Meridian University

EDUCATION THAT TRANSFORMS

2025-26 Academic Catalog

Meridian University is accredited by the Western Association of Schools and Colleges (WASC).

Academic Catalog 9/1/2025 - 8/31/2026

Rev. 1/22/2026

Table of Contents

ABOUT MERIDIAN UNIVERSITY 5
TRANSFORMATIVE LEARNING 5
LEARNING FORMAT 6
ACADEMIC PROGRAMS OVERVIEW 7
MBA IN CREATIVE ENTERPRISE 8
CONCENTRATIONS 11
BUSINESS COURSE DESCRIPTIONS 11
MEd IN EDUCATIONAL LEADERSHIP 26
EdD IN ORGANIZATIONAL LEADERSHIP 28
CONCENTRATIONS 29
EDUCATION COURSE DESCRIPTIONS 30
PSYCHOLOGY PROGRAM OVERVIEW 49
PSYCHOLOGY FIELDWORK REQUIREMENT 52
MA IN PSYCHOLOGY 53
MA IN COUNSELING PSYCHOLOGY 54
PREPARATION FOR CALIFORNIA MARRIAGE & FAMILY THERAPY LICENSURE 54
PREPARATION FOR CALIFORNIA PROFESSIONAL CLINICAL COUNSELOR LICENSURE 56
PsyD IN CLINICAL PSYCHOLOGY 57
PREPARATION FOR PSYCHOLOGIST LICENSURE 57
PhD IN PSYCHOLOGY 59
PREPARATION FOR PSYCHOLOGIST LICENSURE 59
CONCENTRATIONS 61
PSYCHOLOGY COURSE DESCRIPTIONS 62
CERTIFICATES 98
FACULTY 103
LOCATIONS 112
SAN FRANCISCO BAY AREA CENTER 112
LOS ANGELES CAMPUS 112

BERLIN CENTER 112
ATHENS CENTER 112
JOHANNESBURG CENTER 113
SHANGHAI CENTER 113
ACADEMIC AND ADMINISTRATIVE INFORMATION 114
LEARNING RESOURCES 114
ACCESS TO COMPUTER RESOURCES 115
PRACTICE GROUPS 116
RESEARCH ETHICS AND INSTITUTIONAL REVIEW BOARD 116
ACADEMIC FREEDOM POLICY 117
NON-DISCRIMINATION POLICY 117
LAB REQUIREMENTS FOR STUDENTS RESIDING IN SPECIFIC US STATES 118
CAMPUS SECURITY POLICY 118
VACCINATION POLICY 118
DISABILITY ACCOMMODATION POLICY 119
STUDENT RECORDS AND RETENTION OF STUDENT RECORDS POLICY 119
CREDIT HOUR POLICY 119
EVALUATION OF STUDENTS POLICY 120
SATISFACTORY ACADEMIC PROGRESS POLICY 121
MAXIMUM TIMEFRAME 127
ADVANCEMENT TO CANDIDACY POLICY 129
ATTENDANCE POLICY 129
LEAVE OF ABSENCE POLICY 131
WITHDRAWAL 134
INTEGRITY POLICY 136
PEER-TO-PEER FILE SHARING, INTELLECTUAL PROPERTY AND COPYRIGHT POLICIES 137
COPYRIGHT INFRINGEMENT 137
PEER-TO-PEER FILE SHARING 138
INTELLECTUAL PROPERTY POLICY 139
DRUG AND ALCOHOL POLICY 142

CONCENTRATION FRAMEWORK 146
MULTIPLE ROLES POLICY 147
SEXUAL HARASSMENT POLICY 148
HARASSMENT, INTIMIDATION, BULLYING, AND DISCRIMINATION POLICY 150
ACADEMIC PROBATION POLICY 152
ADMINISTRATIVE WITHDRAWAL POLICY 153
CONFLICT RESOLUTION PROCESS AND GRIEVANCE PROCEDURE 153
FINANCIAL INFORMATION 157
PAYMENTS 158
PAYMENT PLANS AND DUE DATES 158
CREDIT BALANCES 159
MORE INFORMATION 160
FINANCIAL AID 160
STUDENT CONSUMER INFORMATION DISCLOSURES 164
STUDENT LOAN COUNSELING 164
GENERAL ELIGIBILITY CRITERIA: HOW DO I QUALIFY? 164
SATISFACTORY ACADEMIC PROGRESS 166
POST-COURSEWORK STATUS 166
NON-DISCRIMINATION POLICY 166
COST OF ATTENDANCE 166
UNDERSTANDING CREDIT 168
SCHOLARSHIPS 168
FINANCIAL AID RESOURCES FOR STUDENTS WITH DISABILITIES 168
INTERNATIONAL STUDENTS 168
PRIVATE ALTERNATIVE EDUCATION LOANS 171
GLOSSARY OF FINANCIAL AID TERMS 173
NON-DISCRIMINATION POLICY 174
STUDENT'S RIGHT TO CANCEL 174
REFUNDS 175
ADDITIONAL REFUND INFORMATION 177

RETURN OF FEDERAL FUNDS POLICY (R2T4) 178
2025-26 SCHEDULE OF CHARGES 183
COST OF ATTENDANCE 188
NOTE REGARDING LOANS 191
ADMISSIONS INFORMATION 191
APPLYING TO MERIDIAN 191
TRANSFER CREDIT 192
INTERNATIONAL STUDENTS 194
MORE INFORMATION AND RESOURCES 195
ACCREDITATION AND APPROVAL 196
2025-26 ACADEMIC CALENDAR 198
NOTICE OF DISCLAIMER 201

ABOUT MERIDIAN UNIVERSITY

Founded 30 years ago in the San Francisco Bay Area, Meridian University enrolls students globally in its unique hybrid and 100% online graduate degree, certificate, and public programs. The University offers master's and doctoral programs in Psychology, Education and Business with diverse concentrations available within each of these programs. Meridian's integrated, innovative curriculum is designed to be experiential and transformative.

Meridian graduates are engaged in varied professional contexts that include coaching, psychotherapy, organizational development, facilitation, social entrepreneurship, and transformative leadership. Meridian's graduate programs are available in two formats, hybrid and 100% online. This model supports students who are working professionals and balancing other life commitments to move forward towards their personal and professional future.

Meridian is accredited by the WASC Senior College and University Commission and approved by the US Department of Education for participation in the Federal Student Aid program. WASC is the Department of Education-recognized regional accreditor for such schools as the University of California at Berkeley, UCLA, and Stanford University. Meridian's licensable degrees have been recognized by the California Board of Behavioral Sciences and Board of Psychology for over 25 years.

TRANSFORMATIVE LEARNING

Engaging Transformative Learning entails shifts in perspectives, core beliefs, habits, assumptions, schemas, mental models, and mindsets. A major purpose of Transformative Learning is for the student to become more capable of engaging complex challenges and collaborations, as well as more accelerated and integrated Informational Learning. Transformative Learning transforms how the learner perceives the world, how the learner inhabits and functions in the world, and how the learner engages the world, to transform it.

Transformative Learning is learning that goes beyond acquiring information and skills, towards 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.

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.

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 suggest 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.

At Meridian, care and attention have been given to the *how* of teaching and learning, as well as to what information should be transmitted. 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.

LEARNING FORMAT

All of Meridian's degree programs are offered in an online format, with some of the programs being offered in a hybrid format at the Los Angeles Campus. Each quarter, students take one or multiple seven-week online courses. This adds up to 28 weeks a year -- just about half the year that courses are actively running. This gives students a break between quarters to rest and prepare.

ONLINE COURSEWORK

Online coursework is primarily 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 do encourage their online classes to meet synchronously (virtually, but in real-time), to have real-time contact outside of residencies; however, while real-time attendance is encouraged, it is not required. At times students are asked to meet in virtual small groups at mutually convenient times. Meridian faculty and staff collaborate to provide an online learning experience for students that invites new and unexpected meanings to emerge.

FACULTY RESPONSE TIME

Faculty respond to students' work (weekly lessons, projects, or doctoral project submittals) within two to 30 working days, depending on the nature of the assignment.

CLASSROOMS AND MEETING SPACE

All classrooms and meeting spaces are equipped with either built-in or mobile AV equipment which includes a computer, projector, multimedia players, projection screens, whiteboards, table, chairs, and markers. Table and chairs are also provided for all instructional spaces. Students are expected to notify staff of any equipment needs.

COURSEWORK FORMAT AVAILABILITY

Transformative Learning Lab location and schedule may vary by course and quarter.

Students who reside outside of California but inside the United States may be required to complete residential labs each academic year inside California depending on their state of residence.

ACADEMIC PROGRAMS OVERVIEW

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

DEGREE PROGRAMS

BUSINESS

- MBA in Creative Enterprise

EDUCATION

- MEd in Educational Leadership
- EdD in Organizational Leadership

PSYCHOLOGY

- MA in Psychology
- MA in Counseling Psychology
- PsyD in Clinical Psychology
- PhD in Psychology

STANDARD OCCUPATIONAL CLASSIFICATION (SOC) CODES

SOC Code	Name
25-1081.00	Ed.D. in Organizational Leadership
21-1014.00	M.A. in Counseling Psychology
19-3039.00	Ph.D. in Psychology
19-3039.00	Ph.D. in Psychology (AS)
19-3033.00	Psy.D. in Clinical Psychology
19-3033.00	Psy.D. in Clinical Psychology (AS)
11-9033.00	M.Ed. in Educational Leadership
11-3131.00	M.A. in Psychology
11-1021.00	MBA in Creative Enterprise

ACADEMIC YEAR

Depending on the program and program year, approximately 300-370 classroom hours (approximately 30-37 quarter credits) are completed each academic year. The academic year begins September 1st and ends August 31st.

INSTITUTIONAL LEARNING OUTCOMES

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

1. LEADERSHIP CAPACITIES
Students will cultivate leadership capacities aligned with the specific profession the degree program focuses on.

2. CREATIVE INQUIRY SKILLS
Students will develop creative inquiry skills aligned with the specific profession the degree program focuses on.

3. PROFESSIONAL KNOWLEDGE
Students will acquire professional knowledge specific to the focus of the degree program.

MBA IN CREATIVE ENTERPRISE

MBA IN CREATIVE ENTERPRISE DEGREE OVERVIEW

The MBA in Creative Enterprise is located at the intersection of three primary emphases:

- Transformative Innovation
- Generative Entrepreneurship and Cultural Leadership
- Applied Wisdom and Sustainability: Regenerating the Commons

EDUCATIONAL OBJECTIVES FOR THE MBA IN CREATIVE ENTERPRISE

1. *Cultivating Leadership Capacities*: To cultivate leadership capacities that further transformative and ethical engagement within business and cultural contexts.

2. *Practicing Creative Action Inquiry:* To develop creative inquiry skills that enable collaboration responsive to high complexity and ambiguity.

3. *Core Business Functions:* To identify and implement business methods and practices of human resources, operations, economics, finance, accounting, marketing, management, and strategy, towards building and sustaining a creative enterprise.

4. *Generative Entrepreneurship and Transformative Innovation*: To develop the practices and perspectives that link entrepreneurial competencies with impacting the commons in ways that are generative and emancipatory, and to ignite individual and collective creativity to generate emancipatory, disruptive, and transformative innovations.

5. *Transforming Business as a Profession and Regenerating the Commons:* To develop competencies required to conceive, build, and lead creative and emancipatory enterprises; to apply the competencies associated with generative entrepreneurship to producing generative globalization in service of thriving local communities, restoration of the earth's resources, and regenerating the commons.

MBA IN CREATIVE ENTERPRISE PROGRAM LEARNING OUTCOMES

1. **Reflexivity:** Skillful and embodied self-awareness

2. **Empathy:** Depthful understanding of the other's needs and circumstances on multiple levels, states, and life circumstances.

3. **Collaborativity:** The capacity to associate with others in ways that foster individuality, autonomy, complexity, dependability, and reciprocity.

4. **Collaboration Skills:** Skills that enable creative responses to challenges entailing high complexity, uncertainty, and ambiguity in organizational and business contexts.

5. **Culture:** Knowledge of stories and values that constitute how culture shapes individual and collective experience within business, from the micro (individual business) to the macro (global business cultures), and the role of cultural innovation in cultural leadership and transformative innovation.

6. **Social Justice and Diversity:** Identify the consequences and antecedents of injustice and oppression in cultural, business, and human resource contexts, informed by transdisciplinary perspectives.

7. **Core Business Functions:** Identifying and implementing business methods and practices of human resources, operations, economics, finance, accounting, marketing, management, and strategy towards building and sustaining a creative enterprise.

8. **Producing Transformative Innovation:** Competencies for individual creativity and for igniting the dynamics of collective creativity to generate emancipatory, disruptive, and transformative innovations designed to impact both the whole person and whole-system.

9. **Generative Entrepreneurship:** Practices and perspectives that link entrepreneurial competencies with impacting the commons, in ways that are generative and emancipatory.

10. **Regenerating the Commons:** Applying the competencies associated with generative entrepreneurship to producing generative globalization, in service of thriving local communities, global justice, and restoration of the earth's resources.

11. **Transforming Business as a Profession:** Competencies to conceive, build, and lead creative and emancipatory enterprises that serve to regenerate the commons, enhancing sustainability and social justice.

GRADUATION REQUIREMENTS FOR THE MBA IN CREATIVE ENTERPRISE

- Students are required to complete 64 credits (640 hours).
- Students are expected to engage in a 'Creative Action Practicum' with a business or organization, over a period of two quarters.
- Students are expected to complete a Creative Action Project (capstone).
- Students have a maximum of five years from the initial date of enrollment to complete this degree.

CONCENTRATIONS

Students in Meridian's Business program can elect a concentration. Please see Meridian's website for further information.

BUSINESS COURSE DESCRIPTIONS

MBA 501
FOUNDATIONS OF CREATIVE ENTERPRISE
A spirit of enterprise is emerging locally and globally in response to complex crises and new, technologically-enabled opportunities. This course offers an Integral vision of, and approach to, creative and generative enterprise. Regenerating the Commons, Transformative Innovation, and Generative Entrepreneurship are the foundations of creative enterprise. During this course, students will apply the principles and practices associated with these foundational pillars to designing the business models that are at the core of any creative enterprise. Such business models integrate technological, social, and cultural innovations requiring integrated competencies of those who would manage and lead creative enterprise. (4 credits)

MBA 511
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, both locally and globally. This course covers topics such as process analysis, supply chain management, quality, and facilities management. Additional topics reviewed include concepts of probability, statistics and optimization applied in operations management tools, process mapping and production technologies, as well as materials use and reuse introduced through industrial ecology. (4 credits)

MBA 521
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. (4 credits)

MBA 530
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 continually 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 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. (4 credits)

MBA 532
HUMAN RESOURCES AND ORGANIZATIONAL CULTURE
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 areas of sustainable organizations in which Human Resources can play a significant role. These areas include leadership development, training and development, change management, conflict facilitation, ethics and governance, diversity, and teamwork. (4 credits)

MBA 564
MANAGERIAL FINANCE
The key to managing organizations more sustainably is to communicate the principles and concepts of business finance to a larger audience. In turn, this provides the foundation for a persuasive business case supporting socially responsible investing. This course covers 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. (4 credits)

MBA 565
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 the accounting process financial statements budgeting and cost-volume-profit analysis. Environmental social and ethical accounting issues are introduced. (4 credits)

MBA 706
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 on the earlier course, 'Foundations of Creative Enterprise,' 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 and the limitations of market-based models will also be addressed. (4 credits)

MBA 709
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. (4 credits)

MBA 712
BUSINSS 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. (4 credits)

MBA 714
CONVERSATIONAL LEADERSHIP
This course focuses on cultivating key conversational leadership capacities and creative inquiry skills through a range of transformative processes applied across communication contexts, with a particular focus on the we-space in coaching and self-managed teams. Exploration will look more closely at emerging individual and collective processes for perceiving, thinking, learning, communicating, and leading together through deep presencing. Deep Presencing is a transformative we-space practice and process of conversation leadership that addresses a central leadership challenge of our time, learning to lead from our inner source of creativity and deepest wisdom. (4 credits)

MBA 732
COMMUNITY ECONOMICS
This course examines the causes of the current recession along with community-based economic strategies for survival and recovery. Most economics courses begin with the theory of markets—how money is used, but not what it is. The course, however, 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. 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. (4 credits)

MBA 744
INNOVATION, CULTURE AND SUSTAINABILITY
Sustainable enterprises respond to wider social, technological, and cultural change with organizational capabilities for cultural innovation, institutional integrity, and wise entrepreneurial initiative. This course sequence 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. (4 credits)

MBA 746
LEADING A CREATIVE ENTERPRISE
Many interrelated factors underlie the ongoing success of a new or ongoing enterprise. 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. The course utilizes key competencies and skills acquired in previous coursework to frame an integrated view of organizational leadership. (4 credits)

MBA 752
ENTREPRENEURSHIP AND SOCIAL INNOVATION
Entrepreneurship has been expanding from the self-empowering concept of 'be your own boss' to 'do well by doing good,' to beyond. When combined with social innovation, entrepreneurship has the potential to seed and build the commons, producing systemic cultural shifts, facilitating individual learning, and influencing the evolution of social institutions. This course explores the overlap between leadership and entrepreneurship for social innovation. Examples of national and global enterprises engaged in creative social innovation as evolutionary experiments for solving problems and creating future possibilities are also discussed. (4 credits)

MBA 755
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, students 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, hear from guest business leaders and visionaries about their own lives, innovative ideas and accomplishments. In the process, students will nurture a framework for viewing the future of creative enterprise and create a context for building their own career path. (4 credits)

MBA 757
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. As such, internal business performance can be measured in many ways. Business leaders use a wide 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 the use of these systems impact human behavior, and how internal reporting should be carried out in order for decision makers to assess the success or shortcomings of an enterprise. The notions of "key success factors" and developing and tracking "core competencies" for an organization are examined in this context. (4 credits)

MBA 762

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 that 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. (4 credits)

MBA 772

GLOBAL BUSINESS AND CREATIVE ENTERPRISE

Typically the most transformative innovations originate at the edge of a society, with actions taken by bold pioneers and visionaries, so that much of the talk of social innovation in business tends to focus on entrepreneurship. Yet much of today's global economic activity is dominated by non-entrepreneurial, vastly 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. (4 credits)

MER 510

SACRED PURPOSE AND PROFESSIONAL PRACTICE

Human beings thrive on meaning and purpose. Bringing meaning and purpose together into a coherent professional life is a challenge. In part this is so because the professions paradoxically and often tragically undermine their purposeful intentions to meet human needs in support of the flourishing of individuals communities and societies. Understanding the underlying economic structures and practices that shape the unintended consequences of professions is critical to transforming the professions. This course weaves together developing leadership competencies for professionals necessary for transforming the professions in ways that realign the professions to their deeper and sacred purpose. (4 credits)

MER 515

FOUNDATIONS OF TRANSFORMATIVE LEADERSHIP

Leadership is an inherent dimension of human collective life. The technical, dynamic, and social complexity of contemporary life calls for distinct capabilities of leadership, some unprecedented. The force of the future that drives complexity in modern and postmodern societies requires that leadership be effective in supporting transformation.

This course provides an overview of transformative leadership as practiced in domains such as business, law, education, and politics. And as well, transformative leadership is practiced in varying levels such as teams, organizations, and societies. Topics and approaches to transformative leadership explored in this course include presencing, imagination, learning, beauty, emergence, design, culture, conflict, scaling, and political development. (4 credits)

MER 521
GENERATIVE MARKETING
The marketing process is critical to positioning a developmental practitioner or organization within a creative entrepreneurial ecosystem. This is relevant to a spectrum of practitioner frames such as entrepreneuring, managing, coaching, teaching, facilitating, etc. What is required is for market strategies to generatively impact client systems at all levels from individuals to societies. 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 market research, targeting, segmentation, societal and cause-related marketing, green marketing, and branding. (4 credits)

MER 524
TRANSFORMATIVE COMMUNITIES OF PRACTICE
With the modern emergence of professions, and with the additional layer of the digital revolution, practitioner-communities have an even more vital and evolutionary role creating contexts for capability development. Leaps in practice are catapulted by communities of practitioners underscoring the social and dialogical nature of human learning and knowledge. Practitioners drive both domain-specific learning associated with technical complexity and vertical development associated with dynamic complexity.

Transformative Communities of Practice (TCoP) are any group of people who share their passion, experience, and learning related to the vertical development of self, organizations, and social systems. TCoP is an upgrade of the traditional concept of "communities of practice" i.e., they support the development of their members and stakeholders to the next stage of consciousness, competence, and social creativity.

Three characteristics of TCoP make it a prefigurative harbinger of the organization of the future: They are a commitment to an evolutionary purpose, an emphasis on wholeness, and a preference for self-

management. They also make TCoP represent an evolutionary force contributing to the present movements for civilizational renewal.

In this course, students will not only learn about TCoP but gain an enacted experience of it. Formative assessment will be embedded within the learning activity. (4 credits)

MER 590
RESEARCH METHODS
Understanding research studies and their conclusions can be a vital aspect of a psychological practitioner's continuing education. This course prepares the student to understand and engage with psychological research literature by conducting a literature search and gathering sources on a focused topic area within the field of psychology. The course examines aspects of research; which emphasize critical thinking skills, enabling the student to begin to discriminate 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 the primary research paradigms. (4 credits)

MER 591
WRITING LITERATURE REVIEWS
Doctoral Project courses provide doctoral students a hands-on opportunity to develop elements of the dissertation or clinical case study. This course focuses on developing a preliminary Literature Review chapter for the dissertation proposal or clinical case study. Emphasis is also placed on the continuing refinement of the topic, research questions, and gaps in the literature that emerge from the student's deepening familiarity with their topic's literature. Students will also develop a building block of the Literature Review, that of the Sources component of the Context Paper/ Clinical Case Paper.

As a result of the information, practice, and feedback offered through the course, students will gain significant familiarity with the process and elements needed in the development of an effective review of the literature. (4 credits)

MER 592
RESEARCH DESIGN
This course provides the opportunity for students to have a hands-on experience developing the third chapter of the doctoral project: The dissertation's *Methodology* or the clinical case study's *Progression of the Treatment*. Particular emphasis is placed on the development of the research design or a thorough gathering of essential aspects of the treatment story. A secondary focus is for students to

integrate feedback from previous assignments, complete any outstanding assignments, and continue to build the project's emerging second chapter, the Literature Review. (4 credits)

MER 593
DISSERTATION DEVELOPMENT
This course provides the opportunity for students to have a hands-on experience developing elements of the dissertation and a structure for each student to individually utilize towards their progress in completing the dissertation proposal. While the primary focus is for students to integrate feedback from previous assignments and complete outstanding assignments through a cycle of writing and reflection, peer-to-peer collaboration, and frequent faculty feedback, its secondary focus is to identify and break through obstacles to students' doctoral progress. (4 credits)

MER 708
COLLECTIVE TRAUMA AND TRANSFORMATIVE JUSTICE
In this time of turbulent global transition, this course underscores the importance of unlocking the transformative potential of trauma for redemptive and transformative action in the face both of historic and current injustice. We will develop an integral, inclusive, and system-wide perspective towards healing trauma and restoring justice in crisis-affected communities. A basic premise of the course is that trauma can serve as a potential source for individual transformation, and that the so-called 'victim' can be a potential agent for societal regeneration. Participants will engage in an integral approach to transformative justice in its interconnected dimensions: systemic, socio-economic, cultural, ecological, epistemic, human, and spiritual. Faculty will draw from their extensive experience and research in crisis-affected countries over the past three decades. Real-life testimonies will be enacted and case stories of collaborators in crisis-affected countries across diverse cultures will be discussed. What were once 'victims' of trauma have emerged as pioneering leaders who have made vital contributions to systems change and societal renewal. The course seeks to cultivate the potential within each of us as individuals - and in our diverse cultures - both for ourselves to journey from trauma to transformation, as well as to accompany and assist others to do the same.
The course spotlights the unique wisdom and resources within each of our diverse cultures and communities for social healing, and highlights and cultivates the inherent potential within each individual to journey from trauma to transformation, to accompany and capacitate others to do the same, and to actualize social healing and planetary renewal. (4 credits)

MER 709
CONFLICT AND CULTURAL TRANSFORMATION
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. (4 credits)

MER 710
LIMINALITY AND TRANSFORMATIVE CHANGE
This course explores underlying patterns found to be universally applicable in change processes, along with principles and practices that support personal change awareness. Students will be invited to explore their own experiences with change and apply the differences between circumstantial, volitional, and developmental change to their own history. As well, through the lens of case study we will examine basic practices for designing outer process structures for change and identify internal dynamics of moving such as denial, trauma, conflict, elevation, and other predictable phenomena that arise during change. The course also explores ways of designing and facilitating change in organizational and larger social systems.

In addition, the course orients students to the growing literature on liminality and ways to expand one's acceptance of and ability to move through the rich territory of the "in-between" spaces and processes in our own lives. (4 credits)

MER 715
REVISIONING ENTREPRENEURSHIP
Entrepreneurship is now a major driver of social and economic transformation. Social Entrepreneurship entails social innovation in the service of positive social impact. Generative Entrepreneurship goes beyond positive social impact to include regenerating the commons and furthering collective transformative learning that impacts future generations. Instead of exploiting the commons by externalizing costs, Generative Entrepreneurship seeds and grows the commons. In doing so Generative Entrepreneurs combine technological and social innovation with cultural innovation. In cultural innovation emphasis can be placed on partnership, interdependence, synergy and empowerment. When combined with social innovation, entrepreneurship has the potential to seed and build the commons, producing systemic cultural shifts and going beyond positive social impact by facilitating individual learning and influencing the evolution of social institutions. This course will review examples of Generative Entrepreneurship around the globe as a way to imagine further possibilities in local contexts. In addition, the course explores the overlap between leadership and entrepreneurship for social innovation. We will also survey examples of national and global enterprises that are engaged in creative social innovation as evolutionary experiments that potentially create pathways for solving problems and creating future possibilities. (4 credits)

MER 720
IMAGINAL INQUIRY
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. (4 credits)

MER 726
LEADERSHIP AND EMBODIMENT PRACTICES
Action sourced in embodiment is a critical dimension of leadership. Leadership has played a critical role in the course of human evolution. As human societies become more and more complex, the requirements for leadership effectiveness intensifies. This intensification calls for an emphasis on the transformative and cultural dimensions of leadership. Embodiment or somatic practices can serve as a steady foundation for transformative leadership.

This course focuses on the use of somatic practices to develop leadership capabilities. Drawing on neuroscience research as well as somatic, contemplative, expressive, and dialogical practices, the course explores aspects and dimensions of leadership, including action, self-aware presence, authority, conflict, purpose, meaning, endurance, receptivity, connection, responsibility, and accountability. (4 credits)

MER 728
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, 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. Topics include stages of commitment, organizational behavior for effective ecological and human sustainability, and support systems needed to sustain long term change. (4 credits)

MER 731
SOCIAL ARTISTRY AND CULTURAL TRANSFORMATION
Worldwide, societies are crying out for assistance in the transformation of their citizenry, organizations, businesses, and institutions. To bring a new vision of the Possible Earth into reality, we need to begin with ourselves so that we are operating with the fullness of our being.

The global need is to achieve a new humanity and a new way to nurture the human species while we work to heal our home, the planet Earth. The need is to develop the possible human, in the possible

society, in a more possible world. This is the art of world-making, spirit-catching, mind-growing, soul-quaking leadership!

The complexity of our time requires both greater and wiser use of our capacities - a rich playing of the mental and emotional instrument we have been given. The world needs Social Artists - skilled facilitators, change agents, and leaders - to guide and lead the shift to a set of new global values and local practices. Social Artistry provides strategies that are effective in an interdependent world, developing effective leaders who can productively address interconnected world problems.

This course in Social Artistry guides human development in its most primary form: The development of capacities, skills, and potentials that activate both individuals and groups in ways that enhance their societal choices and commitments, liberate their inventiveness, and raise levels of esteem and cooperation essential to carrying out individual and collective social goals. (4 credits)

MER 735
INTEGRAL DEVELOPMENT
This highly interactive course exposes students to key concepts and practices of Integral Development – an approach to human development that focuses on actualizing the interconnected potential of self, organization and society. The course is designed as a “development journey,” taking participants step by step, through all levels of integral development. An “engagement map” with guiding questions, will help participants to navigate through the course, and the multiple layers of development that are discussed.

The course focuses simultaneously on the acquisition of relevant knowledge, deep insights, as well as innovative new practice. The course assignment is designed to enable transfers to the personal development journey each participant is on (and, of course, her particular organization and society), thereby strengthening the personal capacity to become an “integral” agent of transformation.

Throughout the course, students are exposed to real-life case stories from diverse cultures from around the world, to purposefully draw on cultural and societal particularities. Cases range from private enterprise, to civic society initiatives, to transformative educational institutions, including a cutting-edge leadership laboratory in Brazil.

The course is infused with arts, performance, and poetry, to help create a stimulating and expansive learning and innovation environment within the classroom. The course culminates in the visualization and co-creation of an ‘Integral University Perspective’: an educational context that can authentically “care” for the interconnected development of self, organization and society. (4 credits)

MER 736

MODELS OF SELF-IDENTITY

One's self-identity is a fundamental part of being alive, and much research shows that our self-identity grows up. This course is a dive into six self-identity developmental models, the theory that underlies them and practical application of each one. Two of the models are from the Loevinger lineage: Torbert's Developmental Action Inquiry and Susanne Cook-Greuter's MAP. Three other models will be featured: Hall's Values Mode, the Lectica which is based on Fisher and Dawson's research and STAGES, O'Fallon's Integral model combining the Integral Frame and the Loevinger lineage. Each model will be featured including guest speakers from several of these traditions. Embodiment of these approaches will include group discussions and learning activities. (4 credits)

MER 737

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. (4 credits)

MER 745

INTEGRAL DEVELOPMENT AND TRANSFORMATIVE LEADERSHIP

Humanity is at a perilous but nonetheless promising crossroad. Despite the alarming degeneration of our politics, economy, environment, and culture, we have the potential to reshape our shared future by embodying our full humanity and taking creative responsibility for our Earth home. This course is an invitation to develop the capacities needed for transformative leadership at this crucial time of planetary transition, relative to one's consciousness, creativity and courage. This course will engage the theory and praxis of Integral Development, addressing the interconnected realms of human life: humanity, nature, culture, education, systems, and unity.

MER 760

MODERN CONSCIOUSNESS AND INDIGENOUS WISDOM

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. (4 credits)

MER 765
INTERPERSONAL NEUROBIOLOGY
Interpersonal Neurobiology is a field of inquiry named so by Daniel J. Siegel, whose work is prominent in this course. Themes and practices addressed focus on attachment, resonance, interpersonal communication, movement, and embodiment. (4 credits)

MER 776
RESEARCH WRITING: DISSERTATIONS AND CLINICAL CASE STUDIES
This course provides a structure for each student to individually utilize towards their progress in completing the dissertation proposal/first three chapters of the clinical case study. While the primary focus is for students to integrate feedback from previous assignments and complete outstanding assignments through a cycle of writing and reflection as well as peer and faculty feedback, its secondary focus is to identify and break through any personal obstacles to the student's doctoral progress. (4 credits)

MER 780
DEVELOPMENTAL PERFORMANCE COACHING
Human development has very broadly been conceptualized in three stages: preconventional, conventional, and post conventional. This course explores the ways in which developmental coaches engage the staging of development and as such are able to coach with a nuanced understanding of how the client makes sense of and grows from their experience. The practice of scaffolding is a key element of this course. (4 credits)

MER 790
PROCESS FACILITATION CONSULTING
The functioning of teams and organizations is enhanced and transformed through effective process facilitation and consultation. This course focuses on both dialogic and visual practices that emphasize the role of collective imagination. This course is based on an understanding of liminality and ritualization. Students will engage with both history and present philosophy and pedagogy to develop a model of facilitation as applied to current cultural, community, and organizational learning edges. (4 credits)

MER 799
PROFESSIONAL SPECIALIZATION PRACTICUM
This course provides students with a framework to complement and integrate learnings from an approved professional specialty program (PSP). The course considers such questions as the PSP's

effectiveness in being an avenue for transformative learning, the student's ongoing experience of the PSP, ways in which ideas and principles from the PSP can potentially be applied to the student's final project in their Meridian degree program (as applicable), and how the student's overall learnings might be congruent with concepts and principles from Meridian's curriculum. It is expected that by the end of this course the student will have had the opportunity to reflect on their experience and learnings from their PSP from the perspective of transformative learning praxis and in ways that help to deepen their longer-term understanding of the material, situating it as well within their Meridian coursework journey. (4 credits)

In addition, Business students take anchor courses, which are listed separately.

Meridian University revises the specifics of its curriculum frequently and without prior notice. Please direct questions about any curriculum revisions to your Academic Advisor.

MEd IN EDUCATIONAL LEADERSHIP

EDUCATIONAL OBJECTIVES FOR THE MEd IN EDUCATIONAL LEADERSHIP

1. To cultivate leadership capacities that further professional engagement in education.
2. To develop creative inquiry practices and skills.
3. To develop competencies required to facilitate transformative learning with an understanding of human development across multiple domains of practice and levels of human systems.
4. To acquire competencies entailed in guiding human development in the context of cultural evolution and transformation.
5. To acquire the competencies entailed in developing curricula that promote diversity and generative processes within learning communities.

MEd IN EDUCATIONAL LEADERSHIP PROGRAM LEARNING OUTCOMES

1. **Reflexivity:** The capacity to engage with and be aware of the structures of consciousness that shape and constitute our experience.

2. **Empathy:** The capacity to imagine into the other's experience.

3. **Collaborativity:** The capacity to associate with others in ways that foster individuality, autonomy, complexity, dependability, and reciprocity.

4. **Communication & Facilitation Skills:** Skills that enable creative responses to challenges entailing high complexity, uncertainty, and ambiguity in organizational, leadership, and educational contexts.

5. **Culture:** Knowledge of stories, values, and taboos that constitute how culture shapes individual and collective experience within educational and other organizations.

6. **Social Justice and Diversity:** Identify the consequences and antecedents of injustice and oppression in cultural, organizational, and educational contexts, informed by transdisciplinary perspectives.

7. **Organizational Leadership:** Apply cutting edge theory about leadership and organizational structure and change in varying contexts; understand and utilize best practices for promoting increased educational effectiveness, sustainability, and humanity in a variety of organizations, institutions, and communities.

8. **Educational Assessment:** Apply understanding of educational assessment theory and practice that includes critical analysis of current trends in policy and practice, via consideration of the political and social contexts in which the assessment is utilized. Practice effective selection and analysis of data for institutional and individual development and learning.

9. **Research:** Utilize educational research in professional practice and decision-making with a critical-reflective understanding of its values and limits. Become an active member of the scientific research community as a consumer and producer of research.

10. **Educational Theory and Practice:** Identify key trends in educational philosophy and theory, both historically and ideologically, and link these insights to contemporary approaches to teaching and learning. Differentiate models of educational reform and various instances of progressive education, including models of curriculum development and how these relate to different political contexts and unique times and places.

11. **Teaching Praxis and Learning Theory:** Understand and apply principles, theories, and models from learning theory and human development to teaching, coaching, and organizational consulting praxis.

GRADUATION REQUIREMENTS FOR THE MEd IN EDUCATIONAL LEADERSHIP

- Students are expected to complete 64 credits (640 hours).
- Students are expected to complete a Creative Action Project (capstone).
- Students have a maximum of five years from their initial date of enrollment to complete this degree.

EdD IN ORGANIZATIONAL LEADERSHIP

EDUCATIONAL OBJECTIVES FOR THE EdD IN ORGANIZATIONAL LEADERSHIP

1. To cultivate leadership capacities that promote creative and cultural transformation within organizations.
2. To develop creative inquiry skills that promote innovation in organizations.
3. To develop competencies required to facilitate transformative learning with an understanding of human development across multiple domains of practice and levels of human systems.
4. To develop research competencies required to lead cultural and social transformation in service of regenerating the local and global commons.
5. To develop competencies required to design curricula with transformative assessments and lead educational organizations and initiatives at a local and global scale.

EdD IN ORGANIZATIONAL LEADERSHIP PROGRAM LEARNING OUTCOMES

1. **Reflexivity:** The capacity to engage with and be aware of the structures of consciousness that shape and constitute our experience.

2. **Empathy:** The capacity to imagine into the other's experience.

3. **Collaborativity:** The capacity to associate with others in ways that foster individuality, autonomy, complexity, dependability, and reciprocity.

4. **Communication & Facilitation Skills:** Skills that enable creative responses to challenges entailing high complexity, uncertainty, and ambiguity in organizational, leadership, and educational contexts.

5. **Culture:** Knowledge of stories, values, and taboos that constitute how culture shapes individual and collective experience within educational and other organizations.

6. **Social Justice and Diversity:** Identify the consequences and antecedents of injustice and oppression in cultural, organizational, and educational contexts, informed by transdisciplinary perspectives.

7. **Organizational Leadership:** Apply cutting edge theory about leadership and organizational structure and change in varying contexts; understand and utilize best practices for prompting increased educational effectiveness, sustainability, and humanity in a variety of organizations, institutions, and communities.

8. **Educational Assessment:** Apply understanding of educational assessment theory and practice that includes critical analysis of current trends in policy and practice, via consideration of the political and social contexts in which the assessment is utilized. Practice effective selection and analysis of data for institutional and individual development and learning.

9. **Research:** Utilize educational research in professional practice and decision-making with a critical-reflective understanding of its values and limits. Become an active member of the scientific research community as a consumer and producer of research.

10. **Educational Theory and Practice:** Identify key trends in educational philosophy and theory, both historically and ideologically, and link these insights to contemporary approaches to teaching and learning. Differentiate models of educational reform and various instances of progressive education, including models of curriculum development and how these relate to different political contexts and unique times and places.

11. **Teaching Praxis and Learning Theory:** Understand and apply principles, theories, and models from learning theory and human development to teaching, coaching, and organizational consulting praxis.

GRADUATION REQUIREMENTS FOR THE EdD IN ORGANIZATIONAL LEADERSHIP

- Students are required to complete 92 credits (920 hours).
- Students are expected to complete a Creative Action Project.
- The completion of an original research Dissertation is required.
- Students have a maximum of eight years from their initial date of enrollment to complete this degree.

CONCENTRATIONS

Students in Meridian's Education program can elect a concentration. Please see Meridian's website for further information.

