

SECTION TITLE

2012 – 2013

Academic Catalog



MERIDIAN UNIVERSITY



Degree Programs in
PSYCHOLOGY • BUSINESS • EDUCATION • THE ARTS

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Transformative Learning

A transformative learning community catalyzes experiences which are transformative and integrative. Transformative learning supports the inherently active and social nature of knowledge. Learning how to learn is at the heart of this approach.



Learning Formats

Meridian offers its programs in two formats; the Monthly learning format and the Blended learning format. These two learning formats support the transformative learning intent of the curriculum while providing adult learners, who have significant commitments to family and/or employment, the opportunity to complete their coursework within a reasonable time frame.



Admissions Information

Meridian University is committed to creating a pluralist learning community. We seek a diverse group of students and welcome application from all qualified individuals. Our intention is to develop and nurture a learning community in which students and faculty can learn together in an atmosphere of mutual respect.

“*Meridian University offers a program unique in its ability to bring cognitive and experiential learning together. The depth and breadth of the studies, the consummate teaching, the rich community of learners make this a school that prepares the student to be a true social artist as well as a profoundly realized human being.*”

— JEAN HOUSTON, *Search for the Beloved*

ABOUT MERIDIAN UNIVERSITY

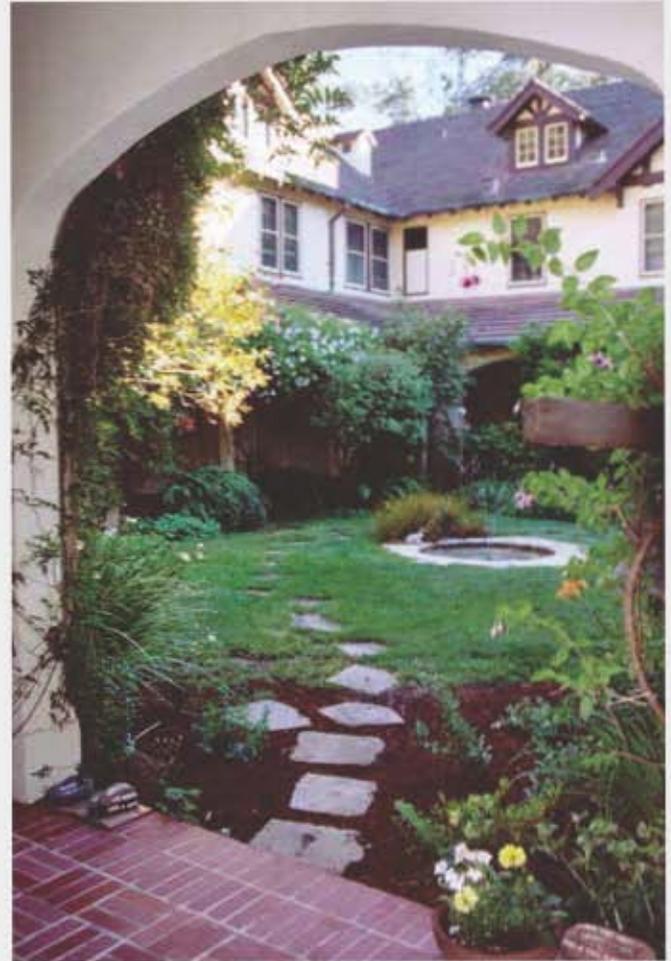
VISION & MISSION: AN EDUCATION THAT TRANSFORMS

The evolution of human beings expresses the earth's deepest potentials. The word *Meridian* evokes and symbolizes the earth as inhabited and imagined by humans. The culture that humans have imagined into being is in urgent need of transformation. The professions of Psychology, Business, Education, and the Arts can serve to make a critical contribution to possibilities for transforming contemporary culture. Meridian University's curriculum takes an integrative approach to both personal and cultural transformation within organizations, communities, and societies.

Meridian University seeks to educate leaders with the capacities, skills, and knowledge essential for transforming the professions of Psychology, Business, Education, and the Arts. The leadership capacities of courage, compassion, clarity, conscience, and embodied self-awareness together constitute the wisdom and integrity required for transforming the professions and the wider culture. Transformative learning at Meridian catalyzes the emergence of these capacities which, along with developing creative inquiry skills and acquiring professional knowledge, actualizes Meridian's commitment to sustaining an education that transforms.

Meridian's commitment to public and professional engagement is developed through the following Centers:

- Center for Transformative Learning
- Academy for Generative Entrepreneurship & Cultural Leadership
- Center for Social Healing & Cultural Praxis
- Center for Imaginal Studies



“ *When you see the earth from the moon, you don't see any divisions there of nations or states. This might be the symbol, really, for the new mythology to come. That is the country that we are going to be celebrating. And those are the people that we are one with.* ”

—JOSEPH CAMPBELL

“ *Earth, isn't this what you want? To arise in us, invisible?
Is it not your dream, to enter us so wholly
there's nothing left outside us to see?
What, if not transformation, is your deepest purpose?* ”

—RAINER MARIA RILKE

CENTER FOR TRANSFORMATIVE LEARNING

CENTER FOR TRANSFORMATIVE LEARNING

The Center for Transformative Learning is dedicated to fostering *Transformative Learning* through research, symposia, conferences, and networks that encourage and inspire both individual and collective learning. The Center focuses on the praxis of Transformative Learning in multiple domains and at multiple levels. *Praxis* refers to the ways in which we weave together theory and practice, action and reflection, in the service of learning.

During the academic year 2012-13, the Center will be hosting the 10th International Conference on Transformative Learning.



Transformative Learning is learning that goes beyond acquiring information and skills to developing individual and system capabilities. This is a shift from *having* information and skills to *being* capable. Such learning entails a shift in perceptual lenses enabling individuals and systems to inhabit new and more complex emergent landscapes.

The Center's work on the praxis of Transformative Learning is organized via projects in the following domains: Education, Spiritual Practice, Business, Psychotherapy, Social Change and Civil Society, Governance and the Law, and the Arts. The Center's Fellows practice transformative learning in each of these distinct domains.

The Center offers a Certificate in **Transformative Coaching**.



“ Any real change implies the breakup of the world as one has always known it, the loss of all that gave one identity. ”

—JAMES BALDWIN

TRANSFORMATIVE LEARNING IN HIGHER EDUCATION

Within higher education, both students and faculty are under intense pressure to acquire and transmit ever-increasing information. These circumstances result in a focus on competencies associated with informational learning. However, the performance deficiencies of higher education graduates as professionals suggests that something vital is missing. The future calls for integrated competencies that enable professionals to acquire and manage vast domains of information effectively enough to participate in wise and creative initiatives. Transformative Learning prepares graduates for this challenge.

The Center seeks to foster dialogue, symposia, and networks that encourage and inspire students, faculty, administration, and the public to embark on this journey. Meridian offers a Certificate Program in Transformative Learning, and Master's and Doctoral Degrees in Education emphasizing transformative education.

TRANSFORMATIVE LEARNING COMMUNITY

A transformative learning community catalyzes experiences which are transformative and integrative. Transformative learning supports the inherently active and social nature of knowledge. Learning how to learn is at the heart of this approach.

When transformative learning is practiced in a supportive community, we are able to inhabit vulnerability and mystery. Through the recognition of each other's unique potentials and limitations, a collective process of creative inquiry unfolds. This approach builds relationships with reciprocity and mutuality; it is especially suited to the transformative dimensions of adult learning.

At Meridian, care and attention have been given to the *how* of teaching and learning, as well as on what information should be transmitted. It is clear that in order for transformative learning to flourish, a well-sealed and supportive container is required. Toward this intent, Meridian has chosen particular formats and practices in constructing its learning environment.



“ *These leaves, our bodily personalities, seem identical, but the globe of soul-fruit we make, each is elaborately unique.* ”

—JALALUDDIN RUMI

MERIDIAN ACADEMY FOR GENERATIVE ENTREPRENEURSHIP & CULTURAL LEADERSHIP

Generative Entrepreneurship goes beyond the generally positive social impact of social entrepreneurship to specifically furthering the learning and empowerment of individuals, communities and societies. Rather than being exploitative of the commons, Generative Entrepreneurship seeds and builds the commons.

Generative Entrepreneurs are also cultural innovators. Entrepreneurship is now a major driver of social and economic transformation. Less obvious is the cultural dimension of entrepreneurship and its impact on the generations to come. Cultural leadership is constituted by principled actions that create new and unexpected meanings. The role of dialogue and conversation is critical in this collaborative construction of emancipatory meanings.

Leaders skilled in the art of conflict facilitate the recognition and engagement of differences necessary for creative collaboration and cultural change. The principles and practices of Cultural Leadership may be applied to personal, business, political, clinical, and educational contexts.

Both locally and globally, it is imperative to actualize a collaborative vision of leadership that takes responsibility for the whole. To actualize this vision the Academy draws on the principles and practices of Transformative Learning for cultivating personal and organizational capabilities. The Academy promotes its mission through symposia, workshops, consulting, and training programs.



“ One cannot settle in the World without assuming the responsibility to create it. ”

—MIRCEA ELIADE

CENTER FOR SOCIAL HEALING & CULTURAL PRAXIS

CENTER FOR SOCIAL HEALING & CULTURAL PRAXIS

Meridian University's Center for Social Healing & Cultural Praxis is dedicated to research, education, and consultation that engages the conflicts, schisms, and enemy-making dynamics of our time.

The Center's work includes the following themes and topics:

- Peace-Building
- Cultural Trauma
- Conflict Transformation
- Engaging the Other
- Accountability Practices
- Restorative Justice
- Forgiveness and Reconciliation
- Intergenerational Justice
- Harvesting Diversity
- Empathic Imagination
- Empathic Communication and Empathy as a Capacity
- Building and Restoring Trust
- Transmuting Hate
- Scapegoating Dynamics
- Trauma, Victimization, and the Bystander Phenomenon
- Environmental Justice
- Poverty as Social Violence
- Generative Globalization



“

Why is it that just now especially we interest ourselves in psychology? The answer is, everyone is in dire need of it...we live in a time when there dawns upon us a realization that the people living on the other side of the mountain are not made up exclusively of red-headed devils responsible for all of the evil on this side of the mountain.

”

— C.G. JUNG

CENTER FOR IMAGINAL PSYCHOLOGY

IMAGINAL PSYCHOLOGY: A DISTINCT ORIENTATION TO TRANSFORMATIVE PSYCHOLOGY

Imaginal Psychology is a distinct orientation to the discipline of psychology. This orientation reclaims soul as psychology's primary concern. The soul expresses itself in images. Care of the soul asks that we pay close attention to the images we inhabit. This orientation to psychology has its roots in the transformative practices that are at the core of many spiritual traditions and creative arts.



In the last one hundred years, modern depth psychology has rediscovered these sacred potentials. Imaginal Psychology traces this vein of gold through its ancient and modern manifestations in ways relevant to our contemporary lives, enabling a distinctly postmodern psychology to emerge.

Meridian's curriculum draws on spiritual traditions, somatic practices, creative arts, mythology, indigenous wisdom, literary and poetic imagination, deep ecology, mystical philosophy, cultural history, and social critique.

“ *The imagination is not a State: it is the Human Existence itself.* ”

—WILLIAM BLAKE

SPIRITUAL TRADITIONS

The world's spiritual traditions offer wisdom and transformative practices which have been seasoned by centuries of lived experience. This mindfully gathered knowledge can be of great value in enabling psychology to have an emancipatory impact on our social institutions.

SOMATIC PRACTICES

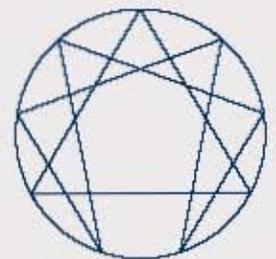
Available in the local knowledge of many cultures, modern medicine has marginalized these great resources for healing and pleasure. In the last 30 years however, there has been a watershed in the restoration and development of somatic practices. If psychology is to come to its senses, we must reconnect with the sensory foundations of experience.

“ *The real voyage of discovery lies not in seeking new landscapes, but in having new eyes.* ”

—MARCEL PROUST

CREATIVE ARTS

The practices of writing, drawing, movement, vocalizing, and drama offer ways to cultivate the senses, memory, and imagination. A psychology that embraces these practices is able to explore those depths of human experience which are the sources of cultural leadership and change.



MYTHOLOGY

These ancient stories offer a cornucopia of images which continue to shape contemporary culture. With myth as background, we gain fresh perspective and insight into the discipline and profession of psychology.

CENTER FOR IMAGINAL PSYCHOLOGY

INDIGENOUS WISDOM

By looking to the cultures of indigenous peoples, psychology can draw on wisdom forgotten in the wake of modernity. Values essential to our future such as conviviality, sustainability, and justice, are well understood by indigenous cultures.

LITERARY AND POETIC IMAGINATION

The enduring literature of diverse cultures is a repository of deep imaginative guidance. Poets, playwrights, novelists, and storytellers imaginatively evoke the most challenging dimensions of life in the unique ways that they are experienced and responded to within a specific culture.

DEEP ECOLOGY

The development of a sustainable postmodern culture requires that we understand the ways in which soul is not limited either to the personal or to the human. This deeper appreciation of the essential heterogeneity of life offers psychology a complex and evolutionary context for its future.



“ *In order to change what is, we need to give speech to what has been, to imagine what might be.* ”

—ADRIENNE RICH

MYSTICAL PHILOSOPHY

A deep river of psychological wisdom that has permeated the ancient Mediterranean cultures of Egypt, Greece, and Italy is accessible to us through the resources of mystical philosophy.

CULTURAL HISTORY

As a web of habits, culture embodies a specific understanding of the soul's nature at a particular time and place. Cultural history excavates this knowledge through the study of ancient texts and artifacts, conveying the co-evolution of culture and consciousness.

SOCIAL CRITIQUE

Modern social theory elaborates a critique of modernity essential to understanding contemporary Western societies and psychology's place within them. An understanding of politics, mass culture, and oppression is vital for the socially-engaged psychological practitioner. Those who would offer cultural leadership find in social critique a historical understanding of contemporary culture.

“ *The alchemy of a changing life is the only truth.* ”

—JALALUDDIN RUMI

MONTHLY LEARNING FORMAT

LEARNING FORMATS

Meridian offers its programs in two formats: the Monthly learning format and the Blended learning format. These two learning formats support the transformative learning intent of the curriculum while providing adult learners, who have significant commitments to family and/or employment, the opportunity to complete their coursework within a reasonable time frame.

ACADEMIC CALENDAR

Meridian's calendar is based on the quarter system. Approximately three hundred classroom hours (approximately 30-35 quarter credits) are completed each academic year. Courses are designed to be taken in sequence, within the cohort-based, transformative learning community model. The academic year begins September 1st and ends August 31st.

RESIDENTIAL PLAN

Students who choose the Monthly learning format meet in residence for one weekend per month (Friday through Sunday) during the Fall and Spring quarters (six weekends per year). Additionally, students meet for one-week sessions during the Winter and Summer quarters, respectively.

In the Monthly learning format, classes are held in residence; some classes also have an online component. All meals and lodging are provided. Learning in residence offers students:

- The opportunity to sustain one's focus on learning and developing relationships within the learning community rather than on meal preparation and commuting.
- The opportunity to receive the support and nurturance necessary for the effective development and deepening of a transformative learning community.
- The opportunity for retreat from the pressures of day-to-day professional and family responsibilities.



“*Meridian University offers a graduate education that is integrative, innovative, and pioneering as an educational model that involves holistic learning and practical application to many diverse professions.*”

—ANGELES ARRIEN, *The Four-Fold Way*

BLENDED LEARNING FORMAT

OVERVIEW

The Blended learning format at Meridian University combines online learning with two week-long residential sessions each academic year. This combination of learning online and learning in residence offers the student the opportunity to complete Meridian's degree programs by traveling to the San Francisco Bay Area twice per academic year, one week in the Winter and one week in the Summer.

ACADEMIC CALENDAR

Meridian's calendar is based on the quarter system. In the Blended learning format, the academic year consists of approximately 30-35 quarter credits of coursework. The Fall and Spring quarters are conducted entirely online. The Winter and Summer quarters each entail a one-week residential session that also includes some online coursework. The academic year begins September 1st and ends August 31st.

ONLINE COURSEWORK

An average of 18-20 quarter credits of online learning are completed through online coursework annually. Meridian faculty and staff collaborate to provide an online learning experience for students that invites new and unexpected meanings to emerge. Online coursework is conducted asynchronously, providing students the opportunity to participate in collaborative learning with faculty and fellow students during times that are convenient for personal schedules. Faculty respond to students' work (weekly lessons, projects, or dissertations/clinical case submittals) within two to 30 working days, depending on the nature of the assignment.

RESIDENTIAL SESSIONS

Students deepen their learning experience in the degree programs through week-long residential sessions that meet twice a year. Students meet in residence in the San Francisco Bay Area for one week in the Winter and one week in the Summer. Approximately 14 quarter credits of classroom learning are completed in residence each academic year.



PROFESSIONAL SPECIALTY PROGRAMS

Students have the option to select professional seminar and training programs for specialized trainings. On a case-by-case basis, Meridian approves such speciality programs that, with the addition of supplemental texts and an academic paper overseen by a Meridian faculty member, can replace a portion of the coursework.

ACADEMIC PROGRAMS OVERVIEW

ACADEMIC PROGRAMS OVERVIEW

Each degree program at Meridian University entails learning objectives that implement the following Institutional Learning Objectives:

1. LEADERSHIP CAPACITIES:

The student will cultivate leadership capacities aligned with the specific profession that is the focus of their degree program.

2. CREATIVE INQUIRY SKILLS:

The student will develop creative inquiry skills aligned with the specific profession that is the focus of their degree program.

3. PROFESSIONAL KNOWLEDGE:

The student will acquire professional knowledge specific to the focus of their degree program.

Meridian University offers Bachelor's completion and graduate degree programs that educate students to engage the professions of Psychology, Business, Education, and the Arts in creative and transformative ways. These degree programs provide a cumulative, emergent, and integrated curriculum, empowering the student's transformation both personally and professionally.

Please contact admissions staff regarding the launch date for the new programs.

BACHELOR'S COMPLETION PROGRAM

- B.A. in Liberal Studies (New)

BUSINESS PROGRAM

- MBA in Creative Enterprise (New)

ARTS PROGRAM

- MFA in Interdisciplinary Arts (New)

EDUCATION PROGRAM

- M.Ed. in Educational Leadership (New)
- Ed.D. in Organizational Leadership (New)

PSYCHOLOGY PROGRAM

- M.A. in Psychology
- M.A. in Counseling Psychology
- Psy.D. in Clinical Psychology
- Ph.D. in Psychology

Concentrations:

- Art Therapy
- Creative Arts Therapy
- Somatic Psychology
- Cultural Leadership
- Business Psychology
- Depth Psychology
- Transpersonal Psychology
- Ecopsychology



B.A. IN LIBERAL STUDIES

This is a new program; please contact admissions staff for launch date.

THE EDUCATIONAL OBJECTIVES FOR THE B.A. IN LIBERAL STUDIES INCLUDE:

1. To develop a liberal vision based on an understanding of consciousness and culture in the service of engaging and transforming the professions.
2. To develop information, communication, and generative entrepreneurial competencies.
3. To develop creative inquiry skills.
4. To develop leadership capacities which further professional engagement.

GRADUATION REQUIREMENTS FOR B.A. IN LIBERAL STUDIES

- Students are required to complete 180 units of coursework of which between 60 to 80 units are completed at Meridian.
- A minimum of 100 units needs to be completed at other institutions including all General Education Requirements. A minimum of 45 quarter units in the following areas of Lower Division General Education are required:
 - o Social Science – a minimum of at least one 3-unit course in two areas (12 units)
 - o Humanities – a minimum of one 3-unit course in two areas (12 units)
 - o Natural Sciences (9 units)
 - o Critical Writing and Thinking (Composition) (9 units)
 - o Math (3 units)
- Students are expected to complete a Creative Action Project (Capstone).
- This project may be completed individually or collaboratively.
- Students have a maximum of four years to complete their Bachelor's in Liberal Studies from their initial date of enrollment.



“ It may be that when we no longer know what to do we have come to our real work, and that when we no longer know which way to go, we have begun our real journey. The mind that is not baffled is not employed. The impeded stream is the one that sings. ”

—WENDELL BERRY

B.A. IN LIBERAL STUDIES

CURRICULUM OVERVIEW

FIRST YEAR

FALL

Consciousness, Culture & Social Transformation I
Transformative Education I
Leadership & Creative Inquiry I

WINTER

Consciousness, Culture & Social Transformation II
Transformative Education II
Leadership & Creative Inquiry II

SPRING

Organizational Development & Transformation I
Information & Communication Studies
Leadership & Creative Inquiry III

SUMMER

Organizational Development & Transformation II
Creative Writing
Leadership & Creative Inquiry IV

SECOND YEAR

FALL

Human Development I
Media & Contemporary Culture
Collaborative & Cultural Leadership I

WINTER

Human Development II
Diversity & Cultural Praxis
Collaborative & Cultural Leadership II

SPRING

Democracy, Conflict & Sustainability I
Art & Sustainability
Collaborative & Cultural Leadership III

SUMMER

Democracy, Conflict & Sustainability II
Generative Entrepreneurship
Collaborative & Cultural Leadership IV

This overview is illustrative only; curricular choices are geared to the Monthly or Blended learning format. This curriculum is revised periodically and subject to change. Selected courses in the Monthly format also have an online component.

“

I feel I received high quality training in becoming a therapist while enrolled in Meridian's Master's in Counseling Psychology program, and this was largely due to the school's focus on Transformative Learning. I find myself able to engage the therapeutic process with more self-awareness, subtlety, and creativity because of this focus. In comparison to other MFT interns' training, I find that my educational experiences at Meridian prepared me to be a more open-minded clinician.

