Studies. Doctoral students in all psychology programs must complete 60 hours of

personal counseling within three years of enrollment at SDUIS. All therapists must be approved in advance by the University. Forms for therapist approval and documentation of hours are available from the Registrar.

What kind of counseling qualifies?

- At least 25 hours (Masters), 35 hours (Doctoral) must be one-on-one therapy.
- Up to 25 hours (maximum) can be in a group therapy context.
- Educational training, self-help seminars, and workshops cannot be used for the personal counseling requirement.

What kind of license is needed for the therapist?

- The therapist must be licensed as an MFT, or Psychologist.

Can therapy done prior to enrollment qualify?

- Up to 25 hours of individual therapy may be completed before enrollment.
- Previous therapy must meet the above qualifications and date from within two years prior to enrollment.

How is the therapist selected?

- The student is responsible for selecting and engaging his or her own therapist.
- The administrative staff will maintain a list of local therapists

with student discount prices.

- SDUIS instructors will not be approved as therapists to SDUIS students.
- The entire 50 or 60 hours do not have to be done with the same therapist.

Procedures for meeting the requirement

- After selecting the therapist, please fill out the Request for Psychotherapist Approval form and submit the signed form to the Registrar. This will ensure that the therapy done will qualify for the requirement.
- Keep track of the hours on the Documentation of Personal Counseling Hours form.
- When all the hours have been completed with the therapist, have the therapist sign the form and mail directly to San Diego University for Integrative Studies Administrative Office.

MASTER of ARTS PROGRAMS

Master of Arts in Expressive Arts Therapy

Program Description:

This program was designed to give the student a sound base in Expressive Arts Therapy. The Expressive Arts Master's Degree is designed to provide participants with a holistic and culturally enriched perspective about facilitating health, emotional growth, and human potential. The personal integration of a host of experiences and techniques is intended to contribute to the development of greater personal health and increased therapeutic options.

Requirements:

The Master of Arts degree requires the completion of 90 quarter units at the graduate level. The student will develop an individualized program of study by completing the core Psychology requirements (55 units), and selecting 30 additional Master's units from the Expressive Arts curriculum. Students are required to write a Master's Thesis/Project (5 units). In addition the students must complete 50 hours of personal counseling with licensed professionals. Successful passage of the MA Comprehensive Exam is also required.

Prerequisites:

A Bachelor of Arts in addition to specific prerequisite courses which must be completed in the first year of study.

Curriculum:

Course titles that satisfy degree requirements:

Prerequisite Courses (20 units)

<u>Course</u>	<u>Units</u>
CPS 400 Introduction to Psychology	5
or	
CPS 401 History & Systems of Psychology	5
CPS 402 Abnormal Psychology	5
CPS 403 Theories of Personality	5
CPS 404 Quantitative Perspectives	5

Graduate Core Psychology Course Requirements (55 units)

<u>Course</u>	<u>Units</u>
CPS 501 Writing Skills & Research	5
CPS 601 Counseling Theories & Strategies	5
CPS 603 Developmental Psychology	5
CPS 604 Introduction to Psychological Research	5
CPS 605 Clinical Counseling Skills Training	5
CPS 610 Psychopathology	5
CPS 611 Advanced Clinical Skills Training	5
CPS 612 Legal & Ethical Issues in Counseling	5
CPS 613 Human Sexuality & Gender Issues	5
CPS 614 Theories, Therapies & Issues in Chemical Dependency	5
CPS 615 Cross-Cultural Counseling	5

Graduate Expressive Arts Core Requirements (30 units)

<u>Course</u>	<u>Units</u>
CEX 600 Expressive Arts	5

CEX 630	Business Principles Foundations of Expressive Therapy	5
CEX 631	Psychodrama, Ritual and Performance	5
CEX 632	Fundamentals of Music Therapy	5
CEX 633	Fundamentals of Movement Therapy	5
CEX 634	Art and Expressive Therapy w/Children and Adolescents	5
	or	
CEX 635	Art and Expressive Therapy w/Adults & Aging Population	5

Thesis / Project (5 units)

CEX 699	Thesis/Project	5
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Required Total Units **90**

Students working on their dissertation, master thesis, or senior project must be registered for the respective course every quarter until the project has been completed. The Dissertation, Master's Thesis, or Senior Project is complete when the student has successfully passed the oral examination where applicable and the final approval forms have been signed by the project chairperson and SDUIS Director of Research.

INSTRUCTIONAL METHODS:

1) All residential courses, other than independent study, are taught in a classroom setting. Each instructor provides students with a syllabus that contains an outline of the course objectives, the course content, student performance expectations, textbooks and related study materials, and evaluation methods used for grading purposes.

2) Courses are traditionally taught in lecture style with group discussions, student presentations and written assignments.

3) Instructional methods also include research projects and experiential components such as internship and practicum requirements. Faculty provide individualized academic advising as needed and encourage ongoing student dialogue in class and online. Upon completion of the core curriculum, students become involved in their capstone research project, the Master's Thesis. In addition, students are required to complete fifty (50) clock hours of personal counseling provided by a licensed therapist approved by the University. Grading criteria are presented to students in the course syllabus provided at the beginning of class. The University's grading policy is designed to meet the highest professional standards of objectivity, fairness, and accuracy.

4) Independent study courses are an in-depth study of a topic and directed by SDUIS faculty or an equally qualified mentor who is approved by the Chief Academic Officer.

5) Student learning performance outcome evaluations include essay and objective examinations, research, reports, and experiential activities.

INSTRUCTIONAL METHODS:

Distance Education

1) The Master's Degree program in Expressive Arts is also offered through distance education. Direct education is delivered to students via e-mail. Students submit their assignments to the instructor and class weekly. The instructor reviews the work and prepares feedback to be sent to the students and class weekly.

2) Each student is provided with a syllabus that contains an outline of the course objectives, course content, weekly assignments and student performance expectations.

3) Instructors work closely with students to monitor their progress.

Master of Arts in Information Technology

Program Description:

Businesses, government, schools, and other organizations are continually seeking new applications for computers and networks in the workplace. As the role of technology increases, the need for professionals with a strong background in information technology is also increasing.

The Master of Arts in Information Technology at SDUIS will educate participants in such areas as software engineering methodologies, theoretical and formal areas of computer science, digital media arts, and the latest trends in IT management. The program allows graduates to enhance their knowledge and skills of the rapidly changing field of information technology.

Requirements:

Each student must complete 90 quarter units of Information Technology coursework. The student will complete the Required Core Course Requirements (5 units), Information Technology requirements (65 units), and select (20) additional units from the Elective Information Technology courses.

Prerequisites:

A Bachelor's degree from an accredited or approved institution.

Curriculum:

Course titles that satisfy degree requirements:

Prerequisite Courses: (5 Units)

<u>Course</u>	<u>Units</u>
AES 502 Academic English Skills (If required)	5
ITS 404 Introduction to Information Systems	5

Graduate Core Course Requirements (5 Units)

<u>Course</u>	<u>Units</u>
CPS 501 Writing Skills & Research	5

Graduate Core Information Technology Course Requirements (75 Units)

<u>Course</u>	<u>Units</u>
ITS 621 Advanced Information Technology	5
ITS 622 Database Design	5
ITS 623 Database Development & Management	5
ITS 625 IT Project Management Skills Training	5
ITS 626 Object Oriented Modeling	5
ITS 627 Voice Communication Networks	5
ITS 628 Software Design	5
ITS 629 Computer Network Design	5
ITS 631 LAN, WAN & Wireless Networks	5
ITS 632 Legal Aspects of Information Technology	5
ITS 634 Information Technology Security	5

ITS 635	Advanced Operating Systems & Distributed Systems	5
ITS 637	Architecture of Computer Hardware	5

Elective Information Technology Courses (20 Units)

<u>Course</u>	<u>Units</u>
ITS 641 Computer Aided Design	5
ITS 643 C# Programming	5
ITS 645 .Net Framework	5
ITS 647 Telecommunication Systems	5
ITS 648 User Interface Design	5
ITS 649 Web Standards & Search Engine Optimization	5
ITS 650 C++ Programming	5
ITS 651 Systems Engineering & Analysis	5
ITS 652 Web Design	5

Required Total Units: 90

INSTRUCTIONAL METHODS:

- 1) All residential courses, other than independent study, are taught in a classroom setting. Each instructor provides students with a syllabus that contains an outline of the course objectives, the course content, student performance expectations, textbooks and related study materials, and evaluation methods used for grading purposes.
- 2) Courses are traditionally taught in lecture style with group discussions, student presentations and written assignments.
- 3) Instructional methods also include research projects and experiential components such as internship and practicum requirements. Faculty provide individualized academic advising as needed and encourage ongoing student dialogue in class and online. Students are required to complete fifty (50) clock hours of personal

counseling provided by a licensed therapist approved by the University. The University's grading criteria are presented to students in the course syllabus provided at the beginning of class. The University's grading policy is designed to meet the highest professional standards of objectivity, fairness, and accuracy.

- 4) Independent Study Programming - ITS 649. In-depth study of a topic and directed by SDUIS faculty or an equally qualified mentor who is approved by the Chief Academic Officer.
- 5) Student learning performance outcome evaluations include essay and objective examinations, research, reports, and experimental activities.

INSTRUCTIONAL METHODS:

Distance Education

- 1) The Master's in Business Administration Degree program is also offered through distance education. Direct education is delivered to students via e-mail. Students submit their assignments to the instructor and class weekly. The instructor reviews the work and prepares feedback to be sent to the students and class weekly.
- 2) Each student is provided with a syllabus that contains an outline of the course objectives, course content, weekly assignments and student performance expectations.
- 3) Instructors work closely with students to monitor their progress.

Master of Arts in Marriage and Family Therapy

Program Description:

This program is designed to provide professional training as well as personal development. The courses satisfy the course requirements for the Marriage and Family Therapy license. Eligibility to sit for the exam with the Board of Behavioral Sciences (BBS) requires the degree be earned at a school operating under full approval by the Bureau of Private Postsecondary and Vocational Education.

Requirements:

The Master of Arts degree requires the completion of 101 units at the graduate level, two hundred (200) supervised internship hours must be fulfilled, in addition to 50 hours of personal counseling with licensed professionals. Successful passage of the MA Comprehensive Exam is also required.

Prerequisites:

A Bachelor of Arts in addition to specific prerequisite courses which must be completed in the first year of study.

Curriculum:

Course titles that satisfy degree requirements:

Prerequisite Courses (20 units)

<u>Course</u>	<u>Units</u>
CPS 400 Introduction to Psychology	5
or	
CPS 401 History & Systems of Psychology	5

CPS 402 Abnormal Psychology	5
CPS 403 Theories of Personality	5
CPS 404 Quantitative Perspectives	5

Graduate Core Psychology Course Requirements (96 units)

<u>Course</u>	<u>Units</u>
CPS 501 Writing Skills & Research	5
CPS 601 Counseling Theories &	5
CPS 603 Developmental Psychology	5
CPS 604 Introduction to Psychological Research	5
CPS 605 Clinical Counseling Skills Training	5
CPS 610 Psychopathology	5
CPS 611 Advanced Clinical Skills Training	5
CPS 612 Legal & Ethical Issues in Counseling	5
CPS 613 Human Sexuality and Gender Issues	5
CPS 614 Theories, Therapies & Issues in Chemical Dependency	5
CPS 615 Cross-Cultural Counseling	5
CPS 616 Psychotherapy w/Children & Adolescents	5
CPS 617A Assessment & Treatment of Child Abuse	2.5
CPS 617B Assessment & Treatment of Partner Abuse	2.5
CPS 618 Psychological Tests & Measurements	5
CPS 619 Theories of Family Therapy	5
CPS 620 Theory & Practice of Family Therapy	5
CPS 622 Supervised Practicum A	5
CPS 624 Supervised Practicum B	5
CPS 628 HIV Treatment & Counseling	1

Elective (5 units)

<u>Course</u>	<u>Units</u>
CPS 621 Selected Topics in Psychotherapeutic Techniques	5

Required Total Units: 101

INSTRUCTIONAL METHODS:

- 1) All residential courses, other than independent study, are taught in a classroom setting. Each instructor provides students with a syllabus that contains an outline of the course objectives, the course content, student performance expectations, textbooks and related study materials, and evaluation methods used for grading purposes.
- 2) Courses are traditionally taught in lecture style with group discussions, student presentations and written assignments.
- 3) Instructional methods also include research projects and experiential components such as internship and practicum requirements. Faculty provide individualized academic advising as needed and encourage ongoing student dialogue in class and online. Students are required to complete fifty (50) clock hours of personal counseling provided by a licensed therapist approved by the University. The University's grading criteria are presented to students in the course syllabus provided at the beginning of class. The University's grading policy is designed to meet the highest professional standards of objectivity, fairness, and accuracy.
- 4) Independent study courses are an in-depth study of a topic and directed by SDUIS faculty or an equally qualified mentor who is approved by the Chief Academic Officer.
- 5) Student learning performance outcome evaluations include essay and objective examinations, research, reports, and experimental activities.

INSTRUCTIONAL METHODS:

Distance Education

- 1) The Master's Degree program in Marriage and Family Therapy is also offered through distance education. Direct education is delivered to students via e-mail. Students submit their assignments to the instructor and class weekly. The instructor reviews the work and prepares feedback to be sent to the students and class weekly.
- 2) Each student is provided with a syllabus that contains an outline of the course objectives, course content, weekly assignments and student performance expectations.
- 3) Instructors work closely with students to monitor their progress.

Master of Arts in Psychobiomechanics and Postural Therapy

Program Description:

This program is designed for personal trainers, massage therapists, psychotherapists, educators, physiotherapists, osteopathic physicians, and mature adults seeking to broaden their working knowledge of contemporary mind and body therapy approaches in the 21st century global health. These modules offer research-based applied techniques for future holistic therapists.

Requirements:

The Master of Arts degree program in Psychobiomechanics and Postural Therapy requires the participant to successfully complete all of the courses listed below to

become an effective and certified Psychobiomechanical and Postural Therapist.

Prerequisites:

A Bachelor of Arts is required, in addition to specific prerequisite courses which must be completed in the first year of study.

Curriculum:

Course titles that satisfy degree requirements:

Prerequisite Courses (15 units)

<u>Course</u>	<u>Units</u>
CPS 400 Introduction to Psychology	5
or	
CPS 401 History & Systems of Psychology	5
CPS 402 Abnormal Psychology	5
CPS 404 Quantitative Perspectives	5

Graduate Core Psychology Course Requirements (25 units)

<u>Course</u>	<u>Units</u>
CPS 501 Writing Skills & Research	5
CPS 604 Introduction to Psychological Research	5
CPS 605 Clinical Counseling Skills Training	5
CPS 610 Psychopathology	5
CPS 612 Legal & Ethical Issues	5

Graduate Core PsychoBiomechanics & Postural Therapy Course Requirements (60 units)

<u>Course</u>	<u>Units</u>
BIO 630 Psychological Type: Theory & Application	5
BIO 631 Human Physiology	5
BIO 632 Anatomy/Limbs and Back	5

BIO 633 Exercise Psychophysiology	5
BIO 634 Exercise Psychology 1	5
BIO 635 PsychoBiomechanics	5
BIO 636 Posture Therapy & Functional Assessment	5
BIO 638 Muscle Mechanics of Posture	5
BIO 639 Biomechanics Instrumentation	5
BIO 640 Scientific Principles of Physical/ Psychological	5
BIO 641 Cardio-Respiratory Exercise Physiology Training	5
BIO 642 Psycho/ Nerve/ Muscle Exercise Response	5

Thesis / Project (5 units)

<u>Course</u>	<u>Units</u>
SPO 699 Thesis/Project	5

Required Total Units: 90

INSTRUCTIONAL METHODS:

1) All residential courses, other than independent study, are taught in a classroom setting. Each instructor provides students with a syllabus that contains an outline of the course objectives, the course content, student performance expectations, textbooks and related study materials, and evaluation methods used for grading purposes.

2) Courses are traditionally taught in lecture style with group discussions, student presentations and written assignments.

3) Instructional methods also include research projects and experiential components such as internship and practicum requirements. Faculty provide individualized academic advising as needed and encourage ongoing student dialogue in class and online. Students are required to complete fifty (50) clock hours of personal

counseling provided by a licensed therapist approved by the University. The University's grading criteria are presented to students in the course syllabus provided at the beginning of class. The University's grading policy is designed to meet the highest professional standards of objectivity, fairness, and accuracy.

4) Independent study courses are an in-depth study of a topic and directed by SDUIS faculty or an equally qualified mentor who is approved by the Chief Academic Officer.

5) Student learning performance outcome evaluations include essay and objective examinations, research, reports, and experimental activities.

INSTRUCTIONAL METHODS:

Distance Education

1) The Master's Degree program in PsychoBiomechanics & Postural Therapy is also offered through distance education. Direct education is delivered to students via e-mail. Students submit their assignments to the instructor and class weekly. The instructor reviews the work and prepares feedback to be sent to the students and class weekly.

2) Each student is provided with a syllabus that contains an outline of the course objectives, course content, weekly assignments and student performance expectations.

3) Instructors work closely with students to monitor their progress.

***Master of Arts in
Sport Counseling***

Program Description:

This program is designed to provide students with the theoretical and practical training needed to help athletes be more effective in sports and their personal lives. The program is intended to prepare professionals to consult with individual athletes, teams, and athletic organizations, and to effectively develop and teach programs tailored for this unique population.

Requirements:

The Master of Arts degree requires the completion of 90 quarter units at the graduate level. Students will complete the core Psychology requirements (55 units) and the required Sport Counseling requirements (30 units). Students are required to write a Master's Thesis/Project (5 units), and complete 50 hours of personal counseling. Successful passage of the MA Comprehensive Exam is also required.

Prerequisites:

A Bachelor of Arts degree in Psychology, Physical Education or related field, in addition to an Introduction to Psychology (CPS 400 or CPS 401) or Introduction to Physical Education (SPO 505) class.

Curriculum:

Course titles that satisfy degree requirements:

Prerequisite Courses (15 units)

<u>Course</u>	<u>Units</u>
CPS 400 Introduction to Psychology	5
or	

CPS 401 History & Systems of Psychology	5
CPS 402 Abnormal Psychology	5
CPS 403 Theories of Personality	5
CPS 404 Quantitative Perspectives	5
SPO 505 Introduction to Physical Education	5

Graduate Core Psychology Course Requirements (55 units)

<u>Course</u>	<u>Units</u>
CPS 501 Writing Skills & Research	5
CPS 601 Counseling Theories & Strategies	5
CPS 604 Introduction to Psychological Research	5
CPS 603 Developmental Psychology	5
CPS 605 Clinical Counseling & Skills Training	5
CPS 610 Psychopathology	5
CPS 611 Advanced Clinical Skills Training	5
CPS 612 Legal & Ethical Issues in Counseling	5
CPS 613 Human Sexuality and Gender Issues	5
CPS 614 Theories, Therapies & Issues in Chemical Dependency	5
CPS 615 Cross-Cultural Counseling	5

Graduate Sport Counseling Course Requirements (30 units)

<u>Course</u>	<u>Units</u>
SPO 600 Sport Psychology Business Principles	5
SPO 651 Introduction to Sport Counseling	5
SPO 652 Assessment & Evaluation in Sport Counseling	5
SPO 653 Adult Fitness & Performance Enhancement	5
SPO 665 Sport Counseling Practicum I	5
SPO 668 Career Transition & Athletic Retirement	5

Thesis / Project (5 units)

<u>Course</u>	<u>Units</u>
SPO 699 Thesis/Project	5

Students working on their Dissertation, Master's Thesis, or Senior Project must be registered for the respective course every quarter until the project has been completed. The Dissertation, Master's Thesis, or Senior Project is complete when the student has successfully passed the oral examination where applicable and the final approval forms have been signed by the project chairperson and SDUIS Director of Research.

Required Total Units: 90

INSTRUCTIONAL METHODS:

1) All residential courses, other than independent study, are taught in a classroom setting. Each instructor provides students with a syllabus that contains an outline of the course objectives, the course content, student performance expectations, textbooks and related study materials, and evaluation methods used for grading purposes.

2) Courses are traditionally taught in lecture style with group discussions, student presentations and written assignments.

3) Instructional methods also include research projects and experiential components such as internship and practicum requirements. Faculty provide individualized academic advising as needed and encourage ongoing student dialogue in class and online. Upon completion of the core curriculum, students become involved in their capstone research project, the Master's Thesis. In addition, students are required to complete fifty (50) clock hours of personal counseling provided by a licensed therapist approved by the

University. Grading criteria are presented to students in the course syllabus provided at the beginning of class. The University's grading policy is designed to meet the highest professional standards of objectivity, fairness, and accuracy.

4) Independent study courses are an in-depth study of a topic and directed by SDUIS faculty or an equally qualified mentor who is approved by the Chief Academic Officer.

5) Student learning performance outcome evaluations include essay and objective examinations, research, reports, and experimental activities.

INSTRUCTIONAL METHODS:

Distance Education

1) The Master's Degree program in Sport Counseling is also offered through distance education. Direct education is delivered to students via e-mail. Students submit their assignments to the instructor and class weekly. The instructor reviews the work and prepares a feedback to be sent to the students and class weekly.

2) Each student is provided with a syllabus that contains an outline of the course objectives, course content, weekly assignments and student performance expectations.

3) Instructors work closely with students to monitor their progress.

Master of Arts in Transpersonal Psychology

Program Description:

This program was designed to give the student a sound base in traditional Western Psychology and Integrative Transpersonal Psychology. The student will have the opportunity to explore a particular emphasis drawing from the University's Transpersonal Psychology curriculum.

Requirements:

The Master of Arts degree requires the completion of 90 quarter units at the graduate level. The student will develop an individualized program of study by completing the core Psychology requirements (55 units), the core Transpersonal requirements (25 units) and selecting (5) additional elective graduate units from the SDUIS combined curricula. Students are required to write a Master's Thesis/Project (5 units), in addition to completing 50 hours of personal counseling with licensed professionals. Successful performance on MA Comprehensive Exam is also required.

Prerequisites:

A Bachelor of Arts in addition to specific prerequisite courses which must be completed in the first year of study. The Writing Skills & Research course (CPS 501) may also be required if indicated by the Writing Skills Assessment.

Curriculum:

Course titles that satisfy degree requirements:

Prerequisite Courses (20 units)

<u>Course</u>	<u>Units</u>
CPS 400 Introduction to Psychology	5
or	
CPS 401 History & Systems of Psychology	5
CPS 402 Abnormal Psychology	5
CPS 403 Theories of Personality	5
CPS 404 Quantitative Perspectives	5

Graduate Core Psychology Course Requirements (55 units)

<u>Course</u>	<u>Units</u>
CPS 501 Writing Skills & Research	5
CPS 601 Counseling Theories, Strategies	5
CPS 603 Developmental Psychology	5
CPS 604 Introduction to Psychological Research	5
CPS 605 Clinical Counseling Skills Training	5
CPS 610 Psychopathology	5
CPS 611 Advanced Clinical Skills Training	5
CPS 612 Legal & Ethical Issues in Counseling	5
CPS 613 Human Sexuality and Gender Issues	5
CPS 614 Theories, Therapies & Issues in Chemical Dependency	5
CPS 615 Cross-Cultural Counseling	5

Graduate Transpersonal Core Requirements (25 units)

<u>Course</u>	<u>Units</u>
CTR 600 Psychology Business Principles	5
CTR 670 Introduction to Tibetan Buddhist Psychology	5
CTR 671 Theories of Consciousness	5
CTR 672 East/West Psychology	5
CTR 673 Meditation & Mandalas	5

Graduate Transpersonal Electives Available (choose 1 course - 5 units)

<u>Course</u>	<u>Units</u>
TRP 674 Traditions of Transformational Arts	5
TRP 675 Mind/Body Approaches to Health	5
TRP 676 Alternative Healing Therapies	5
TRP 678 Selected Topics in Transpersonal Studies	5
TRP 771 Foundations of Contemplative Depth Psychotherapy	5
TRP 774 Fundamentals of Energetic & Somatic Therapies	5
TRP 776 Contemplative, Transpersonal Therapies	5

Thesis / Project (5 units)

<u>Course</u>	<u>Units</u>
CTR 699 Thesis/Project	5

Students working on their Dissertation, Master's Thesis, or Senior Project must be registered for the respective course every quarter until the project has been completed. The Dissertation, Master's Thesis, or Senior Project is complete when the student has successfully passed the oral examination where applicable and the final approval forms have been signed by the project chairperson and SDUIS Director of Research.

Required Total Units: 90

INSTRUCTIONAL METHODS:

1) All residential courses, other than independent study, are taught in a classroom setting. Each instructor provides students with a syllabus that contains an outline of the course objectives, the course content, student performance expectations, textbooks

and related study materials, and evaluation methods used for grading purposes.

2) Courses are traditionally taught in lecture style with group discussions, student presentations and written assignments.

3) Instructional methods also include research projects and experiential components such as internship and practicum requirements. Faculty provide individualized academic advising as needed and encourage ongoing student dialogue in class and online. Upon completion of the core curriculum, students become involved in their capstone research project, the Master's Thesis. In addition, students are required to complete fifty (50) clock hours of personal counseling provided by a licensed therapist approved by the University. Grading criteria are presented to students in the course syllabus provided at the beginning of class. The University's grading policy is designed to meet the highest professional standards of objectivity, fairness, and accuracy.

4) Independent study courses are an in-depth study of a topic and directed by SDUIS faculty or an equally qualified mentor who is approved by the Chief Academic Officer.

5) Student learning performance outcome evaluations include essay and objective examinations, research, reports, and experimental activities.

INSTRUCTIONAL METHODS:

Distance Education

1) The Master's Degree program in Transpersonal Psychology is also offered through distance education. Direct education is delivered to students via e-mail. Students submit their assignments to the instructor and class weekly. The instructor reviews the work and prepares feedback to be sent to the students and class weekly.

2) Each student is provided with a syllabus that contains an outline of the course objectives, course content, weekly assignments and student performance expectations.

3) Instructors work closely with students to monitor their progress.

***Master of Science in Aviation
and Aerospace Commerce***

Program Description:

As the scope and reach of globalization continues to expand in a technologically connected world, corresponding advancements in commercial aviation will need to keep pace. Businesses, government, and the aviation industry seek guidance during this period of rapid change, to find a balance between the competing interests of security, logistics, and commercial viability. A resultant need will be to continually assess the role of human decision-makers within aviation and aerospace infrastructure.

The Master of Science in Aviation and Airport Management at SDUIS will prepare participants by educating them in areas including, but not limited to, emerging issues regarding the rules and regulations of commercial aviation, security, business administration, human factors, information technology, and environmental concerns. This program is designed to prepare persons wishing to begin or enhance a career in commercial aviation with the requisite knowledge and flexibility demanded of such professionals today.

Requirements:

Each student must complete 80 quarter units of Aviation and Aerospace Commerce coursework. Students will complete the Required Core Aviation and Aerospace Commerce requirements (70 units), and select ten (10) additional units from the Elective Aviation and Aerospace Commerce coursework.

Prerequisites:

Applicants must hold a bachelor's degree from an accredited or approved institution, and all applications are reviewed and approved by the Program Director.

Curriculum:

Course titles that satisfy degree requirements:

Graduate Core Required Aviation and Aerospace Commerce Courses: (70 Units)

<u>Course</u>	<u>Units</u>
AVIA 115 Stress Management	5
AVIA 300 Aviation and Airport Management	5
AVIA 200 Basic Instrument Flight Procedures	5
AVIA 110 Human Factors and Aeronautical Decision Making	5
AVIA 130 History and Physics of Flight	5
BUS 602 Quantitative Methods in Business	5
AVIA 630 Introduction to Aviation & Aerospace Commerce	5
AVIA 631 Aviation Public Policy and Regulations	5
AVIA 632 Aviation and Airport Security	5
AVIA 633 Aircraft Design and Materials Science	5
AVIA 634 Business Administration Of Aerospace Commerce	5
AVIA 635 Aviation and the Environment	5
AVIA 636 Statistics and Logistics of Aerospace Commerce	5
AVIA 637 Information Technologies and Aerospace Commerce	5

Aviation and Aerospace Commerce
Elective Courses (10 Units)

<u>Course</u>	<u>Units</u>
AVIA 120 Private Pilot Ground School	5
AVIA122 Commercial Pilot Ground School	5
AVIA 123 Helicopter Pilot Ground School	5
AVIA 125 Instrument Pilot Ground School	5
AVIA 301 Advanced Aircraft Assembly: Unmanned Aerial Flight	5
AVIA 302 Advanced Aircraft Assembly: Emission-less Flight	5
AVIA 303 Efficient Airport Design	5
AVIA 304 Game Theory & Physics of Dog Fighting	5
AVIA 305 Case Studies in International Customs and Tariffs	5
AVIA 306 Evolution of Aircraft Engine Design	5
AVIA 307 Aviation Maintenance Practices	5

Required Total Units: **80**

INSTRUCTIONAL METHODS:

- 1) All residential courses, other than independent study, are taught in a classroom setting. Each instructor provides students with a syllabus that contains an outline of the course objectives, the course content, student performance expectations, textbooks and related study materials, and evaluation methods used for grading purposes.
- 2) Courses are traditionally taught in lecture style with group discussions, student presentations and written assignments.
- 3) Instructional methods also include research projects and experiential components such as internship and

practicum requirements. Faculty provide individualized academic advising as needed and encourage ongoing student dialogue in class and online. The University's grading criteria are presented to students in the course syllabus provided at the beginning of class. The University's grading policy is designed to meet the highest professional standards of objectivity, fairness, and accuracy.

4) Independent study courses are an in-depth study of a topic and directed by SDUIS faculty or an equally qualified mentor who is approved by the Chief Academic Officer.

5) Student learning performance outcome evaluations include essay and objective examinations, research, reports, and experimental activities.

INSTRUCTIONAL METHODS:

Distance Education

- 1) The Master of Science in Aviation and Aerospace Commerce Degree program is also offered through distance education. Direct education is delivered to students via e-mail. Students submit their assignments to the instructor and class weekly. The instructor reviews the work and prepares a feedback to be sent to the students and class weekly.
- 2) Each student is provided with a syllabus that contains an outline of the course objectives, course content, weekly assignments and student performance expectations.
- 3) Instructors work closely with students to monitor their progress.

MASTERS PROGRAMS

Master of Accounting

Program Description:

This program is designed for finance and accounting professionals wishing to extend their skills or for those just entering the accounting profession. The program is intended to provide a broader understanding of accounting principles and business applications by offering graduate exposure to the traditional areas of accounting (financial accounting, managerial accounting, income tax, and auditing). Participants will learn how accounting functions within organizations and a wide variety of businesses, ranging from startups to global corporations, by building the conceptual, analytical and communications skills necessary to succeed in the accounting profession.

Requirements:

The Master of Accounting program requires the participant to successfully complete a total of 85 quarter units of graduate-level coursework. The student must complete 30 units from the Graduate Core Accounting Course Requirements, 5 units from the Graduate Course Requirements, select 40 units (8 courses) from the Graduate Core Business Course Requirements, and select 10 units (2 courses) from the Graduate Accounting Elective Courses. In addition, students must pass a comprehensive examination.

Prerequisites:

Applicants must hold a bachelor's degree from an accredited or approved institution, and all applications are reviewed and approved by the Program Director.

Curriculum:

Course titles that satisfy degree requirements:

Graduate Core Required Accounting Courses: (30 Units)

<u>Course</u>	<u>Units</u>
ACT 601 Introduction to Accounting	5
ACT 610 Auditing	5
ACT 611 External Reporting	5
or	
ACT 612 Internal Reporting	5
ACT 613 Financial Reporting	5
ACT 614 Financial Statement Analysis	5
ACT 615 Tax Influences on Business Decision Making	5

Graduate Core Required Courses: (5 Units)

<u>Course</u>	<u>Units</u>
CPS 501 Writing Skills & Research	5

Graduate Core Required Business Courses: (40 Units)

<u>Course</u>	<u>Units</u>
BUS 602 Quantitative Methods in Business	5
BUS 610 Leading & Managing People & Organizations	5
BUS 614 Marketing Strategies & Tactics	5
BUS 616 Social Responsibility: Business Law & Ethics	5
BUS 617 Financial Planning & Investing	5
BUS 618 Information Technology Strategies for Entrepreneurial Business	5

BUS 625	Bargaining & Negotiating Skills: Asia, the US, Internationally	5
BUS 650	Advanced Marketing Strategies: Successes & Failures	5
BUS 656	Special Topics in Business Management	5
BUS 657	International Economics	5

Graduate Accounting Elective Courses (10 Units)

<u>Course</u>	<u>Units</u>
ACT 630 Intermediate Accounting	5
ACT 631 Fraud Examination & Forensic Accounting	5
ACT 632 Legal Elements of Fraud	5
ACT 633 Federal Income Tax	5
ACT 634 Accounting Ethics and Professional Responsibilities	5
ACT 635 Taxation for Business Decisions	5
ACT 636 Advanced Auditing	5

Required Total Units: 85

INSTRUCTIONAL METHODS:

- 1) All residential courses, other than independent study, are taught in a classroom setting. Each instructor provides students with a syllabus that contains an outline of the course objectives, the course content, student performance expectations, textbooks and related study materials, and evaluation methods used for grading purposes.
- 2) Courses are traditionally taught in lecture style with group discussions, student presentations and written assignments.
- 3) Instructional methods also include research projects and experiential components such as internship and practicum requirements. Faculty provide individualized academic advising as needed

and encourage ongoing student dialogue in class and online. The University's grading criteria are presented to students in the course syllabus provided at the beginning of class. The University's grading policy is designed to meet the highest professional standards of objectivity, fairness, and accuracy.

4) Independent study courses are an in-depth study of a topic and directed by SDUIS faculty or an equally qualified mentor who is approved by the Chief Academic Officer.

5) Student learning performance outcome evaluations include essay and objective examinations, research, reports, and experimental activities.

INSTRUCTIONAL METHODS:

Distance Education

- 1) The Master's in Accounting Degree program is also offered through distance education. Direct education is delivered to students via e-mail. Students submit their assignments to the instructor and class weekly. The instructor reviews the work and prepares a feedback to be sent to the students and class weekly.
- 2) Each student is provided with a syllabus that contains an outline of the course objectives, course content, weekly assignments and student performance expectations.
- 3) Instructors work closely with students to monitor their progress.

Master of Business Administration

Program Description:

The MBA program at San Diego University for Integrative Studies is designed for mid-career business managers, multicultural organizational leaders, educators, investors, entrepreneurs, and other mature adult learners who are seeking to broaden and deepen their knowledge and skill in launching new businesses, investing in them, and developing them. The program offers two tracks. The first is a general track focusing on business in a US context, and the second focuses on the global and multicultural context of US and international business, and includes a special emphasis on doing business with China.

Requirements:

The MBA program requires the participant to successfully complete a total of 75 quarter units of graduate-level coursework in business administration. The sequence of available courses for each of the three tracks includes both required courses (12 courses) and electives (3 courses). In addition, students must either pass a comprehensive examination or complete a Comprehensive Business Project, BUS 695.

Students working on their Comprehensive Business Project must be registered for the respective course each subsequent quarter until the project has been completed. The Comprehensive Business Project is complete when the final draft of the students' Comprehensive Business Project has been completed, evaluated, and formally approved by the Comprehensive Business Project Instructor.

Prerequisites:

A Bachelor's degree from an accredited or approved institution.

Curriculum:

Participants in the Master of Business Administration program must complete 15 courses from the courses below. CPS 501, BUS 601 and BUS 602 are required for all students. General track students must also complete courses BUS 610 through 618, and international business track students must complete courses 620 through 628. An additional 3 courses must be chosen from the list of elective courses (numbered BUS 650 through 656).

Prerequisite Courses: (5 Units)

<u>Course</u>	<u>Units</u>
AES 502 Academic English Skills (If required)	5

Required Courses: (15 Units)

<u>Course</u>	<u>Units</u>
CPS 501 Writing Skills & Research	5
BUS 601 Financial Accounting from a Managerial Perspective	5
OR	
BUS 631 Finance & Environmental Accounting	5
BUS 602 Quantitative Methods in Business	5

Required Courses: General Track (45 Units)

<u>Course</u>	<u>Units</u>
BUS 610 Leading & Managing People and Organizations	5
BUS 611 Entrepreneurship: Developing New Ventures	5
BUS 612 Managing Franchise	

	Businesses	5
BUS 613	Venture Capital & Private Equity	5
BUS 614	Marketing Strategies & Tactics	5
BUS 615	Real Estate Investing	5
BUS 616	Business Law	5
BUS 617	Financial planning & Investing	5
BUS 618	Information Technology Strategies for Entrepreneurial Businesses	5

Required Courses: International Business Track (45 Units)

<u>Course</u>	<u>Units</u>	
BUS 620	Managing People & Organizations: Eastern & Western Perspectives	5
BUS621	Entrepreneurship in the US & in China: Developing New Ventures	5
BUS 622	Global Business Perspectives: Focus on China.	5
BUS 623	Venture Capital & Private Equity	5
BUS 624	Marketing Strategies & Tactics in a Global Environment	5
BUS 625	Negotiating & Bargaining Skills: Asia, the US, Internationally	5
BUS 626	Business Law Around the World	5
BUS 627	Leadership Issues & Styles Across the Pacific: China & the US.	5
BUS 628	Information Technology Strategies for International Businesses	5

Required Courses: Green Track (45 Units)

<u>Course</u>	<u>Units</u>
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BUS 630 Introduction to Sustainable

	Business	5
BUS 632	Eco-commerce Models	5
BUS 633	Foundations in Ecological Economics	5
BUS 634	Sustainable Products and Services	5
BUS 635	Application of Sustainable Business Practices	5
BUS 636	Air Pollution, Animal Rights, Land Use, Energy Law and Biodiversity Protection	5
BUS 637	Environmental Economics Policy & Management	5
BUS 638	Global Environmental Issues in Business Transactions	5
BUS 639	Climate Change and the Law	5

Elective Courses (15 Units)

<u>Course</u>	<u>Units</u>	
BUS 650	Advanced Marketing Strategies: Successes & Failures	5
BUS 651	Mergers & Acquisitions East & West	5
BUS 652	Identifying & Analyzing Domestic Business Opportunities	5
BUS 653	Identifying & Analyzing International Business Opportunities	5
BUS 654	Financial Institutions & Markets in a Global Perspective	5
BUS 655	The Federal Reserve & Business Forecasting	5
BUS 656	Special Projects in Business Management	5

Required Total Units: 75

If Selected: (5 units)

<u>Course</u>	<u>Unit</u>	
BUS 695	Comprehensive Business Project	5
<u>Required Total Units:</u>	80	

INSTRUCTIONAL METHODS:

1) All residential courses, other than independent study, are taught in a classroom setting. Each instructor provides students with a syllabus that contains an outline of the course objectives, the course content, student performance expectations, textbooks and related study materials, and evaluation methods used for grading purposes.

2) Courses are traditionally taught in lecture style with group discussions, student presentations and written assignments.

3) Instructional methods also include research projects and experiential components such as internship and practicum requirements. Faculty provide individualized academic advising as needed and encourage ongoing student dialogue in class and online. The University's grading criteria are presented to students in the course syllabus provided at the beginning of class. The University's grading policy is designed to meet the highest professional standards of objectivity, fairness, and accuracy.

4) Independent study courses are an in-depth study of a topic and directed by SDUIS faculty or an equally qualified mentor who is approved by the Chief Academic Officer.

5) Student learning performance outcome evaluations include essay and objective examinations, research, reports, and experimental activities.

INSTRUCTIONAL METHODS:

Distance Education

1) The Master's in Business Administration Degree program is also offered through distance education. Direct education is

delivered to students via e-mail. Students submit their assignments to the instructor and class weekly. The instructor reviews the work and prepares a feedback to be sent to the students and class weekly.

2) Each student is provided with a syllabus that contains an outline of the course objectives, course content, weekly assignments and student performance expectations.

3) Instructors work closely with students to monitor their progress.

Master of Business Administration with Specialization in Hospitality Management

Program Description:

The Master of Business Administration program with specialization in Hospitality Management is designed for students who want to qualify for top hospitality jobs, and for working professionals who want to further their education and career. Students will study general business disciplines necessary to achieve success in the corporate and public sectors, as well as develop a sound understanding of the hospitality industry and how to fulfill the needs of consumers and organizations in the hospitality industry. This program will prepare graduates for professional roles and managerial positions across the hospitality spectrum.

Requirements:

The MBA with specialization in Hospitality Management program requires the participant to successfully complete a total

of 75 quarter units of graduate-level coursework, including 15 units of required coursework, 25 units of Business Administration required courses, 20 units of required Hospitality Management courses, and 15 units of elective coursework. In addition, students must either pass a comprehensive examination or complete a Comprehensive Business Project, BUS 695.

Students working on their Comprehensive Business Project must be registered for the respective course each subsequent quarter until the project has been completed. The capstone project is complete when the final draft of the students' Comprehensive Business Project has been completed, evaluated, and formally approved by the Comprehensive Business Project Instructor.

Prerequisites:

A Bachelor's degree from an accredited or approved institution.

Curriculum:

Participants in the Master of Business Administration with Specialization in Hospitality Management program must complete 15 courses from the courses below. CPS 501, BUS 601 and BUS 602 are required for all students. Students are required to take 5 Business Courses and 4 Hospitality Management Courses. An additional 3 courses must be chosen from the list of elective courses.

Prerequisite Courses: (5 Units)

<u>Course</u>	<u>Units</u>
AES 502 Academic English Skills (If required)	5

Required Courses: (15 Units)

<u>Course</u>	<u>Units</u>
CPS 501 Writing Skills & Research	5

BUS 601 Financial Accounting from a Managerial Perspective	5
OR	
BUS 601 Financial Accounting in Hospitality Management	5
BUS 602 Quantitative Methods in Business	5

Required Business Courses (25 Units)

<u>Course</u>	<u>Units</u>
BUS 610 Leading & Managing People and Organizations	5
BUS 611 Entrepreneurship: Developing New Ventures	5
BUS 616 Business Law	5
BUS 617 Financial planning & Investing	5
BUS 618 Information Technologies Strategies for Entrepreneurial Business	5

Required Hospitality Management Courses (20 Units)

<u>Course</u>	<u>Units</u>
HTM 615 Human Resource Management in Hospitality	5
HTM 620 Marketing in Hospitality	5
HTM 640 e-Business for Tourism & Hospitality	5
HTM 645 Consumer Behavior in Hospitality & Tourism	5

Elective Courses (15 Units)

<u>Course</u>	<u>Units</u>
HTM 610 Creative Advertising Concepts	5
HTM 612 Advertising Research & Strategy	5
HTM 618 Advertising Profiles & Trends	5
HTM 625 Client Relations	5
HTM 628 Internet Advertising	5
HTM 630 Advertising Design for Alternative Media	5

HTM 632 International Advertising	5
HTM 635 Retailing Strategy & Management	5
HTM 638 Advanced Marketing Strategies: Successes & Failures	5

Required Total Units: 75

If Selected: (5 units)

<u>Course</u>	<u>Unit</u>
BUS 695 Comprehensive Business Project	5

Required Total Units: 80

INSTRUCTIONAL METHODS:

- 1) All residential courses, other than independent study, are taught in a classroom setting. Each instructor provides students with a syllabus that contains an outline of the course objectives, the course content, student performance expectations, textbooks and related study materials, and evaluation methods used for grading purposes.
- 2) Courses are traditionally taught in lecture style with group discussions, student presentations and written assignments.
- 3) Instructional methods also include research projects and experiential components such as internship and practicum requirements. Faculty provide individualized academic advising as needed and encourage ongoing student dialogue in class and online. The University's grading criteria are presented to students in the

Master of Business Administration with Specialization in Marketing

Program Description:

course syllabus provided at the beginning of class. The University's grading policy is designed to meet the highest professional standards of objectivity, fairness, and accuracy.