EDUCATION COURSE DESCRIPTIONS

ANC 101
INTRODUCTION TO TRANSFORMATIVE LEARNING
The necessity and importance of Transformative Learning grows in times of crisis and complexity. We live in such a time, and as such Transformative Learning is being practiced within multiple domains, multiple levels, and utilizing varied approaches.

This course introduces students to Imaginal Process, a distinct approach to transformative learning practiced at Meridian. 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, organizations, and the arts.

Listening deeply to each other's stories is at the heart of this process. The living presence that constitutes good listening requires that we inhabit vulnerability, mystery, and complexity. This gathered listening engages the empathic imagination in ways that catalyze mutual individuation. (4 credits)

ANC 103
ART AND SCIENCE OF WELL-BEING
Human well-being is multi-dimensional: Biological, biographical, cultural, social, historical, evolutionary, spiritual, aesthetic, ecological, and economic. A wide and deep inquiry into the possibilities and actualization of human well-being entails an integral approach that meaningfully and trans-contextually draws together these many dimensions.

This course reviews knowledge from scientific research and professional practice concerning central functions of human existence, such as relating, learning, working, and ritualizing. The primary aim is to develop both personal and professional capabilities for coherent and creative action in responding to individual and collective complex challenges. (4 credits)

ANC 105
EMOTIONAL DEVELOPMENT
Emotions are an essential dimension of both individual and collective human development. In addition, emotions have a critical role in human well-being. Emotional development also significantly impacts our development physically, cognitively and spiritually. Research in neuroscience over the last thirty years has contributed significantly to our current understanding of emotions. This research has now been extensively applied to the functioning of families, schools and workplaces.

Topics explored in this course in relation to emotion include: Attachment, empathy, conflict imagination, gender, sexuality, leadership, self-regulation, power, and destructive emotions such as hate and envy. The course also explores the link between emotion and capacities like courage, clarity, compassion, conscience, dignity and resilience. (4 credits)

ANC 110
RELATIONAL DEVELOPMENT
"As a uniquely social species, human development at all systemic levels - individual, couple, family, team, organization, community, and society - is anchored in relational experience. This relational experience is culturally, societally, and historically specific. Along with this vast and diverse specificity there are also general patterns of relational development that span time, place, and culture. In exploring general patterns of relational development, this course addresses dimensions and dynamics entailed in relational experience including identity, mutuality, authenticity, vulnerability, reciprocity, power, loyalty, collaboration and leadership." (4 credits)

ANC 115
COMPLEXITY CAPABILITY PRACTICUM
The complexity capability practicum is designed to be a self-organized course that can be taken multiple times. Its purpose is to enable students to develop complexity capability in relation to domains and levels of practice that are aligned with their aspirations for their professional future.

The problems humanity faces amidst a *civilizational* crisis, are so complex that our historical epoch is sometimes described as a *crisis of complexity*. Such a degree of *system* complexity – at a level in which humans have never before had to cope, can be viewed as a root of the current ecological, economic, and political turmoil. Even our own inventions—technologies, cultural memes, and organizations—have been evolving into increasingly complex forms, which have increased the demands of everyday life. In each case, what is required of humanity is more complex than what our current mindsets allow.

We are often *in over our heads*, overwhelmed by the demands of our everyday lives. Professionals across all domains are looking for tools and practices responsive to this new world of unprecedented and accelerating complexity. Promoting “vertical development” is not enough, nor are systems thinking or the principle of evolving cultures. Rather, a comprehensive approach to living, coping, and even *thriving* on complexity is trans-disciplinary and practitioner-focused. The goal of this course is to engage with a comprehensive set of practices and frameworks for thriving on complexity. The course addresses the relationship between inner and outer complexity in service of aligning individual capabilities with what Oliver Wendell Holmes termed, “the simplicity on the far side of complexity.” We can learn to transform the complexity both within and outside of ourselves in ways that can enrich our lives and enhance our professional contributions within diverse professional domains. (4 credits)

ANC 118
POST-CONCEPTUAL IDENTITY DEVELOPMENT
The unfolding of unique human identity into a free and flourishing personality is both constrained and enhanced by archetypal universals. This course focuses on practices that enable the emergence of a unified post-conceptual identity responsive to the multiplicity of subjective states entailed in human consciousness. Through awareness-based practices students explore the dynamics of adaptive, purified, fixated, normative, post-conventional, reflexive, and pluralized identity towards an understanding of mature identity: An identity capable of free, wise, and creative action.
This course will also consider the implications of identity development for topics such as leadership, democracy, culture, social media and other technologies. (4 credits)

ANC 122
CENTRAL DEVELOPMENT IN CULTURAL CONTEXT
Human development may be understood as "the multidimensional unfolding of Being through staged complexity." This multidimensionality is sourced, anchored, and cohered by a governing dimension whose unfolding may be called *Central Development*. The world's mythologies and spiritual traditions have recognized the primacy of central development through the millennia. Authentic religious and mystical practices have identified the human potentials entailed in central development as sacred. Depth psychology in particular has drawn on this great transmission of the "Splendor of Being."

This course situates central development in a cultural context, through the specific case of ancient Greece, through exploring how relational, moral, and political development were actualized. This experiential inquiry, facilitated within a transformative learning lab, supports an understanding and appreciation for how transformative learning was once practiced through religion, politics, and the intimacies and practicalities of ordinary life. (4 credits)

ANC 130
TRANSFORMATIVE LEARNING PRAXIS
The necessity and importance of Transformative Learning grows in times of crisis and complexity. We live in such a time, and as such Transformative Learning is being practiced within multiple domains and at multiple levels. The term praxis refers to the integration of theory and practice. Domains of praxis include psychotherapy, spiritual practice, coaching and personal development, business, education, civil society, and the arts. Levels of praxis include individuals, teams, communities, organizations, and societies. This course is an overview of diverse approaches to Transformative Learning Praxis. (4 credits)

ANC 135
COACHING AND HUMAN DEVELOPMENT

Forty years ago the term “coaching” was limited to what took place in the context of sports. But now, driven by technical, social, and dynamic complexity in virtually all economically wealthy societies, coaching has broadened in application, having attained a significant role and status within numerous professional domains such as healthcare, business, and governance.

This course is based on understanding the complexity revolutions associated with the emergence of coaching as a highly meaningful, well-compensated, and widespread practitioner frame.
As well, after reviewing the key features of the coaching relationship, the course explores the coaching competencies needed to foster client outcomes associated with states of well-being, transforming mindsets, developing meaning structures, shifts of habits, leaps in performance, and paths to living a creative and purposeful life. (4 credits)

ANC 144
PARTNERSHIP AND HUMAN SYSTEMS
This course explores how the potentials of partnership systems can be harvested by developing partnership capability as applicable to all system levels, from intimate - starting in families - to societal and economic, including specific principles and practices that guide the process of transforming adversaries and bystanders into partners and allies.
Partnership capabilities enable members of a system to collaborate in generating synergistic outcomes. Five dimensions of partnership consciousness will receive particular emphasis: relationality, pleasure, prosperity, creativity, and spirituality. (4 credits)

ANC 150
AWARENESS-BASED SYSTEMS CHANGE
Individuals, families, teams, organizations, communities, and societies are all human systems nested within larger systems. Living systems change for better or worse without intentional or deliberate efforts, sometimes in profound ways. However, a portal to transformative change also opens when a system begins to be aware of itself. There is power and magic to systems change through collective intention and collaborative learning when there is systemic awareness of possibilities, including unintended consequences. This course introduces principles, perspectives, and practices for the application of awareness-based practices that empower mutual and aware initiatives for transforming individual lives within complex living systems. (4 credits)

ANC 160
DEVELOPING DIALOGIC CAPABILITY
Dialogic capability, one of the eight capabilities that make up the anchor curriculum’s practicum course on Complexity Capability, is understood as an advanced capability. While individuals have the potential to develop this as a major strength of character, doing so requires both the earlier capabilities (affective, relational, imaginal, perspectival) as well as progressively refined kinds of

practice. In this course, we will explore the philosophical roots of dialogue as a form of human communication. This will include, from ancient times, the pre-socratics and Socrates/Plato. From the modern period we will draw in part from the work of David Bohm, Martin Buber, bell hooks, Mary Belenky, Harriet Lerner, and Paulo Freire.

The student's work with transformative practices towards their own development of dialogic capability will be a key focus of the course. This will be informed by involvement in a Special Interest Group, selected according to the student's own evolving professional interest related to this important capability. (4 credits)

ANC 170
DIALOGIC APPROACHES TO COACHING
Dialogic approaches to coaching emphasize the transformative potential of conversation and the co-creation of meaning between coach and client. This course explores the theoretical underpinnings and practical applications of dialogic coaching, highlighting its capacity to foster meaningful change. Students will engage with various dialogic methods to enhance coaching practice including narrative, appreciative inquiry, and generative dialogue. The course will focus on developing skills in deep listening, powerful questioning, and both reflexive and reflective dialogue. Emphasis will be placed on the role of dialogue in unlocking potential, fostering self-awareness, and driving sustainable growth in both individuals and organizations. (4 credits)

EDU 705
TRANSFORMATIVE LEARNING AND ADULT DEVELOPMENT
Since its inception, the study of human development has involved more than research into what is average, predictable, or typical. There has always been a discourse about what is possible and preferable—a discourse about developmental achievements that humans ought to strive for—achievements characterized as both desirable and attainable, despite the rarity of their occurrence. This course is offered as an overview of the broad area of research and theory focused on maturity, human potential, and the farther reaches of human development.

Because models of human development are both descriptive and prescriptive, the issues addressed are epistemological and ethical. We must grapple with what makes a model more or less true or correct, as well as considering the value of a model's action-orienting aspects, i.e., the worth of the life a particular model assumes that one should build. Thus, one central goal of the course is to improve how we detect and discuss the various symptoms of quality displayed by different models. The course will support students to further cultivate the ability to reason and argue about how, why, and to what extent different ways of viewing the higher reaches of human development are good, true, and beautiful. To this end, we will be taking an historical and critical approach to the issues at hand. (4 credits)

EDU 710
PRINCIPLES OF COLLECTIVE EMERGENCE
The last 30,000 years of human evolution can be viewed as a process of human individuation that has reached a peak - and perhaps a dead end - in the West. Ironically, the “We” of our contemporary modern/postmodern times is one that creates and reinforces the experience of a separate and often alienated “I.” Over the last few decades, there have been an increasing number of experiments with collectivity from a variety of fields of endeavor. This course provides an overview of the emerging terrain of the collective and a detailed understanding of the integral “We” that complements integral cognition in order to give rise to a new cultural emergence. Major topics will include the “We” of pre-individuated cultures, the emergence of the West’s “I,” the transformation of political life through the potential of collective intelligence and wisdom towards development of an integrated pluralistic polis, and a next step of “We,” the result of trans-individuation, which would also be an integral culture.

We will also explore such questions as whether it might be possible to create intentional “We” spaces as integral micro-cultures within organizations, teams, and committed practice groups, and dialogue methods that aim to move individuals to a unified “We” by emphasizing the contributions and connections between individuals. (4 credits)

EDU 712
COLLABORTIVE AND CULTURAL LEADERSHIP
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 capacity is intimately associated with the development of the ‘I,’ often referred to as ego, self, or self-identity. This course takes an integral approach to leadership capacities and skills essential for promoting and facilitating transformative learning in multiple institutional domains and at multiple levels of human systems. (4 credits)

EDU 718
HUMAN DEVELOPMENT AND THE TRANSFORMATION OF SOCIETIES
Individual and collective human development mutually entail each other. About 2500 years ago, the ancient Greeks achieved high complexity of human development as evidenced by their contributions to philosophy, mythology, literature, architecture, sculpture, and politics. This course will explore what the Greeks have to teach us today through their study of the nature of Nature, about the soul and essence, and the clarity of their thought and how to think. There is a running dialogue between the ancient Greeks and ourselves about the challenges of today and how we might transform our societies, as they sought to transform theirs. (4 credits)

EDU 720

LEADERSHIP AND CREATIVE INQUIRY

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 sequence focuses on leadership capacities and creative inquiry skills developed through Transformative Learning practices. For this first course the emphasis will be on the development of the student's creative action project. (4 credits)

EDU 725

LEADERSHIP FOR WHOLE-SYSTEM TRANSITION

This course develops the themes of Social Artistry, defining leadership from the point of view of one who views society and the world in the way a great artist approaches a masterwork. Themes to be explored include: The leader as healer; the leader as one who understands culture and development; the leader as contemplative; the leader as orchestrator of reality; the leader as visionary pragmatist. (4 credits)

EDU 726

STORY, MYTH, AND SOCIAL TRANSFORMATION

This course guides us through the human story as myth and history seeking to unfold the multiple layers of human experience and the many ways the past both informs and endangers the present. We will strive to comprehend and differentiate those mythic structures that provide encouragement hope and wisdom toward the re-visioning of a possible world and in so doing understand the importance of applying mythic patterns to the seen and unseen world. (4 credits)

EDU 727

HUMAN CAPACITIES AND CULTURAL TRANSFORMATION

This course is about next stage capabilities for effective leadership in navigating the cultural challenges, and even cultural degradation, pervasive to these times. The archetypal patterns of Initiation, Creativity, Achievement, and Integration can provide a pathway for these capabilities. For initiation, shamanic practice - the world's oldest form of religious life - provides a pattern for today's leader who is in service to the well-being of the community in the forms of healing and regeneration. This requires the clarity to discern those elements of a culture that require healing and the courage involved in bringing about shifts, however subtle, that will lead toward transformation. For creativity, the process of enhancing one's own creativity will be explored utilizing stages of the mystic path as we look at the emerging shape and content of the student's creative action project. For achievement we will imagine the leader as magus in working towards a designated goal without giving up or losing heart, requiring the capabilities of visionary power and the gift of the follow-through. For integration we will work with both the historic foundations and current applications of the ancient practice of alchemy to integrate and refine parts of the self. Seeking the true gold and the philosopher's stone brings us towards the capabilities of compassion as well as deeper understanding and refinement of those moral values towards which we aspire. (4 credits)

EDU 729
TRANSFORMATIVE EDUCATION
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. (4 credits)

EDU 731
DIVERSITY AND 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 sequence develops competencies required in facilitating the recognition and engagement of differences critical to learning environments including the domain of education. (4 credits)

EDU 732
STRATEGIC LEADERSHIP
Any enterprise or initiative that aspires to long-term sustainability requires strategic leadership that can connect the why with the how. Weaving together strategic vision core values strategic planning and operations in the service of a significant initiative requires individual and collective complex capability distinct from those leadership skills that are only technical and context specific. This course is an overview of selected principles practices and methods of strategic leadership applicable to the practice domains of education business civil society and government. (4 credits)

EDU 733
DEVELOPMENT OF HUMAN CAPACITIES
Within the context of the current global upheaval, this course sequence defines and explores the capacities and skills needed for leaders during this time of major change. The primary emphasis is on vision and envisioning, as well as learning to embody those inner abilities that will allow us to sustain ourselves and our communities as the world remakes itself. Capacities to be emphasized entail four levels of human development: Physical/ Sensory; Historic/Psychological; Mythic/Symbolic; and Unitive/ Spiritual. These capacities will be accompanied by skills development, essential for effectively navigating the challenges of whole system transformation. (4 credits)

EDU 750
COMMUNICATION AND CULTURE

From intimate systems to societal systems, communication practices are interwoven with cultural practices generally. Communication and culture are shaped by consciousness, and in turn form collective consciousness. The digital revolution of the last three decades, including the recent yet radical role of social media, has had a tremendous impact on culture, social issues, and individual wellbeing. Students will engage with both historical and current critical perspectives to reflect on how communication dynamics affect their lives, and how communication can shape cultural systems.

EDU 761
EDUCATIONAL INNOVTION AND LIMINAL PROCESSES
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. (4 credits)

EDU 762
LEADERSHIP, GOVERNANCE, AND CULTURAL COMPETANCY
Societies worldwide are crying for assistance in the transformation of their citizens, organizations, governance, and institutions. However, many leaders have been educated for a different time, a different world – and the world today reflects this competency gap. Few have been trained for the task of dealing with the complexity and chaos of today's world, while at the same time the usual formulas and stopgap solutions of an earlier era will not help us. In this course we explore the student's emerging ability to bring a different order of comprehensive intelligence to bear upon present day social and cultural issues. (4 credits)

EDU 765
TRANSFORMING EDUCATIONAL ORGANIZATIONS
Paradoxically, educational organizations often resist Transformative Learning. The committee to transmit the intended curriculum can be become a barrier to evolving an emergent curriculum responsive to accelerated change and complexity. This course sequence focuses on theories and practices that facilitate systemic transformation within educational organizations. (4 credits)

EDU 766
TRANSFORMATIVE LEARNING WITHIN EDUCATIONAL ORGANIZATIONS
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. (4 credits)

EDU 770
CURRICULUM DEVELOPMENT
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. (4 credits)

EDU 777
PARTICIPATORY APPROACHES TO FACILITATION
Effective facilitation is essential for creating conditions where transformative learning can emerge within groups, organizations, and communities. This course explores participatory approaches to facilitation that enhance collective intelligence and wisdom while honoring the diverse perspectives and experiences of participants. Students will develop competencies in designing and holding spaces for authentic dialogue, creative conflict, and collaborative meaning-making. The course examines how different facilitation methods serve varying contexts and purposes, from educational settings to organizational change to community development. Topics include: emergent design, power dynamics, cultural sensitivity, group development, psychological safety, and the role of the facilitator in transformative processes. Particular attention is given to the facilitator's own development and capacity to work with complexity, uncertainty, and liminal spaces. Students will gain practical experience through facilitation exercises while developing their personal philosophy and approach to participatory facilitation.

The live classes for this course may include open-enrollment participants in addition to matriculated students.

EDU 778
ASSESSMENT OF EDUCATIONAL EFFECTIVENESS
There is substantial evidence that assessing learning also accelerates learning. Different types of learning outcomes call for different modes of assessment. This course sequence 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. (4 credits)

EDU 779
DEMOCRACY, CONFLICT & SUSTAINABILITY

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. (4 credits)

MER 510
SACRED PURPOSE AND PROFESSIONAL PRACTICE
Human beings thrive on meaning and purpose. Bringing meaning and purpose together into a coherent professional life is a challenge. In part this is so because the professions paradoxically and often tragically undermine their purposeful intentions to meet human needs in support of the flourishing of individuals communities and societies. Understanding the underlying economic structures and practices that shape the unintended consequences of professions is critical to transforming the professions. This course weaves together developing leadership competencies for professionals necessary for transforming the professions in ways that realign the professions to their deeper and sacred purpose. (4 credits)

MER 515
FOUNDATIONS OF TRANSFORMATIVE LEADERSHIP
Leadership is an inherent dimension of human collective life. The technical, dynamic, and social complexity of contemporary life calls for distinct capabilities of leadership, some unprecedented. The force of the future that drives complexity in modern and postmodern societies requires that leadership be effective in supporting transformation.

This course provides an overview of transformative leadership as practiced in domains such as business, law, education, and politics. And as well, transformative leadership is practiced in varying levels such as teams, organizations, and societies. Topics and approaches to transformative leadership explored in this course include presencing, imagination, learning, beauty, emergence, design, culture, conflict, scaling, and political development. (4 credits)

MER 521
GENERATIVE MARKETING
The marketing process is critical to positioning a developmental practitioner or organization within a creative entrepreneurial ecosystem. This is relevant to a spectrum of practitioner frames such as entrepreneuring, managing, coaching, teaching, facilitating, etc. What is required is for market strategies to generatively impact client systems at all levels from individuals to societies. 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 market research, targeting, segmentation, societal and cause-related marketing, green marketing, and branding. (4 credits)

MER 524
TRANSFORMATIVE COMMUNITIES OF PRACTICE
With the modern emergence of professions, and with the additional layer of the digital revolution, practitioner-communities have an even more vital and evolutionary role creating contexts for capability development. Leaps in practice are catapulted by communities of practitioners underscoring the social and dialogical nature of human learning and knowledge. Practitioners drive both domain-specific learning associated with technical complexity and vertical development associated with dynamic complexity.

Transformative Communities of Practice (TCoP) are any group of people who share their passion, experience, and learning related to the vertical development of self, organizations, and social systems. TCoP is an upgrade of the traditional concept of "communities of practice" i.e., they support the development of their members and stakeholders to the next stage of consciousness, competence, and social creativity.

Three characteristics of TCoP make it a prefigurative harbinger of the organization of the future: They are a commitment to an evolutionary purpose, an emphasis on wholeness, and a preference for self-management. They also make TCoP represent an evolutionary force contributing to the present movements for civilizational renewal.

In this course, students will not only learn about TCoP but gain an enacted experience of it. Formative assessment will be embedded within the learning activity. (4 credits)

MER 590
RESEARCH METHODS
Understanding research studies and their conclusions can be a vital aspect of a psychological practitioner's continuing education. This course prepares the student to understand and engage with psychological research literature by conducting a literature search and gathering sources on a focused topic area within the field of psychology. The course examines aspects of research; which emphasize critical thinking skills, enabling the student to begin to discriminate 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 the primary research paradigms. (4 credits)

MER 591

WRITING LITERATURE REVIEWS

Doctoral Project courses provide doctoral students a hands-on opportunity to develop elements of the dissertation or clinical case study. This course focuses on developing a preliminary Literature Review chapter for the dissertation proposal or clinical case study. Emphasis is also placed on the continuing refinement of the topic, research questions, and gaps in the literature that emerge from the student's deepening familiarity with their topic's literature. Students will also develop a building block of the Literature Review, that of the Sources component of the Context Paper/ Clinical Case Paper.

As a result of the information, practice, and feedback offered through the course, students will gain significant familiarity with the process and elements needed in the development of an effective review of the literature. (4 credits)

MER 592

RESEARCH DESIGN

This course provides the opportunity for students to have a hands-on experience developing the third chapter of the doctoral project: The dissertation's *Methodology* or the clinical case study's *Progression of the Treatment*. Particular emphasis is placed on the development of the research design or a thorough gathering of essential aspects of the treatment story. A secondary focus is for students to integrate feedback from previous assignments, complete any outstanding assignments, and continue to build the project's emerging second chapter, the Literature Review. (4 credits)

MER 593

DISSERTATION DEVELOPMENT

This course provides the opportunity for students to have a hands-on experience developing elements of the dissertation and a structure for each student to individually utilize towards their progress in completing the dissertation proposal. While the primary focus is for students to integrate feedback from previous assignments and complete outstanding assignments through a cycle of writing and reflection, peer-to-peer collaboration, and frequent faculty feedback, its secondary focus is to identify and break through obstacles to students' doctoral progress. (4 credits)

MER 708

COLLECTIVE TRAUMA AND TRANSFORMATIVE JUSTICE

In this time of turbulent global transition, this course underscores the importance of unlocking the transformative potential of trauma for redemptive and transformative action in the face both of historic and current injustice. We will develop an integral, inclusive, and system-wide perspective towards healing trauma and restoring justice in crisis-affected communities. A basic premise of the course is that trauma can serve as a potential source for individual transformation, and that the so-called 'victim' can be a potential agent for societal regeneration. Participants will engage in an

integral approach to transformative justice in its interconnected dimensions: systemic, socio-economic, cultural, ecological, epistemic, human, and spiritual. Faculty will draw from their extensive experience and research in crisis-affected countries over the past three decades. Real-life testimonies will be enacted and case stories of collaborators in crisis-affected countries across diverse cultures will be discussed. What were once 'victims' of trauma have emerged as pioneering leaders who have made vital contributions to systems change and societal renewal. The course seeks to cultivate the potential within each of us as individuals - and in our diverse cultures - both for ourselves to journey from trauma to transformation, as well as to accompany and assist others to do the same.
The course spotlights the unique wisdom and resources within each of our diverse cultures and communities for social healing, and highlights and cultivates the inherent potential within each individual to journey from trauma to transformation, to accompany and capacitate others to do the same, and to actualize social healing and planetary renewal. (4 credits)

MER 709
CONFLICT AND CULTURAL TRANSFORMATION
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. (4 credits)

MER 710
LIMINAL PROCESSES AND INITIATORY PRACTICES
This course offers a multifaceted exploration of the structure and process of initiatory and transformational experiences through the perspective of the rites of passages framework. The course especially focuses on the liminal phase, the betwixt and between in the process of change, where one is no longer the old and not yet the new. Topics range from rites of passage in indigenous cultures, to applying a reconceptualization of the rites of passages framework, to experiences of complex change in contemporary cultural settings. This course shines light on the epistemological challenges of translating observations, knowledge, and insights from indigenous traditions to western academic contexts, and examines the competencies that are needed for stewards of liminal process to cultivate and harvest the vital forces of change, and to be better able to discern between and apply traditional understanding and practices to contemporary settings. As well, students will consider the competencies and authority they need in moving toward becoming facilitators of liminal processes. (4 credits)

MER 715
REVISIONING ENTREPRENEURSHIP
Entrepreneurship is now a major driver of social and economic transformation. Social Entrepreneurship entails social innovation in the service of positive social impact. Generative

Entrepreneurship goes beyond positive social impact to include regenerating the commons and furthering collective transformative learning that impacts future generations. Instead of exploiting the commons by externalizing costs, Generative Entrepreneurship seeds and grows the commons. In doing so Generative Entrepreneurs combine technological and social innovation with cultural innovation. In cultural innovation emphasis can be placed on partnership, interdependence, synergy and empowerment. When combined with social innovation, entrepreneurship has the potential to seed and build the commons, producing systemic cultural shifts and going beyond positive social impact by facilitating individual learning and influencing the evolution of social institutions. This course will review examples of Generative Entrepreneurship around the globe as a way to imagine further possibilities in local contexts. In addition, the course explores the overlap between leadership and entrepreneurship for social innovation. We will also survey examples of national and global enterprises that are engaged in creative social innovation as evolutionary experiments that potentially create pathways for solving problems and creating future possibilities. (4 credits)

MER 720
IMAGINAL INQUIRY
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. (4 credits)

MER 726
LEADERSHIP AND EMBODIMENT PRACTICES
Action sourced in embodiment is a critical dimension of leadership. Leadership has played a critical role in the course of human evolution. As human societies become more and more complex, the requirements for leadership effectiveness intensifies. This intensification calls for an emphasis on the transformative and cultural dimensions of leadership. Embodiment or somatic practices can serve as a steady foundation for transformative leadership.

This course focuses on the use of somatic practices to develop leadership capabilities. Drawing on neuroscience research as well as somatic, contemplative, expressive, and dialogical practices, the course explores aspects and dimensions of leadership, including action, self-aware presence, authority, conflict, purpose, meaning, endurance, receptivity, connection, responsibility, and accountability. (4 credits)

MER 728
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, 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. Topics include: stages of commitment, organizational behavior for effective ecological and human sustainability, and support systems needed to sustain long term change. (4 credits)

MER 731
INTRODUCTION TO SOCIAL ARTISTRY
Worldwide, societies are crying out for assistance in the transformation of their citizenry, organizations, businesses, and institutions. To bring a new vision of the Possible Earth into reality, we need to begin with ourselves so that we are operating with the fullness of our being.

The global need is to achieve a new humanity and a new way to nurture the human species while we work to heal our home, the planet Earth. The need is to develop the possible human, in the possible society, in a more possible world. This is the art of world-making, spirit-catching, mind-growing, soul-quaking leadership!

The complexity of our time requires both greater and wiser use of our capacities - a rich playing of the mental and emotional instrument we have been given. The world needs Social Artists - skilled facilitators, change agents, and leaders - to guide and lead the shift to a set of new global values and local practices. Social Artistry provides strategies that are effective in an interdependent world, developing effective leaders who can productively address interconnected world problems.

This course in Social Artistry guides human development in its most primary form: The development of capacities, skills, and potentials that activate both individuals and groups in ways that enhance their societal choices and commitments, liberate their inventiveness, and raise levels of esteem and cooperation essential to carrying out individual and collective social goals. (4 credits)

MER 735
INTEGRAL DEVELOPMENT
This highly interactive course exposes students to key concepts and practices of Integral Development – an approach to human development that focuses on actualizing the interconnected potential of self, organization and society. The course is designed as a “development journey,” taking participants step by step, through all levels of integral development. An “engagement map” with guiding questions, will

help participants to navigate through the course, and the multiple layers of development that are discussed.

The course focuses simultaneously on the acquisition of relevant knowledge, deep insights, as well as innovative new practice. The course assignment is designed to enable transfers to the personal development journey each participant is on (and, of course, her particular organization and society), thereby strengthening the personal capacity to become an "integral" agent of transformation.

Throughout the course, students are exposed to real-life case stories from diverse cultures from around the world, to purposefully draw on cultural and societal particularities. Cases range from private enterprise, to civic society initiatives, to transformative educational institutions, including a cutting-edge leadership laboratory in Brazil.

The course is infused with arts, performance, and poetry, to help create a stimulating and expansive learning and innovation environment within the classroom. The course culminates in the visualization and co-creation of an 'Integral University Perspective': an educational context that can authentically "care" for the interconnected development of self, organization and society. (4 credits)

MER 736

MODELS OF SELF-IDENTITY

One's self-identity is a fundamental part of being alive, and much research shows that our self-identity grows up. This course is a dive into six self-identity developmental models, the theory that underlies them and practical application of each one. Two of the models are from the Loevinger lineage: Torbert's Developmental Action Inquiry and Susanne Cook-Greuter's MAP. Three other models will be featured: Hall's Values Mode, the Lectica which is based on Fisher and Dawson's research and STAGES, O'Fallon's Integral model combining the Integral Frame and the Loevinger lineage. Each model will be featured including guest speakers from several of these traditions. Embodiment of these approaches will include group discussions and learning activities. (4 credits)

MER 737

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. (4 credits)

MER 745

INTEGRAL DEVELOPMENT AND TRANSFORMATIVE LEADERSHIP

Humanity is at a perilous but nonetheless promising crossroad. Despite the alarming degeneration of our politics, economy, environment, and culture, we have the potential to reshape our shared future by embodying our full humanity and taking creative responsibility for our Earth home. This course is an invitation to develop the capacities needed for transformative leadership at this crucial time of planetary transition, relative to one's consciousness, creativity and courage. This course will engage the theory and praxis of Integral Development, addressing the interconnected realms of human life: humanity, nature, culture, education, systems, and unity. (4 credits)

MER 760

MODERN CONSCIOUSNESS AND INDIGENOUS WISDOM

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. (4 credits)

MER 765

INTERPERSONAL NEUROBIOLOGY

Interpersonal Neurobiology is a field of inquiry named so by Daniel J. Siegel, whose work is prominent in this course. Themes and practices addressed focus on attachment, resonance, interpersonal communication, movement, and embodiment. (4 credits)

MER 776

RESEARCH WRITING

This course provides a structure for each student to individually utilize towards their progress in completing the dissertation proposal/first three chapters of the clinical case study. While the primary focus is for students to integrate feedback from previous assignments and complete outstanding assignments through a cycle of writing and reflection as well as peer and faculty feedback, its secondary focus is to identify and break through any personal obstacles to the student's doctoral progress. (4 credits)

MER 780

DEVELOPMENTAL PERFORMANCE COACHING

Human development has very broadly been conceptualized in three stages: preconventional, conventional, and post conventional. This course explores the ways in which developmental coaches engage the staging of development and as such are able to coach with a nuanced understanding of how the client makes sense of and grows from their experience. The practice of scaffolding is a key element of this course. (4 credits)

MER 790
PROCESS FACILITATION CONSULTING
The functioning of teams and organizations is enhanced and transformed through effective process facilitation and consultation. This course focuses on both dialogic and visual practices that emphasize the role of collective imagination. This course is based on an understanding of liminality and ritualization. Students will engage with both history and present philosophy and pedagogy to develop a model of facilitation as applied to current cultural, community, and organizational learning edges. (4 credits)

MER 799
PROFESSIONAL SPECIALIZATION PRACTICUM
This course provides students with a framework to complement and integrate learnings from an approved professional specialty program (PSP). The course considers such questions as the PSP's effectiveness in being an avenue for transformative learning, the student's ongoing experience of the PSP, ways in which ideas and principles from the PSP can potentially be applied to the student's final project in their Meridian degree program (as applicable), and how the student's overall learnings might be congruent with concepts and principles from Meridian's curriculum. It is expected that by the end of this course the student will have had the opportunity to reflect on their experience and learnings from their PSP from the perspective of transformative learning praxis and in ways that help to deepen their longer-term understanding of the material, situating it as well within their Meridian coursework journey. (4 credits)

Meridian University revises the specifics of its curriculum frequently and without prior notice. Please direct questions about any curriculum revisions to your Academic Advisor.

PSYCHOLOGY PROGRAM OVERVIEW

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

- MA in Psychology
- MA in Counseling Psychology
- PsyD in Clinical Psychology
- PhD in Psychology

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

LICENSURE ELIGIBILITY

The PsyD in Clinical Psychology and the PhD in Psychology 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. MFT and LPCC educational eligibility for the doctorates requires the student to engage in fieldwork that is done in accordance with BBS requirements. Because students entering with Advanced Standing status miss the first year of the program, neither the PhD nor the PsyD earned by advanced standing students meet the educational requirements for the MFT or LPCC.

The Master's in Counseling Psychology is designed to meet the educational requirements for California's MFT and LPCC licenses.

Students living outside of California who wish to earn licensure in their home state (or country) must check with their local psychology boards to determine requirements for licensure in their own locale, as curricula for each of these three California-licensable degrees may not meet various states' requirements for licensure in clinical psychology, professional clinical counseling, and/or marriage and family therapy. Students who live outside of California are responsible for knowing their applicable state licensure requirements. Also, because requirements do change, students are responsible for remaining aware of current licensure regulations.

EDUCATIONAL OBJECTIVES FOR THE MA IN PSYCHOLOGY

1. To develop leadership capacities which further professional engagement with the profession of psychology.
2. To develop creative inquiry practices and skills.
3. To identify one's own culturally constituted, perceptual lenses.

4. To acquire the knowledge base of Imaginal Psychology and to differentiate it from the major orientations to Psychology.
5. To develop competencies for bringing principles and practices of transformative learning into cultural contexts.

EDUCATIONAL OBJECTIVES FOR THE MA IN COUNSELING PSYCHOLOGY

The Masters in Counseling Psychology builds cumulatively upon the MA curriculum and entails the following elements:

1. To develop leadership capacities which further professional engagement with the professions of Marriage and Family Therapy and Professional Clinical Counseling.
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 demonstrate the ability to apply psychotherapeutic theories and methods directly related to Marriage and Family Therapy and Professional Clinical Counseling.
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.
5. To identify 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 individuals, couples, families, and groups.

EDUCATIONAL OBJECTIVES FOR THE PsyD IN CLINICAL PSYCHOLOGY

The PsyD curriculum builds cumulatively upon the Masters in Counseling Psychology curriculum and entails the following elements:

1. To develop leadership capacities which further professional engagement with the profession of psychology.
2. To develop creative inquiry practices and skills.
3. To articulate and apply key concepts and major principles of psychopathology to all levels of human systems.
4. To implement appropriate uses of psychological assessment resources with a specialized awareness of individual differences and cultural diversity.
5. To develop competencies for bringing principles and practices of transformative learning into clinical contexts.

EDUCATIONAL OBJECTIVES FOR THE PhD IN PSYCHOLOGY

The PhD curriculum builds cumulatively upon the Masters in Counseling Psychology curriculum and entails the following elements:

1. To develop leadership capacities which further professional engagement with the profession of psychology.
2. To develop creative inquiry practices and skills.
3. To develop cultural praxis skills.
4. 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.
5. To develop competencies required to facilitate transformative learning with an understanding of human development and therapeutic outcomes across multiple domains of psychological practice and levels of human systems.

PSYCHOLOGY PROGRAM LEARNING OUTCOMES

1. **Reflexivity:** The capacity to engage with and be aware of those imaginal structures that shape and constitute our experience.

2. **Empathy:** The capacity to imagine into the other's experience.

3. **Collaborativity:** The capacity to associate with others in ways that foster individuality, autonomy, complexity, dependability, and reciprocity.

4. **Process Skills:** Skills that enable creative responses to challenges entailing high complexity, uncertainty, and ambiguity in psychotherapeutic, leadership, and organizational contexts.

5. **Culture:** Knowledge of stories, myths, values, and taboos that constitute how culture shapes individual and collective experience.

6. **Social Justice and Diversity:** Identify the consequences and antecedents of injustice and oppression in cultural, clinical, and systems contexts, informed by transdisciplinary perspectives.

7. **Psychopathology:** Knowledge of typologies and systems of psychopathology with an emphasis on trauma and addiction, as applicable to all levels of human systems.

8. **Law and Ethics:** Knowledge of legal and ethical principles, and theories of social justice, as applicable to the primary work of psychological practitioners: clinical practice, research, and teaching.

9. **Psychotherapy:** Knowledge of the principles and practices of psychotherapy including crisis intervention, with an emphasis on somatic and imagination-centered approaches.

10. **Coaching/ Human Development:** Knowledge of the principles and practices of coaching and associated perspectives on human development.

11. **Neuroscience and Psychopharmacology:** Knowledge of neuroscience and psychopharmacology.

12. **History:** Knowledge of the history of psychology, and transdisciplinary sources.

13. **Assessment:** Knowledge of the principles and practices of psychological assessment.

14. **Research:** Knowledge of the principles and practices of psychological research.

PSYCHOLOGY FIELDWORK REQUIREMENT

Supervised fieldwork is an integral part of the psychology curriculum. It is an opportunity to implement skills and capacities developed through coursework and, for many, it is the beginning of a new phase in career development.

For psychology students working towards a clinical license in California, Meridian provides assistance in understanding and documenting hours which meet the supervised experience standards 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 (by the beginning of the third year for students working towards the California MFT and/or LPCC license), or within six months following the completion of coursework.
Every effort is made to support students in selecting and completing required fieldwork. Ongoing contact with fieldwork staff and clinical faculty are both helpful in navigating this process. Additionally, the psychology program's *Fieldwork Handbook* assists students in planning a personalized course of fieldwork. This handbook, as well as the development of the student's fieldwork plan, is discussed at length in the program's first year.

FIELDWORK HOURS: DOCTORAL STUDENTS

Doctoral students must complete 750 hours of fieldwork. Doctoral level fieldwork is generally clinically oriented and can be done in accordance with the BOP or the BBS towards required hours for licensure. While PsyD students must do a clinical field placement, PhD students have an alternative option of doing fieldwork via other kinds of doctoral-level psychologically oriented work in such areas as teaching, community development, administrative leadership, and coaching. Such 'alternative' fieldwork is not accepted by either California state board for licensure hours.