”

—DANIELA DI PIERO, REGISTERED M.F.T. INTERN
TEAM 3 FAMILY COUNSELING CENTER

BA COURSE DESCRIPTIONS

CONSCIOUSNESS, CULTURE & SOCIAL TRANSFORMATION I, II

Human consciousness and culture have co-evolved. Each significant threshold in cultural evolution is associated with leaps in human consciousness. This course sequence focuses on the competencies that support the emergence of collective wisdom in human systems. (2 units each)

TRANSFORMATIVE EDUCATION I, II

While wisdom is not a destination, wisdom emerges in the journey of Transformative Learning. The process of Transformative Learning inevitably disrupts culturally infused mental models. Transformative Learning goes beyond the acquisition of information and skills to individual and system capabilities. This course sequence focuses on Transformative Learning in the domain of educational institutions. Students develop beginning competencies needed to effectively facilitate Transformative Learning with an emphasis on liminal processes. (2 units each)

LEADERSHIP & CREATIVE INQUIRY I, II, III, IV

Effective leaders are profoundly integrated learners themselves. In their process of learning they develop integrated competencies. This course sequence focuses on developing leadership capacities and creative inquiry skills that cohere with the knowledge base of the professions of education, psychology, business, and the arts. (2 units each)

ORGANIZATIONAL DEVELOPMENT & TRANSFORMATION I, II

Sustainable organizations in an emerging creative economy are dynamic in their response to managing change. Leading organizational change involves collaborative leadership, creativity, motivation, effective team dynamics, process stabilization, and improvement. This course covers the characteristics of a leadership team and its relation to successful organizational transformation in a creative economy. Additional topics include stages of commitment and behaviors organizations exhibit in relation to ecological and human sustainability and the support systems needed to sustain long-term change. (2 units each)

INFORMATION & COMMUNICATION STUDIES

Information and communication competencies are evolving at an accelerated rate while the globalized context becomes more complex. This course focuses on information and communication resources as well as practices that empower students to asynchronously learn what they need to learn following a distinct call to their vocation. (2 units each)

CREATIVE WRITING

Creative Writing is both a mode of communication and inquiry. This course utilizes deep inquiry into core questions regarding vocation and profession as a way of expressing possibilities through writing. (2 units)

HUMAN DEVELOPMENT I, II

To facilitate learning, educators need a comprehensive and multi-cultural understanding of the role of learning in human development. Cognitive and emotional development are themselves distinct kinds of learning. This course sequence reviews the major theories of human development as they apply to engendering integrated competencies within educational curricula. (2 units each)

MEDIA & CONTEMPORARY CULTURE

From printing press to digital arts, each innovation in media opens new landscapes. With steady intensification our cultural experience is refracted by the mental models and core beliefs dominating the media. Since Transformative Learning entails a shift in mental models, it inevitably surfaces cultural issues and contradictions. This course sequence focuses on competencies that enable critical reflection regarding the meaning frames promoted by contemporary media. (2 units)

“ *Difference is that raw and powerful connection from which our personal power is forged.* ”

—AUDREY LORDE

BA COURSE DESCRIPTIONS

COLLABORATIVE & CULTURAL LEADERSHIP I, II, III, IV

Leading effectively entails learning and collaborating with others. Humans are a profoundly social species, formed both by genes and memes. Significant collective endeavors require a deep capacity to collaborate and to perceive culture. This course sequence focuses on the leadership capacities and skills essential for promoting and facilitating Transformative Learning in multiple domains and levels. (2 units each)

DIVERSITY & CULTURAL PRAXIS

One of the challenges within educational organizations is to connect or reconnect diverse individuals and communities and in this way enable a unity in diversity. This course develops competencies required in facilitating the recognition and engagement of differences critical to learning environments including the domain of education. (2 units)

DEMOCRACY, CONFLICT & SUSTAINABILITY I, II

This course sequence focuses on the role of collective Transformative Learning in creating a just and sustainable future. Intractable conflicts are rooted in core beliefs and mental models. Democratic processes require that differences in mental models be engaged with creative conflict instead of violence and exploitation. This course develops competencies for facilitating creative conflict. (2 units each)

GENERATIVE ENTREPRENEURSHIP

Generative Entrepreneurship goes beyond positive social impact to furthering learning and empowerment. Rather than being exploitative of the commons, Generative Entrepreneurship seeds and builds the commons. Generative Entrepreneurs are also cultural innovators. Entrepreneurship is now a major driver of social and economic transformation. Less obvious is the cultural dimension of entrepreneurship and its impact on the generations to come. This course surveys major examples of Generative Entrepreneurship around the globe as a way to imagine further possibilities in local contexts. (2 units)



“*Meridian University is a gift to this moment in our history. The rare breadth of the intellectual journeys it offers, and its exquisite attention to the ripening of the whole person, set a stunning example for graduate studies in the time of the Great Turning. It grows new and needed disciplines of consciousness, as well as motivation to engage in the transformation of culture.*”

— JOANNA MACY, *The Great Turning*

THE CREATIVE ENTERPRISE MBA

This is a new program; please contact admissions staff for launch date.

THE CREATIVE ENTERPRISE MBA DEGREE OVERVIEW

The Creative Enterprise MBA at Meridian is centered at the intersection of three primary emphases:

- Transformative Innovation
- Generative Entrepreneurship and Cultural Leadership
- Applied Wisdom and Sustainability

These emphases are integrated into a coherent curriculum in support of the student's development of personal, organizational, and Cultural Leadership competencies. The Creative Enterprise MBA offers a curriculum designed to develop the leadership capacities and business knowledge needed to create and serve in multiple types of organizations: business, social enterprise, non-profit, and public, all committed to a triple-bottom line.

The Educational Objectives for the Creative Enterprise MBA include:

1. To acquire the knowledge base of core business functions.
2. To understand, from ethical and systemic viewpoints, the cultural and economic context of business.
3. To develop creative inquiry practices and skills in support of transformative innovation.
4. To cultivate leadership capacities that further professional engagement in business, non-profit, public, and fourth sector organizations.

GRADUATION REQUIREMENTS FOR THE CREATIVE ENTERPRISE MBA

- Students are required to complete 60 credits of coursework.
- Students are expected to complete a Creative Action Project (Capstone). This project may be completed individually or collaboratively.
- Students have a maximum of four years from the initial date of enrollment to complete the Creative Enterprise MBA degree.

“ Business has become, in this last half century, the most powerful institution on the planet. The dominant institution in any society needs to take responsibility for the whole. Every decision that is made, every action that is taken must be viewed in light of that responsibility. This requires more than incremental adjustment; it calls for a fundamental redefinition of business as a social partner. ”

— WILLIS HARMAN, WORLD BUSINESS ACADEMY
AUTHOR, *Global Mind Change*

THE CREATIVE ENTERPRISE MBA

CURRICULUM OVERVIEW

FIRST YEAR

FALL

Foundations of Creative Enterprise
Community Economics
Leadership & Creative Inquiry I

WINTER

Innovation, Culture & Sustainability I
Ecologically Restorative Business
Leadership & Creative Inquiry II

SPRING

Innovation, Culture & Sustainability II
Emergent Thinking in the Creative Economy
Leadership & Creative Inquiry III

SUMMER

Innovation, Culture & Sustainability III
Research & Innovation in Business
Leadership & Creative Inquiry IV

SECOND YEAR

FALL

Managerial Accounting
Creative Marketing
Collaborative & Cultural Leadership I

WINTER

Managerial Finance
Operations Management
Collaborative & Cultural Leadership II

SPRING

Human Resources Development
Strategic Management
Collaborative & Cultural Leadership III

SUMMER

Business & Social Entrepreneurship
Organizational Development & Transformation
Collaborative & Cultural Leadership IV

This overview is illustrative only; curricular choices are geared to the Monthly or Blended learning format. This curriculum is revised periodically and subject to change. Selected courses have online components.



“The school’s cohort learning model has deeply affirmed my sense that transformative learning is dependent on community; and the school’s emphasis on cultural leadership has enabled me to bridge my work in organizations with my yearning to support social change. Mary Oliver’s line — ‘One day you finally knew what you had to do, and began’ - applies to me as a result of my experience here. The combination of theory, a learning cohort, and faculty who embody the teachings, created an environment in which ***I transformed my capacity to experience life*** and to practice my vocation. I went to ‘great’ schools before this but this is where I truly learned what I needed to live in the world and serve my community.”

—MARK NICOLSON, M.A., M.B.A.

CO-FOUNDER, LEADERSHIP DNA AND VENTANA GROUP

MBA COURSE DESCRIPTIONS

MBA 502

FOUNDATIONS OF CREATIVE ENTERPRISE

Social and technological drivers as well as accompanying cultural change, bring complex innovation challenges for sustainable enterprise. In order for a business, nonprofit, public, or social enterprise to be a creative enterprise, specific management and leadership capabilities are needed for sustainable integration into a globalized, creative economy. This course is an overview of the integrated competencies required for successful participation in 21st century creative enterprises. (2 units)

MBA 507

LEADERSHIP AND CREATIVE INQUIRY I, II, III, IV

First and foremost leaders must be learners. Expectations for ongoing learning in the management of enterprises continue to accelerate as organizations learn to periodically reinvent themselves within an increasingly competitive, entrepreneurial culture. This course focuses on leadership capacities and creative inquiry skills developed through Transformative Learning practices. (2 units each)

MBA 515

COMMUNITY ECONOMICS

This course examines the causes of the current recession along with community-based economic strategies for survival and recovery. The course begins with the theory of money as developed by Thomas H. Greco, Jr. and Bernard Lietaer (including a review of both the medium of exchange and store of value functions of money) along with an examination of the impact of the information management revolution on the systems properties of money. Most economics courses begin with the theory of markets—how money is used, not what it is. This course focuses both on regional crisis responses and on strategies for long-range investment in sustainable economic development. Applications will be explored for both the regional market economy and the regional commons. (2 units)

“What if we discover that our present way of life is irreconcilable with our vocation to become fully human.”

—PAULO FREIRE

MBA 524, 525, 526

INNOVATION, CULTURE, AND SUSTAINABILITY I, II, III

Sustainable enterprises respond to wider social, technological, and cultural change with organizational capabilities for cultural innovation, institutional integrity, and wise entrepreneurial initiative. This course provides a practical understanding of the structures, processes, and practices utilized by organizations that sustain a triple-bottom line within the transforming consciousness of generative globalization. (2 units each)

MBA 530

RESEARCH AND INNOVATION IN BUSINESS

Maintaining a healthy edge in the marketplace requires an understanding of, and ability to measure, sustainable business practices throughout the entire value chain. It includes analyzing internal progress as well as external markets to determine opportunities for creating new products and services and the ability to communicate ideas to a diverse stakeholder group. This course covers the preliminary steps needed to successfully launch a sustainable venture as either a new enterprise or within an established business. It includes the principles and practices of action and participation in sustainability research, true cost accounting, evaluation, and reporting. Existing research tools and sustainability metrics and reports will be reviewed. (2 units)

MBA 607

COLLABORATIVE AND CULTURAL LEADERSHIP I, II, III, IV

Managing and leading effectively entails leading with others. Wherever people are working together they do so within a pattern of habits that make up the enabling and limiting conditions of societal and organizational culture. This course emphasizes the integrated competencies required for entrepreneurial collaboration and cultural innovation within sustainable enterprises. (2 units each)

MBA COURSE DESCRIPTIONS

MBA 611 CREATIVE MARKETING

The marketing management process is critical to positioning an organization as a key contributor to a sustainable market in an emerging creative economy. It requires the ability to thoroughly analyze market strategies in order to make decisions that positively impact the organization and society as a whole. This course approaches marketing strategy and frameworks, trends, concepts, and marketing techniques in relation to today's individual, organizational, and societal needs. Some of the topics to be covered include research, target market and segmentation, societal and cause-related marketing, green marketing, and branding. (2 units)

MBA 612 OPERATIONS MANAGEMENT

A clear understanding of operations management is essential to building and maintaining a sustainable business. There are a wide range of opportunities to improve a company's operations from worksite safety and employee training to product development. It is particularly critical as the emerging creative economy seeks to harness increased cultural diversity and creative talent among our workforce, locally and globally. This course covers topics such as process analysis, supply chain management, quality, and facility management. Additional topics reviewed include concepts of probability, statistics and optimization applied in operations management tools, process mapping and production technologies, as well as material use and reuse introduced through industrial ecology. (2 units)

MBA 613 STRATEGIC MANAGEMENT

The evolution taking place in market strategy is creating a business consciousness that is socially and environmentally sensitive as part of an organization's fundamental makeup. Trends are continuously emerging, providing opportunities to develop new strategies and revise organizational processes and structures that are more sustainable. This course will give an overview of different market strategy techniques providing a framework of understanding for the internal processes and structures needed to support sustainable organizations in times of economic volatility and change. In this context, sustainability becomes by definition good business strategy. (2 units)

MBA 616 MANAGERIAL FINANCE

The key to managing organizations more sustainably is to understand the principles and communicate the concepts of business finance to a larger audience. It provides in turn the foundation for a persuasive business case supporting socially responsible investing. This course includes financial analysis and management in relation to areas such as financial ratios, assets and liabilities, financial planning and forecasting, assessing, and managing risk. Additional topics such as time-value of money, financial markets and instruments, and socially responsible investment (SRI) will be explored. (2 units)

MBA 617 MANAGERIAL ACCOUNTING

Effective managers in any industry need to be equipped with the knowledge and understanding of accounting in order to make business decisions that sustain a company through prosperous as well as lean times. Understanding accounting within the U.S. business environment will set the foundation for incorporating social and environmental practices into the accounting system. This course approaches accounting from both the financial and managerial perspective. Examples of topics covered include, but are not limited to, the accounting process, financial statements, budgeting, and cost-volume-profit analysis. Environmental, social, and ethical accounting issues will also be introduced. (2 units)



MBA COURSE DESCRIPTIONS

MBA 620

BUSINESS AND SOCIAL ENTREPRENEURSHIP

The Transformative Learning process creates an environment supporting the development of collaborative leadership capacities that successful entrepreneurs/intrapreneurs require in an emerging creative economy. These capacities help sustain creative thinking and sound decision-making in order to manage risk during all stages of a new business venture. This course correlates the qualities found in today's successful entrepreneurs/intrapreneurs and how they drive innovation in sustainable business. Building upon the introduction to research tools and sustainability metrics in previous courses, a more comprehensive picture will be presented that shows how innovation in sustainable ventures impact the development of social capital and large scale influence on social change. (2 units)

MBA 621

ORGANIZATIONAL DEVELOPMENT AND TRANSFORMATION

Sustainable organizations in an emerging creative economy are dynamic in their response to managing change. Leading organizational change involves collaborative leadership, creativity, motivation and effective team dynamics, process stabilization, and improvement. This course covers the characteristics of a leadership team and their relation to successful organizational transformation in a creative economy. Additional topics include stages of commitment and behaviors organizations exhibit in relation to ecological and human sustainability and support systems needed to sustain long term change. (2 units)

MBA 626

TRANSFORMATIVE BUSINESS INNOVATION

The recent Great Recession and other underlying economic trends have reduced the amount of capital available for non-profit funding of social enterprise. In this context, market-based models assume a larger role in leading social transformation. One of the most influential business thinkers in the world, C.K. Prahalad, suggests that innovative business models can effectively address the world's poverty. He asserts that transformative missions like this can be undertaken not by adopting an industry's "best practices" but by identifying "next practices" that have the potential to shift a market or society's equilibrium. Building

upon the Foundations of Creative Enterprise course the process of identifying "next practices" is examined in greater depth. How do organizations consistently innovate in ways that transform our society? Specific examples will be examined. The limitations of market-based models will also be addressed. (2 units)

MBA 627

HUMAN RESOURCES DEVELOPMENT

Human Resources is uniquely positioned to support the underpinnings of organizational transformation when considered an essential player on the executive leadership team. Without critical input and support from Human Resources, organizations are prone to marginalizing key implementation strategies and minimizing success due to obstacles such as change resistance and employee/managerial sabotage. This course looks at the areas Human Resources can play a significant role in supporting human capital and the creation of a sustainable organization. Some of the areas include, but are not limited to, leadership development, training and development, change management, conflict facilitation, ethics and governance, diversity, and teamwork. (2 units)

MBA 630

LEADING A CREATIVE ENTERPRISE

Many interrelated factors underlie the ongoing success of a new or ongoing enterprise. This course utilizes key competencies and skills acquired in previous coursework to frame an integrated view of organizational leadership. This perspective looks at building success by weaving together essential strands of organizational and strategic leadership including: identifying a need for your product or service, creating a compelling mission statement, defining core competencies and key success factors, analyzing competition, team building, forming strategic alliances, establishing brand recognition, pricing and cost strategies, social media and promotion, acquiring customers and forging relationships, understanding financial projections, and building a comprehensive business plan. This course also provides a larger perspective by incorporating a brief survey of the history of entrepreneurship in the United States. (2 units)

MBA COURSE DESCRIPTIONS

MBA 710 GLOBAL BUSINESS MEETS CREATIVE ENTERPRISE

Typically the most transformative innovations originate at “the edge” of a society, with actions taken by bold pioneers and visionaries, so much of the talk of social innovation in business focuses on entrepreneurship. Yet much of today’s global economic activity is dominated by global enterprise that often fails to meet many criteria of social responsibility or sustainability. The information technology sector, global media, large oil and energy companies, the automotive industry, and large-scale agribusiness are a few examples of very powerful industries that continue to dominate global society. What level of creative enterprise is possible within these industries? How is change happening from within? What are the regulatory frameworks that inhibit possibilities for transformative change? This course focuses on the intersection of global enterprise and social responsibility, identifies hurdles and current trends, and examines opportunities where the two meet to form an axis of possibility for change. (2 units)

MBA 716 ECOLOGICALLY RESTORATIVE BUSINESS

Ecologically restorative enterprise will be a central theme in the transformative ventures of the future. Van Jones, former member of the Obama administration and founder of Green for All, points out there are already 80,000 people working in the wind power generation business in the United States, and 46,000 more working on solar power. This total already surpasses the total of 80,000 coal miners in the country working in the “old economy”. This course examines trends and the outlook for ecologically restorative enterprise including: solar and wind power generation, biomimicry, organic agriculture, permaculture, local foods, ecological building construction, green investment, venture capital, waste management, relevant regulation, and government subsidy programs. (2 units)

“ When you work you fulfill a part of earth’s furthest dream, assigned to you when that dream was born, and in keeping yourself with labor, you are in truth loving life, and to love life through labor is to be intimate with life’s inmost secret. ”

—KAHLIL GIBRAN

MBA 718 EMERGENT THINKING IN THE CREATIVE ECONOMY

Leading thinkers are collectively and individually re-imagining a future in which we conduct business in ways that restore the environment, build community and healthy relationships, create right livelihood, and promote social justice. In this course, cohorts will read current relevant articles and selections from books like *Natural Capitalism* by Paul Hawken, Amory Lovins, and Hunter Lovins, *Biomimicry* by Janine Benyus, and *The Fortune at the Bottom of the Pyramid* by C.K. Prahalad, participate in seminars by business leaders and visionaries, and discuss and write about the ideas expressed. In the process, cohorts will nurture a framework for viewing the future of creative enterprise and create a context for building their own career. (2 units)

MBA 726 INNOVATION AND INFORMATION

Just as the measures imposed by the larger economy govern human behavior, businesses evolve internal measures of performance that impact the behavior of the people who work within them; so internal reporting policies are critical for guiding an enterprise into the future. Business performance can be measured in many ways. The IRS measures taxable income with a set of specific regulations. Internally, business leaders use a wider set of measures to gauge an enterprise’s success that in turn create a company’s culture. This course looks at information systems, policies, and management in a sustainable enterprise, how those systems are designed and implemented, what information is captured, how use of these systems impacts human behavior, and how internal reporting should be carried out in order for decision makers to assess an enterprise’s success or shortcomings. The notions of “key success factors” and developing and tracking “core competencies” for an organization are examined in this context. (2 units)

MFA IN INTERDISCIPLINARY ARTS

This is a new program; please contact admissions staff for launch date.

THE EDUCATIONAL OBJECTIVES FOR THE MFA INCLUDE:

1. To develop the ability to engage social and cultural issues through interdisciplinary arts practices.
2. To acquire professional knowledge and skills in a specific arts medium informed by the principles and practices of interdisciplinarity.
3. To develop creative inquiry practices and skills in support of Transformative Learning in the arts domain.
4. To cultivate leadership capacities which further professional engagement with the arts.

GRADUATION REQUIREMENTS FOR MFA IN INTERDISCIPLINARY ARTS

- Students are expected to complete 75 credits of coursework and a Capstone project.
- Students are expected to complete a Creative Action Project (Capstone) utilizing a specific medium (creative writing, film, performance, or other, within an interdisciplinary context).
- Students have a maximum of four years from the initial date of enrollment to complete the Master's in Fine Arts degree.



“ *What is the source of our first suffering? It lies in the fact that we hesitated to speak. It was born in the moment when we accumulated silent things within us.* ”

— GASTON BACHELARD

MFA IN INTERDISCIPLINARY ARTS

CURRICULUM OVERVIEW

FIRST YEAR

FALL

Consciousness, Culture & Social Transformation
Diversity & Cultural Praxis
Creative Inquiry and the Arts I

WINTER

Interdisciplinary Arts Practicum I
Art & Ritual Studies
Creative Inquiry and the Arts II

SPRING

Eros & Aesthetic Imagination
Myth & Contemporary Culture
Creative Inquiry and the Arts III

SUMMER

Interdisciplinary Arts Practicum II
Emotion & the Arts
Creative Inquiry and the Arts IV

SECOND YEAR

FALL

Media & Contemporary Culture
Art & Cultural History
Creative Action Project I

WINTER

Interdisciplinary Arts Practicum III
Ensouled World: Art & Leadership I
Creative Action Project II

SPRING

Art & Sustainability
Art-Based Entrepreneurship
Creative Action Project III

SUMMER

Studies in Creative Transgression
Ensouled World: Art & Leadership II
Creative Action Project IV

This overview is illustrative only; curricular choices are geared to the Monthly or Blended learning format. This curriculum is revised periodically and subject to change. Selected courses have online components.



“Years after completing my doctorate, the education I received at Meridian University continues to offer me guiding principles, as well as **deepened capacities for self-awareness and tolerance**, which I draw upon each and every day; my education feels like a living organism that continues to ripple forth. Furthermore, the power of Meridian’s learning community structure catalyzed me to bring my psychological training into the political realm, towards work I never imagined myself doing: the healing of my own, local community.”

—MARY FULLWOOD, PH.D., M.F.A.