4) Independent study courses are an in-depth study of a topic and directed by SDUIS faculty or an equally qualified mentor who is approved by the Chief Academic Officer.

5) Student learning performance outcome evaluations include essay and objective examinations, research, reports, and experimental activities.

INSTRUCTIONAL METHODS:

Distance Education

- 1) The Master of Business Administration with Specialization in Marketing Degree program is also offered through distance education. Direct education is delivered to students via e-mail. Students submit their assignments to the instructor and class weekly. The instructor reviews the work and prepares a feedback to be sent to the students and class weekly.
- 2) Each student is provided with a syllabus that contains an outline of the course objectives, course content, weekly assignments and student performance expectations.
- 3) Instructors work closely with students to monitor their progress.

The Master of Business Administration program with specialization in Marketing is designed for students who want to qualify for top marketing jobs, and for working professionals who want to further their education and career. Students will study general business disciplines necessary to

achieve success in the corporate and public sectors, as well as develop a sound understanding of marketing methodology and the marketing needs of consumers and organizations. This program will prepare graduates for professional roles and managerial positions across the marketing spectrum.

Requirements:

The MBA with specialization in Marketing program requires the participant to successfully complete a total of 75 quarter units of graduate-level coursework, including 15 units of required coursework, 25 units of Business Administration required courses, 20 units of required Marketing courses, and 15 units of elective coursework. In addition, students must either pass a comprehensive examination or complete a Comprehensive Business Project, BUS 695.

Students working on their senior project must be registered for the respective course each subsequent quarter until the project has been completed. The capstone project is complete when the final draft of the students' Comprehensive Business Project has been completed, evaluated, and formally approved by the Comprehensive Business Project Instructor.

Prerequisites:

A Bachelor's degree from an accredited or approved institution.

Curriculum:

Participants in the Master of Business Administration with Specialization in Marketing program must complete 15 courses from the courses below. CPS 501, BUS 601 and BUS 602 are required for all students. Students are required to take 5 Business Courses and 4 Marketing Courses.

An additional 3 courses must be chosen from the list of elective courses.

Prerequisite Courses: (5 Units)

<u>Course</u>	<u>Units</u>
AES 502 Academic English Skills (If required)	5

Required Courses: (15 Units)

<u>Course</u>	<u>Units</u>
CPS 501 Writing Skills & Research	5
BUS 601 Financial Accounting from a Managerial Perspective	5
MKT 616 Marketing Research	5
OR	
BUS 602 Quantitative Methods in Business	5

Required Business Courses (25 Units)

<u>Course</u>	<u>Units</u>
BUS 610 Leading & Managing People and Organizations	5
BUS 611 Entrepreneurship: Developing New Ventures	5
BUS 616 Business Law	5
BUS 617 Financial planning & Investing	5
BUS 618 Information Technology Strategies for Entrepreneurial Businesses	5

Required Marketing Courses (20 Units)

<u>Course</u>	<u>Units</u>
MKT 612 Integrated Marketing Communication	5
MKT 614 Strategic Marketing Planning	5
MKT 620 Marketing Promotion and Advertising	5
MKT 624 Consumer Motivation and Behavior	5

Elective Courses (15 Units)

<u>Course</u>	<u>Units</u>
ADV 603 Creative Advertising Concepts	5
ADV 605 Advertising Research & Strategy	5
ADV 615 Advertising Profiles & Trends	5
ADV 618 Client Relations	5
ADV 620 Internet Advertising	5
ADV 628 Advertising Design for Alternative Media	5
ADV 630 International Advertising	5
ADV 634 Retailing Strategy & Management	5
BUS 650 Advanced Marketing Strategies: Successes & Failures	5
MKT 626 Business-to-Business Marketing	5
MKT 628 Digital Marketing	5
MKT 630 Marketing for Global Competitiveness	5
MKT 632 Customer Relationship Management	5
MKT 634 Retailing Strategy & Management	5
MKT 636 Ethics & Standards in Marketing	5
<u>Required Total Units:</u>	75

If Selected: (5 units)

<u>Course</u>	<u>Unit</u>
BUS 695 Comprehensive Business Project	5

Required Total Units: 80

INSTRUCTIONAL METHODS:

1) All residential courses, other than independent study, are taught in a classroom setting. Each instructor provides students with a syllabus that contains an outline of the course objectives, the course content,

student performance expectations, textbooks and related study materials, and evaluation methods used for grading purposes.

2) Courses are traditionally taught in lecture style with group discussions, student presentations and written assignments.

3) Instructional methods also include research projects and experiential components such as internship and practicum requirements. Faculty provide individualized academic advising as needed and encourage ongoing student dialogue in class and online. The University's grading criteria are presented to students in the course syllabus provided at the beginning of class. The University's grading policy is designed to meet the highest professional standards of objectivity, fairness, and accuracy.

4) Independent study courses are an in-depth study of a topic and directed by SDUIS faculty or an equally qualified mentor who is approved by the Chief Academic Officer.

5) Student learning performance outcome evaluations include essay and objective examinations, research, reports, and experimental activities.

INSTRUCTIONAL METHODS:

Distance Education

1) The Master of Business Administration with Specialization in Marketing Degree program is also offered through distance education. Direct education is delivered to students via e-mail. Students submit their assignments to the instructor and class weekly. The instructor reviews the work and prepares a feedback to be sent to the students and class weekly.

- 2) Each student is provided with a syllabus that contains an outline of the course objectives, course content, weekly assignments and student performance expectations.
- 3) Instructors work closely with students to monitor their progress.

***Master of Business
Administration with
Specialization in Sport
Communication***

Program Description:

The Master of Business Administration program with specialization in Sport Communication is designed for students who want to qualify for top sport management jobs, and for working professionals who want to further their education and career. Students will study general business disciplines necessary to achieve success in the corporate and public sectors, as well as develop a sound understanding of sport communication knowledge and skills in the sport industry. This program will prepare graduates for professional roles and managerial positions in the sport business industry.

Requirements:

The MBA with specialization in Sport Communication program requires the participant to successfully complete a total of 75 quarter units of graduate-level coursework, including 15 units of required coursework, 25 units of Business Administration required courses, 20 units of required Sport Communication courses, and 15 units of elective coursework. In addition, students must either pass a comprehensive examination or complete the Comprehensive Business Project, BUS 695.

Students working on their Comprehensive Business Project must be registered for the respective course each subsequent quarter until the project has been completed. The capstone project is complete when the final draft of the students' Comprehensive Business Project has been completed, evaluated, and formally approved by the Comprehensive Business Project Instructor.

Prerequisites:

A Bachelor's degree from an accredited or approved institution.

Curriculum:

Participants in the Master of Business Administration with Specialization in Sport Communication program must complete 15 courses from the courses below. CPS 501, BUS 601, and BUS 602 or MKT 616 are required for all students. Students are required to take 5 Business Courses and 4 Sport Communication Courses. An additional 3 courses must be chosen from the list of elective courses.

Prerequisite Courses: (5 Units)

<u>Course</u>	<u>Units</u>
AES 502 Academic English Skills (If required)	5

Required Courses: (15 Units)

<u>Course</u>	<u>Units</u>
CPS 501 Writing Skills & Research	5
BUS 601 Financial Accounting from a Managerial Perspective	5
BUS 602 Quantitative Methods in Business	5
OR	
MKT 616 Marketing Research	5

Required Business Courses (25 Units)

<u>Course</u>	<u>Units</u>
BUS 610 Leading & Managing People and Organizations	5
BUS 611 Entrepreneurship: Developing New Ventures	5
BUS 616 Business Law	5
BUS 617 Financial planning & Investing	5
BUS 618 Information Technology Strategies for Entrepreneurial Businesses	5

Required Sport Communication Courses (20 Units)

<u>Course</u>	<u>Units</u>
SPM 622 Foundations in Sport Management	5
SPM 631 Sport Media & Communication	5
SPM 633 Strategic Crisis Management in Sport	5
SPM 653 P.R. Principles & Case Studies in Sport	5

Elective Courses (15 Units)

<u>Course</u>	<u>Units</u>
BSCM 408 Advanced Public Speaking for Business Managers	5
BSCM 438 Cross Cultural Communication	5
BSCM 452 Public Relations Writing	5
BSCM 460 World Wide Journalism & Expressive Writing	5
BSCM 464 Conflict & Negotiation	5
BUS 725 Sales I	5
MKT 612 Integrated Marketing Communication	5
SPM 624 Governance & Policy in Sport Organizations	5
SPM 626 Sport Marketing Management	5
SPM 628 Facility & Event Management	5

SPM 650 Financial Application in Sport	5
SPO 651 Ethical & Social Issues in Sport	5
SPM 654 Sport Law	5
SPM 656 Risk Management in Sport & Physical Activity	5
SPM 657 Sport Tourism Management & Marketing	5
SPM 658 Sponsorship & Fundraising in Sport	5

Required Total Units: 75**If Selected: (5 units)**

<u>Course</u>	<u>Unit</u>
BUS 695 Comprehensive Business Project	5

Required Total Units: 80**INSTRUCTIONAL METHODS:**

1) All residential courses, other than independent study, are taught in a classroom setting. Each instructor provides students with a syllabus that contains an outline of the course objectives, the course content, student performance expectations, textbooks and related study materials, and evaluation methods used for grading purposes.

2) Courses are traditionally taught in lecture style with group discussions, student presentations and written assignments.

3) Instructional methods also include research projects and experiential components such as internship and practicum requirements. Faculty provide individualized academic advising as needed and encourage ongoing student dialogue in class and online. The University's grading criteria are presented to students in the course syllabus provided at the beginning of class. The University's grading policy is

designed to meet the highest professional standards of objectivity, fairness, and accuracy.

4) Independent study courses are an in-depth study of a topic and directed by SDUIS faculty or an equally qualified mentor who is approved by the Chief Academic Officer.

5) Student learning performance outcome evaluations include essay and objective examinations, research, reports, and experimental activities.

INSTRUCTIONAL METHODS:

Distance Education

1) The Master of Business Administration with Specialization in Marketing Degree program is also offered through distance education. Direct education is delivered to students via e-mail. Students submit their assignments to the instructor and class weekly. The instructor reviews the work and prepares a feedback to be sent to the students and class weekly.

2) Each student is provided with a syllabus that contains an outline of the course objectives, course content, weekly assignments and student performance expectations.

3) Instructors work closely with students to monitor their progress.

***Master of Business
Administration with
Specialization in Sport
Management***

Program Description:

The Master of Business Administration program with specialization in Sport Management is designed for students who want to qualify for top sport management jobs, and for working professionals who want to further their education and career. Students will study general business disciplines necessary to achieve success in the corporate and public sectors, as well as develop a sound understanding of sport management knowledge and skills in the sport industry. This program will prepare graduates for professional roles and managerial positions in the sport business industry.

Requirements:

The MBA with specialization in Sport Management program requires the participant to successfully complete a total of 75 quarter units of graduate-level coursework, including 15 units of required coursework, 25 units of Business Administration required courses, 20 units of required Sport Management courses, and 15 units of elective coursework. In addition, students must either pass a comprehensive examination or complete the Comprehensive Business Project, BUS 695.

Students working on their Comprehensive Business Project must be registered for the respective course each subsequent quarter until the project has been completed. The capstone project is complete when the final draft of the students' Comprehensive Business Project has been completed, evaluated, and formally approved by the Comprehensive Business Project Instructor.

Prerequisites:

A Bachelor's degree from an accredited or approved institution.

Curriculum:

Participants in the Master of Business Administration with Specialization in Sport Management program must complete 15 courses from the courses below. CPS 501, BUS 601, and BUS 602 or MKT 616 are required for all students. Students are required to take 5 Business Courses and 4 Sport Management Courses. An additional 3 courses must be chosen from the list of elective courses.

Prerequisite Courses: (5 Units)

<u>Course</u>	<u>Units</u>
AES 502 Academic English Skills (If required)	5

Required Courses: (15 Units)

<u>Course</u>	<u>Units</u>
CPS 501 Writing Skills & Research	5
BUS 601 Financial Accounting from a Managerial Perspective	5
BUS 602 Quantitative Methods in Business	5
OR	
MKT 616 Marketing Research	5

Required Business Courses (25 Units)

<u>Course</u>	<u>Units</u>
BUS 610 Leading & Managing People and Organizations	5
BUS 611 Entrepreneurship: Developing New Ventures	5
BUS 616 Business Law	5
BUS 617 Financial planning & Investing	5
BUS 618 Information Technology Strategies for Entrepreneurial Businesses	5

Required Sport Management Courses (20 Units)

<u>Course</u>	<u>Units</u>
BUS 725 Sales I	5

SPM 622 Foundations in Sport Management	5
SPM 624 Governance & Policy in in Sport Organizations	5
SPM 626 Sport Marketing Management	5
SPM 628 Facility & Event Management	5

Elective Courses (15 Units)

<u>Course</u>	<u>Units</u>
MKT 612 Integrated Marketing Communication	5
SPM 650 Financial Application in Sport	5
SPM 651 Ethical & Social Issues in Sport	5
SPM 652 Media Relations in Sport	5
SPM 653 P.R. Principles & Case Studies in Sport	5
SPM 654 Sport Law	5
SPM 655 Risk Management in Sport & Physical Activity	5
SPM 657 Sport Tourism Management & Marketing	5
SPM 658 Sponsorship & Fundraising in Sport	5

Required Total Units: 75

If Selected: (5 units)

<u>Course</u>	<u>Unit</u>
BUS 695 Comprehensive Business Project	5

Required Total Units: 80

INSTRUCTIONAL METHODS:

1) All residential courses, other than independent study, are taught in a classroom setting. Each instructor provides students with a syllabus that contains an outline of the course objectives, the course content, student performance expectations, textbooks

and related study materials, and evaluation methods used for grading purposes.

2) Courses are traditionally taught in lecture style with group discussions, student presentations and written assignments.

3) Instructional methods also include research projects and experiential components such as internship and practicum requirements. Faculty provide individualized academic advising as needed and encourage ongoing student dialogue in class and online. The University's grading criteria are presented to students in the course syllabus provided at the beginning of class. The University's grading policy is designed to meet the highest professional standards of objectivity, fairness, and accuracy.

4) Independent study courses are an in-depth study of a topic and directed by SDUIS faculty or an equally qualified mentor who is approved by the Chief Academic Officer.

5) Student learning performance outcome evaluations include essay and objective examinations, research, reports, and experimental activities.

2) Each student is provided with a syllabus that contains an outline of the course objectives, course content, weekly assignments and student performance expectations.

3) Instructors work closely with students to monitor their progress.

INSTRUCTIONAL METHODS:

Distance Education

1) The Master of Business Administration with Specialization in Marketing Degree program is also offered through distance education. Direct education is delivered to students via e-mail. Students submit their assignments to the instructor and class weekly. The instructor reviews the work and prepares a feedback to be sent to the students and class weekly.

DOCTORAL DEGREE PROGRAMS

Doctor of Business Administration

Program Description:

The Doctor of Business Administration program at San Diego University for Integrative Studies designed for management consultants, mid-career business managers, multicultural organizational leaders, educators, investors, entrepreneurs, and other mature adult learners. The DBA degree program will build on the skills acquired through master's-level studies to equip professionals with expertise in leadership principles and management ideas and practices, as well as develop a higher level of competence in conducting research. The DBA program will concentrate on the application of theory related to professional practice and issues of corporate concerns, as well as prepare graduates to lead, consult, and teach in corporate and academic arenas.

Requirements:

The Doctor of Business Administration degree requires the completion of 105 quarter units at the doctoral level. Successful passage of the Doctoral Comprehensive Examination is required, after which the student must complete a Dissertation project.

Curriculum:

Course titles that satisfy degree requirements:

Prerequisites:

Students working on their Dissertation, Master's Thesis, or Senior Project must be registered for the respective course every quarter until the project has been completed.

Students must possess a master's degree in the discipline of business administration, management or related areas from an approved university or equivalent, and demonstrated ability to succeed in the doctoral program.

Graduate Course Requirements (95 units)

<u>Course</u>	<u>Units</u>
CPS 501 Writing Skills & Research	5
BUS 701 Accounting	5
BUS 702 Quantitative Methods & Statistics	5
BUS 720 Strategic Management Skills I	5
BUS 722 Managerial Finance	5
BUS 723 Managerial Economics	5
BUS 724 Integrated Marketing I	5
BUS 725 Sales I	5
BUS 726 Business & Labor Law I	5
BUS 727 Computer Applications	5
BUS 728 Internet Environment	5
BUS 730 Strategic Management Skills II	5
BUS 731 Advanced Accounting	5
BUS 732 Quantitative Methods & Statistics II	5
BUS 734 Integrative Marketing II	5
BUS 735 Sales II	5
BUS 736 Business & Labor Law II	5
BUS 738 E-Commerce Applications & Operations	5
BUS 740 Crisis Management & Reorganization	5

Dissertation (10 units)

BUS 800 Dissertation/Project Writing I	5
BUS 801 Dissertation/Project Writing II	5

The Dissertation, Master's Thesis, or Senior Project is complete when the student has successfully passed the oral examination where applicable and the final approval

forms have been signed by the project chairperson and SDUIS Director of Research.

Required Total Units: 105

INSTRUCTIONAL METHODS:

1) All residential courses, other than independent study, are taught in a classroom setting. Each instructor provides students with a syllabus that contains an outline of the course objectives, the course content, student performance expectations, textbooks and related study materials, and evaluation methods used for grading purposes.

2) Courses are traditionally taught in lecture style with group discussions, student presentations and written assignments.

3) Instructional methods also include research projects and experiential components such as internship and practicum requirements. Faculty provide individualized academic advising as needed and encourage ongoing student dialogue in class and online. Upon completion of the core curriculum, students become involved in their capstone research project, the Doctoral Dissertation/ Project. Grading criteria are presented to students in the course syllabus provided at the beginning of class.

The University's grading policy is designed to meet the highest professional standards of objectivity, fairness, and accuracy.

4) Independent study courses are an in-depth study of a topic and directed by SDUIS faculty or an equally qualified mentor who is approved by the Chief Academic Officer.

5) Student learning performance outcome evaluations include essay and objective

examinations, research, reports, and experimental activities.

INSTRUCTIONAL METHODS:

Distance Education

1) The Doctor of Business Administration Degree program is also offered through distance education. Direct education is delivered to students via e-mail. Students submit their assignments to the instructor and class weekly. The instructor reviews the work and prepares a feedback to be sent to the students and class weekly.

2) Each student is provided with a syllabus that contains an outline of the course objectives, course content, weekly assignments and student performance expectations.

3) Instructors work closely with students to monitor their progress.

***Doctor of Philosophy in
Psychobiomechanics & Postural
Therapy***

Program Description:

San Diego University for Integrative Studies' Doctor of Philosophy in Psychobiomechanics and Postural Therapy Degree Program is designed for personal trainers, chiropractors, massage therapists, psychotherapists, educators, physiotherapists, osteopathic physicians, and mature adults seeking to broaden their working knowledge of contemporary mind and body therapy approaches in the 21st century global health. These modules offer research-based applied techniques for future holistic therapists.

Requirements:

The Doctor of Philosophy in Psychobiomechanics and Postural Therapy degree requires the completion of 95 quarter units at the doctoral level. 100 supervised internship hours while in the practicum course must be fulfilled, in addition to 60 hours of personal counseling with licensed professionals during the student's course of study or within two years prior to enrollment. Successful passage of the Doctoral Comprehensive Examination is required, after which the student must complete the Dissertation project.

Prerequisites:

A Master's degree in Biomechanics, Exercise Science, Kinesiology, Psychology or related field of study from an approved institution.

Curriculum:

Course titles that satisfy degree requirements:

Prerequisite Courses (20 units)

<u>Course</u>	<u>Units</u>
BIO 631 Human Physiology	5
BIO 632 Applied Musculoskeletal Anatomy	5
BIO 636 Posture Therapy & Functional Assessment	5
BIO 639 Biomechanics Instrumentation	5

Graduate Core Psychobiomechanics Course Requirements (55 units)

<u>Course</u>	<u>Units</u>
BIO 600 Psychobiomechanics Business Principles	5
BIO 730 The Science of Human Movement	5
BIO 733 Exercise PsychoPhysiology II	

BIO 735 Advanced Psychobiomechanics	5
BIO 736 Assessment & Rehabilitation of the Hip, Spine & Pelvis	5
BIO 737 Assessment & Rehabilitation Of the Upper & Lower Extremities	5
BIO 746 Posture & Massotherapy	5
BIO 747 Fundamentals of Somatic Studies	5
BIO 748 Psychology of Injury & Illness	5
BIO 749 Seminar in Biomechanics	5
<u>or</u>	
BIO 750 Selected Topics in Biomechanics	5
BIO 751 Psychobiomechanics Practicum	5

Graduate Core Psychology Requirements (30 units)

<u>Course</u>	<u>Units</u>
CPS 501 Writing Skills& Research	5
CPS 691 Behavioral Statistics	5
CPS 704 Psychopharmacology	5
CPS 705 Advanced Research Methods	5
CPS 706 Physiological Psychology	5
SPO 754 Nutrition & Lifestyle Management	5

Dissertation (10 units)

<u>Course</u>	<u>Units</u>
BIO 800 Dissertation/Project Writing I	5
BIO 801 Dissertation/Project Writing II	5

Students working on their Dissertation, Master's Thesis, or Senior Project must be registered for the respective course every quarter until the project has been completed. The Dissertation, Master's Thesis, or Senior Project is complete when the student has successfully passed the oral examination where applicable and the final approval forms have been signed by the project

chairperson and SDUIS Director of Research.

Required Total Units: 95

INSTRUCTIONAL METHODS:

1) All residential courses, other than independent study, are taught in a classroom setting. Each instructor provides students with a syllabus that contains an outline of the course objectives, the course content, student performance expectations, textbooks and related study materials, and evaluation methods used for grading purposes.

2) Courses are traditionally taught in lecture style with group discussions, student presentations and written assignments.

3) Instructional methods also include research projects and experiential components such as internship and practicum requirements. Faculty provide individualized academic advising as needed and encourage ongoing student dialogue in class and online. Upon completion of the core curriculum, students become involved in their capstone research project, the Doctoral Dissertation. Students are required to complete sixty (60) clock hours of personal counseling provided by a licensed therapist approved by the University. Grading criteria are presented to students in the course syllabus provided at the beginning of class. The University's grading policy is designed to meet the highest professional standards of objectivity, fairness, and accuracy.

4) Independent study courses are an in-depth study of a topic and directed by SDUIS faculty or an equally qualified mentor who is approved by the Chief Academic Officer.

5) Student learning performance outcome evaluations include essay and objective examinations, research, reports, and experimental activities.

INSTRUCTIONAL METHOD:

Distance Education

1) The Doctor of Philosophy in Psychobiomechanics and Postural Therapy program is also offered through distance education. Direct education is delivered to students via e-mail. Students submit their assignments to the instructor and class weekly. The instructor reviews the work and prepares a feedback to be sent to the students and class weekly.

2) Each student is provided with a syllabus that contains an outline of the course objectives, course content, weekly assignments and student performance expectations.

3) Instructors work closely with students to monitor their progress.

***Doctor of Philosophy in
Psychology,
Specialization in Expressive
Arts Therapy***

Program Description:

This program allows an opportunity for students to pursue a doctorate in an individualized program, drawing from the University's curriculum in Expressive Arts Therapy. The Expressive Arts Doctoral Degree is designed to provide participants with a holistic and culturally enriched perspective about facilitating health, emotional growth, and human potential. The personal integration of a host of experiences

and techniques is intended to contribute to the development of greater personal health and increased therapeutic options. In practice, Expressive Arts are used in adult, as well as child therapy and are especially valuable with non-verbal populations or those clients for whom talking therapy has proven difficult.

Requirements:

The Doctor of Philosophy degree requires the completion of 95 quarter units at the doctoral level. The student will develop an individualized program of study by completing the core Psychology requirements (35 units), the core Expressive Arts requirements (35 units) and selecting 15 additional units from the Expressive Arts curriculum and/or other University curricula. Students are required to write and defend a Ph.D. Dissertation (10 units), including an Oral Qualifying Exam and Final Oral defense, and complete 60 hours of personal counseling with licensed professionals. Successful passage of the Doctoral Comprehensive Exam is also required.

Prerequisites:

A Master of Arts degree in Psychology or its equivalent, or a Master’s degree and 25 graduate quarter units in Psychology including the following.

Curriculum:

Course titles that satisfy degree requirements:

Prerequisite Courses (25 units)

<u>Course</u>	<u>Unit</u>
CEX 600 Expressive Arts Business Principles	5
CPS 605 Clinical Counseling Skills	

	Training	5
CPS 610	Psychopharmacology	5
CPS 611	Advanced Clinical Skills Training	5
CPS 615	Cross-Cultural Counseling	5

Graduate Core Psychology Course Requirements (35 units)

<u>Course</u>	<u>Unit</u>	
CPS 501	Writing Skills & Research	5
CPS 691	Behavioral Statistics I	5
CPS 693	Social Psychology	5
CPS 695	Selected Topics: Brief Therapy & Crisis Intervention – or – Mediation	5
CPS 702	Group Therapy: Theory & Practice	5
CPS 704	Psychopharmacology	5
CPS 705	Advanced Research Methods	5

Graduate Expressive Arts Core Requirements (35 units)

<u>Course</u>	<u>Units</u>	
CEX 630	Foundations of Expressive Therapy	5
CEX 631	Psychodrama, Ritual & Performance	5
CEX 632	Fundamentals of Music Therapy	5
CEX 633	Fundamentals of Movement Therapy	5
CEX 634	Art and Expressive Therapy w/Children and Adolescents	5
	<u>or</u>	
CEX 635	Art and Expressive Therapy w/Adults & Aging Populations	5
	<u>or</u>	
EXA 733	Expressive Techniques in Family Therapy	5
CEX 730	Traditions of Transformational Arts	5
CEX 739	Practicum in Expressive, Creative Therapy	5

Graduate Expressive Therapies Course Electives Available (15 units)

<u>Course</u>	<u>Units</u>
EXA 732 Special topics in Expressive Therapies	5
EXA 735 Fundamentals of Color Therapy	5
EXA 736 Language, Poetry, Myth, & Folklore Therapy	5
EXA 738 Sandtray and World Play Therapy	5
EXA 742 Seminar in Expressive Therapy	5
EXA 745 Independent Study in Expressive Arts Therapy	5

Dissertation (10 units)

CEX 800 Dissertation/Project Writing I	5
CEX 801 Dissertation/Project Writing II	5

Students working on their Dissertation, Master's Thesis, or Senior Project must be registered for the respective course every quarter until the project has been completed. The Dissertation, Master's Thesis, or Senior Project is complete when the student has successfully passed the oral examination where applicable, and the final approval forms have been signed by the project chairperson and SDUIS Director of Research.

Required Total Units: 95

INSTRUCTIONAL METHODS:

1) All residential courses, other than independent study, are taught in a classroom setting. Each instructor provides students with a syllabus that contains an outline of the course objectives, the course content, student performance expectations, textbooks and related study materials, and evaluation methods used for grading purposes.

2) Courses are traditionally taught in lecture style with group discussions, student presentations and written assignments.

3) Instructional methods also include research projects and experiential components such as internship and practicum requirements. Faculty provide individualized academic advising as needed and encourage ongoing student dialogue in class and online. Upon completion of the core curriculum, students become involved in their capstone research project, the Doctoral Dissertation. Students are required to complete sixty (60) clock hours of personal counseling provided by a licensed therapist approved by the University. Grading criteria are presented to students in the course syllabus provided at the beginning of class. The University's grading policy is designed to meet the highest professional standards of objectivity, fairness, and accuracy.

4) Independent study courses are an in-depth study of a topic and directed by SDUIS faculty or an equally qualified mentor who is approved by the Chief Academic Officer.

5) Student learning performance outcome evaluations include essay and objective examinations, research, reports, and experimental activities.

INSTRUCTIONAL METHOD:

Distance Education

1) The Doctor of Philosophy with specialization in Expressive Arts Therapy Degree program is also offered through distance education. Direct education is delivered to students via e-mail. Students submit their assignments to the instructor and class weekly. The instructor reviews the

work and prepares a feedback to be sent to the students and class weekly.

2) Each student is provided with a syllabus that contains an outline of the course objectives, course content, weekly assignments and student performance expectations.

3) Instructors work closely with students to monitor their progress.

***Doctor of Philosophy in
Psychology
Specialization in Sport
Psychology***

Program Description:

This program is designed to prepare practitioners to work with athletes in their professional and personal lives. Students are trained in a variety of Sport Psychology approaches and techniques that prepare them to consult with athletes and athletic organizations.

Requirements:

The Doctor of Philosophy degree requires the completion of 85 to 105 (licensing tract) quarter units at the graduate level. Students will complete the core Psychology requirements (50 units) and the core Sport Psychology requirements (20 units) and select 5 additional units from the Sport Psychology curriculum and/or other University curricula. Students are required to write a Dissertation (10 units, including an Oral Qualifying Exam and Final Oral defense), and complete 60 hours of personal counseling. Successful passage of the Doctoral Comprehensive Exam is also required.

Prerequisites:

A Master of Arts in Psychology, Physical Education or a related field, and 30 units of graduate level psychology courses and 25 units of Sport Counseling courses, including the following courses.

Curriculum:

Course titles that satisfy degree requirements:

Graduate Prerequisite Psychology Course Requirements (30 units)

<u>Course</u>	<u>Units</u>
CPS 601 Counseling Theories & Strategies	5
CPS 603 Developmental Psychology	5
CPS 604 Introduction to Psychological Research	5
CPS 605 Clinical Counseling Skills Training	5
CPS 610 Psychopathology	5
CPS 611 Advanced Clinical Skills Training	5
CPS 615 Cross-Cultural Counseling	5

Graduate Prerequisite Sport Psychology Course Requirements (25 units)

<u>Course</u>	<u>Units</u>
SPO 600 Sport Psychology Business Principles	5
SPO 651 Introduction to Sport Counseling	5
SPO 652 Assessment & Evaluation in Sport Counseling	5
SPO 653 Adult Fitness & Performance Enhancement	5
SPO 668 Career Transition & Athletic Retirement	5

Graduate Core Psychology Course Requirements (50 units)

<u>Course</u>	<u>Units</u>
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CPS 501	Writing Skills & Research	5
CPS 617A	Assessment & Treatment of Child Abuse	2.5
CPS 617B	Assessment & Treatment of Partner Abuse	2.5
CPS 691	Behavioral Statistics I	5
CPS 693	Social Psychology	5
CPS 702	Group Therapy: Theory & Practice	5
CPS 704	Psychopharmacology	5
CPS 705	Advanced Research Methods	5
CPS 706	Physiological Psychology	5
CPS 710	Assessment A: Intelligence Testing	5
CPS 711	Assessment B: Personality/Objective Testing	5

Graduate Sport Psychology Course Requirements (20 units)

<u>Course</u>	<u>Units</u>
SPO 754 Nutrition & Lifestyle Management	5
SPO 765 Sport Counseling Practicum I	5
SPO 766 Psychology of Coaching	5
SPO 767 Advanced Sport Psychology Intervention Techniques	5

Graduate Sport Psychology Course Elective (5 units)

<u>Course</u>	<u>Units</u>
SPO 751 Seminar in Sport Psychology	5
SPO 769 Selected Topics in Sport Psychology	5

Dissertation (10 units)

<u>Course</u>	<u>Units</u>
SPO 800 Dissertation/Project Writing I	5
SPO 801 Dissertation/Project Writing II	5

Students working on their Dissertation, Master's Thesis, or Senior Project must be

registered for the respective course every quarter until the project has been completed. The Dissertation, Master's Thesis, or Senior Project is complete when the student has successfully passed the oral examination where applicable. The final approval forms have been signed by the project chairperson and SDUIS Director of Research.

Required Total Units: 85

Additional Psychology Licensing Requirements (20 units)

<u>Course</u>	<u>Unit</u>
CPS 612 Legal & Ethical Issues in Counseling	5
CPS 613 Human Sexuality & Gender Issues	5
CPS 614 Theories, Therapies & Issues In Chemical Dependency	5
CPS 724 Supervised Practicum A	5

Required Total Units: 105
(Licensing Tract)

INSTRUCTIONAL METHODS:

1) All residential courses, other than independent study, are taught in a classroom setting. Each instructor provides students with a syllabus that contains an outline of the course objectives, the course content, student performance expectations, textbooks and related study materials, and evaluation methods used for grading purposes.

2) Courses are traditionally taught in lecture style with group discussions, student presentations and written assignments.

3) Instructional methods also include research projects and experiential components such as internship and practicum requirements. Faculty provide individualized academic advising as needed and encourage ongoing student dialogue in

class and online. Upon completion of the core curriculum, students become involved in their capstone research project, the Doctoral Dissertation. Students are required to complete sixty (60) clock hours of personal counseling provided by a licensed therapist approved by the University. Grading criteria are presented to students in the course syllabus provided at the beginning of class. The University's grading policy is designed to meet the highest professional standards of objectivity, fairness, and accuracy.

4) Independent study courses are an in-depth study of a topic and directed by SDUIS faculty or an equally qualified mentor who is approved by the Chief Academic Officer.

5) Student learning performance outcome evaluations include essay and objective examinations, research, reports, and experimental activities.

INSTRUCTIONAL METHOD:

Distance Education

1) The Doctoral Degree program in Sport Psychology is also offered through distance education. Direct education is delivered to students via e-mail. Students submit their assignments to the instructor and class weekly. The instructor reviews the work and prepares a feedback to be sent to the students and class weekly.

2) Each student is provided with a syllabus that contains a dictated outline of the course objectives, course content, weekly assignment and student performance expectations.

3) Instructors work closely with students to monitor their progress.

Doctor of Philosophy in Transpersonal Psychology, Specialization in Tibetan Buddhist Psychology

Program Description:

This program was designed to give the student a sound base in traditional Western Psychology and Integrative Transpersonal Psychology. Students will have the opportunity to deepen their understanding of Transpersonal Psychology by exposure to Tibetan Buddhist concepts from a psychological perspective. This program is offered to provide health care providers and interested persons a basic understanding of Tibetan Buddhist concepts and how they can contribute to service for others.

Requirements:

The Doctor of Philosophy degree requires the completion of 95 quarter units at the graduate level. The student will develop an individualized program of study by completing the core Psychology requirements (40 units), the core Transpersonal Psychology requirements (30 units), and selecting 15 additional elective graduate level courses. Students are required to write and defend a Ph.D. Dissertation (10 units, including an Oral Qualifying Exam and Final Oral defense), and complete 60 hours of personal counseling with licensed professionals. Successful passage of the Doctoral Comprehensive Exam is also required.

Prerequisites:

A Master of Arts in addition to specific prerequisite courses which must be completed in the first year of study.

Curriculum:

in Buddhist Psychology 5

Course titles that satisfy degree requirements:

Prerequisite Courses (25 units)

<u>Course</u>	<u>Units</u>
CTR 600 Psychology Business Principles	5
CPS 605 Clinical Counseling Skills Training	5
CPS 610 Psychopharmacology	5
CPS 611 Advanced Clinical Skills Training	5
CPS 615 Cross-Cultural Counseling	5

Graduate Core Psychology Course Requirements (40 units)

<u>Course</u>	<u>Units</u>
CPS 501 Writing Skills & Research	5
CPS 691 Behavioral Statistics I	5
CPS 693 Social Psychology	5
CPS 695 Selected Topics: Brief Therapy & Crisis Intervention –or– Mediation	5
CPS 702 Group Therapy: Theory & Practice	5
CPS 703 Understanding the Body: East/West Perspectives	5
CPS 704 Psychopharmacology	5
CPS 705 Advanced Research Methods	5

Graduate Transpersonal Core Requirements (30 units)

<u>Course</u>	<u>Units</u>
CTR 670 Introduction to Tibetan Buddhist Psychology	5
CTR 671 Theories of Consciousness	5
CTR 672 East/West Psychology	5
CTR 673 Meditation & Mandalas	5
CTR 770 Birth, Death, and Intermediate States	5
CTR 778 Engaged Buddhism: Practicum	

Graduate Transpersonal Psychology Elective Courses (15 units)

<u>Course</u>	<u>Units</u>
TRP 674 Traditions of Transformational Arts	5
TRP 675 Mind/Body Approaches to Health	5
TRP 676 Alternative Healing Therapies	5
TRP 678 Selected Topics in Transpersonal Studies	5
TRP 771 Foundations of Contemplative Depth Psychotherapy	5
TRP 774 Fundamentals of Energetic & Somatic Therapies	5
TRP 776 Contemplative, Transpersonal Therapies	5

Graduate Tibetan Buddhist Psychology Elective Courses

<u>Course</u>	<u>Units</u>
TBP 779 Selected Topics in Tibetan Buddhist Psychology	5
TBP 790 Introduction to Tibetan Healing Approaches	5
TBP 791 East/West Medical Dialogue	5
TBP 794 Advanced Methods in Tibetan Healing	5
TBP 795 Independent Study in Tibetan Buddhist Psychology	5

Dissertation (10 units)

<u>Course</u>	<u>Units</u>
TBP 800 Dissertation/Project Writing I	5
TBP 801 Dissertation/Project Writing II	5

Students working on their Dissertation, Master's Thesis, or Senior Project must be registered for the respective course every

quarter until the project has been completed. The Dissertation, Master's Thesis, or Senior Project is complete when the student has successfully passed the oral examination where applicable and the final approval forms have been signed by the project chairperson and SDUIS Director of Research.

Required Total Units: 95

INSTRUCTIONAL METHODS:

1) All residential courses, other than independent study, are taught in a classroom setting. Each instructor provides students with a syllabus that contains an outline of the course objectives, the course content, student performance expectations, textbooks and related study materials, and evaluation methods used for grading purposes.

2) Courses are traditionally taught in lecture style with group discussions, student presentations and written assignments.

3) Instructional methods also include research projects and experiential components such as internship and practicum requirements. Faculty provide individualized academic advising as needed and encourage ongoing student dialogue in class and online. Upon completion of the core curriculum, students become involved in their capstone research project, the Doctoral Dissertation. Students are required to complete sixty (60) clock hours of personal counseling provided by a licensed

therapist approved by the University. Grading criteria are presented to students in the course syllabus provided at the beginning of class. The University's grading policy is designed to meet the highest professional standards of objectivity, fairness, and accuracy.

4) Independent study courses are an in-depth study of a topic and directed by SDUIS faculty or an equally qualified mentor who is approved by the Chief Academic Officer.

5) Student learning performance outcome evaluations include essay and objective examinations, research, reports, and experimental activities.

INSTRUCTIONAL METHOD:

Distance Education

1) The Doctor of Philosophy in Psychology with Specialization in Tibetan Buddhist Psychology program is also offered through distance education. Direct education is delivered to students via e-mail. Students submit their assignments to the instructor and class weekly. The instructor reviews the work and prepares a feedback to be sent to the students and class weekly.

2) Each student is provided with a syllabus that contains an outline of the course objectives, course content, weekly assignments and student performance expectations.

3) Instructors work closely with students to monitor their progress.

Doctor of Psychobiomechanics & Postural Therapy

Program Description:

San Diego University for Integrative Studies' Doctor of Psychobiomechanics and Postural Therapy Degree Program is designed for personal trainers, chiropractors, massage therapists, psychotherapists, educators, physiotherapists, osteopathic physicians, and mature adults seeking to broaden their working knowledge of contemporary mind and body therapy

approaches in the 21st century global health. These modules offer research-based applied techniques for future holistic therapists.

Requirements:

The Doctor of Psychobiomechanics and Postural Therapy degree requires the completion of 95 quarter units at the doctoral level. 100 supervised internship hours while in the practicum course must be fulfilled, in addition to 60 hours of personal counseling with licensed professionals during the student's course of study or within two years prior to enrollment. Successful passage of the Doctoral Comprehensive Examination is required, after which the student must complete the Dissertation project.

Prerequisites:

A Master's degree in Biomechanics, Exercise Science, Kinesiology, Psychology or related field of study from an approved institution.

Curriculum:

Course titles that satisfy degree requirements:

Prerequisite Courses (25 units)

<u>Course</u>	<u>Units</u>
BIO 631 Human Physiology	5
BIO 632 Applied Musculoskeletal Anatomy	5
BIO 636 Posture Therapy & Functional Assessment	5
BIO 639 Biomechanics Instrumentation	5

Graduate Core Psychobiomechanics Course Requirements (55 units)

<u>Course</u>	<u>Units</u>
BIO 600 Psychobiomechanics Business Principles	5
BIO 730 The Science of Human Movement	5
BIO 733 Exercise PsychoPhysiology II	5
BIO 735 Advanced Psychobiomechanics	5
BIO 736 Assessment & Rehabilitation of the Hip, Spine & Pelvis	5
BIO 737 Assessment & Rehabilitation Of the Upper & Lower Extremities	5
BIO 746 Posture & Massotherapy	5
BIO 747 Fundamentals of Somatic Studies	5
BIO 748 Psychology of Injury & Illness	5
BIO 749 Seminar in Biomechanics	5
<u>or</u>	
BIO 750 Selected Topics in Biomechanics	5
BIO 751 Psychobiomechanics Practicum	5

Graduate Core Psychology Requirements (30 units)

<u>Course</u>	<u>Units</u>
CPS 501 Writing Skills& Research	5
CPS 691 Behavioral Statistics	5
CPS 704 Psychopharmacology	5
CPS 705 Advanced Research Methods	5
CPS 706 Physiological Psychology	5
SPO 754 Nutrition & Lifestyle Management	5

Dissertation (10 units)

<u>Course</u>	<u>Units</u>
BIO 800 Dissertation/Project Writing I	5
BIO 801 Dissertation/Project Writing II	5

Students working on their Dissertation, Master's Thesis, or Senior Project must be registered for the respective course every quarter until the project has been completed. The Dissertation, Master's Thesis, or Senior Project is complete when the student has successfully passed the oral examination where applicable and the final approval forms have been signed by the project chairperson and SDUIS Director of Research.

Required Total Units: 95

INSTRUCTIONAL METHODS:

1) All residential courses, other than independent study, are taught in a classroom setting. Each instructor provides students with a syllabus that contains an outline of the course objectives, the course content, student performance expectations, textbooks and related study materials, and evaluation methods used for grading purposes.

2) Courses are traditionally taught in lecture style with group discussions, student presentations and written assignments.

3) Instructional methods also include research projects and experiential components such as internship and practicum requirements. Faculty provide individualized academic advising as needed and encourage ongoing student dialogue in class and online. Upon completion of the core curriculum, students become involved in their capstone research project, the Doctoral Dissertation. Students are required to complete sixty (60) clock hours of personal counseling provided by a licensed therapist approved by the University. Grading criteria are presented to students in the course syllabus provided at the beginning of class. The University's grading policy is designed to meet the highest

professional standards of objectivity, fairness, and accuracy.

4) Independent study courses are an in-depth study of a topic and directed by SDUIS faculty or an equally qualified mentor who is approved by the Chief Academic Officer.