FIELDWORK HOURS: MASTER'S IN COUNSELING PSYCHOLOGY STUDENTS

Master's in Counseling Psychology students must complete a 340 hour traineeship, which includes a minimum of 280 direct service hours. This work must be clinical in nature and must be done in full accordance with the BBS practicum requirement for the California MFT and LPCC licenses.

MA IN PSYCHOLOGY

The Master's in Psychology 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. 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 THE MA IN PSYCHOLOGY:

- Students are required to complete 64 credits (640 hours).
- Students have a maximum of five years from their initial date of enrollment to complete their Master's in Psychology degree.
- *Note:* This degree is not eligible for clinical licensure.

MA IN COUNSELING PSYCHOLOGY

The Master's in Counseling Psychology curriculum builds on the core curriculum 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 THE MA IN COUNSELING PSYCHOLOGY:

- Students are required to complete 92 credits (920 hours) plus 11 credits of fieldwork. Also, a 340 hour traineeship, which includes a minimum of 280 direct service hours, must be completed.
- 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 555, 556, 757: Psychotherapy Integration: Individual and Relational, Psychotherapy Integration with Couples, Psychotherapy Integration with Children
PSY 510: Group Process

Human Communication
PSY 510: Group Process

Cultural Competency and Sensitivity:
PSY 518: Psychology of Power, Privilege, and Culture

Human Growth and Development:
PSY 505: Human Development

PSY 501: Psychopathology
PSY 515: Healing and Transforming Trauma

Aging and Long-Term Care
PSY 505: Human Development

Human Sexuality
PSY 772: Human Sexuality in Relational and Cultural Contexts

Psychopharmacology
PSY 770: Principles of Psychopharmacology

California Laws and Professional Ethics
PSY 520: Culture and the Law
PSY 525: Career Development

Spousal or Partner Abuse, Assessment, and Intervention
PSY 556: Psychotherapy Integration with Couples

Child Abuse Assessment and Reporting
PSY 520: Culture and the Law

Psychological Testing
PSY 776: Psychological Assessment: Principles and Practices

Psychopathology
PSY 501: Psychopathology

Research Methodology
MER 590: Research Methods

Substance Use, Co-Occurring Disorders, and Addiction
PSY 530: Ecstatic States and Culture

Case Management and Public & Private Systems of Care
PSY 771: Resilience, Recovery, and Systems of Care

Supervised Practicum

PSY 751-753: Clinical Practicum: Therapeutic Contexts, Clinical Practicum: Therapy and Culture, Clinical Practicum: Classical Approaches
PSY 597: Supervised Fieldwork

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
ANC 101 Introduction to Transformative Learning
ANC 105 Emotional Development
ANC 110 Relational Development
PSY 501 Psychopathology
PSY 518 Psychology of Power, Privilege, and Culture
PSY 520 Culture and the Law
PSY 525 Career Development
PSY 510 Group Process
PSY 771 Resilience, Recovery, and Systems of Care
PSY 515 Healing and Transforming Trauma
PSY 530 Ecstatic States and Culture
PSY 555, 556, 757 Psychotherapy Integration: Individual and Relational, Psychotherapy Integration with Couples, Psychotherapy Integration with Families
PSY 505 Human Development
PSY 776 Psychological Assessment: Principles and Practices
PSY 770 Principles of Psychopharmacology
PSY 772 Human Sexuality in Relational and Cultural Contexts

Advanced Coursework/ Specific Issues
ANC 130 Transformative Learning Praxis
MER 590 Research Methods and Program Evaluation
PSY 770 Principles in Psychopharmacology

Supervised Practicum
PSY 751-753 Clinical Practicum: Therapeutic Contexts, Clinical Practicum: Therapy and Culture, Clinical Practicum Classical Approaches
PSY 597 Supervised Fieldwork

PsyD IN CLINICAL PSYCHOLOGY

The PsyD in Clinical Psychology is designed to meet the educational requirements for the state of California Psychologist license. The PsyD 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 LPCC license, (Senate Bill 788, Section 4999.33 of the Business and Professions Code), provided that fieldwork is done in accordance with BBS requirements. Students entering with Advanced Standing status are not required to take certain courses; as such, neither the Ph.D. nor the Psy.D. earned by Advanced Standing students meet the educational requirements for California MFT or LPCC licensure.

GRADUATION REQUIREMENTS FOR THE PsyD IN CLINICAL PSYCHOLOGY

- Students who enter with a Bachelor's degree must complete 108 credits (1080 hours) plus 25 credits of fieldwork (750 hours).
- Students who enter the program with a qualified Master's degree (Advanced Standing) must complete 92 credits (920 hours) plus 25 credits of fieldwork (750 hours).
- 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 eight years from their initial date of enrollment to complete the PsyD.

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 757 Psychotherapy Integration with Families

Theories of Group Counseling
PSY 510 Group Process

Psychopathology
PSY 501 Psychopathology

Social Psychology and Industrial Psychology
PSY 510 Group Process

PSY 525 Career Development

Spousal or Partner Abuse, Assessment, Detection, and Intervention
PSY 556 Psychotherapy Integration with Couples

Human Sexuality
PSY 772 Human Sexuality in Relational and Cultural Contexts

California Laws and Professional Ethics
PSY 520 Culture and the Law

Alcoholism/ Chemical Dependency, Detection, and Treatment
PSY 530 Ecstatic States and Culture

Developmental Psychology
PSY 505 Human Development

Aging and Long-Term Care
PSY 505 Human Development

Psychopharmacology and Psychophysiology
PSY 770 Principles of Psychopharmacology
PSY 581 Neuroscience of Human Experience

History and Systems
PSY 570 History of Psychology

Statistics
MER 590 Research Methods and Program Evaluation
PSY 776 Psychological Assessment: Principles and Practices

Research Design
MER 590 Research Methods
MER 591, 592 Writing Literature Reviews, Research Design
PSY 593 Clinical Case Study Development

Testing and Assessment
PSY 776, 777 Psychological Assessment: Principles and Practices, Psychological Assessment: Cognitive Testing

PhD IN PSYCHOLOGY

The PhD in Psychology is designed to meet the educational requirements for the state of California Psychologist license. The PhD 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 LPCC license, (Senate Bill 788, Section 4999.33 of the Business and Professions Code), provided that fieldwork is done in accordance with BBS requirements. Students entering with Advanced Standing status are not required to take certain courses; as such, neither the Ph.D. nor the Psy.D. earned by Advanced Standing students meet the educational requirements for California MFT or LPCC licensure.

GRADUATION REQUIREMENTS FOR THE PhD IN PSYCHOLOGY

- Students who enter with a Bachelor's degree must complete 108 credits (1080 hours) plus 25 credits of fieldwork (750 hours).
- Students who enter the program with a qualified Master's degree (Advanced Standing) must complete 92 credits (920 hours) plus 25 credits of fieldwork (750 hours).
- The completion of an original research dissertation 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 the program.
- Students have a maximum of eight years from their initial date of enrollment to complete the PhD in Psychology.

PREPARATION FOR PSYCHOLOGIST LICENSURE

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

Child Abuse Assessment and Reporting
PSY 756 Psychotherapy with Children

Theories of Group Counseling
PSY 510 Group Process

Psychopathology
PSY 501 Psychopathology

Social Psychology and Industrial Psychology
PSY 510 Group Process

PSY 525 Career Development

Spousal or Partner Abuse, Assessment, Detection, and Intervention
PSY 556 Psychotherapy Integration with Couples

Human Sexuality
PSY 772 Human Sexuality in Relational and Cultural Contexts

California Laws and Professional Ethics
PSY 520 Culture and the Law

Alcoholism/ Chemical Dependency, Detection, and Treatment
PSY 530 Ecstatic States and Culture

Developmental Psychology
PSY 505 Human Development

Aging and Long-Term Care
PSY 505 Human Development

Psychopharmacology and Psychophysiology
PSY 770 Principles of Psychopharmacology
PSY 581 Neuroscience of Human Experience

History and Systems
PSY 570 History of Psychology

Statistics
MER 590 Research Methods
PSY 776 Psychological Assessment: Principles and Practices

Research Design
MER 590 Research Methods
MER 591, 592, 593 Writing Literature Reviews, Research Design, Dissertation Development

Testing and Assessment
PSY 776, 777 Psychological Assessment: Principles and Practices, Psychological Assessment: Cognitive Testing

CONCENTRATIONS

Students in Meridian’s Psychology program can elect a concentration. Please see Meridian's website for further information.

PSYCHOLOGY COURSE DESCRIPTIONS

ANC 101
INTRODUCTION TO TRANSFORMATIVE LEARNING
The necessity and importance of Transformative Learning grows in times of crisis and complexity. We live in such a time, and as such Transformative Learning is being practiced within multiple domains, multiple levels, and utilizing varied approaches.

This course introduces students to Imaginal Process, a distinct approach to transformative learning practiced at Meridian. 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, organizations, and the arts.

Listening deeply to each other's stories is at the heart of this process. The living presence that constitutes good listening requires that we inhabit vulnerability, mystery, and complexity. This gathered listening engages the empathic imagination in ways that catalyze mutual individuation. (4 credits)

ANC 103
ART AND SCIENCE OF WELL-BEING
Human well being is multi-dimensional: Biological, biographical, cultural, social, historical, evolutionary, spiritual, aesthetic, ecological, and economic. A wide and deep inquiry into the possibilities and actualization of human well being entails an integral approach that meaningfully and trans-contextually draws together these many dimensions.

This course reviews knowledge from scientific research and professional practice concerning central functions of human existence, such as relating, learning, working, and ritualizing. The primary aim is to develop both personal and professional capabilities for coherent and creative action in responding to individual and collective complex challenges. (4 credits)

ANC 105
EMOTIONAL DEVELOPMENT
Emotions are an essential dimension of both individual and collective human development. In addition, emotions have a critical role in human well-being. Emotional development also significantly impacts our development physically, cognitively and spiritually. Research in neuroscience over the last thirty years has contributed significantly to our current understanding of emotions. This research has now been extensively applied to the functioning of families, schools and workplaces.

ANC 110
RELATIONAL DEVELOPMENT
"As a uniquely social species, human development at all systemic levels - individual, couple, family, team, organization, community, and society - is anchored in relational experience. This relational experience is culturally, societally, and historically specific. Along with this vast and diverse specificity there are also general patterns of relational development that span time, place, and culture. In exploring general patterns of relational development, this course addresses dimensions and dynamics entailed in relational experience including: identity, mutuality, authenticity, vulnerability, reciprocity, power, loyalty, collaboration and leadership." (4 credits)

ANC 115
COMPLEXITY CAPABILITY PRACTICUM
The complexity capability practicum is designed to be a self-organized course that can be taken multiple times. Its purpose is to enable students to develop complexity capability in relation to domains and levels of practice that are aligned with their aspirations for their professional future.

The problems humanity faces amidst a *civilizational* crisis, are so complex that our historical epoch is sometimes described as a *crisis of complexity*. Such a degree of *system* complexity – at a level in which humans have never before had to cope, can be viewed as a root of the current ecological, economic, and political turmoil. Even our own inventions—technologies, cultural memes, and organizations—have been evolving into increasingly complex forms, which have increased the demands of everyday life. In each case, what is required of humanity is more complex than what our current mindsets allow.

We are often *in over our heads*, overwhelmed by the demands of our everyday lives. Professionals across all domains are looking for tools and practices responsive to this new world of unprecedented and accelerating complexity. Promoting “vertical development” is not enough, nor are systems thinking or the principle of evolving cultures. Rather, a comprehensive approach to living, coping, and even *thriving* on complexity is trans-disciplinary and practitioner-focused. The goal of this course is to engage with a comprehensive set of practices and frameworks for thriving on complexity. The course addresses the relationship between inner and outer complexity in service of aligning individual capabilities with what Oliver Wendell Holmes termed, “the simplicity on the far side of complexity.” We can learn to transform the complexity both within and outside of ourselves in ways that can enrich our lives and enhance our professional contributions within diverse professional domains. (4 credits)

ANC 118
POST-CONCEPTUAL IDENTITY DEVELOPMENT
The unfolding of unique human identity into a free and flourishing personality is both constrained and enhanced by archetypal universals. This course focuses on practices that enable the emergence of a unified post-conceptual identity responsive to the multiplicity of subjective states entailed in human

consciousness. Through awareness-based practices students explore the dynamics of adaptive, purified, fixated, normative, post-conventional, reflexive, and pluralized identity towards an understanding of mature identity: An identity capable of free, wise, and creative action.
This course will also consider the implications of identity development for topics such as leadership, democracy, culture, social media and other technologies. (4 credits)

ANC 122
CENTRAL DEVELOPMENT IN CULTURAL CONTEXT
Human development may be understood as "the multidimensional unfolding of Being through staged complexity." This multidimensionality is sourced, anchored, and cohered by a governing dimension whose unfolding may be called *Central Development*. The world's mythologies and spiritual traditions have recognized the primacy of central development through the millennia. Authentic religious and mystical practices have identified the human potentials entailed in central development as sacred. Depth psychology in particular has drawn on this great transmission of the "Splendor of Being."

This course situates central development in a cultural context, through the specific case of ancient Greece, through exploring how relational, moral, and political development were actualized. This experiential inquiry, facilitated within a transformative learning lab, supports an understanding and appreciation for how transformative learning was once practiced through religion, politics, and the intimacies and practicalities of ordinary life. (4 credits)

ANC 130
TRANSFORMATIVE LEARNING PRAXIS
The necessity and importance of Transformative Learning grows in times of crisis and complexity. We live in such a time, and as such Transformative Learning is being practiced within multiple domains and at multiple levels. The term praxis refers to the integration of theory and practice. Domains of praxis include psychotherapy, spiritual practice, coaching and personal development, business, education, civil society, and the arts. Levels of praxis include individuals, teams, communities, organizations, and societies. This course is an overview of diverse approaches to Transformative Learning Praxis. (4 credits)

ANC 135
COACHING AND HUMAN DEVELOPMENT
Forty years ago the term "coaching" was limited to what took place in the context of sports. But now, driven by technical, social, and dynamic complexity in virtually all economically wealthy societies, coaching has broadened in application, having attained a significant role and status within numerous professional domains such as healthcare, business, and governance.

This course is based on understanding the complexity revolutions associated with the emergence of coaching as a highly meaningful, well-compensated, and widespread practitioner frame.
As well, after reviewing the key features of the coaching relationship, the course explores the coaching competencies needed to foster client outcomes associated with states of well-being, transforming mindsets, developing meaning structures, shifts of habits, leaps in performance, and paths to living a creative and purposeful life. (4 credits)

ANC 144
PARTNERSHIP AND HUMAN SYSTEMS
This course explores how the potentials of partnership systems can be harvested by developing partnership capability as applicable to all system levels, from intimate - starting in families - to societal and economic, including specific principles and practices that guide the process of transforming adversaries and bystanders into partners and allies.
Partnership capabilities enable members of a system to collaborate in generating synergistic outcomes. Five dimensions of partnership consciousness will receive particular emphasis: relationality, pleasure, prosperity, creativity, and spirituality. (4 credits)

ANC 150
AWARENESS-BASED SYSTEMS CHANGE
Individuals, families, teams, organizations, communities, and societies are all human systems nested within larger systems. Living systems change for better or worse without intentional or deliberate efforts, sometimes in profound ways. However, a portal to transformative change also opens when a system begins to be aware of itself. There is power and magic to systems change through collective intention and collaborative learning when there is systemic awareness of possibilities, including unintended consequences. This course introduces principles, perspectives, and practices for the application of awareness-based practices that empower mutual and aware initiatives for transforming individual lives within complex living systems. (4 credits)

ANC 160
DEVELOPING DIALOGIC CAPABILITY
Dialogic capability, one of the eight capabilities that make up the anchor curriculum's practicum course on Complexity Capability, is understood as an advanced capability. While individuals have the potential to develop this as a major strength of character, doing so requires both the earlier capabilities (affective, relational, imaginal, perspectival) as well as progressively refined kinds of practice. In this course, we will explore the philosophical roots of dialogue as a form of human communication. This will include, from ancient times, the pre-socratics and Socrates/Plato. From the modern period we will draw in part from the work of David Bohm, Martin Buber, bell hooks, Mary Belenky, Harriet Lerner, and Paulo Freire.

The student's work with transformative practices towards their own development of dialogic capability will be a key focus of the course. This will be informed by involvement in a Special Interest Group, selected according to the student's own evolving professional interest related to this important capability. (4 credits)

ANC 170
DIALOGIC APPROACHES TO COACHING
Dialogic approaches to coaching emphasize the transformative potential of conversation and the co-creation of meaning between coach and client. This course explores the theoretical underpinnings and practical applications of dialogic coaching, highlighting its capacity to foster meaningful change. Students will engage with various dialogic methods to enhance coaching practice including narrative, appreciative inquiry, and generative dialogue. The course will focus on developing skills in deep listening, powerful questioning, and both reflexive and reflective dialogue. Emphasis will be placed on the role of dialogue in unlocking potential, fostering self-awareness, and driving sustainable growth in both individuals and organizations. (4 credits)

PSY 501
PSYCHOPATHOLOGY
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. This course pivots around the difference between a medical and a psychological approach to psychopathology as well as an overview of the Diagnostic and Statistical Manual of Mental Disorders, (DSM-V). A genuinely psychological approach draws our attention to culture, myth, story, and metaphor in the meaning we make about the symptoms we observe. The limits, ambiguities, and cruelties of professionalized responses to human suffering will be among our considerations. In addition, we will explore the impact of differences on diagnosis (such as gender, sexual orientation, race, ethnicity, and class). Students are encouraged to cultivate an empathic understanding of the experience of symptoms. (4 credits)

PSY 505
HUMAN DEVELOPMENT
The work of the psychological practitioner often involves assisting children and adults through the joint processes of growing up and growing older, as they traverse the predictable and unpredictable passages of the life cycle. We are best prepared to assist our clients and students through their lives when we, ourselves, are well grounded in both the objective context of the human development literature as well as the subjective context, the experience of moving through our own lives. This course also addresses curricular requirements for Aging and Long Term Care, and will do so by first re-imagining the elder years as a rewarding period in life. We will also examine the psychological, cultural, physical, and social challenges facing older people in Western culture, including changes in

physical and cognitive capacities, social stigma, oppression, the American youth culture, and variations in family values regarding the care of elderly parents by their adult children. Finally, the course examines the assessment, reporting, and treatment related to elder and dependent-adult abuse and neglect. (4 credits)

PSY 510
GROUP PROCESS
We live our lives in the company of others. Our identity is in part formed through recognition by others, within couple relationships, family, friendship, 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. This first course in the two-course sequence focuses on theories of group dynamics and psychotherapeutic orientations related to group counseling, and looks at common negative dynamics that can be destructive to group life such as scapegoating, dyadic withdrawal, envy, betrayal, and group think. Group facilitation skills that help to reveal and correct these dynamics such as building trust, the constructive use of feedback, team building, the therapist's skillful self-disclosure, and building community amongst group participants are explored. Theoretical linkages between therapy with groups and therapy with couples and families are also emphasized. (4 credits)

PSY 515
HEALING AND TRANSFORMING TRAUMA
Individual and collective trauma is an actuality, worldwide. This course explores current issues in the field of psychological trauma through personal, historical, cultural, and archetypal perspectives. Its intent is threefold: To develop the student's ability to engage their own personal traumatic material (generally experienced through fragmented images that are the common aftermath of overwhelming experience); to integrate imaginal approaches to trauma with principles inherent in the recovery model; and to identify key somatic, cognitive, affective, behavioral, and neurological effects associated with trauma. (4 credits)

PSY 518
PSYCHOLOGY OF POWER, PRIVILEGE, AND CULTURE
The psychological experience of oppression - 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' that live in our own hearts. The course will review forms of systematic oppression such as racism, sexism, classism, able-bodyism, adultism, ageism, and homophobia and experiences of race, ethnicity, class, spirituality, sexual orientation, gender, disability, and their relationship to historical, socio-cultural and political dynamics.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. We

will explore these topics primarily from archetypal perspectives, which includes the influence popular culture and media have on creating and/or promoting cultural biases. An understanding of cultural differences in marriage, family, and community is critical to good therapeutic practice. The psychological practitioner's role in promoting cultural social justice and eliminating biases and prejudices, as well as individual and community strategies for working with and advocating for diverse populations, will also be explored. (4 credits)

PSY 520
CULTURE AND THE LAW
This course considers legal and ethical issues pertaining to the practice of psychology and psychotherapy. Such issues include confidentiality and privilege, Tarasoff duty to warn, danger to property, forensic issues, court testimony, mandatory reporting, client suicidality, and cultural sensitivity. We will also consider more subtle ethical issues such as therapist encouragement of client dependency, forms of financial greed by the psychotherapist, the use of language which serves to mystify clients' suffering, and the objectification of clients. Emphasis is given to how the helping professional's shadow issues can influence both psychotherapy and other helping relationships, and the importance of becoming aware and adopting ongoing practices to maintain personal awareness of one's own shadow issues is also confronted. Special emphasis is placed on child abuse assessment, intervention strategies, and reporting laws, and suicide risk assessment and intervention. (4 credits)

PSY 525
CAREER DEVELOPMENT
Joseph Campbell's famous phrase, "Follow your bliss," is a directive that for most people is easier said than done. In this course 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 potential relationship between forms of psychopathology and Western culture's lack of support for the notion of personal destiny, finding one's purpose, mentorship, and structures for rites of passage will be considered. The course reviews models of career development, assessment, and counseling that are designed to assist individuals and families through the life cycle and that emphasize awareness of individual needs, values, aptitudes, and interests in making career choices. Students will also focus on charting their own vocational path and timeline for their upcoming fieldwork opportunities, and in the process will become thoroughly familiar with Meridian's fieldwork process. Students are aided in formulating a potential direction for their fieldwork including the pros and cons of having fieldwork fulfill California licensing board hours, time frames and procedures for applying to and completing internships, the use of one's job as an internship site, and options for arranging alternative field placements. (4 credits)

PSY 530
ECSTATIC STATES OF 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. (4 credits)

PSY 555
PSYCHOTHERAPY INTEGRATION: INDIVIDUAL AND RELATIONAL
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. (4 credits)

PSY 556
PSYCHOTHERAPY INTEGRATION WITH COUPLES
The beginning psychotherapist is faced with a wide array of approaches to psychotherapy. This course sequence has the objective of considering this diversity and developing our own coherence as psychotherapists. This second course in the sequence explores several major approaches to couples therapy. Additionally, detection, assessment, and intervention strategies for spousal abuse are examined and discussed throughout the course. (4 credits)

PSY 570
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 psychology at Meridian 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. (4 credits)

PSY 581
NEUROSCIENCE OF HUMAN EXPERIENCE
This course surveys selected topics in physiological psychology, psychophysiology, and psychoneuroimmunology. Contemporary research informing our current understanding of the mind/body relationship, psychological well-being, psychological distress, and the importance of image in neurobiology and psychology are reviewed. Also explored are the effects of subjective experience on the body generally and the neurological system in particular as they relate to the process of meaning making and change in psychotherapy. Specific topics include addiction, trauma, attachment, emotion and health. (4 credits)

PSY 593
CLINICAL CASE STUDY DEVELOPMENT
This course provides a setting to apply principles of qualitative research to the development of clinical case studies, and gives students the opportunity to have a hands-on experience of developing elements of the clinical case study. This course also provides students with an experience of the possibilities of collaborative research and writing. (4 credits)

PSY 597
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 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 monitors the progress of students' specific fieldwork goals. (11 or 25 credits)

PSY 598
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 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 monitors the progress of students' specific fieldwork goals. (11 or 25 credits)

PSY 599

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 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 monitors the progress of students' specific fieldwork goals. (11 or 25 credits)

PSY 644

HUMAN DEVELOPMENT II

This course addresses curricular requirements for Aging and Long Term Care, and will do so by first reimagining the elder years as a rewarding period in life. We will examine the psychological, cultural, physical, and social challenges facing older people in Western culture, including changes in physical and cognitive capacities, social stigma, oppression, the American youth culture, and variations in family values regarding the care of elderly parents by their adult children. Finally, the course examines the assessment, reporting, and treatment related to elder and dependent-adult abuse and neglect. (4 credits)

PSY 701

INTRODUCTION TO YOGA AND PSYCHOLOGY

Although there are significant shared assumptions about psychological well-being and healing between approaches to Yoga and western psychology, a literature explicating these is only just emerging. The use of Yoga as a healing art for somatic difficulties is well underway. However, the use of Yoga as a facilitator of mind/body integration is in the early stages of professional practice. This course will explore key overlapping themes and principles in Yoga, western psychology, as well as ways in which Yoga can be utilized in its own right in professional practice. (4 credits)

PSY 705

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. (4 credits)

PSY 706

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 posttraumatic stress disorder. (4 credits)

PSY 707
ART PSYCHOTHERAPY
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. (4 credits)

PSY 710
CULTIVATING THE SENSES
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. (4 credits)

PSY 711
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. (4 credits)

PSY 712
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. (4 credits)

PSY 713
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. (4 credits)

PSY 714
SOMATIC PRACTICES
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. (4 credits)

PSY 715
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. (4 credits)

PSY 716
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. (4 credits)

PSY 717
CLINICAL SKILLS IN SOMATIC PSYCHOLOGY
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. This first course explores the dream as a form of somatic play. Donald Winnicott, in his classic text, Playing and Reality, stated that psychotherapy is about two people playing together.

Winnicott found playing as the road to the true self, and so it seems quite natural to bring his approach to our somatic work with dreams, as playing has the potential to engage the dream outside of rational evaluation and interpretive skills. In this class we will discuss the work of Johan Huizinga, Melanie Klein, Donald Winnicott, Carl Jung, and Wilhelm Reich as background to working with our own dreams. We will walk through the dream as a form not unlike theatre, as a way to confront and deepen our emotional presence and our bodily thought. Perhaps the play of our dreams will shine a light on the myth we are living. (4 credits)

PSY 718
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. (4 credits)

PSY 719
TRANSPERSONAL MODELS OF HUMAN DEVELOPMENT
The human species is the most complex known form of life that has evolved. One outcome of this evolutionary process is that across the human lifespan, consciousness unfolds into more complex phases, and to a threshold that has been characterized as *transpersonal*. Over the millennia, as culture has enabled extension of human lifespan, these transpersonal phases of consciousness development became more and more consequential to culture and society. A consolidation of this shift has been evidenced during the Axial Age, in the emergence of the world's major religions. With the onset of modernity and the scientific revolution, the center of culture and society pivoted away from religion. However, the era of postmodernity has brought a turning towards a fresh appreciation of religion and spiritual traditions. This turn has been reinforced by research on adult development in psychology and allied disciplines, seeking to understand the phases or stages entailed in the transpersonal development of human consciousness. This course reviews and integrates major models guiding

practitioners seeking to actualize the transpersonal potentials of human development. In being informed by many models, developmental practitioners can be even more effective in serving their client systems at all system levels. (4 credits)

PSY 721
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. (4 credits)

PSY 722 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. (4 credits)

PSY 723
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. (4 credits)

PSY 724
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. (4 credits)

PSY 725
APPROACHES TO 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. (4 credits)

PSY 726
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. (4 credits)

PSY 727
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. (4 credits)

PSY 728
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. (4 credits)

PSY 729
PSYCHOLOGY OF TRUTH
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. (4 credits)

PSY 730
PSYCHOLOGY OF PURPOSE: CREATIVITY AND POLYPHRENIA
This course explores the nature and function of purpose as a tool for enhancing creative action and strategy. For this, we work with the development of four levels of inner capacity: sensory-physical, psychological, mythic-narrative, and integral-spiritual. This development leads to the ability to select and orchestrate our inherent polyphrenia - the various ‘selves’ and skill sets which we already contain. (4 credits)

PSY 731
PSYCHOLOGY OF VOCATION
The course will look at metaphoric, imaginal, and narrative theories, such as the idea of personal mythology, to understand contemporary forms of vocation. The approach will involve analysis of stories from ancient and modern sources. A key text will be the New Zealand film, Whale Rider (2002). This initiatory tale shows how vocational calls arise from the inner life, and how these stirrings can include ancestral patterns. (4 credits)

PSY 732
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. (4 credits)

PSY 733
MYTH, RITUAL, AND STORY
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. (4 credits)

PSY 734
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. (4 credits)

PSY 735
PSYCHOLOGY OF METAPHOR

In ancient Greek, the word metaphor meant “transformer,” and in this course we will explore how metaphors form the foundation of our thinking, influencing our learning and growth. Metaphor allows our perception to operate at a deeper level of understanding and a variety of perspectives will be presented that elucidate this aesthetic realm of everyday life. Drawing inspiration and guidance from the creative process of the natural world which is in a perpetual state of “generative” creativity, we will explore the notion of metaphor as a non-linear way of connecting and creating. In other words, we will examine metaphor as an “aesthetic world.” By immersing ourselves in this aesthetic world, we enter a process that biologists call creative emergence, a realm of creative possibility and transformation. (4 credits)

PSY 736
PSYCHOLOGY OF MYSTICAL EXPERIENCE
Through various definitions controversies and stories of some of the great mystics - both ancient and modern - this course aims to illuminate experience that is typically described as being beyond the realm of everyday consciousness. Such experience is often referred to as mystical transcendent transpersonal and/or visionary as being direct or unmediated and as having a sacred quality associated with connection to a sense of something greater than one’s self. Topics include the perennial philosophy constructivism participatory spirituality the problem of pure consciousness dualistic mystical states unitive mystical states states vs. stages introvertive mysticism vs. extrovertive mysticism nature mysticism nondual mysticism and epiphenomenalism. Of central concern will be the discernment of key differences between spiritual and psychological experience as well as the overlapping areas between them. Both the question of how mystical and transcendent experiences may be relevant to working with potential clients and foundational skills in bringing mystical wisdom to one’s clinical work will be explored. (4 credits)

PSY 737
PSYCHOLOGY AND COMMUNITY MAKING
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 to a culture of participation and accountability? Can we re-imagine professional work in ways that support the creation of communities? Psychological practitioners are in a unique position to make significant contributions to the revitalization of culture. (4 credits)

PSY 738
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. (4 credits)

PSY 739
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. (4 credits)

PSY 740
PSYCHOLOGY AND RELGION
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. (4 credits)

PSY 741
THE 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. (4 credits)

PSY 742
ARCHETYPAL PSYCHOLOGY
Archetypal Psychology sets forth principles laying ground in depth psychology for post-modern or post-postmodern points of view. Themes of this course include polytheistic viewpoints (what Archetypal Psychology refers to as Multiplicity); animistic worldviews (what Archetypal Psychology calls Personifying); diaphanous perception (what Archetypal Psychology calls Seeing-Through); structures falling apart (what Archetypal Psychology calls Pathologizing); decentralizing and reflexive functioning (what Archetypal Psychology calls Dehumanizing); the something more or ‘more than’ in everything (what Archetypal Psychology calls Soul, and the activity for which is called Soul-making). (4 credits)

PSY 748
SOCIAL CLASS AND CLINICAL PRACTICE
North America is a highly stratified society in which dominant classes exist and enjoy a myriad of intangible social privileges at the expense of those in subordinate classes. The American Dream myth that permeates the national consciousness espouses that upward mobility is not only desirable, but can be achieved by everyone through the individual efforts of hard work, tenacity and strength of will. Furthermore, it implies that those who do not move up the class ladder have been unsuccessful because of their own weaknesses and/or character flaws. This conflict that exists at the core of the national psyche is viewed by many theorists as affecting identity development and emotional well-being. Those who turn toward psychotherapy for help are often impacted by contradictory cultural expectations and beliefs that surround class identity. The culture's unwritten and conflicting rules and beliefs regarding social class are often not in the conscious awareness of clients or clinicians.

In this course, students will explore the formation of their personal class identity through examining the influence of their family histories and consideration of the impact of cultural norms. Students will deepen their understanding of their own biases and imaginal structures surrounding class identity and consider models of common defensive patterns that will likely impact psychotherapy clients. Awareness of countertransference, case formulation and treatment planning related to social class will also be considered. In addition students will practice therapeutic interventions to assist clients who are negatively impacted by internal class conflicts. (4 credits)

PSY 749
PSYCHOTHERAPY CRAFT
This course re-imagines the practice of psychotherapy as a craft and explores the most basic instrument of psychotherapy and psychological work, the self of the practitioner. This course explores the personal history, psychological development, family of origin issues, and associated narratives that have converged in the choice to become a psychotherapist. Potential vulnerabilities in work with couples and families for repeating problematic patterns of relationship and communication learned from an early age are explored. Topics include personal motivations, family-of-origin issues, stages in the development of the therapist, self and other shame-awareness, and the role of ongoing work with one's own countertransference issues. (4 credits)

PSY 751
CLINICAL PRACTICUM: THERAPEUTIC CONTEXTS
Clinical Practicum coursework is designed to provide applied skill development and focus to the student's emerging involvement in supervised practicum and clinical work. Through this series of courses, students are supported and challenged to apply and refine their emerging clinical skills to their practicum work (whether current or in the future) including intake assessment, case formulation,

treatment planning, note-taking procedures, and crisis management, partly in the context of evidence-based and best practices**.** (4 credits)

PSY 752
CLINICAL PRACTICUM: THERAPY AND CULTURE
Clinical Practicum coursework is designed to provide applied skill development and focus to the student's emerging involvement in supervised practicum and clinical work. Through this series of courses, students are supported and challenged to apply and refine their emerging clinical skills to their practicum work (whether current or in the future) including intake assessment, case formulation, treatment planning, note-taking procedures, and crisis management, partly in the context of evidence-based and best practices. This course has an emphasis on integrating multicultural themes and applications to counseling, psychotherapy, and clinical supervision. (4 credits)

PSY 753
CLINICAL PRACTICUM: CLASSICAL APPROACHES
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. (4 credits)

PSY 754
CLINICAL PRACTICUM EXTENSION
This course provides students who are MFT-bound with the necessary coursework required by the California BBS to overlap with the student's fieldwork hours. Coursework continues to build on the student's development as a clinician including the application of emerging clinical skills to intake assessment, case formulation, treatment planning, note-taking procedures, and crisis management, partly in the context of evidence-based and best practices. This course has particular focus on the exploration of process and patterns in the phenomena of counter transference. (4 credits)

PSY 756
PSYCHOTHERAPY WITH CHILDREN
This course introduces the process and practice of child therapy, including the use of diagnostic tools and play materials. Also addressed are collateral work with parents, community resources, and professionals, and additional legal and ethical issues pertaining to working with children. In establishing a therapeutic relationship with a child, the therapist has the opportunity to make a profound difference in the quality of the child's life and others in the child's life. Our interventions may

not only decrease suffering in the child, but can further the child's emotional, physical, intellectual, and spiritual growth, benefiting parents, siblings, teachers, and community. (4 credits)

PSY 757
PSYCHOTHERAPY INTEGRATION WITH FAMILIES
Like rival theologians, psychotherapists argue for the superiority and truth of their particular pathway to heaven. In this course we will explore the similarities and differences between the different schools of family therapy. As students learn about the range of perspectives, we will also focus on theories and methods that fit best with our own personalities and worldviews. We will work to understand family conflicts in a broader social and historical context which includes an awareness of culture, class, gender, sexual orientation, race, and religion. (4 credits)

PSY 761
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. (4 credits)

PSY 762
ECOLOGY AND THE ARTS
For millennia humans have expressed their relationship to nature through the arts. The 12000 to 30000 year-old images in the caves of Lascaux and Chauvet as well as the 100000 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. 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. (4 credits)

PSY 763
ETHICS IN DEPTH PSYCHOLOGY
An important principle in depth psychology is that developing more complex access to inner states opens the possibility of working with others at deeper levels. This enhanced quality of engagement however presents unique ethical challenges. This course explores the application of ethics to the orientation of depth psychology and how shifts in our sense of identity can influence the process of ethical decision-making. Through exploring the enduring classic Peter Pan to reflect on the theme of adventure we will also reflect on the story's origins as presented in the film Finding Neverland. The

course includes discussion of legal and ethical aspects of the current standard of care such as informed consent duty to warn and mandated reporting. However, the emphasis is primarily on the philosophical exploration of ethical behavior. (4 credits)

PSY 764
HUMAN DEVELOPMENT AND THE SHADOW
The concept of the shadow provides a framework in which the underbelly of the human condition can be explored. Often depicted as a symbol for dark, malevolent behavioral traits, the shadow is realized indirectly where the ego-ideal attempts to detach and disassociate from those positions it finds unacceptable or "other than" what it desires to be. This course explores the shadow's enigmatic scaffolding and the consequences that can come from ignoring its potentially destructive capacities. Scapegoating and projection as processes by which the disowned shadow usurps and propels unwanted primitive pathologies onto others are examined, as well as how such displacement can bring about victimization, shamelessness, and even criminal conduct. (4 credits)

PSY 765
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. (4 credits)

PSY 766
THE POLITICAL PSYCHE
This course takes a psychological approach to understanding politics. In particular, the disciplines of developmental psychology and integral psychology will be used to contextualize the field of political psychology, to reflect critically on research in the field, and to develop new insights into the psychological bases of political thought and behavior. Topics of interest include the psychology of political movements, media, propaganda, ideologies, and partisan identities. (4 credits)

PSY 770

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 to the field of 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 including the biological bases of behavior; basic classifications indications and contraindications of commonly prescribed psychopharmacological medications; and effective collaboration with prescribing physicians and other health care providers. (4 credits)

PSY 771

RESILIENCE, RECOVERY, & STSTEMS OF CARE

The provision of psychological services in the current healthcare 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. Also, the course provides students with the opportunity to meet with consumers and family members of consumers of mental health services to enhance understanding of their experience of mental illness, treatment, and recovery. 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 of the counselor's own ongoing inner work to maintain personal equilibrium is an important backdrop of this course. (4 credits)

PSY 772

HUMAN SEXUALITY IN RELATIONAL AND CULTURAL CONTEXTS

This course provides a consideration of the varying ways in which individuals experience their sexual selves, sexual behavior, and sexual orientation. Participation in this course is expected to deepen and enrich students' awareness and acceptance of aspects of their own sexuality, as well as to deepen their understanding of the variety of ways in which people express and draw meaning from their sexuality. Students will also be encouraged to develop an awareness, appreciation, and comfort with the erotic imagination. The erotic imagination unites the senses with the soul, provides a liminal/ transitional space between virtual and actual, and can facilitate new experience in relation to ourselves and our partners. Overall, students will acquire skills and information that can be applied to clinical practice, as well as to their own lives and relationships. (4 credits)

PSY 773
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 oneself 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. (4 credits)