CO-DIRECTOR OF THE TERRA FOUNDATION, LOS OSOS, CA

MFA COURSE DESCRIPTIONS

CONSCIOUSNESS, CULTURE, & SOCIAL TRANSFORMATION

Human consciousness and culture have co-evolved. Each significant threshold in cultural evolution is associated with leaps in human consciousness. This course sequence focuses on the competencies that support the emergence of collective wisdom in human systems. (2 units)

DIVERSITY & CULTURAL PRAXIS

One of the functions of art is to connect or reconnect diverse individuals and communities and in this way enable a unity in diversity. This course develops competencies required in utilizing the arts for reconciliation and community-making. (2 units)

CREATIVE INQUIRY AND THE ARTS I, II, III, IV

The human species has been characterized as *Homo Aestheticus*. It appears that the arts have been the earliest primary mode of creative inquiry. This course sequence focuses on creative inquiry skills necessary for promoting and facilitating Transformative Learning within the domain of the arts. (2 units each)

INTERDISCIPLINARY ARTS PRACTICUM I, II, III

Interdisciplinary arts enable occasions of emergent culture making. The practicum is a nexus for such occasions which create collaboration between practitioners and disciplines that promote arts-based leadership. (2 units each)

ART & RITUAL STUDIES

Cultural History affirms the primary role of ritual in the emergence of the arts. This course explores the role of ritual-based arts in the recovery and revitalization of culture. The erosion of ritual during the modern period and the contemporary re-engagement of ritual is emphasized. (2 units)

EROS & AESTHETIC IMAGINATION

The arts originated in play and ritual infused with pleasure and relationship. Developmentally creative action is elaborated through play. This course explores the connections between aesthetic experience and collective, creative expression. (2 units)



“*The transformational approach to learning at Meridan required me to be curious and present not only intellectually, but physically, emotionally, creatively, and soulfully. The weaving together of personal experience, readings, lectures, and classroom activities that was necessary in order to produce the writings required for each class ensured that the educational experience informed my very being as well as my intellect. The education...that I received at Meridan deeply enhanced the training that I later received in Expressive Arts and strongly informs my current work in this field.*

”

— LORI RICHLOFF, MA
ADMINISTRATIVE DIRECTOR, TAMALPA INSTITUTE
EXPRESSIVE ARTS FACILITATOR

MFA COURSE DESCRIPTIONS

MYTH & CONTEMPORARY CULTURE

Wisdom stories reflect a broad range of human concerns. This course explores the functions of the mythic imagination. Initiatory patterns drawn from ancient narratives appear in movies and other cultural forms that reveal our aspirations. Familiar mystery tales and films are examined to study archetypal elements that shape experience, social roles, and social institutions. This course also considers how mythic narratives reflect pluralistic models of life. (2 units)

EMOTION & THE ARTS

The arts have long functioned to integrate emotion and cognition in ways that serve individuals, communities, organizations, and societies. The emotional power of the arts has been and is also used in ways that are harmful. This course takes up the dilemmas inherent in the emotional impact of the arts with the intent of forging a shadow-integrated aesthetic praxis. (2 units)

MEDIA AND CONTEMPORARY CULTURE

From printing press to digital arts, each innovation in media opens new landscapes. With steady intensification our cultural experience is refracted by the mental models and core beliefs dominating the media. Since Transformative Learning entails a shift in mental models it inevitably services cultural issues and contradictions. This course sequence focuses on competencies that enable critical reflection regarding the meaning frames promoted by contemporary media. (2 units)

ART & CULTURAL HISTORY

The roots of art are discernible as far back into the myst of Paleolithic human experience. Culture history conveys texts and artifacts from other eras and locations to bring fresh perspectives to our historical moment. This course focuses on developing competencies for perceiving culture historically, which enables the arts practitioner to identify possibilities for cultural innovation. (2 units)

CREATIVE ACTION PROJECT I, II, III, IV

The Creative Action Project is a Capstone experience for the MFA, providing an opportunity for student to developing competencies by applying themselves to a specific project which culminates by the end of the second year. This project may be done individually or in collaboration with other students and is an opportunity to elaborate a unique vision. (2 units each)

THE ENSOULED WORLD: ART & LEADERSHIP I, II

Leading effectively entails learning and collaborating with others. Humans are a profoundly social species formed both by genes and memes. Significant collective endeavors require a deep capacity to collaborate and to perceive culture. This course sequence focuses on the leadership capacities and skills essential for artists and art-based educators seeking to promote social and cultural transformation. (2 units each)

ART-BASED ENTREPRENEURSHIP

Contemporary society is increasingly oriented to entrepreneurial ideals and practices. This course develops skills that art-based practitioners need to meet the challenges and opportunities of livelihood within this growing culture of entrepreneurship. (2 units)

STUDIES IN CREATIVE TRANSGRESSION

The arts have long been a vehicle for creatively transgressing structures of domination. The transformative imperative motivates art-based practitioners to creatively transgress norms and taboos that erode a sense of the sacred. This course examines the dangers entailed in transgressing social norms and even more so, cultural taboos. Developing Cultural Leadership competencies enables students to perceive culture and to discern opportunities for creative transgression. (2 units)



M.Ed. IN EDUCATIONAL LEADERSHIP

This is a new program; please contact admissions staff for launch date.

THE EDUCATIONAL OBJECTIVES FOR THE M.ED. IN EDUCATIONAL LEADERSHIP INCLUDE:

1. To develop a vision of Transformative Education grounded in an understanding of human development and the evolution of consciousness and culture.
2. To acquire the skills of curriculum development grounded in an understanding of personal and cultural transformation.
3. To develop Creative Inquiry practices and skills.
4. To cultivate leadership capacities that further professional engagement in education.

GRADUATION REQUIREMENTS FOR M.ED. IN EDUCATIONAL LEADERSHIP

- Students are expected to complete 45 credits of coursework and a Capstone project.
- Students are expected to complete a Creative Action Project (Capstone). This project may be completed individually or collaboratively.
- Students have a maximum of four years from the initial date of enrollment to complete the M.Ed. in Educational Leadership degree.



“ *The result of the educative process is capacity for further education.* ”

— JOHN DEWEY

M.Ed. IN EDUCATIONAL LEADERSHIP

CURRICULUM OVERVIEW

FIRST YEAR

FALL

Transformative Education I
Human Development I
Leadership & Creative Inquiry I

WINTER

Transformative Education II
Diversity & Cultural Praxis I
Leadership & Creative Inquiry II

SPRING

Transformative Education III
Human Development II
Leadership & Creative Inquiry III

SUMMER

Human Development III
Transforming Educational Organizations I
Leadership & Creative Inquiry IV

This overview is illustrative only; curricular choices are geared to the Monthly or Blended learning format. This curriculum is revised periodically and subject to change. Selected courses have online components.

SECOND YEAR

FALL

Curriculum Development I
Education and Generative Entrepreneurship
Collaborative & Cultural Leadership I

WINTER

Curriculum Development II
Transforming Educational Organizations II
Collaborative & Cultural Leadership II

“ We don't receive wisdom; we must discover it for ourselves after a journey that no one can take for us or spare us. ”

— MARCEL PROUST



Ed.D. IN ORGANIZATIONAL LEADERSHIP

This is a new program; please contact admissions staff for launch date.

THE EDUCATIONAL OBJECTIVES FOR THE ED.D. IN ORGANIZATIONAL LEADERSHIP INCLUDE:

1. To develop a vision of Transformative Education grounded in an understanding of human development.
2. To acquire the skills of curriculum development grounded in an understanding of personal and cultural transformation.
3. To acquire the skills to facilitate transformative processes within educational organizations.
4. To develop Creative Inquiry practices and skills.
5. To cultivate leadership capacities that further creative and transformative engagement within the profession of education.

GRADUATION REQUIREMENTS FOR ED.D. IN ORGANIZATIONAL LEADERSHIP

- Students are expected to complete 90 credits of coursework.
- The completion of an original research Dissertation is required.
- Students have a maximum of six years after ending coursework with their cohort to complete the doctoral degree requirements.



“ *The principal goal of education is to create men who are capable of doing new things, not simply of repeating what other generations have done.* ”

— JEAN PIAGET

Ed.D. IN ORGANIZATIONAL LEADERSHIP

FIRST YEAR

FALL

Transformative Education I
Human Development I
Leadership & Creative Inquiry I

WINTER

Transformative Education II
Human Development II
Leadership & Creative Inquiry II

SPRING

Transformative Education III
Research Methods
Leadership & Creative Inquiry III

SUMMER

Diversity & Cultural Praxis I
Transforming Educational Organizations I
Leadership & Creative Inquiry IV

SECOND YEAR

FALL

Curriculum Development I
Diversity & Cultural Praxis II
Collaborative & Cultural Leadership I

WINTER

Curriculum Development II
Diversity & Cultural Praxis III
Collaborative & Cultural Leadership II

SPRING

Research Practicum I
Human Development III
Collaborative & Cultural Leadership III

SUMMER

Assessment of Educational Effectiveness I
Transforming Educational Organizations II
Collaborative & Cultural Leadership IV

THIRD YEAR

FALL

Research Practicum II
Education & Generative Entrepreneurship
Educational Innovation
& Liminal Processes I

WINTER

Research Practicum III
Assessment of Educational Effectiveness II
Educational Innovation
& Liminal Processes II

SPRING

Research Practicum IV
Democracy, Conflict & Sustainability I
Educational Innovation
& Liminal Processes III

SUMMER

Transforming Educational Organizations III
Democracy, Conflict & Sustainability II
Educational Innovation
& Liminal Processes IV

This overview is illustrative only; curricular choices are geared to the Monthly or Blended learning format. This curriculum is revised periodically and subject to change. Selected courses have online components.

“ Education is a progressive discovery of our ignorance. ”

— WILL DURANT

EDUCATION COURSE DESCRIPTIONS

TRANSFORMATIVE EDUCATION I, II, III

While wisdom is not a destination, wisdom emerges in the journey of Transformative Learning. The process of Transformative Learning inevitably disrupts culturally infused mental models. Transformative Learning goes beyond the acquisition of information and skills to individual and system capabilities. This course sequence focuses on Transformative Learning in the domain of educational institutions. Students will develop the competencies needed to effectively facilitate Transformative Learning, with an emphasis on liminal processes. (2 units each)

HUMAN DEVELOPMENT I, II, III

To facilitate learning, educators need a comprehensive and multi-cultural understanding of the role of learning in human development. Cognitive and emotional development are themselves distinct kinds of learning. This course sequence reviews the major theories of human development as they apply to engendering integrated competencies within educational curricula. (2 units each)

LEADERSHIP & CREATIVE INQUIRY I, II, III, IV

Effective educators embody and transmit leadership capacities and creative inquiry skills. In addition, effective educators are profoundly integrated learners, themselves. This course sequence focuses on developing leadership capacities and creative inquiry skills that cohere with the knowledge base of the profession of education. (2 units each)

DIVERSITY & CULTURAL PRAXIS I, II, III

One of the challenges within educational organizations is to connect or reconnect diverse individuals and communities and in this way enable a unity in diversity. This course develops competencies required in facilitating the recognition and engagement of differences critical to learning environments including the domain of education. (2 units each)

CURRICULUM DEVELOPMENT I, II

Curriculum development entails differentiating the ecology of competencies that are significant to a particular curriculum. Good curriculum development not only specifies learning outcomes but goes deeper to ask which type of learning outcomes are of most value. This course sequence focuses on distinguishing between specific types of learning outcomes and the distinct learning activities that promote specific learning outcomes. (2 units each)

COLLABORATIVE & CULTURAL LEADERSHIP I, II, III, IV

Leading effectively entails learning and collaborating with others. Humans are a profoundly social species formed both by genes and memes. Significant collective endeavors require a deep capacity to collaborate and to perceive culture. This course sequence focuses on the leadership capacities and skills essential for promoting and facilitating Transformative Learning in multiple domains and levels. (2 units each)

TRANSFORMING EDUCATIONAL ORGANIZATIONS I, II, III

Paradoxically, educational organizations often resist Transformative Learning. The committee to transmit the intended curriculum can become a barrier to evolving an emergent curriculum responsive to accelerated change and complexity. This course focuses on theories and practices that facilitate systemic transformation within educational organizations. (2 units each)



“ Imagination is the eye of the soul.

—JOSEPH JOUBERT

”

EDUCATION COURSE DESCRIPTIONS

RESEARCH PRACTICUM I, II, III, IV

Research Practicum provides a setting to apply principles of qualitative research to the development of dissertations and gives students the opportunity to have a hands-on experience of developing elements of the dissertation. This course also provides students with an experience of the possibilities of collaborative research and writing. (2 units each)

ASSESSMENT OF EDUCATIONAL EFFECTIVENESS I, II

There is substantial evidence that assessing learning also accelerates learning. Different types of learning outcomes call for different modes of assessment. This course focuses on the student learning to conduct Transformative Assessment of learning within the course of classroom activities as well as assessing the overall effectiveness of educational programs. (2 units each)

EDUCATION & GENERATIVE ENTREPRENEURSHIP

Generative Entrepreneurship goes beyond positive social impact to furthering learning and empowerment. Rather than being exploitative of the commons, Generative Entrepreneurship seeds and builds the commons. Generative Entrepreneurs are also cultural innovators. Entrepreneurship is now a major driver of social and economic transformation. Less obvious is the cultural dimension of entrepreneurship and its impact on the generations to come. This course surveys major examples of Generative Entrepreneurship around the globe as a way to imagine further possibilities in local contexts. (2 units)

EDUCATIONAL INNOVATION & LIMINAL PROCESSES I, II, III, IV

The contemporary challenge for educational innovation entails inhabiting a richer ecology of competencies than has previously been the case. The shift from buffered competencies to integrated competencies requires a learning praxis that recognizes the necessity of the liminal phases in Transformative Learning. This course sequence focuses on developing the capacities and skills of Cultural Leadership, required for guiding individuals and systems through liminal phases of transformation. (2 units)

DEMOCRACY, CONFLICT & SUSTAINABILITY I, II

This course sequence focuses on the role of collective Transformative Learning in creating a just and sustainable future. Intractable conflicts are rooted in core beliefs and mental models. Democratic processes require that differences in mental models be engaged with creative conflict instead of violence and exploitation. This course develops competencies for facilitating creative conflict. (2 units each)

“

The purpose of higher education is to provide the occasion for ignition.

—THOMAS MERTON

”



“

We should look not for rules, but for images of the human that have the breath of life.

—ALBERT CAMUS

”

PSYCHOLOGY PROGRAM OVERVIEW

PSYCHOLOGY PROGRAM OVERVIEW

Meridian offers four graduate degrees in Psychology that educate students to work in clinical and/or cultural contexts:

- M.A. in Psychology
- M.A. in Counseling Psychology
- Psy.D. in Clinical Psychology
- Ph.D. in Psychology

These degrees provide a cumulative, emergent, and integrated curriculum, empowering the student's transformation both personally and professionally.

LICENSURE ELIGIBILITY

The Psy.D. in Clinical Psychology and the Ph.D. in Psychology (with the clinical concentration) are designed to meet the educational requirements for the State of California's Psychologist, Marriage and Family Therapy (MFT), and Licensed Professional Clinical Counselor (LPCC) licenses. The Master's in Counseling Psychology is designed to meet the educational requirements for the State of California's MFT and LPCC licenses. Students commuting from out-of-state must check with their local Board of Psychology to determine their state's requirements for licensure.

Educational Objectives for the MA in Psychology:

1. To acquire the knowledge base of Imaginal Psychology and to differentiate Imaginal Psychology from the major orientations to Psychology.
2. To develop creative inquiry practices and skills.
3. To develop leadership capacities which further professional engagement with the profession of psychology.
4. To identify one's own culturally constituted, perceptual lenses.

Educational Objectives for the Master's in Counseling Psychology:

The Master's in Counseling Psychology builds cumulatively on the MA curriculum. The educational objectives for the Master's in Counseling Psychology include:

1. To demonstrate the ability to apply Psychotherapeutic theories and methods directly related to Marriage and Family Therapy and to Professional Clinical Counselling.
2. To identify individual concerns and shadow issues relative to legal and ethical aspects of the helping professions and to apply legal and ethical principles to dilemmas that arise in psychological work involving conflicting values.
3. To articulate the strengths and limitations of different approaches to psychotherapy for specific clients, issues, and situations and to develop skills for working with trauma, anxiety, depression, and other states of psychological distress within marital and family relationships.
4. To articulate principles of the Recovery Model and client advocacy in public systems of care, as well as the understanding of how poverty and social stress impact psychological states and well-being.

The Master's in Psychology program consists of two years of coursework. The Master's in Counseling Psychology program consists of two and 3/4 years of coursework. Meridian's Psy.D. and Ph.D. programs require four years of coursework (or three years for Advanced Standing students).

“I have been a friend of *Meridian University* for many years. Meridian is friendly, intelligent, intense, complex, and perfectly focused. It provides an education which is counter to trends, feeds the soul, and pleasures the intellect.”

— THOMAS MOORE, *Care of the Soul*

PSYCHOLOGY PROGRAM OVERVIEW

Educational Objectives for the Psy.D. in Clinical Psychology:

The Doctoral curriculum builds cumulatively upon the Master's curriculum. The educational objectives for the Psy.D. in Clinical Psychology include:

1. To understand and implement appropriate uses of psychological assessment resources, with a specialized awareness of individual differences and cultural diversity.
2. To articulate and apply key concepts and major principles of psychopathology to all levels of human systems (individual, couple, family, organization, communities, and societies.)
3. To develop creative inquiry practices and skills.
4. To develop leadership capacities which further professional engagement with the profession of psychology.

Educational Objectives for the Ph.D. in Psychology:

The Doctoral curriculum builds cumulatively upon the Master's curriculum. The educational objectives for the Ph.D. in Psychology include:

1. To develop research and cultural praxis skills.
2. To develop conceptual understanding and the capacities and skills to undertake participatory research that can create new meaning and serve to potentially revitalize personal and cultural transformation.
3. To develop creative inquiry practices and skills.
4. To develop leadership capacities which further professional engagement with the profession of psychology.

Concentration Options within the Ph.D. in Psychology:

- Art Therapy
- Clinical Psychology
- Depth Psychology
- Creative Arts Therapy
- Business Psychology
- Somatic Psychology
- Cultural Leadership
- Ecopsychology
- Transpersonal Psychology



“ *I am certain of nothing but the holiness of the Heart's affections and the truth of the Imagination*

— JOHN KEATS

”

M.A. IN PSYCHOLOGY

The Master's in Psychology curriculum offers two years of coursework in psychology and Imaginal Psychology. The latter draws on spiritual traditions, somatic practices, creative arts, mythology, indigenous wisdom, literary and poetic imagination, deep ecology, mystical philosophy, cultural history, and social critique. This program provides students with the opportunity to activate core capacities and develop skills which are relevant for pursuing alternative paths in psychology.

The Master's in Psychology program takes a distinct approach to Transformative Learning, emphasizing the transformation of identity as well as that of personal and professional life. The program emphasizes embodiment, meaning-making, and community-making as critical dimensions for creative participation in contemporary, postmodern society.



GRADUATION REQUIREMENTS FOR M.A. IN PSYCHOLOGY

- Students are required to complete 70 credits of coursework.
- After completing all coursework, students are required to pass written and oral comprehensive examinations.
- Students have a maximum of four years from their initial date of enrollment to complete their Master's in Psychology degree.

Note: This degree is not eligible for clinical licensure.



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*A school like **Meridian** needs to be not only protected, but also elevated as a model of what 21st Century education can become. Meridian helps its students encounter their field as it exists today, while also cultivating their capacities for leadership and innovation. Meridian students are not just seeking a job; they are seeking a pathway to affect our systems and culture in ways that heal and transform -- whether in the field of healthcare, education, business, public policy, environmental stewardship, etc. The leaders who emerge from Meridian University are members of an important and necessary shift underway in the fields they touch, bringing about a better world for all.*

”

— JOSHUA HOLCOMB, MA
HEALTH STRATEGIES CONSULTANT

M.A. IN PSYCHOLOGY

CURRICULUM OVERVIEW

FIRST YEAR

FALL

Imaginal Process I
Psychopathology I
Myth, Ritual, and Story
Modern Consciousness and Indigenous Wisdom

WINTER

Imaginal Process II
Career Development I
Psychology of Trauma
Psychology of Power, Privilege, and Oppression

SPRING

Imaginal Process III
Human Development I
Psychopathology II

SUMMER

Foundations of Somatic Psychology
Psychotherapy Craft I
Group Process I

SECOND YEAR

FALL

Research Methods I
Psychotherapy Integration I
Career Development II
Resilience, Recovery, and Public/Private Systems of Care
Integrative Seminar Ia

WINTER

Psychotherapy Integration II
Research Methods II
Ecstatic States and Culture
Integrative Seminar Ib
Psychology of Dreams

SPRING

Principles of Psychopharmacology
Culture and the Law
Psychotherapy Integration III
Integrative Seminar Ic

SUMMER

Psychotherapy Craft II
Group Process II
Cross-Cultural Perspectives
Human Development II

This overview is illustrative only; curricular choices are geared to the Monthly or Blended learning format, as well as the selection of a concentration. This curriculum is revised periodically and subject to change. Selected courses in the Monthly format also have an online component.

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From the moment we enter school or church, education chops us into pieces; it teaches us to divorce soul from body, and mind from heart. The fishermen of the Colombian coast must be learned doctors of ethics and morality, for they invented the word ‘sentipensante,’ feeling-thinking, to define language that speaks the truth.

”

—EDUARDO GALLEANO

M.A. IN COUNSELING PSYCHOLOGY

The Master's in Counseling Psychology curriculum builds on the core curriculum of the first two years emphasizing clinical courses as well as core courses that support the student's evolving relationship to professional practice. The Master's in Counseling Psychology meets the educational requirements of the California Board of Behavioral Sciences, Senate Bill 33, Section 4980.36 of

the Business and Professions Code (MFT). This degree also meets the educational requirements of the California Board of Behavioral Sciences, Senate Bill 788, Section 4999.33 of the Business and Professions Code for the Licensed Professional Clinical Counselor (LPCC).

GRADUATION REQUIREMENTS FOR M.A. IN COUNSELING PSYCHOLOGY

- Students are required to complete 97 credits of coursework over 11 quarters, which includes 300 hours of supervised clinical placement.
- After completing all coursework, students are required to pass written and oral comprehensive examinations.
- Forty hours of personal therapy in an individual, couple, family, and/or group setting are required. In some cases, this experience may be obtained prior to enrollment in Meridian's graduate program.
- Students have a maximum of six years to complete their Master's in Counseling Psychology degree from their initial date of enrollment.