5) Student learning performance outcome evaluations include essay and objective examinations, research, reports, and experimental activities.

INSTRUCTIONAL METHODS:

Distance Education

1) The Doctor of Psychobiomechanics and Postural Therapy program is also offered through distance education. Direct education is delivered to students via e-mail. Students submit their assignments to the instructor and class weekly. The instructor reviews the work and prepares a feedback to be sent to the students and class weekly.

2) Each student is provided with a syllabus that contains an outline of the course objectives, course content, weekly assignments and student performance expectations.

3) Instructors work closely with students to monitor their progress.

Doctor of Psychology

Program Description:

This program is designed to prepare individuals for the practice of psychology and provides academic, scientific, and practitioner training for work involving individuals, families and organizations.

Humanistic values such as diversity, inclusiveness, education for personal as well as professional development, the centrality of relationships and importance of responsible use of power and authority are emphasized. To be eligible to sit for the Psychology Licensing Exam, coursework must be completed at a school operating with either full or conditional approval from the Bureau for Private Postsecondary Education. This program provides the coursework content required by the Board of Psychology.

Requirements:

The Doctor of Psychology degree requires the completion of 105 quarter units at the doctoral level. 500 supervised internship hours while in practicum courses must be fulfilled, in addition to 60 hours of personal counseling with licensed professionals during the student's first year of study or within two years prior to enrollment. Successful passage of the Doctoral Comprehensive Examination is required, after which the student must complete a Psy.D. Dissertation project.

Curriculum:

Course titles that satisfy degree requirements:

Prerequisites:

A Master of Arts in Counseling, Clinical Psychology, Marriage, Family & Child Counseling or its equivalent. Including the following courses:

<u>Course</u>	<u>Units</u>
CPS 601 Counseling Theories & Strategies	5
CPS 603 Developmental Psychology	5
CPS 604 Introduction to Psychological	

Research	5
CPS 605 Clinical Counseling Skills Training	5
CPS 610 Psychopathology	5
CPS 612 Legal & Ethical Issues in Counseling	5
CPS 613 Human Sexuality	5
CPS 615 Cross Cultural Counseling	5
CPS 617A Assessment & Treatment of Child Abuse	2.5
CPS 617B Assessment & Treatment of Partner Abuse	2.5

Graduate Course Requirements (95 units)

<u>Course</u>	<u>Units</u>
CPS 501 Writing Skills & Research	5
CPS 611 Advanced Clinical Skills Training	5
CPS 614 Theories, Therapy & Issues in Chemical Dependency	5
CTR 672 East/West Psychology	5
<u>or</u>	
TRP 771 Foundations of Contemplative Depth Psychology	5
CPS 691 Behavioral Statistics	5
CPS 693 Social Psychology	5
CPS 702 Group Therapy: Theory & Practice	5
CPS 704 Psychopharmacology	5
CPS 705 Advanced Research Design	5
CPS 706 Physiological Psychology	5
CPS 710 Assessment A: Intelligence Testing	5
CPS 711 Assessment B: Personality/Objective Testing	5
CPS 712 Assessment C: Projective Testing	5
CPS 714 Advanced Psychopathology	5
CPS 724 Supervised Practicum A	5
CPS 725 Supervised Practicum B	5
CPS 727 Psychotherapy w/Difficult & Special Populations	5
CPS 728 Humanistic Psychology	5
CPS 729 Cognitive Therapy: Theory & Practice	5

Dissertation (10 units)

<u>Course</u>	<u>Units</u>
CPS 800 Dissertation/Project Writing I	5
CPS 801 Dissertation/Project Writing II	5

Students working on their Dissertation, Master's Thesis, or Senior Project must be registered for the respective course every quarter until the project has been completed. The Dissertation, Master's Thesis, or Senior Project is complete when the student has successfully passed the oral examination where applicable and the final approval forms have been signed by the project chairperson and SDUIS Director of Research.

Required Total Units: 105

INSTRUCTIONAL METHODS:

1) All residential courses, other than independent study, are taught in a classroom setting. Each instructor provides students with a syllabus that contains an outline of the course objectives, the course content, student performance expectations, textbooks and related study materials, and evaluation methods used for grading purposes.

2) Courses are traditionally taught in lecture style with group discussions, student presentations and written assignments.

3) Instructional methods also include research projects and experiential components such as internship and practicum requirements. Faculty provide individualized academic advising as needed and encourage ongoing student dialogue in class and online. Upon completion of the core curriculum, students become involved in their capstone research project, the Doctoral Dissertation. Students are required to complete sixty (60) clock hours of personal counseling provided by a licensed

therapist approved by the University. Grading criteria are presented to students in the course syllabus provided at the beginning of class. The University's grading policy is designed to meet the highest professional standards of objectivity, fairness, and accuracy.

4) Independent study courses are an in-depth study of a topic and directed by SDUIS faculty or an equally qualified mentor who is approved by the Chief Academic Officer.

5) Student learning performance outcome evaluations include essay and objective examinations, research, reports, and experimental activities.

INSTRUCTIONAL METHODS:

Distance Education

1) The Doctor of Psychology program is also offered through distance education. Direct education is delivered to students via e-mail. Students submit their assignments to the instructor and class weekly. The instructor reviews the work and prepares a feedback to be sent to the students and class weekly.

2) Each student is provided with a syllabus that contains an outline of the course objectives, course content, weekly assignments and student performance expectations.

3) Instructors work closely with students to monitor their progress.

Doctor of Psychology, Specialization in Expressive Arts Therapy

Program Description:

This program allows an opportunity for students to pursue a doctorate in an individualized program, drawing from the University's curriculum in Expressive Arts Therapy. The Expressive Arts Therapy Doctoral Degree program is designed to provide participants with a holistic and culturally enriched perspective about facilitating health, emotional growth, and human potential. The personal integration of a host of experiences and techniques is intended to contribute to the development of greater personal health and increased therapeutic options. In practice, Expressive Arts are used in adult, as well as child therapy and are especially valuable with non-verbal populations or those clients for whom talking therapy has proven difficult.

Requirements:

The Doctor of Psychology with specialization in Expressive Arts Therapy degree requires the completion of 110 quarter units at the doctoral level. The student will develop an individualized program of study by completing the core Psychology requirements (60 units), the core Expressive Arts requirements (30 units) and selecting 5 additional units from the Expressive Arts curriculum and/or other University curricula. Students are required to write and defend a Doctoral Dissertation (10 units), including an Oral Qualifying Exam and Final Oral defense, and complete 60 hours of personal counseling with licensed professionals. Successful passage of the Doctoral Comprehensive Exam is also required.

Prerequisites:

A Master of Arts degree in Psychology or its equivalent, or a Master's degree and 25

graduate quarter units in Psychology including the following.

Curriculum:

Course titles that satisfy degree requirements:

Prerequisite Courses (35 units)

<u>Course</u>	<u>Unit</u>
CPS 601 Counseling Theories & Strategies	5
CPS 603 Developmental Psychology	5
CPS 604 Introduction to Psychological Research	5
CPS 605 Clinical Counseling Skills Training	5
CPS 610 Psychopathology	5
CPS 611 Advanced Clinical Skills Training	5
CPS 615 Cross-Cultural Counseling	5

Graduate Prerequisite Expressive Arts Course Requirements (30 units)

<u>Course</u>	<u>Unit</u>
CEX 600 Expressive Arts Business Principles	5
CEX 630 Foundations of Expressive Therapy	5
CEX 631 Psychodrama, Ritual & Performance	5
CEX 632 Fundamentals of Music Therapy	5
CEX 633 Fundamentals of Movement Therapy	5
CEX 634 Art and Expressive Therapy w/Children and Adolescents	5
<u>or</u>	
CEX 635 Art and Expressive Therapy w/Adults & Aging Populations	5

Graduate Core Psychology Course Requirements (60 units)

<u>Course</u>	<u>Unit</u>
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CPS 612	Legal & Ethical Issues in Counseling	5
CPS 613	Human Sexuality and Gender Issues	5
CPS 614	Theories, Therapies & Issues in Chemical Dependency	5
CPS 691	Behavioral Statistics I	5
CPS 693	Social Psychology	5
CPS 695	Selected Topics: Brief Therapy & Crisis Intervention	5
CPS 702	Group Therapy: Theory & Practice	5
CPS 704	Psychopharmacology	5
CPS 705	Advanced Research Methods	5
CPS 706	Physiological Psychology	5
CPS 724	Supervised Practicum A	5
CPS 725	Supervised Practicum B	5

Graduate Expressive Arts Therapy Core Requirements (30 units)

<u>Course</u>	<u>Units</u>
CEX 730 Traditions of Transformational Arts	5
CEX 739 Practicum in Expressive, Creative Therapy	5
EXA 733 Expressive Techniques in Family Therapy	5
EXA 735 Fundamentals of Color Therapy	5
EXA 736 Language, Poetry, Myth, & Folklore Therapy	5
EXA 738 Sandtray and World Play Therapy	5

Graduate Expressive Therapies Course Electives Available (5 units)

<u>Course</u>	<u>Units</u>
EXA 732 Special Topics in Expressive Therapies	5
<u>or</u>	
EXA 742 Seminar in Expressive Therapy	5
<u>or</u>	

EXA 745 Independent Study in Expressive Arts Therapy	5
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Dissertation (10 units)

CEX 800 Dissertation/Project Writing I	5
CEX 801 Dissertation/Project Writing II	5

Students working on their Dissertation, Master's Thesis, or Senior Project must be registered for the respective course every quarter until the project has been completed. The Dissertation, Master's Thesis, or Senior Project is complete when the student has successfully passed the oral examination where applicable, and the final approval forms have been signed by the project chairperson and SDUIS Director of Research.

Required Total Units: 110

INSTRUCTIONAL METHODS:

1) All residential courses, other than independent study, are taught in a classroom setting. Each instructor provides students with a syllabus that contains an outline of the course objectives, the course content, student performance expectations, textbooks and related study materials, and evaluation methods used for grading purposes.

2) Courses are traditionally taught in lecture style with group discussions, student presentations and written assignments.

3) Instructional methods also include research projects and experiential components such as internship and practicum requirements. Faculty provide individualized academic advising as needed and encourage ongoing student dialogue in class and online. Upon completion of the core curriculum, students become involved in their capstone research project, the Doctoral Dissertation. Students are required

to complete sixty (60) clock hours of personal counseling provided by a licensed therapist approved by the University. Grading criteria are presented to students in the course syllabus provided at the beginning of class. The University's grading policy is designed to meet the highest professional standards of objectivity, fairness, and accuracy.

4) Independent study courses are an in-depth study of a topic and directed by SDUIS faculty or an equally qualified mentor who is approved by the Chief Academic Officer.

5) Student learning performance outcome evaluations include essay and objective examinations, research, reports, and experimental activities.

INSTRUCTIONAL METHODS:

Distance Education

1) The Doctor of Philosophy with specialization in Expressive Arts Therapy Degree program is also offered through distance education. Direct education is delivered to students via e-mail. Students submit their assignments to the instructor and class weekly. The instructor reviews the work and prepares a feedback to be sent to the students and class weekly.

2) Each student is provided with a syllabus that contains an outline of the course objectives, course content, weekly assignments and student performance expectations.

3) Instructors work closely with students to monitor their progress.

Doctor of Psychology, Specialization in Sport Psychology

Program Description:

This program is designed to prepare practitioners to work with athletes in their professional and personal lives. Students are trained in a variety of Sport Psychology approaches and techniques that prepare them to consult with athletes and athletic organizations.

Requirements:

The Doctor of Psychology with specialization in Sport Psychology degree requires the completion of 110 quarter units at the graduate level. Students will complete the core Psychology requirements (75 units) and the core Sport Psychology requirements (20 units) and select 5 additional units from the Sport Psychology curriculum and/or other University curricula. Students are required to write a Dissertation (10 units, including an Oral Qualifying Exam and Final Oral defense), and complete 60 hours of personal counseling. Successful passage of the Doctoral Comprehensive Exam is also required.

Prerequisites:

A Master of Arts in Psychology, Physical Education or a related field, and 30 units of graduate level psychology courses and 25 units of Sport Counseling courses, including the following courses.

Curriculum:

Course titles that satisfy degree requirements:

Graduate Prerequisite Psychology Course Requirements (30 units)

<u>Course</u>	<u>Units</u>
CPS 601 Counseling Theories & Strategies	5
CPS 603 Developmental Psychology	5
CPS 604 Introduction to Psychological Research	5
CPS 605 Clinical Counseling Skills Training	5
CPS 610 Psychopathology	5
CPS 611 Advanced Clinical Skills Training	5
CPS 615 Cross-Cultural Counseling	5

Graduate Prerequisite Sport Psychology Course Requirements (25 units)

<u>Course</u>	<u>Units</u>
SPO 600 Sport Psychology Business Principles	5
SPO 651 Introduction to Sport Counseling	5
SPO 652 Assessment & Evaluation in Sport Counseling	5
SPO 653 Adult Fitness & Performance Enhancement	5
SPO 668 Career Transition & Athletic Retirement	5

Graduate Core Psychology Course Requirements (75 units)

<u>Course</u>	<u>Units</u>
CPS 501 Writing Skills & Research	5
CPS 612 Legal & Ethical Issues in Counseling	5
CPS 613 Human Sexuality & Gender Issues	5
CPS 614 Theories, Therapies & Issues In Chemical Dependency	5
CPS 617A Assessment & Treatment of Child Abuse	2.5
CPS 617B Assessment & Treatment of Partner Abuse	2.5
CPS 691 Behavioral Statistics I	5

CPS 693 Social Psychology	5
CPS 702 Group Therapy: Theory & Practice	5
CPS 704 Psychopharmacology	5
CPS 705 Advanced Research Methods	5
CPS 706 Physiological Psychology	5
CPS 710 Assessment A: Intelligence Testing	5
CPS 711 Assessment B: Personality/ Objective Testing	5
CPS 724 Supervised Practicum A	5
CPS 725 Supervised Practicum B	5

Graduate Sport Psychology Course Requirements (20 units)

<u>Course</u>	<u>Units</u>
SPO 754 Nutrition & Lifestyle Management	5
SPO 765 Sport Counseling Practicum I	5
SPO 766 Psychology of Coaching	5
SPO 767 Advanced Sport Psychology Intervention Techniques	5

Graduate Sport Psychology Course Elective (5 units)

<u>Course</u>	<u>Units</u>
SPO 751 Seminar in Sport Psychology	5
or	
SPO 769 Selected Topics in Sport Psychology	5

Dissertation (10 units)

<u>Course</u>	<u>Units</u>
SPO 800 Dissertation/Project Writing I	5
SPO 801 Dissertation/Project Writing II	5

Students working on their Dissertation, Master's Thesis, or Senior Project must be registered for the respective course every quarter until the project has been completed. The Dissertation, Master's Thesis, or Senior Project is complete when the student has

successfully passed the oral examination where applicable. The final approval forms have been signed by the project chairperson and SDUIS Director of Research.

Required Total Units: 110

INSTRUCTIONAL METHODS:

1) All residential courses, other than independent study, are taught in a classroom setting. Each instructor provides students with a syllabus that contains an outline of the course objectives, the course content, student performance expectations, textbooks and related study materials, and evaluation methods used for grading purposes.

2) Courses are traditionally taught in lecture style with group discussions, student presentations and written assignments.

3) Instructional methods also include research projects and experiential components such as internship and practicum requirements. Faculty provide individualized academic advising as needed and encourage ongoing student dialogue in class and online. Upon completion of the core curriculum, students become involved in their capstone research project, the Doctoral Dissertation. Students are required to complete sixty (60) clock hours of personal counseling provided by a licensed therapist approved by the University. Grading criteria are presented to students in the course syllabus provided at the beginning of class. The University's grading policy is designed to meet the highest professional standards of objectivity, fairness, and accuracy.

4) Independent study courses are an in-depth study of a topic and directed by SDUIS faculty or an equally qualified mentor who is approved by the Chief Academic Officer.

5) Student learning performance outcome evaluations include essay and objective examinations, research, reports, and experimental activities.

INSTRUCTIONAL METHODS:
Distance Education

1) The Doctor of Psychology Degree program with specialization in Sport Psychology is also offered through distance education. Direct education is delivered to students via e-mail. Students submit their assignments to the instructor and class weekly. The instructor reviews the work and prepares a feedback to be sent to the students and class weekly.

2) Each student is provided with a syllabus that contains a dictated outline of the course objectives, course content, weekly assignment and student performance expectations.

3) Instructors work closely with students to monitor their progress.

***Doctor of Psychology,
Specialization in Transpersonal
Psychology***

Program Description:

This program was designed to give the student a sound base in traditional Western Psychology and Integrative Transpersonal Psychology. Students will have the opportunity to deepen their understanding of Psychology by exposure to transpersonal concepts from a psychological perspective. This program is offered to provide health care providers and interested persons a basic understanding of transpersonal concepts and

how they can contribute to service for others.

Requirements:

The Doctor of Psychology in Transpersonal Psychology degree requires the completion of 110 quarter units at the graduate level. The student will develop an individualized program of study by completing the core Psychology requirements (65 units), the core Transpersonal Psychology requirements (30 units), and selecting 5 additional units from the elective graduate level courses. Students are required to write and defend a Doctoral Dissertation (10 units, including an Oral Qualifying Exam and Final Oral defense), and complete 60 hours of personal counseling with licensed professionals. Successful passage of the Doctoral Comprehensive Exam is also required.

Prerequisites:

A Master of Arts in addition to specific prerequisite courses which must be completed in the first year of study.

Curriculum:

Course titles that satisfy degree requirements:

Prerequisite Courses (25 units)

<u>Course</u>	<u>Units</u>
CPS 605 Clinical Counseling Skills Training	5
CPS 610 Psychopharmacology	5
CPS 611 Advanced Clinical Skills Training	5
CPS 615 Cross-Cultural Counseling	5

Graduate Transpersonal Prerequisite Requirements (30 units)

<u>Course</u>	<u>Units</u>
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CTR 600 Psychology Business Principles	5
CTR 670 Introduction to Tibetan Buddhist Psychology	5
CTR 671 Theories of Consciousness	5
CTR 672 East/West Psychology	5
CTR 673 Meditation & Mandalas	5
TRP 674 Traditions of Transformational Arts	5

Graduate Core Psychology Course Requirements (65 units)

<u>Course</u>	<u>Units</u>
CPS 501 Writing Skills & Research	5
CPS 612 Legal & Ethical Issues in Counseling	5
CPS 613 Human Sexuality & Gender Issues	5
CPS 614 Theories, Therapies & Issues In Chemical Dependency	5
CPS 691 Behavioral Statistics I	5
CPS 693 Social Psychology	5
CPS 695 Selected Topics: Brief Therapy & Crisis Intervention	5
CPS 702 Group Therapy: Theory & Practice	5
CPS 703 Understanding the Body: East/West Perspectives	5
CPS 704 Psychopharmacology	5
CPS 705 Advanced Research Methods	5
CPS 724 Supervised Practicum A	5
CPS 725 Supervised Practicum B	5

Graduate Transpersonal Psychology Core Courses (30 units)

<u>Course</u>	<u>Units</u>
CTR 770 Birth, Death, and Intermediate States	5
CTR 778 Practicum in Transpersonal Psychology	5
TRP 675 Mind/Body Approaches to Health	5
or	
TRP 676 Alternative	

	Healing Therapies	5
TRP 771	Foundations of Contemplative Depth Psychotherapy	5
TRP 774	Fundamentals of Energetic & Somatic Therapies	5
TRP 776	Contemplative, Transpersonal Therapies	5

**Graduate Transpersonal Psychology
Elective Courses (5 units)**

<u>Course</u>	<u>Units</u>	
TBP 779	Selected Topics in Tibetan Buddhist Psychology	5
TBP 790	Introduction to Tibetan Healing Approaches	5
TBP 791	East/West Medical Dialogue	5
TBP 794	Advanced Methods in Tibetan Healing	5
TRP 678	Selected Topics in Transpersonal Studies	5

Dissertation (10 units)

<u>Course</u>	<u>Units</u>	
TBP 800	Dissertation/Project Writing I	5
TBP 801	Dissertation/Project Writing II	5

Students working on their Dissertation, Master's Thesis, or Senior Project must be registered for the respective course every quarter until the project has been completed. The Dissertation, Master's Thesis, or Senior Project is complete when the student has successfully passed the oral examination where applicable and the final approval forms have been signed by the project chairperson and SDUIS Director of Research.

Required Total Units: 110

INSTRUCTIONAL METHODS:

1) All residential courses, other than independent study, are taught in a classroom setting. Each instructor provides students with a syllabus that contains an outline of the course objectives, the course content, student performance expectations, textbooks and related study materials, and evaluation methods used for grading purposes.

2) Courses are traditionally taught in lecture style with group discussions, student presentations and written assignments.

3) Instructional methods also include research projects and experiential components such as internship and practicum requirements. Faculty provide individualized academic advising as needed and encourage ongoing student dialogue in class and online. Upon completion of the core curriculum, students become involved in their capstone research project, the Doctoral Dissertation. Students are required to complete sixty (60) clock hours of personal counseling provided by a licensed therapist approved by the University. Grading criteria are presented to students in the course syllabus provided at the beginning of class. The University's grading policy is designed to meet the highest professional standards of objectivity, fairness, and accuracy.

4) Independent study courses are an in-depth study of a topic and directed by SDUIS faculty or an equally qualified mentor who is approved by the Chief Academic Officer.

5) Student learning performance outcome evaluations include essay and objective examinations, research, reports, and experimental activities.

INSTRUCTIONAL METHODS:

Distance Education

1) The Doctor of Psychology with Specialization in Transpersonal Psychology program is also offered through distance education. Direct education is delivered to students via e-mail. Students submit their assignments to the instructor and class weekly. The instructor reviews the work and prepares a feedback to be sent to the students and class weekly.

2) Each student is provided with a syllabus that contains an outline of the course objectives, course content, weekly assignments and student performance expectations.

3) Instructors work closely with students to monitor their progress.

NON – DEGREE CERTIFICATE PROGRAMS

Certificate in Accounting

Program Description:

The demand for accountants continues to rise, with recent changes in accounting law and a new focus on ethical accounting practices fueling the market. The Bureau of Labor Statistics recently reported that the accounting field will grow an estimated 19.5% by the year 2012.

SDUIS non-degree Certificate Program in Accounting is designed to provide students with a broad and thorough understanding of accounting principles and financial reporting practices, to keep students abreast of innovations in the field, and to enhance proficiency in accounting-related functions such as financial analysis and data interpretation.

This program is appropriate for adults looking to learn new job skills, to refine existing accounting knowledge, or to improve the performance of a small business by better understanding the essentials of accounting and finance.

It is possible to complete this program in as little as one year.

Requirements:

Participants are required to successfully complete thirty-five (35) quarter units of coursework in Accounting. In addition to the two (2) required courses, participants select five (5) Accounting courses to fulfill Certificate completion requirements.

Curriculum:

Course titles that satisfy certificate requirements:

Required Accounting Courses

<u>Course</u>	<u>Units</u>
ACT 601 Introduction to Accounting	5
ACT 610 Auditing	5

Elective Courses (Choose 5)

<u>Course</u>	<u>Units</u>
ACT 611 External Reporting	5
ACT 613 Financial Reporting	5
ACT 614 Financial Statement Analysis	5
ACT 615 Tax Influences on Business Decision Making	5
ACT 630 Intermediate Accounting	5
ACT 631 Fraud Examination & Forensic Accounting	5
ACT 632 Legal Elements of Fraud	5
ACT 633 Federal Income Tax	5
ACT 634 Accounting Ethics & Professional Responsibilities	5
ACT 635 Taxation for Business Decisions	5
ACT 636 Advanced Auditing	5

Required Total Units: **35**

INSTRUCTIONAL METHODS:

1) All residential courses, other than independent study, are taught in a classroom setting. Each instructor provides students with an instructional syllabus that contains a topical outline of the course objectives, the course content, student performance expectations, textbooks and related study materials, and evaluation methods used for grading purposes.

2) Courses are traditionally taught in lecture style with group discussions, student presentations, written assignments, and completed project demonstrations.

3) Faculty provide individualized academic advising as needed and encourage ongoing student dialogue in class and online. The University's grading criteria are presented to students in the course syllabus provided at the beginning of class. The University's grading policy is designed to meet the highest professional standards of objectivity, fairness, and accuracy.

4) Independent study courses are an in-depth study of a topic and directed by SDUIS faculty or an equally qualified mentor who is approved by the Chief Academic Officer.

5) Student learning performance outcome evaluations include essay and objective examinations, research, reports, and experimental activities.

INSTRUCTIONAL METHODS:

Distance Education

- 1) The Certificate in Accounting program is also offered through distance education. Direct education is delivered to students via e-mail. Students submit their assignments to the instructor and class weekly. The instructor reviews the work and prepares a feedback to be sent to the students and class weekly.
- 2) Each student is provided with a syllabus that contains an outline of the course objectives, course content, weekly assignments and student performance expectations.
- 3) Instructors work closely with students to monitor their progress.

Certificate in Advertising

Program Description:

San Diego University of Integrative Studies non-degree Certificate Program in Advertising provides students with a breadth of information and practical know-how in advertising communication, marketing strategy, copywriting, and design. It introduces contemporary advertising theories and practices by integrating traditional media – such as print - and with new media – such as Internet.

Participants will be exposed to the latest thinking in creating and writing ads and skillfully placing them for maximum success in influencing customers. Students will also learn how to manage the relationships between advertising agencies and their clients.

Identified by the US Department of Commerce as one of the fastest growing career fields, SDUIS non-degree Certificate in Advertising will help participants to understand media and markets, learn how corporations communicate effectively, and learn how to effectively manage advertising.

It is possible to complete this program in as little as one year.

Requirements:

Participants in this non-degree certificate program must complete 35 units of Advertising coursework consisting of seven (7) classes.

Prerequisites:

By approval of the program director.

Curriculum:

Course titles that satisfy certificate requirements:

Required Advertising Certificate Courses (choose 7)

Course

Units

ADV 601 Essentials of Advertising	5
ADV 603 Creative Advertising Concepts	5
ADV 605 Advertising Research & Strategy	5
ADV 610 Introduction to Advertising Design and Graphics	5
ADV 615 Advertising Profiles & Trends	5
ADV 618 Client Relations	5
ADV 620 Internet Advertising	5
ADV 623 Copywriting	5
ADV 625 Branding Theory	5
ADV 628 Advertising Design for Alternative Media	5
ADV 630 International Advertising	5
ADV 635 Advertising Sales	5

Required Total Units 35

INSTRUCTIONAL METHODS:

1) All residential courses, other than independent study, are taught in a classroom setting. Each instructor provides students with a syllabus that contains an outline of the course objectives, the course content, student performance expectations, textbooks and related study materials, and evaluation methods used for grading purposes.

2) Courses are traditionally taught in lecture style with group discussions, student presentations and written assignments.

3) Instructional methods may also include research projects and experiential

components. Faculty provide individualized academic advising as needed and encourage ongoing student dialogue in class and online. The University's grading criteria are presented to students in the course syllabus provided at the beginning of class. The University's grading policy is designed to meet the highest professional standards of objectivity, fairness, and accuracy.

4) Independent study courses are an in-depth study of a topic and directed by SDUIS faculty or an equally qualified mentor who is approved by the Chief Academic Officer.

5) Student learning performance outcome evaluations include essay and objective examinations, research, reports, and experimental activities.

INSTRUCTIONAL METHODS:

Distance Education

1) The Certificate in Advertising program is also offered through distance education. Direct education is delivered to students via e-mail. Students submit their assignments to the instructor and class weekly. The instructor reviews the work and prepares a feedback to be sent to the students and class weekly.

2) Each student is provided with a syllabus that contains an outline of the course objectives, course content, weekly assignments and student performance expectations.

3) Instructors work closely with students to monitor their progress.

Certificate in Aviation

Program Description:

The San Diego University for Integrative Studies offers a non-degree certificate program in Aviation. This course curriculum provides a strong foundation for leadership positions within the aviation industry. The program emphasizes the study of human factors and stress management in aviation along with the technical fundamentals of flight in order to enhance student's critical thinking and problem solving skills along with safety awareness and technical proficiency.

Upon successful completion of the Aviation program students will be prepared for the Federal Aviation administration (FAA) written examinations. San Diego University for Integrative Studies is a ground school only and does not provide flight training. Additional requirements will need to be met prior to the issuance of any FAA flight license. For example, the FAA requires flight training, which may be satisfied at various locations in San Diego for which SDUIS provides referrals. In addition, for a private pilot's license a third class medical certificate is required. Proficiency in both written and spoken English is also a prerequisite. For more information please visit <http://www.faa.gov/pilots/become/>

Requirements:

Participants in this non-degree certificate program are required to successfully complete thirty-five units of coursework in Aviation. Depending on the goals of the student, different coursework will be required prior to taking the FAA Private Pilot Airmen Knowledge Test or the FAA Instrument Rating Practical Test.

Prerequisites:

By approval of the program director.

Curriculum:

Course titles that satisfy certificate requirements:

Required Aviation Certificate Courses (20 units)

Course Units

AVIA 100	Introduction to Aviation and Aerospace	5
AVIA 115	Stress Management	5
AVIA 300	Aviation and Airport Management	5
AVIA 200	Basic Instrument Flight Procedures	5

Core Courses for Private Pilots (10 units)

Course Units

AVIA 110	Human Factors and Aeronautical Decision Making	5
AVIA 120	Private Pilot Ground School	5

Core Courses for IFR Rating (At least a Private Pilot Certificate is a prerequisite) (10 units)

Course Units

AVIA 110	Human Factors and Aeronautical Decision Making	5
AVIA 125	Instrument Ground School	5

Required Total Units **35**

INSTRUCTIONAL METHODS:

1) All residential courses, other than independent study, are taught in a classroom setting. Each instructor provides students with a syllabus that contains an outline of the course objectives, the course content, student performance expectations, textbooks and related study materials, and evaluation methods used for grading purposes.

2) Courses are traditionally taught in lecture style with group discussions, student presentations and written assignments.

3) Instructional methods may also include research projects and experiential components. Faculty provide individualized academic advising as needed and encourage ongoing student dialogue in class and online. The University's grading criteria are presented to students in the course syllabus provided at the beginning of class. The University's grading policy is designed to meet the highest professional standards of objectivity, fairness, and accuracy.

4) Independent study courses are an in-depth study of a topic and directed by SDUIS faculty or an equally qualified mentor who is approved by the Chief Academic Officer.

5) Student learning performance outcome evaluations include essay and objective examinations, research, reports, and experimental activities.

INSTRUCTIONAL METHODS:

Distance Education

1) The Certificate in Aviation program is also offered through distance education. Direct education is delivered to students via e-mail. Students submit their assignments to the instructor and class weekly. The instructor reviews the work and prepares a

feedback to be sent to the students and class weekly.

2) Each student is provided with a syllabus that contains an outline of the course objectives, course content, weekly assignments and student performance expectations.

3) Instructors work closely with students to monitor their progress.

Certificate in Communication

Program Description:

San Diego University for Integrative Studies offers a non-degree certificate program in Communication and provides participants with strategic communication skills necessary to navigate the rapidly changing, information-driven work-place. This program will include training in all types and aspects of communication to express oneself professionally by focusing on major competencies of effective communication-interpersonal skills, written communication, and informal oral presentation.

The program is designed for the individual seeking to develop professional-level communication skills in writing or speaking, and learn to apply such skills to professional or personal tasks.

The need for good communication and interpersonal skills is recognized across a wide range of careers. This program is designed with the professional of all fields in mind. The opportunity to demonstrate a mastery of communication skills and best practices can give one a competitive edge with potential employers or help others already employed advance in their careers.

Requirements:

Each participant in the Communication Certificate program must successfully complete seven (7) courses on the components of effective communication for a total of 35 units.

Curriculum:

Course titles that satisfy certificate requirements:

Required Communication Courses (choose 7)

<u>Course</u>	<u>Units</u>
BSCM 400 Oral & Written Communication Skills	5
BSCM 406 Effective Public Speaking	5
BSCM 408 Advanced Public Speaking For Business Managers	5
BSCM 412 Expository & Technical Writing Skills	5
BSCM 430 Persuasive Communication	5
BSCM 438 Cross Cultural Communication	5
BSCM 452 Public Relations Writing	5
BSCM 460 World Wide Journalism & Expressive Writing	5
BSCM 464 Conflict & Negotiation	5
BSCM 468 Teambuilding & Leadership	5
BSCM 472 Administrative Communication	5
BSCM 475 Visual Communication & Culture	5
BSCM 478 Crisis Communication	5
BSCM 481 Interpersonal Communication Skills in the Workplace	5

Required Total Units: 35

INSTRUCTIONAL METHODS:

1) All residential courses, other than independent study, are taught in a classroom setting. Each instructor provides students with an instructional syllabus that contains a topical outline of the course objectives, the course content, student performance expectations, textbooks and related study materials, and evaluation methods used for grading purposes.

2) Courses are traditionally taught in lecture style with group discussions, student presentations, written assignments, and completed project demonstrations.

3) Faculty provide individualized academic advising as needed and encourage ongoing student dialogue in class and online. The University’s grading criteria are presented to students in the course syllabus provided at the beginning of class. The University’s grading policy is designed to meet the highest professional standards of objectivity, fairness, and accuracy.

4) Independent study courses are an in-depth study of a topic and directed by SDUIS faculty or an equally qualified mentor who is approved by the Chief Academic Officer.

5) Student learning performance outcome evaluations include essay and objective examinations, research, reports, and experimental activities.

INSTRUCTIONAL METHODS:

Distance Education

1) The Certificate in Communication program is also offered through distance education. Direct education is delivered to students via e-mail. Students submit their assignments to the instructor and class weekly. The instructor reviews the work and

prepares a feedback to be sent to the students and class weekly.

2) Each student is provided with a syllabus that contains an outline of the course objectives, course content, weekly assignments and student performance expectations.

3) Instructors work closely with students to monitor their progress.

2) Develop Leadership communication skills for focus and purpose with practical applicability to real-world situations.

3) Clarify a personal vision for leadership by increasing ability to think and act strategically and inspire others.

4) Acquire priority management skills for necessary maximum performance.

Certificate in Executive Leadership Coaching

Program Description:

San Diego University for Integrative Studies' offers a non-degree certificate program in Executive Leadership Coaching designed for managers, organizational leaders, international students, educators, entrepreneurs, and mature adult learners seeking to broaden their working knowledge of contemporary leadership approaches in the 21st century global marketplace. This non-degree course of professional instruction offers an integrated approach to leadership through twelve interrelated but distinct modules. These modules offer research-based leadership strategies where adaptability, innovation, team-building and integrity are the vital cornerstones of leadership.

The Executive Leadership Coaching Certificate at SDUIS comprises a powerful and intensive curriculum of interactive coaching that will enhance participants' abilities to:

1) Make successful transitions into leadership roles while organizing and managing executive decisions.

Requirements:

Each participant in the Executive Leadership Coaching Certificate program must successfully complete a total of 35 units. Participants will select (7) courses from the list below that address the components of effective leadership for a total of 60 units.

Curriculum:

Course titles that satisfy certificate requirements:

Required Executive Leadership Coaching Courses (Select 7 Courses)

<u>Course</u>	<u>Units</u>
EXL 601 The New Executive Leaders	5
EXL 602 Personal Benchmarking	5
EXL 603 Individual Responsibility	5
EXL 604 Internal Values	5
EXL 605 Non-Situational Integrity	5
EXL 606 Self-Discipline	5
EXL 607 Core Passion	5
EXL 608 Delayed Gratification	5
EXL 609 Empowerment	5
EXL 610 Resilient Optimism	5
EXL 611 Leadership & Stewardship	5
EXL 612 True Wealth	5

Required Total Units: 35

INSTRUCTIONAL METHODS:

- 1) All residential courses, other than independent study, are taught in a classroom setting. Each instructor provides students with an instructional syllabus that contains a topical outline of the course objectives, the course content, student performance expectations, textbooks and related study materials, and evaluation methods used for grading purposes.
- 2) Courses are traditionally taught in lecture style with group discussions, student presentations, written assignments, and completed project demonstrations.
- 3) Faculty provide individualized academic advising as needed and encourage ongoing student dialogue in class and online. The University's grading criteria are presented to students in the course syllabus provided at the beginning of class. The University's grading policy is designed to meet the highest professional standards of objectivity, fairness, and accuracy.
- 4) Independent study courses are an in-depth study of a topic and directed by SDUIS faculty or an equally qualified mentor who is approved by the Chief Academic Officer.
- 5) Student learning performance outcome evaluations include essay and objective examinations, research, reports, and experimental activities.

INSTRUCTIONAL METHODS:

Distance Education

- 1) The Certificate in Executive Leadership Coaching program is also offered through distance education. Direct education is delivered to students via e-mail. Students

submit their assignments to the instructor and class weekly. The instructor reviews the work and prepares a feedback to be sent to the students and class weekly.

2) Each student is provided with a syllabus that contains an outline of the course objectives, course content, weekly assignments and student performance expectations.

3) Instructors work closely with students to monitor their progress.

Certificate in Expressive Arts Therapy

Program Description:

The San Diego University for Integrative Studies offers a non-degree certification program in Expressive Arts Therapy for students, therapists, interns, educators, and other professionals. This program provides exposure and training within an academic area of Expressive Arts that utilize a variety of media, techniques, and theories of human growth.

The Expressive Arts Therapy Certificate at SDUIS is designed to provide participants with a holistic and culturally enriched perspective about facilitating health, emotional growth, and human potential. The personal integration of a host of experiences and techniques is intended to contribute to the development of greater personal health and increased therapeutic options.

The 35 units can also be applied toward the degree requirements for MA in Expressive Arts Therapy or Ph.D. in Expressive Arts Therapy.

Requirements:

Each student must complete 35 quarter units of Expressive Arts Therapy coursework consisting of six classes and a practicum. The student is free to choose which courses are included in the certificate work.

Prerequisites:

By approval of the program director.

Curriculum:

Course titles that satisfy certificate requirements:

Required Core Expressive Arts Courses (choose 3-4)

<u>Course</u>	<u>Units</u>
CEX 600 Expressive Arts Business Principles	5
CEX 630 Foundations of Expressive Arts Therapy	5
CEX 631 Psychodrama, Ritual & Performance	5
CEX 632 Fundamentals of Music Therapy	5
CEX 633 Fundamentals of Movement Therapy	5
CEX 730 Traditions of Transformational Arts	5
EXA 735 Fundamentals of Color Therapy	5
EXA 737 Language, Poetry, Myth and Folklore Therapy	5
EXA 738 Sandtray and World Play Therapy	5

Required Target Populations Courses (choose 1 –2)

<u>Course</u>	<u>Units</u>
CEX 634 Art and Expressive Therapy w/Children & Adolescents	5
CEX 635 Art and Expressive Therapy w/Adults & Aging Populations	5

EXA 733 Expressive Techniques in Family Therapy	5
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Required Practice Course (choose 1-2)

<u>Course</u>	<u>Units</u>
CEX 739 Practicum in Expressive, Creative Therapy	5
EXA 740 Selected Expressive Techniques	5
EXA 741 Special Topics in Expressive Therapies	5
EXA 742 Seminar in Expressive Therapy	5
EXA 745 Independent Study in Expressive Arts Therapy	5

Required Total Units: 35

INSTRUCTIONAL METHODS:

- 1) All residential courses, other than independent study, are taught in a classroom setting. Each instructor provides students with a syllabus that contains an outline of the course objectives, the course content, student performance expectations, textbooks and related study materials, and evaluation methods used for grading purposes.
- 2) Courses are traditionally taught in lecture style with group discussions, student presentations and written assignments.
- 3) Instructional methods also include research projects and experiential components such as internship and practicum requirements. Faculty provide individualized academic advising as needed and encourage ongoing student dialogue in class and online. The University's grading criteria are presented to students in the course syllabus provided at the beginning of class. The University's grading policy is designed to meet the highest professional standards of objectivity, fairness, and accuracy.

4) Independent study courses are an in-depth study of a topic and directed by SDUIS faculty or an equally qualified mentor who is approved by the Chief Academic Officer.

5) Student learning performance outcome evaluations include essay and objective examinations, research, reports, and experimental activities.

INSTRUCTIONAL METHODS:

Distance Education

1) The Certificate in Expressive Art Therapy program is also offered through distance education. Direct education is delivered to students via e-mail. Students submit their assignments to the instructor and class weekly. The instructor reviews the work and prepares a feedback to be sent to the students and class weekly.

2) Each student is provided with a syllabus that contains an outline of the course objectives, course content, weekly assignments and student performance expectations.

3) Instructors work closely with students to monitor their progress.

Certificate in Family Leadership Coaching

Program Description:

The San Diego University for Integrative Studies offers a non-degree certificate Program in Family Leadership Coaching, which is designed for family counselors, educators, child, youth and adult

counselors, students, and mature adult learners seeking to advance their working knowledge of contemporary, effective approaches to family leadership issues in multi-cultural societies. This non-degree course of professional instruction provides participants with a foundation and skills development in ten distinct, yet interrelated courses, logically sequenced to provide a practical orientation to behavioral and social challenges encountered by parents as they function as primary role models and coaches for their children of all ages.

The Certificate Program in Family Leadership Coaching offers basic and specialty instruction, including skill building techniques related to leadership in traditional families, single-parent families and blended families, with emphasis on developing healthy social skills and methods of dealing with the impact of technology, media, socio-economic factors and multicultural environments encountered in contemporary society.

Requirements:

Participants in this non-degree certificate program are required to successfully complete thirty-five modular units of coursework (7courses) in Family Leadership Coaching.

Prerequisites:

By approval of the program director.

Curriculum:

Course titles that satisfy certificate requirements:

Family Leadership Coaching Certificate Courses (Select 7 courses)

Course

Units

FAL 601 Positive Self-Awareness	5
FAL 602 Positive Self-Esteem	5
FAL 603 Positive Self-Discipline	5
FAL 604 Positive Self-Determination	5
FAL 605 Positive Self-Honesty	5
FAL 621 Positive Self-Motivation	5
FAL 622 Positive Self-Expectancy	5
FAL 623 Positive Self-Image	5
FAL 624 Positive Self-Direction	5
FAL 625 Positive Self-Dimension	5

Required Total Units 35

INSTRUCTIONAL METHODS:

- 1) All residential courses, other than independent study, are taught in a classroom setting. Each instructor provides students with a syllabus that contains an outline of the course objectives, the course content, student performance expectations, textbooks and related study materials, and evaluation methods used for grading purposes.
- 2) Courses are traditionally taught in lecture style with group discussions, student presentations and written assignments.
- 3) Instructional methods may also include research projects and experiential components. Faculty provide individualized academic advising as needed and encourage ongoing student dialogue in class and online. The University’s grading criteria are presented to students in the course syllabus provided at the beginning of class. The University’s grading policy is designed to meet the highest professional standards of objectivity, fairness, and accuracy.
- 4) Independent study courses are an in-depth study of a topic and directed by SDUIS faculty or an equally qualified

mentor who is approved by the Chief Academic Officer.

- 5) Student learning performance outcome evaluations include essay and objective examinations, research, reports, and experimental activities.

INSTRUCTIONAL METHODS:

Distance Education

- 1) The Certificate in Family Leadership Coaching program is also offered through distance education. Direct education is delivered to students via e-mail. Students submit their assignments to the instructor and class weekly. The instructor reviews the work and prepares a feedback to be sent to the students and class weekly.
- 2) Each student is provided with a syllabus that contains an outline of the course objectives, course content, weekly assignments and student performance expectations.
- 3) Instructors work closely with students to monitor their progress.