PSY 776
PSYCHOLOGICAL ASSESSMENT: PRINCIPLES AND PRACTICES
This course provides an introduction and overview to psychological assessment. Special emphasis is placed on personality testing and the use of personality and projective tests. Assessments include the Minnesota Multiphasic Personality Inventory (MMPI), the Millon Clinical Multiaxial Inventory (MCMI), the Millon Adolescent Clinical Inventory (MACI), the Rorschach Inkblot test, the Thematic Apperception Test (TAT), the Bender-Gestalt, and projective drawings. Also included are basic concepts of standardized and nonstandardized testing and other assessment techniques, norm-referenced and criterion-referenced assessment, and social, cultural, and ethical considerations in selecting, administering, and interpreting assessment instruments. Students will learn to prepare a basic assessment report integrating personality and projective factors. (4 credits)

PSY 777
PSYCHOLOGICAL ASSESSMENT: COGNITIVE TESTING
This course sequence provides an introduction and overview to psychological assessment. The emphasis for this second course in the sequence is on administering, scoring, and interpreting intelligence and cognitive tests, primarily through the study of the Wechsler Adult Intelligence Scale (WAIS) and the Wechsler Intelligence Scale for Children (WISC). Additional cognitive tests are discussed as well. Neuropsychological screening will continue to be explored, from its initial review in the first assessment course. (4 credits)

PSY 779
EGO AND SELF IN DEPTH PSYCHOLOGY
This course is an overview of several Depth Psychology theories regarding the development of identity. (4 credits)

PSY 780
HISTORY OF INTEGRAL PSYCHOLOGY
The field of Integral Psychology stretches back to such figures as James Mark Baldwin and Sri Aurobindo. This course thus examines the emergence of Integral Psychology over the last 150 years. Particular attention is paid to the roots of Integral Psychology and how these influences came

together through philosopher Ken Wilber's life work. This course also looks at the emerging directions the field of Integral Psychology is taking as a whole. (4 credits)

PSY 781
META-THEORY IN PSYCHOLOGICAL PRAXIS
There are over 200 schools of psychology and an even larger number of distinct therapeutic interventions. Integral Theory provides a robust framework for honoring the unique contribution of each of these schools and a way of organizing these interventions into a useful taxonomy. This course equips students to leverage a meta-theoretical perspective in their research and clinical practice. (4 credits)

PSY 782
AN INTEGRAL APPROACH TO EVIL
Evil is arguably one of the most complex topics anyone could engage. This course takes an integral approach to explore the many dimensions of evil and how we talk about evil. Such a multi-dimensional view of evil also serves to illuminate the power of the practical and nuanced value of Integral Theory, via its capacity to hold and coordinate many perspectives on a complex topic. (4 credits)

PSY 783
FOUNDATIONS OF INTEGRAL PSYCHOLOGY
This course begins with an introduction to the five elements of the AQAL model within Integral Theory - quadrants, levels, lines, states, and types - and explores the relevance of these elements as a framework for psychology in today's world. Topics include models of consciousness & human development, the relationship of egoic self and transpersonal self, and the potential of Integral Theory to deepen our understanding of and help bring about personal development as well as social change. (4 credits)

PSY 784
INTEGRAL THEORIES OF CONSCIOUSNESS AND DEVELOPMENT: STATES AND STAGES
One of the core contributions Integral Psychology has made to our understanding of consciousness is a very nuanced description of the relationship between states of consciousness and stages of psychological development. This course provides students with a comprehensive understanding of this relationship and its implications in both clinical and non-clinical contexts. A comparison of old and new models of consciousness further help to understand the relationship between states and stages. (4 credits)

PSY 785

INTEGRAL THEORIES OF CONSCIOUSNESS AND DEVELOPMENT: INTERSUBJECTIVITY AND ATTACHMENT

Intersubjectivity is appropriately referred to by Ken Wilber as "the miracle of we." In order to explore this miracle, this course investigates intersubjectivity from a variety of established perspectives, including psychology (relational psychoanalysis, intersubjectivity theory, attachment theory, and object-relations theory); neurology (interpersonal neurobiology and mirror neurons); philosophy (alterity, phenomenology, and intercorporeality); social theory (communicative rationality); and spirituality (nonduality and I-Thou). Throughout the course we will explore how these perspectives inform our own first- and second-person experiences of intersubjectivity. (4 credits)

PSY 786

INTEGRAL THEORIES OF CONSCIOUSNESS AND DEVELOPMENT: VISION-LOGIC

This course explores various theories of post-formal and trans-rational cognition. Key topics include the pre/trans fallacy, what can and can't be said about the highest stages of psychological maturity, the historical emergence of vision-logic, and the application of vision-logic to psychological assessment. First-person practices will allow students to explore different aspects of vision-logic in their own experience. (4 credits)

PSY 787

INTEGRAL THEORIES OF CONSCIOUSNESS AND DEVELOPMENT: DEVELOPMENTAL ASSESSMENT

What we can say about consciousness is in large part determined by how we measure and assess it. This course focuses on assessing transformation, integration, and development. The limits and strengths of a number of leading assessment instruments will be explored, with special emphasis on a few such innovative instruments that attempt to assess the further reaches of human consciousness and development. (4 credits)

PSY 788

INTEGRAL AWARENESS & PLANETARY CITIZENSHIP

The concept of planetary citizenship has taken on increasing importance in recent decades, as the sheer scale of human activity has eclipsed previously recognized boundaries of nation-states, resulting in planet-wide issues and planet-wide responses. The course will explore the intrinsic role of integral awareness in activating and engaging global frameworks of human rights and responsibilities, and the creative contributions that integral awareness can make to social and political life in our global age. (4 credits)

PSY 789

INTEGRAL PERSPECTIVES: HUMAN DEVELOPMENT AND CULTURAL EVOLUTION

This advanced course builds on previous course work in the evolution of consciousness and culture. Links between the fields of individual human development and cultural evolution are explored,

drawing on key concepts and research within each. Special emphasis is placed on inquiry into the ethics, historical lessons, and practical implications of advancing an evolutionary view of individuals and cultures. (4 credits)

PSY 790
INTEGRAL HEALING
The term "healing" shares its etymological root with the term "wholeness" - a connection that reveals insight into the nature of both coaching and therapeutic work. Accordingly, the term "integral healing" affirms that genuine healing intrinsically entails caring for the whole person and the whole system, recognizing their fundamental interconnectedness. Developmental practitioners recognize that attending to barriers to development requires an integral approach to healing that honors this wholeness. This entails careful attention to the physical, emotional, relational and meaning-making dimensions of the whole person as they exist within their cultural context. No dimension can be effectively addressed in isolation from the others. Such a holistic approach is firmly anchored in the activation of Central Capability, which serves as the foundation for sustainable transformation and growth. (4 credits)

The live classes for this course may include open-enrollment participants in addition to matriculated students.

MER 510
SACRED PURPOSE AND PROFESSIONAL PRACTICE
Human beings thrive on meaning and purpose. Bringing meaning and purpose together into a coherent professional life is a challenge. In part this is so because the professions paradoxically and often tragically undermine their purposeful intentions to meet human needs in support of the flourishing of individuals communities and societies. Understanding the underlying economic structures and practices that shape the unintended consequences of professions is critical to transforming the professions. This course weaves together developing leadership competencies for professionals necessary for transforming the professions in ways that realign the professions to their deeper and sacred purpose. (4 credits)

MER 515
FOUNDATIONS OF TRANSFORMATIVE LEADERSHIP
Leadership is an inherent dimension of human collective life. The technical, dynamic, and social complexity of contemporary life calls for distinct capabilities of leadership, some unprecedented. The force of the future that drives complexity in modern and postmodern societies requires that leadership be effective in supporting transformation.

This course provides an overview of transformative leadership as practiced in domains such as business, law, education, and politics. And as well, transformative leadership is practiced in varying levels such as teams, organizations, and societies. Topics and approaches to transformative leadership explored in this course include presencing, imagination, learning, beauty, emergence, design, culture, conflict, scaling, and political development. (4 credits)

MER 521
GENERATIVE MARKETING
The marketing process is critical to positioning a developmental practitioner or organization within a creative entrepreneurial ecosystem. This is relevant to a spectrum of practitioner frames such as entrepreneuring, managing, coaching, teaching, facilitating, etc. What is required is for market strategies to generatively impact client systems at all levels from individuals to societies. 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 market research, targeting, segmentation, societal and cause-related marketing, green marketing, and branding. (4 credits)

MER 524
TRANSFORMATIVE COMMUNITIES OF PRACTICE
With the modern emergence of professions, and with the additional layer of the digital revolution, practitioner-communities have an even more vital and evolutionary role creating contexts for capability development. Leaps in practice are catapulted by communities of practitioners underscoring the social and dialogical nature of human learning and knowledge. Practitioners drive both domain-specific learning associated with technical complexity and vertical development associated with dynamic complexity.

Transformative Communities of Practice (TCoP) are any group of people who share their passion, experience, and learning related to the vertical development of self, organizations, and social systems. TCoP is an upgrade of the traditional concept of "communities of practice" i.e., they support the development of their members and stakeholders to the next stage of consciousness, competence, and social creativity.

Three characteristics of TCoP make it a prefigurative harbinger of the organization of the future: They are a commitment to an evolutionary purpose, an emphasis on wholeness, and a preference for self-management. They also make TCoP represent an evolutionary force contributing to the present movements for civilizational renewal.

In this course, students will not only learn about TCoP but gain an enacted experience of it. Formative assessment will be embedded within the learning activity. (4 credits)

MER 590
RESEARCH METHODS
Understanding research studies and their conclusions can be a vital aspect of a psychological practitioner's continuing education. This course prepares the student to understand and engage with psychological research literature by conducting a literature search and gathering sources on a focused topic area within the field of psychology. The course examines aspects of research; which emphasize critical thinking skills, enabling the student to begin to discriminate 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 the primary research paradigms. (4 credits)

MER 591
WRITING LITERATURE REVIEWS
Doctoral Project courses provide doctoral students a hands-on opportunity to develop elements of the dissertation or clinical case study. This course focuses on developing a preliminary Literature Review chapter for the dissertation proposal or clinical case study. Emphasis is also placed on the continuing refinement of the topic, research questions, and gaps in the literature that emerge from the student's deepening familiarity with their topic's literature. Students will also develop a building block of the Literature Review, that of the Sources component of the Context Paper/ Clinical Case Paper.

As a result of the information, practice, and feedback offered through the course, students will gain significant familiarity with the process and elements needed in the development of an effective review of the literature. (4 credits)

MER 592
RESEARCH DESIGN
This course provides the opportunity for students to have a hands-on experience developing the third chapter of the doctoral project: The dissertation's *Methodology* or the clinical case study's *Progression of the Treatment*. Particular emphasis is placed on the development of the research design or a thorough gathering of essential aspects of the treatment story. A secondary focus is for students to integrate feedback from previous assignments, complete any outstanding assignments, and continue to build the project's emerging second chapter, the Literature Review. (4 credits)

MER 593
DISSERTATION DEVELOPMENT

This course provides the opportunity for students to have a hands-on experience developing elements of the dissertation and a structure for each student to individually utilize towards their progress in completing the dissertation proposal. While the primary focus is for students to integrate feedback from previous assignments and complete outstanding assignments through a cycle of writing and reflection, peer-to-peer collaboration, and frequent faculty feedback, its secondary focus is to identify and break through obstacles to students' doctoral progress. (4 credits)

MER 708

COLLECTIVE TRAUMA AND TRANSFORMATIVE JUSTICE

In this time of turbulent global transition, this course underscores the importance of unlocking the transformative potential of trauma for redemptive and transformative action in the face both of historic and current injustice. We will develop an integral, inclusive, and system-wide perspective towards healing trauma and restoring justice in crisis-affected communities. A basic premise of the course is that trauma can serve as a potential source for individual transformation, and that the so-called 'victim' can be a potential agent for societal regeneration. Participants will engage in an integral approach to transformative justice in its interconnected dimensions: systemic, socio-economic, cultural, ecological, epistemic, human, and spiritual. Faculty will draw from their extensive experience and research in crisis-affected countries over the past three decades. Real-life testimonies will be enacted and case stories of collaborators in crisis-affected countries across diverse cultures will be discussed. What were once 'victims' of trauma have emerged as pioneering leaders who have made vital contributions to systems change and societal renewal. The course seeks to cultivate the potential within each of us as individuals - and in our diverse cultures - both for ourselves to journey from trauma to transformation, as well as to accompany and assist others to do the same.
The course spotlights the unique wisdom and resources within each of our diverse cultures and communities for social healing, and highlights and cultivates the inherent potential within each individual to journey from trauma to transformation, to accompany and capacitate others to do the same, and to actualize social healing and planetary renewal. (4 credits)

MER 709

CONFLICT AND CULTURAL TRANSFORMATION

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. (4 credits)

MER 710

LIMINAL PROCESSES AND INITIATORY PRACTICES

This course offers a multifaceted exploration of the structure and process of initiatory and transformational experiences through the perspective of the rites of passages framework. The course especially focuses on the liminal phase, the betwixt and between in the process of change, where one

is no longer the old and not yet the new. Topics range from rites of passage in indigenous cultures, to applying a reconceptualization of the rites of passages framework, to experiences of complex change in contemporary cultural settings. This course shines light on the epistemological challenges of translating observations, knowledge, and insights from indigenous traditions to western academic contexts, and examines the competencies that are needed for stewards of liminal process to cultivate and harvest the vital forces of change, and to be better able to discern between and apply traditional understanding and practices to contemporary settings. As well, students will consider the competencies and authority they need in moving toward becoming facilitators of liminal processes. (4 credits)

MER 715
REVISIONING ENTREPRENEURSHIP
Entrepreneurship is now a major driver of social and economic transformation. Social Entrepreneurship entails social innovation in the service of positive social impact. Generative Entrepreneurship goes beyond positive social impact to include regenerating the commons and furthering collective transformative learning that impacts future generations. Instead of exploiting the commons by externalizing costs, Generative Entrepreneurship seeds and grows the commons. In doing so Generative Entrepreneurs combine technological and social innovation with cultural innovation. In cultural innovation emphasis can be placed on partnership, interdependence, synergy and empowerment. When combined with social innovation, entrepreneurship has the potential to seed and build the commons, producing systemic cultural shifts and going beyond positive social impact by facilitating individual learning and influencing the evolution of social institutions. This course will review examples of Generative Entrepreneurship around the globe as a way to imagine further possibilities in local contexts. In addition, the course explores the overlap between leadership and entrepreneurship for social innovation. We will also survey examples of national and global enterprises that are engaged in creative social innovation as evolutionary experiments that potentially create pathways for solving problems and creating future possibilities. (4 credits)

MER 720
IMAGINAL INQUIRY
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. (4 credits)

MER 726
LEADERSHIP AND EMBODIMENT PRACTICES
Action sourced in embodiment is a critical dimension of leadership. Leadership has played a critical role in the course of human evolution. As human societies become more and more complex, the requirements for leadership effectiveness intensifies. This intensification calls for an emphasis on the transformative and cultural dimensions of leadership. Embodiment or somatic practices can serve as a steady foundation for transformative leadership.

This course focuses on the use of somatic practices to develop leadership capabilities. Drawing on neuroscience research as well as somatic, contemplative, expressive, and dialogical practices, the course explores aspects and dimensions of leadership, including action, self-aware presence, authority, conflict, purpose, meaning, endurance, receptivity, connection, responsibility, and accountability. (4 credits)

MER 728
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, 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. Topics include: stages of commitment, organizational behavior for effective ecological and human sustainability, and support systems needed to sustain long term change. (4 credits)

MER 731
INTRODUCTION TO SOCIAL ARTISTRY
Worldwide, societies are crying out for assistance in the transformation of their citizenry, organizations, businesses, and institutions. To bring a new vision of the Possible Earth into reality, we need to begin with ourselves so that we are operating with the fullness of our being.

The global need is to achieve a new humanity and a new way to nurture the human species while we work to heal our home, the planet Earth. The need is to develop the possible human, in the possible society, in a more possible world. This is the art of world-making, spirit-catching, mind-growing, soul-quaking leadership!

The complexity of our time requires both greater and wiser use of our capacities - a rich playing of the mental and emotional instrument we have been given. The world needs Social Artists - skilled facilitators, change agents, and leaders - to guide and lead the shift to a set of new global values and

local practices. Social Artistry provides strategies that are effective in an interdependent world, developing effective leaders who can productively address interconnected world problems.

This course in Social Artistry guides human development in its most primary form: The development of capacities, skills, and potentials that activate both individuals and groups in ways that enhance their societal choices and commitments, liberate their inventiveness, and raise levels of esteem and cooperation essential to carrying out individual and collective social goals. (4 credits)

MER 735
INTEGRAL DEVELOPMENT
This highly interactive course exposes students to key concepts and practices of Integral Development – an approach to human development that focuses on actualizing the interconnected potential of self, organization and society. The course is designed as a "development journey," taking participants step by step, through all levels of integral development. An "engagement map" with guiding questions, will help participants to navigate through the course, and the multiple layers of development that are discussed.

The course focuses simultaneously on the acquisition of relevant knowledge, deep insights, as well as innovative new practice. The course assignment is designed to enable transfers to the personal development journey each participant is on (and, of course, her particular organization and society), thereby strengthening the personal capacity to become an "integral" agent of transformation.

Throughout the course, students are exposed to real-life case stories from diverse cultures from around the world, to purposefully draw on cultural and societal particularities. Cases range from private enterprise, to civic society initiatives, to transformative educational institutions, including a cutting-edge leadership laboratory in Brazil.

The course is infused with arts, performance, and poetry, to help create a stimulating and expansive learning and innovation environment within the classroom. The course culminates in the visualization and co-creation of an 'Integral University Perspective': an educational context that can authentically "care" for the interconnected development of self, organization and society. (4 credits)

MER 736
MODELS OF SELF-IDENTITY
One's self-identity is a fundamental part of being alive, and much research shows that our self-identity grows up. This course is a dive into six self-identity developmental models, the theory that underlies them and practical application of each one. Two of the models are from the Loevinger lineage: Torbert's Developmental Action Inquiry and Susanne Cook-Greuter's MAP. Three other models will be featured: Hall's Values Mode, the Lectica which is based on Fisher and Dawson's

research and STAGES, O'Fallon's Integral model combining the Integral Frame and the Loevinger lineage. Each model will be featured including guest speakers from several of these traditions. Embodiment of these approaches will include group discussions and learning activities. (4 credits)

MER 737
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. (4 credits)

MER 745
INTEGRAL DEVELOPMENT AND TRANSFORMATIVE LEADERSHIP
Humanity is at a perilous but nonetheless promising crossroad. Despite the alarming degeneration of our politics, economy, environment, and culture, we have the potential to reshape our shared future by embodying our full humanity and taking creative responsibility for our Earth home. This course is an invitation to develop the capacities needed for transformative leadership at this crucial time of planetary transition, relative to one's consciousness, creativity and courage. This course will engage the theory and praxis of Integral Development, addressing the interconnected realms of human life: humanity, nature, culture, education, systems, and unity. (4 credits)

MER 760
MODERN CONSCIOUSNESS AND INDIGENOUS WISDOM
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. (4 credits)

MER 765
INTERPERSONAL NEUROBIOLOGY

Interpersonal Neurobiology is a field of inquiry named so by Daniel J. Siegel, whose work is prominent in this course. Themes and practices addressed focus on attachment, resonance, interpersonal communication, movement, and embodiment. (4 credits)

MER 776
RESEARCH WRITING
This course provides a structure for each student to individually utilize towards their progress in completing the dissertation proposal/first three chapters of the clinical case study. While the primary focus is for students to integrate feedback from previous assignments and complete outstanding assignments through a cycle of writing and reflection as well as peer and faculty feedback, its secondary focus is to identify and break through any personal obstacles to the student's doctoral progress. (4 credits)

MER 780
DEVELOPMENTAL PERFORMANCE COACHING
Human development has very broadly been conceptualized in three stages: preconventional, conventional, and post conventional. This course explores the ways in which developmental coaches engage the staging of development and as such are able to coach with a nuanced understanding of how the client makes sense of and grows from their experience. The practice of scaffolding is a key element of this course. (4 credits)

MER 790
PROCESS FACILITATION CONSULTING
The functioning of teams and organizations is enhanced and transformed through effective process facilitation and consultation. This course focuses on both dialogic and visual practices that emphasize the role of collective imagination. This course is based on an understanding of liminality and ritualization. Students will engage with both history and present philosophy and pedagogy to develop a model of facilitation as applied to current cultural, community, and organizational learning edges. (4 credits)

MER 799
PROFESSIONAL SPECIALIZATION PRACTICUM
This course provides students with a framework to complement and integrate learnings from an approved professional specialty program (PSP). The course considers such questions as the PSP's effectiveness in being an avenue for transformative learning, the student's ongoing experience of the PSP, ways in which ideas and principles from the PSP can potentially be applied to the student's final project in their Meridian degree program (as applicable), and how the student's overall learnings might be congruent with concepts and principles from Meridian's curriculum. It is expected that by the end of this course the student will have had the opportunity to reflect on their experience and

learnings from their PSP from the perspective of transformative learning praxis and in ways that help to deepen their longer-term understanding of the material, situating it as well within their Meridian coursework journey. (4 credits)

Meridian University revises the specifics of its curriculum frequently and without prior notice. Please direct questions about any curriculum revisions to your Academic Advisor.

CERTIFICATES

Meridian offers students the opportunity to complete the following certificates:

- Integral Practitioner
- Executive Coaching
- Imaginal Coaching
- Health Coaching
- Designing and Leading Change
- Art Therapy
- Expressive Arts Therapy
- Generative Entrepreneurship
- Cultural Leadership
- Transformative Learning Facilitation
- Yoga Therapy
- Somatic Psychology

INTEGRAL PRACTITIONER CERTIFICATE REQUIREMENTS

The Integral Practitioner certificate emphasizes coursework aligned with professional practice in contexts such as psychotherapy, coaching, depth consultation in organizations, career counseling, and teaching.

Topics of great significance to psychological inquiry and human flourishing such as trauma, gender, health, conflict, addictions, intimacy, and psychotherapy can be viewed through many psychological perspectives or orientations enabling whole-person and whole-system understanding.

Integral practitioners working in diverse domains and contexts — for example, organizational development or psychotherapy — are informed and guided by a practical understanding of integral psychology.

Practices, methods, ideas, and topics engaged within this certificate's courses, by way of example, include: meta-theory, spiritual and mystical experience, states and stages of consciousness, post and meta-modernism, subtle capacities, contemplative practices, affective neuroscience, and relational & emotional development.

- Students must complete 32 coursework credits based on course availability and certificate course mapping at the time of enrollment.

- Students have a maximum of two years from their initial date of enrollment to complete this certificate.

EXECUTIVE COACHING CERTIFICATE REQUIREMENTS

The Executive Coaching certificate emphasizes coursework aligned with professional practice in contexts such as psychotherapy, coaching, depth consultation in organizations, career counseling, and teaching. Unlike traditional coaching, which often addresses specific issues or goals, developmental coaching takes a holistic approach. It considers the multi-dimensional aspects of a person's life, such as career, family dynamic and personal aspirations.
This type of coaching is grounded in the understanding that human development is neither linear nor predictable and recognizes the ups and downs of life.

Meridian University's Developmental Coaching certificate emphasizes coursework designed for professional practice in executive coaching, developmental assessment, and the management of deliberately developmental organizations.

Key figures in this field include Carol Dweck, known for her research on growth mindset; Robert Kegan, who introduced the concept of deliberately developmental organizations; Jean Piaget, renowned for his theory of cognitive development; and Erik Erikson, famous for his theory on psychosocial development.

Building on that foundational theory, students will explore topics such as ritualization, liminality, culture as strategy, capabilities, and perspectival capability. The curriculum integrates foundational theories with coaching practices, providing a comprehensive understanding of personal and professional development.

Graduates will gain practical skills to support clients through significant life and career transitions, fostering growth and resilience. This certificate prepares students to apply developmental coaching methods in diverse professional settings, including corporate environments, educational institutions, non-profit organizations, private coaching practices, and online developmental coaching.
By understanding and leveraging the principles of developmental psychology, graduates will be equipped to guide individuals through the complexities of their developmental journeys, helping them achieve their full potential.

- Students must complete 32 coursework credits based on course availability and certificate course mapping at the time of enrollment.
- Students have a maximum of two years from their initial date of enrollment to complete this certificate.

IMAGINAL COACHING CERTIFICATE REQUIREMENTS

The Imaginal Coaching certificate emphasizes coursework aligned with practice in contexts such as executive coaching, developmental assessment, and management of deliberately developmental organizations. Practices, methods, ideas, and topics engaged within this certificate's courses, by way of example, include: culture as strategy, ritualization, liminal capabilities, and perspectival capability.

- Students must complete 32 coursework credits based on course availability and certificate course mapping at the time of enrollment.
- Students have a maximum of two years from their initial date of enrollment to complete this certificate.

HEALTH COACHING CERTIFICATE REQUIREMENTS

The Health Coaching certificate emphasizes coursework aligned with professional practice in contexts such as conventional healthcare settings, coaching practices, and employee wellness programs. Practices, methods, ideas, and topics engaged within this certificate's courses, by way of example, include: integrative nutrition, guidance and accountability, aesthetics of healing, and whole-person developmental models.

- Students must complete 32 coursework credits based on course availability and certificate course mapping at the time of enrollment.
- Students have a maximum of two years from their initial date of enrollment to complete this certificate.

DESIGNING AND LEADING CHANGE CERTIFICATE REQUIREMENTS

The Designing and Leading Change certificate emphasizes coursework aligned with the development of next practices that drive systemic change, social impact, and sustainable value creation. Through the study of innovative business models, cultural transformation, and sustainability metrics, this certificate explores innovation as a strategic and cultural capability to reimagine business, evolve institutions, and address global challenges.

- Students must complete 32 coursework credits based on course availability and certificate course mapping at the time of enrollment.
- Students have a maximum of two years from their initial date of enrollment to complete this certificate.

ART THERAPY CERTIFICATE REQUIREMENTS

The Art Therapy certificate emphasizes coursework aligned with professional practice in contexts such as psychotherapy, developmental assessment, and creative processes.

- Students must complete 32 coursework credits based on course availability and certificate course mapping at the time of enrollment.
- Students have a maximum of two years from their initial date of enrollment to complete this certificate.

EXPRESSIVE ARTS THERAPY

The Expressive Arts Therapy certificate emphasizes coursework aligned with professional practice in contexts such as conventional healthcare settings, coaching practices, employee wellness programs. Practices, methods, ideas, and topics engaged with this certificate's courses, by way of example, include: body metaphors, art as therapy, embodiment, psychodrama, and historical trauma.

- Students must complete 32 coursework credits based on course availability and certificate course mapping at the time of enrollment.
- Students have a maximum of two years from their initial date of enrollment to complete this certificate.

GENERATIVE ENTREPRENEURSHIP CERTIFICATE REQUIREMENTS

The Generative Entrepreneurship certificate emphasizes coursework aligned with developing the capabilities required or launching new entrepreneurial initiatives. Entrepreneurship is a major driver of social and economic transformation. Social Entrepreneurship entails social innovation in the service of positive social impact. Generative Entrepreneurship goes beyond positive social impact to include regenerating the commons and furthering collective transformative learning that impacts future generations. Instead of exploiting the commons by externalizing costs, Generative Entrepreneurship seeds and grows the commons. In doing so, Generative Entrepreneurs combine technological and social innovation with cultural innovation.

Practices, methods, ideas, and topics engaged within this certificate's courses, by way of example, include: Regenerating the commons, transformative innovation, Theory U, caring and well-being economies.

- Students must complete 32 coursework credits based on course availability and certificate course mapping at the time of enrollment.

- Students have a maximum of two years from their initial date of enrollment to complete this certificate.

CULTURAL LEADERSHIP CERTIFICATE REQUIREMENTS

The Cultural Leadership certificate emphasizes coursework aligned with practice in contexts such as executive coaching, developmental assessment, and management of deliberately developmental organizations. This certificate emphasizes diverse approaches to collective trauma, regenerative practice, cultural leadership, and restorative justice.

- Students must complete 32 coursework credits based on course availability and certificate course mapping at the time of enrollment.
- Students have a maximum of two years from their initial date of enrollment to complete this certificate.

TRANSFORMATIVE LEARNING FACILITATION CERTIFICATE REQUIREMENTS

The Transformative Learning certificate emphasizes coursework aligned with professional practice in contexts such as education, organizational leadership, and adult education. Practices, methods, ideas, and topics engaged within this certificate's courses, by way of example, include: Disorienting dilemma, liminal capability, rites of passage, critical reflection, reflexive awareness, and meaning making.

- Students must complete 32 coursework credits based on course availability and certificate course mapping at the time of enrollment.
- Students have a maximum of two years from their initial date of enrollment to complete this certificate.

YOGA THERAPY CERTIFICATE REQUIREMENTS

The Yoga Therapy certificate is intended for individuals who wish to have more expertise on the relationship between yoga and therapy in the context of their professional goals. Coursework in this certification is aligned with professional practice in contexts such as yoga therapy, yoga teaching, psychotherapy practice, somatic education, and somatic research.

Practices, methods, ideas, and topics engaged within this certificate's courses include historical foundations of the application of Yoga to psychology; yogic principles and practices in psychotherapeutic practice; issues related to spiritual practice and psychology; conducting

qualitative research on Yoga and psychology; legal, ethical, and scope of practice issues entailed in yogic-centered psychotherapy; and the neuroscientific foundations of Yoga practice.

- Students must complete 32 coursework credits based on course availability and certificate course mapping at the time of enrollment.
- Students have a maximum of two years from their initial date of enrollment to complete this certificate.

SOMATIC PSYCHOLOGY CERTIFICATE REQUIREMENTS

The Somatic Psychology certificate is intended for individuals who wish to align professional practice with somatic psychology education. Coursework in this certification is rooted in the transformative learning paradigm, with a particular emphasis on embodied approaches to teaching and learning, in areas such as psychotherapy practice, health and wellbeing coaching, and employee wellness programs.

Embodied pedagogy draws on the scholarly research in education that understands the lived experience of the body as a legitimate but marginalized source of knowledge, and the cultivation of deeper access to embodied knowledge as an opportunity for students to develop a locus for authoritative knowing embedded in their own bodily experience. Because the body features prominently in the articulation of social difference, helping students become more attentive to the embodied interactions in the classroom also supports them to be more skillful in the navigation of power differentials in relationships with others.

Practices, methods, ideas, and topics engaged within this certificate's courses, by way of example, include: Body metaphors, nonverbal felt experience, embodiment, historical trauma.

- Students must complete 32 coursework credits based on course availability and certificate course mapping at the time of enrollment.
- Students have a maximum of two years from their initial date of enrollment to complete this certificate.

Please check with the Student Services Team regarding the availability of a specific certificate during the current academic year.

FACULTY

LILI GOODMAN FREITAS received her Bachelor's from Wesleyan College, her Masters from Case Western Reserve University, and her Doctorate from the University of Pennsylvania. Formerly

Department Chair of the Department of Liberal Arts at JFK University, and having served for many years as core faculty in the Consciousness, Health, and Healing program at Santa Monica University, Lili's research interests include soul-centered leadership and the uses of creative ritual to celebrate rites-of-passage through the life cycle.

DAVID SIBBETT received his bachelors from Occidental College and his masters from Northwestern university. He Is a distinguished process consultant recognized by the Organizational Development Network Award and is the Chairman of Grove Consultants International. David pioneered visual facilitation and is the author and coauthor of a series of books on visual facilitation and consultation.

MONICA SHARMA trained as a physician and epidemiologist, worked for the United Nations for more than thirty years. Currently, she engages worldwide as an international expert and practitioner on leadership development for sustainable and equitable change.

THOMAS MOORE received his Doctorate from Syracuse University. He is the author of the classic bestseller Care of the Soul and twenty other books, several of them bestsellers. He has been a monk, a musician, a university professor, and, for over thirty years, a psychotherapist practicing archetypal therapy with a spiritual dimension. For fifteen years he has taught psychiatrists and has worked closely with medical schools, hospices, and hospitals.

ED BIERY received his Bachelor's 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.

STACY BENTON received her Bachelor's from Xavier University of Louisiana, her Master's from the University of Illinois, and her Doctorate from the Illinois School of Professional Psychology. A licensed psychologist and Certified Alcohol and Other Drug Abuse Counselor (CADC), she has had extensive clinical experience in a variety of settings including substance abuse facilities, community mental health centers, hospital psychiatric units, and in school systems. Stacy has also taught in topics related to public health; her research interests include healthcare disparities and the treatment of issues of addiction.

ALAN BRISKIN received his Bachelor's from Goddard College and his Master's and Doctorate from the Wright Institute. He is co-founder of the Collective Wisdom Initiative is a leading voice in the field of organizational learning and development. Alan's work as an organizational consultant and researcher came to further fruition in his co-authored book, *The Power of Collective Wisdom*, which won the 2010 Nautilus Award in the category of Business and Leadership. Another co-authored publication, *Daily*

Miracles: Stories and Practices of Humanity and Excellence in Health Care, was chosen as the 2007 Book of the Year by the American Journal of Nursing.

KATHIA CASTRO-LASZLO received her Bachelor's and Master's from the Tecnologico de Monterrey, and her Doctorate from Saybrook University. Kathia is the Chief Creative Officer of Magenta Wisdom and the Founding Partner of the Journey Network. As a consultant, she is the facilitator and designer of innovative learning systems within corporations, educational institutions, and international communities. She is widely published on the topics of cultural healing, integral sustainability, evolutionary learning communities and leadership.

VIRGINIA CROSSLEYSMITH received her Bachelor's from Sonoma State, her Master's from CSU San Francisco and her Doctorate from Meridian University. Formerly on the clinical staff of Kaiser Permanente's Department of Psychiatry in both the Intensive Outpatient Therapy team and the Autism Spectrum Disorders team, where she provided education and advocacy for individuals and families, Virginia is a licensed psychologist and has maintained a private practice in California for over a decade.

ELIZABETH DEBOLD received her Bachelor's from Mt. Holyoke College and her Master's and Doctorate from Harvard University Graduate School of Education. She is a founding member of the Harvard Project on Women's Psychology and Girls' Development. She has served as the Academic Director of The Graduate Institute and Senior Editor of EnlightenNext. She is a leading authority on gender development and author of the bestselling, *Mother Daughter Revolution: From Good Girls to Great Women*.

DUANE ELGIN received his MBA from the Wharton Business School, has an MA in economic history from the University of Pennsylvania and is an honorary PhD for work in "ecological and spiritual transformation" from the California Institute of Integral Studies. Duane is an internationally recognized speaker, author, and social visionary. In 2006, he received the International Peace Award of Japan (the Goi award) in recognition of his contribution to a global "vision, consciousness, and lifestyle" that fosters a "more sustainable and spiritual culture." His books include: The Living Universe: Where Are We? Who Are We? Where Are We Going?; Promise Ahead: A Vision of Hope and Action for Humanity's Future, Voluntary Simplicity: Toward a Way of Life that is Outwardly Simple, Inwardly Rich, and Awakening Earth: Exploring the Evolution of Human Culture and Consciousness. With Joseph Campbell and other scholars he co-authored the book *Changing Images of Man*.

VANESSA FERNANDEZ-GONZALEZ received her Bachelor's from Nova Southeastern University, and her Master's and Doctorate from Carlos Albizu University. A specialist in psychological assessment, her clinical work includes cognitive assessment of study participants for clinical trials as well as frequent presentations for clinicians in neuropsychology. Her research interests include aspects of traumatic

brain injury, concussion, dementia and Alzheimer's disease, assessments, and cognitive rehabilitation.

JUSTIN FORMAN received his Bachelor's from University of Toledo, his Doctorate from Meridian University, and is a Social Cognition Specialist. A licensed psychologist in private practice, Justin's interests range from MAPS research, to EMDR, DBT, and rites of passage and initiation.

DIANNA GRAYER 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. She has published six children's books and a self-esteem workbook.

MEGGAN HARTMAN received her Bachelor's from Warren Wilson College, her Master's from Sophia University, and her Doctorate from Meridian University. In her work as a Pediatric Behavioral Sleep Specialist she specializes in helping mothers with postpartum adjustment issues navigate the complexities of motherhood. As a certified Purpose Guide, Meggan coaches individuals to realize and bring to fruition the depth of their life purpose. Her research interests include understanding cultures' impact on the mothering identity.

LAURENCE HILLMAN received his Bachelor's from Washington University, his Master's also from Washington University, and his Doctorate from Meridian University. His work spans executive coaching, consulting, and teaching in the areas of leadership development, archetypal psychology, and archetypal astrology. He is co-creator of Archetypes at Work, a method of leadership development used to assess and develop individuals and organizations. His publications include Planets in Play: How to Reimagine Your Life Through the Language of Astrology (Jeremy Tarcher/Penguin) and Archetypes at Work: Evolving Your Story, One Character at a Time (Matador, 2019).

JEAN HOUSTON (Chancellor) is a visionary researcher who has authored nearly 30 books and worked intensively in over 40 cultures, lectured in over 100 countries, and worked with major organizations such as UNICEF and NASA. Dr. Houston has served on the faculties of Columbia University, Hunter College, Marymount College, The New School for Social Research, and the University of California. She holds doctoral degrees in both psychology and religion. Since 2002, Dr. Houston has been working with the United Nations Development program, training leaders in developing cultures throughout the world.

RAMA MANI received her Bachelor's from Bryn Mawr College, her Master's from Johns Hopkins University, and her Doctorate from the University of Cambridge. She is Co-Founder of Rising Women Rising World. She has headed local and international organizations addressing conflict and injustice,

and acted as strategic advisor or Board director to foundations dealing with peace building, democracy and governance. She is the author of the book, *Beyond Retribution: Seeking Justice in the Shadows of War* and co-editor of the book, *The Responsibility to Protect: Cultural Perspectives in the Global South*.

MICKI MCCARTNEY received her Master's from Royal Roads University and her Doctorate from Meridian University. A key theme running though Micki's extensive background in higher education leadership is her experience developing resources for students from indigenous cultures. At Vancouver Island University, Micki developed the Indigenous Initiative for the British Columbia Assembly of First Nations, the Indigenous Leadership Program, and she oversaw a partnership program involving the university's Office of Aboriginal Education. Micki's teaching experience includes such courses as Indigenous Education and Career Exploration and Aboriginal Ecotourism. Micki's research interests include the survival and revitalization of indigenous cultures as well as bringing transformative learning methodologies to traditionally marginalized learners.