PREPARATION FOR CALIFORNIA MARRIAGE & FAMILY THERAPY LICENSURE

Curricular areas required by the California Board of Behavioral Sciences are addressed by the following Master's in Counseling Psychology coursework:

Applied Psychotherapeutic Theories, Principles, and Methods Related to Marriage and Family Therapy:

PSY 521: Psychotherapy Craft I
PSY 628, 629, 630: Psychotherapy Integration I, II, III
PSY 618: Psychotherapy with Children
PSY 608 - 610: Clinical Practice Practicum I, II, III
PSY 532, 632: Group Process I, II

Human Communication

PSY 505, 506, 507: Imaginal Process I, II, III
PSY 521: Psychotherapy Craft I
PSY 532, 632: Group Process I, II

Cultural Competency and Sensitivity:

PSY 604: Psychology of Power, Privilege, and Oppression
PSY 645: Cross-Cultural Perspectives
PSY 505, 506, 507: Imaginal Process I, II, III

Human Growth and Development

PSY 642: Human Development I

Aging and Long-Term Care

PSY 643: Human Development II

Human Sexuality

PSY 640: Advanced Theories and Techniques: Human Sexuality

Psychopharmacology

PSY 740: Principles of Psychopharmacology

California Laws and Professional Ethics

PSY 520: Culture and the Law

Spousal or Partner Abuse, Assessment, and Intervention

PSY 629: Psychotherapy Integration II

Child Abuse Assessment and Reporting

PSY 618: Psychotherapy with Children

Psychological Testing

PSY 647: Psychological Assessment I
PSY 747: Psychological Assessment II

Psychopathology

PSY 501, 502: Psychopathology I, II

Research Methodology

PSY 637, 638: Research Methods I, II
PSY 751: Imaginal Inquiry I

Substance Use, Co-Occurring Disorders, and Addiction

PSY 625: Ecstatic States and Culture

Case Management and Public & Private Systems of Care

PSY 501, 502: Psychopathology I, II
PSY 604: Resilience, Recovery, and Public/Private Systems of Care
PSY 614: Psychology of Trauma
PSY 608 - 610: Clinical Practice Practicum I, II, III

M.A. IN COUNSELING PSYCHOLOGY

PREPARATION FOR CALIFORNIA PROFESSIONAL CLINICAL COUNSELOR LICENSURE

Curricular areas required by the California Board of Behavioral Sciences for the LPCC are addressed by the following Master's in Counseling Psychology coursework:



Core Content Areas

PSY 501, 502: Psychopathology I, II

PSY 518: Psychology of Power, Privilege, and Oppression

PSY 520: Culture and the Law

PSY 521, 522: Psychotherapy Craft I, II

PSY 528, 529: Career Development I, II

PSY 532, 632: Group Process I, II

PSY 604: Resilience, Recovery, and Public/Private Systems of Care

PSY 614: Psychology of Trauma

PSY 625: Ecstatic States and Culture

PSY 628, 629, 630: Psychotherapy Integration I, II, III

PSY 637, 638: Research Methods I, II

PSY 642, 643: Human Development I, II

PSY 645: Cross-Cultural Perspectives

PSY 647, 747: Psychological Assessment I, II

PSY 740: Principles of Psychopharmacology

PSY 751: Imaginal Inquiry I

Advanced Coursework/ Specific Issues

PSY 505, 506, 507: Imaginal Process I, II, III

PSY 514: Psychology of Dreams

PSY 515: Modern Consciousness and Indigenous Wisdom

PSY 517: Myth, Ritual and Story

PSY 618: Psychotherapy With Children

PSY 640: Advanced Theories and Techniques: Human Sexuality

PSY 652: Seminar in Imaginal Inquiry

PSY 655, 755: Integrative Seminar Ia, Ib, Ic, IIa, IIb

PSY 724: Foundations of Somatic Psychology

PSY 816: Expressive Arts in Therapy

Supervised Practicum

PSY 608-610: Clinical Practice Practicum I, II, III

M.A. IN COUNSELING PSYCHOLOGY

CURRICULUM OVERVIEW

FIRST YEAR

FALL

Imaginal Process I
Psychopathology I
Myth, Ritual, and Story
Modern Consciousness
and Indigenous Wisdom

WINTER

Imaginal Process II
Career Development I
Psychology of Trauma
Psychology of Power, Privilege,
and Oppression

SPRING

Imaginal Process III
Human Development I
Psychopathology II

SUMMER

Foundations of Somatic Psychology
Psychotherapy Craft I
Group Process I

SECOND YEAR

FALL

Research Methods I
Psychotherapy Integration I
Career Development II
Resilience, Recovery,
and Public/Private Systems of Care
Integrative Seminar Ia

WINTER

Psychotherapy Integration II
Research Methods II
Ecstatic States and Culture
Integrative Seminar Ib
Psychology of Dreams

SPRING

Principles of Psychopharmacology
Culture and the Law
Psychotherapy Integration III
Integrative Seminar Ic

SUMMER

Psychotherapy Craft II
Group Process II
Cross-Cultural Perspectives
Human Development II

THIRD YEAR

FALL

Psychological Assessment I
Clinical Practice Practicum I
Seminar in Imaginal Inquiry
Psychotherapy with Children

WINTER

Expressive Arts in Therapy
Advanced Theories and Techniques:
Human Sexuality
Imaginal Inquiry I
Integrative Seminar IIa
Clinical Practice Practicum II

SPRING

Psychological Assessment II
Clinical Practice Practicum III
Integrative Seminar IIb
Psychotherapy Craft II

This overview is illustrative only; curricular choices are geared to the Monthly or Blended learning format.

This curriculum is revised periodically and subject to change. Selected courses in the Monthly format also have an online component.

“

Just imagine taking a course at a university where the goal of the course would be to love your Soul more. What if that were set up as the objective of the course? You're going to love yourself more at the end of this course than you did at the beginning... That's a very different point of view. Can you imagine the radical transformation in education?

”

—THOMAS MOORE, *Education of the Heart*

PSY.D. IN CLINICAL PSYCHOLOGY

The Psy.D. in Clinical Psychology offers four years of coursework in Imaginal Psychology (three years for Advanced Standing students). The curriculum includes core, clinical, and research courses. The core curriculum emphasized in the first two years provides a foundation for the clinical and research courses, supporting the student's evolving relationship to professional practice. The Psy.D. in Clinical Psychology is designed to meet the educational requirements for the state of California Psychologist

license. The Psy.D. in Clinical Psychology also meets the educational requirements for the state of California MFT license (Board of Behavioral Sciences, Senate Bill 33, Section 4980.36, Business and Professions Code), and the educational requirements for the state of California Licensed Professional Clinical Counselor (LPCC), (Senate Bill 788, Section 4999.33, Business and Professions Code).

GRADUATION REQUIREMENTS FOR PSY.D. IN CLINICAL PSYCHOLOGY

- Students who enter with a Bachelor's degree must complete four years (167 credits) of coursework. Students who enter the program's second year with a Master's degree (Advanced Standing) must complete three years (137 credits) of coursework. Supervised fieldwork (750 hours) and clinical case study credits are included in these credit totals.
- Students entering with a Bachelor's degree are required to pass the Master's in Psychology written and oral comprehensive examinations after completing two years of coursework.
- After completing doctoral coursework students must pass written and oral comprehensive examinations. The completion of an original Clinical Case Study is required.
- Sixty hours of personal therapy in an individual, couple, family, and/or group setting are required. In some cases, this experience may be obtained prior to enrollment in Meridian's graduate program.
- Students have a maximum of six years after ending coursework with their cohort to complete the Psy.D. in Clinical Psychology degree requirement.

PREPARATION FOR PSYCHOLOGIST LICENSURE

Content areas tested on the California Psychologist Licensure Examination are addressed by the following doctoral program courses:

Child Abuse Assessment and Reporting

PSY 618: Psychotherapy with Children

Theories of Group Counseling

PSY 532, 632: Group Process I, II

Psychopathology

PSY 501, 502, 503: Psychopathology I, II, III

Social Psychology and Industrial Psychology

PSY 532, 632: Group Process I, II
PSY 744, 844: Psychology
and Community Making I, II
PSY 528, 529: Career Development I, II

Spousal or Partner Abuse, Assessment, Detection, and Intervention

PSY 629: Psychotherapy Integration II

Human Sexuality

PSY 640: Advanced Theories and Techniques:
Human Sexuality

California Laws and Professional Ethics

PSY 520: Culture and the Law

Alcoholism/ Chemical Dependency, Detection, and Treatment

PSY 625: Ecstatic States and Culture

Developmental Psychology

PSY 642: Human Development I

Aging and Long-Term Care

PSY 643: Human Development II

Psychopharmacology and Psychophysiology

PSY 740: Principles of Psychopharmacology
PSY 743: Biological Bases of Human Experience

History and Systems

PSY 750: History of Psychology

Statistics

PSY 637, 638, 639: Research Methods I, II, III
PSY 647: Psychological Assessment I

Research Design

PSY 637, 638, 639: Research Methods I, II, III
PSY 751, 752, 753: Imaginal Inquiry I, II, III
PSY 804, 805, 806, 807, 808: Doctoral Project
Seminar I, Research Practicum I, II, III, IV

Testing and Assessment

PSY 647, 747: Psychological Assessment I, II

PSY.D. IN CLINICAL PSYCHOLOGY

CURRICULUM OVERVIEW

FIRST YEAR

FALL

Imaginal Process I
Psychopathology I
Myth, Ritual, and Story
Modern Consciousness
and Indigenous Wisdom

WINTER

Imaginal Process II
Career Development I
Psychology of Trauma
Psychology of Power, Privilege,
and Oppression

SPRING

Imaginal Process III
Human Development I
Psychopathology II

SUMMER

Foundations of Somatic Psychology
Psychotherapy Craft I
Group Process I

SECOND YEAR

FALL

Research Methods I
Psychotherapy Integration I
Career Development II
Resilience, Recovery,
and Public/Private Systems of Care
Integrative Seminar Ia

WINTER

Psychotherapy Integration II
Research Methods II
Ecstatic States and Culture
Integrative Seminar Ib
Psychology of Dreams

SPRING

Principles of Psychopharmacology
Culture and the Law
Psychotherapy Integration III
Integrative Seminar Ic

SUMMER

Psychotherapy Craft II
Group Process II
Cross-Cultural Perspectives
Human Development II

THIRD YEAR

FALL

Psychological Assessment I
Seminar in Imaginal Inquiry
Psychotherapy with Children

WINTER

Expressive Arts Therapy
Advanced Theories and Techniques:
Human Sexuality
Imaginal Inquiry I
Integrative Seminar IIa

SPRING

Psychological Assessment II
Integrative Seminar IIb
Psychotherapy Craft II

SUMMER

Expressive Arts in Groups
Psychology and Community Making
Doctoral Project Seminar
Myth and Contemporary Culture

FOURTH YEAR

FALL

Research Practicum I
Somatic Approaches to Trauma
Psychology of Conflict
Integrative Seminar IIIa

WINTER

Research Practicum II
Art Psychotherapy
Psychology of Metaphor
Integrative Seminar IIIb
Biological Bases of Human Experience

SPRING

Research Practicum III
Consciousness and Organizations
Psychopathology III
History of Psychology

SUMMER

Topics in Imaginal Psychology
Ecopsychology
Cultural Leadership

This overview is illustrative only; curricular choices are geared to the Monthly or Blended learning format.

This curriculum is revised periodically and subject to change. Selected courses in the Monthly format also have an online component.

PH.D. IN PSYCHOLOGY

The Ph.D. in Psychology curriculum offers four years of coursework in Imaginal Psychology (three years for Advanced Standing students) drawing on spiritual traditions, somatic practices, creative arts, mythology, indigenous wisdom, literary and poetic imagination, deep ecology, mystical philosophy, cultural history, and social critique.

Building on the core curriculum of the first two years, the third and fourth years of the Ph.D. emphasize research, clinical, and cultural praxis skills, as well as acquiring the knowledge base of psychology as a profession. The research coursework prepares students for the completion of an original research dissertation.

The Ph.D. in Psychology is designed to meet the educational requirements for the state of California Psychologist license. The Ph.D. in Psychology also meets the educational requirements for the state of California MFT license (Board of Behavioral Sciences, Senate Bill 33, Section 4980.36, Business and Professions Code), and the educational requirements for the state of California Licensed Professional Clinical Counselor (LPCC), (Senate Bill 788, Section 4999.33, Business and Professions Code).

GRADUATION REQUIREMENTS FOR PH.D. IN PSYCHOLOGY

- Students who enter with a Bachelor's degree must complete four years (182 credits) of coursework. Students who enter the program's second year with a Master's degree (Advanced Standing) must complete three years (150 credits) of coursework. Supervised fieldwork (750 hours) and dissertation credits are included in these totals.
- Students entering with a Bachelor's degree are required to take the written and oral comprehensive exams for the Master's in Psychology after completing two years of coursework.
- After completing all coursework, students are required to pass written and oral comprehensive examinations.
- The completion of an original research Dissertation is expected.
- Sixty hours of personal therapy in an individual, couple, family, and/or group setting are required. In some cases, this experience may be obtained prior to enrollment in Meridian's graduate program.
- Students have a maximum of seven years after ending coursework with their cohort to complete the Ph.D. in Psychology degree requirements.

PREPARATION FOR PSYCHOLOGIST LICENSURE

Content areas tested on the California Psychologist Licensure Examination are addressed by the following doctoral program courses:

Child Abuse Assessment and Reporting

PSY 618: Psychotherapy with Children

Theories of Group Counseling

PSY 532, 632: Group Process I, II

Psychopathology

PSY 501, 502, 503: Psychopathology I, II, III

Social Psychology and Industrial Psychology

PSY 532, 632: Group Process I, II
PSY 744, 844: Psychology
and Community Making I, II
PSY 528, 529: Career Development I, II

Spousal or Partner Abuse, Assessment, Detection, and Intervention

PSY 629: Psychotherapy Integration II

Human Sexuality

PSY 640: Advanced Theories and Techniques:
Human Sexuality

California Laws and Professional Ethics

PSY 520: Culture and the Law

Alcoholism/ Chemical Dependency, Detection, and Treatment

PSY 625: Ecstatic States and Culture

Developmental Psychology

PSY 642: Human Development I

Ageing and Long-Term Care

PSY 643: Human Development II

Psychopharmacology and Psychophysiology

PSY 740: Principles in Psychopharmacology
PSY 743: Biological Bases of Human Experience

History and Systems

PSY 750: History of Psychology

Statistics

PSY 637, 638, 639: Research Methods I, II, III
PSY 647: Psychological Assessment I

Research Design

PSY 637, 638, 639: Research Methods I, II, III
PSY 751, 752, 753: Imaginal Inquiry I, II, III
PSY 804, 805, 806, 807, 808: Doctoral Project
Seminar I, Research Practicum I, II, III, IV

Testing and Assessment

PSY 647, 747: Psychological Assessment I, II

PH.D. IN PSYCHOLOGY

CURRICULUM OVERVIEW

FIRST YEAR

FALL

Imaginal Process I
Psychopathology I
Myth, Ritual, and Story
Modern Consciousness
and Indigenous Wisdom

WINTER

Imaginal Process II
Career Development I
Psychology of Trauma
Psychology of Power, Privilege,
and Oppression

SPRING

Imaginal Process III
Human Development I
Psychopathology II

SUMMER

Foundations of Somatic Psychology
Psychotherapy Craft I
Group Process I

SECOND YEAR

FALL

Research Methods I
Psychotherapy Integration I
Career Development II
Resilience, Recovery,
and Public/Private Systems of Care
Integrative Seminar Ia

WINTER

Psychotherapy Integration II
Research Methods II
Ecstatic States and Culture
Integrative Seminar Ib
Psychology of Dreams

SPRING

Principles of Psychopharmacology
Culture and the Law
Psychotherapy Integration III
Integrative Seminar Ic

SUMMER

Psychotherapy Craft II
Group Process II
Cross-Cultural Perspectives
Human Development II

THIRD YEAR

FALL

Psychological Assessment I
Seminar in Imaginal Inquiry
Psychotherapy with Children

WINTER

Expressive Arts Therapy
Advanced Theories and Techniques:
Human Sexuality
Imaginal Inquiry I
Integrative Seminar IIa

SPRING

Psychological Assessment II
Integrative Seminar IIb
Psychotherapy Craft II

SUMMER

Expressive Arts in Groups
Psychology and Community Making
Doctoral Project Seminar
Myth and Contemporary Culture

FOURTH YEAR

FALL

Research Practicum I
Somatic Approaches to Trauma
Psychology of Conflict
Integrative Seminar IIIa

WINTER

Research Practicum II
Art Psychotherapy
Psychology of Metaphor
Integrative Seminar IIIb
Biological Bases of Human Experience

SPRING

Research Practicum III
Consciousness and Organizations
Psychopathology III
History of Psychology

SUMMER

Topics in Imaginal Psychology
Ecopsychology
Cultural Leadership

This overview is illustrative only; curricular choices are geared to the Monthly or Blended learning format, as well as the selection of a concentration.

This curriculum is revised periodically and subject to change. Selected courses in the Monthly format have an online component.

CERTIFICATE PROGRAMS

CERTIFICATES

Meridian University offers the opportunity to pursue completion of a graduate certificate in one of the following areas:

- Creative Arts Therapy
- Art Therapy
- Cultural Leadership
- Generative Entrepreneurship
- Transformative Learning
- Health Psychology
- Somatic Psychology
- Transformative Coaching

CERTIFICATE OF COMPLETION

For individuals who wish to participate in the graduate programs without pursuing a graduate degree, Meridian also offers the opportunity to do so through a non-matriculated field of study. Students who are accepted to participate in the Certificate of Completion program audit all of the coursework for a particular graduate program.

Certificate of Completion Application Requirements:

- Completed application and \$50 application fee
- Two letters of recommendation
- Personal statement (five pages)
- Admissions Interview



PSYCHOLOGY COURSE DESCRIPTIONS

PSY 501, 502, 503 PSYCHOPATHOLOGY I, II, III

Each of us suffers in a unique way. Yet it is interesting and useful to recognize distinct varieties of human suffering without succumbing to the diagnostic illusions of the medical model. These courses pivot around the difference between a medical and a psychological approach to psychopathology. A genuinely psychological approach draws our attention to culture, myth, story, and metaphor as we make meaning of the symptoms we observe. The limits, ambiguities, and cruelties of professionalized responses to human suffering are among our considerations. The impact of differences on diagnosis (such as gender, sexual orientation, race, ethnicity, and class) and on social position and social stress are explored, as is the DSM IV-TR (the current diagnostic system used in professional psychiatry and psychology), as well as severe mental disorders. Students are encouraged to cultivate an empathic understanding of the experience of symptoms. (2 units each)

“*I am enough of an artist to draw freely upon my imagination. Imagination is more important than knowledge. Knowledge is limited. Imagination encircles the world.*

—ALBERT EINSTEIN

PSY 505, 506, 507, 705 IMAGINAL PROCESS I, II, III, IV

Imaginal Process is a distinct approach to transformative learning. In this approach, human capacities are cultivated through diversifying, deepening, embodying, and personalizing experience. Imagination amplifies and integrates the sensory, emotional, and cognitive dimensions of our experience. Through the labor of imagination, it is possible to craft our experience towards truth, joy, and effectiveness. This approach reflects an emerging multidisciplinary and multicultural synthesis which can be applied to education, therapy, coaching, organizational change, and the arts.

“*You can't depend on your eyes when your imagination is out of focus.*”

—MARK TWAIN

Transformative and initiatory experience requires courage, curiosity, and compassion. Listening deeply to each other's stories is at the heart of this process. Good listening requires that we inhabit vulnerability, mystery, and complexity. This way of listening engages the empathic imagination in ways that catalyze mutual individuation.

This course sequence is an opportunity to experience how a group of individuals, through participation, becomes a collaborative learning community and how each individual becomes more of the person they desire to be. (2 units each)

PSY 508, 509, 510 SOMATIC PRACTICES I, II, III

Somatic practices have been available within the local knowledge of many traditional and indigenous cultures. The political economics of modern psychology and allopathic medicine have marginalized these great resources for healing and pleasure. In the last 30 years, however, there has been a watershed in the restoration and integration of somatic practices.

This course sequence explores the use of somatic practices to reconnect with the sensory foundations of experience. These practices involve movement and touch, and affect regulation all of which support the imagination's role in integrating the sensory, affective, and cognitive domains of experience. Imagery-based practices enhance mind-body integration which is key to our effective functioning and well-being. (2 units each)

PSY 511 SOMATIC PSYCHOLOGY

This foundational course in Somatic Psychology provides students with a historical and theoretical overview of the field of Somatic Psychology and introduces them to the principles, concepts, and methods that underlie many of the established modalities. Students are offered the opportunity to experience some of these modalities in action and to begin to develop basic clinical and psychoeducational somatic skills. (2 units)

PSYCHOLOGY COURSE DESCRIPTIONS

PSY 512 MYTH AND CONTEMPORARY CULTURE

Wisdom stories reflect a broad range of human concerns. This course explores the psychological functions of the mythic imagination. Initiatory patterns drawn from ancient narratives appear in movies and other cultural forms that reveal our aspirations. Familiar mystery tales and films are examined to study archetypal elements that shape experience, social roles, and social institutions. This course also considers how mythic narratives reflect pluralistic models of psychological life. (2 units)

PSY 514 PSYCHOLOGY OF DREAMS

Dreams may be viewed as messages of the soul. Yet, while dreams convey the deeper stirrings of the soul, their language is often baffling to the waking self. This course introduces students to a range of approaches for working with dreams. Students will explore various ways of constructing the relationship between waking and dreaming and its implications for the individuation process. Approaches and practices for engaging with dreams within contemporary Western psychological systems as well as traditional, non-Western psychological systems will be considered.

Dreaming experience is related to the knowledge domains of Imaginal Psychology, especially mythology, somatic practices, and indigenous wisdom. Students are encouraged to develop practices for tending their dreams, in order to access their transformative power. This course seeks to deepen students' capacity for cultivating, engaging, interpreting, and integrating their own dreams as well as those of others. (2 units)

“ ...for that called Body is a portion of the Soul as discerned by the five Senses...”

—WILLIAM BLAKE

PSY 515, 516 CULTIVATING THE SENSES I, II

A psychology concerned with soul must recognize the essential role the body plays in everyday experience. The life of the senses is vital to the nourishment of the soul. This course focuses on the relationship between the physical senses and the life of the imagination. The repression of the senses cripples the imagination, leaving it unable to guide one's life in nourishing and sustainable ways. Traumatic occurrences further disable the body's way of knowing. Once it is nourished, a well-fed imagination can amplify our senses, aiding us in leading a life that is embodied, passionate, and self-aware. Topics to be explored include the use of language which engenders soul-making, the intelligence of the senses, and the repression of pleasure. (2 units each)



PSY 517, 617 MYTH, RITUAL, AND STORY I, II

In most cultures throughout history individuals have found psychological support and orientation through the myths and stories they inhabit. The vitality of memory depends on engaging myth, ritual, and story in supporting individuals to re-story their lives for initiation into a greater story. This course explores such topics as the archetype of the wounded healer and the significance of initiatory experience. (2 units each)

PSYCHOLOGY COURSE DESCRIPTIONS

PSY 518: PSYCHOLOGY OF POWER, PRIVILEGE, AND OPPRESSION

The psychological experience of oppression, both external and internal, culturally-based and community-based, is of central significance in psychological healing and growth. In this course, we will explore the internalization of cultural oppression as well as oppressive voices towards 'the other' which live in our own hearts. The course will also review forms of systematic oppression such as racism, sexism, able-bodyism, adultism, ageism, and homophobia. Of special concern will be the phenomena of scapegoating as well as the mechanisms at play that function to keep these difficult and painful cultural messages in force. (3 units)

PSY 520 CULTURE AND THE LAW

This course considers legal and ethical issues pertaining to the practice of psychological work. Such issues include Tarasoff duty to warn and other mandatory reporting requirements, client suicidality, danger to property, confidentiality and privilege, forensic issues, court testimony, and psychological testing. Also considered are more subtle, ethical concerns such as the encouragement of client dependency, forms of psychotherapists' financial greed, the use of language which serves to mystify clients' suffering, the objectification of clients, and ethical dilemmas involved in the provision of psychotherapy in both the private-pay and managed-care economies. Emphasis is given on how the helping professional's shadow issues can influence both psychotherapy and other helping relationships, and the importance of being aware of one's own shadow issues. (3 units)

PSY 521, 522, 621, 622, 721 PSYCHOTHERAPY CRAFT I, II, III, IV, V

This course sequence reimagines the practice of psychotherapy as a craft and explores the most basic instrument of psychotherapy, the self of the therapist. Each course seeks to integrate theoretical material with students' personal exploration. (2 units each)

I: Introduction and Overview

This course begins to hone particular skills and capacities fundamental to facilitating individuation. These skills and capacities include: deep listening, empathic communication, recognition of multiplicity, and creatively interfacing with professional language and procedures such as diagnosis and treatment planning. Additional topics and issues considered include: transference, counter-transference, holding the container, minding the ebb and flow of affect and attachment, and otherwise negotiating the interactive field.