Certificate in Fashion Design

Program Description:

San Diego University for Integrative Studies offers a non-degree certificate program in Fashion Design. This program will introduce students to entry level and advanced principles of fashion design. Participants will learn both the creative and technical sides of the fashion industry, as well as gain hands-on experience. Classes are offered on a rotating schedule that

allows participants to complete the certificate in just one year,

This course curriculum is designed to help students qualify for employment as assistant designers, fashion illustrators, assistant pattern-makers, and product developers. Design training can lead to entrepreneurship, or careers working for large or small companies.

Requirements:

Each participant in the Fashion Design Certificate program must successfully complete seven (7) courses on the components of effective leadership for a total of 35 units.

Curriculum:

Course titles that satisfy certificate requirements:

Required Fashion Design Courses

<u>Course</u>	<u>Units</u>
FASH 100 Introduction into Fashion Design and Fashion Careers	5
FASH 110 Fashion History	5
FASH 200 Principles of Fashion Design	5
FASH 300 Contemporary Design	5
FASH 400 Design Portfolio & Creation of a Garment Business	5
DSN 101 Human Cognition and Interface Design	5

Assessment Elective Courses (Choose 1)

<u>Course</u>	<u>Units</u>
FASH 205 Apparel Construction I	5
FASH 210 Apparel Construction II	5
FASH 220 Fashion Draping	5
FASH 225 Flat Pattern Design	5
FASH 230 Textile Analysis	5
FASH 235 Computer Assisted Fashion Design	5

FASH 240 Fashion Design & Production 5 Internship

Required Total Units: 35

INSTRUCTIONAL METHODS:

1) All residential courses, other than independent study, are taught in a classroom setting. Each instructor provides students with an instructional syllabus that contains a topical outline of the course objectives, the course content, student performance expectations, textbooks and related study materials, and evaluation methods used for grading purposes.

2) Courses are traditionally taught in lecture style with group discussions, student presentations, written assignments, and completed project demonstrations.

3) Faculty provide individualized academic advising as needed and encourage ongoing student dialogue in class and online. The University’s grading criteria are presented to students in the course syllabus provided at the beginning of class. The University’s grading policy is designed to meet the highest professional standards of objectivity, fairness, and accuracy.

4) Independent study courses are an in-depth study of a topic and directed by SDUIS faculty or an equally qualified mentor who is approved by the Chief Academic Officer.

5) Student learning performance outcome evaluations include essay and objective examinations, research, reports, and experimental activities.

INSTRUCTIONAL METHODS:

Distance Education

1) The Certificate in Fashion Design program is also offered through distance education. Direct education is delivered to students via e-mail. Students submit their assignments to the instructor and class weekly. The instructor reviews the work and prepares a feedback to be sent to the students and class weekly.

2) Each student is provided with a syllabus that contains an outline of the course objectives, course content, weekly assignments and student performance expectations.

4) Instructors work closely with students to monitor their progress.

Certificate in Graphic Design

Program Description:

San Diego University for Integrative Studies offers a non-degree certificate program in Graphic Design. This course curriculum emphasizes packaging, typography, identity branding and print and computer technology. Students learn concept development, strategic planning, fundamental techniques and verbal presentation skills in a career-focused classroom setting.

Participants of the SDUIS Certificate in Graphic Design will gain practical design and typography skills, as well as real-world knowledge in the uses of the computer as a design tool. The primary focus of all courses is the conceptual, creative process. The program will provide participants design, drawing and computer graphics skills necessary to enter the graphic design field.

Requirements:

Each participant in the Graphic Design Certificate program must successfully complete seven (7) courses on the components of effective leadership for a total of 35 units.

Curriculum:

Course titles that satisfy certificate requirements:

Required Graphic Design Courses

<u>Course</u>	<u>Units</u>
DSN 101 Human Cognition and Interface Design	5
DSN 201 Project Management	5
GDES 100 Introduction to Graphic Design: Graphic Design I	5
GDES 105 Graphic Design II	5
GDES 110 Typography & Symbolism	5
GDES 300 Graphic Design Portfolio Preparation	5

Assessment Elective Courses (choose 1)

<u>Course</u>	<u>Units</u>
GDES 205 Open Source Desktop Publishing	5
GDES 210 Package Design	5
GDES 220 Marketing & Advertising Design	5
GDES 225 Identity Branding & Basic Copyright Law	5
GDES 230 Material Science and Graphic Design	5

Required Total Units: **35**

INSTRUCTIONAL METHODS:

1) All residential courses, other than independent study, are taught in a classroom setting. Each instructor provides students

with an instructional syllabus that contains a topical outline of the course objectives, the course content, student performance expectations, textbooks and related study materials, and evaluation methods used for grading purposes.

2) Courses are traditionally taught in lecture style with group discussions, student presentations, written assignments, and completed project demonstrations.

3) Faculty provide individualized academic advising as needed and encourage ongoing student dialogue in class and online. The University's grading criteria are presented to students in the course syllabus provided at the beginning of class. The University's grading policy is designed to meet the highest professional standards of objectivity, fairness, and accuracy.

4) Independent study courses are an in-depth study of a topic and directed by SDUIS faculty or an equally qualified mentor who is approved by the Chief Academic Officer.

5) Student learning performance outcome evaluations include essay and objective examinations, research, reports, and experimental activities.

INSTRUCTIONAL METHODS:

Distance Education

1) The Certificate in Graphic Design program is also offered through distance education. Direct education is delivered to students via e-mail. Students submit their assignments to the instructor and class weekly. The instructor reviews the work and prepares a feedback to be sent to the students and class weekly.

2) Each student is provided with a syllabus that contains an outline of the course objectives, course content, weekly assignments and student performance expectations.

3) Instructors work closely with students to monitor their progress.

Certificate in Hospitality Management

Program Description:

Travel and tourism is a vitally important part of the world economy today. It is the largest and fastest-growing sector, with more than 800 million people traveling every year, and a strong growth rate predicted. Travel and tourism is the world's number one employer and represents more than 10% of global spending. As it grows, the industry is becoming both more diverse and more specialized, calling on many different kinds of talents.

At the heart of travel and tourism is the hospitality industry, with its huge range of hotels, resorts and restaurants. SDUIS non-degree Certificate Program in Hospitality Management is designed for professionals who want to sharpen their existing skills, develop new skills, and enhance their understanding of hospitality management competencies to give them a competitive edge with employers and strengthen their opportunity for success within this fast growing industry.

Participants of the Certificate Program in Hospitality Management will learn to utilize the fundamental vocabulary and operating principles of the hospitality industry, conduct themselves in accordance to professional ethics and values of the

hospitality industry, and to employ principles of professionalism and best practices relevant to the hospitality industry.

More and more companies recognize the strategic importance of the “hospitality element” and are searching for individuals with hospitality expertise. Fascinating hospitality careers exist in hotels, resorts and in the restaurant industries, as well as in related fields, such as consulting, marketing, spa & wellness, sport & travel, event management or human resources.

Requirements

Each student must complete 35 quarter units of Hospitality Management coursework.

Prerequisites:

By approval of the program director.

Curriculum:

Course titles that satisfy certificate requirements:

Required Core Hospitality Management Courses (choose 7)

<u>Course</u>	<u>Units</u>
HMT 610 Introduction to Hospitality, Travel & Tourism	5
HMT 612 Front Office Operations	5
HMT 615 Human Resource Management in Hospitality	5
HMT 618 Hotel Management Operations	5
HMT 620 Marketing in Hospitality	5
HMT 625 Supervision Skills in Hospitality	5
HMT 628 Hospitality Law	5
HMT 630 Restaurant Management	5
HMT 632 Hotel and Restaurant	5

Marketing and Merchandising	
HMT 635 Conference & Banquet Management	5
HMT 638 Sanitation & Safety	5
HMT 640 e-Business for Tourism & Hospitality	5
HMT 642 Financial Accounting in Hospitality Management	5
HMT 645 Consumer Behavior in Hospitality & Tourism	5

Required Total Units: 35

INSTRUCTIONAL METHODS:

1) All residential courses, other than independent study, are taught in a classroom setting. Each instructor provides students with a syllabus that contains an outline of the course objectives, the course content, student performance expectations, textbooks and related study materials, and evaluation methods used for grading purposes.

2) Courses are traditionally taught in lecture style with group discussions, student presentations and written assignments.

3) Instructional methods also include research projects and experiential components such as internship and practicum requirements. Faculty provide individualized academic advising as needed and encourage ongoing student dialogue in class and online. The University’s grading criteria are presented to students in the course syllabus provided at the beginning of class. The University’s grading policy is designed to meet the highest professional standards of objectivity, fairness, and accuracy.

4) Independent study courses are an in-depth study of a topic and directed by SDUIS faculty or an equally qualified mentor who is approved by the Chief Academic Officer.

5) Student learning performance outcome evaluations include essay and objective examinations, research, reports, and experimental activities.

INSTRUCTIONAL METHOD:

Distance Education

- 1) The Certificate in Hospitality Management program is also offered through distance education. Direct education is delivered to students via e-mail. Students submit their assignments to the instructor and class weekly. The instructor reviews the work and prepares a feedback to be sent to the students and class weekly.
- 2) Each student is provided with a syllabus that contains an outline of the course objectives, course content, weekly assignments and student performance expectations.
- 3) Instructors work closely with students to monitor their progress.

Certificate in Information Technology

Program Description:

Businesses, government, schools, and other organizations are continually seeking new applications for computers and networks in the workplace. As the role of technology increases, the need for professionals with a strong background in information technology is also increasing.

The Information Technology Certificate at SDUIS is designed for students, career changers, and other professionals, and provides participants with essential training

in computer and information systems. The IT Certificate enhances technological literacy by introducing the concepts, terminology, business processes, and computer applications necessary to effectively interact in a high tech environment.

Requirements

Each student must complete 35 quarter units of Information Technology coursework. The student will complete the Required Core Information Technology requirements (25 units), and select (10) additional units from the Elective Information Technology courses.

Prerequisites:

By approval of the program director.

Curriculum:

Course titles that satisfy certificate requirements:

Required Core Information Technology Courses (10 units)

<u>Course</u>	<u>Units</u>
ITS 404 Introduction to Information Systems	5
ITS 424 Operating Systems	5
ITS 478 Database Management Systems	5
ITS 483 Information Systems Security	5
ITS 492 E-business Concepts & Technologies	5

Elective Courses (25 units)

<u>Course</u>	<u>Units</u>
ITS 434 Design and Analysis of Information Systems	5

ITS 458 Web Development and Management	5
ITS 466 Data Communication & Computer Networking	5
ITS 493 Programming Languages & Concepts	5
ITS 485 IT Ethics	5

Required Total Units: 35

INSTRUCTIONAL METHODS:

1) All residential courses, other than independent study, are taught in a classroom setting. Each instructor provides students with a syllabus that contains an outline of the course objectives, the course content, student performance expectations, textbooks and related study materials, and evaluation methods used for grading purposes.

2) Courses are traditionally taught in lecture style with group discussions, student presentations and written assignments.

3) Instructional methods also include research projects and experiential components such as internship and practicum requirements. Faculty provide individualized academic advising as needed and encourage ongoing student dialogue in class and online. The University's grading criteria are presented to students in the course syllabus provided at the beginning of class. The University's grading policy is designed to meet the highest professional standards of objectivity, fairness, and accuracy.

4) Independent study courses are an in-depth study of a topic and directed by SDUIS faculty or an equally qualified mentor who is approved by the Chief Academic Officer.

5) Student learning performance outcome evaluations include essay and objective examinations, research, reports, and experimental activities.

INSTRUCTIONAL METHOD:

Distance Education

1) The Certificate in Information Technology program is also offered through distance education. Direct education is delivered to students via e-mail. Students submit their assignments to the instructor and class weekly. The instructor reviews the work and prepares a feedback to be sent to the students and class weekly.

2) Each student is provided with a syllabus that contains an outline of the course objectives, course content, weekly assignments and student performance expectations.

3) Instructors work closely with students to monitor their progress.

***Certificate in Integrative
Nursing Care***

Program Description:

The San Diego University for Integrative Studies offers a non-degree certificate Program in Integrative Nursing, which is designed for those planning on contributing to the development of healthcare in general practice settings. Students will learn skills in the professional practice, clinical care, management of healthcare systems and collaborative practice. This non-degree course of professional instruction provides participants with a foundation and skills development in seven distinct, yet interrelated courses, logically sequenced to provide a practical orientation to engage in a

range of collaborative relationships with individuals and groups, the general practice team, and primary health and service providers to create positive outcomes for patients.

Graduates of the Certificate in Integrative Nursing program will exhibit an understanding of professional, legal, and ethical standards as they apply to nursing. Students will develop the skills to provide comprehensive, episodic interventions and population based health care to include health monitoring and maintenance.

Requirements

Participants in this non-degree certificate program are required to successfully complete the seven modular units of coursework in Integrative Nursing.

Prerequisites:

By approval of the program director.

Curriculum:

Course titles that satisfy certificate requirements:

Required Core Integrative Nursing Courses (35 units)

<u>Course</u>	<u>Units</u>
NUR 601 Medical Surgical Concepts I	5
NUR 602 Medical Surgical Concepts II	5
NUR 603 Maternal-Newborn Nursing Review	5
NUR 604 Pediatrics and Adolescents	5
NUR 605 Psychological Processes	5
NUR 606 Medications, Nursing Management & Nutrition	5
NUR 607 Success in Healthcare Settings	5

Required Total Units: 35

INSTRUCTIONAL METHODS:

1) All residential courses, other than independent study, are taught in a classroom setting. Each instructor provides students with a syllabus that contains an outline of the course objectives, the course content, student performance expectations, textbooks and related study materials, and evaluation methods used for grading purposes.

2) Courses are traditionally taught in lecture style with group discussions, student presentations and written assignments.

3) Instructional methods also include research projects and experiential components such as internship and practicum requirements. Faculty provide individualized academic advising as needed and encourage ongoing student dialogue in class and online. The University’s grading criteria are presented to students in the course syllabus provided at the beginning of class. The University’s grading policy is designed to meet the highest professional standards of objectivity, fairness, and accuracy.

4) Independent study courses are an in-depth study of a topic and directed by SDUIS faculty or an equally qualified mentor who is approved by the Chief Academic Officer.

5) Student learning performance outcome evaluations include essay and objective examinations, research, reports, and experimental activities.

INSTRUCTIONAL METHOD:

Distance Education

1) The Certificate in Information Technology program is also offered through

distance education. Direct education is delivered to students via e-mail. Students submit their assignments to the instructor and class weekly. The instructor reviews the work and prepares a feedback to be sent to the students and class weekly.

2) Each student is provided with a syllabus that contains an outline of the course objectives, course content, weekly assignments and student performance expectations.

3) Instructors work closely with students to monitor their progress.

Certificate in International Business Administration

Program Description:

This program is designed for international business managers, multi-cultural organizational leaders, international students, educators, entrepreneurs, and mature adult learners seeking to broaden their knowledge of contemporary international business administrative approaches in the global marketplace. This non-degree course of professional instruction provides participants with a foundation in international business administration, organization, management, and communication according to multicultural applied perspectives. The Certificate in International Business Administration offers basic and specialty instruction, including skill building emphasis on world wide commerce and electronic business systems and principles, to provide the participant with the knowledge and resources central to successful business managerial approaches

needed in the contemporary international workplace.

Requirements

Participants are required to successfully complete thirty-five (35) quarter units of coursework in International Business Administration. In addition to the two (2) required seminar courses, participants select five (5) Business Administration courses to fulfill Certificate completion requirements.

Prerequisites:

By approval of the program director.

Curriculum:

Course titles that satisfy certificate requirements:

Required International Business Administration Seminar (10 units)

<u>Course</u>	<u>Units</u>
IBUS 400A International Trade and Economics	5
IBUS 400B International Business Law	5

Required International Business Administration (25 units)

<u>Course</u>	<u>Units</u>
BUS 401 Introduction to Business Principles and Organizations	5
BUS 402 Fundamentals of Business Administration	5
BUS 406 Business Math for Administrators	5
BUS 412 Business Information Technologies	5
BUS 416 Business Administrative Law	5
BUS 420 Business Communications and the Global Economy	5

BUS 424	Organizational Statistics	5
BUS 432	Production and Service Management	5
BUS 434	Organizational Entrepreneurship	5
BUS 442	Foundations in Accounting	5
BUS 449	Foundations in Marketing	5
BUS 452	Foundations in Finance	5
BUS 458	Foundations in Economics	5
BUS 466	Legal and Ethical Issues in the Global Marketplace	5
BUS 475	Cross Cultural Strategic Management	5

Required Total Units: 35

INSTRUCTIONAL METHODS:

1) All residential courses, other than independent study, are taught in a classroom setting. Each instructor provides students with a syllabus that contains an outline of the course objectives, the course content, student performance expectations, textbooks and related study materials, and evaluation methods used for grading purposes.

2) Courses are traditionally taught in lecture style with group discussions, student presentations and written assignments.

3) Instructional methods also include research projects and experiential components such as internship and practicum requirements. Faculty provide individualized academic advising as needed and encourage ongoing student dialogue in class and online. The University's grading criteria are presented to students in the course syllabus provided at the beginning of class. The University's grading policy is designed to meet the highest professional standards of objectivity, fairness, and accuracy.

4) Independent study courses are an in-depth study of a topic and directed by SDUIS faculty or an equally qualified mentor who is approved by the Chief Academic Officer.

5) Student learning performance outcome evaluations include essay and objective examinations, research, reports, and experimental activities.

INSTRUCTIONAL METHOD:

Distance Education

1) The Certificate in International Business Administration program is also offered through distance education. Direct education is delivered to students via e-mail. Students submit their assignments to the instructor and class weekly. The instructor reviews the work and prepares a feedback to be sent to the students and class weekly.

2) Each student is provided with a syllabus that contains an outline of the course objectives, course content, weekly assignments and student performance expectations.

3) Instructors work closely with students to monitor their progress.

Certificate in Marketing

Program Description:

San Diego University for Integrative Studies non-degree certificate program in Marketing prepares students to enter the exciting fields of marketing. For current workers in the field, a Marketing Certificate offers a chance to learn all of the latest industry techniques.

Marketing is a competitive field and the techniques used to capture consumer

attention are always changing. A Certificate in Marketing will give participants the knowledge and skills necessary to obtain a marketing job or improve their current position. The Marketing Certificate is an excellent way to round out one's business acumen.

The Certificate in Marketing is designed to provide students with a breadth of marketing skills, including knowledge of marketing and advertising terms, how to create a marketing plan, create a marketing strategy for a small business, write marketing materials, effective sales techniques, how to market on the internet and much more.

Requirements

Each student must complete 35 quarter units of Marketing coursework.

Prerequisites:

By approval of the program director.

Curriculum:

Course titles that satisfy certificate requirements:

Marketing Courses (Choose 7)

<u>Course</u>	<u>Units</u>
BUS 449 Foundations in Marketing	5
MKT 612 Integrated Marketing	5
MKT 614 Strategic Marketing Planning	5
MKT 616 Marketing Research	5
MKT 620 Marketing Promotion and Advertising	5
MKT 622 Public Relations	5
MKT 624 Consumer Motivation and Behavior	5
MKT 626 Business-to-Business Marketing	5
MKT 628 Digital Marketing	5

MKT 630 Marketing for Global Competitiveness	5
MKT 632 Customer Relationship Management	5
MKT 634 Retailing Strategy & Management	5
BUS 650 Advanced Marketing Strategies: Successes & Failures	5

Required Total Units: 35

INSTRUCTIONAL METHODS:

1) All residential courses, other than independent study, are taught in a classroom setting. Each instructor provides students with a syllabus that contains an outline of the course objectives, the course content, student performance expectations, textbooks and related study materials, and evaluation methods used for grading purposes.

2) Courses are traditionally taught in lecture style with group discussions, student presentations and written assignments.

3) Instructional methods also include research projects and experiential components such as internship and practicum requirements. Faculty provide individualized academic advising as needed and encourage ongoing student dialogue in class and online. The University's grading criteria are presented to students in the course syllabus provided at the beginning of class. The University's ~~grading policy~~ **Grading Policy** is designed to meet the highest professional standards of objectivity, fairness, and accuracy.

4) Independent study courses are an in-depth study of a topic and directed by SDUIS faculty or an equally qualified mentor who is approved by the Chief Academic Officer.

5) Student learning performance outcome evaluations include essay and objective examinations, research, reports, and experimental activities.

INSTRUCTIONAL METHOD:

Distance Education

1) The Certificate in Marketing program is also offered through distance education. Direct education is delivered to students via e-mail. Students submit their assignments to the instructor and class weekly. The instructor reviews the work and prepares a feedback to be sent to the students and class weekly.

2) Each student is provided with a syllabus that contains an outline of the course objectives, course content, weekly assignments and student performance expectations.

3) Instructors work closely with students to monitor their progress.

***Certificate in
Psychobiomechanics and
Postural Therapy***

Program Description:

This program is designed for personal trainers, massage therapists, psychotherapists, educators, physiotherapists, osteopathic physicians, and mature adults seeking to broaden their working knowledge of contemporary mind and body therapy approaches in the 21st century global health. These modules offer research-based applied techniques for future holistic therapists.

The Psychobiomechanics & Postural Therapy Certificate Program comprises a powerful and intensive curriculum of interactive learning that will enhance participants' abilities to:

- 1) Make accurate Biomechanical evaluation and prescribe therapeutic exercise.
- 2) Develop therapist and patient communication skills for focus and purpose with practical applicability to real-world situations.
- 3) Make the link between posture and personality and pain.
- 4) Acquire priority therapeutic skills for helping patient improve their health.

Requirements

Each participant must complete thirty-five (35) quarter units of coursework in Psychobiomechanics and Postural Therapy. In addition to the five (5) required Exercise Science core courses, participants select one (1) course from the Assessment elective courses and one (1) course from the Kinesiology elective courses to become an effective and certified Psychobiomechanical and Postural Therapist.

Prerequisites:

By approval of the program director.

Curriculum:

Course titles that satisfy certificate requirements:

Required Exercise Science Core Courses

(25 units)

<u>Course</u>	<u>Units</u>
BIO 731 Human Physiology	5

BIO 732	Anatomy / Limbs and Back	5
BIO 733	Exercise PsychoPhysiology	5
BIO 735	Psychobiomechanics	5
BIO 738	Muscle Mechanics of Posture	

Assessment Elective Courses (5 units – choose 1 from the following)

<u>Course</u>	<u>Units</u>
BIO 736 Advanced Psychobiomechanics	5
BIO 739 Biomechanics Instrumentation	5
BIO 741 Cardio-Respiratory Exercise Physiology	5

Kinesiology Elective Courses (5 units – choose 1 from the following)

<u>Course</u>	<u>Units</u>
BIO 734 Exercise PsychoPhysiology 1	5
BIO 737 Exercise PsychoPhysiology 2	5
BIO 740 Scientific Principle of Physical/Psychological Training	5
BIO 742 Psycho/Nerve/Muscle Exercise Response	5

Required Total Units: 35

INSTRUCTIONAL METHODS:

- 1) All residential courses, other than independent study, are taught in a classroom setting. Each instructor provides students with a syllabus that contains an outline of the course objectives, the course content, student performance expectations, textbooks and related study materials, and evaluation methods used for grading purposes.
- 2) Courses are traditionally taught in lecture style with group discussions, student presentations and written assignments.

3) Instructional methods also include research projects and experiential components such as internship and practicum requirements. Faculty provide individualized academic advising as needed and encourage ongoing student dialogue in class and online. The University's grading criteria are presented to students in the course syllabus provided at the beginning of class. The University's grading policy is designed to meet the highest professional standards of objectivity, fairness, and accuracy.

4) Independent study courses are an in-depth study of a topic and directed by SDUIS faculty or an equally qualified mentor who is approved by the Chief Academic Officer.

5) Student learning performance outcome evaluations include essay and objective examinations, research, reports, and experimental activities.

INSTRUCTIONAL METHOD:

Distance Education

- 1) The Certificate in Psychobiomechanics and Postural Therapy program is also offered through distance education. Direct education is delivered to students via e-mail. Students submit their assignments to the instructor and class weekly. The instructor reviews the work and prepares a feedback to be sent to the students and class weekly.
- 2) Each student is provided with a syllabus that contains an outline of the course objectives, course content, weekly assignments and student performance expectations.
- 3) Instructors work closely with students to monitor their progress.

Certificate in Sport Psychology

Program Description:

The San Diego University for Integrative Studies offers a non-degree certification program in Sport Psychology for students, and other professionals interested in working with athletes and athletic organizations. This program is designed to provide students with the theoretical and practical training needed to help athletes be more effective in sports and their personal lives. The program is intended to prepare professionals to consult with individual athletes, teams, and athletic organizations, and to effectively develop and teach programs tailored for this unique population.

The Sport Psychology Certificate at SDUIS is designed to provide participants with a holistic and culturally enriched perspective about facilitating health, emotional growth, and human potential. The personal integration of a host of experiences and techniques is intended to contribute to the development of greater personal health and increased therapeutic options.

The 40 units can also be applied toward the degree requirements for MA in Sport Counseling or Ph.D. in Sport Psychology.

Requirements:

Each student must complete 40 quarter units of Sport Psychology coursework consisting of seven classes and a practicum. The student is free to choose which courses are included in the certificate work.

Prerequisites:

By approval of the program director.

Curriculum:

Course titles that satisfy certificate requirements:

Sport Psychology Certificate Courses (40 required units)

<u>Course</u>	<u>Units</u>
SPO 600 Sport Psychology Business Principles	5
SPO 651 Introduction to Sport Counseling	5
SPO 652 Assessment & Evaluation in Sport Counseling	5
SPO 653 Adult Fitness & Performance Enhancement	5
SPO 668 Career Transition & Athletic Retirement	5
SPO 751 Seminar in Sport Psychology	5
SPO 754 Nutrition & Lifestyle Management	5
SPO 766 Psychology of Coaching	5
SPO 767 Advanced Sport Psychology Intervention Techniques	5
SPO 769 Selected Topics in Sport Psychology	5

Required Sport Counseling Practicum Course (5 units)

SPO 665 Sport Counseling Practicum I	5
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Required Total Units: **40**

INSTRUCTIONAL METHODS:

1) All residential courses, other than independent study, are taught in a classroom setting. Each instructor provides students with a syllabus that contains an outline of the course objectives, the course content,

student performance expectations, textbooks and related study materials, and evaluation methods used for grading purposes.

2) Courses are traditionally taught in lecture style with group discussions, student presentations and written assignments.

3) Instructional methods also include research projects and experiential components such as internship and practicum requirements. Faculty provide individualized academic advising as needed and encourage ongoing student dialogue in class and online. The University's grading criteria are presented to students in the course syllabus provided at the beginning of class. The University's grading policy is designed to meet the highest professional standards of objectivity, fairness, and accuracy.

4) Independent study courses are an in-depth study of a topic and directed by SDUIS faculty or an equally qualified mentor who is approved by the Chief Academic Officer.

5) Student learning performance outcome evaluations include essay and objective examinations, research, reports, and experimental activities.

INSTRUCTIONAL METHOD:

Distance Education

1) The Certificate program in Sport Psychology is also offered through distance education. Direct education is delivered to students via e-mail. Students submit their assignments to the instructor and class weekly. The instructor reviews the work and prepares a feedback to be sent to the students and class weekly.

2) Each student is provided with a syllabus that contains an outline of the course objectives, course content, weekly assignments and student performance expectations.

3) Instructors work closely with students to monitor their progress.

Certificate in Tibetan Buddhist Psychology

Program Description:

The Tibetan Buddhist Psychology Certificate Program is a unique blending of traditional Tibetan Buddhist Theory and Practice with Contemporary Western Psychological perspectives. This program is offered to provide health care providers and interested persons a basic understanding of Tibetan Buddhist Concepts and how they can contribute to service for others.

Requirements

Each student must complete the 35 quarter units of study from the coursework listed below. The student is free to choose six courses and must complete the practicum course.

Prerequisites:

By approval of the program director.

Curriculum:

Course titles that satisfy certificate requirements:

Tibetan Buddhist Psychology Certificate Requirements (30 units)

<u>Course</u>	<u>Units</u>
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CTR 600 Psychology Business Principles	5
CTR 670 Intro. to Tibetan Buddhist Psychology	5
CTR 671 Theories of Consciousness	5
CTR 672 East/West Psychology	5
CTR 673 Meditation and Mandalas	5
CTR 770 Birth, Death, & Intermediate States	5
TBP 779 Selected Topics in Tibetan Buddhist Psychology	5
TBP 790 Introduction to Tibetan Healing Approaches	5
TBP 791 East/West Medical Dialogue	5
TBP 794 Advanced Methods in Tibetan Healing	5
TBP 795 Independent Study in Tibetan Buddhist Psychology	5

Required Tibetan Buddhist Psychology Practicum Course (5 units)

<u>Course</u>	<u>Units</u>
CTR 778 Engaged Buddhism: Practicum in Buddhist Psychology	5

Required Total Units: 35

INSTRUCTIONAL METHODS:

- 1) All residential courses, other than independent study, are taught in a classroom setting. Each instructor provides students with a syllabus that contains an outline of the course objectives, the course content, student performance expectations, textbooks and related study materials, and evaluation methods used for grading purposes.
- 2) Courses are traditionally taught in lecture style with group discussions, student presentations and written assignments.
- 3) Instructional methods also include research projects and experiential

components such as internship and practicum requirements. Faculty provide individualized academic advising as needed and encourage ongoing student dialogue in class and online. The University's grading criteria are presented to students in the course syllabus provided at the beginning of class. The University's grading policy is designed to meet the highest professional standards of objectivity, fairness, and accuracy.

4) Independent study courses are an in-depth study of a topic and directed by SDUIS faculty or an equally qualified mentor who is approved by the Chief Academic Officer.

5) Student learning performance outcome evaluations include essay and objective examinations, research, reports, and experimental activities.

INSTRUCTIONAL METHOD:

Distance Education

- 1) The Certificate in Tibetan Buddhist Psychology program is also offered through distance education. Direct education is delivered to students via e-mail. Students submit their assignments to the instructor and class weekly. The instructor reviews the work and prepares a feedback to be sent to the students and class weekly.
- 2) Each student is provided with a syllabus that contains an outline of the course objectives, course content, weekly assignments and student performance expectations.
- 3) Instructors work closely with students to monitor their progress.

Certificate in Web Design

Program Description:

The San Diego University for Integrative Studies offers a non-degree certificate program in Web Design. This course curriculum is an introduction to the design, creation, and maintenance of web pages and websites. With it, a student will learn how to critically evaluate website quality, learn how to create and maintain quality web pages, learn about web design standards and why they're important, and learn to create and manipulate images.

Students enrolled in the Certificate in Web Design will gain the skills and project-based experience needed for entry into web design and development careers. The student will be able to use a variety of strategies and tools to create website, develop awareness and appreciation of the many ways that people access the web, and will be able to create standards-based websites that can be accessed by the full spectrum of web access technologies.

Requirements

Each student must complete the 35 quarter units of study from the coursework listed below.

Prerequisites:

By approval of the program director.

Curriculum:

Course titles that satisfy certificate requirements:

Required Core Web Design Courses (Choose 3-4)

<u>Course</u>	<u>Units</u>
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DSN 101 Human Cognition & Interface Design	5
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DSN 103 Project Management	5
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WEB 100 Introduction to HTML and	5
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Web Creation

WEB 103 Principles of Web Site Architecture & Design	5
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WEB 104 Introduction to Apache, MySQL, and PHP	5
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Assessment Elective Courses (Choose 2)

<u>Course</u>	<u>Units</u>
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WEB 205 Open Source Tools for Web Site Creation	5
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WEB 105 Web Design Marketing	5
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WEB 220 CSS Workshop and CSS 2.1	5
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WEB 225 Search Engine Optimization	5
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WEB 230 Introduction to Open Source Content Management Systems	5
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Required Total Units: 35

INSTRUCTIONAL METHODS:

1) All residential courses, other than independent study, are taught in a classroom setting. Each instructor provides students with a syllabus that contains an outline of the course objectives, the course content, student performance expectations, textbooks and related study materials, and evaluation methods used for grading purposes.

2) Courses are traditionally taught in lecture style with group discussions, student presentations and written assignments.

3) Instructional methods also include research projects and experiential components such as internship and practicum requirements. Faculty provide individualized academic advising as needed and encourage ongoing student dialogue in class and online. The University's grading criteria are presented to students in the course syllabus provided at the beginning of

class. The University's grading policy is designed to meet the highest professional standards of objectivity, fairness, and accuracy.

4) Independent study courses are an in-depth study of a topic and directed by SDUIS faculty or an equally qualified mentor who is approved by the Chief Academic Officer.

5) Student learning performance outcome evaluations include essay and objective examinations, research, reports, and experimental activities.

e-mail. Students submit their assignments to the instructor and class weekly. The instructor reviews the work and prepares a feedback to be sent to the students and class weekly.

2) Each student is provided with a syllabus that contains an outline of the course objectives, course content, weekly assignments and student performance expectations.

3) Instructors work closely with students to monitor their progress.

INSTRUCTIONAL METHOD:

Distance Education

1) The Certificate in Web Design program is also offered through distance education. Direct education is delivered to students via

COURSE DESCRIPTIONS

Courses are listed by prefixes related to their general emphasis: **Accounting (ACT)**, **Advertising (ADV)**, **Bachelor of Arts-Humanistic Studies (BHS)**, **Bachelor of Arts - Business Administration and Master of Business Administration (BUS)**, **Communications (BSCM)**, **Executive Leadership Coaching (EXL)**, **Expressive Arts Requirements (CEX)**, **Expressive Arts Therapy (EXA)**, **Family Leadership Counseling (FAL)**, **Fashion Design (FASH)**, **Graphic Design (GDES)**, **Hospitality Management (HMT)**, **Information Technology (ITS)**, **Integrative Nursing (NUR)**, **Marketing (MKT)**, **Psychology (CPS)**, **Sport Psychology (SPO)**, **Core Transpersonal Psychology Requirements (CTR)**, **Tibetan Buddhist Psychology (TBP)**, **Transpersonal Psychology (TRP)**, and **Web Design (WEB)**.

All courses numbered 499 and below are undergraduate classes. Courses numbered 500 to 599 are graduate (MA) level classes. Courses numbered 600 to 699 are Masters level classes; and courses numbered 700 and above are post-masters and doctoral level classes, but may occasionally be used in Masters programs.

ACCOUNTING (ACT)

ACT 601 INTRODUCTION TO ACCOUNTING (5)

This course serves as an introduction to the language of business and takes into consideration the importance of accounting information when making business decisions. Students will examine the needs of stakeholders outside of the organization.

ACT 610 ADVANCED AUDITING (5)

This course focuses on the application of auditing principles while examining financial statements and principles and practice of auditing especially as it relates to the examination of financial statements by certified public accountants.

ACT 611 EXTERNAL REPORTING (5)

This course covers the evaluation of corporate financial reporting policy and the usefulness of financial reports for decision making. Domestic and foreign accounting principles are covered.

ACT 612 INTERNAL REPORTING (5)

This course is designed to examine the planning and evaluating issues internal to businesses. It focuses on accounting's role in providing useful information to internal users.

ACT 613 FINANCIAL REPORTING (5)

This course will provide students with the skills to become a sophisticated reader and user of financial statements. An emphasis will be placed on

understanding and analyzing statements and supporting notes.

ACT 614 FINANCIAL STATEMENT ANALYSIS (5)

This course teaches the skills, analytical process, and decision-making techniques for analyzing financial statements to make sound credit decisions. This course will cover: financial statement analysis, financial statements, ratio analysis, borrowing causes and repayment sources, and cash flow statements and projections.

ACT 615 TAX INFLUENCES ON BUSINESS DECISION MAKING (5)

The focus of this course is federal income tax law as applied to individuals, corporations, and partnerships, tax research and responsibilities in a tax practice.

ACT 630 INTERMEDIATE ACCOUNTING (5)

This course examines the principles used to prepare basic financial statements. Students will analyze elements of the balance sheet, liabilities, property, plant and equipment, intangible assets, depreciation, amortization, depletions, impairments, statement of income and retained earnings. Prerequisite: ACT – 601 Introduction to Accounting.

ACT 631 FRAUD EXAMINATION & FORENSIC ACCOUNTING (5)

This course focuses on the methodology of occupational fraud examination including obtaining documentary evidence, interviewing witnesses and potential suspects,

writing investigative reports, testifying to findings, and forensic document examination.

ACT 632 LEGAL ELEMENTS OF FRAUD (5)

This course focuses on federal legislation as it relates to fraud examination. Students will examine the laws that preserve the rights of individual suspected of committing fraud and laws that govern civil prosecutions, acceptance of evidence, etc.

ACT 633 FEDERAL INCOME TAX (5)

This course introduces students to the Internal Revenue Code Provisions as they affect individuals and organizations. Students will examine how these provisions are achieved through Federal Income Tax Regulations.

ACT 634 ACCOUNTING ETHICS AND PROFESSIONAL RESPONSIBILITIES (5)

This course examines the ethical and professional responsibilities of accounting professionals. Students will explore the evolution of ethics within

the accounting profession. Case studies regarding ethical situations will be analyzed.

ACT 635 TAXATION FOR BUSINESS DECISIONS (5)

This course examines federal income taxes. The development of taxable income and deductions for individuals, partnerships, and corporations will be covered.

ACT 636 ADVANCED AUDITING (5)

Students will explore current and prospective auditing concepts in auditing. Attention will be given to case studies to emphasize the applications of auditing standards, statistical sampling, ethics, and legal liability.

ADVERTISING (ADV)

ADV 601 ESSENTIALS OF ADVERTISING (5)

This course will emphasize the role of advertising in a free economy, and its place in the media of mass communications. A study of advertising appeals, product and market research, selection of media, testing of advertising effectiveness and organization of the advertising profession.

ADV 603 CREATIVE ADVERTISING CONCEPTS (5)

In this fundamental course, students learn and practice a set of concepting skills and techniques. Readings, lectures and in-class exercises emphasize creative thinking and specific methods for generating advertising ideas. Students develop proficiency at conceiving numerous, varied and original advertising ideas.

ADV 605 ADVERTISING RESEARCH & STRATEGY (5)

The acquisition, evaluation and analysis of information for advertising decisions. Emphasis will be placed on understanding the scientific method, developing explicit and measurable research objectives, selecting appropriate methodologies and analyzing data for developing and evaluating advertising and promotional strategy.

ADV 610 INTRODUCTION TO ADVERTISING DESIGN AND GRAPHICS (5)

This course provides an introduction of the advertising design industry, including visual communication theory and methodology, principles of design and production processes. Topics include symbols, visual perception, conceptualization and layout stages, design principles, typography, illustration and imaging, color and color reproduction, print production, printing processes, computer graphics and video production and graphics.

ADV 615 ADVERTISING PROFILES & TRENDS (5)

This course surveys the evolution and achievements of advertising through the investigation of advertising trends, past and present. Lectures, visual presentations, discussions and research promote students' exploration of the leaders, agencies, events and campaigns that have influenced advertising, contributed to advertising innovations, and suggested directions in which advertising may be headed.

ADV 618 CLIENT RELATIONS (5)

As an extension of marketing, advertising must be understood in context with all aspects of marketing. This course will introduce students to the four Ps: product, price, place and promotion, and then

transition into a deeper investigation of these principles. This course will emphasize the rudiments of advertising and marketing in a way that is sensible and logical, and will explain how the message, the target market and subsequent positioning impacts the overall advertising effort.

ADV 620 INTERNET ADVERTISING (5)

Focusing on production of Web-specific advertising materials, this course will focus on applied and theoretical knowledge of interactive advertising development. Through an exploration of the history and future of the infrastructure of the Web as medium for interactivity, as well as real-time interaction with professionals, students learn how to create effective advertising solutions and communication specific to the various online media.

ADV 623 COPYWRITING (5)

This course surveys the written expression and economy of words and thought associated with advertising and creative thinking. Emphasis will be placed on the rudimentary techniques of writing persuasive advertising, in order to enhance the student's ability to influence human thinking and buying behaviors through the power of the written word.

ADV 625 BRANDING THEORY (5)

In this course students will explore the sophisticated thinking, planning, and the use design and visual communication that go into establishing a successful brand position. Through reading, research, lectures, and case studies, students will learn the principles of

modern branding, target group, differentiating, position, communication objectives, brand hierarchy, extension and marketing communications. . Students then apply those principles as they develop a brand strategy, brand position and brand personality for a specific product or service just as they would in the professional world of advertising.

ADV 628 ADVERTISING DESIGN FOR ALTERNATIVE MEDIA (5)

This course explores advertising design opportunities beyond traditional media. Students conduct a thorough analysis of the application of alternative media opportunities resulting from changes in demographic and cultural tendencies, environmental development and technological advances

ADV 630 INTERNATIONAL ADVERTISING (5)

This course concentrates on creating an awareness and understanding of advertising in the world's markets. With the help of case studies, discussions, readings and assignments, students will review the various advertising methods and techniques in copy and layout used in a foreign market. Topics covered include creative localization, economy structures, and cultural conditioning that affect communication across geographic and cultural boundaries.

ADV 635 ADVERTISING SALES (5)

Principles of selling media time and space to advertisers. An overview of sales opportunities and challenges in the various advertising media. How to prepare and deliver effective sales presentations.

AVIATION (AVIA)

AVIA 100 INTRODUCTION TO AVIATION & AEROSPACE (5)

This class provides students with a condensed history and science of aviation and aerospace technologies. Students will explore the evolution of aircraft design as well as the rules and regulations governing air traffic. Students will be responsible for learning the parts and construction of modern aircraft as well as the basics of airport design. Some understanding of the principles of physics is recommended, but not a prerequisite.

AVIA 110 HUMAN FACTORS AND AERONAUTICAL DECISION MAKING (5)

This class discusses the limitations of human anatomy, physiology and psychology, as they relate to

pilots' decision-making in contexts of the day. The capabilities of modern aircraft and consequent impact on the types of decisions made by pilots today will be discussed.

AVIA 115 STRESS MANAGEMENT (5)

This course investigates the psychological underpinnings of stress and techniques for successful management of stress in flight. The causes of stress, including biological, situational, and environmental factors, will be examined in order to increase awareness and initiation of feedback mechanisms. Specific situations commonly present in flight will be examined.

AVIA 120 PRIVATE PILOT GROUND SCHOOL (5)

This course prepares students with the requisite knowledge for taking the FAA's Private Pilot Airmen Knowledge Test, which is a requirement for a prerequisite for obtaining a private pilot's license. Students will be exposed to comprehensive information regarding aircraft, the rules of flight, aeronautical meteorology, aeronautical navigation, and aviation regulations.

AVIA 122 COMMERCIAL PILOT GROUND SCHOOL (5)

This course provides students with the information necessary to take the FAA's Commercial Pilot Airplane Test. Topics covered will include preflight preparation and procedure, airport operations, and takeoff/landing, emergency operations, navigation, and more.

AVIA 123 HELICOPTER PILOT GROUND SCHOOL (5)

This course prepares students to take the FAA's Private Pilot Rotorcraft – Helicopter Test. Preflight preparations and procedures, airport operations, helicopter operation, navigation, and emergency operations will be covered.