KIM NGO received her Bachelor's from Sonoma State University and her MBA from Golden Gate University. Chairperson of the Marin Asian Advocacy Project and fluent in Vietnamese (her first language) Kim's professional background includes senior management positions in financial institutions. Her research interests include economic empowerment, business education, and human rights.

GEORGE POR received his Bachelor's from Eötvös Loránd Tudományegyetem, and his Master's from Université Paris Vincennes (Paris VIII). George is a researcher in collective intelligence, the founder of *Community Intelligence,* and the online community, *Enlivening Edge: News from Next-Stage Organizations*. George offers strategic learning to visionary leaders in business, government, and civil society, and facilitates vertical development in people and organizations. His past academic posts include the London School of Economics, UC Berkeley, and the Université de Paris, and his consulting clients have included Climate and Development Knowledge Network, European Commission, European Investment Bank, Ford Motor Co., Global Leadership Academy, Greenpeace, Intel, International center for Organizational Design, Shell, Siemens, Unilever, UN Development Programme, World Business Academy, and the World Wildlife Foundation.

NICO ROENPAGEL received his Doctorate in Arts Education from the University of New South Wales in Sydney, Australia where he was also a member of its faculty for five years. In his work with the Forum for Meditation & Neuroscience, he established experimental connections between mindfulness and classical music, culminating in collaborations with two orchestras. His research interests include the integration of contemplative methods in higher education, mindfulness and embodiment-based approaches to emerging visions of new leadership, and the interplay of visual art and meditation. This last is addressed in his co-authored book, *The Mindful Eye: Contemplative Pedagogies in the Visual Arts*.

ALEXANDER SCHIEFFER received his Doctorate from the University of St. Gallen. He founded CELL: Center of Excellence for Leadership and Learning, a consultancy specializing in innovative design, leadership and transformation. He co-founded TRANS4M, a new Center for Integral Development with a focus on transformational education and innovative research. He is widely published in both academic and literary works. He has co-authored the books, *Transformation Management: Towards the Integral Enterprise, Integral Research and Innovation, Integral Economics*, and *Integral Dynamics*.

MELISSA SCHWARTZ received her Master's from Beacon College and her Doctorate from Rosebridge Graduate School (now Argosy University). Dually licensed as both a clinical psychologist and Marriage and Family Therapist, Melissa maintains a private practice as a consulting psychologist. She serves as a peer reviewer for the California Psychological Association's Office of Professional Development Provider Approval Committee and for the APA journal, *Psychology of Women Quarterly*. She also serves as a Subject Matter Expert for the California Board of Behavioral Sciences. Her interests include the psychology of women, adult development, and qualitative research.

STUART SIGMAN received his Bachelor's from Hunter College, and his Master's and Doctorate from the Annenberg School of Communications at the University of Pennsylvania. Stuart's background in higher education leadership includes his serving as founding dean of the School of Communication at Emerson College, dean of System-Wide Programs in Business and Management at Argosy University, and provost at Sofia University where he was also a member of the faculty. Other of his faculty experience includes his teaching at American Jewish University, Naropa University, Union Institute and University, and the State University of NY (SUNY Albany and Buffalo). Stuart is widely published on topics in communication studies including ethnographic methods, social communication approaches, and diversity in communication.

THOMAS STEININGER received his Doctorate at the University of Vienna with a special emphasis on consciousness and social evolution utilizing the work of Martin Heidegger and Ken Wilber. The founder of the German magazine, *Evolve*, Thomas also hosts the weekly web-broadcast, *Radio Evolve*, and pioneered the development of the Emerge Dialogue process, a collective process for creative engagement.

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.

TIM WILLISON received his Bachelor's from U.C. Santa Cruz, his Master's from C.S.U. Northridge, and his Doctorate from Meridian University. Tim maintains a private practice in California as a licensed MFT, and facilitates group counseling with the State Bar of California.

LISA HERMAN 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 maintains a private practice as a licensed Marriage and Family Therapist; her 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.

MARCO ROBLEDO received his bachelor's in business and economics, Master of Business Administration from Middlesex University, and Ph.D. in Economics from Universitat de les Illes Balears. Dr. Robledo is a Professor at the Universitat de les Illes Balears, where he has also held significant administrative roles including Dean of the Faculty of Tourism and Director of the School of Tourism. His research focuses on Strategic Management, Organizational Design, and the Future of Work, with a particular interest in new organizational paradigms such as teal organizations and B corps. A recognized leader in Integral Theory, Dr. Robledo's innovative 3D Management theory integrates profit, people, planet, and purpose, contributing significantly to the field of transformational tourism and sustainable business practices.

WEBB BLACK GARRISON III received his bachelor's in religious studies from Davidson College and both his Master's and Doctorate in Clinical Psychology from The Derner Institute of Advanced Psychological Studies at Adelphi University. Dr. Garrison is a licensed Clinical Psychologist in New York and New Mexico, with over twenty years of experience in private practice and educational settings. His extensive background includes teaching as an Adjunct Professor at Adelphi University, where he was honored as Adjunct Faculty of the Year in 2023. In addition to his academic contributions, Dr. Garrison actively engages in community wellness through mindfulness seminars and workshops, integrating his deep expertise in clinical and existential psychology.

PADDY PAMPALLIS is the CEO and founder of The Integral+ Africa (Institute)™ (I+ AI), The Integral Coaching Centre (PTY) Ltd, t /a The Coaching Centre (TCC) and co-founder of The Ubuntu Coaching Foundation™ which offers teaching of integral applications to leadership, life, students of coaching. She has spent time at various universities as a guest faculty and has presented numerous times for Integral conferences worldwide. She is on the council at Mc Gregor Wisdom School that is based on Integral Spiritual approaches and practical community wisdom, while engaging in grass roots practical wisdom offered to bridging the huge divides in habitats, structures, and education. She not only is a faculty and board member, but also an activist, psychologist/therapist, executive coach, supervisor, and consultant.

TYSHAWN JENKINS received his Doctorate in Business Administration focusing on Marketing and an MBA in Organizational Leadership from Thomas Edison University, and a BFA in Graphic Design from The College of New Jersey. He has extensive experience in marketing, public affairs, and education, having served as a Continuing Education Instructor at Camden County College and as Public Affairs and Media Manager for the West Windsor-Plainsboro School District. Dr. Jenkins has published articles on military operations and frequently presents on veteran mental health and physical fitness. He also serves as a clinical supervisor and consultant for various organizations, and is a dedicated advocate for the Wounded Warrior Project, contributing to numerous community service initiatives.

NNENNA NWANKWO received her Doctorate in Clinical Psychology from Pacific University. She has extensive experience in clinical settings, including working in the Veterans Affairs Southern Nevada Health Care System and the Department of Defense, where she provided psychological assessments and therapy. Dr. Nwankwo's research focuses on ethnic minority student retention and bullying behavior in youth. Additionally, she has published articles on faculty mentoring and clinical supervision. She currently serves as a Clinical Psychologist at the University of Wisconsin-Madison, offering individual therapy and conducting intake assessments for adults.

CAMILLE MICA received her Bachelor's in Theology and Psychology (Double Major) from Franciscan University of Steubenville, her Master's in Psychology from Meridian University, and completed her Doctorate in Psychology. As a Licensed Professional Counselor, Camille provides psychotherapy to adults and couples at Restore Psychotherapy and Wellness in Houston, Texas, utilizing an integrative depth psychology approach. In addition to her clinical work, she leads advocacy efforts for survivors of human trafficking through the Empower Her Network.

MARCELA URBAN holds a Ph.D. in Psychology from Meridian University, where she also earned her Master's degree. She has a Bachelor's degree in Elementary Education from UPJS in Slovakia and extensive training in Somatic Experiencing®, Systemic Constellations, and Expressive Arts Therapy. With over 11 years of experience, Urban works with Family Constellations, Sandplay Therapy, and Somatic Experiencing in individual and group settings. She is actively involved in community service focused on literacy and art for children.

PIER LUIGI LATTUADA earned his medical degree and specialization in Psychiatry from the University of Milan, Italy, and subsequently his Ph.D. in Behavioral Sciences. He further expanded his expertise by obtaining a degree in Gestalt Counseling and a specialization in Transpersonal Psychotherapy. Dr. Lattuada is the founder of the Integral Transpersonal Institute of Milan and served as the past president of the EUROTAS (European Transpersonal Association). He also developed the Biotransenergetics therapeutic method, which integrates spiritual and psychotherapeutic approaches. As an author, he has published over 20 books, his work extending into the training of psychotherapists and promoting a holistic and integrative approach to health and wellness that

embraces body, psyche, and spirit. Dr. Lattuada has been recognized for his contributions to the field with the prestigious Visionary Award at the International Transpersonal Conference.

SHANIQUA JOHNSON-PIERCE received her Doctorate in Education and is a Licensed Clinical Social Worker (LCSW) with extensive experience in providing psychotherapy to children, families, and couples facing challenges related to depression, trauma, substance abuse, and interpersonal relationships. Additionally, Shaniqua utilizes artistic expression to teach restorative practices and trauma-informed care. She also serves as a Consulting Mental Health Therapist at the Delaware Center for Justice, facilitating support groups for activists coping with racial trauma and social injustices, demonstrating her commitment to community engagement and mental health advocacy.

TARA CRONIN received her Master of Arts in Marital and Family Therapy, specializing in Art Therapy, from Notre Dame de Namur University and completed her Ph.D. in Psychology. She is a Licensed Marriage and Family Therapist, Licensed Professional Clinical Counselor, and Board Certified Art Therapist with over twenty years of experience working with vulnerable populations in school and community settings. Currently, Tara is the Clinical Director at Izzo Marriage and Family Therapy, overseeing school-based and outpatient services in San Mateo County. She has held supervisory roles at the Youth Service Bureau of the YMCA and Alternative Family Services. Tara is dedicated to education and mentorship, teaching psychological assessment and conducting clinical supervision. Her research interests focus on the integration of art therapy and the therapeutic benefits of creative expression.

LAUREN H. GOLDSTEIN is a licensed clinical psychologist and president of Gold Psych Services, where she oversees practice operations and provides psychological, psychoeducational, and neurodiversity testing and consultation. She earned her Ph.D. in Clinical Psychology (2006) and M.S. (2003), an MBA in Health Services Administration (2011), and a Professional Certificate in Learning Differences and Neurodiversity (2024). Since 2008, Dr. Goldstein has taught online and on campus at Strayer University, serving as Distinguished Professor since 2018 and contributing as a subject matter expert on neurodiversity and accreditation efforts. Her clinical work includes assessments and treatment related to ADHD, autism, learning disabilities, anxiety, and behavior disorders, and she has published peer-reviewed research in child psychology.

LISA JOHNSON is a psychologist and positive youth development specialist with a Ph.D. and M.A. from UC Davis. She currently serves as Adjunct Professor of Psychology at Philadelphia College of Osteopathic Medicine, where she develops and teaches graduate seminars, fosters critical thinking, and assesses student progress. She has extensive experience researching child, youth, and family stress and well-being in adverse contexts. Her work focuses on leveraging evidence-based programs to promote mental health and educational outcomes. Skilled in project management, data analysis and visualization, science communication, and curriculum design, she has authored multiple first-

author academic articles, led grant efforts, and created over 1,200 hours of instructional content across age groups.

LOCATIONS

SAN FRANCISCO BAY AREA CENTER

47 Sixth Street
Petaluma, California 94952
The San Francisco Bay Area Center hosts multiple conference-style classrooms, staff offices, and an outdoor space. Tables, chairs, printers, laptop computers, and standard office supplies are made available for on-site learners. Video conferencing systems which support audio and video are available in each classroom for hybrid learning.

LOS ANGELES CAMPUS

2450 Colorado Ave, Suite 100E
Santa Monica, CA 90404
The Los Angeles Campus hosts multiple conference-style classrooms, staff offices, and an outdoor space. Tables, chairs, printers, laptop computers, and standard office supplies are made available for on-site learners. Video conferencing systems which support audio and video are available in each classroom for hybrid learning.

BERLIN CENTER

Greifswalder Strasse 226
Berlin 10405
The Berlin Center offers coworking and event spaces for staff, faculty, and student use.

ATHENS CENTER

Ermou 56
Athen 10563
The Athens Center offers coworking and event spaces for staff, faculty, and student use.

JOHANNESBURG CENTER

Atrium on 5th, 9th Floor
5th Street, Johannesburg, 2196
The Johannesburg Center offers coworking and event spaces for staff, faculty, and student use.

SHANGHAI CENTER

501 Middle Yincheng Road
29/F, Shanghai Tower
Shanghai 200120
ADMINISTRATION & TRUSTEES
ADMINISTRATION
Jean Houston, PhD
Chancellor

Aftab Omer, PhD
President

Melissa Schwartz, PhD
Vice President of Academic Affairs

Rob Gall, MA
Administrative Director

Ed Biery, PhD
Program Chair, Psychology

Eleanor Criswell, EdD
Program Chair, Education
Meggan Hartman, PhD
Director of Assessment and Student Development

BOARD OF TRUSTEES
Susan Shaw, MSSA, LCSW, Chairperson
Eleanor Criswell, EdD, Vice Chair
Larry Robinson, MA, MFT
Irwin Keller, JD
Ed Biery, PhD
Rebecca Evert, MA

Melissa Schwartz, PhD
Chris Simmons, PhD

ACADEMIC AND ADMINISTRATIVE INFORMATION

LEARNING RESOURCES

Meridian's Research Library includes several leading research databases in the fields of psychology and education, and a specialized collection of books and videos relevant to integral-imaginal psychology, transformative learning, mystical philosophy, spiritual traditions, and related anthropological sources. The psychology section also includes psychological assessment materials. The electronic databases are provided by the American Psychological Association (APA) and the Education Resources Information Center (ERIC).

Meridian's Student Services Team is available to all students and faculty to assist with electronic retrieval of information and 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 these 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.

The Office of Student Assistance and Relief is available to support prospective students, current students, or past students of private postsecondary educational institutions in making informed decisions, understanding their rights, and navigating available services and relief options. The office may be reached by calling (888) 370-7589 or by visiting https://www.osar.bppe.ca.gov/.

DIRECT BORROWING PROGRAM AT NCCPL LIBRARIES

All active Meridian students are automatically eligible for NCCPL Direct Borrowing. The purpose of the NCCPL's Direct Borrowing Program is to enable current students and faculty of NCCPL libraries to have access to resources unavailable in their own institutions. This privilege is not provided for reasons of proximity, convenience, or for regular or long-term use. Students and Faculty are responsible for contacting the library to be visited and identifying themselves to library staff on arrival. Please consult the library information on this page before visiting and follow the registration and restrictions instructions. The following link will take you to the Collections of other NCCPL Graduate Psychology Libraries http://www.nccpl.org/members.html#member.

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 working in Meridian's learning management system, *Pivot*.

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:

- 2013 or newer
- Windows 8.1 or Windows 10

Apple Computer:

- Any 2013 or later model MacBook, Macbook Pro, iMac, Mac Mini or Mac Pro

Additional Hardware:

- Display: 1366x768 or better
- 40 GB Hard Drive
- CD/DVD Burner or 4 GB USB Thumb Drive
- Ink Jet or Monochrome Laser Printer
- WiFi or Ethernet Network Connection
- Built-In Speakers or Headphones
- Webcam
- Broadband Internet: 5 Mbps or Faster

Software Requirements:

- Microsoft Office 2013, 2016, or Office 365* or Office 2011 or 2016 (Apple OS X Only)
- Google Chrome* or Firefox*
- Adobe Acrobat Reader* (https://get.adobe.com/reader/)
- Adobe Connect Plug-in*
- Adobe Flash Plug-In (https://get.adobe.com/flashplayer/)*
- Oracle Java* (http://www.java.com)
- VLC media player 2.2.* (https://www.VideoLAN.org)

*Students should keep software up to date or install the latest version that is available. Computer specifications are reviewed and revised regularly. While every consideration is given to the needs of

students, Meridian reserves the right to require upgrades as needed. Adequate notice is given to students to allow time for implementing changes and upgrades as required.

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. It is also important to note that study and practice groups are initiated by students. These and other social events initiated by students are not Meridian University events, are not considered part of Meridian's programming, and as such participation is not required.

RESEARCH ETHICS AND INSTITUTIONAL REVIEW BOARD

All research conducted under the auspices of Meridian that entails human subjects, including research intended only for classroom use, needs to follow legal and ethical guidelines for the protection of human subjects. These guidelines are discussed at length in the *Dissertation Handbook* (for the Psychology and Education programs), the *Clinical Case Study Handbook* (for the Psychology Program), and the *Creative Action Project Manual* (for the Education and Business programs). These guidelines emphasize informing research participants of their rights, ensuring that participants freely give their consent to participate, and obtaining participants' written consent via the *Informed Consent* form.

The necessity for protecting human subjects extends beyond the research participants involved in the dissertation study and the subject-client of the clinical case study. Rather, this necessity extends to *any and all* human subjects involved in course assignments. For example, if a written assignment involves the student interviewing others, the interviewees must be informed of their rights to anonymity (via the use of pseudonyms) and of their right to discontinue the interview at any time. Depending on the nature of the interview, it might even be appropriate for the interviewee to sign a consent form; the format for these forms can be adapted from the template *Informed Consent* forms located in Meridian's *Dissertation Handbooks* (Psychology and Leadership); *Clinical Case Study Handbook* (Psychology); and the *Creative Action Project Manuals* (Business and Leadership).

Students should contact their course faculty for any concerns or questions that arise in conducting interviews entailing human subjects. If the faculty is unclear, they will consult with the Doctoral

Project Committee which reviews and approves students' work on doctoral projects and serves in an oversight capacity for faculty research. This committee carries out the function of an Institutional Review Board in the work of ensuring the protection and rights of human subjects.

ACADEMIC FREEDOM POLICY

Meridian University embraces the principles of academic freedom as outlined by the American Association of University Professors. Staff, faculty, 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.

NON-DISCRIMINATION POLICY

Meridian is committed to creating a pluralist learning community. We seek a diverse group of students, and welcome applications from all qualified individuals. Differences in age, economic status, race, ethnic background, religion, origin, gender, sexual orientation, physical challenge, political views, personal characteristics, and beliefs are all welcome. Meridian's non-discrimination policy covers admission, access, and all other aspects of the school's educational programs. If a student believes they have been subjected to any form of unlawful discrimination, please submit a written complaint to the Administrative Director.

TITLE IX COMPLIANCE

Title IX is a portion of the Education Amendments of 1972, Public Law No. 92-318, 86 Stat. 235 (June 23, 1972), codified at 20 U.S.C. sections 1681 through 1688. It states (in part) that:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Meridian investigates complaints by faculty, staff, students, and applicants who believe themselves to be harmed by sexual harassment or discrimination and harassment related to issues that have protected class status. Complaints should be addressed either through the informal Conflict

Resolution procedures or the Formal Grievance Procedures outlined in the student handbook.

DIVERSITY STATEMENT AND POLICY

Meridian maintains its commitment to creating a pluralist learning community through promoting and encouraging a diversity among its students, staff, and faculty; this commitment is considered 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 in the Meridian community: its staff, faculty, board, and students.

LAB REQUIREMENTS FOR STUDENTS RESIDING IN SPECIFIC US STATES

Students who reside outside of California but inside the United States are required to complete residential labs each academic year inside California.

CAMPUS SECURITY POLICY

In accordance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, the Department of Education requires all higher education institutions to track, report, and distribute this information each year (in the fall) to all students and employees. Statistics are available online at www.MeridianUniversity.edu/consumerinformation.

VACCINATION POLICY

Students are encouraged to be responsible for their well-being, however Meridian does not require vaccinations for its students. Please visit the Centers for Disease Control and Prevention website at www.cdc.gov.

DISABILITY ACCOMMODATION POLICY

Meridian complies with the Americans with Disabilities Act Amendments Act (ADAAA), Section 504 of the Rehabilitation Act, and state and local regulations regarding students and applicants with disabilities.

The goal of Disability Services at Meridian University is to equalize the learning environment for students with disabilities.

Students with disabilities are expected to meet the academic requirements and standards required of all students in Meridian's graduate programs. In order to assist disabled students in fulfilling the responsibilities of the program, every effort is made to provide reasonable accommodation. No otherwise qualified disabled student is, solely by reason of their disability, excluded from participating in, denied the benefits of, or subjected to discrimination in any academic, research, counseling, financial assistance, or other activity that Meridian provides.

STUDENT RECORDS AND RETENTION OF STUDENT RECORDS POLICY

The Family Educational Rights and Privacy Act (FERPA) helps protect the privacy of *student* education records and affords each *student* the right to inspect and review education records, the right to seek to amend those records and to limit disclosure of information from those records. Meridian University is the custodian of its *students'* education records. For details on students' rights and issues relating to disclosure of directory information, consult the current Student Handbook.

Meridian maintains a permanent record of all student transcripts and degree information, including:

1. The degree or certificate granted and the date on which that degree or certificate was granted.
2. The courses and credits on which the certificate or degree was based.
3. The grades earned by the student in each course. This information is kept indefinitely.

Meridian maintains current student records at its administrative offices for a period of not less than five years; transcripts are kept indefinitely. Requests for access to student records are made in writing to the Student Services Team and are signed by the authorized person(s) requesting access. Authorized persons include students or persons designated by students.

CREDIT HOUR POLICY

The credit hour is a measure of the amount of required work established by federal regulations to determine equivalency among accredited institutions of higher learning. It is represented in terms of the number of hours in the classroom or direct faculty instruction, as well as the minimum number of hours of out-of-class work needed for students to achieve the learning outcomes identified for a

course.

The online environment includes listening to or viewing online presentations, participating in the related group discussion forums, developing the longer posts for the week, plus out-of-class student work for each week of the quarter, for a 1:3 ratio between classroom and out of class student work.

Out-of-class work includes doing the required reading, conducting research for residential or online presentations, completing the final writing assignment for the course, etc. This practice is consistent with Master's and Doctoral-level expectations and fulfills the educational objectives recognized throughout the institution.

EVALUATION OF STUDENTS POLICY

Meridian's approach to evaluation emphasizes self-awareness, empathy, and collaboration in the learning process. Students do not receive traditional letter grades but instead are assigned one of the following at the end of each course: Pass (P), Low-Pass (LP), Incomplete (INC), and No-Credit (NC).

This grading policy reflects the University's commitment to transformative learning praxis, where standardized grades are viewed as oversimplifying the language used by faculty and students to talk about student learning and student achievement. Traditional grades or point systems provide a single hierarchical ranking-scale, representing learning in terms of a single set of letters or numbers that are static, discrete, and linear. While this can be an efficient way to evaluate varying kinds of student performance, learning -and in particular transformative learning- is a dynamic, continuous, and non-linear process. In the school's assessment process, grades are viewed as obscuring how learning is represented, i.e., traditional grading systems are at risk of missing who students are and what they are capable of. As such, students must receive feedback in ways that accurately convey their learning and the range and diversity of their skills, strengths, and what might be needed towards the further development of their capacities.

Student evaluation at Meridian takes place in the context of in-class transformative learning activities, transformative practice assignments, writing assignments, the quality of student posts, and exams that are assessed collaboratively by the student and their colleagues; all of these constitute a rich and multidimensional picture of student learning.

The Quarterly Academic Review, conducted four times each year by the Student Development Committee (after the Fall, Winter, Spring, and Summer quarters), enables the Student Development Committee to assess student progress, performance, and potential as degree candidates and practitioners.

During each Quarterly Academic Review, the academic performance and status of all students in each program is reviewed; each student is assigned an academic status of Clear, Concern, or Probation. Each review also assesses students' individual progress in their development of the capacities of Reflexivity, Empathy, and Collaborativity (REC), their development of Creative Inquiry Skills (Process Skills for Psychology; Communication/Facilitation Skills for Education; and Collaboration Skills for Business), their engagement with learning activities, their depth of practice, and their specific needs for individualized feedback and coaching. The specific information about capacity development comes from the particular program's faculty.

After each review students who are falling behind or at risk of doing so are contacted and notified of the committee's feedback, necessary remedial assignments, and/or other actions. Student academic performance is also reviewed in between Quarterly Academic Review cycles on an as-needed case-by-case basis.

At the summer Quarterly Academic Review, students who are in good academic standing are cleared to enroll for the following academic year.

SATISFACTORY ACADEMIC PROGRESS POLICY

The federal government requires that institutions, approved to offer Title IV aid, monitor each student's academic progress. This is done to ensure that students receiving financial aid are making what is called *Satisfactory Academic Progress*. To remain eligible for federal financial aid, students must meet all of Meridian's Satisfactory Academic Progress standards established for their specific enrollment status. These standards are separate from the academic standing policies set by the institution.

FOR STUDENTS ENROLLED IN COURSEWORK

For Coursework students, evaluation of Satisfactory Academic Progress (SAP) occurs on an annual basis once grades have been posted from the Summer quarter. SAP is also evaluated any time a student applies for Federal Student Aid. Satisfactory Academic Progress for coursework students has three standards - *quantitative*, *qualitative*, and *maximum timeframe*. Meridian University does not use the traditional GPA (grade point average) as a method of evaluation. Rather, the ratio of *successfully completed credits to total attempted credits* is examined for both qualitative and quantitative purposes, on a cumulative basis.

To remain eligible for financial aid, a minimum **67% of attempted units must be successfully completed**. Transfer credit ("TU") will be considered as both attempted and completed units. The grades of Incomplete ("INC"), No Credit ("NC"), Withdrawn ("W"), and multi-quarter courses in progress with grades pending ("MQC") will be counted as attempted units - and excluded from

completed units - until successful grades are posted to the transcript. This 67% benchmark serves as both a qualitative assessment of academic standing relative to institutional expectations as well as a quantitative assessment of progress towards completion.

The percentage of completed credits is calculated by dividing the number of successfully completed credits by the number of attempted credits, rounded up to the nearest integer. For example, if the student attempts 8 credits in the spring quarter but only successfully completes a total of 5 credits, the student has completed only 63% of attempted units and so is not maintaining SAP.

Students who do not make satisfactory academic progress will lose their financial aid eligibility until they again make SAP. For students who have lost aid, SAP will be checked quarterly to determine eligibility. If a student who has lost their aid is determined to be eligible again, they will receive any pending disbursements.

EXAMPLE: THE QUANTITATIVE AND QUALITATIVE STANDARDS IN PRACTICE

	COURSES AND GRADES	**SAP IMPLICATIONS**
FIRST YEAR - FALL QUARTER	Sarah takes four courses, each worth 3 quarter credits. Therefore she is *attempting* a total of 12 quarter credits. She passes three courses, but does not submit her final paper for the fourth course and therefore receives an "Incomplete" grade.	Sarah has *completed* 9 of the 12 quarter credits she attempted. Therefore she has completed 75% of attempted credits and is successfully "making SAP."
FIRST YEAR - WINTER QUARTER	Sarah takes three courses, each worth 3 quarter credits. Therefore she is attempting a total of 9 quarter credits. She passes one course, but gets a "No Credit" for the second course because she did not meet the attendance requirement. She gets an "Incomplete" for the third course because she did not submit the final paper.	Sarah has now attempted a total of 21 quarter credits and completed 12. Therefore she has completed 58% of attempted credits and is not making SAP. She has until the end of the spring quarter to resolve her incompletes and until the end of the summer quarter to be back to "making SAP."

FIRST YEAR - SPRING QUARTER	Sarah attempts two courses, each worth 3 quarter credits. She passes both. During the spring quarter, she also goes through the late paper submission process for the winter quarter course in which she received an "incomplete." Her grade for that course is changed to a "pass."	Sarah has now attempted a total of 27 quarter credits and completed 21 quarter credits. Therefore she has completed 78% of attempted credits and is successfully making SAP again.
FIRST YEAR - SUMMER QUARTER	Sarah attempts two courses, each worth 3 quarter credits. She passes both.	Sarah has now attempted a total of 33 quarter credits and completed 27. Therefore she has completed 82% of attempted credits and is successfully "making SAP." **The Annual SAP check, which takes place for all students at the end of the summer quarter, shows Sarah as successfully "making SAP. " This means that Sarah can proceed with the FSA process for the next academic year.**

FINANCIAL AID SUSPENSION STATUS

Students who fail to successfully complete a minimum of 67% of attempted units each year will lose eligibility for Federal Direct Unsubsidized and Grad PLUS Loans. These students will be notified in writing if/when their eligibility for federal aid is suspended.

For students who have lost aid, SAP will be checked quarterly to determine the possibility of the student having regained their eligibility for financial aid. As such, a student who loses their aid due to not making SAP may have their financial aid reinstated the following quarter if they are once again making SAP.

APPEALING FINANCIAL AID SAP STATUS

A student who is no longer eligible for Federal Student Aid due to failure to meet Meridian's SAP standards may appeal to have their financial aid reinstated for one quarter *if extenuating circumstances* have hindered academic performance. Appeals must be in writing and describe the basis for the appeal such as the death of a relative, an injury or illness of the student, or other special circumstance. The appeal should include an explanation as to what has now changed that would allow the student to demonstrate SAP by the end of the next quarter, as well as a proposed *Learning*

Agreement that provides a detailed explanation of how and when deficiencies will be resolved. The outcome of this appeal will depend on the nature of the circumstances, the quality of the documentation provided, and how well the student has demonstrated the ability to progress towards degree completion within a reasonable time period.

The appeal and the *Learning Agreement* are submitted to:
Financial Services Team
Meridian University
47 Sixth Street
Petaluma, CA 94952
(707) 765-1836
financialservices@meridianuniversity.edu

These materials are to be submitted within two weeks of being notified of losing financial aid eligibility. The Student Development Committee will review each student's appeal and proposed Learning Agreement to determine whether the SAP standards will be met and if eligibility for federal aid may be reinstated.

The following are examples of extenuating circumstances that can be considered for appeal, along with examples of documentation.

CIRCUMSTANCE	EXAMPLES OF APPROPRIATE SUPPORTING DOCUMENTATION
The death of a family member, relative, or significant person in the student's life	Copy of an obituary or death certificate
Significant injury or illness of the student	Physician's statement, police report, or hospital billing statement, and personal statement of the illness
A significant injury or illness of a family member, relative, or other such close person in the student's life	Physician's statement, police report, or hospital billing statement, and personal statement of the illness from the individual for whom the student provided care or support

Family difficulties such as divorce or separation of the student or student's parents	Court documentation or letter from the attorney in the case
Significant interpersonal problems with friends, roommates, or significant other	Written statement from an attorney, professional advisor, or other individual describing circumstances and personal statement to this effect

The Student Development Committee reviews appeals on a case-by-case basis to determine if the student qualifies for an extension. Reviews are completed within 15 working days from receiving all complete documentation from the student.

If this appeal is approved, the student will be eligible to receive financial aid for one quarter and will be placed on **financial aid probation**. Students will be notified via email of the outcome of their appeal.

ACADEMIC PROBATION

If a student has been placed on academic probation by the Student Development Committee, the student must develop a learning agreement that has been approved by the committee. During this academic probation period, a student may remain eligible to receive financial aid.

Students who fail to meet the requirements of their learning agreement are required to meet with the Student Development Committee. The committee may extend the student's academic probation (as opposed to administrative withdrawal) but during this academic probation period the student is not eligible to receive further financial aid.

FOR PHD STUDENTS ENROLLED IN THE DISSERTATION PERIOD

All eligible financial aid recipients entering the dissertation phase of the PhD program will be awarded financial aid on a borrower-based academic year. This means that from the time the eight-quarter PhD dissertation period begins, financial aid will cover four consecutive quarters, twice.

Students who are completing their dissertation during the eight quarter PhD dissertation period demonstrate SAP by submitting acceptable written work to their dissertation committee chair and advisor, as follows:

- Upon completion of the first four quarters of the eight-quarter PhD dissertation enrollment period, the financial aid office will confirm your active participation in the dissertation process. Active participation is defined as the submission of written materials beyond the

dissertation proposal as well as ongoing consultation with your dissertation committee. The committee chair must confirm that such progress has occurred via the chair's submission of the *Active Participation* form.

- Once active participation is confirmed, the student may be eligible for additional financial aid during the second year of the two-year clock.

At the end of the eight quarters of the PhD dissertation enrollment period, in order to be making SAP, a student must at minimum have submitted the dissertation's Chapter Four in order to receive aid during a third year of PhD dissertation work.

Students who find that additional time beyond the eight quarters is necessary for completion of the PhD dissertation must enroll in the extended four-quarter clock. In order to make SAP to remain eligible to receive aid during a third year of PhD dissertation work, the student must at minimum have submitted an acceptable draft of the dissertation's fourth chapter (the Learnings Chapter). The committee chair must confirm that such progress has occurred via the chair's submission of the *Learnings Chapter Submission* form to the financial aid office.

Requirements for the dissertation's fourth chapter are defined by each program and are included in the program's *Dissertation Handbook*. It is the student's responsibility to stay in contact with their committee and to follow-up on the progress of their chapter four approval.

Financial aid is not available beyond the third year of PhD dissertation work.

PhD dissertation students completing the dissertation are considered to be in progress and will be counted as attempted credits; students will not receive completed credits until the student completes their dissertation.

All pending financial aid will be canceled once the final draft of the dissertation is approved.

FOR PSYD STUDENTS ENROLLED IN THE CLINICAL CASE STUDY (CCS) PERIOD

All eligible financial aid recipients entering the clinical case study phase of the PsyD program will be awarded financial aid on a borrower-based academic year. This means that from the time the four-quarter PsyD clinical case study period begins, financial aid will cover four consecutive quarters.

Students who are completing their clinical case study during the four quarter PsyD clinical case study period demonstrate SAP by submitting acceptable written work to their CCS advisor, as follows:

- Upon completion of the first two quarters of the four-quarter PsyD clinical case study enrollment period, the financial aid office will confirm your active participation in the clinical case study process. Active participation is defined as the submission of written materials

beyond the first two clinical case study chapters, as well as ongoing consultation with your advisor. Your advisor must confirm that such progress has occurred via their submission of the *Active Participation form.*

Students who find that additional time beyond the four quarters is necessary for completion of the PsyD clinical case study must enroll in the extended four-quarter clock. In order to be making SAP to remain eligible to receive aid during a second year of PsyD clinical case study work, the student must at minimum have submitted an acceptable draft of the clinical case study's first three chapters. The clinical case study advisor must confirm that such progress has occurred via the advisor's submission of the *Three Chapter Draft Submission* form to the financial aid office.
Requirements for each of the clinical case study chapters are included in the program's *Clinical Case Study Handbook*. It is the student's responsibility to stay in contact with their advisor and to follow-up on the progress of their three-chapter draft approval.

Financial aid is not available beyond the second year of PsyD clinical case study work.

PsyD students completing the clinical case study are considered to be in progress and will be counted as attempted credits; students will not receive completed credits until the student completes their clinical case study.

Please be aware that all pending financial aid will be canceled once the final draft of your clinical case study is approved.

MAXIMUM TIMEFRAME

The length of time that the student can remain eligible for Federal Student Aid is measured in terms of credits attempted. Students may not attempt more than 150% of a program's length (e.g., for a 60 credit program, the student may not attempt more than 90 credits).

The following chart lists the maximum number of credits a student may attempt in the process of completing their degree:

DEGREE PROGRAM	TOTAL CREDITS REQUIRED	MAXIMUM NUMBER OF ATTEMPTED CREDITS ALLOWED
PhD Psychology	**133**	**271.5**

PhD Psychology (Advanced Standing)	**117**	**225**
PsyD Clinical Psychology	**133**	**249**
PsyD Clinical Psychology (Advanced Standing)	**117**	**202.5**
MA Counseling Psychology	**92**	**157.5**
MA Psychology	**64**	**97.5**
EdD Organizational Leadership	**92**	**135**
MEd Educational Leadership	**64**	**90**
MBA Creative Enterprise	**64**	**90**

SCHEDULED COMPLETION DATE, MAXIMUM TIME TO COMPLETE AND NORMAL TIME TO COMPLETE

The Scheduled Completion Date noted in the Enrollment Agreement is the Maximum Time to Complete allowed by Meridian for degree completion in the specified program.

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.

ADVANCEMENT TO CANDIDACY POLICY

Advancement to Candidacy is awarded when a doctoral student has completed all preparatory phases of their doctoral work and is ready to enter the culminating task of the doctoral process, that of completing the dissertation (PhD and EdD students) or the clinical case study (PsyD students). Doctoral students are advanced to candidacy once all of the following requirements have been met:

PSYCHOLOGY

- All coursework is completed.
- Fieldwork and psychotherapy requirements are completed.
- Dissertation Proposal has been successfully defended (PhD) or the first three chapters of the Clinical Case Study have been successfully completed.
- Financial obligations have been met.

EDUCATION

- All coursework is completed.
- Creative Action Project and its associated final paper are completed.
- Dissertation Proposal has been successfully defended.
- Financial obligations have been met.

After certain thresholds, the student's record is proactively reviewed to assess whether the student qualifies for Advancement to Candidacy. These thresholds take place after the Proposal has been successfully defended (for PhD and EdD students) and after the first three chapters of the clinical case study have been completed. If other requirements needed for Advancement to Candidacy have not yet been met at the time of this review, the student will not qualify for this designation. Once these requirements have been met and the student wishes to determine if Advancement to Candidacy can be granted, it is the student's responsibility to request this review.

In accordance with ethical standards, students who are advanced to candidacy may not represent themselves as "PhD or PsyD candidate," or "EdD candidate," nor publish information listing themselves as "PhD or PsyD (cand.)," or "EdD (cand.)," or "PhD (c), PsyD (c)" or "EdD (c)." All of these are potentially misleading to the non-academic public, potentially appearing as if the student has already earned the PhD, PsyD, or EdD. However, calling one's self a "doctoral candidate," is certainly acceptable.

ATTENDANCE POLICY

Although students are required to attend all scheduled hours for each course, extenuating life circumstances may require students to be absent upon rare occasion.

Meridian University requires that, once registered for a course, a student makes ongoing, timely progress towards completing the course, per the schedule for the course. All students are responsible

for maintaining contact with the course faculty, keeping up with required online engagement, and attending all scheduled Transformative Learning Lab blocks.

Calculation of Attendance Requirements
The minimum requirement for course attendance is 80% of the course hours.

The determination of *total course hours* for a given course, for the purpose of attendance, is based on the number of engageable online course activities as well as the number of Transformative Learning Lab course blocks, if applicable to the course.

The number of course hours *considered to be attended by a student* is based on faculty's assessment of the quantity, quality, and sufficiency of the student's online engagement as well as the number of Transformative Learning Lab course blocks attended by the student, if any were conducted.