II: Becoming a Psychotherapist

This course explores how the student's personal history and psychological development have converged in the call to become a psychotherapist. Topics include personal motivations, family-of-origin issues, imaginal structures, stages in the development of the therapist, and self and other shame-awareness.

III: Crafting the Therapist's Self

This course investigates the practices involved in crafting those aspects of the self which are a necessity for good work. Included are the importance of presence, the listening self, and the role of ongoing work with counter-transference issues.

IV: Hazards of the Profession of Psychotherapy

This course examines the potential difficulties which can arise in both the work life and the personal life of the therapist as a result of practicing therapy over several years. Such difficulties may include: physical and psychic isolation, grandiosity, self-deception, bodily inactivity, boundary problems, client exploitation, negative impact on one's personal relationships, and financial confusion, which can result in greed or self-sacrifice. Special attention is given to practical strategies for avoiding these kinds of problems.

V: Termination in Psychotherapy

The effective completion of the termination phase of psychotherapy is an essential and important part of the work. This course addresses loss, separation, dependence, and death as existential issues which, at various times, are both foreground and backdrop to the psychological relationship approaching its ending.

PSYCHOLOGY COURSE DESCRIPTIONS

PSY 523

DEVELOPMENTAL EMBODIMENT

In this course students will be introduced to developmental approaches to Somatic Psychology, and to how notions of embodiment have been applied to Developmental Psychology and related disciplines. Experiential components will underscore the idea of embodiment as a developmental process, rather than as a static condition of human experience. (2 units)

PSY 525

ECOLOGY AND THE ARTS

For millennia humans have expressed their relationship to nature through the arts. The 12,000 to 30,000 year-old images in the caves of Lascaux and Chauvet as well as the 100,000 year-old painted walls of Arnhem Land are a staggering testimony to this. Civilization, and in particular the modern world, have profoundly disturbed our connectedness to this prior mode of dwelling in embedded balance. Human cultures have gone from embeddedness in nature to alienation from nature. (2 units)

The traditions suggest that the psyche is not inside us, but rather that we dwell in psyche. The arts can cultivate the ecological imagination and can help restore an engaged, respectful, and animated dwelling. This course explores the psychological significance of rekindling our participation in nature through the arts. (2 units)

PSY 528 CAREER DEVELOPMENT I

Joseph Campbell's famous phrase, "Follow your bliss", is a directive that for most people is easier said than done. In this first course of a two-course sequence we will explore the crucial need in the human soul for purpose, vocation, and work with passion. The significance of finding one's own inner calling and the possible relationship between the occurrence of various forms of psychopathology and the culture's lack of mentorship, rites of passage, and support for the notion of personal destiny and purpose, will be considered. This course will also review models of career development and decision-making and the interrelationship between work, family, and other competing life priorities, including the role of diversity and gender in career development. (2 units)

“ I tell you one must harbor chaos if one would give birth to a dancing star.

— FRIEDRICH NIETZCHE

”

PSY 529 CAREER DEVELOPMENT II

This second course in the sequence focuses on career assessment and interviewing skills designed to assist individuals and families through the life cycle. This includes individual and group career counseling and awareness of one's own needs, values, aptitudes, and interests in making career choices. Students will also focus on charting their own vocational path and timeline for their upcoming supervised practicum and fieldwork opportunities, and in the process will become thoroughly familiar with Meridian's fieldwork and practicum process. (2 units)

PSY 532, 632

GROUP PROCESS I, II

We live our lives in the company of others. Identity is formed partly through being recognized by others—one's spouse, family, friends, neighborhood, and workplace. Groups offer us a context in which to explore the mystery of identity and to evolve a mode of communication that honors individuality and multiplicity. It is commonplace in groups to deny, trivialize, and suppress differences. Instead, we must learn to recognize and relate to differences. Specific dynamics in groups that are considered include: scapegoating, envy, betrayal, trust, self-disclosure, cult dynamics, feedback, team building, leadership, and support. Group facilitation skills relevant to psychological practice, the contemporary workplace, and creating community are emphasized, as well as theories, principles, and interventions related to group dynamics and group counseling. (2 units each)

PSY 536

THE KNOWING BODY

Focusing, an approach to personal exploration developed by Eugene Gendlin, provides a simple yet effective tool for transforming implicit embodied awareness into explicit knowledge. This research-based model emphasizes the importance of attending to the felt sense of the body in exploring psychological concerns, and serves as a base for many somatic psychotherapy techniques. Students will be introduced to Focusing both theoretically and experientially with opportunities to practice facilitating Focusing sessions. (2 units)

PSYCHOLOGY COURSE DESCRIPTIONS

PSY 537

THE SOCIAL BODY

This course explores the application of somatic psychology to sociocultural issues, proposes strategies for bringing the body into the exploration of diversity and equity issues, and underscores the need to address social, cultural, and political influences on issues of embodiment. (2 units)

PSY 538

THE TRANSPERSONAL BODY

Drawing on both Eastern and Western perspectives, this course addresses the transpersonal dimensions of somatic psychology theory and practice. Students will have the opportunity to explore the interaction between body processes and states of consciousness through a transpersonal psychological perspective. (2 units)

PSY 539

THE POETIC BODY

This course focuses on the intersecting dimensions of Somatic Psychology and the expressive arts. By working with imagination through the implicit knowledge of the body, students will have an opportunity to explore how music, art, poetry, dance, and theater can enrich and transform embodied experience in a psychotherapeutic context. (2 units)

“Freedom is being able to accept people for who they are without trying to understand all they are.”

—MAYA ANGELOU

PSY 540

SOMATIC AWARENESS

The capacity to experience, identify, and cultivate kinesthetic sensation is fundamental to the practice of Somatic Psychology. Students in this course will be introduced to a variety of practices designed to facilitate somatic awareness in themselves and others, including the Sensory Awareness work of Charlotte Selver. Emphasis will also be placed on how somatic awareness skills and strategies translate to a psychotherapeutic context. (2 units)

PSY 545

MODERN CONSCIOUSNESS AND INDIGENOUS WISDOMS

The stories of indigenous peoples provide inspiration for a mythic imagination that attempts to address the crises of modern consciousness. This course explores how indigenous wisdom can appear differently, depending on the particular self-construction in which we happen to be engaged. Understanding the history of the self gives us access to a relationship with native knowing that does not appropriate, but instead engages in a moral discourse which seeks healing through integrative states of consciousness, including the painful awareness of collective shadow material. Healing our contemporary pathologies and suffering in ways that transcend individualistic paradigms, without romanticizing native people, will be considered. The intent is to narrate ourselves freely in the face of historical dissociations and denied aspects of ourselves and our communities. (2 units)

PSY 547

THE BODY IN MOTION

Movement forms one of the cornerstones of Somatic Psychology theory and practice. It can serve as the primary basis for psychotherapeutic intervention (as it does in dance movement therapy) or it can be integrated into clinical work by focusing on movement behaviors as they emerge in the session. Students will learn strategies for facilitating movement explorations in both individual and group formats. (2 units)

PSYCHOLOGY COURSE DESCRIPTIONS

PSY 604

RESILIENCE, RECOVERY, AND PUBLIC/PRIVATE SYSTEMS OF CARE

The provision of psychological services in the current health care environment is sharply split between those who can pay for care through out-of-pocket fees and/or health insurance, versus those who must rely on public services. This course reviews principles and best practices in the provision of therapeutic services to diverse populations in public and community settings. The basic principles of the Recovery Model are explored, as well as an understanding of case management and client advocacy to assist in connecting people with needed resources. The impact of poverty and social stress on mental health and recovery, disaster and trauma response, coping with and recovery from severe trauma and mental illness, and services for survivors of abuse, are especially emphasized. Navigating complex systems of care for one's clients and their families and assisting clients in building their own sense of personal resiliency and social support systems, are addressed, as well as having an opportunity to meet people with severe mental illness. The necessity for the counselor's own ongoing inner work to maintain personal equilibrium, is an important backdrop of this course. (4 units)

PSY 608, 609, 610

CLINICAL PRACTICE PRACTICUM I, II, III

This three-course sequence is designed to provide applied skill development and focus to the student's emerging involvement in supervised practicum and clinical work. Through this course sequence, students will be supported and challenged to apply and refine their emerging clinical skills to their practicum placement, including intake assessment, case formulation, treatment planning, note-taking procedures, and crisis management in the context of evidence-based and best practices. This course sequence also provides students with an introduction to the scope and practice of Licensed Professional Clinical Counseling and Licensed Marriage and Family Therapy. (2 units each)

PSY 611

SOMATIC ASSESSMENT

In this course, students will explore a range of somatically oriented observation and assessment models, including developmental, psychodynamic, and process-oriented frameworks. An integrative somatic assessment framework will be introduced and students will be provided with an opportunity to work with this model in clinical and psychoeducational contexts. (2 units)

PSY 613

PSYCHOLOGY OF CONFLICT

This course explores issues in the field of peace psychology: peace, conflict, and violence. Topics include direct violence, structural violence, non-violence, peace-making, peace-building, and social justice. Students will develop skills in facilitating the recognition and engagement of differences necessary for creative collaboration and cultural transformation. (2 units)

PSY 614

PSYCHOLOGY OF TRAUMA

Our planet continues to suffer from the traumatic impact of increasingly complex methods of human-engineered destruction, as well as the varieties of far more ordinary moments which are too overwhelming for us to integrate. This course explores current issues in the field of psychological trauma through personal, historical, cultural, and archetypal perspectives. Its intent is to develop the student's ability to engage traumatic material experienced through the kinds of fragmented images that are the common aftermath of overwhelming experience and to integrate imaginal psychology approaches to trauma with principles inherent in the recovery model. In this course, we will work to create possibilities for remaining active participants in lifelong, awe-inspiring events. (2 units)

PSY 618

PSYCHOTHERAPY WITH CHILDREN

This course introduces the process and practice of child therapy, as well as the use of diagnostic tools and play materials. The course also addresses child abuse assessment, treatment, and reporting laws. The social and ecological influences that impact child development and treatment are explored, as are the incidence of child abuse, child victimization, and child exploitation. Also addressed are collateral work with parents and professionals, and additional legal and ethical issues pertaining to working with children. (2 units)

PSYCHOLOGY COURSE DESCRIPTIONS

PSY 623

EXPERIENTIAL ANATOMY

This course draws on an experiential approach to learning human anatomy, based on the premise that understanding the physicality of the human body is necessary to working with its psychological dimensions. Students will explore the major body systems through guided imagery, drawing, movement, and touch. (2 units)

PSY 625

ECSTATIC STATES AND CULTURE

The use of mind-altering substances to influence states of consciousness has been a part of the human experience since prehistoric times. Modernization and urbanization have made our relationship with state-altering substances more problematic. This course is an overview of the assessment and treatment of substance abuse, addiction, and co-occurring disorders. Also included are the legal and medical aspects of substance abuse, populations at-risk, the role of support persons and support systems, follow-up programs, and methods for relapse prevention. This course utilizes myth, current psychological models, and our own experience to develop an integrated view of addiction that considers biology, psychology, cultural considerations, and human yearning. Issues regarding the use and abuse of drugs and alcohol will be explored within the contexts of culture and the human need for ecstatic experience. (2 units)

PSY 628, 629, 630

PSYCHOTHERAPY INTEGRATION I, II, III

The beginning psychotherapist is faced with a wide array of approaches to psychotherapy. This sequence considers the diversity of psychotherapeutic approaches and develops our own coherence as psychotherapists. The first course in the sequence surveys a variety of approaches to individual psychotherapy. The second course examines several major approaches to couples therapy and includes an emphasis on spousal or partner abuse assessment, detection, and intervention. The third course surveys approaches to family therapy, including looking at family conflicts through a broader social and historical context which includes an awareness of culture, class, gender, race, and religion. (2 units each, Integration II is 3 units)

PSY 635

EXPRESSIVE ARTS IN GROUPS

This course focuses on the use of the expressive arts in groups. Implications and applications for group therapeutic work are considered. Additionally, experiential processes are used to gain awareness of how we conduct our lives and how we use images to inspire and direct our own living. (2 units)

PSY 637, 638, 639

RESEARCH METHODS I, II, III

Understanding research studies and their conclusions can be a vital aspect of a psychological practitioner's continuing education. This course prepares students to understand and engage with psychological research by emphasizing critical thinking in evaluating research studies, enabling students to differentiate valid, relevant data from faulty, inconclusive data. Additionally, we will ask specific questions about the culture of psychological research by examining such areas as the relationship between soul and research, the construction of psychological theory, the competing claims of quantitative versus qualitative research, and constructs of validity in various research paradigms. (1 unit each)

PSY 640

ADVANCED THEORIES AND TECHNIQUES: HUMAN SEXUALITY

This course considers the varying ways that individuals experience their sexual selves, sexual behavior, and sexual orientation, as well as how the sexual self develops within different historical and cultural settings. The influences of class, gender, age, culture, and family background on sexual experience are also explored, as are the assessment and treatment of sexual dysfunction, and scope of practice issues and expected competencies for the general licensed practitioner. (2 units)

PSYCHOLOGY COURSE DESCRIPTIONS

PSY 642, 643

HUMAN DEVELOPMENT I, II

Psychological work often involves assisting children, adults, and elders through the joint processes of growing up and growing older as they traverse predictable and non-predictable passages of the life cycle. We are best prepared to assist others through their lives when we ourselves are well-grounded in both the objective context of the human development literature and the subjective experience of journeying through our own lives. The first course in the sequence explores infancy through later mid-life and early old age. The second course examines the complex issues involved in aging and long-term care. This course sequence also includes an understanding of the impact of personal and social insecurity, social stress, low educational levels, inadequate housing, poverty, and malnutrition, on human development. (2 units each).

PSY 645

CROSS-CULTURAL PERSPECTIVES

A psychology arising exclusively out of western European academic experience fails to adequately respond to the rich varieties of human experience. This course gathers contemporary multicultural sources, as well as the wisdom of indigenous cultures, to educate psychological practitioners to be responsive to each person's unique cultural heritage. This course explores multicultural counseling theories and techniques promoting cultural social justice and the therapist's role in bringing bias and prejudice to our own and our client's awareness. An understanding of cultural differences within couples, families, and community institutions is critical to professional practice. (2 units)

PSY 647, 747

PSYCHOLOGICAL ASSESSMENT I, II

This course sequence provides an introduction and overview to psychological assessment. Developing an understanding of overall assessment procedures and learning how to administer, score, and interpret a variety of psychological tests are emphasized.

Psychological Assessment I provides a survey of the major testing instruments including the Wechsler Adult Intelligence Scale-IV (WAIS-IV), the Wechsler Intelligence Scale for Children-IV (WISC-IV), Rorschach Inkblot Test, TAT, and the Minnesota Multiphasic Personality Inventory (MMPI). This overview helps to establish a basic understanding of different tests, applications, and procedures. Additionally, the course provides particular focus on personality testing, through both personality and projective measures. Tests studied include the Rorschach; MMPI; and the Millon Clinical Multiaxial Inventory (MCMI). Experiential opportunities pertaining to the process of test taking are also offered. (3 units)

Psychological Assessment II focuses on intellectual and cognitive testing, primarily through the study of the WAIS-IV and the WISC-IV. Additionally, students are introduced to the basics of neuropsychological screening. Students also learn to prepare a report integrating personality and intelligence factors. (2 units)



“After being an established Marriage and Family Therapist, I had a deeper knowing that something was missing. I wanted to do soul work within the context of community. My cohort life at Meridian University provided the opportunity for my desires to manifest. Meridian's curriculum, which emphasizes expression through ritual, imagination, and creativity within the complexities and challenges of community-making, invited the awakening of my soul. I engaged in relationships in ways I had not known in my family. This experience has **opened my heart, freed my spirit**, supported my growth, and allowed me to be more effective in my work as a healer.”

—DIANNA GRAYER, PH.D., M.F.T.

PSYCHOTHERAPIST IN PRIVATE PRACTICE

PSYCHOLOGY COURSE DESCRIPTIONS

PSY 651 SOMATIC INQUIRY

Somatic Inquiry is an approach to research that privileges subjective embodiment in understanding human experience. Students will have an opportunity to see how a somatic perspective informs each stage of a research project, from topic selection through data presentation, and how to practice using somatic inquiry methods. (2 units)

PSY 655, 755, 855 INTEGRATIVE SEMINAR I, II, III

The Integrative Seminar has several goals: to provide a setting where the various strands of Meridian's curriculum can be woven together; to facilitate the curriculum's transformative intent; to facilitate the students' evolving relationship to the discipline and profession of psychology; and to support the students' development of psychological awareness and flexibility. In addition, the Integrative Seminar provides time to address interpersonal and group process issues that emerge in tending to a learning community. (2 units each)

PSY 699 SUPERVISED FIELDWORK

Supervised fieldwork is an integral aspect of study at Meridian. Students earn supervised fieldwork credits through the performance of job activities in paid and volunteer positions. Beginning with study about their own emerging careers in Career Development I, students are guided in designing and implementing a fieldwork plan to advance their progress as emerging psychological practitioners. The Director of Assessment and Student Development is available to assist students in initiating appropriate placements, and monitors the progress of students' specific fieldwork goals. (1 unit)

PSY 709 SPECIAL TOPICS IN SOMATIC PSYCHOLOGY

This course provides an opportunity for doctoral students to study with leading theorists, practitioners, and scholars in the field of Somatic Psychology. The focus of the course may include creative or innovative applications of Somatic Psychology, working with special populations, or interdisciplinary scholarship. (2 units)

PSY 713 PSYCHOLOGY OF METAPHOR

In ancient Greek, the word metaphor meant transformer. Through the use of metaphor, our perception operates at a deeper level of understanding. This course explores how metaphors form the foundation of our thinking, influencing our learning and growth by presenting a variety of perspectives that elucidate the aesthetic realm of everyday life. Particular themes include discerning ideas at deeper levels, metaphor as a tool for personal learning and social change, and exploring the principle that learning is a process of entering into conversation with the subject matter, one's self, and the larger communal world. In exploring the rich ways in which metaphorical images can enrich and enhance our relationship to ourselves and others, we become able to view life through the lens of metaphor and to see possibilities and potentials that we might not otherwise see. (2 units)



PSYCHOLOGY COURSE DESCRIPTIONS

PSY 715 PSYCHOLOGY OF TOUCH

Touch is one of the oldest and most fundamental forms of healing and helping. This course examines the evolutionary emergence of touch, its fundamental significance in human experience, and the intricate connections between skin and brain via the nervous system. This course also addresses the contemporary application of touch in psychotherapy, including important legal and ethical considerations. (2 units)

PSY 724 FOUNDATIONS OF SOMATIC PSYCHOTHERAPY

Somatic Psychotherapy has its roots in depth psychology, and before that, in ancient somatic practices. This course is a survey of the history, theories, and techniques of Somatic Psychotherapy. Key ideas such as character, grounding, boundaries, embodiment, and presence are explored. In addition, the pivotal role of imagination in Somatic Psychotherapy is considered. (2 units)

PSY 725 SOMATIC APPROACHES TO TRAUMA

Recent developments in traumatology have underscored the role of the body in mediating trauma and re-conceptualizing trauma as an event occurring in the nervous system, affecting individual and social experience. This course will introduce students to somatically oriented models of working with trauma and to working with trauma through a psychobiological approach. (2 units)

PSY 728, 729, 730, 731 CLINICAL SKILLS IN SOMATIC PSYCHOLOGY I - IV

This course sequence offers students a structured and facilitated opportunity to integrate the material offered in the current year into a cohesive theoretical framework, and to practice applying their knowledge and skills in somatic psychology to a range of clinical and educational issues and contexts. (2 units each)

PSY 732 EMBODIED GROUP PROCESS

The course provides students with a conceptual and experiential understanding of group process and group dynamics from a somatic perspective. By attending to the felt experience of the individual and group body, the developmental stages of groups, member behavior and roles, leadership styles, and diversity issues are illuminated. (2 units)

PSY 740 PRINCIPLES OF PSYCHOPHARMACOLOGY

The circumstances of contemporary clinical practice require practitioners to understand the effective and discerning use of psychoactive medications. As such, this course provides a thorough overview exploration to psychopharmacology, including the biology and neurochemistry of behavior. This course reviews the different classes of prescription drugs and their judicious use relative to the context of psychotherapy, and ways of effective collaboration with prescribing physicians and other health care providers. (3 units)

PSY 742 ECOPSYCHOLOGY

Humans have the capacity to live in balance and reciprocity with the land, yet we find ourselves at the beginning of the 21st century in the midst of a broken relationship which causes great suffering for both people and the Earth. Ecopsychology, the psychology of ecological transformation, explores ways to heal this disconnection, broadening our experience of human well-being to include our relationship with the more than human world. (2 units)

“ To go in the dark with a light, is to know the light.
To know the dark, go dark.
Go without sight, and find that the dark too, blooms and sings,
and is traveled by dark feet and dark wings.