AVIA 125 INSTRUMENT GROUND SCHOOL (5)

This class provides students with the requisite knowledge for taking the FAA's Instrument Flight Rules knowledge test. Instruction in advanced aircraft systems, commercial flight maneuvers, meteorology, and other required information will be provided.

AVIA 130 HISTORY AND SCIENCE OF AIRCRAFT DESIGN (5)

Students in this class will explore some of the history and science behind man's achievement of controlled flight.

AVIA 200 BASIC INSTRUMENT FLIGHT PROCEDURES (5)

This course provides a discussion of instrument flight rules (IFR) and procedure. Successful completion of this course will prepare students for flight by reference only to aircraft instruments for navigation. Particular attention will be paid to aviation safety and commercial flight maneuvers.

AVIA 300 AVIATION AND AIRPORT MANAGEMENT (5)

This course introduces students to the logistics of airport management, airport design, and air traffic control. The various role players in airport and traffic

control will also be studied from a systems point of view.

AVIA 301 ADVANCED AIRCRAFT DESIGN: UNMANNED AERIAL FLIGHT (5)

This course will chart the growth of unmanned aerial flight from remote control airplanes to virtually autonomous Unmanned Aerial Vehicles (UAV) capable of flying unattended for hours. The commercial viability of bringing "smart" UAV's to market will be discussed.

AVIA 302 ADVANCED AIRCRAFT DESIGN: CARBON EMISSION FREE FLIGHT (5)

With growing concern over climate change and with the realization that humans are consuming petroleum at a much faster rate than it can be replenished, the search for alternative sources of energy becomes urgent. This course will discuss the problems presented by carbon emission free flight and efforts to address them.

AVIA 303 EFFICIENT AIRPORT DESIGN (5)

Much of consumer annoyance and displeasure with air travel relates to their treatment in the airport. From unreasonably invasive searches to unnecessary delays, consumers have numerous justifiable complaints. This course identifies the problems all airports face, and use case studies to examine the ways in which various airports have dealt with or mitigated certain problems.

AVIA 304 GAME THEORY AND PHYSICS OF DOG FIGHTING (5)

Dog fighting, as a method of war, involved an interesting mix of man, machine, and decision making. While the jet engine ensures that today's engagements are likely at range, this course will look to the more interesting time period of World War I, World War II, and shortly thereafter, when titles and victories were won in the air.

AVIA 305 CASE STUDIES IN INTERNATIONAL CUSTOMS AND TARIFFS (5)

This course will examine the effects of international customs and trade agreements respecting tariffs. A light treatment of international law and political science will be provided.

AVIA 306 DEVELOPMENTS IN THE COMMERCIAL VIABILITY OF SPACE FLIGHT (5)

In this course, students will research and discuss various methods for making commercial space flight viable in the short term.

AVIA 307 PERSONAL FLIGHT, A PRIMER (5)

This course will provide a basic primer to the student who desires to achieve personal flight. Flight will be discussed from a philosophical standpoint; each student will be provided a roadmap to personal flight.

AVIA 630 INTRODUCTION TO AVIATION AND AEROSPACE COMMERCE (5)

This class will introduce students to the world of aviation and aerospace commerce. Emerging trends and important technological innovations will be discussed in the context of historical development.

AVIA 631 AVIATION PUBLIC POLICY AND REGULATIONS IN THE UNITED STATES (5)

This class will explore the various public policies and regulations that guide aerospace commerce in the United States. Current laws will be examined from a historical standpoint. The effects of international trade and conventions of laws on American jurisprudence will be given treatment.

AVIA 632 AVIATION AND AIRPORT SECURITY (5)

This course will focus on the logistics of aviation and airport security in the modern era. Theories on security will be discussed in the context of technological innovations, consumer privacy, business needs.

AVIA 633 AIRCRAFT DESIGN AND MATERIALS SCIENCE (5)

From the paper airplanes to the Joint Strike Fighter, this class will explore the complex relationship between aircraft design and human desires.

AVIA 634 AVIATION MAINTENANCE PRACTICES (5)

This course will provide an introduction to best aviation maintenance practices. Codes of conduct and quality control theories will be discussed.

AVIA 635 AVIATION AND THE ENVIRONMENT (5)

This class will focus on the environmental impact of modern aerospace commerce and military flight. Developments in green technologies and their potential impact on aviation will be discussed at length.

AVIA 636 BUSINESS ADMINISTRATION OF AEROSPACE COMMERCE (5)

This course will examine the business administration of aerospace commerce. From peanuts and soda to in-flight internet, recent changes in aviation commerce will be discussed from a business operations standpoint.

AVIA 637 INFORMATION TECHNOLOGIES AND AEROSPACE COMMERCE (5)

With the advent of networked computing, information technologies emerged as an indispensable and all-important means of conducting business. This class explores the potential for leveraging current developments to areas of aerospace commerce.

BACHELORS IN HUMANISTIC STUDIES (BHS)

BHS 100 THE HUMAN BODY (5)

This course will examine the human body from several different historical, cultural, and theoretical perspectives. Beginning with an overview of evolution and an introduction to gross structure and functioning, more and more subtle orientations of the human form, including emotional, the energetic and the metaphorical, will be considered. Emphasis will be placed on the role the body plays in determining our earthly destinies.

BHS 101 THE OCEANS (5)

This will be an introduction to the science of oceanography. We will explore the interactions with the ocean and land in an experiential format, using field trips as the laboratory component of the class.

BHS 102 THE COSMOS (5)

This course will deal with the scientific description of the unfolding of the cosmos and the biosphere. Students will study basic principles of chemistry and classical and modern physics in an experiential learning environment.

BHS 103 THE WRITTEN WORD (5)

Different strategies of expository writing will be explored, such as, defining, narrating, classifying, comparing, cueing readers and arguing. Basic styles of writing will be used to practice written communication in different situations.

BHS 104 LEARNING SPEECH THROUGH THE "READER'S THEATER" (5)

This course will deal with formal and informal communication as presented in the dramatic literature with attention to representations of class, race, gender, ethnicity, nationality. Through oral reading performances and final videotaping, the students will learn about the differences in oral communication.

BHS 105 MATHEMATICS: A MOST POWERFUL TOOL (5)

This class will increase numerical literacy in students, whatever their level of understanding in math. Emphasis will not be put on computation, but on appreciation of mathematics as a practical tool for daily life. This class is designed to be fun and interesting.

BHS 116 HUMAN SYMBOLS AND RITUALS (5)

This course is a survey course covering the human qualities that lead to the making of symbols and rituals in a variety of cultures and times. The impact of these practices on human behavior and psychology will also be covered.

BHS 200 CONNECTING UP / GETTING ONLINE (5)

Nothing in history has more quickly brought the world to the average person's doorstep than the advent of the Internet. "Connecting up" opens the doors to an infinite number of new frontiers. In this course students will learn to rapidly and effectively become computer literate and begin to quickly and confidently achieve personal goals on-line.

BHS 302 HOW TO START YOUR OWN BUSINESS (5)

Often a topic overlooked by other universities, the knowledge regarding how to start and run a business is essential to anyone planning on going into private practice or consulting. Knowledge about accounting, record keeping, and scheduling will bring you just so far. All good businesses start with a business plan that is well thought out and organized in such a fashion that it becomes the recipe for your success. This class will accelerate your professional standing and your integration into the community.

**BHS 401 WRITING SKILLS & RESEARCH (5)
- SEE CPS 501****BHS 402 THE STUDY OF GREAT LEADERS THROUGH LITERATURE (5)**

The study of great leaders is made through biography and autobiography. The class will study the qualities

and values of those who led humanity in new and positive directions. Starting with the autobiography of Gandhi, *My Experiments with Truth* and Dag Hammarskjöld's *Markings*, additional texts from current leaders will be identified each time the course is taught.

BHS 405 THE HUMANISTIC TRADITION (5)

This course will examine the founding of the humanistic tradition in civilization through the comparison of the myths, history, art and literature of the following peoples: The Sumerians, the Egyptians, Asians, the Greek and Roman civilizations. The class will read their myths, examine their plays, poetry and art, and learn how their histories are reflected in the modern world.

BHS 410 INTRODUCTION TO PHILOSOPHY (5)

An introduction to the basic issues in philosophy, especially metaphysics and epistemology. The course includes the development of ideas and the modern contributions of feminism, deconstruction, and multiculturalism.

BHS 451 INTRODUCTION TO POLITICAL THOUGHT (5)

Basic concepts of the State, who has the right to rule, why groups obey and the purpose of government are explored through classical readings from Plato, Rousseau, Marx and Thoreau as well as modern political thinkers and actors.

BHS 452 EVOLUTION OF CONSCIOUSNESS (5)

What was Darwin's perceptual feat and what were its antecedents? Are we the culmination of the evolutionary process? The dilemmas confronting the Darwin explanation in contemporary thought will be discussed as well as the concepts of the evolution of human consciousness.

BHS 454 INDIVIDUALS AND THEIR SOCIAL BEHAVIOR (5)

A comprehensive analysis of human nature in terms of the physiological, psychological, and sociological determination of the interrelationships between individuals. Truth, deception, and the justification of dishonesty will be examined as a uniquely human experience.

BHS 455 CRITICAL THINKING (5)

This course will attempt to distinguish between critical opinion and critical thought, between judgment and judgementalism. It will look at a process anchored in openness of mind and honesty

that defers judgment, seeks connections and looks at evidence no matter how reluctantly. The meanings of logic and reason will be discussed while a variety of media expressions in television, journalism and the arts will be critically deciphered.

BHS 456 CONTEMPORARY INTERNATIONAL WRITERS (5)

What stories are being told today in Africa, Asia, South America and Europe? In this course, selected readings by contemporary novelists from abroad will be read and discussed in search of cultural and social perspectives. The course may focus on contemporary plays, theater, or poetry, as well.

BHS 457 THE MEDIA AS MEDIATOR (5)

How do we know what is happening in the world around us? What do we know? Who owns the media and how does this ownership control information? How does voluntary censorship work? Does the advent of desk top production of visual and printed information challenge the censor? This course will examine how our sources of information determine our beliefs, attitudes, values and judgments.

BHS 459 CARL ROGERS AND HUMANISTIC PHENOMONOLOGY (5)

Each individual has a natural ability to evaluate his or her own experience and behavior. In Rogerian theory, the phenomenal field is the sum of all a person's experiences. When conflicts occur between one's natural evaluation of experience and that of another's, the person changes his/her behavior to conform to the wishes of the outsiders and as a result creates anxiety, defensiveness and psychological maladjustment.

BHS 460 THE SELF & LITERARY PSYCHOLOGY (5)

The self is a concept we each have. Where did it come from? What is the difference between ego and self, between self and Self? Self consciousness, self-esteem, self-defense, self-denial, are among the correlates of self concept which will be explored as these issues are dealt with in literature.

BHS 461 INTRODUCTION TO HUMANISTIC AND TRANSPERSONAL PSYCHOLOGY (5)

Covers the major themes of Humanistic Psychology and its development into Transpersonal Psychology: the phenomenological approach, self-determination, the ideal of authenticity, the actualizing tendency, person-centeredness and purpose, holism as the experience of consciousness, and self-transcendence into Transpersonal Psychology. Will explore historical roots of movement and survey the major

western figures from James, Jung and Maslow to the present.

BHS 464 INVENTING THE MODERN MIND (5)

This course is a comprehensive exploration of the psychological birth of the modern era. You will learn to describe trends and features in the psychology of art, science, literature and political movements through the lives of historical figures in those fields. Howard Gardner's model of domains of creativity will be used to explore how the lives of Freud, Einstein, Picasso, Stravinsky, T.S. Elliot, Martha Graham and Gandhi represent the emerging modern mind.

BHS 465 HISTORY OF THE ORDINARY PEOPLE OF THE UNITED STATES (5)

Most history tells the story of the powerful, a handful of men who are said to have shaped history, but what is the history of the mass of people who have lived in this country? What were their daily lives like? This course, using texts, novels and other source materials will examine the lives of ordinary women and men - the farmer's wife, the factory worker, the slave, and the Army private. Reform movements and alternative social experiments will be discussed.

BHS 466 HEALTH AND HEALING (5)

Is health one's fate and illness a throw of the dice? Is health a product one buys, if one can afford it? The sources of health and ill health, such as stress, exercise, diet and attitude will be examined. Also, alternative approaches to health and healing, including homeopathic, ayurvedic and shamanistic practices will be discussed. The mind-body relationship will be examined.

BHS 467 THE FAMILY (5)

Has the family become an anachronism? Who needs a family? This course will provide a historical, socioeconomic and comparative study of the family. Family formation will be examined. The prevalent attitudes of women, men and children will be noted and the present and future status of the family discussed.

BHS 468 LOSS OF SELF (5)

How are the dehumanizing aspects of work, poverty, family, sex and the media internalized, diminishing one's sense of self? How will one live one's life? Often as an escape from a perceived reality which lacks correspondence with one's expectations, women and men loose themselves in work or idleness or substance abuse or death. In contrast, transcendence of the self through meditation and devotion is the ageless proposal for self-realization and deathlessness.

BHS 469 FOUNDATIONS OF MEDITATION (5)

What are the commonalities in different meditative practices? A comparative study of the various practices of Eastern and Western meditation is central to this course. Students will experience a practice of basic meditation.

BHS 470 VARIETIES OF RELIGIOUS AND MYSTICAL EXPERIENCE (5)

Religious, psychic, and mystical experience are explored and compared from pre-history to the present. The primary focus will be on identifying the human essence of spirituality in the transpersonal experience of ourselves and in reading and analyzing reports of such experiences in other cultures.

BHS 471 THE THIRD WORLD (5)

From the point of view of the whole world, how much of it is Third World? What defines the Third World? This course will focus on the relationships between economically developed centers and non-developed centers of the world, and how those relationships are perpetuated and intensified. New grassroots, solidarity and co-operative movements will be studied in light of the new capitalism.

BHS 484 PHYSICAL DISCIPLINE (5)

This is a practice of a physical discipline such as T'ai Chi, Aikido, and Yoga which requires concentration, focus, and practice. Since antiquity these disciplines have produced physical and mental well-being and longevity.

BHS 485 THE GENDERED WORLD (5)

This course is an inquiry into the future of femininity and masculinity through an examination of social and psychological development of men and women. It examines the contemporary, human condition from the paradigm of patriarchy and its alternative cultural partnership.

BHS 486 SELF-IN-RELATIONSHIP (5)

Psychology is shifting from a science of processes associated with becoming an autonomous individual to a view of the human being as a being-in-representation. The philosophical foundation for this shift can be found in the philosophy of dialogue. This course is designed to familiarize the student with the philosophy of dialogue and the self-in-representation model of human development. This explores the

philosophy of dialogue and its implication for psychology and psychotherapy.

BHS 487 CAREER COUNSELING (5)

This course is offering support and practical work for creative career design, involving personal assessment, exploration of alternatives, and decision making. Personal assessments focus on personality, interests, values, and skills. Formal and informal methods are used to explore alternatives and decision making is presented as a process to promote a resulting decision. This course includes guidelines and preparation for effective job search.

BHS 488 PERSONAL AND SOCIAL ETHICS (5)

This class will explore several bases for moral behavior, including religion, tradition, law, personal intuition, and reason. Several ethical systems will be examined, as well as whether moral values are enduring and universal or relative to the time or occasion.

BHS 490 LEADERSHIP DEVELOPMENT (5)

This is an overview course for those interested in learning how to become effective leaders in all levels of life. Topics to be explored are leadership styles, group dynamics, decision making techniques, motivation, and practical skills, such as organizing, chairing meetings, communicating, committee functioning, delegating, evaluating, prioritizing, resolving conflicts, and mediating. This class will encourage active participation of the group with enrichment from outstanding leaders.

BHS 495 SENIOR PROJECT (5)

The senior project is an independent study with the Director of Undergraduate Program leading to the completion of the Senior Project, a 40 page research paper. Prerequisite: Project proposal approved by the Director of Undergraduate Program.

BHS 498 SELECTED TOPICS (5)

Special courses on selected topics in Humanistic Studies. Occasionally, special lecturers are available to present classes on current issues of interest.

BHS 499 INDEPENDENT STUDY (5)

Individualized studies in special topics in Humanistic Studies. Each student's work is directed by a faculty member or recognized leader in the subject area.

BACHELORS IN BUSINESS ADMINISTRATION (BUS)
MASTERS IN BUSINESS ADMINISTRATION (BUS)
DOCTOR OF BUSINESS ADMINISTRATION (BUS)
SPECIALITY CURRICULUM IN COMMUNICATIONS (BSCM)
SPECIALTY CURRICULUM IN INFORMATION TECHNOLOGY
SYSTEMS (ITS)
SPECIALITY CURRICULUM IN INTERNATIONAL BUSINESS
ADMINISTRATION (IBUS)

IBUS 400A International Trade and Economics (5)

This course examines factors affecting the global economy and international economic institutions. Students will be introduced to the tools used by economists to analyze international economic interactions. This course will also cover the role of international trade and finance in the world economy by analyzing the way in which participation in the international economy affects consumers, businesses, economic policy, and the economy in general.

IBUS 400B International Business Law (5)

This course focuses on the international rules created to engage in global business activities. Students examine rules in light of political, economic and social factors. This course will provide an overview of how to conduct business in a dynamic environment, by comparing the international legal system in the context of legal history, language, and culture. Students will study the differences between international and American law, in such areas as contract, corporate, labor law, and tax law.

BUS 401 INTRODUCTION TO BUSINESS PRINCIPLES AND ORGANIZATIONS (5)

Survey of organizations, principles, and practices of the business world; provides a general view of the field as a whole, emphasizing the overall "system" of business, its common traits, dimensions, personalities, and life cycles, and serves as a foundation for more specialized courses.

BUS 402 FUNDAMENTALS OF BUSINESS ADMINISTRATION (5)

An introduction into the world of business and business administration providing a general overview of the various elements of the field; basic principles, companies, history of business and business administration, organization, management, human relations, business law and ethics, business policy, and operations.

BUS 406 BUSINESS MATH FOR ADMINISTRATORS (5)

An overview of basic business math skills providing the foundation of arithmetic, mathematics and measurements used in common business and industry practices.

BUS 412 BUSINESS INFORMATION TECHNOLOGIES (5)

In this course students will investigate the appropriate, innovative, and effective design and use of information technology to serve business needs.

BUS 416 BUSINESS ADMINISTRATIVE LAW (5)

This course examines the laws governing business and commerce, such as the regulation of contracts, their formation, performance, breach, and legal and equitable remedies, hiring practices, and the manufacture and sale of consumer goods. The primary focus will be on legal rules applicable to business.

BUS 418 ESSENTIALS FOR ADVERTISING (5)

This course will emphasize the role of advertising in a free economy, and its place in the media of mass communications. A study of advertising appeals, product and market research, selection of media, testing of advertising effectiveness and organization of the advertising profession.

BUS 420 BUSINESS COMMUNICATIONS AND THE GLOBAL ECONOMY (5)

This course will teach students the theories and practice of business communications with an emphasis on how the Global Economy of Today changes the traditional approaches used in past decades. With the technologies of the new millennium and the built up ICT infrastructures of developing countries, students will learn the new language of business in today's global village.

BUS 424 ORGANIZATIONAL STATISTICS (5)

This course will teach students teaching principles and practices of organizational assessment, covering concepts such as validity, reliability, hypothesis testing, correlation/multiple regression, and quality control models. Focus will be on application of statistics in organizational problem solving

BUS 432 PRODUCTION AND SERVICE MANAGEMENT (5)

Examines problems encountered in planning, operating, and controlling production of goods and services. Topics include: waiting-line management, quality assurance, production systems, project management, and inventory management.

BUS 434 ORGANIZATIONAL ENTREPRENEURSHIP (5)

Provides an opportunity to develop concepts, attitudes, and philosophies about business and entrepreneurship at the organizational level.

BUS 442 FOUNDATIONS IN ACCOUNTING (5)

This course will evaluate the role of accounting in organizations by identifying and discussing principles and concepts. Topics include recording process, financial reporting and the application of accounting information in managerial decision processes.

BUS 449 FOUNDATIONS IN MARKETING (5)

A good company must understand its market and customers. This course will provide a concise introduction to the fundamental principles of marketing, including market and customer research, pricing strategies, and promotional tactics to enhance sales.

BUS 452 FOUNDATIONS IN FINANCE (5)

This course provides a broad overview of financial management and an introduction to the practical application of financial tools and techniques to business decisions. It will include an overview of the three principal financial statements--balance sheet, income statement, and cash flow statement--and the use of financial ratios to assess a firm's financial health. Additional topics include financial planning and forecasting; the choice of debt or equity to finance business operations; and the evaluation of investment opportunities using tools such as discounted cash flow, net present value, and risk analysis. The course also examines financial instruments, including stocks and bonds, and techniques of business valuation.

BUS 458 FOUNDATIONS IN ECONOMICS (5)

This course will cover the basic institutions of market economy and the role they play in defining and

pursuing economic goals in the U.S. economy. Emphasis is placed upon the economic behavior of existing institutions; current economic policy alternatives as they affect both the individual and the society.

BUS 466 LEGAL AND ETHICAL ISSUES IN THE GLOBAL MARKETPLACE (5)

Business law relates to those laws involving the business and commercial components of society and allows businesses to function. This course is designed to provide a brief, broad overview of the legal business. Emphasis will be placed on the ethical and moral principles as they apply to the legal and business community

BUS 475 CROSS CULTURAL STRATEGIC MANAGEMENT (5)

Students will analyze some of the major cultural profiles, communication patterns, negotiation strategies and management styles in several countries and companies in various regions of the world, in order to develop a better understanding of the main cultural issues that must be taken into account when doing business in a multicultural setting. Special attention will also be given to ethical considerations.

BUS 480 SELECTED TOPICS (5)

Special courses on selected topics in Business Administration. Occasionally, special lecturers are available to present classes on current issues of interest.

BUS 485 SPECIAL TOPICS IN BUSINESS ADMINISTRATION (5)

An individualized, faculty supervised opportunity to address a business problem or issue in greater depth.

BUS 490 SEMINAR IN BUSINESS ADMINISTRATION (5)

Addresses various topics or issues of relevance in business administration. Each student's work is directed by a faculty member or recognized leader in the subject area being investigated.

BUS 601 FINANCIAL ACCOUNTING FROM A MANAGERIAL PERSPECTIVE (5)

An examination of standard accounting principles and practices, from the perspective of a business manager rather than the perspective of an accountant.

BUS 602 Quantitative Methods In Business (5)

An introduction to quantitative tools used to plan and manage businesses, including descriptive statistics, linear and non-linear projection methodologies, and basic hypothesis-testing methods used in the business context.

BUS 610 LEADING AND MANAGING PEOPLE AND ORGANIZATIONS (5)

A survey of both classic and contemporary theories and approaches to business leadership, and to the selection, motivation, and management of employees in the US context.

BUS 611 ENTREPRENEURSHIP: DEVELOPING NEW VENTURES (5)

Considerations in establishing new business ventures, including an introduction to the legal and regulatory climate, banking practices, and obtaining and managing start-up funding.

BUS 612 MANAGING FRANCHISE BUSINESSES (5)

In this course students will survey of the franchise market in the US, including the diversity of franchise opportunities, and unique regulatory, contractual, legal, logistical, and managerial issues involved in operating franchise businesses.

BUS 613 VENTURE CAPITAL AND PRIVATE EQUITY (5)

An in-depth introduction to the various means of financing new business ventures through venture capital and through private investment.

BUS 614 MARKETING STRATEGIES AND TACTICS (5)

An examination of the major approaches to developing and implementing marketing strategies, along with “how-to” tactics, across a wide variety of business types.

BUS 615 REAL ESTATE INVESTING (5)

A survey of financial, regulatory, and managerial issues related to real estate, both as an investment category in itself, and as an aspect of the overall management of a business enterprise.

BUS 616 SOCIAL RESPONSIBILITY: BUSINESS LAW AND ETHICS (5)

An introduction to the notion of the social responsibility of businesses, taking into account variations in theory and practice, as well as recent legal developments such as Sarbanes-Oxley.

BUS 617 FINANCIAL PLANNING AND INVESTING (5)

Business leaders must address personal financial issues as well as those for their businesses. This course introduces the fundamentals of personal financial planning and investing for the entrepreneur and business investor.

BUS 618 INFORMATION TECHNOLOGY STRATEGIES FOR ENTREPRENEURIAL BUSINESSES (5)

Information and communication technologies are essential bases for doing business. This course surveys major technologies and related issues in the US, with special emphasis on the needs of smaller and entrepreneurial businesses or business units.

BUS 620 MANAGING PEOPLE AND ORGANIZATIONS: EASTERN AND WESTERN PERSPECTIVES (5)

A survey of both classic and contemporary theories and approaches to the selection, motivation, and management of employees, taking into account cultural differences between the US and Asia.

BUS 621 ENTREPRENEURSHIP IN THE US AND IN CHINA: DEVELOPING NEW VENTURES (5)

Considerations in establishing new business ventures in the two countries, including an introduction to the legal and regulatory climates, banking practices, and obtaining and managing start-up funding.

BUS 622 GLOBAL BUSINESS PERSPECTIVES: FOCUS ON CHINA (5)

A survey of economic analyses and forecasts regarding doing business in China: major sectors and niche opportunities.

BUS 623 VENTURE CAPITAL AND PRIVATE EQUITY (5)

An in-depth introduction to the various means of financing new business ventures through venture capital and through private investment, in both the US and the Chinese context.

BUS 624 MARKETING STRATEGIES AND TACTICS IN A GLOBAL ENVIRONMENT (5)

This course will examine the similarities and differences in marketing strategies and tactics as they are influenced by local culture and economic climate.

BUS 625 NEGOTIATING AND BARGAINING SKILLS: ASIA, THE US, INTERNATIONALLY (5)

This course will discuss how “business is done” and how agreements, when negotiated, vary significantly by region and culture. This course will survey primary themes for success in negotiating in Asia, the US, and elsewhere.

BUS 626 SOCIAL RESPONSIBILITY: BUSINESS LAW AND ETHICS AROUND THE WORLD (5)

An introduction to the notion of the social responsibility of businesses, taking into account variations in theory and practice from around the globe.

BUS 627 LEADERSHIP ISSUES AND STYLES ACROSS THE PACIFIC: CHINA AND THE US (5)

Leadership is a universal requirement in business; this course surveys the differences in how the function of leadership is viewed and practiced between China and the US, as well as variations within each country.

BUS 628 INFORMATION TECHNOLOGY STRATEGIES FOR INTERNATIONAL BUSINESSES (5)

Information and communication technologies are essential bases for doing business internationally. This course surveys major technologies and related issues in the US and in Asia

BUS 630 INTRODUCTION TO SUSTAINABLE BUSINESS (5)

This course will examine the different environmental, social and economic issues in sustainable business. The course will focus on how to integrate issues of corporate social responsibility (CSR) in business corporations operating in a global economy. Students will examine such topics as the development of markets for eco-innovations, CSR in supply chains, environmental management systems, and green management accounting.

BUS 631 FINANCE & ENVIRONMENTAL ACCOUNTING (5)

The concern in environmental accounting problems has grown quickly in recent years, and the issues affect various specializations within the accounting field. This course introduces the profession's responsibility toward environmental problems and the broader issues of sustainability. For instance, financial reporting, analysis and disclosure, cost management and managerial decision making, capital investment analysis, auditing, and taxation.

BUS 632 ECO-COMMERCE MODELS (5)

This course provides an overview of the intersection of business development and environmental and social responsibility. Students will explore the methodologies used to establish enterprises that incorporate environmental and social considerations throughout the levels of organization.

BUS 633 FOUNDATIONS IN ECOLOGICAL ECONOMICS (5)

This course examines the economics behind natural resource use and environmental issues. Students

consider problems such as deforestation, over fishing, oil consumption and minerals pollution, global warming, acid rain, and land conservation. Students will examine the link between economic, environmental, and social systems.

BUS 634 SUSTAINABLE PRODUCTS & SERVICES (5)

This course explores the creation and development of sustainable products and services. Students explore the link between products and services while examining historic, current, and future examples of sustainable products and services.

BUS 635 APPLICATION OF SUSTAINABLE BUSINESS PRACTICES (5)

This course focuses on transforming businesses, both internally and externally, by focusing on numbers, markets, people and sustainability.

BUS 636 AIR POLLUTION, ANIMAL RIGHTS, LAND USE, ENERGY LAW, & BIODIVERSITY PROTECTION (5)

This course focuses on interpreting and applying national regulations as it applies to air pollutants and air quality standards. The ethics of animal rights will be explored and current animal legal protections discussed. Students will explore the concept of biodiversity and its growing threats. Land use and development practices will be addressed to increase the conservation of biodiversity.

BUS 637 ENVIRONMENTAL ECONOMICS POLICY & MANAGEMENT (5)

This course analyzes various areas of environmental economics such as the economics of pollution control, the application of cost benefit analysis to the environment, the economics of sustainable development, environmental policy, and international environmental issues.

BUS 638 GLOBAL ENVIRONMENTAL ISSUES IN BUSINESS TRANSACTIONS (5)

Students study the developments that have contributed to the dynamic growth of the European Union, Asia, Latin America and over the past half century. This course provides an overview of the environmental challenges China faces. Class will survey the regulatory schemes managing air quality, water resources and quality, natural resources, environmental impact assessments, waste management and energy conservation.

BUS 639 CLIMATE CHANGE & THE LAW (5)

This course integrates the science and law of climate change in respect to the generational implications of the problem. Students will consider how existing

federal laws may be used to address climate change and how more comprehensive laws may be created.

BUS 650 ADVANCED MARKETING STRATEGIES: SUCCESSES AND FAILURES (5)

An in-depth examination, using case studies, of notable successes and failures in marketing strategies, addressing the interplay of marketing strategies, culture, the legal and regulatory climate, and generational differences.

BUS 651 MERGERS AND ACQUISITIONS EAST AND WEST (5)

Detailed study of similarities and differences in the legal, regulatory, and cultural aspects of (1) initiating corporate mergers and acquisitions and (2) making a success of the merged organization.

BUS 652 IDENTIFYING AND ANALYZING DOMESTIC BUSINESS OPPORTUNITIES (5)

An advanced examination of sources of data and information on business opportunities in the US, and methods of determining the feasibility of pursuing these opportunities in particular state and regional contexts

BUS 653 IDENTIFYING AND ANALYZING INTERNATIONAL BUSINESS OPPORTUNITIES (5)

An advanced examination of sources of data and information on international business opportunities, and methods of determining the feasibility of pursuing these opportunities in particular contexts around the world.

BUS 654 FINANCIAL INSTITUTIONS AND MARKETS IN A GLOBAL PERSPECTIVE (5)

Advanced focus on banking, finance, and investment opportunities and markets, and their similarities and differences in various portions of the globe.

BUS 655 THE FEDERAL RESERVE AND BUSINESS FORECASTING (5)

An introduction to the impacts of the Federal Reserve on US capital markets, and examples of how to use federal financial data for purposes of forecasting the financial climate for businesses.

BUS 656 SPECIAL PROJECTS IN BUSINESS MANAGEMENT (5)

An individualized, faculty-supervised opportunity to address a business problem or issue in greater depth, such as development of a business plan for a real or hypothetical venture.

BUS 657 INTERNATIONAL ECONOMICS (5)

This course provides an overview of international financial markets. Students will analyze what determines the patterns of merchandise and service trade between countries. Special topics to be covered: alternative international monetary arrangements and institutions; foreign exchange markets and hedging instruments; international trade policy, including the effects of tariffs, quotas, subsidies, exchange control, and other trade restrictions upon a nation's economy.

BUS 695 CAPSTONE RESEARCH PROJECT (5)

The capstone research project is an independent study with the Director of Graduate Program leading to the completion of the Capstone Project. Prerequisite: Project proposal approved by the Director of Graduate Program.

BUS 701 ACCOUNTING (5)

This course focuses on generally accepted accounting principles as they apply to partnerships, business combinations, branches, and international operations. This course will also focus on the examination of contemporary issues in financial and managerial accounting within the context of pronouncements of the financial accounting standards board.

BUS 702 QUANTITATIVE METHODS AND STATISTICS (5)

This course in business research covers concepts of probability theory, regression analysis, assumptions of multivariate analysis, use of computer software, and the ethics of research in business settings. Emphasis is on application and understanding of the statistical tools, mathematical concepts, and processes.

BUS 720 STRATEGIC MANAGEMENT SKILLS I (5)

This course focuses on creating, implementing, and evaluating cross-functional decisions for a business to succeed. Students will learn core management skills and techniques to deliver results

BUS 722 MANAGERIAL FINANCE (5)

The course examines financial management for corporate value creation. Students study the underwriting process and alternate sources of capital, use of financial planning methods for short-term financing; merger motivation, acquisitions and bankruptcy reorganization.

BUS 723 MANAGERIAL ECONOMICS (5)

This course focuses on microeconomics analysis and its application decision making within the context of business. Includes demand and consumer behavior,

production and costs analysis, forecasting, risk analysis, and public policy toward business.

BUS 724 INTEGRATED MARKETING I (5)

This course focuses on the components of advertising within the total marketing function. This course examines the value of marketing, the different phases of marketing, marketing a good versus a service, wholesaling, retailing, pricing strategies, analysis of markets, distribution; creating advertising campaigns, planning, production, media, management, and budgeting.

BUS 725 SALES I (5)

This course focuses on the most prevalent promotional and persuasive models used in written, oral, and electronic communication. Students examine the psychological aspects of persuasion and influence. The application of effective strategies for sales, product introduction, and advocacy for a position are emphasized.

BUS 726 BUSINESS AND LABOR LAW I (5)

The course focuses on governmental and quasi-governmental regulations as they relate to corporate social responsibility business impacts. Students will learn the process of developing corporate social responsibility standards and policies, how to interpret them, and how to determine relative weight; and how to assess, handle and prevent corporate social responsibility risks.

BUS 727 COMPUTER APPLICATIONS (5)

This course emphasizes solving business problems by integrating data from all of the software applications. Examines applications used to communicate information.

BUS 728 INTERNET ENVIRONMENT (5)

This course focuses on the impact of the Internet on business dealings. Focus on digitization, globalization, mobility, work groups, communication, and computing power.

BUS 730 STRATEGIC MANAGEMENT SKILLS II (5)

This course will integrate the management principles of planning, organizing, leading, and controlling employees.

BUS 731 ADVANCED ACCOUNTING (5)

This course provides students with advanced managerial accounting skills. Emphasis on strategic decision making and management control systems.

BUS 732 QUANTITATIVE METHODS AND STATISTICS II (5)

This course teaches statistical models, techniques, and tools for management decisions. Attention will be given to probability distributions, random sampling and standard errors, hypothesis testing, multiple regression, ANOVA, chi-square tests.

BUS 734 INTEGRATED MARKETING II (5)

Marketing and selling products in a global environment presents many demanding decisions that need to be updated on a consistent timeframe with hard-to-retrieve knowledge, information and data. This course focuses on the analysis of a contemporary marketing case, evaluation of alternative marketing strategies and the preparation of a comprehensive marketing plan for a client.

BUS 735 SALES II (5)

This course focuses on personal selling and sales management including organizing, directing, and compensating and evaluating the sales force.

BUS 736 BUSINESS/ LABOR LAW II (5)

This course will build upon knowledge of legal theory, legal and deductive reasoning, constitutional law, administrative law, the court system, civil and criminal procedures, alternative dispute resolution, criminal law and the concepts of tort and strict liability. Attention will be given to the Uniform Commercial Code, the application of the property, bail, agency, employment law, business structures, intellectual property, e-commerce, and international law. Basic Business Law will be emphasized.

BUS 738 E-COMMERCE APPLICATIONS AND OPERATIONS (5)

This course focuses on the synergy between technology and business management. Covers technical topics such as the Internet, intranets, extranets, and portals. Students learn the importance of Enterprise Resource Planning (ERP), outsourcing, e-procurement, and electronic payment systems; how to conduct business on-line and how to manage the technological issues associated with constructing an electronic-commerce Web site. Students will investigate strategies and products for building e-commerce sites, examine how such sites are managed, and explore how they can augment an existing business infrastructure.

BUS 740 CRISIS MANAGEMENT AND REORGANIZATION (5)

This course addresses planned change in organizations, including organizational design and structure, principles of organizations, human resources training, intra- and inter-departmental communications, coordination activities, and leadership development. Focused attention on

utilizing leadership and collaboration practices in solutions oriented decision-making.

BUS 750 LEADERSHIP AND ORGANIZATIONAL MANAGEMENT (5)

This course examines leadership issues in global, international, and multicultural organizations. Focus on culturally sensitive leadership skills, styles, practices, models, trends, and concepts. Attention is given to international and conflict management practices, and team collaboration skills.

BUS 752 HUMAN RESOURCES MANAGEMENT (5)

This course covers the nature of human resource development and utilization in business. Students will investigate and discuss of various topics in recruiting, utilization, conservation, and development of human resources within the context of the individual firm.

BUS 754 ADVANCED MARKETING III (5)

This course explores the intricate relationships between objectives, strategies, positioning, tactics, budgets, competitive analysis, and target markets. Learn how to increase profitability by monitoring the environment, conducting market research, and choosing customers and suppliers. Discover the affect of an information-based economy on marketing and selling.

BUS 755 REAL ESTATE (5)

This course reviews real estate concepts, practices, and institutions. Specific attention is given to legal aspects of real estate ownership, appraisal, market analysis, mortgage financing, analysis of complex real estate projects and financing.

BUS 756 MEANING CENTERED APPROACH TO ORGANIZATIONAL COMMUNICATION (5)

Course focuses on managerial communications within organizational management and organizational behavior at the individual, interpersonal, team, and organizational levels. Students learn how to listen empathically; resolve conflict; influence others through professional speaking. Self-assessments and skill building exercises will be utilized to learn how to effectively manage relationships within

organizations.

BUS 757 INTEGRATED ECONOMIC CONSULTING (5)

This course integrates human resource management issues, marketing, finance, and operations management. Students apply skills to complex organizational problems and strategic issues as a result of advancing technology, competitive market conditions, social and cultural changes, and regulatory actions in both the domestic and global arenas.

BUS 800 DOCTORAL PROJECT I (5)

Students must enroll in this course when coursework is complete or they begin to work on their dissertation, whichever comes first. The student engages in independent study and attends the seminar as needed, leading to the completion of the first three chapters of the dissertation. Work is supervised by the Director of Research and the student's dissertation committee chair. These three chapters, the introduction, the literature review, and the methods section, constitute the formal proposal. Students must enroll in this course consecutively until the proposal has been defended and approved. Upon completion of a proposal acceptable to the student's committee, the student defends her or his proposal in an oral presentation to the committee. This oral presentation serves as a Qualifying Exam. Prerequisite: Doctoral Comprehensive Exam

BUS 801 DOCTORAL PROJECT II (5)

Students must enroll in this class when they have passed the Oral Qualifying Exam and are ready to begin to conduct their research. The student engages in independent study leading to the execution of their dissertation research. The findings are reported and discussed in chapters four and five of the dissertation. Upon completion of this work, the student has the Final Oral Defense of the dissertation. Students must enroll in this course consecutively until the dissertation has been defended and approved. Prerequisite : BUS 800 – Doctoral Project I.

COMMUNICATION (BSCM)

BSCM 400 ORAL AND WRITTEN COMMUNICATION SKILLS (5)

This course will provide students with a conceptual framework and specific tools for communicating in complex environments and accomplishing strategic academic and professional business goals. This core course provides writing, oral, and collaborative skills necessary for future business courses, internships, and professional positions.

BSCM 406 EFFECTIVE PUBLIC SPEAKING (5)

This course will cover strategies and practical tips for approaching public speaking. Students will learn both the cognitive side of presentations—organizing thoughts and information—and the physical dimension - enlisting voice and other physical tools - to engage the audience on an emotional as well as intellectual level.

BSCM 408 ADVANCED PUBLIC SPEAKING FOR BUSINESS MANAGERS (5)

As a representative of your business, how you conduct yourself at meetings, social gatherings, news briefings, and other speaking engagements is critical. Learn various strategies to make you a successful presenter in whatever situation is required. Topics to include effective vocal and visual delivery; selling yourself and your ideas; choosing the right words; staying focused, directed, and organized in different situations; communication styles for various situations, including crisis, company or community; and crisis communication fundamentals.

BSCM 412 EXPOSITORY AND TECHNICAL WRITING SKILLS (5)

In this course students will learn both expository and technical writing, with emphasis on grammar, punctuation and concise writing skills. Students will learn organization of thought, structure, the use of logic, and attention to detail in their writing. This course will teach students to use graphic organizers such as bullets, numbers, bold, italics, and color, and to use them consistently. Students will also learn to use tools other than words (charts, graphs, tables, ratios, schematics) to present information best demonstrated visually. Correct citation of resources using a standard format will also be covered.

BSCM 430 PERSUASIVE COMMUNICATION (5)

The course will begin by examining the similarities and differences between objective (predictive) and persuasive writing. Students will be instructed in

methods of constructing a coherent argument, as well as the conventions of providing authority to support an argument. Students will receive instruction and gain practice in crafting the four basic building blocks of a persuasive document: the issue, the statement of facts, the argument, and the conclusion. This course will also introduce students to some advanced writing techniques such as the use of metaphors and literary references.

BSCM 438 CROSS CULTURAL COMMUNICATION (5)

This course will cover relationships among culture, communication and perception, and how these relationships are manifested in businesses and organizations among people who are racially, ethnically, and sexually different. Students will learn communication practices necessary to create understanding in multicultural business contexts.

BSCM 452 PUBLIC RELATIONS WRITING

This course will examine journalistic style of writing, media ethics, targeting the desired audience, writing fundamentals, as well as media relations techniques. Students will practice writing press releases, newsletters, brochures, and other public relations tools, as well as create portfolio writing samples, e.g. industry standard news releases, pitch letters and features, Q & A documents, crisis statements and position papers.

BSCM 460 WORLD WIDE JOURNALISM AND EXPRESSIVE WRITING (5)

In this course students will examine numerous issues surrounding the role technology plays in business and technical communication, including the shifting nature of literacy and representation in the digital age and the persistent tug of older analog technologies. The course studies how new technologies help shape the decisions of technical communicators in an increasingly electronic workplace.

BSCM 464 CONFLICT & NEGOTIATION (5)

This course will emphasize the role of communication in the development and management of conflict and negotiation. Topics include types of conflict, resolution strategies, power relationships, intercultural/international conflict, and conflict in organizations.

BSCM 468 TEAMBUILDING & LEADERSHIP (5)

An effective team can produce first-rate results. High-performing teams exhibit accountability, purpose, cohesiveness, and collaboration. This course will cover theories of effective group communication; group development, cohesion, conflict management and diversity; strategies for building and maintaining teams, enacting leadership, constraints and opportunities for teams and leaders, organizational outcomes, and effective project management.

BSCM 472 ADMINISTRATIVE COMMUNICATION (5)

This course teaches students to apply the principles of successful professional communication processes in complex organizations. Emphasis will be placed on developing listening, writing and speaking skills to promote better relations among individuals and organization.

BSCM 475 VISUAL COMMUNICATION AND CULTURES (5)

This course provides a theoretical and methodological introduction to the study of images as communicative and cultural phenomena. Students will develop an understanding of the significance of visual means of communication in relation to historical, social, political, environmental, technological, and economic issues. Topics will include theories of the image; implications for visual communication and culture; analysis and production of images in a variety of media and contexts (including signs, typography, drawing, graphic design, illustration, color and electronic resources); and the idea that a visual message accompanying text has a greater power to inform, educate, or persuade a person or audience.