Students who do not meet the attendance requirement for a course will receive a "No Credit" grade. Students who show a pattern of excessive absence are contacted by the Student Development Committee.
Transformative Learning Lab course blocks and engageable online course activities are assessed separately. A student has failed to meet the attendance requirement for a course if *either* the Transformative Learning Lab block or online attendance percentage is below 80%.

Transformative Learning Lab Absence Procedure
In the event students are unable to attend class, students in onsite Transformative Learning Lab coursework are responsible for notifying both their course faculty and administrative staff by:

- Emailing faculty individually (faculty's email address is always on the course syllabus); and
- Creating a Student Services Request for the Student Services Team

Student illness or family emergency during a Transformative Learning Lab can result in a student missing an entire day or more of the Transformative Learning Lab. Such absences are reserved *only* for sudden illness or emergency and are assessed on a case-by-case basis by the Student Development Committee.
Obtaining and completing any required make-up work for missed course blocks is the student's responsibility.

Online Coursework Attendance Guidelines
Attendance in online courses is characterized by regular student postings and regular completion of weekly course assignments. Students should expect to login several times each week to complete the discussion questions and assignments. Students are expected to plan for 100% online class participation, as they will achieve the most learning via their active participation in the online

discussions. Students must post responses and assignments at least two different times each week in order to maintain regular contact with faculty and active course engagement.

Should the student fall behind for an entire week, the student is responsible for contacting the course faculty to explain their absence and advise the faculty as to their plan for catching up promptly and completely.

LEAVE OF ABSENCE POLICY

Financial aid awards may be reduced or canceled if the student fails to maintain required registration status, so it is important that students speak with the Financial Aid Office before reducing one's course load or changing registration or enrollment status.

LEAVE OF ABSENCE
In order to remain a coursework student, students must stay continuously registered. Leaves of Absence are discouraged as they disrupt the continuity of the learning experience. However, if illness or other serious circumstances occur that prevent a student from continuing in their program (e.g. death of a family member, financial crisis, illness) the student may apply for a Leave of Absence. During a Leave of Absence:

- The student does not receive services.
- Students in the Psychology programs may not use any psychotherapy hours accrued during the leave towards the graduation requirement, nor accrue fieldwork hours.
- Students in the MBA program may not accrue hours towards their Creative Action Practicum.

Depending on the length of the leave, the courses remaining for the student to take, and the current quarter's course offerings, the student may not be able to return back precisely when they wish to do so to resume taking the specific courses they need. This may result in the student needing to delay their re-entry in order to wait until certain courses are next available.

A Leave of Absence may be requested for a minimum of one quarter and may not exceed one academic year. The effective start date is the first day of the upcoming quarter. **The request for a Leave of Absence must be submitted at least six weeks prior to the start of the quarter for which the leave is to begin.** The request may not be submitted more than one quarter prior to the requested start date.

Requests for a Leave of Absence submitted after the first day of a quarter are denied except in rare cases of documented personal crisis which prohibited the student from making the request in the proper time frame (such as a death in the family or a health crisis). Such crises notwithstanding, the student's options after the start date of a quarter are to withdraw or to proceed with their courses for the quarter.

When the approved Leave of Absence has expired, the student must return to the program in which they are enrolled, or they will be subject to administrative withdrawal. Students who take an

unapproved leave will be administratively withdrawn and need to seek readmission should they wish to complete their degree at Meridian.

Lenders will be notified through the National Student Clearinghouse of the last date of attendance and the repayment terms and conditions of the loan will begin.

INITIATING A LEAVE
To request a Leave of Absence, the student submits a **Leave of Absence Application** along with the leave of absence fee. The application must include the student's specific personal circumstances for requesting the leave. The *Leave of Absence Application* is reviewed by the Student Development Committee and may require 20 to 30 working days for evaluation.

RETURNING FROM LEAVE
To return from leave, the student must submit a written request for return **at least six weeks prior** to the beginning of the quarter in which the student intends to return. Requests to return are reviewed based on financial and academic clearance and include the Student Development Committee's review. (Submit this request for return to the Student Services Team: studentservices@meridianuniversity.edu)

Students requesting to return from a Leave of Absence must be cleared to register and may be asked to complete a return-from-leave interview.

In some cases, students returning from a Leave of Absence may be required to take additional coursework which was not specified at the time the Leave was initiated. Such additions may lengthen a student's coursework requirement by as much as one year, in addition to the length of the leave itself.

A student who is on academic probation will not meet the terms of probation if the leave is not part of the approved academic plan upon which the probation is based.

It is the student's responsibility to track the availability of courses required for graduation and how a leave may impact their estimated completion date.

Students who have outstanding coursework (Incomplete grades) from their last quarter of attendance will need to submit their late work for each such incomplete course **within five calendar days from the start of the quarter in which the student returns.**

ADMINISTRATIVE LEAVE OF ABSENCE
Typically, the student initiates their own request to the Student Development Committee for a Leave of Absence. However, on occasion as an outcome of an academic review, the Student Development Committee may require that the student take an *Administrative Leave of Absence* (ALOA). An ALOA is for a specific period of time during which no student fees are charged.

The Student Development Committee chooses this option when the student's success at Meridian would be better enabled through learning and development in contexts other than Meridian. The committee makes recommendations for learning during the period of the ALOA and specifies

conditions for return to study at Meridian.

The student is supported to return from an ALOA after a review by the Student Development Committee, during which the student's responses to the committee's recommendations and conditions are assessed.

IMPLICATIONS AND LIMITATIONS ON LEAVES OF ABSENCE FOR FEDERAL STUDENT AID RECIPIENTS

Students who have federal loans (called *Title IV Federal Funds*) and who are requesting a Leave of Absence should be aware of the following:

- While Meridian academic policy does permit students to take approved leaves of absence, per Federal Student Aid (FSA) regulations, the student is reported to the Department of Education as withdrawn from the University as of the effective date of their approved Leave of Absence.
- Students who have FSA awards who take a Leave of Absence will need to complete Exit Counseling as required by federal regulations and should be aware of additional implications regarding their aid from Meridian and previous institutions described directly below:
    - If the leave exceeds 180 days, the student's "grace period" will end and the federal loan(s) received while enrolled at Meridian will immediately enter requirements for repayment.
    - If a student has any prior financial aid where the grace period for this prior aid has already ended, repayment of those loans will start immediately based on the effective date of the student's Leave of Absence.
    - The *Return of Title IV Federal Funds* process will be initiated based on the effective date of the student's change of enrollment status (i.e., Day One of the student's leave). See *Return of Title IV Federal Funds* below in this policy for information on the timeline of calculation and return of federal funds to the Department of Education.

All financial aid recipients must complete Exit Counseling as required by federal regulations. Lenders will be notified through the National Student Clearinghouse of the last date of attendance and the repayment terms and conditions of the loan will begin.

INITIATING A LEAVE

To initiate a Leave of Absence, the student submits a **Leave of Absence Application** along with the leave of absence fee. The application must include the student's specific personal circumstances for requesting a Leave of Absence. Tuition and all fees continue to accrue until the *Leave of Absence Application* and fee are received. The *Leave of Absence Application* is evaluated by the Student Development Committee and may require 20 to 30 working days for evaluation.

RETURNING FROM LEAVE

To return from a Leave of Absence, the student must submit a written request at least six weeks prior to the beginning of the quarter in which the student intends to return. Requests to return are reviewed based on financial and academic clearance and include the Student Development Committee's review. (Submit this request for return to the Student Services Team: studentservices@meridianuniversity.edu)

Students applying for a return from a Leave of Absence must be cleared to register and may be asked to complete a return-from-leave interview.

In some cases, students returning from a Leave of Absence may be required to take additional coursework which was not specified at the time the Leave was initiated. Such additions may lengthen a student's coursework requirement by as much as one year, in addition to the length of the leave itself.

A student who is on academic and/or financial aid probation may not meet the terms of probation if the leave is not part of the approved academic plan upon which the probation is based.

It is the student's responsibility to track the courses they have missed over the period of their leave. The Student Development Committee may specify that some of these missed courses can be taken at another graduate institution to be transferred into the student's record. Prior to starting a course taken elsewhere, the student is advised to submit a description of the course, to make sure that it would be acceptable to transfer in against the course they missed.

Students on financial aid should be aware that disbursements of student loan funds and in-school deferment statuses are affected by leaves of absence. (See "Implications and Limitations on Leaves of Absence for Federal Student Aid Recipients" above.)

WITHDRAWAL

STUDENT-INITIATED WITHDRAWALS

Students are encouraged to consult with Academic advisors or other administrative or financial personnel prior to withdrawal in order to receive support in the decision-making process and to discuss any possible options that are alternative to withdrawal.

If a student, however, decides to withdraw from their program, the student must submit a signed, written statement to academicrecords@meridianuniversity.edu or studentservices@meridianuniversity.edu, which addresses the reasons affecting the decision for withdrawing.

Student-initiated withdrawals are effective as of the first day received by Meridian administration, except in the case of a student who requests to withdraw while still on leave. When a student-initiated withdrawal request is made while the student is on leave or immediately upon return from leave, the withdrawal date will be the date the student began the leave of absence. Students may also request to be withdrawn effective as of a future date, such as at the end of a quarter.

ADMINISTRATIVE WITHDRAWALS

A student will be withdrawn when academic engagement cannot be confirmed or for other reasons per the Administrative Withdrawal policy in the Student Handbook, even if the student has not notified the Student Services Team of their wish to withdraw. The withdrawal date will be the last date of confirmed academic engagement, as determined by the Student Services Team in compliance with applicable policies and regulations. Based on the effective date, the student may receive a prorated refund.

REQUEST FOR RE-ADMISSION

Meridian welcomes applications from earlier students interested in returning to complete their degree.

If a withdrawn student wishes to return to the University, they do not submit the regular Admissions Application but instead submit the Application for Readmission, which is submitted along with the readmissions fee via the University's website.

The Readmissions Application requires the submission of a Personal Statement discussing in detail the personal circumstances at the time of withdrawal, the person's academic goals now - at the time of seeking readmission - and to discuss in what ways their circumstances have now perhaps changed to permit timely completion of program requirements (1 page, minimum).

The readmissions process entails assessment of the student's academic record by the Student Development Committee for potential return. If readmissions is a possibility, the committee will then map out a plan for completion of coursework which is sent to the student for review. The Committee's decision is based on the academic, and other circumstances relevant to the students' prior withdrawal. Re-admission requests are subject to review; acceptance is not automatic or guaranteed. The University may require that additional conditions - beyond those of the degree program's current graduation requirements - be met.

Students must be in good financial standing in order to re-enroll. All past due tuition and fees must be paid in advance of readmission. No student will be re-admitted without first settling their financial obligations to the University.

The Student Services Team will be available to provide guidance regarding re-enrollment dates, academic offerings, financial considerations, and other variables related to a return to the University. The Student Services Team will notify the student of the outcome of the request for re-enrollment, and any conditions upon readmission.

The readmissions process varies based on the circumstances of the student's prior enrollment. The process may include an interview with one or multiple members of the Student Development Committee and/or one or multiple designees. The process may include additional steps and requirements and may require the student to make certain agreements for their progress and/or adherence to professional conduct standards. The Committee is authorized at its discretion based on its academic judgement to assess and enforce additional requirements given the challenging nature of Meridian's graduate-level degree programs.

INTEGRITY POLICY

Students are expected to perform with academic and personal integrity in all aspects of their graduate program. Academic dishonesty includes such practices 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, 8th 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."

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), who will then bring it to the Student Development Committee. 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's graduate programs. (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.

PEER-TO-PEER FILE SHARING, INTELLECTUAL PROPERTY AND COPYRIGHT POLICIES

COPYRIGHT INFRINGEMENT

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

Copyright infringement by college and university students has been so widespread that there are specific provisions in federal legislation to deal with this issue. Copyright rules for education and academia are not stringent. However, they serve as a guideline regarding current practices in higher education regarding intellectual property. Students are personally responsible for complying with copyright law.

It is important students review the copyright rules found on the U. S. Copyright Office website http://www.copyright.gov and understand the following terms:

- Copyright laws and regulations
- Public Domain (for updated information about Public Domain materials, consult the U. S. Copyright Office website)
- Fair Use: Fair Use is not clearly defined and is often is only defined in individually in legal cases. Judges consider these four factors:
    1. The purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes.
    2. the nature of the copyrighted work.
    3. the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
    4. the effect of the use upon the potential market for or value of the copyrighted work.

ACTIONS TAKEN

If Meridian is informed of a suspected copyright infringement, the following steps will be taken:

1. The student's access to the network will be blocked.
2. The student will be notified they are in violation.
3. The Academic Records Office will be notified of the violation.
4. The student must call or email the Academic Records Office to set up an appointment.

5. Before meeting with a member of the Student Development Committee, the student must:

- Remove the copyrighted material from the computer.
- Remove any peer-to-peer file sharing software.
- Read the Digital Millennium Copyright Act and Policy.

Once these tasks are completed, the student must meet with a member of the Student Development Committee in-person to discuss the violation and the student's understanding of the DMCA policies. After the Student Development Committee is satisfied that the student is in compliance with the policies, they will ask IT Services to restore the student's access to the network.
The illegal distribution of copyrighted music, movies, television shows, text files, and software is a pervasive problem. The most problematic of copyright infringement are peer-to-peer file sharing systems. Peer-to-peer (P2P) file sharing applications are used to connect a computer directly to other computers in order to transfer files between the systems. While P2P technologies have many legitimate uses, the primary use of P2P technology has been to copy commercial music and video files, without the copyright holder's permission, for personal enjoyment. Unauthorized file sharing violates the Copyright Law.

THE PENALTIES
Students cannot share any file for which they do not have distribution rights. The use of file sharing programs for copyright protected material can have major consequences for students, including civil and criminal penalties. See Civil and Criminal Penalties for Violation of Federal Copyright Laws below for a more detailed explanation. For example, if a song was sent to ten people, the sender may face statutory damages of up to $1,500,000. In addition to civil liability, there is potential criminal liability in copyright cases, with penalties depending on the number and value of products exchanged. While some lawsuits brought by copyright owners against students can settle for much less, they still have involved settlement amounts of as much as $17,000, plus attorney fees.

PEER-TO-PEER FILE SHARING

Unauthorized distribution of copyrighted material, whether downloading or sharing out, using the Meridian's network is a violation of Meridian's Internet Use Policy. It is also a violation of US civil and criminal law under the federal Copyright Act. If Meridian receives an official notice of copyright infringement under the terms of the Digital Millennium Copyright Act (DMCA), we are obligated as a service provider, and as a university under the terms of the Higher Education Opportunities Act, to take action.

ALTERNATIVES TO ILLEGAL FILE SHARING
Below are services that grant legal and affordable access to copyrighted material.

Last.fm is an Internet radio and music community website, which includes a music recommendation system that learns what kind of music listeners may like. www.last.fm

- Pandora is an Internet radio and music recommendation service created by the Music Genome Project that allows listeners to search for a song or artist and plays similar music. www.pandora.com

- Hulu is a website for streaming free, high-quality video of TV shows, movies, and video clips. This service offers content from NBC, Fox, Comedy Central, PBS, USA Network, Bravo, Fuel TV, FX, Sci- Fi, Style, Sundance, G4, and Oxygen… and the selection is growing! www.hulu.com

- SHOUTcast is a collection of online radio stations. www.shoutcast.com

- Live365 is an Internet radio network that allows users to create their own radio stations and listen to other curated stations. www.live365.com

- The Recording Industry Association of America is the trade group that represents the U.S. recording industry. Visit this site to learn where to get music online without breaking the law. www.riaa.com

INTELLECTUAL PROPERTY POLICY

Intellectual Property is defined as all ideas, information, and knowledge that have been created by human beings. Like physical property, intellectual property is protected by law. Students' written work, for example, is protected by intellectual property rights; as such, faculty may not duplicate or distribute students' written work without the student's permission. Similarly, in-person and online course content, including lecture notes, spoken recordings, lectures, directions for online posts, assignments, and learning activities are also protected from unauthorized use, as is content in all Meridian publications such as handbooks. Dissertations and clinical case studies cannot receive final approval or be published if they violate these standards. (See *Academic Integrity policy* as well.)

Students may not distribute or sell lecture notes, directions for posts, assignments, and/or learning activities, or other content from any Meridian course (in-person or online) or publication. Additionally, students must always give appropriate and accurate attribution to Meridian faculty and other theorists in their written work, which is further addressed below.

TEACHING AND THE DISTRIBUTION OF KNOWLEDGE

Faculty are encouraged to reference third-party scholarly work in their teaching (both in writing and in class and only as legally permitted) as well as their own scholarly output and the University's curriculum as a whole.

When faculty reference their own intellectual property or the University's intellectual property in their teaching, they are not inherently providing any kind of approval or permission for student use of such property. In order to support faculty's freedom to teach and share in academic contexts, the University strongly defends its faculty with regard to intellectual property issues.

UNIVERSITY INTELLECTUAL PROPERTY

Meridian University's curriculum is proprietary and may not be duplicated, adapted, or exploited without written approval from Meridian University's Legal Affairs Team.

Meridian intellectual property includes all written course content and terminology provided within the Pivot learning platform or by other means unless such content is clearly attributed to a source external to the University.

Curriculum provided via class session teaching -- whether onsite or via video call -- is provided by University faculty based on the University's course outlines and rubrics and is the property of the University. Concepts and principles that are used in the teaching of Meridian courses generally include references to the University's own rubrics, learning outcomes, and other publications. This curricular content is owned by the University and must be regarded as such when it comes to academic reference and business enterprise efforts undertaken by students, faculty, and staff.

In addition to curricular property, University intellectual property also includes, but is not limited to, content on the website, the Pivot platform itself as a software application, the content of the Knowledge Base, and the brandmarks, logos, and various wordmarks created by the University.

ACADEMIC REFERENCES

Appropriate citation of University curricular content and documents in the context of academic writing for the sole purpose of academic publication is not a breach of this policy. Academic reference of University curriculum must be clearly and conspicuously cited using applicable bibliographic standards appropriate to the means of publication.

Prior approval does not need to be sought in order to cite University curriculum in academic publications. However, if the author is concerned that their writing and/or the use of Meridian curriculum in their writing: 1) may not be considered academic writing, 2) may not be considered academic publication, 3) may be for-profit, or 4) may breech confidentiality of student work, they should seek approval.

Publication that is related to the author's business purposes (e.g. a for-profit educational enterprise) is not considered academic publication and as such must be approved in writing by Meridian University's Legal Affairs Team, which may delegate such authority to the Student Development Committee in cases involving University students. Unapproved use of University intellectual property for for-profit purposes is a breach of this policy.

SEEKING APPROVAL

Students or alumni can write to studentservices@meridianuniversity.edu to initiate the Legal Affairs Team's review of their use of University intellectual property.

CIVIL AND CRIMINAL PENALTIES FOR VIOLATION OF FEDERAL COPYRIGHT LAWS

Failure to comply with copyright and intellectual property laws can result in a variety of consequences. In addition to cease-and-desist letters or lawsuits from copyright holders or companies, students may be subject to federal penalties such as injunctions, federally assessed damages and profits, seizures, forfeitures, recovery of legal costs, and criminal prosecution. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or “statutory” damages affixed at not less than $750 and not more than $30,000 per work infringed. For “willful” infringement, a court may award up to $150,000 per work infringed. A court can, in its discretion, also assess costs and attorney's’ fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense. For more information, please see the Website of the U.S. Copyright Office at: www.copyright.gov.

It is important that students understand the following terms:

- Copyright laws and regulations (http://www.copyright.gov).
- Public Domain: For updated information about Public Domain materials, consult the U. S. Copyright Office (http://www.copyright.gov).
- Fair Use: Fair Use is not clearly defined and often is only defined individually in legal cases. The four factors judges consider are:
    - The purpose and character of your use
    - The nature of the copyrighted work
    - The amount and substantiality of the portion taken
    - The effect of the use upon the potential market

(Source: Stanford Libraries and Academic Information Resources page, “Measuring Fair Use: The Four Factors” at http://fairuse.stanford.edu/Copyright_and_Fair_Use_Overview/chapter9/9-b.html#3)

DRUG AND ALCOHOL POLICY

Alcohol, cannabis, and illegal drugs are not permitted at any Meridian event. Students are not permitted to participate in or attend residencies or any other school event when under the influence of illegal drugs, cannabis, or alcohol. The use of alcoholic beverages, including during meal periods and breaks, is strictly prohibited.

Students are asked to include all pertinent information regarding medications on the Transformative Learning History form at the time of enrollment. In addition, students are asked to let the Director of Assessment and Student Development (DASD) know when they are taking any prescription medications not previously listed on the Transformative Learning History form. It is the student's responsibility to monitor their use of prescription medications during Meridian classes and events.

The Drug-Free Schools and Communities Act (as amended in Drug-Free Schools and Communities Act Amendments of 1989) in part requires that all members of the University be made aware of the health risks associated with the use of illicit drugs and the abuse of alcohol. Alcohol and illicit drug use and abuse are prohibited for multiple reasons: because of their demonstrated health risks associated with use or abuse, because of legal reasons, and/or, because their use interferes with the clarity needed for full, classroom participation (as in the case, for example, of simply having a glass of wine prior to one's evening class).

The DASD oversees student compliance with the Drug-Free guidelines. The office of the Administrative Director oversees employee compliance with the Drug-Free Policies and Procedures. Students who violate the provisions of the drug-free campus policy are subject to suspension or expulsion. This includes marijuana, which is illegal under federal law. Violating California state statutes may also subject the individual to criminal prosecution.

The use of drugs and alcohol can cause psychological dependence and interfere with memory, sensation, and perception. Drugs can impair the brain's ability to synthesize information. Regular users of illicit drugs can develop tolerance and physical dependence, which can produce withdrawal symptoms when the user tries to decrease their use. Psychological dependence occurs when procuring and ingesting the drug becomes central to one's life. The following list details the range of potential hazards associated with alcohol and drug use.

Alcohol

In moderate amounts, alcohol can cause dizziness, dulling of the senses, and impairment of coordination, reflexes, memory, and judgment. Increased quantities produce staggering, slurred speech, double vision, mood changes, and potential unconsciousness. Larger amounts can result in death. Long-term alcohol abuse and/or dependence causes damage to the liver, heart, and pancreas.

It can lead to malnutrition, stomach irritation, lowered resistance to disease, and irreversible brain or nervous system damage.

Symptoms can include glazed eyes, broken blood vessels in facial area, slowed motor coordination, and an enlarged stomach.

Marijuana
Marijuana use can lead to increased heart rate and impaired or reduced short-term memory and comprehension. Motivation and cognition can also be altered, and with extended use marijuana can produce paranoia and psychosis. Smoking marijuana can damage the lungs and pulmonary system. It is important to note that marijuana may contain more cancer-causing agents than tobacco. It can lower male sex hormones, suppress ovulation, cause changes in the menstrual cycle, and possibly cause birth defects.

Symptoms can include inappropriate laughter, bloodshot eyes, dry mouth and throat, a poor sense of timing, and increased appetite.

Cocaine and Crack
Cocaine—and its derivative, crack—produce dilated pupils and elevated blood pressure, heart rate, respiratory rate, and body temperature. Cocaine and crack can also cause insomnia, loss of appetite, tactile hallucinations, paranoia, and even seizures and death.

Symptoms can include muscle twitching, panic reactions, anxiety, numbness in hands and feet, loss of weight, a period of hyperactivity followed by depression, a running or bleeding nose, and sustained depression.

Barbiturates
In small doses, barbiturates produce calmness, relaxed muscles, and lowered anxiety. Larger doses cause slurred speech, a staggering gait, and an altered perception. Very large doses taken in combination with other central nervous system depressants, such as alcohol, can cause respiratory depression, coma, and sometimes death.

Symptoms can include poor muscle control, the appearance of being drowsy or drunk, confusion, irritability, inattentiveness, and/or slow reaction times.

Amphetamines
Amphetamine use can cause increased heart and respiratory rates, elevated blood pressure, and dilated pupils. Larger doses cause rapid or irregular heartbeat, tremors, and physical collapse. An amphetamine injection creates a sudden increase in blood pressure that can result in stroke, high

fever, and heart failure.

Symptoms can include weight loss, periods of excessive sweating, restlessness, anxiety, moodiness, and inability to focus. Extended use may produce psychosis, including hallucinations, delusions, and paranoia.

Hallucinogens

Hallucinogens (including PCP, LSD, Mescaline, Peyote, Psilocybin) cause dilated pupils, elevated body temperature, increased heart rate and blood pressure, as well as tremors. PCP (angel dust) interrupts the part of the brain that controls the intellect and impulsive behavior, and also blocks pain receptors. Violent episodes, including self-inflicted injuries, are not uncommon. Chronic users report memory loss and speech difficulty. Very large doses produce convulsions, coma, heart and lung failure, and/or ruptured blood vessels in the brain.

Symptoms can include moodiness, overt aggression, and violence. Individuals may become paranoid, experience hallucinations, and have time and body movements slowed. LSD users may experience loss of appetite, sleeplessness, confusion, anxiety, and panic. Flashbacks may also occur.

Narcotics

Narcotics (including Heroin, Codeine, Morphine, Opium, Percodan) cause euphoria, drowsiness, constricted pupils, and nausea. Other symptoms include itchy skin, needle or 'track' marks on the arms and legs, nodding, and loss of sex drive and appetite.

When withdrawing from the drug, sweating, cramps, and nausea occur. Because narcotics are generally injected, the use of contaminated needles may result in AIDS and hepatitis.
Symptoms of overdose include shallow breathing, clammy skin, and convulsions. An overdose may result in a coma or even death.

Drug and Alcohol Counseling and Treatment Resources

The following national organizations provide information for drug and alcohol counseling and treatment.

- Alcoholics Anonymous: www.aa.org
- Al-Anon: www.al-anon.alateen.org
- Narcotics Anonymous: www.na.org
- National Institute on Drug Abuse: www.drugabuse.gov

For local counseling and treatment resources, search for agencies in your community via your local Yellow Pages under "Drug Abuse and Addiction Treatment." You may also Google "Drug Abuse and Addiction Treatment" for resources in your area. Enabling incognito mode will keep your google search information private.

Should a student wish to seek individual advice and assistance regarding substance abuse from Meridian, they may do so by contacting substanceabuseprevention@meridianuniversity.edu. The email will be held in accordance with all laws and policies pertaining to student privacy and confidentiality.

Smoking Policy

Smoking is not permitted inside any Meridian office or classroom, or outside within 20 feet of any building. This includes vaping and e-cigarettes. Smoking is discouraged and restricted to designated smoking areas. Please do not smoke outside of these designated areas. Please carefully extinguish and throw away your cigarette butts in trash receptacles (for fire safety issues as well as being aware of the space we are inhabiting). Please also be aware of those individuals who do not smoke.

Applicable Legal Sanctions Under Federal, State, and Local Law

Local, state, and federal laws establish severe penalties for unlawful possession, manufacture or distribution of illicit drugs. The sanctions may range from a small fine and probation for minor infractions to imprisonment, fines, and seizure of property for felony convictions.
Laws governing the possession and abuse of alcohol vary from state to state and may carry substantial penalties. Drivers convicted of misdemeanor or felony DUI in the state of California can receive county jail or state prison sentences, fines, impoundment or forfeiture of vehicle, license restriction/suspension/revocation, an ignition interlock device requirement, or probation.

Notice of Penalties of Drug Law Violations

Federal law provides that a student who has been convicted of an offense under any federal or state law involving the possession or sale of a controlled substance during a period of enrollment for which the student was receiving financial aid shall not be eligible to receive any federal financial aid during the period beginning on the date of such conviction and ending after the interval specified in the following table.

Possession of a Controlled Substance:	**Ineligibility Period:**
First Offense	1 year
Second Offense	2 years

Third Offense	Indefinite
Sale of a Controlled Substance:	**Ineligibility Period:**
First Offense	2 years
Second Offense	Indefinite

A student whose eligibility has been suspended based on a conviction for possession or sale of a controlled substance may resume eligibility before the end of the ineligibility period if one of the following proceeds:

- The student satisfactorily completes a drug rehabilitation program that complies with the criteria prescribed in the federal regulations and includes two unannounced drug tests.
- The student successfully passes two unannounced drug tests conducted by a drug rehabilitation program that complies with the criteria prescribed in the federal regulations.
- The conviction is reversed, set aside, or otherwise rendered nugatory.

Please refer to the criminal convictions page for more information:
https://studentaid.ed.gov/sa/eligibility/criminal-convictions

CONCENTRATION FRAMEWORK

Concentrations at Meridian do not affect a student's graduation requirements, standards of assessments, or any other formal aspect of their degree completion framework.

Concentrations serve to shape a student's topical and professional focus in the following ways:

1. Establishes a subject area for student projects such as in-class assignments, capstone project, and doctoral projects.
2. Focuses a student's fieldwork/internship (if applicable to their degree program)
3. Provides a framework in which the student can effectively select elective courses, without restricting or prescribing specific elective courses.
4. Enables academic advisers to better support each student's professional goals by sharing relevant resources and guidance.

MULTIPLE ROLES POLICY

A culture of conviviality embraces and encourages multiple roles within relationships. In our relationships, an awareness of difference in the spheres of power and vulnerability is essential to sustaining conviviality. Meridian strives for a culture of conviviality that is contingent on conducting ourselves non-exploitatively in our relationships with one another.

Multiple role issues arising from our overlapping social engagements are an ongoing aspect of the Meridian community (such as knowing one another - or friends of others - from contexts other than Meridian). However, certain multiple role situations can engender complications that require necessary boundaries on some activities.

While transformative learning is not psychotherapy, like therapy, transformative learning - in all of Meridian's programs - depends on the careful and protected relation between students and their student colleagues, and between students, staff, and faculty. In consideration of this, Meridian seeks to maintain optimal conditions for transformative learning by specifying limitations to potential social and financial engagements between students, and between students and faculty, as follows:

BETWEEN STUDENTS

- Students may not become psychotherapy clients, supervisors, supervisees, employers, and/or employees of current Meridian students.

- Students may not solicit, charge, or accept a fee to or from other students for any services or products (e .g ., coaching, bodywork, editing papers, selling greeting cards, technology support, business coaching, etc .).

BETWEEN STUDENTS AND FACULTY

- Faculty and/or their psychotherapy interns may not accept current students as their private practice or agency clients. Note however, that faculty and doctoral students' engagement in research projects together with the aim of joint publication and presentations at conferences is an important area for collaboration between student and faculty.

- While faculty may be employed by the same agency or business as a student and at times may even serve as the student's direct supervisor (such as in a counseling agency for the Psychology program or a business for the MBA program), faculty may not directly employ students for their own business (including employment of Psychology students as psychological assistants.

- Conversely, faculty may not be employed by students, including employment as an independent contractor.

- Faculty may not make personal or professional solicitations of their clinical work, their business or organizational consulting services (or any other professional work), nor advertise their non-school activities, to students.

- Faculty are asked to exercise their best judgment as to the appropriateness of attending specific social occasions with students, each of which is context-specific. Faculty make these discernments, as appropriate. However, *conducting a social friendship and/or romantic relationship with a student is prohibited.*

In summary, Meridian policy prohibits faculty and staff from entering into sexual, client-therapist, employment, financial, friendship, and private supervisory relationships with students. The term *students* includes both coursework *and* continuation students. (Note that staff are only minimally mentioned in the above but must follow the same requirements as faculty; staff also have additional required boundaries that are specified in Meridian staff publications).
It is important to note a way in which faculty and doctoral students are indeed encouraged to develop collaboration through engagement in research projects, with the aim of joint publication and presentations at conferences.

SALE OF GOODS AND/OR SERVICES

Students may not sell goods and/or services to other students either online or at in-person Weekends/Weeks, and are not permitted to use other students' names, addresses, and/or email addresses for solicitation purposes. In certain instances, however, students may promote their products and/or services on a limited basis. In order to do this, the student must first receive approval for this promotion from the Student Development Committee. (Please also see Meridian's *Multiple Role* policy, directly prior).

SEXUAL HARASSMENT POLICY

Meridian is committed to maintaining an environment that fosters respect for differences and supports transformative learning experiences. Safety and trust are the cornerstones of such an environment, and as such, Meridian will not tolerate or permit any form of sexual harassment. Sexual harassment may consist of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, if:

- submission to the conduct or communication is either explicitly or implicitly made a term or condition of an individual's employment, work opportunity, education, or other benefit;
- submission to or rejection of the conduct or communication is used as a factor for employment decisions or other school-related decisions affecting an individual; and/or
- such conduct or communication has the purpose or effect of substantially interfering with an individual's work or school performance or creates an intimidating, hostile, or offensive work or school environment.

Sexual harassment can occur between staff to student, student to staff, student to student, staff to staff, female to male, male to female, female to female, and male to male. Administration will take prompt, equitable, and remedial action on reports and complaints that come to the attention of school personnel, either formally or informally. Allegations of criminal misconduct will be reported to the appropriate law enforcement agency.

Sexual harassment may include but is not limited to:

- Verbal harassment or abuse of a sexual nature
- Subtle pressure for sexual activity
- Inappropriate or unwelcome touching, patting, or pinching of a sexual nature
- Intentional brushing against a student's or an employee's body
- Demanding sexual favors accompanied by implied or overt threats concerning an individual's employment or educational status
- Demanding sexual favors accompanied by implied or overt promises of preferential treatment regarding an individual's employment or educational status
- Use of sexually or gender-degrading words or comments, verbal or written
- Display in the school, on school grounds, or at school-sponsored events of sexually suggestive pictures
- Leering of a sexual nature
- Spreading of sexual rumors

Engaging in sexual harassment will result in appropriate discipline or other appropriate sanctions against offending students, staff, or contractors. Anyone else engaging in sexual harassment on school property or at school activities will have their access to school property and activities restricted or revoked, as appropriate.

The school shall respect the confidentiality of the complainant and the individual(s) against whom the complaint is filed as much as possible, consistent with the school's legal obligations and the necessity to investigate the allegations and take disciplinary action when the conduct has occurred.

Retaliation is prohibited against any person who makes a complaint or is a witness under this policy and will result in appropriate disciplinary action against the person responsible for the retaliation. Individuals who knowingly report or corroborate false allegations will be subject to appropriate disciplinary action.

Each staff member is responsible to immediately report alleged discrimination and/or harassment to his/her supervisor or other appropriate school personnel. Staff members who fail to take prompt action to report allegations or violation(s) of this policy may be subject to disciplinary action up to and including termination.

In addition to sexual harassment, Meridian prohibits harassment of any of its students, faculty, or staff based on pregnancy, childbirth or related medical conditions, race, religion, color, national origin or ancestry, physical or mental disability, medical conditions, marital status, age, sexual orientation, or

any other basis protected by federal, state, or local law, ordinance, or regulation. This Sexual Harassment Policy applies to all persons involved in the operation of Meridian, and prohibits unlawful harassment by staff, students, or faculty.

HARASSMENT, INTIMIDATION, BULLYING, AND DISCRIMINATION POLICY

Meridian University is committed to maintaining a working and learning environment that provides for fair and equitable treatment, including freedom from bullying, harassment, intimidation, and discrimination of any kind. This policy includes anyone who engages in such behavior on school property, at school activities, or an electronic act through the use of cell phones, computers, personal communication devices, or other electronic gaming devices.

Harassment, intimidation, bullying, and discrimination may take many forms, including verbal aggression and name calling, physical aggression, relational aggression, as well as graphic and written statements, which may include use of cell phones, computers, or gaming systems, and other conduct that may be physically threatening, harmful, or humiliating. Harassment, intimidation, bullying, and discrimination include intent to harm, may be directed at a specific target, and typically involve repeated incidents. Harassment, intimidation, bullying, and discrimination create a hostile environment and will not be tolerated in Meridian University.

Such conduct or communication has the purpose or effect of substantially interfering with an individual's work or school performance and creates an intimidating, hostile, or offensive work or school environment. Harassment, intimidation, bullying and discrimination can interfere and limit a person's ability to participate in or benefit from the services, activities, or opportunities offered by Meridian University. Administration will take prompt, equitable, and remedial action on all reports and complaints that come to the attention of school personnel, either formally or informally.

Allegations of criminal misconduct will be reported to the appropriate law enforcement agency. Engaging in harassment, intimidation, bullying or discrimination will result in appropriate discipline or other appropriate sanctions against offending students, staff, or contractors. Anyone engaging in these behaviors on school property or at school activities will have their access to school property and activities restricted or revoked, as appropriate.

The school shall respect the confidentiality of the complainant and the individual(s) against whom the complaint is filed as much as possible, consistent with the school's legal obligations, state laws and policies, and the necessity to investigate the allegations and take disciplinary and/or restorative action to resolve the problem.

Retaliation is prohibited against any person who makes a complaint or who is a witness under this policy and will result in appropriate disciplinary action against the person responsible for the retaliation. Individuals who knowingly report or corroborate false allegations will be subject to appropriate disciplinary and/or restorative action. Each staff member is responsible for immediately reporting alleged harassment, intimidation, bullying or discrimination to his/her supervisor or other appropriate school personnel. Staff members who fail to take prompt action to report allegations or violation(s) of this policy may be subject to disciplinary and/or restorative action up to and including termination.

If you believe you have been harassed, communicate with the person and ask them to stop. If such communication is not possible or is ineffective, provide a written complaint to the Administrative Director as soon as possible, and within 180 days after the incident. Complaints should include details of the incident or incidents, names of the individuals involved, and names of any witnesses. The Administrative Director will promptly notify the person charged give them an opportunity to respond. The Administrative Director will undertake an expeditious, thorough, and objective investigation of the harassment allegations, and will take effective remedial action in accordance with the circumstances involved.

Meridian reserves the right to take whatever measures it deems necessary in response to an allegation of sexual misconduct in order to protect students' rights and personal safety. Such measures include, but are not limited to, modification of living arrangements, interim suspension from campus pending a hearing, and reporting the matter to the local police. Not all forms of sexual misconduct will be deemed to be equally serious offenses, and Meridian reserves the right to impose different sanctions, depending on the severity of the offense. Meridian will consider the concerns and rights of both the complainant and the person accused of sexual misconduct.

Any Meridian student, faculty member, or employee determined to be responsible for harassment will be subject to appropriate disciplinary action, up to and including administrative withdrawal or termination of employment.