— WENDELL BERRY

”

PSYCHOLOGY COURSE DESCRIPTIONS

PSY 743 BIOLOGICAL BASES OF HUMAN EXPERIENCE

This course surveys selected topics in physiological psychology, psychophysiology, and psychoneuroimmunology. The effort is to explore biological and psychological correspondences without being reductionistic. Contemporary research challenging our current understanding of psychological well-being and maturity is also reviewed. (3 units)

PSY 744, 844 PSYCHOLOGY AND COMMUNITY MAKING I, II

We live in a time of immense longing for community and beauty. The social structures that maintain individualism are crumbling. However, the new convivial forms that would support us are only partially in place. Most of us heroically struggle in isolation much of the time. The ideology of professionalism reinforces this isolated self-reliance. How might we transform such a culture of privatism and cruelty into a culture of participation and accountability? Psychological practitioners are in a position to make significant contributions to the revitalization of culture. Can we re-imagine professional work in ways that support the creation of communities? (2 units each)

PSY 745 CREATING COMMUNITY

This course provides an opportunity for students in the somatic psychology concentration to make connections between their embodied personal histories and professional aspirations, while simultaneously building a container for learning together. (2 units)

PSY 750 HISTORY OF PSYCHOLOGY

There is no consistent, agreed upon, or neutral history of psychology. The illusion of neutrality is an aspect of scientism in which psychology, as both a discipline and a profession, is still entangled. The intent of this course is to situate Imaginal Psychology in relation to important historical and theoretical issues in psychology. We can make sense of these issues by locating our own interests and orientation to psychology at this historical moment, and by articulating our stance in relation to other orientations and historical periods. Reviewing the history of psychology, versus situating psychology historically, are distinct but interrelated tasks. The intention of this course is to clarify, differentiate, and activate our relationship to psychology as a discipline and profession. (2 units)

PSY 751, 752, 753 IMAGINAL INQUIRY I, II, III

Imaginal Inquiry is a research methodology anchored within the participatory paradigm of research, which recognizes participative consciousness as our true nature. Imaginal Inquiry applies Imaginal Process, Meridian's approach to cultivating human capacities, to psychological research. These capacities include reflexivity, collaborativity, and empathic imagination. Imaginal Inquiry draws upon these capacities in emphasizing the roles of imagination, participation, and reflexivity in research. Researchers using this methodology are called upon to access and create knowledge that ordinarily may be restricted by the cultural prescriptions that shape our personal identities. This approach to research expands the possibilities for taking actions which can create new meaning, helping to revitalize personal and cultural transformation. (2 units each)

“

...in the end it is our unshieldedness on which we depend.

—R. M. RILKE

”



PSYCHOLOGY COURSE DESCRIPTIONS

PSY 754 HEALTH PSYCHOLOGY

This course introduces the field of Health Psychology, the role of the psychologist in medicine, and the psychologist's participation in the treatment and prevention of health-related issues. Emphasis is placed on the complex issues entailed in the mind-body relationship and on expanding the role of social, environmental, biological, and psychological factors in understanding the development of disease states and their treatment. (2 units)

PSY 804, 805, 806, 807, 808 DOCTORAL PROJECT I & RESEARCH PRACTICUM I, II, III, IV

These research courses provide a setting to apply principles of qualitative research to the development of dissertations and clinical case studies, and gives students the opportunity to have a hands-on experience of developing elements of the dissertation and clinical case study. These courses provide students with an experience of the possibilities of collaborative research and writing. (2 units each)

“

I am a human being; nothing human is alien to me.

—TERENCE,

ROMAN PLAYWRIGHT, 185 B.C.

”

PSY 809 ADVANCED CLINICAL PRACTICUM

This course provides an introduction to time-limited psychotherapies, as well as practical experience with several time-limited methods, including those from cognitive-behavioral and solution-oriented approaches. The sociopolitical context of time-limited psychotherapy's development and its inherent ethical and transference/counter-transference dilemmas are also explored. (2 units)

PSY 813 PSYCHOLOGY OF EVIL

All cultures have developed their own conception of good and evil. Yet, the study of the nature of evil has often been forbidden. As evil has evolved and increased in complexity in our time, there is an urgent necessity to try and understand this phenomenon, as those who are attracted to manifest evil are able to manufacture and employ increasingly dangerous weaponry, both literally and psychologically. This course probes the reality of destructive archetypal forces that threaten us all and the possibility of developing our own creativity to engage these forces. Students will enhance their capacities to encounter evil and to perhaps begin to find ways to contain its malignancy. (2 units)

PSY 814 PSYCHOLOGY OF LOVE AND INTIMACY

The longing for love and intimacy is our deepest human yearning. Yet many people pass through life deeply unfulfilled. This course explores what needs to happen both within one's self and between others for a climate of love and intimacy to be created. The psychological underpinnings necessary for mature love, while retaining an appreciation for love's mystery, are also examined. Recent research helps illuminate basic principles that lead to fulfilling relationships. (2 units)

PSY 815 SANDPLAY THERAPY

This course is an introduction to the theory and practice of sandplay. The healing value of symbols and ritual, the therapist's role as witness, and the experience of co-transference in non-verbal, symbolic play is emphasized and explored. Archival case material is presented to illustrate the psyche's movements in sandplay, as well as to address issues in clinical practice. (2 units)

PSYCHOLOGY COURSE DESCRIPTIONS

PSY 816

EXPRESSIVE ARTS IN THERAPY

This course focuses on traditional ways of healing through the arts. Use of the expressive arts in psychotherapy allows for depth, even when therapy has to be brief. In the spirit of multiplicity, this course focuses on many forms of art as well as on the intermodal transfers between them. Through the shaping of art, students work towards developing the facility for following the image in its many manifestations and to deepen their ability to help clients explore and create experience. Additional emphasis is placed on utilizing expressive arts in the treatment of trauma and post-traumatic stress disorder. (2 units)

PSY 817

PSYCHOLOGY AND RELIGION

This course explores the crossroads where psychology and religion converge and diverge in the life of the soul. Course topics include the phenomenology of numinous experience, shadow and evil, and the evolutionary role of ritual. (2 units)

PSY 819

ECOLOGY, CULTURE, AND PLURALISM

Psychologists can make significant contributions towards healing modernity's cultural trauma. Revitalizing our culture towards community, beauty, conviviality, and sustainability requires that

we embrace a pluralist vision which recognizes the necessity of difference and interdependence. Pluralizing of our own identity is an essential element in reimagining and revitalizing our culture. We will consider how a culture of conviviality and pluralized identity can reconstitute personal responsibility. Topics explored may include home, money, food, violence, gender, and sexuality. (2 units)

PSY 820

ART PSYCHOTHERAPY

The ancient remnants of human art-making are perhaps the clearest evidence that our ancestors were connected to a world larger than their own physical environment. This invisible world is as relevant today as it was in the time of our origins. We know this world not through logic, but through the doorways of imagery and our own felt sense of what is true.

This course is an inquiry into the world of images that are the direct result of suffering. Supported by recent theories on trauma, we will explore some of the implications of using art psychotherapeutic interventions to respond to a range of suffering from the 'loss of meaning' to the experience of 'speechless terror' to deepening and recreating an integrated self. In this way, we will develop an understanding of how images associated with suffering can be the doorway to images that heal and replenish the art maker. (2 units)



“Meridian provides an extraordinary curriculum that has benefited me both personally and professionally. Community learning was completely transformative, catalyzing capacities in me which were previously undeveloped. Because of Meridian's excellence, my education did not stop at graduation. I have bone knowledge and wisdom that continues to inform, guide, and inspire me in my work as a psychologist and educator. I am excited for anyone choosing Meridian for their graduate education because I know they will receive a rigorous yet meaningful education and expansive understanding of psychology and its true purpose of caring for the soul.”

— IRENE IVES, PH.D.
LICENSED PSYCHOLOGIST

PSYCHOLOGY COURSE DESCRIPTIONS

PSY 821 CULTURE AND CONSCIOUSNESS

Everyday life within modernity has been a wasteland for many. In previous centuries the sacred was experienced in everyday life. Societies were organized around rituals which bound the lives of individuals to a religious worldview. In contemporary secular cultures however, emptiness, depression, and busyness are familiar states rather than the fullness of being. Finding one's relationship to the sacred sadly becomes the task and challenge of the individual.

Essential to a culture of participation is animism as a mode of perception. This course explores the role of animism in the co-evolution of culture and consciousness. Several key texts are reviewed which offer psychological and historical perspectives on Western approaches to the sacred. The course focus is on the Italian Renaissance as an example of the convergence of art, religion, and science within a past culture where the animated image vitalized both culture and consciousness. (2 units)

PSY 822 FAMILIES AND CULTURE

This advanced family therapy course emphasizes issues of culture, ethnicity, and race. Clinical interventions with different populations and the ways in which culture influences family function and dysfunction are explored. Religion, class, community, extended family networks, and immigration are examined as important factors in how families adapt to changing situations. This course also focuses on how the clinician's and the client's cultural frames of reference interact with one another. (2 units)

PSY 824 SOMATIC PSYCHOTHERAPY II

This course explores the universal tendency for psychological projection along with the phenomena of transference and the events that trigger transference. The Jungian concept of the complex, the repetitive, unconscious drama played out on an internal landscape most easily available to us through

our dreams and anchored in the body's character, receives particular attention. Holding onto one's personal complexes as if one's life depends on them is not uncommon, and to even glimpse one's defensive attitude takes courage and humility in the face of feelings of secrecy, defensiveness, and futility.

By working with the dream as an embodied experience students will seek to identify and disarm the complexes which act to determine individual transferences and rob us of choice. Given the myriad of opportunities to dramatically distort reality, Somatic Psychotherapy provides an opportunity to come to terms with the colorful narratives that we impose on our relationships, ourselves, and the institutions that serve us. (2 units)



PSY 825 SOMATICS FOR PSYCHOTHERAPISTS

The use of somatics in psychotherapy is an important development. Whether used directly or indirectly in one's work, somatics has valuable contributions to make for the increased effectiveness of psychotherapy. This course focuses on approaches to somatics in psychotherapy, the use of somatic principles in psychotherapeutic assessment, the role of somatics in the therapeutic process, and ethical considerations in somatics. Students will experience different aspects of somatics in psychotherapy and begin to develop their own personal approach. (2 units)

PSYCHOLOGY COURSE DESCRIPTIONS

PSY 827

BODY NARRATIVES

This course introduces students to a selected approach to facilitating interactive body-dialogue that incorporates a client's posture, movements, and bodily experiences into psychotherapy. Students will learn to understand and work with body processes and narratives in the evolving context of the whole person, rather than as isolated physical events. (2 units)

PSY 830

RESEARCH WRITING

Good research writing integrates conceptual precision with passion. This course emphasizes the practice and development of proficient and enjoyable psychological writing, providing students the opportunity to work collaboratively towards enhancing their research writing capabilities.

PSY 833

TRANSFORMATIVE POWER OF RITUAL

Ritual is a necessity. As the lungs breathe, so does the soul ritualize. Ritual has an essential role in tending relationships, families, communities, and even workplaces. The origins of art and religion are in ritual; to ritualize is to make sacred. Our ancestors knew that life is unbearable without ritual. This course explores the creative and transformative uses of ritual in our everyday lives. Potential themes for the course include ritual in times of conflict, crisis, and illness; ritual and sexual experience; and ritual and temporary madness. (2 units)

PSY 835, 836, 837

CULTURAL LEADERSHIP I, II, III

This course explores the possibility and viability of Cultural Leadership as a form of leadership, distinct from political and administrative leadership. The integrated theory of personal and cultural transformation in practice at Meridian offers psychological practitioners specific principles and practices that can serve as actionable knowledge for cultural leadership. Cultural Leadership is constituted by principled actions which create new and unexpected meanings. Cultural leaders catalyze individuating participation and re-imagine past and future within the groups and communities to which they belong. (2 units each)

PSY 838

PSYCHOTHERAPY AND THE ARTS

This course deepens our understanding of the relationship of art to psychology. Using an experiential format in which themes are explored through various media, students learn about theories, traditions, methodologies, and professional issues involved in combining psychotherapy with the arts. Students will use the expressive arts therapies and dreamwork to explore the use of image, symbol, and ritual in their own personal process and into implications for clinical work, research, and creating ritual. The specific professions of art, movement, music, and drama therapies will be discussed. (2 units)

PSY 856

PROFESSIONAL SEMINAR

Imaginal Psychology, as an orientation to psychology, has deep roots in the earliest vocations associated with healing and transformative practices. It is important for students of Imaginal Psychology to have effective ways of communicating its principles and practices in their professional work. Students who do not learn how to effectively negotiate the interface with the profession (and conventional culture in general) could find themselves marginalized and trivialized. This course considers such questions as: How can we engage with the culture and the profession as a whole so that the people we serve are empowered, not infantilized? How can we revitalize the culture in ways that liberate the soul's passionate nature? The Professional Seminar facilitates clarifying and articulating the student's relationship to psychology as a discipline, a vocation, and a profession. (2 units)

“ *I am the poet of the body and I am the poet of the soul.* ”
—WALT WHITMAN

CORE AND ADJUNCT FACULTY

JOHN AMODEO received his Bachelor's from Hofstra University, his Master's from Lone Mountain College, and his Doctorate from the Institute of Transpersonal Psychology. He has been in private practice as a psychotherapist for over 20 years. John lectures widely and has also been a teacher of Focusing since 1982. Among his many publications in the areas of relationships and psychotherapy are his three books, *Being Intimate; Love and Betrayal*; and *The Authentic Heart*.

JAMES ARMSTRONG received his Bachelor's from the University of Virginia, his Master's from the University of Northern Colorado, and his Doctorate from Loyola University of Chicago. Jim has previously taught at CIIS, the Institute of Transpersonal Psychology, Saybrook Graduate School, and the Presidio School of Management. He is a management consultant with an interest in Executive Coaching, Organizational Development, and Strategy Development.

MICHAEL BARCLAY (Core Faculty) received his Bachelor's from Colgate University, his Master's from Sonoma State University, and his Doctorate from Saybrook Graduate School. For over 15 years, Michael has been in private practice as a clinical psychologist and serves as the Clinical Director of New Directions Adolescent Services. Michael's research articles have been published in the *Journal of Phenomenological Psychology*, *Journal of Music Therapy*, *The Humanistic Psychologist*, and *Theoretical and Philosophical Psychology*. Michael also leads a blues/jazz band.

BEATRICE BENNE received her Master's from the College of Environmental Design, Berkeley and her Doctorate from the University of California, Berkeley. She is the founder of Soma Integral Consulting — a firm dedicated to facilitating the resolution of adaptive challenges by transforming and designing purposeful and conscious organizations while focusing on the well-being of social and environmental ecosystems. Her expertise includes adaptive strategy, transformative change, and leadership capacity development.

DYRIAN BENZ received his Bachelors from Rutgers University, his Master's from Montclair State College and his Doctorate from the Massachusetts School of Professional Psychology. He is a licensed Marriage and Family Therapist. He is a co-founder of the Hakomi Institute, the Embodied Psychology Association, and the Group Field Training Association. Dyrian's interests relate to group processes, Somatic training, and Relational Psychology.

ED BIERY (Core Faculty) received his Bachelors and his Doctorate of Veterinary Medicine from the University of California, Davis. He also received his Master's and Doctorate from Meridian University. Ed's interests relate to the practical interface of neurobiology with clinical practice in imaginal psychology, to help clients better understand what is going on in their bodies as well as their psyches, primarily through the exploration of image and the expression of affect.

PAMELA BLOTNER received her Bachelor's from the Cleveland Institute of Art, and her Master's from Syracuse University. An internationally recognized and prolific working artist, much of Pamela's work has been informed by her experiences as an illustrator and specialist on missions for Human Rights Watch, Physicians for Human Rights, and the UC Berkeley Human Rights Center. For several years Pamela served on the MFA faculty at the University of San Francisco and she is currently a faculty member at Pixar University at Pixar Animation Studios. Her research interests include the use of art for social change, the relationship between art and illness, the power of art to serve as a touchstone that shapes a culture, and the study of artists who have followed their conscience while adhering to artistic integrity.

ART BOHART received his Bachelor's from the University of California, Santa Barbara, and his Doctorate from the University of California, Los Angeles. He was the President of Saybrook Graduate School and for over 23 years, has been in private practice as a clinical psychologist. He is co-author of the book, *Foundations of Clinical and Counseling Psychology*.

CORE AND ADJUNCT FACULTY

LORNA CATFORD received her Master's from Sonoma State University and her Doctorate from Stanford University. For the last 17 years, she has been co-teaching the Creativity in Business course at Stanford University with Michael Ray, with whom she coauthored the book, *The Path of the Everyday Hero*. Lorna has lead seminars on creativity in corporate and academic settings for the last 20 years.

JOHN CONGER received his Bachelor's from Harvard College, his Master's from New York University, and his Doctorate from the California School of Professional Psychology. John's interests include the integration of spirituality, somatic awareness, and psychodynamic theory. He has been in private practice as a clinical psychologist for 25 years. Among his many publications in the areas of somatic psychology and psychotherapy are his two books, *Jung and Reich: The Body as Shadow* and *The Body in Recovery: Somatic Psychotherapy and the Self*.

ELEANOR CRISWELL (Core Faculty) received her Bachelor's and Master's from the University of Kentucky and her Doctorate from the University of Florida. She has been a professor of psychology at Sonoma State University since 1969 and has formerly been its Chairperson. She is the editor of the journal, *Somatics*, and the Director of the Novato Institute for Somatic Research and Training. As a counseling psychologist, she maintains a private practice in psychotherapy and somatics and is the author of *Somatic Yoga* and *Somatics and Biofeedback*.

PEGGY DEAN received her Bachelor's at the University of Texas and earned an Executive MBA at Southern Methodist University. She is the President of Peak Performance Corp and the Executive Director of the Jean Houston Foundation. She has been a consultant to Merrill Lynch, Smith Kline Beecham, the University of Miami, and Charter Medical; headed international cross-cultural project teams with focus on empowering leadership for a healthy shift in large-scale systems in Russia, Turkey, and the Dominican Republic; was the former manager at Recognition Equipment; and is Senior Vice President at M Banks.

KATE DONOHUE received her Bachelor's, Master's, and her Doctorate from Temple University. She is a psychologist in private practice in San Francisco. Kate's interests include dreamwork, depth psychology, EMDR, and Sandplay. She is a registered Expressive Arts Therapist.

ELIZABETH DOTY received her Bachelor's from the University of California, Berkeley and her MBA from Harvard. She is author of the book, *The Compromise Trap: How to Thrive at Work without Selling Your Soul* published by Berrett-Koehler in 2009. She also published "Winning the Devil's Bargain" in the Spring 2007 publication of *Strategy + Business*. She has worked with Archstone-Smith, Intuit, Hewlett Packard, and CTB/McGraw-Hill.

CAROLYN SHOSHANA FERSHTMAN received her Bachelor's from the University of California, Berkeley, her Juris Doctor from the UCLA School of Law, and her Master's and Doctorate from Meridian University. She is a psychologist in private practice in Santa Rosa, whose interests include mysticism, dreamwork, depth psychology, somatic therapy, and mindfulness-based approaches. Shoshana has worked as an attorney consultant for environmental and Native American groups for many years.

MARY FULLWOOD received her Bachelors from California Polytechnic State University, Master's from Pratt Institute, and her Doctorate from Meridian University. Her interests include ecopsychology and the arts, painting, photography, multi-media art, and ritual.

“ The sacred is saturated with Being. ”

—MIRCEA ELIADE

CORE AND ADJUNCT FACULTY

MARTI GLENN received her Master's and Doctorate from the University of Florida. Marti was co-founder of the Santa Barbara Graduate Institute. She has been a pioneering psychotherapist and educator for over 25 years. She is a board member of the Association for Prenatal and Perinatal Psychology and Health and has been chair of three of their past International Congresses. Marti was also Pacifica Graduate Institute's founding Academic Dean. She is a licensed MFT and works in the following areas of interest: Prenatal and Perinatal Psychology; Somatic Psychology; Gestalt Therapy; Psychotherapy with Adults, Families, and Children; Clinical Supervision; and Group Psychotherapy.

DIANNA GRAYER (Core Faculty) received her Bachelor's from San Francisco State University and her Doctorate from Meridian University. In private practice as a psychotherapist, Dianna specializes in issues of childhood maternal wounding, parenting, and foster care and adoption.

MARINA ILLICH received her Bachelor's from Wesleyan University and her Doctorate from Columbia University. She is a visiting scholar at Oxford University. She has taught at New York University, Columbia University, and Barnard College. Her interests include helping leaders develop the agility, vision, integrity, and authenticity needed to add genuine value to the global community while succeeding in today's global marketplace. She is a partner at Global Reach Leadership and co-founded Broad Ventures Leadership, a women's leadership development initiative.

RAE JOHNSON received her Bachelor's degree from the University of Waterloo, a Master's degree from Lesley University, and a Master's and Doctorate from the University of Toronto. She is a registered Social Worker, a registered Somatic Movement Therapist, and has been in clinical practice as a somatic psychotherapist for over twenty years. Rae is the former Chair of the Somatic Psychology Department at the Santa Barbara Graduate Institute and the former Director of the Body Psychotherapy Program in the Somatic Counseling Psychology Department at Naropa University.

ANNA BELLE KAUFMAN received her Bachelor's from the Rhode Island School of Design and her Master's from Brandeis University. She is in private practice as a Marriage and Family Therapist and Art Psychotherapist. Her interests include working with imagery, art therapy, and the expressive arts.

ELIZABETH KASL received her Bachelor's from Northwestern University and her Doctorate from Columbia University. She has taught Transformative Learning at California Institute of Integral Studies and is the recipient of the Imogene Okes award for her book, *The Costs and Financing of Adult Education and Training*. She has also written, *The Handbook of Transformative Learning: Theory, Research, and Practice* as well as published many articles on the topic and practice of Transformative Learning in higher education.



“Thirty years ago I became a Marriage and Family Therapist. Decades later, seasoned by life experiences, I returned to graduate school to deepen my own journey. I found a program at Meridian that integrated, within its academic requirements, challenges that **engendered a richer and more expansive level of beingness to my life and work.** Meridian University is truly a transformative program.”

—RICH MCCUTCHAN, PH.D., M.F.T.

CORE AND ADJUNCT FACULTY

LISA HERMAN (Core Faculty) received her Bachelor's from the University of California, Berkeley, her Master's from California State University, Hayward, and her Doctorate from the California Institute of Integral Studies. Lisa's publications focus on trauma, play therapy, qualitative research, and transformative learning. In addition to the United States, Lisa has worked as a psychotherapist and teacher in Canada and Israel.

KIM HERMANSON received her Bachelor's from Iowa State University, her Master's from the University of Minnesota, and her Doctorate from the University of Chicago. She has taught at the University of California, Berkeley and the Institute of Transpersonal Psychology. Her books include, *Getting Messy: A Guide to Taking Risks and Opening the Imagination for Teachers, Trainers, Coaches, and Mentors* and *Sky's the Limit*, which received an Independent Publisher Award in 2005.

JACOB KAMINKER received his Bachelors from Rutgers College, his Masters from Sonoma State University and his Ph.D. from the Sofia University. He has co-authored a chapter on Transpersonal Models on Mental Health for the Handbook of Transpersonal Psychology. His interested include expressive arts, dreams, and alchemy.