BSCM 478 CRISIS COMMUNICATION (5)

Crises are a fact of organizational life. From the small, not-for-profit organization to the global, multi-national corporation, crises can suddenly disrupt an organization's ability function efficiently and effectively. This course will be an introduction to crisis communication methods, and the application of crisis management principles, strategies and tactics. This course provides students with a fundamental understanding of crisis management, risk communication, media relations, and public-opinion research techniques in multiple contexts. Students will study various crisis communication situations including definitions, planning, reputation management and annual report communication, and learn to predict, manage, and control real-world controversies. Emphasis will be placed on developing comprehensive crisis communication plan.

BSCM 481 INTERPERSONAL COMMUNICATION SKILLS IN THE WORKPLACE (5)

This course is designed to help students develop and enhance communication skills, including active listening, conversation, dealing with different personality types, and nonverbal communication strategies. This course explains basic communication theory as it applies to the workplace, and offers "real-life" scenarios that demonstrate the use of effective interpersonal communication. Participants will learn to identify personal barriers to effective communication and develop strategies to overcome them, the application of constructive criticism, and the use of and interpretation of non-verbal communication cues, including body pose, gestures, and eye movements.

EXECUTIVE LEADERSHIP COACHING (EXL)

EXL 601 THE NEW EXECUTIVE LEADERS (5)

Adaptable, multicultural change agents

EXL 602 PERSONAL BENCHMARKING (5)

Comparative skills and experience measures

EXL 603 INDIVIDUAL RESPONSIBILITY (5)

Accountability for business outcomes

EXL 604 INTERNAL VALUES (5)

Intrinsic versus extrinsic career motivation

EXL 605 NON-SITUATIONAL INTEGRITY (5)

Ethical versus expedient decision making

EXL 606 SELF-DISCIPLINE (5)

Developing the habits of excellence

EXL 607 CORE PASSION (5)

Matching desires, talents and competencies

EXL 608 DELAYED GRATIFICATION (5)

Strategic goal orientation

EXL 609 EMPOWERMENT (5)

Inspirational team building

EXL 610 RESILIENT OPTIMISM (5)

Dealing with failure and misfortune

EXL 611 LEADERSHIP AND STEWARDSHIP

(5)

Living and leaving a legacy

EXL 612 TRUE WEALTH (5)

Balanced “Standard of Living” with “Quality of Life.”

EXPRESSIVE ARTS THERAPY (EXA)

CEX 600 EXPRESSIVE ARTS BUSINESS PRINCIPLES (5)

Students will learn how to set up their counseling practice, start a business, and network for success. The course will cover marketing techniques to professional organizations, office and self management, and record and bookkeeping.

CEX 630 FOUNDATIONS OF EXPRESSIVE THERAPY (5)

This introductory overview of expressive therapy, in its many forms, (art, movement, poetry, play therapy, ritual, and performance) is designed to awaken and deepen an understanding of the variety of healing powers inherent in creative self-expression and shared creativity. Through lecture, group discussion, and experiential exercises students will learn the basic philosophy of expressive therapy. In this course principles of psychotherapy and creative process are compared and contrasted, and ways are explored to develop different expressive arts techniques rooted in the cycles of the creative process. This course is intended to enhance professional and personal growth and prepare students for specific in-depth courses in creative, intuitive, and expressive therapy. Prerequisite: CPS 601 - Counseling Theories & Strategies.

CEX 631 PSYCHODRAMA RITUAL AND PERFORMANCE (5)

This course explores the psychodynamic processes in ritual and the significance of symbolism for individuals and groups. It explores a variety of diagnostic and therapeutic techniques which provide insights into roles, boundaries, communication patterns and psychological orientations of individuals and groups. A variety of experiences such as mask making, Shamanic journeying, dramatic enactments and improvisation will be examined for their therapeutic and transformational potential. Prerequisite: CEX 630 - Foundations of Expressive Therapy.

CEX 632 FUNDAMENTALS OF MUSIC THERAPY (5)

This course looks at music as a powerful therapeutic modality for personal healing and diagnostic, cathartic therapy. Both the theory and practice of using music to evoke images, feelings, memories and the potential for change will be explored. Personal growth, expanded creativity and therapeutic healing with music for different populations (children, aging) will also be considered. Prerequisite: CEX 630 - Foundations of Expressive Therapy or consent of instructor.

CEX 633 FUNDAMENTALS OF MOVEMENT THERAPY (5)

This course examines the principles, specific theoretical foundations and approaches, as well as, the clinical applications of dance and movement therapy. The study of body movement and body language combine to enhance observational and diagnostic skills; personal exploration through movement or the use of space, psychological boundaries, and the physical manifestations of beliefs are all integral to this course.

CEX 634 ART AND EXPRESSIVE THERAPY WITH CHILDREN AND ADOLESCENTS (5)

This course presents a theoretical and practical framework for therapy with children and adolescents based in a variety of expressive, non-verbal and creative techniques. Attention is given to special populations of children and adolescents, family interaction enhancement and developmental experiences for children and adolescents who are not diagnosed with a pathological condition. Prerequisite: CEX 630 - Foundations of Expressive Therapy or consent of instructor.

CEX 635 ART AND EXPRESSIVE THERAPY WITH ADULTS AND AGING POPULATIONS (5)

Art therapy is often thought of as intervention with children. It is, in fact, an effective tool for the diverse needs of various adult populations. This course

addresses work with families, Adult Children of Alcoholics, the aging, the handicapped and other adult groups ranging from the Non-English speaking to the intellectual. Each class will provide a full spectrum of experience with art media, as well as, didactic information, exploration of dreams, pain and loss, and life transitions. Prerequisite: CEX 630 - Foundations of Expressive Therapy or consent of instructor.

CEX 699 THESIS/PROJECT WRITING (5)

Masters students in Expressive Arts therapy are required to write a thesis. Students should enroll in 699 while engaged in thesis research and writing. Prerequisite: Second year graduate student and project proposal approved by the Director of Research.

CEX 730 TRADITIONS OF TRANSFORMATIONAL ARTS (5)

This course will examine the psycho-spiritual concepts of transformation as revealed by various religions and cultures in their use of symbols and stories, songs and dances, art and poetry. We will use this information to explore the interrelationships between culture, religion, the arts and healing. Discussions of sacred art and ritual will lead to experiential processes designed to awaken deeper connections to the Self, the world and the source of creativity.

CEX 739 PRACTICUM IN EXPRESSIVE, CREATIVE THERAPY (5)

The completion of 100 hours in a supervised setting, using creative therapeutic skills is required. This course combines supervision, case studies and training to help students enhance strengths and cultivate new expressive therapy intervention skills. Prerequisite: Completion of two courses from the Expressive Therapies Sequence (EXA 732-738).

EXA 732 SPECIAL TOPICS IN EXPRESSIVE THERAPIES (5)

Individualized studies in special topics in Expressive Therapies. Each student's work is directed by a faculty member or recognized leader in the subject area being studied. Prerequisite: Tutorial study plan approved by the Chief Academic Officer.

EXA 733 EXPRESSIVE TECHNIQUES IN FAMILY THERAPY (5)

This class introduces therapists and advanced students in the counseling psychology programs to the potential of expressive techniques in family therapy. Students will creatively explore family rules, roles and rituals to see how they play a part in the dynamics of family systems. With the tools of Expressive

Therapy and basic psychological theory, students can complete unfinished relationship issues and discover how to create more healthy, happy, healing relationships with their parents and children. Students will work with movement, rhythm, and family choreography to explore patterns in family relationships.

EXA 735 FUNDAMENTALS OF COLOR THERAPY (5)

This course explores the fundamentals of color therapy, as well as, the interplay of color, sound and imagery. Techniques for accessing energy, allowing emotional catharsis, enhancing visualization and developing techniques in relaxation therapy are all addressed in this class. Prerequisite: CEX 630 - Foundations of Expressive Therapy or consent.

EXA 736 LANGUAGE, POETRY, MYTH, AND FOLKLORE THERAPY (5)

This class examines ancient and modern techniques, using the spoken and written word to encourage explorations of personal belief systems for healing and recovery. Prerequisite: CEX 630 - Foundations of Expressive Therapy.

EXA 738 SANDTRAY AND WORLD PLAY (5)

Practice and theory of sandplay therapy, as developed by Dora Kalff and others. Focus on applications to psychotherapeutic practice with children and adults, and possible integration into a multi-modal expressive arts therapy context. Prerequisite: CEX 630 - Foundations of Expressive Therapy.

EXA 740 SELECTED EXPRESSIVE TECHNIQUES (5)

Individualized studies in special topics in Expressive Arts. Each student's work is directed by a faculty member or recognized leader in the subject area being studied. Prerequisite: Tutorial study plan approved by the Chief Academic Officer.

EXA 741 SPECIAL TOPICS IN EXPRESSIVE THERAPIES (5)

Individualized in-depth study in a selected topic. Student's work is directed by a faculty member or recognized leader in the subject area being investigated. Prerequisite: Tutorial study plan approved by the Chief Academic Officer.

EXA 742 SEMINAR IN EXPRESSIVE ARTS THERAPY (5)

Addresses clinical issues unique to expressive arts therapy, such as: assessing a client's readiness to do expressive arts work; clinical relevance of different art modalities; transitions between modalities; and client's defenses and resistance, transference and

counter transference within this context, etc. To be taken concurrently with supervised internship in expressive arts therapy.

EXA 745 INDEPENDENT STUDY IN EXPRESSIVE ARTS THERAPY (5)

Supervised study in expressive arts therapy process. Presentation and discussion of case material from internship, with emphasis on development of clinical skill in group and individual expressive arts therapy.

CEX 800 DISSERTATION/PROJECT WRITING I (5)

Students must enroll in this course when coursework is complete or they begin to work on their dissertation, whichever comes first. The student engages in independent study and attends the seminar as needed, leading to the completion of the first three chapters of the dissertation. Work is supervised by the Director of Research and the student's dissertation committee chair. These three chapters, the introduction, the literature review, and the methods section, constitute the formal proposal. Students must enroll in this course consecutively until the proposal has been defended and approved. Upon completion

of a proposal acceptable to the student's committee, the student defends her or his proposal in an oral presentation to the committee. This oral presentation serves as a Qualifying Exam. Prerequisite: Doctoral Comprehensive Exam, acceptance of a preliminary proposal by the Director of Research.

CEX 801 DISSERTATION/PROJECT WRITING II (5)

Students must enroll in this class when they have passed the Oral Qualifying Exam and are ready to begin to conduct their research. The student engages in independent study leading to the execution of their dissertation research. The findings are reported and discussed in chapters four and five of the dissertation. Upon completion of this work, the student has the Final Oral Defense of the dissertation. Students must enroll in this course consecutively until the dissertation has been defended and approved. Prerequisite : CEX 800 – Dissertation/Project Writing I.

FAMILY LEADERSHIP COACHING (FAL)

FAL 601 POSITIVE SELF-AWARENESS (5)

Knowing your leadership style and your children's learning style. Recognizing special abilities and special needs.

FAL 602 POSITIVE SELF-ESTEEM (5)

Understanding the difference between self-centeredness and healthy self-esteem, and intrinsic and extrinsic values.

FAL 603 POSITIVE SELF-DISCIPLINE (5)

Why self-esteem must be combined with self-discipline to develop healthy behavioral lifestyles. Differentiating discipline from punishment, and the importance of early habit formation.

FAL 604 POSITIVE SELF-DETERMINATION (5)

Instilling internal locus of control and cause and effect choices in early childhood by assigning appropriate responsibilities.

FAL 605 POSITIVE SELF-HONESTY (5)

Teaching non-situational integrity and trust as fundamentals in family and organizational relationships. Leadership by example.

FAL 621 POSITIVE SELF-MOTIVATION (5)

Discussions on external motivators such as Status with experts, status with peers, material acquisition and competitiveness, as well as internal motivators including Achievement via independence and concern for excellence. Understanding reward and penalty motivation.

FAL 622 POSITIVE SELF-EXPECTANCY (5)

Developing inner security and optimism in an insecure world faced with constant change. Handling failure and rejection, and staying resilient in the face of problems and hardships.

FAL 623 POSITIVE SELF-IMAGE (5)

Methods of exploring creativity and treating the imagination as a skill and learning tool. Visualization and guided imagery techniques.

FAL 624 POSITIVE SELF-DIRECTION (5)

An introduction to effective goal setting and priority management. Delayed gratification and basic instruction on money management for children of all ages.

FAL 625 POSITIVE SELF-DIMENSION (5)

An exercise in balancing work and recreation, and in fitting in to family, peer group, community, nation and the world. The concept of stewardship as a critical element in leadership.

FASHION DESIGN (FASH)

FASH 100 INTRODUCTION INTO FASHION DESIGN AND FASHION CAREERS (5)

This course provides an introduction to the field of fashion design and careers in fashion design. Topics covered will include the types of apparel, fashion markets, international fashion centers, and the role of fashion design in today's society. The role of industries, artisans, and designers will also be examined.

FASH 110 FASHION HISTORY (5)

This survey course provides a condensed history of human apparel and the rise of fashion design as an applied art. The effects of technology, mass media, and globalism as they relate to the development of fashion design today will be discussed.

FASH 200 PRINCIPLES OF FASHION DESIGN (5)

This course examines the principles of fashion design as they relate to gender, age, and purpose. Where relevant, an interdisciplinary approach will be taken towards specific issues prevalent today, including, but not limited to, the types of materials available, the limitations of composition, and principles of aesthetics.

FASH 205 APPAREL CONSTRUCTION I (5)

This course will provide an introduction to the basic principles of garment creation, materials, pattern analysis, sewing, and fitting. An overview of basic pattern design and stitching techniques will be provided.

FASH 210 APPAREL CONSTRUCTION II (5)

This course is a continuation of Apparel Construction I and will address more intermediate principles of garment creation, materials, pattern analysis, sewing and fitting. An emphasis will be placed on detail work and the use of professional sewing techniques.

FASH 220 FASHION DRAPING (5)

This course provides students with basic draping principles to further their apparel design techniques. Students will be taught to execute their designs from working sketches to a finished garment using basic to advanced draping techniques.

FASH 225 FLAT PATTERN DESIGN (5)

This course will cover the fundamentals of flat patternmaking, including the use of a basic sloper,

dart manipulation, garment styling and principles of fit. Additionally, students will be taught to analyze advanced pattern design problems.

FASH 230 TEXTILE ANALYSIS (5)

This course examines the characteristics of natural and man-made fibers, yarns and fabrics, as well as fabric construction and special finishes. Students will learn to use the characteristics of specific materials to determine use, quality, performance and care requirements.

FASH 235 COMPUTER ASSISTED FASHION DESIGN (5)

This course provides students with working knowledge of creating fashion illustrations and pattern designs using computer software. Emphasis is on the use of various tools offered in various fashion design software and the global usage and application of it.

FASH 240 FASHION DESIGN AND PRODUCTION INTERNSHIP (5)

This supervision class includes presentation and analysis for students in approved internship placements. Students will have the opportunity to apply their knowledge in realistic fashion design settings and process the results in classroom discussion groups. Through feedback and hands-on experiences, students will develop confidence and marketable skills.

FASH 300 CONTEMPORARY DESIGN (5)

This course will cover the key movements and innovations giving rise to several recognized milestones in fashion design. The elements at play, including influences from socio-economic, political, and technological developments will be discussed. Parallel developments in branching out of haute couture, ready-to-wear, and mass market fashion will also be studied in the context of the modern world.

FASH 400 DESIGN PORTFOLIO AND CREATION OF A GARMENT BUSINESS (5)

This course will provide students with an overview of design portfolio composition and employment as in-house designers and freelance designers. The various players involved in fashion design, including buyers, retailers, marketers, models, as well as their concerns and expectations will be identified and discussed from a professional's point of view.

GRAPHIC DESIGN (GDES)

DSN 101 HUMAN COGNITION AND INTERFACE DESIGN (5)

This course focuses on the principles of human interaction and user interface design. Topics to be discussed will range from the human anatomy, to the psychology of learning and memory, to the limits of human cognition and interest. Students will examine the principles of schematic organization, aesthetics, and designing for usability and economy of effort.

DSN 103 PROJECT MANAGEMENT (5)

This course covers the practical aspects of interacting with clients, assessing the scope and requirements of a given project, and the successful planning, organizing, and managing of resources to bring about the successful completion of the project goals and objectives. Students will examine theories of project management as they relate to specific case studies and will practice managing a project from concept to completion.

GDES 100 INTRO TO GRAPHIC DESIGN: GRAPHIC DESIGN I (5)

This course provides an introduction to the field of graphic design, focusing on the principles of communicative design, aesthetics, and page layout. The course will also discuss the history of graphic design and recent developments based on emerging technologies.

GDES 105 GRAPHIC DESIGN II (5)

This course continues the coverage of designing for communication and usability. Human physiology and psychological principles be discussed as they relate to effective graphics design. Students will also be exposed to a survey of typography, printmaking, interface design, and color theory.

GDES 110 TYPOGRAPHY AND SYMBOLISM (5)

This course provides an introduction to typography and symbology as they relate to graphic design. Students will study the art and technique of arranging type, type design, and modifying type glyphs. Students will also consider the history and evolution of symbols within the context of graphic design.

GDES 205 OPEN SOURCE DESKTOP PUBLISHING (5)

This course provides an introduction to the use of open source software for computer aided graphics design. Students will learn to produce sophisticated designs with free software that has capabilities rivaling those of popular proprietary software. This course will primarily focus on the use of GIMP and Inkscape.

GDES 210 PACKAGE DESIGN (5)

This course focuses on emerging trends in the art and craft of package design. The communicative aspects of package design as they relate to the psychology of human satisfaction and trust will be discussed. Students will conduct a survey of products on the market for critique and work on a package design of their own.

GDES 220 MARKETING/ADVERTISING DESIGN (5)

This course exposes students to the basic theories and principles of marketing and advertising. The historical roots and recent trends of marketing and advertising will be discussed in relation to the evolution of graphic design.

GDES 225 IDENTITY BRANDING/ INTELLECTUAL PROPERTY (5)

This course provides students with a survey of copyright law, trademark law, and identity branding. International standards for protection of intellectual property will be discussed in the context of graphics design.

GDES 230 MATERIALS SCIENCE AND GRAPHIC DESIGN (5)

This course covers the interdisciplinary field of materials science, recent developments, and the application of materials science to the future of graphic design. Students will be invited to think outside of the box in order to exploit the properties of new materials.

GDES 300 GRAPHIC DESIGN PORTFOLIO PREPARATION (5)

This course focuses primarily on the compilation of a successful graphic design portfolio for educational and commercial purposes. Methods of presentation will be discussed in light of recent developments in technology.

HOSPITALITY MANAGEMENT (HMT)

HMT 610 INTRODUCTION TO HOSPITALITY, TRAVEL & TOURISM (5)

This course is an introduction and orientation to the major area of hospitality management, travel and tourism. The background and historical development of the hospitality industry and its component areas are presented; employment opportunities and trends in each area are discussed.

HMT 612 FRONT OFFICE OPERATIONS (5)

This course presents an overview of front office procedures by detailing the flow of business through a hotel, from the reservations process to check-out and account settlement. The course also examines the various elements of effective front office management, paying particular attention to the planning and evaluation of front office operations, reception and general guest relations. Front office procedures and management are placed within the context of the overall operation of a hotel.

HMT 615 HUMAN RESOURCE MANAGEMENT IN HOSPITALITY (5)

This course is a comprehensive examination of modern practices and management responsibilities in the hotel and restaurant industry. This course discusses the implementation of strategies, plans and programs necessary in employee recruitment, selection, training, and retention. Special emphasis is placed on job analysis, evaluation, wage setting, incentive principles, merit rating, job efficiency, and labor/management relations of personnel as applied to the hospitality industry.

HMT 618 HOTEL MANAGEMENT OPERATIONS (5)

This course introduces students to the principles, practices, and operation of hotel facilities, to include operating strategies, reservation systems and operation, housekeeping, accounting, and income control.

HMT 620 MARKETING IN HOSPITALITY (5)

This course introduces students to the marketing of hotels, restaurants, and clubs. The course will include information on market segmentation, marketing research, advertising, public relations, promotional activity, packaging, pricing strategies, revenue maximization, travel purchasing systems and the future of hospitality marketing.

HMT 625 SUPERVISION SKILLS IN HOSPITALITY (5)

This course introduces principles of supervision, managing work and leading people as they apply to the hospitality industry. Management and leadership processes include planning, organizing, coordinating, directing, and controlling. It also includes lessons on delegating authority, problem solving, communicating effectively, and ethics.

HMT 628 HOSPITALITY LAW (5)

This is a basic course in hotel, motel, restaurant and general hospitality law. The student is introduced to the fundamental laws, rules, and regulations applicable to the hospitality industry, to include the Legal implications of civil law, and areas of tort and contract law. Case studies will be used to provide additional learning opportunities specific to hospitality, especially when dealing with customers and business contracts.

HMT 630 RESTAURANT MANAGEMENT (5)

This course provides an overview of the various challenges and responsibilities encountered in managing a restaurant. Discussion topics include buying, selling, and franchising restaurants; cost controls, kitchen controls, menu planning, and food safety; bar management, operational costs and supplies, and dining room operations; and administration, organization, accounting, marketing, and human resources from an integrated managerial viewpoint.

HMT 632 HOTEL AND RESTAURANT MARKETING AND MERCHANDISING (5)

In this course, student will learn the principles and practices of marketing the services of the hotel and restaurant industry. Emphasis is placed upon coordination of sales, advertising, public relations and sales promotion in the marketing mix. This course will also review the methods of external and internal stimulation of sales with applications leading to customer satisfaction. May include a practical sales/marketing exercise and computer applications.

HMT 635 CONFERENCE & BANQUET MANAGEMENT (5)

This course will provide a framework for planning conferences, expositions, and special events, as well as discuss a broad overview of the industry. Emphasis will be placed on current trends and technology. In addition, this course will combine theoretical and practical applications of planning, merchandising, costing, producing and serving catered meals.

HMT 638 SANITATION & SAFETY (5)

Participants will examine safety and sanitation practices pertinent to food service. Emphasis will be placed on laws, food microbiology and principles of food-borne illness, handling and food storage practices, and the knowledge of correct temperatures to prevent food contamination. Other topics include safe personal hygiene for food handlers, use and care of equipment, and accident prevention.

HMT 640 e-BUSINESS FOR TOURISM & HOSPITALITY (5)

This course will examine how and why electronic business and the Internet have impacted the tourism, hospitality, and entertainment industries. It will discuss the various business models that are used, and highlight the successes and failures of those models. Topics will include marketing, finance, strategy, and globalization with special emphasis on information technology and the dissemination of information.

HMT 642 FINANCIAL ACCOUNTING IN HOSPITALITY MANAGEMENT (5)

This course is designed for the special needs of the hospitality service industries and merges basic accounting theory with practice. An overview of the hospitality service industries focuses on the nature, main characteristics, recent trends, and future outlook for the major segments of the industry. This course will examine major financial statements, the balance sheet, statement of income, and statement of changes in financial position, as well as inventory, property and equipment, responsibility accounting, corporation accounting, and financial analysis.

HMT 645 CONSUMER BEHAVIOR IN HOSPITALITY & TOURISM (5)

This course provides an overview of current knowledge about consumer behavior in the tourism/travel and hospitality businesses. Basic behavioral science and specific research (both qualitative and quantitative) tools used in marketing practice are covered. Issues of consumer decision-making, behavioral determinants, cultural influences, motivation, information search, and marketing implications are addressed.

INFORMATION TECHNOLOGY (ITS)

ITS 404 INTRODUCTION TO INFORMATION SYSTEMS (5)

In this course students will learn the basics of information technology, including an introduction to information systems in organizations, hardware and software, organizing data and information, telecommunications, Internet, intranets and extranets, electronic commerce, information and decision support systems, specialized business information systems, and security, privacy & ethical issues in information systems.

ITS 424 OPERATING SYSTEMS (5)

This course will cover the principles of modern operating systems, including concepts, design principles and implementations (algorithms and data structures). It will emphasize processes and threads, concurrency control, process communication and synchronization, deadlock and its solutions, processor scheduling, virtual memory management, file systems, I/O systems, and network and distributed operating systems.

ITS 434 DESIGN AND ANALYSIS OF INFORMATION SYSTEMS (5)

In this course, students will explore and become familiar with various concepts, principles, and stages

of computer-based information systems analysis and design. This course will provide a solid foundation in the concepts and techniques required for systems development. Students will learn about the different methods, tools, and techniques for effective planning and design of software applications and systems. The system development life cycle, prototyping, data modeling, and user involvement will also be covered.

ITS 458 WEB DEVELOPMENT AND MANAGEMENT (5)

This course will introduce the basic elements of web development and management. Step-by-step processes and techniques will be introduced for the various essentials of a web site. Student will learn the principles of creating great sites, what makes web sites succeed or fail, and what can be done to increase the chance of success.

ITS 466 DATA COMMUNICATION & COMPUTER NETWORKING (5)

This course will provide a balanced perspective on modern wide area networking and telecommunications. Both business and technical issues will be explored in depth. Students will learn how network and telecommunications technologies can be exploited to give companies competitive

advantages in the global marketplace. Students will start with the basics of data and voice communications and proceed to wide area network technology, network design, internetworking, wireless technology, optical networks, the Internet and telephony. The convergence of these technologies to form a single unified network will be covered.

ITS 478 DATABASE MANAGEMENT SYSTEMS (5)

This course will cover the use of Database Management Systems (DBMS) to solve a wide range of information storage, management and retrieval problems, in organizations ranging from large corporations to personal applications, such as research data management. The course combines the practical aspects of DBMS use with more theoretical discussions of database design methodologies and the "internals" of database systems. In the theoretical portion of the course, we will examine the major types or data models of DBMS (hierarchical, network, relational, and object-oriented). The course will cover the principles and problems of database design, operation, and maintenance for each data model.

ITS 483 INFORMATION SYSTEMS SECURITY (5)

The purpose of this course is to introduce the constructs and topics relating to securing information systems and the expansion of guidelines to apply information security controls. This course recognizes and investigates different types of information security used in the industry and how they are applied. Topics include the historical view of networking and security, security issues, trends, security resources, and the role of policy, people, and processes in information security. Upon completion, students will be able to recognize data security risks, generate an information security policy, and identify processes to implement and enforce said policy in order to establish a secure information system.

ITS 485 INFORMATION TECHNOLOGY ETHICS (5)

Information Technologies provide new capabilities resulting in greater breadth for action. Existing policies regarding conduct in regards to Information Technologies are inadequate or non-existent. This course takes students from a discussion on ethical frameworks and regulatory issues to a substantial treatment of the four fundamental, interrelated issues of cyber ethics: speech, property, privacy, and security. Students will explore issues such as file sharing, infringement of intellectual property, security risks, Internet crime, identity theft, employee surveillance, privacy, and compliance,

which will provide a solid foundation for ethical decision-making. Students will learn the appropriate use of information technology, by isolating and examining the values and ethical imperatives that come into play when information technology is used.

ITS 492 E-BUSINESS CONCEPTS & TECHNOLOGIES (5)

The potential for global electronic commerce is immense; much of this potential will be realized by the continued development and application of Internet and Web technologies. In this course, students will learn the principles which guide the development of global, interoperable technologies on the World Wide Web. Issues to be addressed include intellectual property protection, security, privacy, content control, enterprise resource planning (ERP), customer relationship management (CRM), and standards development.

ITS 493 PROGRAMMING LANGUAGES & CONCEPTS (5)

This course will cover a wide variety of programming languages and their fundamental concepts. Emphasis will be placed on imperative languages and object-oriented languages, and to a lesser extent functional languages and scripting languages. These languages will be compared and contrasted in order to identify the difference between languages, the reasons for the differences, and the impact of these differences for modern compiler implementation. Topics to be covered include the formal aspects of syntax and semantics, as well as naming, scoping and binding. This course will review assembly-level machine architecture, scanning, parsing, semantic analysis, and code generation, in addition to data structures, storage management, programming environments and tools.

ITS 621 ADVANCED INFORMATION TECHNOLOGY (5)

This course will build upon the foundations learned in ITS 404 Introduction to Information Systems. The focus will be on the principles and practices that are essential to analysis, design, implementation and management of information technology systems. Students will also learn more advanced techniques of systems planning, project management and process design.

ITS 622 DATABASE DESIGN (5)

This course will introduce students to logical design of database systems and implementation issues that may arise in database management systems. Students will learn to design, load, query and update a database.

ITS 623 DATABASE DEVELOPMENT & MANAGEMENT (5)

This course will build upon the knowledge learned in ITS 622 Database Design. Topics that will be discussed will range from logical and physical database design, query languages and the use of semantics for query optimization, and the design, implementation and use of database management system software (DBMS).

ITS 625 IT PROJECT MANAGEMENT SKILLS TRAINING (5)

This course focuses on the techniques used to plan and manage major Information Technology projects and the development of a manager's ability to lead, organize and resolve conflicts. Topics to be discussed will include strategic planning, prioritizing, organizing resources, and evaluation of the project.

ITS 626 OBJECT ORIENTED MODELING (5)

This course focuses on the techniques to design, implement and debug object-oriented programs. Students will be provided with a framework for software engineers to collaborate in the design and development process.

ITS 627 VOICE COMMUNICATION NETWORKS (5)

This course provides an introduction to voice communication system design and analysis. The basic principles of communication networks will be discussed, including: principles of routing, basic queuing concepts, operation of different types of LANs, multiuser communication, concepts of layered communication and open system interconnect.

ITS 628 SOFTWARE DESIGN (5)

This course introduces students to design aspects of software development. Focus will be on major design methods and the strengths and weaknesses of each. Students will learn the proper design methods and techniques to estimate the magnitude of the development effort.

ITS 629 COMPUTER NETWORK DESIGN (5)

This course provides students with the fundamentals of computer network concepts, protocols and architectures. This class will focus on traditional topics in computer networks, including: layering, error control, flow control, congestion control, switching and routing, mobility, naming, and security.

ITS 631 LAN, WAN & WIRELESS NETWORKS (5)

This course introduces students to the theory, practice and design of computer and communication networks,

as well as evolving network technologies. Students will learn the fundamentals of local area networks (LAN), wide area networks (WAN) and wireless networks, including the defining characteristics of each, proper application and design.

ITS 632 LEGAL ASPECTS OF INFORMATION TECHNOLOGY (5)

This course emphasizes the legal effects of computer technology on society. Topics will include privacy, liability, and proprietary protection. Concepts, legislation, and case law about censorship, freedom of access to information, privacy, copyright, and professional liability will also be discussed. Students will learn how IT professional organizations and leaders address ethical issues and how ethical frameworks can be used as a tool in decision-making and daily conduct.

ITS 634 INFORMATION TECHNOLOGY SECURITY (5)

This course provides students with an extensive understanding of computer system security. Topics will include threats and types of attacks against computers and how to prevent them. Students will learn to analyze security requirements and define security policies.

ITS 635 ADVANCED OPERATING SYSTEMS & DISTRIBUTED SYSTEMS (5)

This course will cover more advanced principles of operating system structures, concurrency and its control, memory management, resource management and the structure of distributed and parallel operating systems. Topics will include concurrent computation models, scheduling, synchronization mechanisms, buffering, streams, caching, and more.

ITS 637 ARCHITECTURE OF COMPUTER HARDWARE (5)

In this course, students will explore and become familiar with modern computer architectures, the inner workings of computer systems, and trade-offs present at the hardware-software interface. Topics will include: processor architecture, parallelism and pipelining, performance measurement, cache and main memory organization.

ITS 641 COMPUTER AIDED DESIGN (5)

This course explores the basic techniques necessary to manage a computer aided design (CAD) based application. The emphasis will be on assembly of components, including hardware and software configurations and organizing and maintaining the CAD filing system.

ITS 642 JAVA PROGRAMMING (5)

This course focuses on the fundamental concepts and techniques for programming using the Java language. Core language concepts, object-oriented programming, fundamental data types, flow control, standard function libraries, method writing, design and usage will be discussed.

ITS 643 C# PROGRAMMING (5)

This course will examine the features of the C# programming language. The focus will be on event-driven programming methods, including creating and manipulating objects, classes, and using object-oriented tools.

ITS 645 .NET FRAMEWORK (5)

This course will provide students with the information to be able to describe what the components are of the .NET Framework and how they work together, what the best practices for a .NET application are, the elements of managing and deploying .NET assemblies and how to monitor .NET applications.

ITS 647 TELECOMMUNICATION SYSTEMS (5)

This course focuses on the fundamentals and techniques needed for designing and implementing telecommunication systems. Student will learn various modulation schemes/techniques, digital data transmission, noise analysis and communication technologies.

ITS 648 USER INTERFACE DESIGN (5)

This course focuses on the design, prototyping and evaluation of user interfaces for computers, called Human-Computer Interaction (HCI). Students will learn the tools and methods needed to design and

develop user interfaces, along with learning methods and techniques of how to evaluate interface quality.

ITS 649 WEB STANDARDS & SEARCH ENGINE OPTIMIZATION (5)

This course introduces students to the technologies behind the Web, including hypertext, hypermedia, the history of the Web, the role of Web standards and their impact on the development of Web resources. Students will also learn how to optimize their searches and evaluate information reliability.

ITS 650 C++ PROGRAMMING (5)

This course provides students with the ability to read and write C++ code, use C++ interfaces and libraries, and understand how to use object-oriented design principles in regards to C++. Additionally, students will learn key concepts, such as abstract interfaces, polymorphism, and data abstraction.

ITS 651 SYSTEMS ENGINEERING & ANALYSIS (5)

This course focuses on the creation of systems and ways to continually improve systems, including analyzing evaluation, feedback and modification based on affordability, effectiveness and stakeholder satisfaction. Student will also learn concepts, methodologies, models, and tools needed to understand and implement a total life-cycle approach to systems and their analysis.

ITS 652 WEB DESIGN (5)

This course will review the aspects of web page development and proceed to more advanced principles in web design. Topics will include: user-centered design, information architecture, testing, accessibility and usage analysis.

INTEGRATIVE NURSING (NUR)

NUR 601 Medical Surgical Concepts I (5)

This course covers topics as they relate to patients with acute, chronic, life threatening, and physical health conditions. Students study basic human needs, effective communication, privacy regulations, precise documentation, electrolyte balance, pathophysiology, diagnosis, treatment, and other major disorders.

NUR 602 Medical Surgical Concepts II (5)

This course focuses on the diagnosis, treatment, and medical management of major disorders of the nervous, genitourinary, renal, endocrine, and integumentary systems and their respective potential complications. Students will examine various forms

of cancers, palliative care, and end of life issues. Therapeutic interventions and methods of treatments used to treat disorders will be covered.

NUR 603 Maternal-Newborn Nursing Review (5)

This course covers reproduction, fertility and infertility, family planning and contraception, fetal development, normal/complicated prenatal experience, diagnostic tests, normal/complicated labor and delivery, normal/complicated postpartum experience, normal/complicated newborn experience, loss/grief, maternity nursing. Includes health promotion and maintenance and prevention and detection of health problems.

NUR 604 Pediatrics and Adolescents (5)

This course covers growth and development from infancy through adolescence. Students will examine substance abuse, vaccines, eating disorders, sexuality, adolescent obesity, and contraceptives.

NUR 605 Psychological Processes (5)

This course focuses on individuals who are experiencing stressful events and/or acute or chronic mental illness. Students will discuss abuse, chemical dependency, coping mechanisms, crisis intervention, end of life, grief and loss, and psychopathology.

NUR 606 Medications, Nursing Management, and Nutrition (5)

This course covers the essential elements of nursing practices. The concepts of wellness-illness, stages of adult development, and the roles of the nurse will be examined. Students will prepare for a managed healthcare environment and the continuing quality. Students will also examine the practices of nutrition and diet in respect to health and disease states.

NUR 607 Success in the Healthcare Settings (5)

This course emphasizes the importance of utilizing interpersonal skills in the workplace. Students learn to become more effective, empathetic, ethical, adaptable, and perceptive in professional settings. Other topics include communications skills, diversity awareness, teamwork and job-seeking skills as applied to healthcare settings.

MARKETING (MKT)

BUS 449 FOUNDATIONS IN MARKETING

– **SEE BUSINESS SECTION (5)**

BUS 650 ADVANCED MARKETING STRATEGIES: SUCCESSES & FAILURES

- **SEE BUSINESS SECTION (5)**

MKT 612 INTEGRATED MARKETING (5)

Designed to introduce the field of integrated marketing communications as part of an overall marketing strategy. The emphasis in this course will be on the role of integrated advertising and promotion in the marketing communications program of an organization. As with any specialized field of marketing, we will analyze how this area of advertising and promotion fits into the overall marketing process. Our major thrust will be to study how various factors (creative, media, etc.) should be applied in planning, developing, and implementing advertising and promotional campaigns and marketing programs.

MKT 614 STRATEGIC MARKETING PLANNING (5)

This course is designed to provide an in-depth, hands-on learning experience in marketing strategy, planning and analysis. In this course students will learn key planning concepts and processes. The course integrates marketing decision making within the context of manufacturing and financial dimensions of a business organization, using managerial skills, and sound business and marketing principles.

MKT 616 MARKETING RESEARCH (5)

Develops a managerial appreciation of the role of research in marketing practice and how results are used in decision-making. Emphasizes the total research process as well as specific research steps, stressing information needs, research formulation and design, and research procedure. Integrates and applies concepts through managerially-oriented marketing research cases and a field research project.

MKT 620 MARKETING PROMOTION & ADVERTISING (5)

Students will learn both conceptual and applied approaches to such areas as advertising and public relations. The student will be required to develop a report on a promotion plan for a product or service.

MKT 622 PUBLIC RELATIONS (5)

The study of public relations and its role as a communications and marketing tool. Corporate image, external and internal communications and firms' relationships with various organizations are explored. Case study analysis and practice in writing press releases and other corporate communications are expected.

MKT 624 CONSUMER MOTIVATION & BEHAVIOR (5)

This course will emphasize conceptual understanding of consumer behavior, provide experience in applying consumer behavior concepts to marketing strategy and social policy decision-making through case analysis, and develop experiential capability in using consumer research. This course covers major influences on the consumption process, including

psychological, sociological, economical, and cultural anthropological factors, with special attention to their application in managerial decision-making. Specific topics include perception, attitude development, values, consumer decision-making, group interactions, and customer satisfaction, among others. The marketing implications of understanding the consumer are emphasized, and social factors are also considered.

MKT 626 BUSINESS-TO-BUSINESS MARKETING (5)

Explores concepts, analytical tools, management practices, and advances in marketing goods and services to industrial, commercial, institutional, and other business markets in domestic and global environments. Includes lectures, case analyses, discussion, oral presentations, and written reports.

MKT 628 DIGITAL MARKETING (5)

An exploration and evaluation of the Internet and mobile technologies to enhance the marketing of goods and services. Emphasis is on strategies and tactics for creating, retaining, and enhancing customer relationships via the World-Wide-Web. Students learn how to leverage these technologies to achieve corporate marketing goals, and how to integrate the digital environment with traditional marketing strategies. Business models for cyberspace are compared and contrasted with those for physical space. Students create an e-marketing plan for a "real world" company.

MKT 630 MARKETING FOR GLOBAL COMPETITIVENESS (5)

The United States is the largest market for consumer goods in the world, yet it is also one of the slowest growing markets. All companies are faced with the necessity of developing truly global marketing strategies in the face of increasing competition from American, Japanese, European and other global competitors. This course helps prepare the manager for these challenges by investigating specific success criteria in the world's major markets. Cultural, political, economic, and institutional factors are discussed and their implications for marketing strategies are explored.

MKT 632 CUSTOMER RELATIONSHIP MANAGEMENT (5)

This course will cover the basic theories and methodology of customer relationship management, including identifying profitable customers, understanding their needs and wants, and building a bond with them by developing customer-centric products and services directed toward providing customer value. Provides hands-on experience with popular analytical CRM and data mining tools that are widely used in the industry. Topics will include issues in the customer life cycle, market segmentation, customer acquisition, basket analysis and cross-selling, customer retention and loyalty, and practical issues in implementation of successful CRM programs.

MKT 634 RETAILING STRATEGY AND MANAGEMENT (5)

Explores the domain of retailing marketing to the final consumer. Emphasis is placed on retail strategy, merchandising, vendor relations and location. The course will use design as the medium to link consumer need to retail. This will include basic design elements, such as space, form and color, as well as retail-specific topics like point-of-purchase displays. Both macro and micro elements of retail design will be explored, including issues from mall development to individual customer transactions.

MKT 636 ETHICS & STANDARDS IN MARKETING (5)

This course introduces students to the role of ethics and professional standards in marketing in the U.S. and global economy. Students will examine ethics concepts, behaviors, practices and challenges relevant to the process of planning and implementing marketing practice and creating value via ethical processes, systems and strategies. Topics include ethical promotion and pricing strategies, marketing research and marketing implementation.

**BUS 650 ADVANCED MARKETING STRATEGIES: SUCCESSES & FAILURES
- SEE BUSINESS SECTION**

PSYCHOBIOMECHANICS AND POSTURAL THERAPY (BIO)

BIO 600 PSYCHOBIOMECHANICS BUSINESS PRINCIPLES (5)

Students will learn how to set up their PsychoBiomechanics and Postural Therapy practice, start a business, and network for success. The course will cover marketing techniques to professional organizations, office and self management, and record and bookkeeping.

BIO 630 PSYCHOLOGICAL TYPE: THEORY & APPLICATION (5)

This course is an introduction to personality type. Participants will review the Jung/Myers model of type theory (Carl Jung's theory of psychological type as interpreted by the authors of the MBTI,™ the Myers-Briggs Type Indicator) and engage in exploration and practical exercises for its application to improve self-understanding, time utilization, communication, one-on-one relationships and team participation.

BIO 631 HUMAN PHYSIOLOGY (5)

The physiology of body fluids, blood, nerve and muscle, peripheral nerves, central nervous system, special senses, autonomic nervous system, defense mechanisms will be examined in depth in this course

BIO 632 APPLIED MUSCULOSKELETAL ANATOMY (5)

This course will examine the regional human gross anatomy of the skeleton, joints, muscles and neurovascular structures of the limbs and back. Students will gain extensive practice in learning to palpate all bony landmarks of the trunk and extremities; muscle, ligament, and tendon palpation by clinical zones. This course is also an introduction to postural analysis with practice in taking and interpreting postural measurements.

BIO 633 EXERCISE PSYCHOPHYSIOLOGY I (5)

This course provides an examination of the physiological and psychological responses of the neuromuscular, metabolic, endocrine, and circulatory and respiratory systems to acute and chronic exercise.

BIO 634 EXERCISE PSYCHOLOGY(5)

This course will examine the physiological and psychological bases of selected cardiovascular, respiratory and metabolic disorders and an examination of the particularities of exercise

responses and the effects of exercise conditioning in these populations. A special emphasis on the scientific basis for exercise prescription.

BIO 635 PSYCHOBIOMECHANICS (5)

This course will examine the functional anatomy of the human musculoskeletal system with emphasis on mechanics, electromyography (EMG), motor control and psychological strategies.

BIO 636 POSTURE THERAPY & FUNCTIONAL ASSESSMENT (5)

This course provides an introduction to postural analysis. Students will learn to recognize common structural and postural deviations and common soft tissue injuries to muscle, tendon, the joint capsule, ligaments, bursa, fascia and nerves, in order to determine appropriate intervention. This course will also cover taking and interpreting postural measurements, joint movements and range of motion assessment, techniques to lengthen and stretch musculature, and methods to stabilize the pelvis.