If You Are Sexually Assaulted:

1. Go to a safe place and speak with someone you trust. Tell this person what happened.
    a. If there is any immediate danger, call 911 or the Administrative Director at (707) 765-1836 ext. 103.
2. Consider securing immediate professional support to assist you in the crisis.
    a. Sonoma County Rape Crisis Center: (707) 545-7270
3. For your safety and wellbeing, immediate medical attention is encouraged to evaluate for physical injury, sexually transmitted diseases, and pregnancy. Further, being examined as soon as possible, ideally within 72 hours, is important for evidence collection, which may be

used to support prosecution should you decide immediately or later to pursue criminal charges. The Rape Crisis Center will arrange for a specific medical examination. To preserve evidence, it is best that you do not bathe, shower, douche, or change clothes before that exam. Even if you have already bathed, you are still encouraged to receive prompt medical attention. Additionally, you are encouraged to gather bedding, linens, or unlaundered clothing and any other pertinent articles which may be used for evidence.

4. Even after the immediate crisis has passed, consider seeking support from a Rape Crisis Center.
5. Contact your Academic Advisor if you need assistance with academic related concerns, (e.g., missed classes or exams; requesting extensions regarding coursework). They will report your concerns to the proper departments.

For a list of state anti-bullying laws and policies please visit **www.stopbullying.gov**.

ACADEMIC PROBATION POLICY

Students may be placed on Academic Probation due to significant deficiencies in their academic performance. This decision is made by the Student Development Committee. A student is subject to Academic Probation when one or more of the following conditions apply:

- Three or more Low Passes (LP).
- Three or more No Credits (NC).
- Three or more Incompletes (INC).
- A combination of the above (LP, NC, INC), totaling three or more.
- Deficiencies identified in fieldwork performance (Psychology), Creative Action Project (Education), and Creative Action Practicum (Business).
- Deficiencies in the capacities of reflexivity, empathy, and collaborativity.
- Behavior disruptive to the school's learning environment.
- Performance below the school's standards in any academic area.

Students who are placed on Academic Probation are notified in writing. Students work with one or more members of the Student Development Committee to make arrangements for remediating areas of deficiency by creating a *Learning Agreement.* Remedial work may involve resolving Incompletes, participating in tutorial(s), completing additional assignments, re-taking coursework at Meridian or another institution, and/or completing additional coursework at Meridian. Additional coaching, group work, psychotherapy, and/or coursework taken at other institutions may be required as well.

Students placed on Academic Probation may or may not be allowed to attend onsite and online classes, depending on the decision of the Student Development Committee regarding the student's impact on the learning environment at the time the student is placed on Academic Probation, as conveyed in writing to the student by the Committee.

Students who do not complete their *Learning Agreement* by the agreed upon time or who otherwise fail to clear their Probation status may be considered for administrative withdrawal.

Students may not utilize US VA benefits while on Academic Probation.

ADMINISTRATIVE WITHDRAWAL POLICY

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, enrollment, and/ or registration issues. The specific criteria used to assess for Administrative Withdrawal is listed in the Student Handbook.

CONFLICT RESOLUTION PROCESS AND GRIEVANCE PROCEDURE

Conflict is essential to learning and to the development of Creative Inquiry Skills (i.e., the Psychology program's *Process Skills*, the Education program's *Communication/ Facilitation Skills*, and the MBA program's *Collaboration Skills*). The process of working through conflict not only supports our relationships, but it can also deepen our own individuation, as occasions of conflict can be a time to draw on skills and capacities that we may have assumed were more nascent than we now realize. Working through conflict while maintaining psychological awareness during moments of discord, disagreement, struggle, and anger can be a profoundly transformative experience. Learning to have such conversations effectively, in ways appropriate to the context and content of the particular conflict, is an important element of each program's creative inquiry skill set development.

While Meridian University ("Meridian") values dialogue and informal resolution of concerns, the University also recognizes that some matters require formal review to ensure fairness, consistency, and compliance with applicable law.

Scope of Grievances
Students at Meridian may occasionally encounter difficulties, conflicts, or other issues that impact or may impact their academic experience or institutional relationship with the University.
This policy sets forth Meridian's grievance procedures governing the resolution of student grievances. Any student wishing to resolve such Grievances may pursue resolution either informally, through Meridian's *Informal Conflict Resolution Process*, or formally, through Meridian's *Formal Grievance Process*, both of which are described below.

I. <u>INFORMAL RESOLUTION PROCESS</u>

Meridian believes that the vast majority of student Grievances can be handled in a fair and expeditious manner internally, without the need for a formal process.

Except where prohibited by applicable law, students are required to attempt informal resolution prior to initiating a formal grievance.

Informal resolution is intended to address concerns efficiently and directly and applies to all students Grievances, including but not limited to academic matters, instructional practices, advising concerns, program requirements, institutional policies, or conduct by University Faculty, Staff, or Authorized Representatives. Where informal resolution does not resolve the matter, or where informal resolution cannot be required by law, a student may proceed to the Formal Grievance Process.

Nature of Informal Resolution – General Expectations
Informal resolution generally involves a good-faith effort by the student to clearly communicate the issue or concern and to seek resolution directly with the individual(s) involved.

As appropriate to the nature of the concern, informal resolution may include:

- Clearly stating the issue or concern in writing or during a direct conversation;
- Requesting clarification, reconsideration or discussion of the matter;
- Meeting or discussing with the relevant faculty member, staff member, advisor, or authorized representative;
- Engaging in dialogue aimed at reaching a mutually acceptable resolution.

Where direct resolution is not feasible or does not resolve the issue, the concern may be escalated informally to the relevant institutional domain for further discussion, as appropriate.
If reasonable attempts at informal resolution have been made and the concern remains unresolved – or if informal resolution is not required or appropriate under applicable law- the student may initiate the Formal Grievance Process.

Informal resolution does not involve:

- Submission of a grievance form;
- Initiation of a case with Legal Affairs;
- Formal grievance process review.

Informal Resolution Examples
Depending on the nature of the concern, informal resolution may reasonably involve contacting different individuals or domains.

For instance:

- Concerns related to grades, academic performance, instructional practices, academic policies, or program requirements may often be addressed through direct communication with the relevant faculty member or academic advisor.
- Concerns related to academic advising may be addressed through discussion with the assigned academic advisor or, where appropriate, the Student Services Team.

These examples are provided for guidance only and do not limit the scope of informal resolution or the student's ability to pursue formal review where appropriate.

Exception to Informal Procedure Requirement
The requirement to pursue informal resolution does not apply where applicable law or regulation prohibits requiring informal resolution as a condition to formal review (e.g., certain claims arising under federal civil rights law, Title IX, etc.)

II. FORMAL GRIEVANCE PROCESS

There are times when an informal approach to grievance resolution proves ineffectual or may be unsuitable because there are significant rights or interests at stake. All formal grievances are administered exclusively by Meridian's Legal Affairs Team (LAT) through the designated Grievance Officer.

A student may initiate the Formal Grievance Process when:

1. The student has attempted informal resolution, and the matter remains unresolved; or
2. The grievance concerns a matter for which informal resolution cannot be required by applicable law.

In such cases, a student may initiate Meridian's *Formal Grievance Process*. Students who elect to file their Grievance formally shall proceed as follows:

Step 1: To initiate a formal grievance, the student shall file a *Statement of Grievance* using the University's designated *form.* Formal grievances must be submitted electronically.

A *Statement of Grievance* must be filed with Meridian no later than forty-five (45) calendar days after the student first became aware of, or, with reasonable diligence, could have become aware of, the facts giving rise to the Grievance, unless the University determines that good cause exists to accept a later filing.

Step 2: The Grievance Officer or their designee will conduct an investigation to assess the nature and validity of the Grievance, and to determine the appropriate resolution. This investigation may include both oral and written communications with the named grievant, all relevant person(s) involved in the facts giving rise to the Grievance, and any witnesses who have been identified in the Statement of Grievance as having

personal or direct knowledge of the facts giving rise to the Grievance. In some cases, a hearing may be required, e.g., claims arising under Title IX.

Information relating to a grievance will be shared on a need-to-know basis, consistent with applicable law and institutional obligations. Individuals involved in a grievance review may be advised of their responsibility to maintain confidentiality.

Step 3: Following investigation, including any other processes that may be required by applicable law, the Grievance Officer will issue a Grievance Assessment Report summarizing their findings and specifying the resolution. The student will receive the Grievance Assessment Report electronically.

Recordkeeping

Formal grievance records will be kept in the student's record and will be maintained in accordance with state and federal regulations pertaining to the maintenance of Student Records.

APPEALS PROCEDURE

If a student disagrees with the findings and resolution set forth in the Grievance Assessment Report, the student may initiate an appeal to the Graduate Council within fourteen (14) business days of the date on which the Grievance Assessment Report is received by the student, which shall be presumed to be the date on which it was emailed to them.

Appeals are limited to the following grounds:

- Procedural error that materially affected the outcome;
- New information not reasonably available at the time of review;
- Disproportionate or inconsistent application of institutional policy.

The appeal shall consist of the following steps:

Step 1: The student shall write an Appeal Statement titled, "Reply to the Grievance Assessment Report", which briefly summarizes the student's disagreement with the Grievance Assessment Report and the student's alternative proposal for resolution. The Appeal Statement should be sent via email as a reply to the Grievance Assessment Report.

Step 2: The Graduate Council will review the Appeal Statement, the Grievance Assessment Report, and the initial Statement of Grievance. It shall also conduct any further investigation, inquiry, or consultation deemed necessary. Upon the completion of its review, the Graduate Council will make a decision responding to the appeal. The Graduate Council's decision will be final, with no opportunity for further internal appeal of the Grievance within Meridian.

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.

FINANCIAL INFORMATION

The Student Accounts Office is responsible for receiving and processing tuition and fee payments, refunds, and Department of Education loan disbursements.

KEY POINTS

- Contacting the Student Accounts Office is the best way to handle any questions about billing and payments.
- Accessing the Services app of Pivot is the best way to view your student account balance.
- Students are responsible for adhering to Meridian's payment and refund policies and knowing when payments are due.
- We send communication to students via @meridianuniversity.edu email addresses. Students are responsible for ensuring they are able to access these emails.
- Always read emails from @meridianuniversity.edu addresses - ensure that these emails do not go to your spam folder.

FINANCIAL AID DISBURSEMENTS

Financial aid is disbursed from the U.S. Department of Education directly to Meridian in equal disbursements after the start of each quarter once registration, Satisfactory Academic Progress, and attendance are confirmed.

Students can expect aid to be disbursed within 3-4 weeks from the start of the quarter and are notified of this via email. Credit balance refunds (where Meridian sends the student excess aid received by the University via direct deposit) occurs within 14 days of the date of disbursement, per U.S. Department of Education regulations.

Meridian applies financial aid towards charges for tuition and fees for the current quarter and previous quarters in the current academic year. Students are responsible for payment of all outstanding charges not covered by financial aid.

Once students have completed all required documents for financial aid and the award has been processed by Meridian, expected financial aid will be noted on the student's account until funds have been received from the U.S. Department of Education and processed by Meridian each quarter. Any tuition and fees not covered by Financial Aid are expected to be paid before the start of each quarter.

PAYMENTS

PAYMENT TERMS

Tuition is due quarterly or monthly, based on the payment plan selected by the student.

PAYMENT PLANS AND DUE DATES

As part of the enrollment process each academic year, students select a payment plan and must stay with that plan for the entire academic year. Partial payments are not accepted; however, students may make advance payments.

- Quarterly - All tuition and fees are due by the first day of each quarter. (September 1, December 1, March 1, and June 1)
- Monthly - All tuition and fees are due by the first of each month. *(Includes additional $30/month finance charge.)*

Note that students whose direct costs (owed to Meridian) are entirely covered by a financial aid award still need to select a payment plan in case they do end up with a balance not covered by financial aid.

LATE PAYMENTS

A late fee of $25 is assessed on all late payments 14 days past the due date (as described above for each payment plan).

WHAT TO PAY

Consult the Services app of Pivot to determine the amount you need to pay as well as when payment is due. Note that Meridian does not provide paper billing statements or payment receipts for tuition or fees unless specifically requested. Students are responsible for tracking what they owe and paying on time.

HOW TO PAY

To make a payment by credit card, access the Services app of Pivot. Meridian accepts payments by Visa, MasterCard, Discover, or American Express. Note that for payments by credit card, the system will add a 3.25% credit card processing fee.

All checks or money orders are to be made payable to Meridian University. Specify what your payment is for on the memo section of the check.

If the check is from a third party sponsoring your attendance, please ensure that the check memo includes your name, or the payment will be rejected by Meridian.

INSUFFICIENT FUNDS

When a check submitted for any fee is returned by the student's bank for insufficient funds, a returned check fee is assessed to the student's account. Any student having more than two returned checks during an academic year will be required to pay all future fees using money orders or cashier's checks.

WHERE TO PAY

All tuition payments should be mailed to:

Student Accounts Office
Meridian University
47 Sixth Street
Petaluma, CA 94952

If you would like to pay in person at Meridian's Petaluma Center, you may do so by enclosing your payment in an envelope marked with your name, the payment amount, and the quarter for which you are paying. All payments should be addressed to the **Student Accounts Office.**

CHANGE OF ADDRESS

It is each student's responsibility to make sure that Meridian University and the U.S. Department of Education have the most current and correct address, phone number, and email information. If this information changes, the respective representatives must be notified.

CREDIT BALANCES

This section is about financial aid credit balances. View the Leave of Absence, Withdrawals and Refund Policy for information on refunds of tuition and fees.

For students whose financial aid award exceeds the direct costs owed to Meridian, the amount of the quarterly financial aid disbursement from the U.S. Department of Education will be higher than the tuition and fees owed for the same period. These students are entitled to a refund which will be sent directly from Meridian in the form of a direct deposit to the U.S. bank account on file with Meridian - within approximately 14 days from the date the funds are applied to the student's account.

If you would like Meridian to retain credit balances on your account and apply them against future balances owed, submit the Authorization to Hold Credit Balance form.

Students who do not have a U.S. bank account must contact the Student Accounts Office to coordinate other credit balance refund options.

MORE INFORMATION

The Student Accounts Office can be reached by email at financialservices@meridianuniversity.edu or by phone at (707) 765-1836 between 9am and 5pm Pacific Time - Monday through Friday.

The Tax Relief Act of 1997 provides an opportunity for students to receive a tax savings. These benefits, called the American Opportunity Tax Credit and Lifetime Learning Tax Credit, allow taxpayers to reduce their federal income tax based upon qualified tuition and fees paid, if the taxpayer meets all Tax Relief Act of 1997 requirements.

FINANCIAL AID

FINANCIAL AID OVERVIEW

Meridian University is accredited by the WASC Senior College and University Commission (WSCUC) and is approved by the U. S. Department of Education for participation in Federal Student Loan Programs.

Financial aid provides assistance to students enrolled in an at least half-time basis (four or more credits per quarter) who find it challenging to finance their education. The Financial Aid Office is committed to making the process as straightforward and manageable as possible.

Meridian University participates in the awarding of federal financial aid, international financial assistance, VA education benefits, and institutional financial aid. Meridian University does not participate in the awarding of state financial aid.

Federal and state regulations governing Federal Student Aid programs may change periodically. Please contact the Financial Aid Office for the most current information.

CONTACTING THE FINANCIAL AID OFFICE

Telephone (707) 765 -1836 ext. 4
Fax (707)765-2351
Email financialservices@meridianuniversity.edu

Petaluma Center
47 Sixth Street
Petaluma, California 94952

FINANCIAL AID CONSULTATION

All applicants and accepted students can schedule a phone or video-conference consultation with the Meridian Financial Aid Office. Please email financialservices@meridianuniversity.edu to request an appointment.

FAFSA (FREE APPLICATION FOR FEDERAL STUDENT AID) DEADLINES

All financial aid application items should be accurately completed and received by the Financial Aid Office **at least three weeks prior** to the start of the quarter. For example, if you are enrolling in Fall 2025 your deadline is August 11, 2025. Students who do not submit the required items in a timely manner must be prepared to meet their tuition and fee obligations by the payment deadlines, even if they plan to receive aid later in the year.

Quarter Start and End Dates:

Meridian University uses the quarter system.

Fall Quarter:	September 1, 2025 - November 30, 2025
Winter Quarter:	December 1, 2025 - February 28, 2026
Spring Quarter:	March 1, 2026 - May 31, 2026
Summer Quarter:	June 1, 2026 - August 31, 2026

OVERVIEW OF THE AID PROCESS

The United States Department of Education offers the Federal Direct Loan Program. Under this program, the U.S. Department of Education is your lender. The Department of Education does not provide Pell Grants to graduate students.

FEDERAL DIRECT UNSUBSIDIZED LOANS

Students can borrow up to $20,500 each academic year in direct unsubsidized loans. The maximum total debt from subsidized (undergraduate) and unsubsidized loans is $138,500 for graduate or professional students. No more than $23,000 of this amount may be in subsidized loans while the combined subsidized loan aggregate limit is $65,000. The graduate debt limit includes all federal loans received for undergraduate study.

- Available to undergraduate and graduate students
- No requirement to demonstrate financial need
- Meridian determines the amount you can borrow by considering the cost of attendance
- Has a fixed interest rate of 7.05% (July 1, 2025 - June 30, 2026)

If you have questions about your current Direct Loan debt relative to the $138,500 limit, contact the Financial Services Team.

Please note that your student loan(s) will be submitted to the National Student Loan Data System (NSLDS), and will be accessible by guaranty agencies, lenders, and schools determined to be authorized users of the data system.

FEDERAL DIRECT GRADUATE PLUS LOANS

Federal Direct Graduate PLUS loans are federal loans that graduate students can use to help pay education expenses. The U.S. Department of Education provides the loans only to borrowers through schools participating in the Direct Loan Program, like Meridian.

- The U.S. Department of Education is your lender
- The student may not have an adverse credit history
- Has a fixed interest rate 9.08% (July 1, 2025 - June 30, 2026)
- Students may be able to utilize a cosigner/guarantor if they do not meet credit history requirements

HOW DO I APPLY?

Steps:

1. Apply for a FSA ID Number before you start your FAFSA application.
2. Complete the FAFSA at https://fafsa.ed.gov and submit it to Meridian University.

    Meridian's Federal School Code is G42711

3. Complete the Entrance Counseling and Master Promissory Note (MPN) at studentloans.gov
4. Forward confirmation that you have completed Entrance Counseling and MPN to financialservices@meridianuniversity.edu
5. Students who wish to apply for a Federal Graduate PLUS loan submit the application at studentloans.gov. Please inform the Financial Aid Office in writing if you plan to apply for a Grad PLUS loan. Be sure to complete the Entrance counseling and MPN specific to the Grad PLUS loan and forward confirmations to financialservices@meridianuniversity.edu.

HELPFUL VIDEOS

Creating your FSA ID
Completing the FAFSA
What's Next
Repayment: What to Expect

VETERANS ADMINISTRATION EDUCATIONAL BENEFITS

Veterans and other eligible persons under Title 38, U.S. Code may be eligible to utilize their educational benefits while enrolled at Meridian. To find out if you are eligible under any applicable VA program, call 1-888-GIBILL1 or visit http://www.gibill.va.gov.

VA Educational Benefits take effect on the date on which the individual provides to Meridian a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 of Title 38.

Meridian will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that an individual borrow additional funds, on any individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of a payment to be provided by the VA under chapter 31 or 33 of Title 38.

Any coursework accepted for credit at Meridian will be listed on the student's transcript. The number of credits accepted will be equal to the number of credits the training period is reduced by. Students will be notified of accepted credits via letter.

FINANCIAL AID OFFER NOTIFICATION

Once your FAFSA is processed, Meridian will confirm receipt of the FAFSA by either sending you a FAFSA receipt confirmation email, or an email letting you know if there are any issues with the FAFSA that need to be resolved. After you have officially enrolled, we will email you a Financial Aid Offer Notification for you to sign and return. The Financial Aid Offer Notification discloses your Direct Loan Borrowing Information and Remaining Eligibility from the U.S. Department of Education. Your Financial Aid Offer Notification will indicate the full loan amount(s) for which you are eligible. When signing your offer notification, you will have the opportunity to request less than the maximum amount offered if you wish. *If you do not understand how much aid you would be accepting by signing the Financial Aid Offer Notification, or don't understand how to note that you want to borrow less than the total offered, contact the Financial Aid Office before signing your Financial Aid Offer Notification.*

NOTIFICATION OF RIGHT TO CANCEL ALL OR A PORTION OF YOUR AID:

If you choose to borrow a different amount, or want to cancel the loan offer, you will need to sign the applicable form. Unless indicated otherwise, by signing your Award Notification you are accepting all of your financial aid awarded.

REPAYMENT

It is important to understand the details of federal loan repayment. To learn more about when repayment starts, how to make your payments, repayment plan options, and more, click the links below to review important Department of Education webpages.

Standard Repayment Plan

Graduated Repayment Plan

Extended Repayment Plan

Income-Based Repayment Plan

Pay As You Earn Repayment Plan

Income-Contingent Repayment Plan

Income-Sensitive Repayment Plan

Student Loan Forgiveness

STUDENT CONSUMER INFORMATION DISCLOSURES

All postsecondary institutions participating in Federal Student Aid programs are required to make available certain information to assist consumers in making better informed decisions about their educational options. Please visit Meridian's Student Consumer Information section for this information and required disclosures.

STUDENT LOAN COUNSELING

Students borrowing from the Federal Loan programs are required to complete an Entrance Counseling session prior to receiving their first loan disbursement. They must also complete a Master Promissory Note (MPN). Students are required to complete Exit Counseling when leaving Meridian University (graduating, withdrawing, or dropping below half-time enrollment).

The loan counseling sessions are intended to inform the student of his/her rights and responsibilities as a student loan borrower as well as about student loan indebtedness. The MPN E-Sign (Master Promissory Note) is an electronic signature via which the student is agreeing to borrowing the loan(s). Loans will not process to a student's account until the necessary steps are completed. Students are responsible for tuition payments on the applicable due dates if they have not completed the Entrance Counseling Session and the MPN.

GENERAL ELIGIBILITY CRITERIA: HOW DO I QUALIFY?

The Federal Direct Loan program is not based on your income or assets; there is no requirement to demonstrate financial need.

The eligibility criteria to qualify are:

- Be enrolled and registered in an at least half-time basis in an eligible program at Meridian (all of Meridian's graduate degree programs are eligible programs)
- Must be a U.S. citizen or legal permanent resident of the United States
- Complete the FAFSA each year to determine eligibility for federal financial assistance (Use Meridian's School Code: 042711)

- Must be in good standing in order to qualify for federal financial assistance. (Student may not be in default on or owe a refund for any federal financial aid programs or federal liens.)
- Provide proof of compliance with selective service registration and drug conviction regulations
- Must be making Financial Aid Satisfactory Academic Progress (FSAP) toward the completion of degree requirements
- Students are responsible for paying the interest on a Direct Unsubsidized Loan during all periods. If a student chooses not to pay the interest while they are in school or during grace periods and deferment or forbearance periods, interest will accrue (accumulate) and be capitalized (that is, interest will be added to the principal amount of the student's loan)

LOAN DISBURSEMENTS

Student loans disburse on a quarterly basis. Loan funds are received by Meridian University and are posted to the student's account via the Student Services Portal. Funds are generally disbursed during the first three to four weeks of the quarters (after the add/drop deadline) for those students who provided all requested information at least three weeks prior to the start of the first quarter in the loan period. Credit balances (if applicable) are disbursed within 14 days of the actual date of disbursement. Factors affecting disbursement include (but are not limited to) enrollment status, satisfactory academic progress, and receipt of other aid. **Students are required to notify the Financial Aid Office of any other aid received or anticipated for the loan period.**

IN-SCHOOL LOAN DEFERMENT

In-school deferments allow students to temporarily stop making or reduce payments on student loans while enrolled in school at least half-time. You should request the applicable form from your loan servicer.

Complete *Section 1: Borrower Information* and then email the form to financialservices@meridianuniversity.edu or via postal mail to:

Financial Aid Office
Meridian University
47 Sixth Street
Petaluma, CA 94952

The Financial Services Team will complete the bottom of page two; *Section 4: Authorized Official's Certification* and return it to you.

Note: Meridian cannot submit the form on the student's behalf. The student must submit it to their loan servicer.

CHANGE(S) OF PERSONAL INFORMATION

It is each student's responsibility to make sure that Meridian University and the U.S. Department of Education have the most current and correct address, phone number, and email information. If this information changes, the respective representatives must be notified.

In the event of a legal name change, notify the Meridian Academic Records and Financial Aid Offices. Additionally the U.S. Department of Education requires notification of your legal name change. Call the Federal Student Aid Loan Department at 1-800-848-0978 and go to NSLDS (National Student Loan Data System).

SATISFACTORY ACADEMIC PROGRESS

Students must maintain Satisfactory Academic Progress (SAP) in order to remain eligible for federal loan disbursements. Please refer to the Financial Aid Satisfactory Academic Progress page for complete details.

POST-COURSEWORK STATUS

Students who register as Continuation Students and are not enrolled in the initial eight-quarter PhD/EdD dissertation period, the four-quarter PsyD Clinical Case Study (CCS) period, or the four-quarter dissertation/CCS extension periods are not eligible for financial aid or in-school deferments on student loans. This includes students in the Fieldwork process. See Doctoral Project Fees and Financial Aid.

NON-DISCRIMINATION POLICY

Meridian University does not discriminate on the basis of race, color, national origin, religion, creed, gender, sexual orientation or identity, physical or mental disability, citizenship status (within the limits imposed by law), marital status, medical condition, or age in any of its policies, procedures or practices.

COST OF ATTENDANCE

Cost of Attendance (COA) is a budget determined by Meridian University to estimate the cost of education for the academic year. This ***estimated*** budget includes both direct costs, which include applicable bills from the University such as tuition and residential fees, as well as estimates of indirect costs, which include expected expenses that may be incurred by the student but are not directly paid to the University such as living expenses (outside of the fees associated with Meridian's Residential Accommodation Plan), books, travel, personal, and/or miscellaneous expenses. The cost of attendance is an estimate of educational expenses for the period of enrollment.

The estimated figures of the indirect costs listed are based on both California regional and metropolitan budgets developed by the Bureau of Labor Statistics as well as benchmarked against other comparable graduate programs. These are only estimates. Individual student costs may vary based on standard of living and where the student lives. A breakdown of the COA is available here (based on full time enrollment status).

FINANCIAL AID SUPPORT AND ASSISTANCE

The following links will walk you through the FAFSA and Financial Aid Process.

- Federal Student Aid
  - studentaid.ed.gov
  - youtube.com/federalstudentaid
- Find types of loans and the amounts a graduate student can borrow:
  - studentaid.ed.gov/types/loans/subsidized-unsubsidized#how-much-can-i-borrow
- Check the status of your loan(s) by visiting studentloans.gov
- Retrieve federal student aid information from a central database at nslds.ed.gov
- Loan Repayment Information/Debt Counseling:
  - nelnet.com
  - mygreatlakes.org
  - studentaid.ed.gov/repay-loans
- Watch IRS data retrieval tool and instructions at youtube.com/watch?v=W7Uh3SbRaxA
- Find Consolidation/Income-Based Repayment (IBR) Information at studentaid.ed.gov/repay-loans/consolidation
- How to contact the FSA Ombudsman Group: studentaid.ed.gov/repay-loans/disputes/prepare
- More help can be found from the Affordable Colleges Online Resource Center at www.affordablecollegesonline.org/college-resource-center/
- A variety of online calculators, such as financial and investments, mortgage and tax, salary and savings calculators can be found at goodcalculators.com
- Federal Student Aid Glossary

BUDGETING MONEY

The following links are free online resources to create a budget outline

- Money management portal: practicalmoneyskills.com
- The Dollar Stretcher: stretcher.com
- Tools, investments, news: smartmoney.com
- GradSense Budget Calculator: http://gradsense.org/gradsense/budget-calculator
- Budgeting software: www.mint.com or www.youneedabudget.com
- Loan Repayment Calculator

ESTIMATED COST OF LIVING

- CNN Money Cost of Living Calculator: http://money.cnn.com/calculator/pf/cost-of-living/
- Economic Policy Institute's "Family Budget" Calculator: http://www.epi.org/resources/budget/

UNDERSTANDING CREDIT

- Award-winning journalist and best-selling author: jeanchatzky.com
- Information about your FICO Score: myfico.com
- One-stop money management for students: whatsmyscore.org
- Credit counseling: consumercredit.com
- Free annual credit report: annualcreditreport.com

SCHOLARSHIPS

Free scholarship search engines

- fastweb.com
- collegeanswer.com

Remember, watch out for financial aid scams. You should never be asked to pay for scholarship applications.

FINANCIAL AID RESOURCES FOR STUDENTS WITH DISABILITIES

MoneyGeek.com offers resources for students with disabilities:

- Scholarships and financial aid for students: www.moneygeek.com/education/college/resources/scholarship-guide-for-students-with-disabilities/
- Understanding ADA laws and rights of workers: www.moneygeek.com/careers/resources/workers-with-disabilities-and-ada/

OTHER OUTSIDE SOURCES OF FINANCIAL ASSISTANCE

The federal government has created several tax benefits for families who are saving, or already paying, for higher education. There are also benefits for people who are repaying their student loans. For information from the National Association for Student Financial Aid Administrators (NASFAA), visit Higher Education Tax Incentives. This website is a good resource for explaining the benefits and qualifications for each tax relief program. For more details on these programs, contact your accountant or you may call the IRS Office of Public Liaison at (202) 622-2970 or visit the Internal Revenue Service website at www.irs.gov.

INTERNATIONAL STUDENTS

International students are welcome to apply for admission into Meridian's graduate degree programs. As an integral part of Meridian University's commitment to promoting diversity, international students

are welcome to apply for admission into Meridian's graduate degree programs. Diversity enriches the educational experience by creating an inclusive and dynamic learning environment essential for creative inquiry.

Transcripts
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).

English Proficiency
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 total score of at least 550 paper-based, 213 computer-based, or 79 internet-based.

Meridian University does not offer English language services such as ESL instruction.

Financial Aid
Financial aid is available from a variety of sources. Meridian encourages international students to research scholarships, grants, and loan options based on their specific circumstances and needs.

Sources of Aid
Meridian's International Student Scholarship: available to students not eligible for Federal Student Aid (FSA) who reside outside the US.
Meridian's Diversity Grant – available to students not eligible for Federal Student Aid (FSA)
External scholarships (see the resources noted under "International Scholarship Options" below)
Meridian Institutional Loan Program – available to students not eligible for Federal Student Aid (FSA)
The student's home country federal student aid program
Financial Aid availability is limited and based on demonstrated financial need. Contact the Financial Services Team at financialservices@meridianuniversity.edu for more information.

Diversity Grant
Qualified students may request a Meridian Diversity Grant. Criteria used in determining the student's eligibility for the Diversity Grant are:

- Demonstrated financial need
- Meeting race and ethnic diversity criteria

Note that students who receive a Diversity Grant should not expect it to substantially change their graduate education cost of attendance.

Students can apply for the Diversity Grant by submitting the Meridian Institutional Financial Aid Application. Students who are eligible for Federal Student Aid are not eligible for institutional financial aid.

The Financial Aid Process

International students start the financial aid process by completing the Institutional Financial Aid Application. After submission of the application, the Financial Aid Office will coordinate with the student as to what aid may be available. During this process, students will demonstrate their financial need via the Meridian Financial Need Form, provided to the student once the Scholarship and Grant application has been received and processed.

More Information and Resources

Meridian's Admissions and Financial Aid staff are available to walk students through the process of applying to Meridian internationally.

Click here for more information on our Student Visa Services and I-20 details.

International Scholarship and Loan Options

www.iefa.org
www.internationalscholarships.com
www.internationalstudentloan.com

General Information for International Students

www.edupass.org
http://studycalifornia.us/scholarship/
https://www.internationalstudent.com/

Canadian Student Loan Program

Residents of Canada can explore educational loans through the Canadian Student Loan Program. Applications are available through the Canadian provincial governments.

Students from Latin American and Caribbean Countries

The Organization of American States, through the Rowe Fund, offers interest-free loans to eligible students from Latin American and Caribbean countries to help them finance their studies or research at accredited universities in the United States. For more information visit OAS :: Leo S. Rowe Pan American Fund.

Keep in mind that outside grants and scholarships are “free sources” of financial aid that do not have to be paid back. You should never be asked to pay for scholarship applications. Please be mindful and look out for financial aid scams.

FEDERAL WORK-STUDY

Meridian does not participate in the Federal Work-Study program. Employment at Meridian is not available to current students.

PRIVATE ALTERNATIVE EDUCATION LOANS

Under the Federal Financial Aid program available to Meridian students, students may borrow up to the cost of attendance (as determined by the University) less other aid received.
Non-federal loan programs may require the following:

- At least half-time enrollment
- A good credit history
- Demonstrated ability to repay the loan
- US citizenship or permanent resident status

Some loans may also require a credit-worthy US citizen or permanent resident co-signer.

It is important that you make an informed decision regarding the lender and loan program you select. Students are encouraged to review their eligibility for federal student loans before pursuing private education loans as the terms and conditions may be more favorable. For details on federal student loans and their provisions, please visit http://studentaid.ed.gov.

The Truth in Lending Act (TILA) disclosure requirements on private education loans took effect on February 14, 2010. The US Department of Education regulations on private education loans require that:

1. The lender present full disclosure of the terms and conditions of the loan (including fees, interest rates, repayment amounts).
2. The school certify a student’s cost of attendance and eligibility prior to the lender disbursing funds.
3. The lender obtain written confirmation through a signed self-certification from the borrower that he/she understands the terms and conditions prior to releasing loan funds to the school.

The new disclosure requirements may extend the processing time for private loans and may delay the release of loan funds to the school. Please allow a minimum of three weeks for processing of private alternative loans.

You will be required to complete the following disclosure form before a lender will disburse a private loan: Private Education Loan Application Self Certification (PDF).

QUALIFICATIONS

- Students must be enrolled at least half-time
- Creditworthy (good credit history) or credit ready (no credit history and adhere to cumulative debt limits)
- Sufficient monthly income to repay the loan
- Stable residence and employment history
- U.S. citizen or permanent resident

REPAYMENT OPTIONS

Students generally have three repayment options (refer to terms and conditions for specific options):

1. Pay interest and principal while in school
2. Pay interest-only while in school
3. Defer principal and interest and have the interest capitalized (added to your principal)

There may be a minimum payment per month, adjusted depending on the amount borrowed. The repayment period is 15 to 25 years depending upon the type of loan and the amount borrowed.

INTEREST RATE

The interest rates are usually variable and may be based on the prime rate or LIBOR rating percentage points depending on the loan program and the lender.

LOAN FEES

The guarantee fee is often between 0% and 10%, depending on the student's credit history and the availability of a co-applicant for the loan. In addition, some loans have an additional fee added to the principal balance when the loan goes into repayment.

TO APPLY FOR A PRIVATE ALTERNATIVE LOAN

If you would like to apply for a private alternative loan, visit the FinAid.org website to find a lender with which you would like to work.

For complete details regarding the terms and conditions of each alternative loan program, contact the lender directly or visit their website.

Note: Meridian does not have preferred lender arrangements nor does it maintain a preferred lender list.

GLOSSARY OF FINANCIAL AID TERMS

CAPITALIZATION – If a student chooses to defer paying interest on a loan while in school, the interest is capitalized or added to the principal when the loan enters repayment.

CREDIT BALANCE REFUND – A credit balance issued to the student within 14 days from the date of disbursement in the case that their financial aid exceeds their quarterly charges.

DEFAULT – Failure to repay a Federal loan, effective when a student is delinquent 270 or more days.

DEFERMENT – An entitlement which allows a student to temporarily postpone payments for a variety of reasons including: unemployment, disability and returning to school.

DELINQUENCY – A student is considered to be delinquent on a student loan if payments are not made on time and are overdue. Delinquency can adversely affect a student's credit rating and history.

DIRECT PLUS LOAN – Federally guaranteed loans for graduate and professional students. Requires credit approval by U.S. Department of Education.

DIRECT STAFFORD LOAN – A federal loan funded and administered by the U.S. Department of Education.
DISBURSEMENT – Loan funds issued by U.S. Department of Education to the school through electronic fund transfer.

FINANCIAL AID ELIGIBILITY – The difference between the total Cost of Attendance and the Expected Family Contribution (EFC).

FORBEARANCE – A forbearance is an agreement with the holder of the loan, at its discretion, to postpone payments.

GRACE PERIOD – The amount of time allowed before principal repayment of loan must begin after a student graduates, leaves school, or drops below half-time status.

INTEREST RATE – Based on the Bipartisan Student Loan Certainty Act of 2013, federal student loan interest rates will be tied to financial markets. Under this Act, interest rates will be determined each June for new loans being made for the upcoming award year, which runs from July 1 to the following June 30. Each loan will have a fixed interest rate for the life of the loan. Private Alternative Loans are generally variable and adjusted quarterly.

MASTER PROMISSORY NOTE (MPN) – The Master Promissory Note is a legal document. By signing it, a student promises to repay current and all future loans. Under this note a student may receive loans for a single enrollment period or for multiple enrollment periods.

ORIGINATION FEE – The fee charged by the government to offset the cost of processing the loan. The amount of the fee is deducted from the dollar amount of the loan.

PRINCIPAL – The amount of the loan that must be repaid upon maturity and the amount upon which interest will be charged.

PRIVATE LOAN – A non-federal loan designed to cover tuition costs plus a variety of additional costs and living expenses. Interest rates and terms are based on the applicants' credit score.

SAP (Satisfactory Academic Progress) - Satisfactory Academic Progress (SAP) standards ensure that you are successfully completing your coursework and can continue to receive financial aid. All students receiving financial aid are required to meet SAP standards.

UNSUBSIDIZED FEDERAL STAFFORD LOAN – The student is responsible for paying the interest on the loan from the date of disbursement through repayment.

NON-DISCRIMINATION POLICY

Meridian is committed to a policy of non-discrimination and does not discriminate on the basis of race, color, national origin, religion, creed, gender, sexual orientation, or identity, physical or mental disability, citizenship status (within the limits imposed by law or Institute policy), marital status, medical condition, or age in any of its policies, procedures or practices.

STUDENT'S RIGHT TO CANCEL

To cancel this Enrollment Agreement and obtain a refund, the student must provide written notice to:

Academic Records Office
Meridian University
47 Sixth St
Petaluma, CA 94952

Or EMAIL: academicrecords@meridianuniversity.edu
If the student is entitled to a refund, the refund will be mailed within 45 days. However, if the student owes monies, the refund amount will first be applied towards any outstanding financial aid debts following the Return of Title IV Funds policy or Meridian University, whichever is applicable. For the

purpose of determining a refund under this section, 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. (See Refundable Tuition Policy below.)