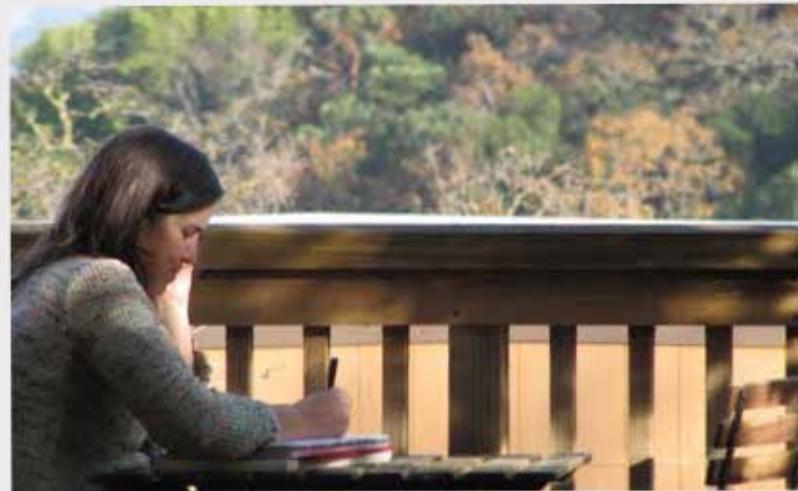
ALEXANDER LASZLO received his Master's from Wharton School and his Doctorate from the University of Pennsylvania. He is the co-founder and President of Syntony Quest and former Director of the Doctoral Program in Management at the Graduate School of Business Administration and Leadership (EGADE-ITESM) in Mexico. His interests include evolutionary leadership, collaboration, and systems thinking. He has been a faculty member of both the MBA in Sustainable Business at Bainbridge Graduate Institute and the MBA in Sustainable Management at the Presidio School of Management since the first year of operation of each program.

JEANNIE LEMESURIER received her Bachelor's and Master's from McGill University and her Doctorate from the University de Montreal. Jeannie has been in private practice as a clinical psychologist for over 20 years. Her primary interests include working with children and adolescents.

LENG LIM received his Bachelor's from Princeton University and his Master's from the Harvard Business School and the Harvard Divinity School. He is the Managing Director of Pivotal Leadership and works internationally in Executive Development.

COURTNEY LUBELL (Core Faculty) received her Bachelor's and Master's from Sonoma State University. Her interests include transformative learning, affect regulation, community development, and the role of ritual in the restoration of experience and memory.

DONNA MONTGOMERY received her Bachelor's from California State University, Chico, her Master's from San Diego State University, and her Doctorate from the California School of Professional Psychology. She has worked with clients such as Ernst & Young, Kaiser Permanente, Charles Schwab, and PG&E.



“ Love is more demanding than Law. ”

—DESMOND TUTU

CORE AND ADJUNCT FACULTY

MAUREEN O'HARA received her Bachelor's from the University of London and her Doctorate from Union University. Maureen was formerly the President of Saybrook University in San Francisco and is a member of the International Futures Forum and Global Business Network.

AFTAB OMER (Core Faculty) received his Bachelor's from M.I.T. and his Doctorate from Brandeis University. Formerly the President of the Council for Humanistic and Transpersonal Psychologies. Aftab is a fellow of the International Futures Forum and The World Academy of Arts and Sciences. Aftab's research has focused on the emergence of human capacities within transformative learning communities and his work includes assisting organizations in tapping the creative potentials of conflict, diversity, and complexity. His published articles include "The Spacious Center: Leadership and the Creative Transformation of Culture" and "Between Columbine and the Twin Towers: Fundamentalist Culture as a Failure of Imagination."

OSPREY ORIELLE received her Bachelor's from the University of California, Santa Cruz, and her Master's from Holy Names University. Her work is focused on climate change, women's leadership initiatives, and the Drop of Water, Drop of Life Project as well as the Women's Earth and Climate Caucus.

ORREN PERLMAN received his Bachelor's from Haverford College and his Medical Degree from Harvard University School of Medicine. For over 16 years, Orren has been in private practice as a psychiatrist. Orren is certified as a Diplomat and utilizes EMDR, Interactive Guided Imagery, and AEDP in his work with clients.

RON PURSER received his Bachelor's from Sonoma State University and his Doctorate from the Weatherhead School of Management at Case Western Reserve University. He is the co-author and co-editor of five books including, *24/7: Time and Temporality in the Network Society*, *The Search Conference: a Powerful Method for Planning Organizational Change and Community Action*, and *Social Creativity, Volumes 1 & 2*. His book, *The Self Managing Organization*, was selected as one of the Top Ten Management Books for 1998.

LAURY RAPPAPORT received her Bachelor's in Art Therapy from the State University of New York/Buffalo, her Master's in Art/Expressive Therapy from Lesley College, and her Doctorate from Union Institute. Prior to relocating to California, Laury taught art therapy and expressive therapies at Lesley University for over 25 years. Laury is a licensed Marriage and Family Therapist and Registered Expressive Arts Therapist. Additionally, as a Certified Focusing Trainer, Laury is a pioneer in the integration of expressive arts therapies with renowned psychologist Eugene Gendlin's Focusing. Her book, *Focusing-Oriented Art Therapy*, is widely used in art therapy and expressive arts classes.



SOPHIA REINDERS received her Master's and Doctorate from Saybrook Institute. She is a licensed Marriage and Family Therapist and has been practicing in San Francisco for over 20 years. Her interests include expressive arts and Somatic Psychology.

KIM ROSEN received her Bachelor's from Yale University and her Master's from Sarah Lawrence College. She is the author of *Saved by a Poem: The Transformative Power of Words*. Her interests include Core Energetic Therapy, Gestalt Therapy, Drama Therapy, and working with issues of oppression.

CORE AND ADJUNCT FACULTY

REGINA ROWLAND received her Bachelor's from Meredith College, her Master's from the North Carolina State University School of Design and her Doctorate from California Institute of Integral Studies. She has written a chapter on "A Field Guide for Evolutionary Leaders" and the book, *Mapping the Co-construction of Meaning*. In the Summer 2010, she was a Fellow on The Role of Innovations in Sustainable Development 4S Symposium on Sustainable Systems International Consortium of Universities and UNESCO in Helsinki, Finland.

MELISSA SCHWARTZ (Core Faculty) received her Master's from Beacon College and her Doctorate from Rosebridge Graduate School (now Argosy University). Formerly a faculty member in both the Psychology and Counseling departments at Sonoma State University, she maintains a private practice as a clinical psychologist and Marriage and Family Therapist, is a member of the California Psychological Association's MCEP Review Committee, and is a Peer Reviewer for the APA journal, *Psychology of Women Quarterly*. Her interests include the psychology of women, adult development, and qualitative research.

LINDA SUSSMAN received her Bachelor's from Pomona College, her Master's from the University of Redlands, and her Doctorate from the Union Institute. Linda is a storyteller and mythologist who has been a teacher of storytelling for 20 years. Linda's publications include her book on the story of Parzival, *The Speech of the Grail: A Journey Toward Speaking that Heals and Transforms*.

PRISCILLA TAYLOR received her Bachelor's from the University of California, Berkeley, her Master's from Phillips Graduate Institute, and her Doctorate from Pacifica Graduate Institute. Priscilla has been a psychotherapist and family therapist at Kaiser Permanente and has been in private practice for 20 years. Her interests include child therapy, drama therapy, the mythic nature of dreams, and the mythic and cultural dynamics of marginalization.

GISELA WENDLING received her Bachelor's and Master's from Sonoma State University and her Doctorate from Fielding Graduate University. She was the Coordinator of Sonoma State's Organizational Development Master's program and was an Assistant Professor at Sonoma State University in the Psychology department. Her interests include organizational development, ritual, and Indigenous cultures.

DANIEL WILE received his Bachelor's from the University of Chicago and his Doctorate from the University of California, Berkeley. Dan has been in private practice as a clinical psychologist for over 30 years and trains psychotherapists in his unique approach to collaborative couples therapy. Dan has published extensively in the area of couples therapy, including his three books: *Couples Therapy: A Nontraditional Approach*; *After the Honeymoon: How Conflict Can Improve Your Relationship*; and *After the Fight: Using Your Disagreements to Build a Stronger Relationship*.

JONATHAN YOUNG received his Bachelor's from Azusa Pacific University and his Master's and Doctorate from the California School of Professional Psychology. Jonathan has a consulting practice as a clinical psychologist and teaches courses on mythic stories throughout California. Jonathan was the Founding Curator for the Joseph Campbell Archives and Library and is currently the Director of the Center for Story and Symbol. Among his publications in the area of mythological studies are the two volumes of his book, *SAGA: Best New Writings on Mythology*.



CONTRIBUTING FACULTY



DAVID ABRAM, PH.D. is an ecopsychologist and philosopher interested in “bettering relations between humans and the more than human world.” His essays on the cultural causes and consequences of ecological disarray have appeared often in such journals as *Environmental Ethics*, *Tikkun*, *Orion*, *Parabola*, *Adbusters*, and *The Ecologist*. He is the author of several publications including his book:

- *The Spell of the Sensuous: Perception and Language in a More-Than-Human World*



ANGELES ARRIEN, PH.D. is an anthropologist and an organizational consultant. She teaches about indigenous wisdom and is the author of several books including:

- *The Second Half of Life: Opening the Eight Gates of Wisdom*
- *The Nine Muses: A Mythological Path to Creativity*
- *The Four-Fold Way: Walking the Paths of Warrior, Teacher, Healer, and Visionary*
- *Working Together: Producing Synergy by Honoring Diversity*
- *Signs of Life: The Five Universal Shapes and How to Use Them*



SUSAN GRIFFIN is a well-known writer and poet who was named by *Utne Reader* as one of a hundred important visionaries for the new millennium. She is the author of several books including:

- *A Chorus of Stones: The Private Life of War*
- *The Eros of Everyday Life*
- *Woman and Nature: The Roaring Inside Her*
- *The Book of the Courtesans: A Catalogue of Their Virtues*
- *What Her Body Thought*
- *Wrestling with the Angel of Democracy: On Being an American Citizen*



JEAN HOUSTON, PH.D. is the Director of the Foundation for Mind Research in Oregon and the author of over twenty books, including:

- *The Search for the Beloved: Journeys in Sacred Psychology*
- *The Possible Human*
- *A Mythic Life*
- *Manual for the Peacemaker*
- *The Hero and the Goddess*
- *The Passion of Isis and Osiris*

CONTRIBUTING FACULTY



JOANNA MACY, PH.D. is a scholar of Buddhism, General Systems Theory, and deep ecology, as well as a leading voice in movements for peace, justice, and sustainability. She is the author of several books, including:

- *Coming Back to Life: Practices to Reconnect Our Lives, Our World*
- *World as Lover, World as Self*
- *Widening Circles*
- *Mutual Causality in Buddhism and General Systems Theory*
- *Thinking Like a Mountain: Towards a Council of All Beings*



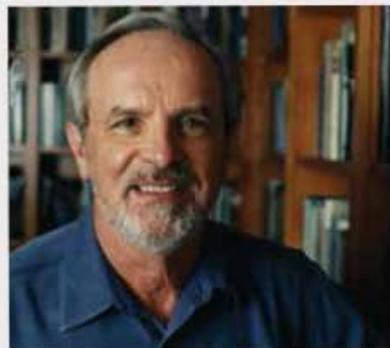
SHAUN MCNIFF, PH.D. is the founder of several graduate programs bringing the arts to psychotherapy and education. He is the author of several books including:

- *Art as Medicine: Creating a Therapy of the Imagination*
- *Art-Based Research*
- *Art Heals: How Creativity Cures the Soul*
- *Depth Psychology of Art*
- *Fundamentals of Art Therapy*
- *Educating the Creative Arts Therapist*
- *The Arts and Psychotherapy*



MICHAEL MEADE is a master storyteller and scholar of mythology. He is the founder of the Mosaic Multicultural Foundation. He is the author of several publications including:

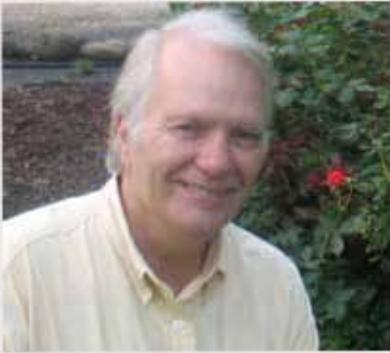
- *The Water of Life: Initiation and the Tempering of the Soul*
- *Initiation and the Soul: The Sacred and the Profane*
- *Entering Mythic Territory: Healing and the Bestowing Self*
- *Fate and Destiny: The Eye of the Pupil, the Heart of the Disciple*
- *Poetics of Peace: Vital Voices in Troubled Times*
- *The Great Dance: Finding One's Way in Troubled Times*
- *Crossroads: Quest for Contemporary Rites of Passage*



THOMAS MOORE, PH.D. is a lecturer and teacher of religion, mythology, and Imaginal Psychology. He is the author of several books including:

- *Care of the Soul*
- *The Soul's Religion*
- *Soul Mates*
- *The Soul of Sex*
- *Dark Nights of the Soul*
- *Education of the Heart*
- *The Re-Enchantment of Everyday Life*

CONTRIBUTING FACULTY



ROBERT SARDELLO, PH.D. is co-founder of the Dallas Institute of Humanities and Culture and has been a practicing psychotherapist for over 20 years. He is the author of over 200 articles in scholarly journals and cultural publications including:

- *Facing the World with Soul*
- *Love and the Soul*
- *Freeing the Soul from Fear*
- *The Power of Soul: Living the Twelve Virtues*
- *Silence*



SOBONFU SOMÉ is a teacher from the Dagara culture of West Africa whose work focuses on intimacy, children, and community. She is the author of:

- *Welcoming Spirit Home*
- *The Spirit of Intimacy*
- *Falling Out of Grace*



MERIDIAN UNIVERSITY CAMPUS AND CENTERS

MARIN CAMPUS

Located on 200 acres of beautiful rolling hills, the Marin Campus (101 San Antonio Road, Petaluma, California) is 25 miles north of San Francisco in northern Marin County. Offices, classrooms, dining hall, and lodging accommodations are integrated within this peaceful setting, inviting students to connect with the beauty and mystery of nature while engaging in professional development and transformative learning.

Students can hike the many scenic trails that wind throughout the campus affording spectacular mountain views. A host of wildlife such as deer, hawks, rabbits, and birds are often spotted in our midst. The campus is 40 minutes from the Napa Valley wine country to the east, the Pacific Ocean to the west, and San Francisco to the south.



SAN FRANCISCO CENTER

Meridian's San Francisco Center is located at the Hub SoMA in downtown San Francisco (901 Mission Street, San Francisco, California). The Hub is a nexus for collaboration in social innovation and has been described as, "a global community of people from every profession, background, and culture working at 'new frontiers' to tackle the world's most pressing social, cultural, and environmental challenges."



SONOMA CENTER

Meridian University's Sonoma Center is located in Sonoma County (47 Sixth Street, Petaluma, California) 30 miles north of San Francisco. The Sonoma Center houses administrative offices and meeting rooms. Petaluma's beautifully restored Victorian era business district is within easy strolling distance of its picturesque river-turning basin. The Spanish colonial building was designed and built in 1920; it is one of eighteen buildings included in a historic building walking tour.



ADMINISTRATION & TRUSTEES

ADMINISTRATION

Aftab Omer, PhD
President

Rob Gall, MA
Administrative Director

Ann Tichava
Academic Services Coordinator

Rebecca Fernandez
Doctoral Project Coordinator
Financial Services Coordinator

Melissa Schwartz, PhD
Vice President of Academic Affairs

Courtney Lubell, MA
Director of Assessment & Student Development

Donna Bernabei, MA
Associate Director of Academic Services

Kat McNeill
Project Coordinator

Laurence Blanchette
Admissions Advisor

BOARD OF TRUSTEES

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Eleanor Criswell, EdD, Vice Chair

Larry Robinson, MA, MFT

Irwin Keller, JD

Rebecca Evert, MA

John Goldthorpe, MA

Melissa Schwartz, PhD



ACADEMIC & ADMINISTRATIVE INFORMATION

LEARNING RESOURCES

Meridian's Research Library includes a collection of books, videos, and psychological assessment materials. A qualified Learning Resources Coordinator is available to all students and faculty to assist with electronic retrieval of information and all other library research needs. In addition, the library at Sonoma State University (Jean and Charles Schulz Information Center, a 20-minute drive from Meridian), is available to students by obtaining a Community Borrower's Card. Similar arrangements can be made at Tolman Library, located on the Berkeley campus of the University of California. Community Borrower's Cards are available to students for a modest fee. Students who live at a distance from the above research libraries are expected to make arrangements with their nearest research library. Students who do more than 50% of their coursework online, upon review and approval, are refunded the cost they incur in accessing library resources that supplement those available from Meridian.

PRACTICE GROUPS

Meridian promotes a collaborative approach to learning. Students are encouraged to collaborate in their learning process in ways that are appropriate and supportive to the transformative intent of the curriculum. Transformative Learning requires that we engage in transformative practices. Practice groups are an effective way to cultivate and sustain our transformative practices. The cognitive work of studying together and sharing writing may also be seen as a transformative practice.

There is much to be gained by informal, spontaneous, and heartfelt explorations. The friendships and community that develop from these explorations are significant elements of Transformative Learning.



ACADEMIC FREEDOM

Meridian embraces the principles of academic freedom as outlined by the American Association of University Professors. Faculty, staff, and students are expected to support the expression of differences. This includes having the right to articulate and advocate positions which may be controversial, without concern for negative repercussions regarding student evaluation, discrimination, or disciplinary action. Academic freedom includes freedom of speech, writing, opinions, beliefs, research endeavors, and learning activities. Academic freedom is essential to the cultivation of self-awareness, collaboration, responsibility, creativity, and the development of vital democracy. Principles of academic freedom extend from the classroom, to research, and to the communication of learnings from one's research in the form of presentation and publications.

Any concerns regarding academic freedom are resolved through the Grievance Procedure.

“ *The extremest resources of the imagination are called in to lay open the deepest movements of the heart.* ”

—WILLIAM HAZLITT

ACADEMIC & ADMINISTRATIVE INFORMATION

INTEGRITY POLICY

Students are expected to perform with academic and personal integrity in all aspects of the graduate program. Academic dishonesty includes practices such as: plagiarism; the unauthorized use of study aids during examinations; stealing, borrowing, or purchasing another person's work; using the same paper twice for two different courses, etc. Meridian has adopted the definition of plagiarism offered in Kate Turabian's *A Manual for Writers of Term Papers, Theses and Dissertations*, 7th ed.: "By definition, a research paper involves the assimilation of prior scholarship and entails the responsibility to give proper acknowledgment whenever one is indebted to another for either words or ideas. . . [students must acknowledge] the words and ideas of others in a paper by quoting works accurately and attributing quotations and ideas to their authors in notes. Failure to give credit is plagiarism."

All student papers are subject to plagiarism software scans. When students are found to have behaved in an academically dishonest manner or to have plagiarized, the issue will be brought to the attention of the Director of Assessment and Student Development (DASD). The Student Development Committee is authorized to take appropriate disciplinary action, ranging from requiring the student to repeat the assignment or course; requiring the student to do additional work; placing the student on Academic Probation; requiring the student to take tutorial(s); and/or to initiate administrative withdrawal from Meridian. (See Administrative Withdrawal section.)

At times, students may find themselves in the uncomfortable position of having knowledge of another student's academic dishonesty. In such cases, it is the student's ethical responsibility to take steps towards the resolution of the issue. Ethical steps would involve supporting the student who acted dishonestly to disclose their actions, and if this is unsuccessful, to report the issue to the DASD, who will conduct an inquiry.

DIVERSITY STATEMENT

Meridian maintains its commitment to creating a pluralist learning community through promoting and encouraging a diversity among its students, staff, and faculty. Meridian considers this commitment essential to being a reflexive organization. Meridian's ongoing intention is to develop and nurture a learning community in which students and faculty can learn together in an atmosphere of mutual respect, and where differences in age, economic status, race, ethnic background, religion, origin, gender, sexual orientation, physical challenge, political views, personal characteristics, and beliefs are welcomed.

At the core of Meridian's emphasis on Transformative Learning is the deep and abiding commitment to three principles: pluralism of individual viewpoint, the importance of expressing difference, and the necessity for individual and group differences to not be denied, disavowed, suppressed, or trivialized, but rather, to be deeply recognized and engaged. In accordance with these principles, Meridian fosters a learning environment that encourages expression of difference on the part of all constituents of Meridian's community: its staff, faculty, board, and students.



FIELDWORK

Supervised fieldwork is an integral part of the curriculum at Meridian. It is an opportunity to implement skills and capacities developed through coursework at Meridian and, for many, it is the beginning of a new phase in career development. Meridian makes every effort to support students in selecting and completing required fieldwork. Ongoing contact with the Academic Services Coordinator is helpful in navigating this process. Additionally, the comprehensive *Fieldwork Handbook* assists students in planning a personalized course of fieldwork.

For those students working toward a clinical license, Meridian provides assistance in obtaining placements and documenting hours which meet the supervised experience standards of the state of California's licensing boards: the Board of Behavioral Sciences (BBS) for MFT and LPCC and the Board of Psychology (BOP) for the psychologist license. Students become eligible to begin fieldwork after completing their first year of coursework. Depending on the degree, fieldwork must either be started while in coursework, (at the beginning of the 3rd year for most students working towards the California MFT license), or within six months following the completion of coursework with one's cohort.

Doctoral students must complete 750 hours of fieldwork. Doctoral level fieldwork can either be clinically oriented and counted by the BOP or the BBS towards required hours for licensure, or for Ph.D. students, it can be completed as 'alternative fieldwork' through administration or teaching. Alternative fieldwork is not accepted by either state board for licensure hours. Psy.D. in Clinical Psychology students must complete a clinical field placement.

Master's in Counseling Psychology students must complete 300 hours of fieldwork. This work must be clinical in nature and is structured to conform to the BBS practicum requirement. The Master's in Psychology program does not have a fieldwork requirement.

STUDENT RIGHTS POLICY

Students are entitled to:

- published information on current tuition and fees
- the protection of their privacy from unauthorized disclosure
- the opportunity to review their files
- fair and reasonable evaluation of academic performance
- the opportunity to petition Meridian policies
- the use of a timely and consistent grievance procedure

RETENTION OF STUDENT RECORDS

Meridian maintains current student records for a period of not less than five years; transcripts are kept indefinitely. The Family Educational Rights and Privacy Act of 1974 (FERPA) protects the privacy of student educational records, ensuring students the right to inspect, review, to seek to amend, and to limit disclosure from, their educational records.

Requests for access to student records are made in writing to Meridian's Academic Services Coordinator and are signed by the authorized person(s) requesting access. Authorized persons include students or persons designated by students.

EVALUATION OF STUDENTS

Meridian's approach to evaluation emphasizes self-awareness, empathy, and collaboration in the learning process. Students are assigned one of the following letter grades at the end of each course: Pass (P), Low Pass (LP), Incomplete (INC), No Credit (NC), or Withdrawal (W).

The Student Development Committee assesses student progress on a quarterly and annual basis through Academic Reviews. At the Summer Quarterly Review, students who are in good academic standing are academically cleared to register for the following academic year.

JOB PLACEMENT OR CAREER SERVICES

Meridian University does not offer, promise, or guarantee employment, job placement, wage, or salary levels for any students or graduates.