BIO 638 MUSCLE MECHANICS OF POSTURE (5)

Students will learn the theoretical basis of muscle activity measurement in the context of biomechanical studies, including muscle-related topics such as fatigue, injury and control.

BIO 639 BIOMECHANICS INSTRUMENTATION (5)

This course will discuss the instrumentation and provide the technical knowledge to assist in the acquisition and processing of data used in biomechanics.

BIO 640 SCIENTIFIC PRINCIPLES OF PHYSICAL & PSYCHOLOGICAL TRAINING (5)

This course will cover the application of physiological, kinesiological, and psychological principles in the selection and evaluation of athletic and physical fitness programs. Specific topics studied will include aerobic and anaerobic training, interval training, circuit training, weight training for muscular strength and endurance, flexibility, motor ability, obesity, energy balance, mental training and performance enhancement.

BIO 641 CARDIO-RESPIRATORY EXERCISE PHYSIOLOGY (5)

A comprehensive review of the basic physiological responses of the circulatory and respiratory systems

to acute and chronic exercise and a brief discussion of regulatory mechanisms.

BIO 642 PSYCHO/NERVE/ MUSCLE EXERCISE RESPONSE (5)

This course develops a comprehensive theoretical understanding of the basic physiological adaptations to acute and chronic exercise in terms of metabolic pathways and fuel utilization, as well as psychological and neuromuscular responses. Discussion of current concepts of regulating factors will be covered.

BIO 699 THESIS/PROJECT (5)

Masters students in Psychobiomechanics and Postural Therapy are required to write a thesis. Students should enroll in 699 while engaged in thesis research and writing. Prerequisite: Second year graduate student and project proposal approved by the Director of Research

BIO 730 THE SCIENCE OF HUMAN MOVEMENT (5)

This course introduces basic and practical knowledge of human movement in sports and physical activity. Anatomical and physiological knowledge pertinent to body movement is presented in depth. Biomechanical concepts and principles applied to body movement in different sports and physical activities are also addressed.

BIO 733 EXERCISE PSYCHOPHYSIOLOGY II (5)

Review of the physiological and psychological basis of selected disorders of the immune, renal, neurological and muscular-skeletal systems and an examination of the particularities of exercise responses and the effects of exercise conditioning in these populations. Special emphasis is placed on the scientific basis for exercise prescription.

BIO 735 ADVANCED PSYCHOBIOMECHANICS (5)

This course addresses biomechanical aspects of the most common structural and neurological abnormalities of the spine resulting in pathological gait. It also addresses the mechanics of tissue and joint injury of the head, neck, torso and extremities, through an examination of psychological and ergonomic issues including: injury mechanisms, evaluation and assessment techniques, occupational health and safety legislation, and ergonomic inventions.

BIO 736 ASSESSMENT & REHABILITATION OF THE HIP, SPINE & PELVIS (5)

This course examines the normal function of the human hip, spine and pelvis. Abnormal function and various pathologies of these structures will be addressed in depth. Students will learn about clinical assessment procedures, as well as evaluation methods for orthopaedic dysfunction. Concepts of rehabilitation will be discussed, to include various exercise protocols and manual techniques, as well as surgical interventions.

BIO 737 ASSESSMENT & REHABILITATION OF THE UPPER & LOWER EXTREMITIES (5)

This course examines normal function of the upper and lower extremities of the human body. Abnormal function and various pathologies of these structures will be addressed in depth. Students will learn about clinical assessment procedures, as well as evaluation methods for orthopaedic dysfunction. Students will learn to implement safe and effective protocols to facilitate tissue healing and rehabilitation, to include exercise programs and manual techniques. Surgical procedures will also be discussed.

BIO 746 POSTURE AND MASSOTHERAPY (5)

In this course students will review the history of massage with emphasis on modern massage methodologies, as well as the theories, principles and basic definitions of massage, movement, and modalities. Also covered, hands-on study and practice of manipulations of massage, including passive touch, pressure touch and nerve compression, stroking (effeurage), friction, kneading (petrissage), vibration and percussion (tapotement), as well as indications for and the basic physiological effects of massage.

BIO 747 FUNDAMENTALS OF SOMATIC STUDIES (5)

This course will focus on the study of human anatomy and physiology with specific emphasis on fundamental concepts of the human body, including the following: chemical, cellular, integumentary, skeletal, articulations, muscular and nervous systems, spinal cord, nerve plexus, the brain, sensory and motor pathways, special senses, autonomic nervous system, basic neurological laws, endangerment sites, endocrine system, cardiovascular system, lymphatic system, respiratory system, digestive system, metabolism, urinary system, and acid-base balance.

BIO 748 PSYCHOLOGY OF INJURY AND ILLNESS (5)

There is clear evidence that psychological and social factors are among the most significant predictors of the scale of disability and measurable outcomes of injury and illness. In this course participants will develop an understanding of psychological theories of adjustment to physical disability, traumatic or

catastrophic injury, or chronic illness. Students will learn psychotherapeutic strategies and treatment options appropriate to various stages of adaptation to physical injury or illness. This course will also examine the manner in which common injuries and diseases impact the anatomical structures and functional systems of the body. The various medical treatments and procedures available to maintain or restore structural and functional integrity of the body are also addressed. Conditions of a cardiovascular, pulmonary, neuromuscular, metabolic and oncologic nature will be discussed.

BIO 749 SEMINAR IN BIOMECHANICS (5)

Review and analysis of current research, trends, and issues related to Biomechanics

BIO 750 SELECTED TOPICS IN BIOMECHANICS (5)

Individualized studies in special topics in Biomechanics. Each student's work is directed by a faculty member or recognized leader in the subject area being studied.

BIO 751 PSYCHOBIOMECHANICS PRACTICUM (5)

This advanced experiential course provides supervision for students in approved internship placements. The practicum integrates different assessment and evaluation strategies studied in previous courses according to their practical applications. Students will design their own applied approaches to working with clients.

BIO 800 DISSERTATION/PROJECT WRITING I (5)

Students must enroll in this course when coursework is complete or they begin to work on their dissertation, whichever comes first. The student engages in independent study and attends the seminar as needed, leading to the completion of the first three chapters of the dissertation. Work is supervised by the Director of Research and the student's dissertation committee chair. These three chapters, the introduction, the literature review, and the methods section, constitute the formal proposal. Students must enroll in this course consecutively until the proposal has been defended and approved. Upon completion of a proposal acceptable to the student's committee, the student defends her or his proposal in an oral presentation to the committee. This oral presentation serves as a Qualifying Exam.

BIO 801 DISSERTATION/PROJECT WRITING II (5)

Students must enroll in this class when they have passed the Oral Qualifying Exam and are ready to begin to conduct their research. The student engages in independent study leading to the execution of their dissertation research. The findings are reported and discussed in chapters four and five of the dissertation. Upon completion of this work, the student has the Final Oral Defense of the dissertation. Students must enroll in this course consecutively until the dissertation has been defended and approved.

PSYCHOLOGY (CPS)

CPS 400 INTRODUCTION TO PSYCHOLOGY (5)

This broad survey course introduces the field of psychology and its basic concepts, theories, research methods, and contributions to the understanding of human behavior. Topics include the five main branches of psychology including neuroscience, which is a study of the nervous system; developmental, which focuses on how people grow and learn; cognitive, including perception, motivation, learning and memory; social, which studies how people interact; and clinical, which examines mental health and mental illnesses. The past and current theories and contributions of major psychologists are explored.

CPS 401 HISTORY AND SYSTEMS OF PSYCHOLOGY (5)

This class traces the development of the field of psychology from its philosophical and scientific antecedents through modern trends. Special emphasis will be placed on systems of thought which influence modern and current psychological practice such as psychoanalytic, behavioristic, humanistic, and transpersonal perspectives.

CPS 402 ABNORMAL PSYCHOLOGY (5)

This class will focus on the nature and development of emotional, cognitive, behavioral, and spiritual disturbances which result in a person's failure to adapt and grow in society. An understanding, classification and treatment of personality disorders will be introduced. Through an exploration of the positive and negative aspects of the concept of abnormal psychology consideration is given to personality traits that are identified as inappropriate, creatively superior, and pathological.

CPS 403 THEORIES OF PERSONALITY (5)

This is a survey course with a comparative examination of the essential concepts and hypotheses of major theories of personality. From psychoanalytic to humanistic-existential, including cognitive and behavioral perspectives, this course moves from an understanding of the empirical foundations to the discussion of current applications in therapy. Prerequisite: General Psychology or CPS 402 - Abnormal Psychology.

CPS 404 QUANTITATIVE PERSPECTIVES (5)

This course represents a survey of statistical techniques and methods as they are properly (and improperly) applied. De-mystification of statistical concepts, language, and jargon is emphasized. Topics include descriptive and inferential statistics, probability, sampling, experimental design, and critical review of modern scientific publications.

CPS 501 WRITING SKILLS & RESEARCH (5)

This class is required of all Masters and Doctoral students who have not met the writing competency requirement. This course will cover the basics of expository writing. Review and instruction in grammar, sentence structure, paragraph development and essay writing will be provided. This class will prepare students for professional written communication through in-class writing practice.

CPS 601 COUNSELING THEORIES & STRATEGIES (5)

This course is an introduction to psychotherapeutic theories inclusive of their techniques. Emphasis will be placed on such concepts as resistance, interpretation, clarification, confrontation, transference, and counter-transference in the context of both short-and long-term psychotherapy. The theories of Freud, Jung, Adler, Ellis and others will be discussed and applied to specific counseling experiences. Prerequisites: CPS 401 - History and Systems of Psychology, CPS 403 - Theories of Personality.

CPS 603 DEVELOPMENTAL PSYCHOLOGY (5)

The processes and significant transition points from early childhood, adolescence, and adult development to include aging and long-term care, are studied in this course. Major theories of development are contrasted by examining principal concepts and uncovering assumptions about what motivates behavior and development, what is the nature of

development, and determining the primary influences on development throughout the life-span.

CPS 604 INTRODUCTION TO PSYCHOLOGICAL RESEARCH (5)

This is an introductory course in psychological research for counselors who need to be able to utilize research results. The course will teach students how to use the library to locate and use psychological books and journals. This course will focus on the main types of research methods used in clinical research including interviews, surveys, and experiments. Research reports and ethical issues will be addressed.

CPS 605 CLINICAL COUNSELING SKILLS TRAINING (5)

Research indicates that counseling and therapy are, for better or for worse, largely the result of the skills of the counselor. In this course, students review research on effective therapists, learn the traits of successful helpers, have their own helping skills evaluated and begin the training process necessary to develop their own counseling abilities. Counseling supervision, feedback, and training exercises are part of this course. Self-exploration as it relates to any personal issues which inhibit therapeutic effectiveness is required. Prerequisite: CPS 601 - Counseling Theories & Strategies, CPS 610 - Psychopathology.

CPS 610 PSYCHOPATHOLOGY (5)

This course is an overview of the variety and range of psychopathological disorders based on the Diagnostic and Statistical Manual of Mental Disorders (DSM) published by the American Psychological Association. The primary focus is on etiology and symptoms of disorders. Prerequisite: CPS 402 - Abnormal Psychology and CPS 603 - Developmental or concurrent enrollment.

CPS 611 ADVANCED CLINICAL SKILLS TRAINING (5)

In this advanced course, students review research on effective therapists, learn the traits of successful helpers, have their own helping skills evaluated, and continue with the advanced training necessary to enhance their own counseling skills. Continued counseling supervision, feedback, and training exercises are part of this course. As in CPS 605, self-exploration as it relates to any personal issues which inhibit therapeutic effectiveness is required. Prerequisite: CPS 601 - Counseling Theories & Strategies, CPS 605 Clinical Counseling Skills Training, CPS 610 - Psychopathology.

CPS 612 LEGAL AND ETHICAL ISSUES IN COUNSELING (5)

Legal and ethical issues are examined within the context of the privileged relationship between therapist and client. This class addresses general legislation regarding licensing and the practice of psychology, including an overview of the law and its impact, legal authorities, licensing boards, privileged communications, child abuse reporting, professional associations, licensing insurance, Family Law Act, etc. It also seeks to develop a professional commitment to the practice of psychology within the letter of the law and the applicable code of ethics.

CPS 613 HUMAN SEXUALITY AND GENDER ISSUES (5)

This course presents basic knowledge about sexual health. Topics include male and female sexuality, communication, alternative life styles, sexual myths and major types of sexual problems. Students will be encouraged to look into their own sexual attitudes, feelings, and practice. Current therapeutic concepts and techniques will be discussed.

CPS 614 THEORIES, THERAPIES, AND ISSUES IN CHEMICAL DEPENDENCY (5)

This class identifies relevant theories, therapies, special problems and concerns in working with addictions. It includes the latest information on the cultural and social-psychological dynamics effecting special populations, (the aging, disabled, gay, children from alcoholic families). Effective communication skills, enhanced by an understanding of the client background, theory, research and current treatment programs are stressed. Public perception, public policy, prevention and education are included in this course. Prerequisite: CPS 601 - Counseling Theories & Strategies or concurrent.

CPS 615 CROSS-CULTURAL COUNSELING (5)

This course explores from psycho-social and cultural aspects the manner and extent to which the client's ethnic, racial, and class membership influence the work of the counselor. Both didactic material and experiential exercises heighten the students' sensitivity to the effect of mutual diversity on assessment, strategy and goals of counseling. Prerequisite: CPS 601 - Counseling Theories & Strategies.

CPS 616 PSYCHOTHERAPY WITH CHILDREN AND ADOLESCENTS (5)

This course is designed to familiarize students with various psychotherapeutic approaches used in diagnosis and treatment of children and adolescents

with behavior disorders. It explores family interaction and methodologies of enhancement of communications with the psychologically healthy child and adolescent, as well, through interviewing techniques, play, music, art, sand-tray, house-tree-person, and games. School related problems, physical and emotional limitations, and problems arising out of abuse, divorce, and death are also addressed. Prerequisite: CPS 601 - Counseling Theories & Strategies, CPS 610 - Psychopathology

CPS 617A ASSESSMENT AND TREATMENT OF CHILD ABUSE (2.5)

This course will address a whole family approach, recognition of abuse, assessment strategies, methods of reporting, critical therapeutic issues, and what to expect if the case goes to trial. Practical skills will be emphasized and a panel of professionals will present different perspectives in handling abuse cases.

CPS 617B ASSESSMENT AND TREATMENT OF PARTNER ABUSE (2.5)

This course will focus on the recognition of spouse or partner abuse. It will cover the definition of abuse, reporting requirements and methods, assessment strategies, and critical therapeutic issues. Practical skills and solutions from psychological and legal perspectives will be emphasized.

CPS 618 PSYCHOLOGICAL TESTS AND MEASUREMENTS (5)

The nature and use of psychological tests will be the focus of this course, mainly the assessment of intelligence, personality, and mental and behavioral disorders. This class offers a survey of widely-used tests, as well as the opportunity to construct, administer and score tests. Current trends in psychometrics will also be studied. Prerequisite: CPS 610 - Psychopathology.

CPS 619 THEORIES OF FAMILY THERAPY (5)

The family is the central building block of modern life, although its nature and form are continually changing. One of the primary tasks of therapy is to help families adapt to these changes. This course explores the nature of families and human systems and the primary approaches to therapeutic change within them. The goal of the course is to offer a framework for thinking about family processes. Prerequisite: CPS 611 - Advanced Counseling Skills Training.

CPS 620 THEORY AND PRACTICE OF FAMILY THERAPY (5)

Evaluation of the family, strategies of family treatment and techniques for intervening in the family

will be covered. Specific situations will be addressed such as marital conflict, single-parent families and families with an alcoholic or schizophrenic member. Emphasis will be placed on working with families of origin and their impact on current family functions. Prerequisite: CPS 619 - Theories of Family Therapy.

CPS 621 SELECTED TOPICS IN PSYCHOTHERAPEUTIC TECHNIQUES (5)

A modality or topic relevant to applied psychotherapeutic techniques will be explored in depth each time this course is offered. Students may draw from the curricula in the other psychology programs when the focus of the course is an in-depth study of a specific psychotherapeutic technique. Examples include CEX 638 Art and Expressive Therapy with Adults and Aging Populations and EXA Sandtray and Worldplay. Prerequisite: CPS 601 Counseling Theories & Strategies.

CPS 622 SUPERVISED PRACTICUM A (5)

This course continues the process of therapeutic skills development and begins the initial supervised traineeship. Intensive training exercises will be employed to help students evaluate and improve their helping abilities. Close supervision, counseling practice and feedback, use of audio-visual equipment and periodic self-examination as it relates to therapeutic effectiveness are required. Students should attend this class during the first 100 hours of their approved internship. For more information on an approved internship see CPS 624. Prerequisites: CPS 601 Counseling Theories & Strategies, CPS 610 Psychopathology, CPS 612 Legal & Ethical Issues in Counseling, CPS 613 Human Sexuality & Gender Issues, CPS 619 Theories of Family Therapy and an approved practicum site.

CPS 624 SUPERVISED PRACTICUM B (5)

This course is a combination of continued supervision, case study and training. Individuals will work to enhance their strengths and cultivate new strategies for therapeutic intervention. Each student will submit an audio or videotape of a clinical hour with a client (individual, family, couple, or group). Written releases will be required and must be presented with the taped session. Case presentation and analysis will be developed during this course. Students must attend this practicum during their second 100 hours of their internship. Internship information and site packets are available in the Administrative Office. Prerequisite: CPS 622 Supervised Practicum A.

CPS 628 HIV TREATMENT & COUNSELING (1)

Clinical, medical, social, and community issues related to HIV and AIDS. Assessment and treatment modalities will be explored as well as referred to community resources. Satisfies requirement for CA Psychology licensing.

CPS 691 BEHAVIORAL STATISTICS I (5)

This course will cover the basic analytical techniques commonly used in psychological research, including the t-test, analysis of variance, regression, and Chi square. Correlation and cluster analysis will be introduced for describing qualitative data. Students will learn how to choose a statistical technique for the type of research they are studying and/or conducting, use various techniques, and report results using graphs and tables. Prerequisite: CPS 404 - Quantitative Perspectives.

CPS 693 SOCIAL PSYCHOLOGY (5)

This is an advanced interdisciplinary course looking at psycho-sexual development and social-psychological paradigms presumed to be salient factors in individual and group life. The course seeks to integrate, challenge and restructure assumptions which may be limited or limiting when accepted as singular, monolithic or discrete knowledge.

CPS 695 SELECTED TOPICS: BRIEF THERAPY & CRISIS INTERVENTION (5)

The student will choose between "Brief Therapy & Crisis Intervention" and "Mediation" as preparation for the ever-changing world of applied psychology. In response to changing societal demands for therapeutic protocol, the student will be introduced to the latest psychological techniques as they relate to the growing need for brief therapy and crisis intervention and for mediation techniques.

CPS 702 GROUP THERAPY: THEORY & PRACTICE (5)

This course is designed to develop each student's potential for working in a group format. It is highly personalized and concentrates on refining the facilitative traits. It will integrate current theory and practice.

CPS 703 UNDERSTANDING THE BODY: EAST/WEST PERSPECTIVES (5)

This course will introduce the student to the philosophical assumptions made about health, disease, and the human body underlying traditional Eastern and Western medical practices. Mind body interaction and how that is viewed from various perspectives will also be covered.

CPS 704 PSYCHOPHARMACOLOGY (5)

This course reviews anatomy and physiology of the CNS, and the pharmacological elements of drug action, metabolism, efficacy and safety. Major classes of psychoactive drugs will be studied, as will their discovery, development and promotion by the pharmaceutical industry, the regulation of such drugs and complementary medicines in the US, and the medico legal aspects of prescribing. The effects of drugs combined with non-traditional psychotherapeutic modalities, as well as the use of drugs in special populations, will be considered. Off-campus tours and library research are an integral part of study.

CPS 705 ADVANCED RESEARCH METHODS (5)

This course will cover naturalistic and experimental research methods used in psychology. Students will learn to design and conduct research from traditional and alternative perspectives. This course includes an introduction to the design of experimental and quasi-experimental psychological research, field studies, and surveys. Consideration will be given to ethical issues and report writing. Prerequisite: CPS 691 - Behavioral Statistics I.

CPS 706 PHYSIOLOGICAL PSYCHOLOGY (5)

This course is an introduction to the structure and function of the nervous system and the physiological methods of investigation relevant to psychological problems. Major emphasis will be on the brain and spinal cord as substrata of consciousness. Theoretical issues will be examined historically and in light of recent empirical findings. Students will also be introduced to neurological testing and evaluation. Prerequisite: CPS 618 - Psychological Tests and Measurements or consent.

CPS 710 ASSESSMENT A: INTELLIGENCE TESTING (5)

Intelligence/Objective testing will focus on the scoring and interpretation of the major intelligence tests, such as the WAIS-R, WISC-R, McCarthy Scales and Stanford-Binet. Interviewing skills and beginning report writing will be included. Students will also be introduced to the MMPI and Bender-Gestalt. Prerequisites: CPS 601 - Counseling Theories & Strategies, CPS 618 - Psychological Tests and Measurements; or SPO 652 - Assessment and Evaluation in Sport Counseling; CPS 624 - Supervised Practicum B; or SPO 665 - Sport Counseling Practicum I.

CPS 711 ASSESSMENT B: PERSONALITY TESTING (5)

Advanced psychological assessment procedures and techniques will be discussed. Primary focus will be

on the MMPI, MMPI II, and Bender-Gestalt. Introduction to other objective devices, such as the Millon Clinical Multiaxial Inventory and the California Inventory Personality is included. There is an introduction to projective testing such as Thematic Apperception Test and Draw-a-Person. The focus of this course will be on test administration, scoring, interpretation, and comprehensive report writing. Prerequisite: CPS 710 - Assessment A: Intelligence Testing.

CPS 712 ASSESSMENT C: PROJECTIVE TESTING (5)

The emphasis of this class is on the administration, scoring and interpretation of the Rorschach Inkblot Test. The Thematic Apperception Test, Bender-Gestalt and the integration of other tests into report writing is integral to this course. Prerequisite: CPS 711 - Assessment B: Personality Testing.

CPS 714 ADVANCED PSYCHOPATHOLOGY (5)

This course will survey AXIS I and AXIS II disorders, emphasizing current theories of etiology, research strategies and findings, and intervention approaches. Related issues will be explored, including development of psychopathology, biological bases, and cultural contexts. Course lectures and readings will emphasize the discriminant diagnosis of patients who present the signs and symptoms of various mental disorders. Prerequisites: CPS 610 - Psychopathology, CPS 624 - Supervised Practicum B.

CPS 724 SUPERVISED PRACTICUM A (5)

This supervision course includes case presentation and analysis for students in approved internship placements. This practicum must be taken during the first 250 hours of the internship. An audio or videotape presentation of a clinical hour is required. Prerequisite: CPS 624 - Supervised Practicum B or SPO 665 - Sports Counseling Practicum I.

CPS 725 SUPERVISED PRACTICUM B (5)

This practicum includes advanced case presentation and analysis for students in approved internship sites. This practicum must be taken during the second 250 hours of the clinical internship. Prerequisite: CPS 724 - Supervised Practicum A.

CPS 727 PSYCHOTHERAPY WITH DIFFICULT & SPECIAL POPULATIONS (5)

Techniques appropriate to special populations will be explored. Students further develop their own therapeutic techniques and refine case presentations.

CPS 728 HUMANISTIC PSYCHOLOGY (5)

This course covers the major themes of Humanistic Psychology and its development into Transpersonal Psychology: the phenomenological approach, self-determination, the ideal of authenticity, the actualizing tendency, person centeredness and purpose, holism as the experience of consciousness, and self-transcendence into Transpersonal Psychology. This class will explore the historical roots of movement.

CPS 729 COGNITIVE PSYCHOTHERAPY (5)

This course covers cognitive skills training to increase a students' therapeutic effectiveness. It reviews current theory and techniques used in object relations and systems approaches. Students will learn to define their own therapeutic techniques, discovering which techniques are most effective for them. Case presentations are required.

CPS 800 DISSERTATION/PROJECT WRITING I (5)

Students must enroll in this course when coursework is complete or they begin to work on their dissertation, whichever comes first. The student engages in independent study and attends the seminar as needed, leading to the completion of the first three chapters of the dissertation. Work is supervised by the Director of Research and the student's dissertation

committee chair. These three chapters, the introduction, the literature review, and the methods section, constitute the formal proposal. Students must enroll in this course consecutively until the proposal has been defended and approved. Upon completion of a proposal acceptable to the student's committee, the student defends her or his proposal in an oral presentation to the committee. This oral presentation serves as a Qualifying Exam. Prerequisite: Doctoral Comprehensive Exam, Acceptance of a preliminary proposal by the Director of Research.

CPS 801 DISSERTATION/PROJECT WRITING II (5)

Students must enroll in this class when they have passed the Oral Qualifying Exam and are ready to begin to conduct their research. The student engages in independent study leading to the execution of their dissertation research. The findings are reported and discussed in chapters four and five of the dissertation. Upon completion of this work, the student has the Final Oral Defense of the dissertation. Students must enroll in this course consecutively until the dissertation has been defended and approved. Prerequisites : CPS 800 - Dissertation Writing I.

SPORT MANAGEMENT (SPM)

SPM 622 FOUNDATION OF SPORT MANAGEMENT (5)

Provides a broad overview of various sport entities with emphasis on sources of industry information and practical uses of such information. Analyzes internal and external environmental factors that impact on short and long term operations in the sport enterprise. Addresses the management specifics of how to plan, organize, control, and direct a sport enterprise as well as decision-making and communication skills necessary to be a successful manager.

SPM 624 GOVERNANCE & POLICY IN SPORT ORGANIZATIONS (5)

General principles of administration and governance structures in amateur sport will be the focus of the course. Emphasis will be placed on the International Olympic Committee, the Olympic Committee and the National Governing Bodies; the Special Olympics; the Collegiate Athletic Association; High School Leagues; and various other amateur sport organizations.

SPM 626 SPORT MARKETING MANAGEMENT (5)

An overview of sport marketing and basic market terminology, as well as concepts of sport marketing and the application of these concepts. Topics for discussion include consumer behavior in sport, sponsorship and fundraising, licensing, community relations, media relations, customer relations, branding, and the use of the Internet in sport marketing.

SPM 628 FACILITY & EVENT MANAGEMENT (5)

An in-depth study of the principles, guidelines and recommendations for facility planning, management and operations as well as a foundation for event planning and production.

SPM 631 SPORT MEDIA & COMMUNICATION (5)

Reviews the basic communication principles. Studies the interaction between sport entities and athletes in the media.

SPM 633 STRATEGIC CRISIS MANAGEMENT IN SPORT (5)

Studies the emerging trends facing sport organizations and implementation of techniques in resolving them. This course will examine crisis communication principles, methods, and the application of crisis management principles, strategies and tactics.

SPM 650 FINANCIAL APPLICATION TO SPORT (5)

Applies financial principles to various professional, amateur, collegiate or non-profit sport programs as well as sport-related settings. The course will provide the student with a practical background regarding the principles of financial management and financial statements for the purposes of planning, administering, reporting and evaluating the financial performance of sport-related entities.

SPM 651 ETHICAL & SOCIAL ISSUES IN SPORT (5)

Reviews and discusses current issues impacting the sport manager, athletic administrator, or athletic trainer. Includes an analysis of the processes and values that create, sustain, and transform sport in today's society. Emphasis is placed on practicing and promoting ethics and human values while managing and operating professionally within any sport enterprise.

SPO 652 MEDIA RELATIONS IN SPORT (5)

In this course students will learn to critically view the role of media in world of sport. The influence of and relationship between sport media and issues such as race, gender, sexuality, nationalism, violence, capitalism/consumerism, and civic life will be examined. Other topics discussed will include the history and processes involved in the development of sport media. Issues in relation to journalism ethics and the production of sport media also will be examined.

SPM 653 P.R. PRINCIPLES & CASE STUDIES IN SPORT (5)

Analysis of public relations principles and techniques through case studies and application of those principles and techniques to a sport-related public relations campaign.

SPM 654 SPORT LAW (5)

Provides an understanding of the American legal system with an emphasis on the resolution of sport business legal disputes by means of civil litigation, mediation, arbitration, and trial procedures. Examines the traditional areas of contract law and tort law as they relate to problems confronting the exercise leader, athletic director, teacher/coach, or sport manager. Scrutinizes the legal structure of sport and focuses on special topics of television and media, trademark law, sex discrimination, facility safety, handicap access, professional sport, drug testing, antitrust laws, gambling and tax laws.

SPM 656 RISK MANAGEMENT IN SPORT & PHYSICAL ACTIVITY (5)

An introduction to risk management and its application to sport and physical activity, the course will enable students to identify, evaluate, and control loss to personal and real property, clients and students, employees, and the public. Losses may result in injury, death, destruction of property, financial failure, or harm to reputation. Students will become familiar with systems used in assessing risks in the sport industry.

SPM 657 SPORT TOURISM MANAGEMENT & MARKETING (5)

Examines the planning, operations and marketing of sport tourism. Topics will include the economics, decision-making, programming, project management and operational techniques for sport tourism enterprises. In addition, international sport tourism, sporting cities and international visitation, entrepreneurialism and sport events will be examined as well as the organizational environmental and media intervention.

SPM 658 SPONSORSHIP & FUNDRAISING IN SPORT (5)

Focuses on the importance of sponsorship and fundraising to sporting organizations. Writing and evaluating sponsorship proposals will be highly emphasized. Various fundraising ideas and concepts will also be highlighted and evaluated.

SPORT PSYCHOLOGY (SPO)

SPO 505 INTRODUCTION TO PHYSICAL EDUCATION AND SPORTS SCIENCE (5)

Course provides a graduate level introduction to Physical Education and Exercise. Topics include an historical perspective of sport and exercise, fitness, conditioning, motor development, coaching, sports medicine, and adapted physical education, and comparison of professional and recreational athletic programs.

SPO 600 SPORT PSYCHOLOGY BUSINESS PRINCIPLES (5)

Students will learn how to set up their Sport Psychology practice, start a business, and network for success. The course will cover marketing techniques to professional sport organizations, office and self management, and record and bookkeeping.

SPO 651 INTRODUCTION TO SPORT COUNSELING (5)

This overview of Sport Psychology will focus on the history, current status, and future perspectives in the field of psychology as applied to sports. Students will have an opportunity to become familiar with different approaches in sport counseling from an international perspective. Special emphasis will be placed on philosophical and scientific systems of thought which influence current psychological practice in sports. Prerequisite: SPO 505 – Introduction to Physical Education and Sport Science or equivalent.

SPO 652 ASSESSMENT AND EVALUATION IN SPORT COUNSELING (5)

This course will focus on the utilization of assessment instruments and interviewing techniques in Sport Counseling. It will include the application, scoring, and evaluation of the Test of Attentional and Interpersonal Style (TAIS), Myers-Briggs Type Indicator (MBTI), among other commonly used instruments. Prerequisite: SPO 651 - Introduction to Sport Counseling.

SPO 653 ADULT FITNESS AND PERFORMANCE (5)

This course focuses on the study of various theories and techniques utilized to enhance performance in sports and other areas of physical and mental development. Students will have the opportunity to experience techniques and develop their individual approaches to performance enhancement. Additional topics include identification of primary factors in

health risks, optimum training methods and psychological issues confronted in personal physical challenges.

SPO 665 SPORT COUNSELING PRACTICUM I (5)

This course provides supervision for students in approved internship placements. The course will integrate the different approaches covered in previous courses with their practical applications. Students will design their own approaches to counseling athletes, coaches, and teams. They will have the opportunity to apply their knowledge in realistic sport settings and process the results in classroom groups. Through feedback and hands-on experiences, students will gain confidence and skills. Prerequisites: SPO 651 - Introduction to Sport Counseling, CPS 403 Theories of Personality, CPS 601 - Counseling Theories & Strategies, CPS 610 - Psychopathology, SPO 652 - Assessment and Evaluation in Sport Counseling.

SPO 668 CAREER TRANSITION AND ATHLETIC RETIREMENT (5)

This course will focus on the career cycle of professional and elite athletes and teams, with special focus on the career transition process. Students will learn to assess, evaluate, and make proper recommendations to athletes in the areas of academic and career development and planning. Topics covered in this course will include reasons for career transitions among athletes, career transition needs, elements and models for successful career transition, and career transition problem areas: psychological, physical, social, and economic. Prerequisites: SPO 651 - Introduction to Sport Counseling or consent.

SPO 699 THESIS/PROJECT WRITING (5)

Masters students in Sport Counseling are required to write a thesis. Students should enroll in 699 while engaged in thesis research and writing. Prerequisite: Second year graduate student and project proposal approved by the Director of Research.

SPO 751 SEMINAR IN SPORT PSYCHOLOGY (5)

Review and analysis of current research, trends, and issues related to Sport Psychology. Prerequisite: SPO 651 - Introduction to Sport Counseling.

SPO 754 NUTRITION & LIFESTYLE MANAGEMENT (5)

This class will explore the role of athletic training, diet, and life-style issues in peak athletic

performance. Principles of exercise physiology, optimal nutrition management, and counseling for optimal physical and mental health will be emphasized. Skill development with assessment tools and with development of preventive and rehabilitative programs is also included.

SPO 765 SPORT COUNSELING PRACTICUM II (5)

This advanced experiential course provides supervision for students in approved internship placements. The practicum integrates different assessment and counseling strategies studied in previous courses according to their practical applications. Students will design their own applied approaches to counseling athletes, coaches, and teams. Moreover, students will have the opportunity to apply their knowledge in realistic sport settings and process the results in classroom discussion groups. Through feedback and hands-on experiences, students will develop confidence and marketable skills. Prerequisites: SPO 651 - Introduction to Sport Counseling, CPS 403 Theories of Personality, CPS 601 - Counseling Theories & Strategies, CPS 610 - Psychopathology, SPO 652 - Assessment and Evaluation in Sport Counseling, SPO 665 – Sport Counseling Practicum I.

SPO 766 PSYCHOLOGY OF COACHING (5)

This course will provide students with a theoretical and practical knowledge for the Psychology of Coaching. Students will learn various coaching strategies and techniques to help serve this unique population.

SPO 767 ADVANCED SPORT PSYCHOLOGY INTERVENTION TECHNIQUES (5)

This course will provide students with theoretical and practical knowledge in intervention techniques in Sport Psychology. Students will learn different working models they can use to assess and evaluate athletes and develop programs to serve this unique population. Counseling practice and feedback will be provided through case presentation and analysis to enhance students therapeutic effectiveness and ability to create strategies for successful intervention. Prerequisite: SPO 665 - Sport Counseling Practicum I or concurrent enrollment.

SPO 769 SELECTED TOPICS IN SPORT PSYCHOLOGY (5)

Individualized studies in special topics in Sport Counseling. Each student's work is directed by a faculty member or recognized leader in the subject area being studied. Prerequisite: Tutorial study plan approved by the Chief Academic Officer.

SPO 799 INDEPENDENT STUDY IN SPORT PSYCHOLOGY (5)

Individualized studies in special topics in Sport Psychology. Each student's work is directed by a faculty member or recognized leader in the subject area being studied. Prerequisite: Tutorial study plan approved by the Chief Academic Officer.

SPO 800 DISSERTATION/PROJECT WRITING I (5)

Students must enroll in this course when coursework is complete or they begin to work on their dissertation, whichever comes first. The student engages in independent study and attends the seminar as needed, leading to the completion of the first three chapters of the dissertation. Work is supervised by the Director of Research and the student's dissertation committee chair. These three chapters, the introduction, the literature review, and the methods section, constitute the formal proposal. Students must enroll in this course consecutively until the proposal has been defended and approved. Upon completion of a proposal acceptable to the student's committee, the student defends her or his proposal in an oral presentation to the committee. This oral presentation serves as a Qualifying Exam. Prerequisite: Doctoral Comprehensive Exam, acceptance of a preliminary proposal by the Director of Research.

SPO 801 DISSERTATION/PROJECT WRITING II (5)

Students must enroll in this class when they have passed the Oral Qualifying Exam and are ready to begin to conduct their research. The student engages in independent study leading to the execution of their dissertation research. The findings are reported and discussed in chapters four and five of the dissertation. Upon completion of this work, the student has the Final Oral Defense of the dissertation. Students must enroll in this course consecutively until the dissertation has been defended and approved. Prerequisites : SPO 800 – Dissertation/Project Writing I and Doctoral Comprehensive Exam

TRANSPERSONAL STUDIES (TRP)

CTR 600 PSYCHOLOGY BUSINESS PRINCIPLES (5)

Students will learn how to set up their counseling practice, start a business, and network for success. The course will cover marketing techniques, office and self management, and record and bookkeeping. The essentials of managed care will be introduced as well as differences between clinical and consulting businesses.

CTR 670 INTRODUCTION TO TIBETAN BUDDHIST PSYCHOLOGY (5)

This course is a historical as well as practical overview of Tibetan Buddhist religion, philosophy, and psychology. Classes incorporate meditation practice with lecture and guest presenters as students learn about the Four Noble Truths, The Eightfold Path, and the Twelve Interdependent Origins. This course is a prerequisite for the more advanced courses.

CTR 671 THEORIES OF CONSCIOUSNESS (5)

This course is an overview of Eastern and Western perspectives of consciousness focusing on the Western psychological theories of Freud, Jung, and Hillman. The significance of consciousness as it is considered in religious and scientific systems will be discussed. Special attention will be given to current synthesis paradigms of Wilber, Tart, and others.

CTR 672 EAST/ WEST PSYCHOLOGY (5)

This course will focus on the integration of Eastern and Western psychological thought in a dialogue between Hinduism, Buddhism, and Taoism as they relate to Western approaches to psychotherapy. Emphasis will be placed on the coordination of meditation, guided imagery, and mind/body integration.

CTR 673 MEDITATION AND MANDALAS (5)

Through a comparative exploration of various practices and theories of Eastern and Western meditation, this course focuses on the study of states of consciousness involved in meditation practice. Sitting meditation for concentration, focusing and analysis will be covered as well as, moving and walking meditations. The therapeutic and meditational use of mandalas will be explored as well. This course includes the experience of a basic meditation practice. Prerequisite: CTR 670 – Introduction to Tibetan Buddhist Psychology.

TRP 674 TRADITIONS OF TRANSFORMATIONAL ARTS (5)

This course will examine the psycho-spiritual concepts of transformation as revealed by various religions and cultures in their use of symbols and stories, songs and dances, art and poetry. We will use this information to explore the interrelationships between culture, religion, the arts and healing. Discussions of sacred art and ritual will lead to experiential processes designed to awaken deeper connections to the Self, the world and the source of creativity.

TRP 675 MIND/BODY APPROACHES TO HEALING (5)

This course will focus on detailing the interrelationships of the body/mind and will survey different body/mind therapies. Specifically, the role of life-style (beliefs, emotions, personality, & life events) on physical well-being and disease will be explored. Therapeutic approaches for mediating disease and promoting health using body/mind approaches will include relaxation therapy, autogenic training, hypnosis, visualization, meditation, creative movements, and various body therapies (e.g. massage, acupuncture, & nutrition)

TRP 676 ALTERNATIVE HEALING THERAPIES (5)

Survey of contemporary alternative healing therapies, such as Alexander Technique, Feldenkrais, and Tui Na Massage. Fundamental issues related to the employment of alternative healing therapies in a comprehensive health program: ethical and professional considerations, legal issues, and situational appropriateness of techniques. One specific modality will be studied in greater depth.

TRP 678 SELECTED TOPICS IN TRANSPERSONAL STUDIES (5)

Each time this course is offered, a specific topic relevant to Transpersonal Studies will be explored in depth. Examples include Shamanism, Visualization and Imagery, and Altered States of Consciousness.

CTR 699 THESIS/PROJECT WRITING (5)

Masters students in Transpersonal Psychology are required to write a thesis. Students should enroll in 699 while engaged in thesis research and writing. Prerequisite: Second year graduate student and project proposal approved by the Director of Research

CTR 770 BIRTH, DEATH AND INTERMEDIATE STATES (5)

Students will be introduced to the Buddhist perspective of living, dying, bardo states, rebirth, and

reincarnation. A thorough discussion of the concept of karma and how it relates to these states will help the student to integrate this aspect of Buddhism into everyday life and Western concepts of behavior, attitude and motivation. Prerequisites: CTR 670 – Introduction to Tibetan Buddhist Psychology

TRP 771 FOUNDATIONS OF CONTEMPLATIVE DEPTH PSYCHOTHERAPY (5)

Contemplative Depth Psychotherapy is the integration of Western analytical and Tibetan Buddhist imaginal and archetypal processes that foster individualization and growth. The principle of analytical (Jungian/archetypal) and developmental, psychoanalytical (Object Relations & Kohut's Self Psychology) serve as a framework in which the contemplative depth psychotherapist works, supports, confronts, and elucidates the experiences of the client. Beginning from the basic analytical work of how resistance and defense hide painful affects, the goal is to enhance the Inner Self solidly within the psyche to provide deeper experiential and emotive insight into the psycho dynamics of life's conflicts. Prerequisite: CPS 601 - Counseling Theories & Strategies or equivalent.

TRP 774 FUNDAMENTALS OF ENERGETIC & SOMATIC THERAPIES (5)

Selected Topics such as Bioenergetics, Tui Na, T'ai Chi, Chi Kung, Feldenkrais, and Alexander techniques will be examined. The study of body-oriented psychotherapies will be addressed through selected topics from Eastern or Western traditions of holistic development. The class will focus on a specific therapeutic exercise, as well as, learning basic theory and practice. Students will be encouraged to continue a chosen technique for ongoing study and practice. Prerequisites: CPS 601 - Counseling Theories & Strategies.

TRP 776 CONTEMPLATIVE, TRANSPERSONAL THERAPIES (5)

Theory, clinical application, and methods of mapping the intrapsychic experience of transpersonal techniques for personal development and strategies for transformation will be addressed. Topics include Mandalas, Kabbalah, and Shamanic traditions. Prerequisite: TRP 771 - Foundations of Contemplative Depth Psychotherapy.

CTR 778 PRACTICUM IN TRANSPERSONAL PSYCHOLOGY (5)

Having already examined the Mahayana motivation for helping others, students will put these principles into action and will be able to contemplate, discuss, and explain their interventions with others in need.

They will be able to assess another's suffering and be able to see the causes and conditions for this suffering. Under supervision, the students will learn to treat the other in a compassionate manner, and to understand their own process as a helper with an ongoing awareness of personal and professional growth. Students in practicum must be prepared to present actual cases that they are working on through video tape, and case notes, therefore, students, must be either licensed professionals or under the direct supervision of a licensed therapist. Prerequisites: CTR 670 – Introduction to Tibetan Buddhist Psychology, CTR 672 East/West Psychology, CTR 770 Birth, Death, and Intermediate States, and TRP 674 – Traditions of Transformational Arts.

TBP 779 SELECTED TOPICS IN TIBETAN BUDDHIST PSYCHOLOGY (5)

Individualized studies in special topics in Tibetan Buddhist Psychology. Each student's work is directed by a faculty member or recognized leader in the subject area being studied.

TBP 790 INTRODUCTION TO TIBETAN HEALING APPROACHES (5)

Tibetan Healing Practices blend Ayurvedic, Chinese, Persian, and Bon medical systems. Students will become familiar with the basics of Tibetan medical practice and its emphasis on diet, behavior or lifestyle and mind/body interactions. Students will become aware of the mind, body, and spirit relationships to counseling and healing.

TBP 791 EAST/WEST MEDICAL DIALOGUE (5)

This seminar type course will feature the open dialogue between Eastern and Western healers of all disciplines on the nature of similarities and differences in the perceptions, strategies, and treatments of these systems. Grand Round type dialogues, case studies, and open discussions will be the class format.

TBP 794 ADVANCED METHODS IN TIBETAN HEALING (5)

With an eye on the relationships to consciousness and growth, students will advance in their knowledge of Tibetan Healing practices such as Tibetan medicine, yoga, bodywork, and spiritual practice. Students will be introduced to Tibetan diagnostic and assessment techniques, as well as, the therapeutic use of herbs, meditations, and behavior modification.

TBP 795 INDEPENDENT STUDY IN TIBETAN BUDDHIST PSYCHOLOGY (5)

Individualized studies in special topics in Tibetan Buddhist Psychology. Each student's work is directed by a faculty member or recognized leader in the subject area being studied. Prerequisite: Approval from the Chief Academic Officer.

TBP 800 DISSERTATION/PROJECT WRITING I (5)

Students must enroll in this course when coursework is complete or they begin to work on their dissertation, whichever comes first. The student engages in independent study and attends the seminar as needed, leading to the completion of the first three chapters of the dissertation. Work is supervised by the Director of Research and the student's dissertation committee chair. These three chapters, the introduction, the literature review, and the methods section, constitute the formal proposal. Students must enroll in this course consecutively until the proposal has been defended and approved. Upon completion of a proposal acceptable to the student's committee, the student defends her or his proposal in an oral

presentation to the committee. This oral presentation serves as a Qualifying Exam. Prerequisite: Doctoral Comprehensive Exam, acceptance of a preliminary proposal by the Director of Research.

TBP 801 DISSERTATION/PROJECT WRITING II (5)

Students must enroll in this class when they have passed the Oral Qualifying Exam and are ready to begin to conduct their research. The student engages in independent study leading to the execution of their dissertation research. The findings are reported and discussed in chapters four and five of the dissertation. Upon completion of this work, the student has the Final Oral Defense of the dissertation. Students must enroll in this course consecutively until the dissertation has been defended and approved. Prerequisites: TBP 800 - Dissertation Writing I.

WEB DESIGN (WEB)

DSN 101 HUMAN COGNITION AND INTERFACE DESIGN (5)

This course focuses on the principles of human interaction and user interface design. Topics to be discussed will range from the human anatomy, to the psychology of learning and memory, to the limits of human cognition and interest. Students will examine the principles of schematic organization, aesthetics, and designing for usability and economy of effort.

DSN 103 PROJECT MANAGEMENT (5)

This course covers the practical aspects of interacting with clients, assessing the scope and requirements of a given project, and the successful planning, organizing, and managing of resources to bring about the successful completion of the project goals and objectives. Students will examine theories of project management as they relate to specific case studies and will practice managing a project from concept to completion.

WEB 100 INTRODUCTION TO HTML AND WEB PAGE CREATION (5)

This course introduces students to the world of Hyper Text Markup Language (HTML), the predominant markup language for web pages on the internet. Students will gain familiarity with HTML scripting and will "hand code" web pages using a just basic text editor. Topics to be covered include setting tags, embedding pictures and links, formatting, creating tables, creating frames, and creating forms. This class

is recommended for students that are new to the field of web design.

WEB 103 PRINCIPLES OF WEB SITE ARCHITECTURE AND DESIGN (5)

This course focuses on the successful organization of web pages into a thematic web site, based on principles of utility, economy, and human interface design. Students will examine case studies to determine client objectives, and take an interdisciplinary approach to flexibly achieve optimal solutions. Topics covered will include the cognitive bases for usability, principles of navigation, presentation by priority, and diagrammatic approaches to problem solving.

WEB 104 INTRODUCTION TO APACHE, MySQL, AND PHP (5)

This course will prepare students to set up a basic Apache-MySQL-PHP (AMP) server from which they will be able to serve their own websites on any operating system of their choice. Students will learn the basics of integrating a web server (Apache), a database system (MySQL), and PHP, a scripting language for producing dynamic web pages. Encryption of web traffic via SSL and basic security concerns will also be discussed. This course is a prerequisite for WEB 230 "Introduction to Open Source Content Management Systems."

WEB 105 WEB DESIGN MARKETING (5)

This course provides students with an overview of specific concerns that web designers face in marketing services for web design. Strategies for portfolio design, client contact, interviewing and counseling, and obtaining referrals will be discussed.

WEB 205 OPEN SOURCE TOOLS FOR WEB SITE CREATION (5)

This course provides an introduction to the use of open source software to create robust web sites. The software covered in this course is cross-platform, free to use, and provides a cost effective alternative to use of proprietary software. This class will primarily focus on Aptana, GIMP, Inkscape, and Filezilla.

WEB 220 CSS Workshop and CSS 2.1 (5)

This course introduces students to the use of cascading style sheets (CSS) to set formatting, improve content accessibility, and optimize bandwidth.

WEB 225 SEARCH ENGINE OPTIMIZATION (5)

This course emphasizes the process of improving the volume or quality of traffic to a website from search engines through Search Engine Optimization (SEO). The principles and mechanisms behind search engine results, “black” and “white” hat techniques for optimization, and real world application will be discussed and practiced.

WEB 230 INTRODUCTION TO OPEN SOURCE CONTENT MANAGEMENT SYSTEMS (5)

This course will provide an introductory survey of popular open source content management systems (CMS) in order to manage work flow in a collaborative environment. This course will focus primarily on Drupal, Joomla!, Wordpress, and MediaWiki. Students will have an opportunity to participate in creating and administering a class CMS of their choice. WEB 104 “Introduction to Apache, MySQL, and PHP” is a prerequisite for this class, but may be taken concurrently.

AFFILIATED CORE FACULTY

Neenah Amaral, Ph.D., is a Marriage, Family, and Child Counselor in private practice in San Diego. Dr. Amaral is the current president and chief financial officer of the San Diego Chapter, California Association of Marriage and Family Therapists. She specializes in Alcohol and Drug Abuse and Hypnotherapy. Dr. Amaral teaches in the areas of legal and ethical issues for Counselors and theory and practice of family therapy.

Margaret Austin, Ph.D., is a core faculty member with the San Diego University for Integrative Studies. She also has a private practice in North San Diego County that focuses on working with parents and teachers in order to teach principles of non-violence to young children. She is currently conducting research in this area. Dr. Austin received a master's degree in psychology from Tennessee State University, as well as a master's degree and a doctorate in clinical psychology from California School of Professional Psychology. Her varied background includes a position as Director of Mental Health on a reservation in Montana, as well as the Assistant Director of Mental Health in a rural California county, the development of a Children's Mental Health Program, and founding a software company whose focus was the development of products for the mental health community. Her special areas of interest are Family and Youth Violence, Violence Prevention, Child and Youth Development, Childhood Pathology and Treatment, Multiculturalism, Managed Care and Computer Use in Psychology.

Michael Essex, M.D., is a board certified psychiatrist. He graduated from the

University of Nebraska College of Medicine and did his psychiatric residency at the Shepard and Enoch Pratt Hospital, near Baltimore Maryland. He is currently Medical Director of BPSR-Vista in Vista, CA. He has studied Tibetan Buddhism since 1975. He has been very involved with the Drikung Kagyu Lineage of Tibetan Buddhism since 1985. He has studied intensively with Khenchen Konchog Gyaltshen and Drubpon Samten Rinpoche. He was appointed Umdzat (chant leader) by Drubpon Samten Rinpoche. He was one of the pioneers of using computerized desktop publishing techniques for producing bilingual Tibetan-English meditation texts. In 1994, he was asked by His Holiness Drikung Kyabgon Chetsang to coordinate the English language component of the International Drikung Kagyu Text Project. He has edited and translated many Tibetan meditation texts.

Joel Fick, Ph.D., received his Ph.D. and M.A. in Clinical Psychology from the California School of Professional Psychology specializing in Family/Child Health Psychology and the B.A. from Gustavus Adolphus College. Dr. Fick is a California licensed Clinical Psychologist and was a clinician for Mental Health Systems Inc., Mental Health Rehabilitation Specialist Supervisor for the Telecare Corporation, Clinical Director of the Weekend Program at Bayview Hospital, and Counselor for San Diego State University. He was appointed Postdoctoral Research Fellow for the Center for Behavioral Epidemiology and Community Health at SDSU, and has conducted partial hospitalization and community mental health treatment-outcome research. Dr. Fick teaches Practicum and Field Placement Supervision courses at National University and has conducted community health and

communication seminars for SDSU. He teaches Developmental Psychology, Clinical Counseling Skills Training, and Psychopathology.

Lisa Hazlewood-Hunt, Ph.D., is a supervising psychologist for the Dept. of Psychiatry Children's Hospital of San Diego and a licensed clinical psychologist in private practice in San Diego. Dr. Hazlewood-Hunt earned her Ph.D. at Northwestern University in Chicago. She was awarded a post-doctorate fellowship at Fred Hutchinson Cancer Research Center and has been a Psychology Fellow at Illinois Masonic Hospital, Dept. of Psychiatry. Dr. Hazlewood-Hunt has been actively involved in Jungian Psychology organizations for the past 14 years.

Lina Kogan, PhD, holds a dual Ph.D. in Organizational Psychology and Clinical Psychology from the California School of Professional Psychology. She received her undergraduate degree in psychology from the San Diego State University. Since 1998, Dr. Kogan has acquired a solid foundation in the areas of conflict management, career development, individual coaching, education, research/dissertation consulting, team development, resource management, psychometrics, survey design and analyses, and change management. Dr. Kogan is also skilled at process and psycho-educational group facilitation, dialectical and cognitive behavioral treatments, crisis intervention/prevention, individual therapy, and mental health assessment. Her professional experience as a clinician includes positions at adult partial hospitalization programs, inpatient hospitalization programs, chemical dependence inpatient/outpatient programs, and day-treatment programs. Dr. Kogan designs and implements training programs on topics that include dealing with difficult people; dialectical behavioral therapy; team

building; matching goals with personality traits; conflict resolution; ethics in organizations; group dynamics; effective feedback; emotion regulation; business writing; team building; and effective communication skills.

Peter Lambrou, Ph.D., is a licensed clinical psychologist and a specialist in anxiety, work stress, weight management, and Energy Psychology. He is a Certified Medical Hypnotherapist by the American Psychotherapy and Medical Hypnosis Association, of which he is past-president. Dr. Lambrou received his undergraduate degree in journalism from San Diego State University and his doctorate degree in psychology from the University for Humanistic Studies in 1992. He has written and published books and articles for both the professional and general markets and he is the co-author of *Self-Hypnosis: The Complete Manual for Health and Self-Change* (2nd Ed.), which has been translated into seven languages, and co-author of the books *Hyper-Performance* and the award-winning *Instant Emotional Healing: Acupressure for the Emotions*, published by Random House. Dr. Lambrou is the Chairman of the Task Force for Psychology and Integrative Medicine at Scripps Memorial Hospital in La Jolla, California, where he maintains a private practice on the Scripps Memorial Hospital campus.

William Leslie, M.A., received his M.A. in philosophy from San Francisco State University with an emphasis on critical thinking and philosophy of religion. He teaches philosophy at Palomar Community College and is the President of the Sierra Foothills Chapter of Educators for Social Responsibility.

Robert Nideffer, Ph.D., is president of Enhanced Performance Systems, has written

15 books and authored over 100 research and/or applied articles. He is the developer of the Test of Attentional and Interpersonal Style (TAIS) which is used world wide to measure the attentional and interpersonal skills of high level performers in sports, business, sales and the military. Dr. Nideffer has worked with Olympic teams from the US, Canada, and Australia, and taught in psychiatry, psychology, and physical education departments in various universities. Dr. Nideffer received his Ph.D. in clinical and experimental psychology from Vanderbilt University.

Bapsi Slali, Ph.D., is a licensed psychologist in private practice in San Diego and Imperial Counties. Currently, she is doing individual and group psychotherapy in the areas of depression, abuse, performance, stress and family relationships. She is a co-founder of Kearny Mesa Psychological Services and the Center for the Treatment of Sexual Abuse. Dr. Slali completed her bachelor's and master's degrees in psychology in India. She has done graduate work and received teaching fellowships at San Diego State University and the University of Houston. She earned her Ph.D. in clinical psychology from the California School of Professional Psychology.

Raymond Trybus, Ph.D., is a former Provost and Vice President for Academic Affairs at National University, Executive Vice President of Alliant University Foundation, and for nine years was the Chancellor of the California School of Professional Psychology (CSPP), San Diego. Dr. Trybus has authored seventeen book chapters, authored or co-authored five books, and has published more than twenty-two scientific journal articles and technical reports. For the past three years, Dr. Trybus was the project Administrator for Project ESSEA (from Ethiopia, Somalia, Sudan, and

Eritrea to America), and outreach-based mental health program for refugees and immigrants from those four East African countries who now live in San Diego. He is also regarded as an internationally known research expert on the psychological issues of persons who are hard of hearing or deaf. Dr. Trybus has received over \$4,000,000 in external funds for his research projects from state, federal, and private agencies and has presented more than fifty papers at scientific conferences. We are greatly honored to now have the scholarly expertise of Dr. Trybus, who is also a licensed psychologist in the state of California, District of Columbia, and Maryland. He has extensive clinical experience and has been practicing and consulting for over 30 years. Dr. Trybus received his Ph.D. in Clinical Psychology and M.S. in Psychology with specialization in Research Methodology and Design from St. Louis University.

Cristina B. Versari, Ph.D. attended the United States International University and obtained her Ph.D. and Master's degree in Psychology with specialization in Sport Psychology. Dr. Versari also obtained two Bachelor's degrees from Gama Filho University located in Brazil. Dr. Versari has been working with high profile clientele for over sixteen years. Versari's duties include overseeing work with individuals, couples and teams in the areas of career development, life planning, educational planning, performance enhancement, stress management and relationship issues. Dr. Versari was the Program Administrator for the NBPA/NBA Education and Career Development Program which means being responsible for the services offered to twenty-nine NBA teams (over 450 players). Dr. Versari counseled NBA players on a variety of specific topics including life planning, education and degree completion. In addition to this Cristina Versari also developed numerous NBA players seminars

and training programs. Dr. Versari was the official psychologist for the Brazilian Men's basketball Team in the 1992 Olympics and the 1994 World Basketball Championships. Dr. Versari is also very active in academic study, being President and Director of the Sport Psychology Program at the San Diego University for Integrative Studies, and has conducted a large number of international (and national) workshops/training programs for athletes, coaches, businesspeople and

academics. As part of her commitment to the further development of Sports Psychology, Dr. Versari is the Editor of Self Help and Psychology Magazine, "Performance/ Sport Psychology" and various sources on the internet. She also provides executive and life coaching consulting services to high profile individuals who are interested in improving their professional performance, learning how to cope with IT infrastructure and coping with business reorganization.

ADJUNCT FACULTY

Clarence Amaral, Ph.D., is a licensed clinical psychologist on staff at Sharp Coronado Medical Center where he helped design and implement an outpatient behavioral health program for older adults. Dr. Amaral is also in private practice in the San Diego area specializing in the treatment of adults suffering from persistent, psychiatric disabilities. He received his master's degree in rehabilitation counseling at San Diego State University and his Ph.D. at the University for Humanistic Studies in San Diego. Dr. Amaral's special areas of interest include clinical consulting, geropsychology, and group psychotherapy and program evaluation.

Hilse Barbosa, M.A., National Certified Career Counselor, is the owner and principal consultant of HB Services for Personal and Professional Development and a community college counselor. She has translated the Myers-Briggs Type Indicator to Portuguese, under publisher's authorization, in order to study type and culture. Her lectures, workshops and training programs are offered internationally in three languages and comprise four major areas: personal and career development, decision-making, and the balance between culture and individuality.

James Bauman, Ph.D., is a licensed psychologist and a member of the United States Olympic Committee Sport Psychology Register. With an undergraduate degree in pre-physical therapy, a master's degree in education, and a doctorate in psychology, Dr. Bauman's educational background provides a diverse and relevant base to provide an equally diverse set of sport, educational, and psychological services that are directed at improving human performance. In 1999, Dr. Bauman

was appointed to the full-time position of Sport Psychologist at the Olympic Training Center in San Diego, CA. Since then, he has provided ongoing consultation for 14 different Summer/Winter Olympic teams, numerous Olympic and International coaches, and more than dozens of individual Olympic & Para-Olympic athletes. Additionally, he has worked directly with athletes who competed in the Barcelona, Lillehammer, Atlanta, Nagano, Sydney, and Salt Lake City Olympic Games, as well as numerous National Championships, World Cups, World Championships, Pan-American Games, Goodwill Games, and World University Games. Dr. Bauman's primary expertise and emphasis is in performance enhancement with athletes, coaches, entertainers, performing arts, and businesses. To date, Dr. Bauman has more than nine years experience working with men and women's NCAA Division 1A sports and post-season play, and has worked with more than 60 different sports from the youth to the national and international competitive levels; multiple stage and theatre performers; multiple professional dancers; and conducted workshops for several coaching certification courses, coaches academies, and nationally recognized corporations. His professional work also includes sport psychology publications; radio and television appearances; and consulting with special military warfare personnel. Dr. Bauman is a member of the American Psychological Association and the Association for the Advancement of Applied Sport Psychology.

Sandra Block, Ph.D., is a licensed clinical psychologist who received her doctorate in psychology in 1984 from United States International University in San Diego, California. She is the clinical director of

San Diego University for Integrative Studies' Counseling Center and an adjunct faculty member. Areas of teaching include psychopathology, theories of counseling and advanced skills of counseling. Areas of research interest include the use of story and metaphor in therapy and depression prevention programs in children. She has lectured locally and nationally on the use of fairy tales and archetypes in therapy and the art of raising optimistic children. Dr. Block has been in private practice in the San Diego area for the past twenty years, specializing in cognitive-behavioral treatment of children, adolescents and adults.

Edmund DeLeon, MBA, graduated with a degree of Electronics and Communications Engineering in the Philippines. He was a board certified Engineer and worked for a few years with the Philippines' largest telephone company as a Traffic Engineer before joining the U.S. Navy in 1985. His first ship was onboard the carrier *USS MIDWAY* and his last ship was onboard *USS PELELIU*. While in active duty, he visited countries like Japan, HongKong, Thailand, Korea, Vietnam Singapore, Australia, Italy, Israel, Norway, Germany, France, England and Belgium. In 2005, he completed his Master's degree in Business Administration (MBA) from National University. Consequently, he earned his certification in Human Resources (HR) Management in 2006. In August 2008, he completed a successful 23-year career as a Career Counselor in the Navy and transitioned to civilian career. He started working with H&R Block in November 2008 as a Tax Professional. Shortly after, he started his own financial advising and tax consulting business. In August 2009, he accepted a federal position in the Human Resources area with the Department of the Navy. He is also the Chief Financial Secretary of a local church overseeing budget and payroll administration. He is

happily married with 3 children in Chula Vista, CA.

Raymond DiCiccio, M.S.W., is actively involved in community program development and chemical dependency related organizations. He is especially involved in youth-oriented community programs and legislative and media advocacy aimed at reducing alcohol, tobacco and other drug use. His Masters in Social Work is from San Diego State University.

Victoria Fenner, Ph.D., has been a practicing Buddhist since 1970. She received her Ph.D. in Buddhist Studies in 1979 from the University of Wisconsin, where she specialized in Indo-Tibetan Buddhism and Intellectual History. She has studied and practiced with teachers from all four of the main Tibetan lineages and has spent in excess of 4 years in retreat. She has taught at the request of Lamas at a number of Dharma centers throughout California. They include Ganden Buddha Norling in San Diego, The Drikung Kagyu Center, and Thubten Dargay Ling of Los Angeles. She is currently a teacher at Palyul Jangchub Dargay Ling in San Francisco under the authority of the Nyingma Palyul Lineage of Tibetan Buddhism. Dr. Fenner has also been teaching students online since 1995.

Robert Fiero, Ph.D., is the president and co-owner of Fierro Metcalf Associates, a counseling firm. He has guest lectured in the counseling programs at San Diego State University, College of Law. He has taught and held seminars on Workers' Compensation Rehabilitation and Legal Aspects for the Insurance Education Association and has taught Professional Ethics and the Law. Dr. Fiero received his Ph.D. in Psychology from United States International University.

Jaclyn Gang, Ph.D., is a Marriage and Family Therapist, who has been in private practice for more than fifteen years. She began her professional career as a teacher of the deaf. Dr. Gang works with couples, groups and individuals with a specialty in sexual abuse. She has organized and supervised group treatment programs for incestive families, and at present is working with domestic violence perpetrators. She received her Ph.D. from the Professional School for Psychological Studies.

Judith Greer-Essex, M.A., A.D.T.R., M.F.C.C., R.E.A.T., is a Marriage, Family and Child Counselor specializing in Expressive Arts and Movement Therapy. Ms. Greer-Essex has over 15 years teaching movement and expressive arts therapy to a variety of populations. She earned her Master of Arts: Dance Movement Therapy from the University of California at Los Angeles and her Master of Arts in Counseling Psychology from National University.

Geshe Tsultim Gyeltsen, escaped from Tibet in 1959 and has lived and taught in England and the U.S. since the early 1970s. He holds the Lharampa Geshe degree which is similar to doctorate in the Tibetan Buddhist monastic university system. He currently resides in Los Angeles, where he is Director of Thubten Dhargye Ling, a center for the study of Buddhism and Tibetan culture.

Tara Hack, MA, holds a Master of Arts degree in Communication Studies from San Diego State University where she conducted her research on Identity and Stand-Up Comedy. Tara currently works as a Public Relations Coordinator for a local restaurant and catering company, and spends her evenings both tutoring ESL and teaching in the classroom. She has spent countless summers traveling to Europe and Latin

America, developing a sincere passion for language and culture that have directed both her studies and teaching philosophy. Tara has taught classes in public speaking, intercultural communication, speech and debate, and persuasion. She is bilingual in Spanish and spends her free time cooking and taking hip-hop dance classes.

Rick Halperin, MBA, CPA, has a twenty five year career which has been focused on creating value for clients and companies including new and established cleantech enterprises, renewable energy projects, sustainability initiatives, and environmental organizations. His education credentials include: George Washington University – MBA (Finance) – 1985, University of California, Santa Barbara – BA (Environmental Studies); BA (Geography) - 1982

He is currently serving as the President and Founder of Advisory 1, a multi-disciplinary sustainability consulting and financial services firm located in San Diego.

Edit Hegyi, M.D., Ph.D., has certification from the Educational Commission for Foreign Medical Graduates recognizing her medical degree in the U.S. She has strong research and research assessment skills and many years teaching experience. Dr. Hegyi has a strong interest in bringing together knowledge from Eastern and Western medical practices for the benefit of all. She received her medical degree from Albert Szent-Gyorgyi University School of Medicine, Hungary and her Ph.D. from Wayne State University in Detroit.

Joseph J. Kolezynski, B.B.A., M.B.A., M.A., Ph.D., is the Executive Director of the Professional Golfers Career College (PGCC). Prior to his role at PGCC, Dr. Kolezynski founded the Ascent Consulting Group, serving authors, speakers and other innovators by helping them take their ideas

and products from concept to commercialization. Joe played an active role in the development of Anthony Robbins' multi-million dollar product-and-seminar promotion company. His qualifications include over twenty-five years of progressive experience in organizational communication, financial problem-solving, marketing consulting and personal development. Joe's credentials include over 16 years as a prominent executive with the Ford Motor Company, most notable hallmarked by his contribution to "Team Taurus" and the introduction of the Taurus vehicle line. During this time frame, he honed his skills in communication and human relations by serving as an instructor for the Dale Carnegie Human Relations Course. Joe holds a BBA in Accounting, a MBA in Finance, a MA in Sports Counseling and a Ph.D. in Sports Psychology.

John Lundin, Rev., M.Div., a Protestant minister who has studied Buddhist practice in depth and is interested in using this practice to help others deepen their own religious practice, whether Christian, Jewish or Buddhist. He is currently co-authoring a book with His Holiness the Dalai Lama on Buddhism for Christians. He earned his Master of Divinity from the University of Chicago, Chicago Theological Seminary.

Stephen Martin, MS, was born in the Bronx, New York, and attended State University of New York at Buffalo and Graduated in 1983 with a degree in Geology B.A. He served as an Officer in the U.S. Navy (Diver) from 1984 until 1994. He then attended National University and received a Masters of Science in Software Engineering in 1997. Stephen taught various programming courses at Coleman College from 1998 to 2004 on a part-time basis. He has been employed in software development

in the defense, medical, biotechnology and non-profit industries since 1996 and is currently a senior system analyst at the San Diego Zoo.

Arlene Mazak, Ph.D., is a psycho spiritual educator and researcher with sixteen years experience in transpersonal graduate schools in the San Francisco Bay Area. She has been full-time core faculty at the California Institute of Integral Studies and at the Institute of Transpersonal Psychology. Clinically trained as a marriage and family therapist, with psychodynamic and transpersonal orientations, Arlene is currently in private practice in Fountain Valley, CA. She also offers ecumenical spiritual guidance and life coaching in her practice. Arlene was a student of Joseph Campbell in world mythologies, and Mircea Eliade in history of religions. She received a B.A. from Sarah Lawrence College in Liberal Arts, an M.A. and a Ph.D. in South Asian Studies from the University of Chicago, an M.A. in Counseling from the University of San Francisco, and a graduate certificate in Organization Development and Transformation from the California Institute of Integral Studies.

Sharron McCuistion-Lewis, Ph.D., earned her doctorate in Clinical Psychology from the California School of Professional Psychology and a B.A. in Creative Writing from San Francisco State College. She completed two years of post degree training in gestalt therapy at the Gestalt Institute of Cleveland. Dr. McCuistion-Lewis has extensive clinical and forensic experience, having been a licensed psychologist for over twenty-five years. She has been a teacher of psychology and English at several different colleges and universities. Her extracurricular interests are many, including fiction writing (she is currently working on a novel) and Eastern psychology and mysticism.

Randall McManus, JD, is a California licensed attorney, real estate broker, and general building contractor. He received his JD from National University in 1986, and his bachelor's degree in Business Finance from San Diego State University. Randall is a successful real estate investor and hands-on property manager. Over the past 25 years, Randall has bought, sold, or managed, houses, apartments, hotels, mobile home parks, and vacant land. As a developer in 1998, he built and sold 48 new houses in San Diego County. As a practicing attorney, he has successfully defended an \$11,000,000 lawsuit, and has won settlements of over \$1,800,000. He specializes in real estate law, landlord tenant law, and contracts. Being a member of the Airplane Owners and Pilots Association (AOPA) and Sierra Club, Randall enjoys his free time flying, and backpacking in the Sierra Mountains.

Radmila Moacanin, Ph.D., is a licensed psychotherapist who has conducted Intensive Journal workshops since 1977. She is the author of *Jung's psychology and Tibetan Buddhism: Western and Eastern paths to the heart*. She earned her Ph.D. from International College.

Lori Montross, PhD, is a full-time Research Psychologist at The Institute for Palliative Medicine at San Diego Hospice. As a Research Psychologist, she initiates and conducts research activities while also providing psychological treatment to patients in the Inpatient Care Center. She serves as a faculty member of the SDHIPM teaching team, and therefore offers mentorship and training regarding the unique psychological aspects of end-of-life care to students, staff, and other community constituents. Dr. Montross received her Bachelor of Science Degree in Psychology from Iowa State University in 1994, and her Master's of Counseling degree from Arizona

State University in 1997. She earned her Ph.D. in Counseling Psychology at the University of Kentucky in 2003, and completed her clinical internship at the Cincinnati Veteran's Affairs Medical Center. Afterward, she was chosen to become a National Institutes of Health Postdoctoral Research Fellow within the Psychiatry Department of the University of California – San Diego (UCSD), where she specialized in Geriatric Psychiatry. During her tenure at UCSD, she conducted both quantitative and qualitative research in areas of successful aging, suicide prevention, and medication efficacy. In 2005, she received a grant from the National Alliance for Research on Schizophrenia and Depression (NARSAD) to more thoroughly investigate the risk and protective factors for suicide among patients with schizophrenia. Later in 2006, she was selected to attend the Summer Research Institute in Suicide Prevention held at the University of Rochester, a venue reserved for the most promising young researchers in the United States each year. She has authored or co-authored more than 29 peer-reviewed journal articles, book chapters and abstracts, and has served as a reviewer for over six journals and international grant councils. She further brings more than 12 years of experience as an educator, with both teaching and administrative experience in community college, university, and private institutional settings.

Mary Lee Moser, M.A., received her Master of Arts Degree in Psychology from the University for Humanistic Studies, and a Certificate in Art Therapy from The New England Art Therapy Institute. She is currently in the process of becoming certified by The Center for Journal Therapy to teach Journal to the Self™ workshops. Mary Lee has provided services in a variety of mental health and chemical dependency programs, hospitals, hospices, and her own

Center for Growth through Creativity. For the past six years, she has been an Expressive Arts Therapist at Bayview Behavioral Health Campus, a program of Paradise Valley Hospital, serving adults, seniors, adolescents and children. She is currently co-writing a book with her son on the benefits of journal therapy for persons with disabilities.

Roy Nasby, D.O.M., Lic. Ac., is a Doctor of Oriental Medicine and licensed Acupuncturist. A graduate of Indiana University and the Pacific College of Oriental Medicine, he completed the Advanced Seminar at the China International Acupuncture Training Centre in Beijing, People's Republic of China and received his doctoral degree from South Baylo University in 1989. He is currently in private practice in San Diego. **Dickey Nyerongsha, OM.D.,** is a traditionally trained Doctor of Tibetan Medicine. She is the sole practicing female Tibetan physician in the United States today. Dr. Nyerongsha is a seventh generation physician – her family name is synonymous with compassionate medical care in her homeland in Tibet. While her early training in medicine was in the Nyerongsha Medical School, she graduated from Men-Tsee-Khang, the most prestigious medical school in Lhasa, Tibet. Dr. Nyerongsha maintains consulting practices in Colorado, Arizona, Texas, Oregon, and California. She resides in San Francisco.

Linda Nickell, PhD, received a B.A. degree from Western Michigan University with a dual major in Communications Arts and Sciences and in English and an M.A. degree in Educational Psychology from the University of Michigan. She attended the University of Michigan completing a doctoral program in the Educational Psychology Department (today's equivalent of an Ed.D. degree) and received her Ph.D.

in Clinical Psychology from the Professional School of Psychological Studies in San Diego. She counseled individuals and worked with large, court-ordered groups of men and women in the treatment of conflict-resolution and anger management for more than 8 years. She has been a member of the American Psychological Association since 1991. Dr. Nickell's approach to life has been one of teacher/student; one that has helped others to meet with, challenge and move through obstacles on a path of finding inner-peace. Dr. Nickell is an internationally recognized yoga teacher (RYT-500) by the Yoga Alliance. She teaches yoga (over 30 years) on an on-going basis along with her duties in the ESL program at SDUIS.

Samuel Park, JD, is a graduate of the University of San Diego, School of Law, and is a local attorney working as a solo practitioner. He also received bachelors degrees in Cognitive Science and Psychology from the University of California at Berkeley (2003). Today, Mr. Park's practice focuses mainly in the areas of consumer protection, business litigation, bankruptcy, and administrative law. On occasion, through the USD Administrative Hearing Program, Mr. Park serves as a hearing officer, presiding over citation appeals from the city, county, and ports of San Diego. Sam Park is a member of the San Diego County Bar Association.

Elizabeth Plourde, Ph.D., C.L.S. is a licensed Clinical Laboratory Scientist, with a B.S. in Biological Science, M.A. in psychology from Pepperdine, and a Ph.D. in Transpersonal Psychology from SDUIS. Specializing in hormonal biochemistry, she has presented her research at numerous colleges and universities, and on radio and TV nationally. She is the author of two books: *Your Guide to Hysterectomy, Ovary Removal, and Hormone Replacement*, and

Hysterectomy? The Best or Worst Thing that Ever Happened to Me?

Marcus Plourde, Ph.D., has a BS in Accounting, a BA in Computer Information Systems, a Masters in Business Administration, and a Ph.D. in Transpersonal Psychology. His diverse work experience ranges from family owned businesses to multinational corporations, union and non-union employees, as well as supervising a variety of ethnic groups within the global marketplace.

Robin Pratt, Ph.D., received a Ph.D. in Experimental Psychology and an M.A. in Psychology from the University of Illinois, and a B.A. in Mathematics from William Jewell College. Dr. Pratt was awarded the National Science Foundation Fellowship in Higher Mental Process and has published extensively in cognition, information processing, attention and learning, and sport performance enhancement, among other areas. He has held faculty appointments at the University of North Carolina at Greensboro, Elon University, University of Redlands, and Ottawa University. Dr. Pratt has an ongoing research program with Dr. Robert Nideffer on the diverse applications of the Test of Attentional and Interpersonal Styles (TAIS) and is the President of Performance Equations, Inc. in Greensboro, N.C. He teaches Assessment and Evaluation in Sport Counseling and Behavioral Statistics at SDUIS.

Lobsang Rapgay, Ph.D., is one of the first Tibetan medical doctors to teach in the United States. He is a clinical instructor at the U.C.L.A. Mind Body Medicine Group and a visiting faculty member at Harvard University. He has also been honored with the position of translator for His Holiness the Dalai Lama. His Ph.D.'s are in Philosophy and Clinical Psychology. His areas of research and interest are

psychotherapy for patients with life-threatening illnesses and the phenomena of death and mind body interaction. He earned his first Ph.D. in Philosophy from Visva Bharta University in India and his second Ph.D. in Clinical Psychology from Pacifica Graduate Institute in California.

Rene Ray, MAE, has worked in the corporate field for a division of a Fortune 500 company as and Operations and Branch Manager for fifteen years. His management background extends to training and the go-forward maintenance of international vendors in India and the Philippines. He holds a Bachelor's Degree in Organizational Leadership from Chapman University and a Masters Degree in Education from Alliant International University, as well as a certification in TESOL. He has taught English, Spanish, Business and Management at the university level and has dedicated time to serving as a Spanish/English Interpreter for medical assignments and depositions, in addition to being a certified Social Security Disability Advocate. He's an avid golfer, football fan and enjoys travel.

Doug Resh, MS , holds a Master of Science degree in Food Marketing from Saint Joseph's University as well as a Bachelor of Science degree from Millersville University in International Business/International Studies and is finalizing a certificate in International Food Law from Michigan State University. Doug has developed his career in food marketing through the art of selling products here in the U.S. and exporting products throughout the world. Doug's management style is to provide exceptional customer service which exceeds client expectations and brings this mentality to his classroom.

As an accomplished strategist and solution oriented manager, Doug has written articles on exporting, food marketing, restaurant reviews and additional topics relating to the

food industry for an assortment of publications and has presented to organizations at various venues around the globe.

Cecily Resnick, Ph.D., received a Ph.D. in Biophysics from the University of Illinois, a Ph.D. in Clinical Psychology from The Union Institute, an M.A. in Psychology from United States International University (Nairobi), and a B.A. in Psychology from the University of Chicago. Dr. Resnick was a Lecturer in the Department of Psychiatry at the University of Nairobi, Health Information Specialist for the Office of Population and Health with the United States Agency for International Development (USAID), Instructor of Psychology at United States International University (San Diego) and the University of Humanistic Studies. She has conducted research and published in the areas of psychodiagnosis and cultural interdependence. Dr. Resnick is a licensed psychologist in California and is a clinical psychologist for Interfaith Community Services in Escondido, California. She teaches Physiological Psychology and Research Methods at SDUIS.

Robert Rodgers, MBA, received his MBA with a specialization in Technology Management from National University and a BS in Computer Engineering with a minor in Mathematics from Clemson University.

Robert works as a Senior IT Engineer and teaches Information Technology and Business courses at SDUIS.

Maryann Rosenthal, Ph.D., received her M.A. in Psychology from Alliant International University and her Ph.D. in Psychology from California Institute for Human Science. Dr. Rosenthal is a licensed clinical psychologist and international authority on family dynamics and life achievement issues, whose goal is to help

parents develop knowledge, attitudes, skills and habits for successful parenting. She is author of the book *Be A Parent, Not A Pushover: A Guide to Raising Happy, Emotionally-Healthy Teens*, and Dr. Rosenthal appears frequently on radio and national television to speak on family, women's and children's behavior. She is the co-author, with Dr. Denis Waitley, of the Family Leadership Program "The Seeds of Greatness System" being taught worldwide. Appointed by the Governor of California, she has served on several advisory committees, is a member of the Domestic Violence Council, and a founding member of the Elder Abuse Prevention Project.

David Ross, M.S.W., L.C.S.W., is a Licensed Clinical Social Worker and clinical supervisor at the Center for Social Services in San Diego. In addition to supervising clinical staff and graduate students, he provides individual, couples and group therapy and training in the area of couples therapy and counseling skills. David also has a private practice where he provides individual, couples and group therapy and conducts workshops on relationships, and men's issues including prostate cancer. Mr. Ross also has experience counseling the critically ill such as cancer and HIV positive patients. He received his Master of Science in Social Work from McGill University in Canada.

Mitra Sarkhosh, MFT, is a licensed Marriage & Family Therapist and is also a certified yoga instructor. She is an online instructor at SDUIS. She has been facilitating groups since 1993 and helps individuals know their connection to their Higher Power and learn to maintain that connection through transformational processes such as: Transpersonal Psychology - a theory based in spiritual healing and creating a deeper relationship with one's higher power, Dream Work,

Vision Process, Meditation, and Inner Child Work - a therapeutic tool to heal deeper wounds and create self-care and balance in life. She practices psychotherapy in the areas of substance abuse, domestic violence, mental illness, sexual abuse, and relational problems.

Andrew Schacher is the President of A. Schacher & K. Brennan, LLC which he co-founded in New York in 1999. He currently focuses his practice on developing existing, small community based businesses who find themselves in need of short term and long term financing solutions. He was the President and CCO of a national full service stock brokerage firm that specialized in retirement accounts as well as foreign growth accounts and small offerings (under \$25,000,000). In 2002 Andrew single-handedly transformed the trading and operational strategies found in traditional retirement accounts and those changes are in use by Wall Street today. During his tenure on Wall Street, Andrew personally managed the accounts of senior executives at some of the largest and most well known companies in the world¹. He received his B.B.A. from Pace University's Lubin School of Business, and currently holds his General Securities, General Securities Principal, Financial Operations Principal and Financial Advisor licenses.

Cecilia H. Schulberg, M.A./M. M., M.F.T., MT-BC, is a Board Certified Music Therapist and Licensed Marriage and Family Therapist in Private Practice. She is a Primary Trainer in the Bonny Method of Guided Imagery and Music as well as a Certified Teacher of MARI (Mandala Assessment Research Instrument). She is the founding Director of Tikkun Network, a non-profit global organization which researches the use of deep arts processes in working with collective, trans-generational trauma. In addition to her writing in this

area, she is currently revising her book *The Music Therapy Sourcebook*.

Rob Spellman, MBA, holds a Master of Business Administration with an emphasis in Technology Management from the University of Phoenix. Robert earned his BA in Computer Science from Norfolk State University. He is an experienced information technology specialist, systems engineer, and instructor. Over the past 10 years, he has guided the successful personal and professional development of hundreds of individuals and co-workers. Robert utilizes system engineering principles and his knowledge of information technology to develop solutions for the complex problems facing businesses today. His lectures are based on his knowledge of business and information technology in respect to the positive impact they have can on an organization's bottom line.

Will Stillwell, Ph.D., has been associated with Humanistic Psychology for thirty years at The Center for Studies of the Person. He works as a consultant to people in organizations, finding new ways with clients to deal with conflict, leadership, morale, quality of work and accountability. He has served on the faculty of several universities and is coauthor of a recent book, *Conflict is Inevitable -- War is Optional*. He resonates with the Jewish hope for justice, and the Christian hope for love, the Buddhist hope for liberation, the Hindu hope for multiplicity and the Islamic hope for community, and the Animist hope for spirit in all beings.

Ronald A. Stolberg, Ph.D., graduated from the Pacific Graduate School of Psychology (PGSP) in Palo Alto, California. His specialty areas include child, adolescent, and family therapy as well as psychological assessment. He holds a current California license and has a private practice in San

Diego. Dr. Stolberg has been teaching in the community for years and enjoys the opportunity to help shape future generations of practitioners in our field. In addition to therapy and teaching he enjoys the research side of the field as well, authoring a new suicide scale for the MMPI-2, several publications in assessment textbooks and journals, and presentations at both national and international assessment conventions.

Allen Stovall, LAC,
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& Acupressure, Foundations of Acupuncture
Needling, Piercing the Truth Acupuncture
Studies Volume 1: Cultivating the Healer,
Cultivating the Healer for Medical
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Rachel Van Dessel, MA, MFA, received her MA in psychology from Sonoma State University and her MFA in dance from New York University. As a long time meditator, Rachel has completed a traditional Tibetan Buddhist 3 year retreat which allowed her an opportunity to synthesize and deepen her many years of Buddhist practice. She is director of the Summer Dance Program at Pema Osel Ling Buddhist Center and has presented a combination of chi gong, dance, movement, and meditation throughout the United States, Canada, and Japan.

Denis Waitley, Ph.D., received his Bachelor of Science degree from the U.S. Naval

Academy at Annapolis and earned a doctorate in Human Behavioral Psychology. Dr. Waitley is the most listened-to voice on personal and career success, authoring 12 non-fiction books, including national best-sellers *Seeds of Greatness, Being the Best,* and *The Joy of Working.* His audio album, "The Psychology of Winning," is the all-time best selling program on self-mastery. Dr. Waitley is a founding director of the National Council on Self-Esteem and the President's Council on Vocational Education. He is the recipient of the "Youth Flame Award" for his outstanding contribution to high school youth leadership, and has been inducted into the International Speakers' Hall of Fame. Dr. Waitley is one of America's most respected keynote speakers, lecturers, and productivity consultants in high performance human achievement, counseling Apollo astronauts, Superbowl champions, sales achievers, government leaders, and youth groups, and was responsible for performance enhancement of all U.S. Olympic athletes when he served as Chairman of Psychology on the U.S. Olympic Committee's Sports Medicine Council.

Patti White, PhD, is a clinical psychologist who has practiced in San Diego over the last 20 years. Her clinical experiences have been very diverse ranging from hospice care to traumatized individuals and families to the prison population. She has provided group therapy in crisis settings, schools, businesses, private therapy, and hospitals. Dr. White has specialized in emergency mental health instructing first responders and trauma professionals in the United States and Canada in the field of crisis intervention, post trauma stress disorder, stress management, grief, and death and dying. She has also organized and facilitated structured crisis intervention for groups and individuals in schools, universities, businesses, and government

environments. Dr. White has provided individual, group therapy, and administered psychological assessments to the most mentally ill in a men's prison. She was an independent evaluator for the Board of Prison Terms to determine disposition for mentally disturbed offenders. Dr. White was also a Certification Review Hearing Officer with the Superior Court in San Diego in which she conducted evidentiary hearings to determine psychiatric patients' mental status

with respect to their involuntary hospitalization. In addition to consulting at San Diego Hospice, Dr. White has researched and written about near-death experiences. She has published in the International Journal of Near-Death Studies summarizing a study she conducted comparing Hispanic and non-Hispanic near-death experiences.