ACADEMIC & ADMINISTRATIVE INFORMATION

MOODLE

Meridian University uses Moodle as its online Learning Management System. Moodle is used both for online coursework as well as to augment traditional in-person classes; as such, students in both the Monthly and the Blended learning formats have involvement with the Moodle system. Note that Moodle's website mentions that Moodle, "...is designed from a 'social constructionist pedagogy' meaning that, in part, people actively construct new knowledge as they interact with their environments. Moodle's discussion forums and group learning activities help promote rich collaborative learning communities." Within Moodle, students interact with faculty and cohort members through a variety of means and technologies such as, email (within the Moodle system), instant messaging, audio, video, and web conferencing.

ATTENDANCE POLICY

Although students are required to attend all scheduled hours for each course, extenuating life circumstances may require periodic absence. Meridian University requires that, once enrolled in a quarter, a student must make satisfactory progress toward completion of the quarter. All students, Monthly and Blended, are responsible for maintaining contact with the course faculty, the cohort, and staying engaged online. Note that the minimum requirement for class attendance is 80% of the course hours. For residential coursework, if a student misses between 20% and 33% of a course, they will need to do additional make-up work. If a student misses more than 33% of a course, they will receive a No Credit and will need to complete the course through the tutorial process. The student is responsible for notifying the faculty and the Academic Services Coordinator (as far in advance as possible) in the event that they are unable to attend class. Obtaining and completing any required make-up work for missed courses is the



“Where is the knowledge that is lost in information, where is the wisdom that is lost in knowledge?”

—T. S. ELIOT

ACADEMIC & ADMINISTRATIVE INFORMATION

LEAVE OF ABSENCE

If illness or other extenuating circumstances occur which prevent continual attendance in the graduate program, students may apply for a Leave of Absence for up to a one-year period.

ACADEMIC PROBATION

Students may be placed on Academic Probation due to significant deficiencies in their academic performance. Students who are placed on Academic Probation are notified in writing. Students work with the Director of Assessment and Student Development for remediating areas of deficiency. Students who do not clear their Probation status may be considered for Administrative Withdrawal.

ADMINISTRATIVE WITHDRAWAL

The administrative withdrawal policy serves to uphold Meridian's academic and ethical standards, to require students to meet their financial obligations to Meridian in a timely manner, and to sustain Meridian's learning environment. As such, students are subject to administrative withdrawal due to academic, financial, and/or registration issues. The specific criteria used to assess for administrative withdrawal is listed in the *Student Handbook* on page 54.

CONFLICT RESOLUTION PROCESS

Conflict is essential to learning, individuation, and the creative process. The process of working through conflict supports and deepens our relationships and our creativity. Meridian's Conflict Resolution Process seeks to satisfactorily resolve conflict through an informal approach based on psychologically aware conversation.

When conflict arises, a focused and face-to-face attempt should be made to resolve issues directly with the people involved. Occasions of conflict can be a time to draw on skills and capacities essential for psychological work. Significant healing and closure can come from sincere, psychologically aware conversation. Working through conflict while maintaining psychological awareness during moments of disagreement, struggle, and anger can be a profoundly transformative experience. Learning to have these conversations effectively is an important aspect of Meridian's graduate curriculum. Meridian faculty and staff are available to provide assistance if the student would like help to create a context in which a conversation can take place.

When the above informal approach is not effective, the student has the option of initiating a formal grievance procedure by submitting a statement of grievance addressed to Meridian's Administrative Director. This statement of grievance should include all the relevant specifics about the issue. The Administrative Director conducts an inquiry to assess the validity of the grievance and to determine the appropriate remedies. Additional details about the grievance procedure may be found in the *Student Handbook*.

AGREEMENT TO ARBITRATE

Any controversy or claim between the student and Meridian University, its employees, classroom and residential facilities, directors, officers, trustees, agents and/or affiliates, arising out of or in any way related to the *Enrollment Agreement* or the student's enrollment at Meridian University, no matter how described, pleaded, or styled, shall be resolved by binding arbitration administered at Santa Rosa, California.



ACCESS TO COMPUTER RESOURCES

Students are required to have adequate knowledge of and access to, the technologies needed to complete coursework, research and written assignments, as well as to communicate with faculty, students, and administrative staff. This includes computer and navigation skills for internet browsing, email, word processing, and Moodle.

Students should consult with their local computer store or a computer technician to ensure that their computer meets the minimum recommended specifications. The following minimum computer specifications for hardware, software, and accessories are recommended:

PC Compatible Computer:

- AMD or Intel Processor, 1.6 GHz or better
- Windows XP, Vista, or 7

Apple Computer:

- Intel or PowerPC Processor, 1.6 GHz or better
- MacOS 10.4 Leopard or higher

Additional Hardware:

- At least 2 GB of RAM
- 160 GB Hard drive
- CD/DVD Burner
- Black and white printer
- 17" or larger SVGA Monitor
- 56 Kbps modem, Ethernet port, or WiFi or Wireless WAN card for Internet access (broadband is recommended)

“ We seek not rest but transformation, we are dancing through each other as doorways.

—MARGE PIERCY

”

Software Requirements

- Microsoft Office 2010 (Word, Excel, Powerpoint)
- Adobe Acrobat Reader 10.0.1 or newer
- Antivirus Software
- Personal Firewall
- Internet Browser:
 - Internet Explorer 9.0 or newer
 - Firefox 4.0 or newer
 - Chrome 12.0.7 or newer
- Adobe Connect plug-in
- Java 6.0 or newer
- PDF creator software. Note: the OS X operating system includes a PDF writer
- RealPlayer (Basic)
- Apple Quick Time Player 7.0 or newer
- Adobe Flash Player 10.3 or newer

Computer specifications are reviewed and revised regularly. While we give every consideration to the needs of the students, Meridian University reserves the right to require upgrades as needed. Meridian will give adequate notice to students to allow them time to implement these changes and upgrades as required.



FINANCIAL INFORMATION

TUITION & FEES

Tuition for the academic year is due at the time of enrollment. Tuition for the 2012-13 academic year is:

- Monthly Learning Format \$15,300
- Blended Learning Format \$15,300

Tuition may be paid on an annual, quarterly, or monthly basis. Annual tuition is due at registration; quarterly tuition is due on the first day of each quarter (at registration, December 1, March 1, and June 1); monthly tuition is due on the first day of each month (at registration, October 1, November 1, etc.). All tuition payments are directed to the Financial Services Coordinator at Meridian's administrative offices.

A tuition deposit of \$200 is due when the student submits their *Intent to Enroll* form. This deposit is applied toward the first tuition payment and is non-refundable.

Meridian's graduate programs are held in residence where lodging and meals are provided. The cost to the student for the residential plan is:

- Monthly Learning Format \$3,400
- Blended Learning Format \$1,800

A residential fee deposit of \$100 is due when the student submits their *Intent to Enroll* form. Exemptions to the residential plan are considered on a case-by-case basis. This deposit is applied toward the first residential fee payment.

TRANSCRIPTS

All transcripts issued by Meridian University adhere to the Family Educational Rights and Privacy act of 1974. Transcripts are issued upon written request by the student authorizing the release of information.

Meridian University does not issue transcripts, certificates, diplomas, bound doctoral projects, degree conferral letters, or award degrees until all financial obligations to Meridian are satisfied.

“ We should look not for rules, but for images of the human that have the breath of life. ”

—ALBERT CAMUS

FINANCIAL AID

Meridian University has a Financial Assistance Program for those students who have financial need. Financial Aid at Meridian is available in the form of Loans, Diversity Grants, and Scholarships. Financial Aid is awarded for one year at a time; therefore students apply for Financial Aid each academic year that Financial Aid is needed. Meridian considers all financial assistance requests and works individually through the financial aid process with each applicant accepted into Meridian's graduate programs.

Financial planning for graduate school requires drawing from all available sources, including personal income, savings, home equity lines, investments, family resources, and any other sources of loans or grants.

Meridian Financial Aid is available on the basis of need and the availability of funds. For the 2012-13 academic year, qualified students may apply for Financial Aid in \$500 increments, ranging from \$1,000 to \$12,000. Students needing aid in excess of \$12,000 are encouraged to seek alternative loan sources.

SCHOLARSHIP

Qualified students may request a scholarship by indicating their request on the *Financial Aid Application* and submitting a letter that speaks to the student's qualifications for the scholarship. Scholarships are awarded in \$500 increments ranging from \$1,000 to \$8,000. The following criteria are applied in scholarship determination: 1) Demonstrated Need, and 2) Outstanding Merit as demonstrated in Academics, Community Service, and/or Professional Achievement.

DIVERSITY GRANT

Qualified students may request a Diversity Grant by indicating their request on the *Financial Aid Application* and submitting a letter that speaks to the student's qualifications for the grant. Grants are awarded in \$500 increments ranging from \$1,000 to \$8,000. The following criteria are applied in grant determination: 1) Demonstrated Need and 2) Meets Race and Ethnic Diversity criteria.

FINANCIAL INFORMATION

LOANS

The interest rate for student loans taken this year is 7%, compounded monthly.

LOAN REPAYMENT

Loan repayment begins one month after the end of coursework with one's cohort. Repayment terms are stated in the *Promissory Note*.

Estimated Total Charges:

- Master's in Psychology - 2-3 years - \$33,300
- Master's in Counseling Psychology - 3-3.5 years - \$45,125
- The Creative Enterprise MBA - 2.5-3.5 years - \$39,650
- Psy.D. in Clinical Psychology—Advanced Standing - 4 years - \$56,725
- Ph.D. in Psychology – Advanced Standing - 4 -5 years - \$61,775
- Psy.D. in Clinical Psychology - 5 years - \$58,125
- Ph.D. in Psychology - 5-6 years - \$63,175

STUDENT'S RIGHT TO CANCEL

The student has a right to cancel their *Enrollment Agreement* and obtain a refund. The student may cancel the *Enrollment Agreement* and receive a refund within 45 days by providing a written notice to: Director of Academic Services, Meridian University, 47 Sixth Street, Petaluma, California, 94952. A student is considered Withdrawn when they submit written notice of their withdrawal as described above or upon Administrative Withdrawal due to a student's conduct, including, but not limited to, lack of attendance.

The student has a right to a full refund of all charges for instruction less the amount of \$250 for application and deposit if the student cancels the *Enrollment Agreement* prior to or on the first class of instruction or the seventh day after enrollment, whichever is later. In addition, the student may withdraw from the program after instruction has started (through 60% of the coursework) and receive a prorated refund for the unused portion of the tuition and other refundable charges. (For example, if the student completes only 30 hours of a 90-hour course and has paid \$300 tuition, the student would receive a tuition refund of \$200). However, if the student was enrolled in more than 60% of the coursework, the

student is obligated for all fees and tuition for the academic year. Refunds will be mailed to the student within 45 days of cancellation or withdrawal, and will be first applied towards any outstanding debts with Meridian University.

Continuation students who complete all graduation requirements or withdraw from Meridian University will receive a refund of the Continuation Fee, prorated on a quarterly basis. Students who complete their program or withdraw after June 1, would not receive a Continuation Fee refund. If a student withdraws at 60% or less of their one-year clinical case study or two-year dissertation period, they would receive a prorated refund of the Clinical Case Study Fee or Dissertation Fee, respectively. No refunds of the dissertation or clinical case study fee will be given to students who complete their clinical case study or dissertation prior to the end of this one or two-year period, respectively. Refund amounts will first be applied towards any outstanding loans or other financial obligations with Meridian University.

If the student obtains a loan to pay for their educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund. Loan, tuition, or other balances owed to Meridian University by the student will be paid according to the terms set forth in the *Enrollment Agreement* and any *Promissory Note(s)*.

For programs beyond the current payment period, if the student withdraws prior to the next payment period, all charges collected for the next period will be refunded.

FINANCIAL INFORMATION

STUDENT'S RIGHT TO CANCEL (CONT.)

If any portion of the tuition was paid from the proceeds of a loan or third party, the student will have the opportunity to repay the full amount of the loan plus interest, less the amount of any refund. The refund shall be sent to the lender, third party, or, if appropriate, to the state or federal agency that guaranteed or reinsured the loan. Any amount of the refund in excess of the unpaid balance of the loan shall be first used to repay any student financial aid programs from which the student received benefits, in proportion to the amount of the benefits received, and any remaining amount shall be paid to the student.

For the purpose of determining a refund under this section, coursework and continuation students shall be deemed to have withdrawn from a program of instruction when any of the following occurs:

- The student notifies the school, in writing, of the student's withdrawal.
- The school terminates the student's enrollment for failure to maintain satisfactory progress; failure to abide by the rules and regulations of the school; absences in excess of maximum set forth by the school; and/or failure to meet financial obligations to the school.
- The student fails to return from a Leave of Absence.

The student understands that if a separate party is financing his/her education that the student, and the student alone, is directly responsible for all payments and monies owed to the school listed on their *Enrollment Agreement*.

If the student is eligible for a loan guaranteed by the federal or state government and the student defaults on the loan, both of the following may occur:

- a. The federal or state government or a loan guarantee agency may take action against the student, including applying any income tax refund to which the person is entitled to reduce the balance owed on the loan.
- b. The student may not be eligible for any other federal student financial aid at another institution or other government assistance until the loan is repaid.



FINANCIAL INFORMATION

SCHEDULE OF CHARGES

Application Fee	\$50	Mandatory, non-refundable
Tuition - Monthly Format (\$510 per credit)	\$15,300	Mandatory, partially refundable
Tuition - Blended Format (\$510 per credit)	\$15,300	Mandatory, partially refundable
Tuition - Certificate of Completion (\$170 per credit)	\$5,100	Mandatory, partially refundable
Tuition Deposit	\$200	Mandatory, non-refundable
Residential Fee - Monthly Format (w/ \$100 deposit)	\$3,400	Mandatory, partially refundable
Residential Fee - Blended Format (w/ \$100 deposit)	\$1,800	Mandatory, partially refundable
Residential Fee Deposit	\$100	Mandatory, refundable
Annual Finance Charge - Monthly Payment Plan	\$360	Optional, non-refundable
Annual Finance Charge - Quarterly Payment Plan	\$240	Optional, non-refundable
Books and Supplies	\$1,300**	Optional, non-refundable
Continuation Student Registration Fee	\$1,400	Mandatory, partially refundable
Dissertation Fee - Two-Year Period (Ph.D. Students)	\$8,800	Mandatory, partially refundable
Clinical Case Study Fee - One-Year Period (Psy.D. Students)	\$5,200	Mandatory, partially refundable
Dissertation Quarterly Fee (beyond initial period)	\$1,100	Optional, partially refundable
Clinical Case Study Quarterly Fee (beyond initial period)	\$1,300	Optional, partially refundable
Dissertation & Clinical Case Study Binding Fee (per copy)	\$125	Mandatory, non-refundable
Library Use Fee	***	Mandatory
Program Transfer Fee	\$200	Optional, non-refundable
Readmission Fee	\$300	Mandatory, non-refundable
Residential Adjustment Fee	\$25	Optional, non-refundable
Optional Tutorial Fee (per credit)	\$300	Optional, non-refundable
Required Tutorial Fee (per credit)	\$200	Mandatory, non-refundable
Audit Fee (per credit)	\$100	Optional, non-refundable
Certificate Fee	\$500	Optional, non-refundable
Leave of Absence Fee	\$300	Optional, non-refundable
Official Transcript Fee	\$15	Optional, non-refundable
Grade Change Fee (first quarter following due date)	\$25	Optional, non-refundable

* California Residents only (one time fee).

** This amount is an annual approximate. Students may elect to purchase books and supplies elsewhere.

*** Assessed by library facility of student's choice.

Note: An 'Optional' fee is required when a student selects an optional service.

SCHEDULE OF CHARGES CONTINUED ON NEXT PAGE

FINANCIAL INFORMATION

SCHEDULE OF CHARGES (CONTINUED)

Grade Change Fee (second quarter following due date)	\$50	Optional, non-refundable
ID Card Replacement Fee	\$15	Optional, non-refundable
Late Registration Fee	\$50	Optional, non-refundable
Late Fees (tuition, residential, books, loans, etc.)	\$25	Optional, non-refundable
Returned Check Fee	\$35	Optional, non-refundable
Student Tuition Recovery Fund (STRF)	\$.50 per \$1,000*	Mandatory, non-refundable

STUDENT TUITION RECOVERY FUND

“Students must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies:

1. You are a student who is a California resident and prepays all or part of your tuition either by cash, guaranteed student loans, or personal loans, and;
2. Your total charges are not paid by any third-party payer such as an employer, government program, or other payer unless you have a separate agreement to repay the third party.

Students are not eligible for protection from the STRF and are not required to pay the STRF assessment, if either of the following applies:

1. You are not a California resident;
2. Your total charges are paid by a third party, such as an employer, government program, or other payer, and you have no separate agreement to repay the third party.

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by California residents who were students attending certain schools regulated by the Bureau for Private Postsecondary Education.

You may be eligible for STRF if you are a California resident, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school’s failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school’s failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other cost.
4. There was a decline in the quality of the course of instruction within 30 days before the school closed or, if the decline began earlier than 30 days prior to closure, the period of decline determined by the Bureau.
5. An inability to collect on a judgment against the institution for a violation of the Act.”

* California Residents only (one time fee).

** This amount is an annual approximate. Students may elect to purchase books and supplies elsewhere.

*** Assessed by library facility of student’s choice.

Note: An ‘Optional’ fee is required when a student selects an optional service.

ADMISSIONS INFORMATION

ADMISSIONS INFORMATION

Meridian University is committed to creating a pluralist learning community. We seek a diverse group of students and welcome applications from all qualified individuals. Our intention is to develop and nurture a learning community in which students and faculty can learn together in an atmosphere of mutual respect. We welcome differences in age, economic status, race, ethnic background, religion, origin, gender, sexual orientation, physical challenge, political views, personal characteristics, and beliefs.

APPLYING TO MERIDIAN

Applications may be submitted to Meridian University at any time.

Eligibility Requirements for the Bachelor's Completion Program:

- The equivalent of at least 100 quarter credits must have already been completed at another institution including General Education requirements.
- Students are expected to be proficient in the English language, as all instruction at Meridian University is offered in English (see section on International Students).

Eligibility Requirements for the Psychology, Business, Education, and Arts graduate degree programs:

- A Bachelor's degree is required for admission to Meridian's Graduate Programs.
- All students are expected to be proficient in the English language as all instruction at Meridian is offered in English (see section on International Students).
- Applicants applying for a psychology doctoral degree who already possess a Master's in Psychology (or related field) may apply for Advanced Standing status to the psychology Ph.D. or Psy.D. degree programs.
- Applicants applying for the Ed.D. in Organizational Leadership degree must have completed a Master's degree in education (or related field).

Prospective students are notified when Meridian has received their completed application packet. Following a review of application materials, selected applicants are invited to an admissions interview. Admissions staff communicate the Admissions Committee's decision to the applicant.

ADMISSIONS REQUIREMENTS

Requirements for admission include:

- Completed application and \$50 application fee
- Official academic transcripts
- Three letters of recommendation
- Personal statement (5-7 pages)

For students applying to the Somatic Psychology Concentration, please be sure to indicate your particular interest in Somatic Psychology, and include any previous background in somatic education and/or somatic practices.

For students applying to the MFA program, a portfolio is required and should include a cohesive body of the student's work.

PRIOR COURSEWORK

Meridian's curriculum is designed for students to take courses in sequence, within a cohort-based model. Transfer credits may be granted towards each of Meridian's programs for coursework from other schools, on a case-by-case basis. Transfer credits are reviewed at the time of admission. Prospective students seeking transfer credits submit syllabi for each course they are wanting to transfer as well as course descriptions from the prior school's catalog and official transcripts.

INTERNATIONAL STUDENTS

International students are welcome to apply for admission into Meridian's Bachelor's Completion or Graduate Degree Programs. Transcripts from schools located outside of the United States must be evaluated and/or translated by a professional agency such as Educational Credentials Evaluators, Inc. (ECE) or World Education Services (WES). All courses at Meridian are conducted in English. Students whose native language is not English are required to submit the results from the Test of English as a Foreign Language (TOEFL). For admission, students are required to receive a score of 550 paper-based or 213 computer-based. At this time, Meridian does not offer visa services.

ADMISSIONS INFORMATION

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

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

NOTE TO ALL PROSPECTIVE STUDENTS

Any questions regarding this catalog that have not been satisfactorily answered by the institution may be directed to:

Bureau for Private Postsecondary Education

Physical Address:

2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833

Mailing Address:

P.O. Box 980818, West Sacramento, CA 95798-0818

Phone Number: (916) 431-6959

Toll Free: (888) 370-7589

Fax Number: (916) 263-1897

Website: www.bppe.ca.gov

As a prospective student, you are encouraged to review this catalog prior to signing an *Enrollment Agreement*. You are also encouraged to review the *School Performance Fact Sheet*, which must be provided to you prior to signing an *Enrollment Agreement*.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling 888.370.7589 or by completing a complaint form, which can be obtained on the bureau's internet website: www.bppe.ca.gov.

Meridian University is a private institution, approved to operate by the BPPE. Meridian is not accredited by an accrediting agency recognized by the United States Department of Education (USDE).

A degree program that is unaccredited or a degree from an unaccredited institution is not recognized for some employment positions, including, but not limited to, positions with the State of California.

Meridian University does not accept credit earned through challenge examination and/or achievement tests. Meridian does not offer credit for experiential learning.

Meridian is not responsible to assist or find students housing.

Meridian University does not participate in federal and state financial aid programs and does not offer consumer information that is required to be disclosed to the student pursuant to the applicable federal and state financial aid programs. A student enrolled in an unaccredited institution is not eligible for federal aid programs.

Meridian University has never filed for bankruptcy petition, operated as a debtor in possession, or had a petition of bankruptcy filed against it under Federal law.

Meridian has no formal agreement with any other institution regarding transfer credits. Other institutions establish their own criteria for accepting transfer credit.

Meridian University Mailing Address:

47 Sixth Street, Petaluma, CA 94952

Phone Number: (707) 765-1836

Fax Number: (707) 765-2351

Website: www.MeridianUniversity.edu

NOTICE OF DISCLAIMER

This catalog has been prepared with the best available information at the time of printing. The catalog is not intended as a contract between Meridian and the student, nor as an irrevocable statement of policies, procedures, or other data, since these matters are subject to change. Meridian University reserves the right to make revisions in its policies, procedures, curriculum, faculty, tuition, and fees as necessary.

The curriculum overviews and course descriptions included in this catalog are based on the information available at the time the catalog goes to print. The actual scheduling of courses for each quarter is influenced by curriculum requirements (Meridian, BBS, and BOP), faculty schedules, cohort needs, as well as on-going improvements to Meridian's curriculum.

It is important to check with Meridian staff for updates and confirmation as to the timeliness of the catalog.