- 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. (See the Student Handbook for a full description of Administrative Withdrawal.)

- The student fails to return from a Leave of Absence.

REFUNDS

Federal, state, and institutional financial aid funds are awarded to a student based on the assumption that the student will attend school for the entire quarter for which the aid is awarded. In accordance with federal law, the Financial Aid Office must recalculate Title IV financial aid eligibility for a student who withdraws from all classes, drops below half-time enrollment, is withdrawn from the program, or takes a leave of absence prior to completing more than 60% of the quarter. The Financial Aid Office will calculate the amounts of "earned" (*can keep*) and "unearned" (*must return*) aid. Any credit balance on a student's account resulting from a tuition refund will be refunded to the student by direct deposit. Otherwise, the tuition refund will be applied to any unpaid balance on the student's account. If a refund is due to the student and the student paid by credit card, the refund amount may be credited back to the student's credit card that paid for the fees at the time.

Funds are then returned to the appropriate aid programs, which may result in a bill to the student for any tuition and fees still owed after the required return of financial aid funds.

NOTIFICATION

Students taking a Leave of Absence or withdrawing from Meridian are eligible for a tuition refund after submitting written notification to: Records Office, Meridian University, 47 Sixth Street, Petaluma, California, 94952 or academicrecords@meridianuniversity.edu.

The date of the Leave of Absence or withdrawal will be determined by the date written notification is received by the Student Services Team, the last date of confirmed academic engagement, or other metrics per Meridian policy as applicable. If a student withdraws or requests a Leave of Absence from Meridian after classes have begun, they will receive a prorated refund of the tuition charges as stated

below. If the student is administratively withdrawn, the effective date of administrative withdrawal is used for refund calculation purposes.

TUITION REFUND CALCULATION

– On or before the first day of class of the quarter*.....100% refunded
– Day 2 to day 29 of class of the quarter……..…..…..…See directly below
– Day 30 and beyond of class of the quarter.....0% refunded
**Or within 7 days of signing the Enrollment Agreement.*

TUITION REFUNDS DAY 2 TO DAY 29 OF CLASS

Refund calculations from day 2 to day 29 of class are calculated as follows: The number of days of class in which the student was enrolled is divided by the total number of scheduled days of class for the entire quarter, in accordance with Meridian academic policy. This calculation produces the percentage of tuition that the student owes, and therefore their refund amount is the complementary percentage.

DOCTORAL PROJECT FEES REFUND POLICY

Students who withdraw while inside a doctoral project clock must submit a written request to: Student Services Team, Meridian University, 47 Sixth Street, Petaluma, California, 94952 or academicrecords@meridianuniversity.edu. The date of withdrawal will be determined by the date written notification is received by the Student Services Team. If a student withdraws after the first day of a quarter, the student will be charged based on the quarterly breakdown of their doctoral project fee, including charges applicable to the current quarter. Any excess payment will be refunded within forty-five (45) days of notification of withdrawal, or as required by state and federal regulations. Students are not approved to take a leave of absence during the doctoral clock enrollment period. However, the student does have the option to withdraw from their degree program. For example, if a student withdraws in the middle of their second quarter of their eight-quarter dissertation clock, they would be refunded all but two-quarters worth of their dissertation fee, which covers eight-quarters. Any financial aid would be canceled, and a Return of Title IV Aid calculation would be completed.

CONTINUATION FEE REFUND POLICY

Continuation students who graduate or withdraw from Meridian University will receive a refund of the Continuation Fee, prorated on a *quarterly* basis, based on their date of degree conferral or effective date of withdrawal. Continuation students who complete their program or withdraw on or after June 1 of an academic year will not receive a prorated Continuation Fee refund. The proration calculation will include charges for the current quarter as of the effective date.

ADDITIONAL REFUND INFORMATION

INSTITUTIONAL REFUNDS

You have the right to cancel your agreement for a program of instruction, without any penalty or obligations, through attendance at the first class session or the seventh calendar day after enrollment, whichever is later. After the end of the cancellation period, you also have the right to stop school at any time; and you have the right to receive a prorated refund if you have completed 60 percent or less of the scheduled days in the current payment period in your program through the last day of attendance. "Scheduled days" for a quarter begin on the first day of class.

FOR STUDENTS WHO HAVE RECEIVED FEDERAL STUDENT FINANCIAL AID

"Refunds" refers to the calculation of institutional charges and is a separate calculation from the Return of Federal Funds calculation. The amount of refundable institutional charges (tuition and residential fees) will be prorated based on University policy. If there is a balance due by the student as a result of the unearned financial aid being returned, the student will be responsible for payment of the difference.

If a student has received federal student financial aid funds, the student is entitled to a refund of monies not paid from federal student financial aid program funds on the same basis as noted above.

Financial aid recipients' funding will be evaluated based on the federal refund policy as outlined in the Return of Title IV Funds policy. Any return of Title IV funds will be paid as applicable, 1) Unsubsidized Federal Direct Loan, 2) Federal PLUS/Direct Loan 3) Other Federal, state, private or institutional aid, 4) the student. If the student has received personal payments of Title IV aid, they may be required to refund the aid to the applicable program. Students attending the institution for the first time who withdraw or terminate prior to course completion and who are recipients of Title IV funds shall be evaluated for a return of Title IV funds according to federal guidelines. All financial aid recipients must complete an Exit Interview as required by federal regulations. Lenders will be notified through the National Student Clearinghouse of the last date of attendance and the repayment terms and conditions of the loan will begin. See Return of Title IV Funds policy below.

STUDENT'S RIGHT TO CANCEL AND SCHOOL'S RIGHT TO CANCEL

Student: You have the right to terminate your enrollment by submitting written notification of your withdrawal to: Student Services Team, Meridian University, 47 Sixth Street, Petaluma, California, 94952 or studentservices@meridianuniversity.edu. Tuition and fees may be refundable in accordance with the Federal Financial Aid Refund policy.

Meridian: Meridian may terminate the Enrollment Agreement at any time, if in Meridian's sole discretion, it determines that termination would be in the best interest of Meridian for reasons it

articulates in writing to the student. In that event, Meridian may refund to you an amount in accordance with the policies outlined within.

RETURN OF FEDERAL FUNDS POLICY (R2T4)

Meridian University follows the Return of Federal Funds policy as required by federal regulation (Sect. 668.22 Higher Education Amendments of 1998). For those students who receive federal financial aid and find it necessary to withdraw from Meridian prior to the completion of the current quarter, the following federal policy applies.

- The focus of the policy is to return the unearned portion of the federal financial aid for the enrollment period

Only the amount of financial aid that has been earned (based on the number of calendar days completed in the period of enrollment) will be retained on the student's behalf Any aid unearned will be returned by the University to the U.S. Department of Education

- This return of aid (called *Return of Federal Funds*) is calculated based on either:
    - the date the student begins the official withdrawal process (by submitting their written withdrawal notice to: Student Services Team, Meridian University, 47 Sixth Street, Petaluma, California, 94952 or studentservices@meridianuniversity.edu); or
    - the last date of documented attendance;
    - or, for an administrative withdrawal, the mid-point of the quarter or the last documented date of attendance.
- If a student withdraws from the University on or before the 60% point in the Quarter, then the school and possibly the student shall return the percentage of unearned Title IV federal financial aid.
- The order in which funds are returned is as follows:

    1. Federal Unsubsidized Stafford Loan
    2. Federal Subsidized Stafford Loan
    3. Grad PLUS Loan
    4. State, Private, or Institutional Aid
    5. The Student

The law specifies how Meridian must determine the amount of Title IV program assistance that you earn if you withdraw from the University. The Title IV programs offered at Meridian are:

- Federal Direct Graduate Loans (Unsubsidized)
- Federal Direct Graduate PLUS Loans

CALCULATION OF THE AMOUNT OF TITLE IV FUNDS THAT A STUDENT HAS EARNED UPON WITHDRAWAL

If the student withdraws from the University during a payment period, the amount of Title IV program assistance that the student has earned up to that point is determined by a specific formula. The amount of assistance that you have earned is determined on a prorated basis. For example, if the student completed 30% of the scheduled hours in the payment period, the student earns 30% of the assistance they were originally scheduled to receive. Once the student has completed more than 60% of the scheduled hours in the payment period, they earn all the assistance that they had been scheduled to receive for that period. For the purposes of Title IV refunds, “scheduled hours” generally refers to the quarter length in total, not adjusted for the start and end dates of class, depending on the applicable federal policy.

THE CONDITION UNDER WHICH TITLE IV PROGRAM FUNDS WOULD BE REQUIRED TO BE RETURNED

If the student has received more assistance than they earned, the excess funds must be returned by the school and/or the student. If the student receives excess Title IV program funds that must be returned (or should the University or parent have received these funds on the student’s behalf), the University must return a portion of the excess equal to the lesser of: The student’s institutional charges multiplied by the unearned percentage of your funds, or the entire amount of excess funds. The University must return this amount even if it did not keep this amount of the student’s Title IV program funds.

THE CONDITION UNDER WHICH A STUDENT WOULD BE OWED A DISBURSEMENT OF TITLE IV PROGRAM FUNDS UPON WITHDRAWAL FROM THE INSTITUTION

If the student, the University, or the student’s parent (on the student’s behalf) received less assistance than the amount the student has earned, the student may be able to receive those additional funds as follows:

If the student did not receive all the funds they earned, the student may be due a post-withdrawal dis-bursement. If the post-withdrawal disbursement includes loan funds, the University must get the student's permission before it can disburse them. Students may choose to decline some or all of the loan funds so that they do not incur additional debt. The University may automatically use all or a portion of the post-withdrawal disbursement of loan funds for tuition, fees, and room and board charges (as contracted with the University). Meridian needs the student’s permission to use the post-withdrawal loan disbursement for all other school charges. If the student does not give their permission, the student will be offered the funds. However, it may be in the best interest of the student to allow the University to keep the funds to reduce the student’s debt at the University.

There are some Title IV funds that the student might have been scheduled to receive that cannot be disbursed to the student once they withdraw because of other eligibility requirements. For example, first-time, first-year undergraduate students who have not completed the first 30 days of their program prior to withdrawal would not receive any Direct Loan funds that they would have received had they remained enrolled past the 30th day.

HOW THE WITHDRAWAL DATE FOR A STUDENT WHO WITHDRAWS OFFICIALLY OR UNOFFICIALLY IS DETERMINED

Students taking a Leave of Absence or withdrawing from Meridian are eligible for a tuition refund after submitting written notification to: Student Services Team, Meridian University, 47 Sixth Street, Petaluma, California, 94952 or studentservices@MeridianUniversity.edu. The date of the Leave of Absence or withdrawal will be determined by the date written notification is received by Meridian's Student Services Team. If students withdraw or request a Leave of Absence from Meridian after instruction has begun, they will receive a prorated refund of the tuition charges as stated below. If the student is administratively withdrawn, the date of administrative withdrawal is noted as the withdrawal date.

TIME FRAME FOR THE RETURN OF TITLE IV FUNDS

The school has 45 days from the withdrawal date to complete an R2T4 calculation and return any funds due to the Title IV programs. If a student on a Leave of Absence does not return by the approved end date of their leave, an R2T4 calculation will be completed based on the effective date the leave of absence began.

THE ORDER IN WHICH TITLE IV PROGRAM FUNDS MUST BE RETURNED

The University and/or the student, if applicable, must return Title IV funds to the programs from which the student received aid during the payment period or period of enrollment as applicable, in the following order, up to the net amount disbursed from each source:

1. Unsubsidized Direct Stafford loans (other than PLUS loans).
2. Direct Graduate PLUS loans.

REPAYMENT OF STUDENT LOANS

The student loans that remain outstanding in Step 8 (Box R) of the R2T4 calculation worksheet consists of the loans disbursed to the student (Box B) minus any loans the University repaid in Step 6 (Block P). These outstanding loans are to be repaid by the student according to the terms of the student's promissory notes.

A SCHOOL'S RESPONSIBILITIES IN THE RETURN OF FUNDS BY THE STUDENT

A school has responsibilities that continue beyond completing the Return calculation and returning the funds for which it is responsible. Here we discuss the institution's participation in the return of funds by the student.

Students who owe overpayments as a result of withdrawals initially will retain their eligibility for Title IV funds for a maximum of 45 days from the earlier of:

1. The date the school sends the student notice of the overpayment, or
2. The date the school was required to notify the student of the overpayment.

Within 30 days of determining that a student who withdrew must repay all or part of a Title IV grant, the school will notify the student in writing via U.S mail that he or she must repay the overpayment or make satisfactory arrangements to repay it. In its notification, the school will inform the student of the following five items:

1. The student owes an overpayment of Title IV funds.
2. The student's eligibility for additional Title IV funds will end if the student fails to take positive action by the 45th day following the date the school sent or was required to send notification to the student.

There are three positive actions a student can take to extend his or her eligibility for Title IV funds beyond 45 days:

1. The student may repay the overpayment in full to the school.
2. The student may sign a repayment agreement with the school. **Note: Two years is the maximum time a school may allow for repayment.**
3. The student may sign a repayment agreement with the U.S. Department of Education.

*******The student should contact the school to discuss his or her options*******

CONSEQUENCES FOR NOT FOLLOWING UP ON THE NOTIFICATION

If the student takes no positive action during the 45-day period, the school will report the overpayment to NSLDS on the NSLDS Professional Access Web site under the AID tab, "Overpayment List" menu option after the 45-day period has elapsed.

If the student fails to take one of the positive actions during the 45-day period, the student's overpayment will be reported immediately to the NSLDS and referred to the Debt Resolution Services for collection.

WHEN A STUDENT RECEIVES ADDITIONAL FUNDS DURING THE 45-DAY PERIOD OF EXTENDED ELIGIBILITY

Students who owe overpayments as a result of withdrawals generally will retain their eligibility for Title IV funds for a maximum of 45 days from the earlier of (a) the date the school sends the student notice of the overpayment, or (b) the date the school was required to notify the student of the overpayment. A student who receives Title IV funds within that period of extended eligibility and then fails to return the overpayment or make repayment arrangements becomes ineligible for additional Title IV program funds on the day following the 45-day period. However, any Title IV program funds received by the student during the 45-day period were received while the student was eligible. Therefore, those Title IV funds do not have to be returned (unless the student withdraws a second time). A student who loses his or her eligibility for Title IV funds at the expiration of the 45-day period will remain ineligible for additional Title IV funds until the student enters into a repayment agreement with the U.S. Department of Education.

If, at any time, a student who previously negotiated a repayment arrangement fails to comply with the terms of his or her agreement to repay, that student immediately becomes ineligible for additional Title IV funds.

The University will also notify the student in writing via U.S. mail using a Refund Calculation worksheet of the amount(s) of aid that were retained by the school for institutional charges and the amount(s) of aid that will be refunded by the school to each Title IV program. The student will also be notified of the amount of Title IV loans they will owe after all applicable refunds have been made, the requirement for the student to complete exit counseling, when the student will be responsible to start repayment of their student loans and who they may contact for further assistance or to report any changes to their personal information.

The requirements for Title IV program funds when you withdraw are separate from any Institutional Refund Policy that your school may have. Therefore, you may still owe funds to the school to cover unpaid institutional charges. Your school may also charge you for any Title IV program funds that the school was required to return.

If you have questions about your Title IV program funds, you can call the Federal Student Aid In-formation Center at 1-800-4-FEDAID (1-800-433-3243). TTY users may call 1-800-730-8913. Informa-tion is also available on Student Aid on the Web at www.studentaid.ed.gov.

RIGHTS AND RESPONSIBILITIES OF THE STUDENT

Students are responsible for completing all forms accurately and by the published deadlines. They are also responsible for submitting information requested to the Financial Aid Office in a timely manner.

Along with the information, students are responsible for keeping the Financial Aid Office up to date with any changes to name, address, and marital status. In addition, students should notify the Financial Aid Office of any assistance from non-college sources such as scholarships, loans, and educational benefits. Students are responsible for informing the Financial Aid Office of any enrollment changes such as requests for a leave of absence. Lastly, but not limited to, students are responsible for maintaining satisfactory academic progress, and re-applying for aid each year.

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.

2025-26 SCHEDULE OF CHARGES

Please note that all fees on the following *Schedule of Charges* are for the current academic year and may change in the future. All fees are reviewed annually and are expected to increase each year.

Application Fee	$50	Mandatory, non-refundable
Graduate Degree Program Tuition	$676 per credit	Mandatory, partially refundable
Tuition Deposit	$250	Mandatory, non-refundable
Finance Charge: Monthly Payment Plan	$90 per quarter	Optional, non-refundable
Continuation Fee	$1,550	Mandatory, partially refundable

Residential Transformative Learning Lab Optional Facilities Fee	Varies***	Optional, non-refundable
Dissertation Fee: Eight-Quarter Period (Ph.D./Ed.D. Students)	$19,500**	Mandatory, partially refundable
Clinical Case Study Fee: Four-Quarter Period (Psy.D. Students)	$9,750**	Mandatory, partially refundable
Dissertation Extension Fee (4-Quarter Extension)	$9,750**	Optional, partially refundable
Clinical Case Study Extension Fee (4-Quarter Extension)	$9,750**	Optional, partially refundable
Quarterly Dissertation Fee beyond the 4-quarter Extension Fee (per quarter fee)	$2,437	Optional, non-refundable
Quarterly Clinical Case Study Fee beyond the 4-quarter Extension Fee (per quarter fee)	$2,437	Optional, non-refundable
Doctoral Project Binding Fee (three copies)	$600 (may vary based on vendor)	Mandatory, non-refundable
Degree Program Transfer Fee	$300	Optional, non-refundable

Readmissions Fee	$300	Mandatory, non-refundable
Optional Tutorial Fee	$676	Optional, non-refundable
Required Tutorial Fee	$676	Mandatory, non-refundable
Certificate Fee	Certificate fees vary based on the certificate	Optional, partially refundable
Leave of Absence Fee	$300	Optional, non-refundable
Official Transcript Fee	$15	Optional, non-refundable
ID Card Replacement Fee	$15	Optional, non-refundable
Late Enrollment Fee	$50	Optional, non-refundable
Late Payment Fee	$25	Optional, non-refundable

Returned Payment Fee	$35	Optional, non-returnable
Late Assignment Submittal Fee	$75	Optional, non-refundable
Student Tuition Recovery Fund (STRF)	$0 per $1,000****	Mandatory, non-refundable
Books and Supplies	$1,200*	Optional, non-refundable

Notes:

1. All fees are reviewed annually and may be subject to increase by Meridian University. Fees are generally expected to increase each year.
2. An "Optional" fee is required when a student selects an optional service.

* This amount is an annual approximate depending on the choices that students make regarding the purchase of books and supplies.

** The dissertation fee covers an eight-quarter period. The clinical case study fee covers a four-quarter period. If a student withdraws and then re-admits, their doctoral project fees will be based on the Schedule of Charges in place at the time of their initiating the doctoral project process. PhD and EdD students who find that additional time beyond the eight quarters is necessary for completion of their dissertation (and PsyD students who find that additional time beyond the four quarters is necessary for completion of their clinical case study), must enroll in the extended four-quarter clock.

*** This fee is not required to attend residential Transformative Learning Labs. It accounts for such services as may be offered depending on the location and context of a residential Transformative Learning Lab that students who attend that lab may choose to utilize.

****** STUDENT TUITION RECOVERY FUND (STRF)**

"You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition 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.

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

1. You are not a California resident, or are not enrolled in a residency program, or
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 established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

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

"It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market Blvd., Suite 225, Sacramento, California, 95834; 916-574-8900.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational

program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.

4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.
8. To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

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

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

COST OF ATTENDANCE

Cost of Attendance (COA)is a budget determined by Meridian University to estimate the cost of education for the academic year. This ***estimated*** budget includes both Direct Costs, which include applicable bills from the University such as tuition and residential fees, as well as estimates of indirect costs, which include expected expenses that may be incurred by the student but are not directly paid to the University such as living expenses (outside of the fees associated with Meridian's Residential Accommodation Plan), books, travel, personal, and/or miscellaneous expenses. The cost of attendance is an estimate of educational expenses for the period of enrollment.

DIRECT COSTS

Direct Costs include tuition and other fees necessary to attend the program. These are the cost of items the student pays directly to the school. The chart below is a summarized amount of Direct Costs the student will need to cover attendance at Meridian University for one academic year of study, which consists of four consecutive quarters.

2025 - 2026 Total Tuition and Fees (Direct Costs)						
Ph.D. in Psychology	Psy.D. in Clinical Psychology	M.A. in Counseling Psychology	M.A. in Psychology	M.Ed. in Educational Leadership	Ed.D. in Organizational Leadership	MBA in Creative Enterprise
$21,632.00*	$21,632.00*	$21,632.00*	$21,632.00*	$21,632.00*	$21,632.00*	$21,632.00*

*Tuition estimate based on full time enrollment of 32 credits per academic year. Students may take additional or fewer credits which will affect their cost of attendance. Tuition is billed at a rate of $676 per credit. For Financial Aid purposes, students registered for at least 7 credits each quarter are awarded aid based on 32 credits per year. Students who are registered for more than 8 credits each quarter may be eligible to increase their Cost of Attendance for Financial Aid by request to the Financial Services Team. The Cost of Attendance for Financial Aid for students registered for fewer than 7 credits per quarter is based on an estimate of 24 credits per year. Students must register for at least 4 credits each quarter in order to be eligible for financial aid. A single four credit course is considered half-time registration.

INDIRECT COSTS

The estimated figures of Indirect Costs are provided by a third party based on regional and programmatic statistical information. *These figures are only estimates and are not owed to the University.*

Individual student costs may vary based on individual standards of living and where the student lives. Students should be prepared to meet the additional costs of their degree program. These additional costs can include travel, accommodations, food, textbooks, learning guides, readers, conference call charges, doctoral project editors, computer software and hardware, courses at other institutions, commercial database searches, professional meetings, trainings, conferences, and/or workshops. Learning consultants or other editors are the sole responsibility of the students using their services.

TOTAL ESTIMATED COST OF ATTENDANCE

The following table shows the total estimated cost of attendance for the 2025-26 academic year.

- Direct costs are estimated tuition and fee amounts that the students pay directly to Meridian.
- Estimated indirect costs are likely to vary for each student and are not owed to the University.
- *Total Estimated Cost of Attendance* adds together both the estimated direct costs and estimated indirect costs and is indicated on the last row of the table below.
- The note (*) under the Direct Costs section above also applies to the table on the following page:

TOTAL ESTIMATED COST OF ATTENDANCE									
Direct or Estimated Indirect Cost	**Category**	**PhD in Psychology**	**PsyD in Clinical Psychology**	**Masters in Counseling Psychology**	**Masters in Psychology**	**MEd in Organizational Leadership**	**EdD in Educational Leadership**	**MBA in Creative Enterprise**	**Continuation Student**
Direct Cost	Tuition	$21,632	$21,632	$21,632	$21,632	$21,632	$21,632	$21,632	$0.00
Direct Cost	Required Fees	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,550
Direct Cost	STRF	$0	$0	$0	$0	$0	$0	$0	$0
Direct Cost Total		**$21,632.00**	**$21,632.00**	**$21,632.00**	**$21,632.00**	**$21,632.00**	**$21,632.00**	**$21,632.00**	**$1,550.00**
Estimated Costs	Books & Supplies	$1,200	$1,200	$1,200	$1,200	$1,200	$1,200	$1,200	$0.00
Estimated Costs	Living Expenses	$18,456	$18,456	$18,456	$18,456	$18,456	$18,456	$18,456	$0.00
Estimated Costs	Transportation	$3,756	$3,756	$3,756	$3,756	$3,756	$3,756	$3,756	$0.00
Estimated Costs	Misc. Expenses	$11,964	$11,964	$11,964	$11,964	$11,964	$11,964	$11,964	$0.00
Estimated Costs	Loan Fees (Est)	$217	$217	$217	$217	$217	$217	$217	$0.00
Est. Indirect Cost Total		**$35,593**	**$35,593**	**$35,593**	**$35,593**	**$35,593**	**$35,593**	**$35,593**	**$0.00**
Total Estimated Cost of Attendance		**$57,225.00**	**$57,225.00**	**$57,225.00**	**$57,225.00**	**$57,225.00**	**$57,225.00**	**$57,225.00**	**$1,550.00**

FOR ADDITIONAL ASSISTANCE

- For information on financial aid, please contact the Financial Services Team at financialservices@meridianuniversity.edu.
- For payment option information, contact the Financial Services Team at financialservices@meridianuniversity.edu.
- For information on enrollment, contact the Student Services Team at studentservices@meridianuniversity.edu.

NOTE REGARDING LOANS

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. If any portion of the tuition was paid from the proceeds of a loan or third party, the student will have the responsibility 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.

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

- 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 PhD or PsyD degree programs.

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 acceptance decision to the applicant.

ADMISSIONS REQUIREMENTS

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

Optional Materials

- Writing Sample
- Resume or CV

ADMISSIONS CRITERIA

The following criteria are utilized in assessing a prospective student at the time admissions:

- Admissions Application.
- Academic ability: Demonstrated and potential academic excellence.
- Intellectual vitality: Individual's overall excitement towards learning and interest in transformative learning.
- Applicant's initiative in seeking out opportunities for enhancing their knowledge base.
- Potential for leadership, as demonstrated through the applicant's personal character and professional competence.
- Personal qualities and community/professional contributions.
- Performance at interview(s).
- Other qualifications and experience, as relevant.
- Conduct demonstrating professionalism.

TRANSFER CREDIT

Meridian University encourages students to take courses in sequence whenever possible, due to the distinct and nested nature of Meridian's master's and doctoral programs. Given the emphasis on transformative learning and the student's depthful, lived experience of the conceptual content of the course, courses taken at other institutions will likely not be assessed as equivalent to a similar course offered in the Meridian curriculum.

Transfer credits may be granted up to a maximum of 40 quarter credits for the PsyD, PhD, and EdD, and 12 quarter credits towards Master's degrees (MA in Psychology, MA in Counseling Psychology, MEd, MBA). PhD and PsyD students entering with Advanced Standing status may be granted transfer credit up to a maximum of 12 quarter credits.

Eligibility criteria for transfer units include:

- the course needs to have been taken at a state approved or regionally accredited institution and be listed on an official transcript.
- the student must have received a grade of a “B” or higher in the course.
- transfer credit can only be potentially available for graduate level coursework.

Accepted students must submit all requests for transfer of credit to the Admissions Office prior to their first day of coursework. To request credit for coursework taken at other institutions, submit the syllabus for the course (the actual syllabus from when the course was taken) along with an accompanying letter that clearly spells out which Meridian course(s) the newly admitted student is requesting transfer credit for. The assessment of prior coursework submitted for transfer can take up to 20-30 working days.

Credit cannot be given for prior life experience; only courses taken in state approved or regionally accredited academic institutions can be considered for transfer credit.

Prior coursework approved for transfer into the student’s record reduces the number of courses the student needs to take in their program.

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

The admissions committee does not offer suggestions for which Meridian course(s) the newly admitted student might want to request transfer credit given the nature of the program's transformative learning intent. It is the student's responsibility to make such requests, should they wish to do so. Note that transfer credit granted for prior courses taken at other colleges or universities does not reduce tuition.
It is important to note that financial aid eligibility may be affected by the acceptance of transfer credit which results in a decrease in the number of enrolled credits. Consult with the Financial Aid Office about this at the time of request to determine eligibility.

Note regarding Veterans Benefits: Students who are eligible for VA Benefits must submit all educational history for transfer credit review prior to utilizing VA aid. VA aid cannot be used to pay for

courses for which the student has received transfer credit and has therefore completed the associated program requirement(s). Credit cannot be given for prior military training.

INTERNATIONAL STUDENTS

As an integral part of Meridian University's commitment to promoting diversity, international students are welcome to apply for admission into Meridian's graduate degree programs. Diversity enriches the educational experience by creating an inclusive and dynamic learning environment essential for creative inquiry.

TRANSCRIPTS

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).

ENGLISH PROFICIENCY

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 total score of at least 550 paper-based, 213 computer-based, or 79 internet-based.

Meridian University does not offer English language services such as ESL instruction.

FINANCIAL AID

Financial aid is available from a variety of sources. Meridian encourages international students to research scholarships, grants, and loan options based on their specific circumstances and needs.

SOURCES OF AID

- Meridian's International Student Scholarship: available to students not eligible for Federal Student Aid (FSA) who reside outside the US.
- Meridian's Diversity Grant – available to students not eligible for Federal Student Aid (FSA)
- External scholarships (see the resources noted under "International Scholarship Options" below)
- Meridian Institutional Loan Program – available to students not eligible for Federal Student Aid (FSA)
- The student's home country federal student aid program

Financial Aid availability is limited and based on demonstrated financial need. Contact the Financial Services Team at financialservices@meridianuniversity.edu for more information.

DIVERSITY GRANT

Qualified students may request a Meridian Diversity Grant. Criteria used in determining the student's eligibility for the Diversity Grant are:

- Demonstrated financial need
- Meeting race and ethnic diversity criteria

Note that students who receive a Diversity Grant should not expect it to substantially change their graduate education cost of attendance.

Students can apply for the Diversity Grant by submitting the Meridian Institutional Financial Aid Application. Students who are eligible for Federal Student Aid are not eligible for institutional financial aid.

THE FINANCIAL AID PROCESS

International students start the financial aid process by completing the Institutional Financial Aid Application. After submitting this application, the Financial Services Team will coordinate with the student as to what aid may be available. During this process, students will demonstrate their financial need via the Meridian Financial Need Form, provided once the Scholarship and Grant application has been received and processed.

MORE INFORMATION AND RESOURCES

Meridian's Admissions and Financial Aid staff are available to walk students through the process of applying to Meridian internationally.
Click here for more information on our Student Visa Services and I-20 details.

INTERNATIONAL SCHOLARSHIP AND LOAN OPTIONS

- www.iefa.org
- www.internationalscholarships.com
- www.studyabroadloans.com

GENERAL INFORMATION FOR INTERNATIONAL STUDENTS

- www.edupass.org
- http://studycalifornia.us/scholarship/
- https://www.internationalstudent.com/

CANADIAN STUDENT LOAN PROGRAM

Residents of Canada can explore educational loans through the Canadian Student Loan Program. Applications are available through the Canadian provincial governments.

STUDENTS FROM LATIN AMERICAN AND CARIBBEAN COUNTRIES

The Organization of American States, through the Rowe Fund, offers interest-free loans to eligible students from Latin American and Caribbean countries to help them finance their studies or research at accredited universities in the United States. For more information visit www.oas.org/rowe.

Keep in mind that outside grants and scholarships are "free sources" of financial aid that do not have to be paid back. You should never be asked to pay for scholarship applications. Please be mindful and look out for financial aid scams.

ACCREDITATION AND APPROVAL

As an accredited institution, Meridian University remains committed to higher education standards of quality, integrity, capacity, and effectiveness. Meridian's degree programs are subject to review and approval by:

- U. S. Department of Education (ED)
- WASC Senior College and University Commission (WSCUC)
- California Bureau for Private Postsecondary Education (BPPE)
- California Board of Psychology

"The WASC Senior College and University Commission ("the Commission") is a regional accrediting agency serving a diverse membership of public and private higher education institutions throughout California, Hawaii, and the Pacific as well as a limited number of institutions outside the U.S. Through its work of peer review, based on standards agreed to by the membership, the Commission encourages continuous institutional improvement and assures the membership and its constituencies, including the public, that accredited institutions are fulfilling their missions in service to their students and the public good.

The WASC Senior College and University Commission (WSCUC) is recognized by the U.S. Department of Education as certifying institutional eligibility for federal funding in a number of programs, including student access to federal financial aid."

"The WASC Senior College and University Commission (WSCUC) is an institutional accrediting body that emphasizes academic quality and processes that ensure educational effectiveness throughout the institution. It accredits institutions rather than individual programs, including all institutional operations wherever located. In so doing, it reviews evidence of the institution's capacity to achieve educational effectiveness—structures, processes, resources, procedures, and outcomes—as well as evidence of the academic quality of educational programs within the institution."

For standards of accreditation and information regarding the WSCUC, including information about policy and process for compliance complaints, visit: http://www.wascsenior.org, or contact WSCUC:

WASC Senior College and University Commission (WSCUC)
985 Atlantic Avenue, Suite 100
Alameda, CA 94501
Telephone: (510) 748-9001
Fax: (510) 748-9797

Meridian University is a private institution, approved to operate by the California Bureau for Private Postsecondary Education (BPPE). Approval to operate means the institution is compliant with minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of Title 5 of the California Code of Regulations.

NOTE TO ALL PROSPECTIVE STUDENTS

"Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education."

Physical Address:
Bureau for Private Postsecondary Education
1747 North Market Blvd., Suite 225
Sacramento, CA 95834

or Mailing Address:

Bureau for Private Postsecondary Education
P.O. Box 980818
West Sacramento, CA 95798-0818
www.bppe.ca.gov
Phone (888) 370-7589
or Fax (916) 263-1897

"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)."

"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."

Meridian University does not provide dormitory facilities. Long-term housing is typically available in Petaluma, CA near the Bay Area Center for approximately $2,000 - $3,000 per month. Long-term housing is typically available in Santa Monica, CA near the Los Angeles Campus for approximately $2,000 - $4,000 per month. When classes are held at a retreat or conference center, lodging located reasonably near the facility is typically available for approximately $80-$120 per night. Students make their own housing arrangements independently. Meridian does not provide assistance to students in finding appropriate housing.

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.

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 Psychology, Business, and/or Education 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.

Meridian has no formal agreement with any other institutions regarding transfer credits. Other institutions establish their own criteria for accepting transfer credit. Students may request to transfer credits from another institution per our Transfer of Credits policy.

Meridian does not accept ability-to-benefit students.

2025-26 ACADEMIC CALENDAR

Fall Quarter (Sept 1 – Nov 30)

Registration Opens: Friday, August 1, 2025, at 5pm PT

Registration Closes: Friday, August 8, 2025

Syllabi Posted: Friday, August 15, 2025

Course Drop Deadline: Friday, August 22, 2025

Labor Day (Administrative Holiday): Monday, September 1, 2025

Learning Platform Opens/Classes Begin: Tuesday, September 9, 2025, at 5 pm PT

Orientation to Meridian's First Quarter Curriculum: Friday, September 12, 2025, at 10 am PT

Cumulative Writing Assignments Due: Tuesday, October 28, 2025

Learning Platform Closes: Tuesday, October 28, 2025

Grades Due: Sunday, November 9, 2025

Grades Published: Monday, November 17, 2025

Fall Break: November 24 – November 30, 2025

Winter Quarter (Dec 1 – Feb 28)

Registration Opens: Monday, November 3, 2025, at 5 pm PT

Registration Closes: Monday, November 10, 2025

Syllabi Posted: Friday, November 17, 2025, at 5 pm PT

Course Drop Deadline: Monday, December 1, 2025

Learning Platform Opens/Classes Begin: Tuesday, December 9, 2025, at 5 pm PT

Orientation to Meridian's First Quarter Curriculum: Friday, December 12, 2025, at 10 am PT

Winter Break: December 22, 2025 – January 11, 2026

Martin Luther King Jr. Day (Administrative Holiday): Monday, January 19, 2026

Cumulative Writing Assignments Due: Tuesday, February 17, 2026

Learning Platform Closes: Tuesday, February 17, 2026

Grades Due: Sunday, February 22, 2026

Grades Published: Monday, March 2, 2026

Spring Quarter (March 1 – May 31)

Registration Opens: Monday, February 2, 2026, at 5 pm PT

Registration Closes: Monday, February 9, 2026

Syllabi Posted: Monday, February 16, 2026, at 5 pm PT

Course Drop Deadline: Monday, February 23, 2026

Learning Platform Opens/Classes Begin: Tuesday, March 10, 2026, at 5 pm PT

Orientation to Meridian's First Quarter Curriculum: Friday, March 13, 2026, at 10 am PT

Spring Break: March 30 – April 5, 2026

Cumulative Writing Assignments Due: Tuesday, May 5, 2026

Learning Platform Closes: Tuesday, May 5, 2026

Grades Due: Sunday, May 17, 2026

Memorial Day (Administrative Holiday): Monday, May 25, 2026

Grades Published: Tuesday, May 26, 2026

Summer Quarter (June 1 – Aug 31)

Registration Opens: Friday, May 1, 2026, at 5 pm PT

Registration Closes: Friday, May 8, 2026

Syllabi Posted: Friday, May 15, 2026, at 5 pm PT

Course Drop Deadline: Friday, May 22, 2026

Learning Platform Opens/Classes Begin: Tuesday, June 9, 2026, at 5 pm PT

Orientation to Meridian's First Quarter Curriculum: Friday, June 12, 2026, at 10 am PT

Juneteenth (Administrative Holiday): Friday, June 19, 2026

Summer Break: June 29 – July 5, 2026

Cumulative Writing Assignments Due: Tuesday, August 4, 2026

Learning Platform Closes: Tuesday, August 4, 2026

Summer Faculty Closure: August 10 – August 16, 2026

Grades Due: Sunday, August 16, 2026

Grades Published: Monday, August 24, 2026

Transformative Learning Labs

Transformative Learning Labs are scheduled during most quarters, often at University Centers. The schedule and location for each Lab is announced generally a month before the quarter begins.

Notes:

The University reserves the right to change dates and locations of coursework schedules if necessary. Course registration-related dates are approximate and may vary based on weekends, holidays, and other calendar constraints.

Online Transformative Learning Labs are announced via the course registration process each quarter, however Online Labs are less frequent than Onsite Labs.

NOTICE OF DISCLAIMER

This catalog has been prepared with the best available information at the time of publication. 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.

The curricular information (such as course descriptions) included in this catalog is based on the information available at the time of publication. The actual scheduling of courses for each quarter is influenced by curricular requirements (Meridian's and state licensure boards'), faculty schedules and on-going improvements to Meridian's curriculum.

The Catalog is updated annually. Annual updates may be made using supplements or inserts accompanying the catalog. The information included in this catalog is as accurate as possible at the time of publication; however, Meridian University reserves the right to make revisions in its policies, procedures, curriculum, faculty, tuition, and fees as necessary in order to address emerging needs, or if otherwise in the best interest of the Institution during the life of this catalog by the use of addendums, supplements, publishing a revised version, and/or inserts that would be attached to the catalog. In that event Meridian would make all reasonable efforts to notify students, therefore students should be aware that the policies and procedures described in this catalog may not necessarily remain in effect during their entire program. Also, if there are any discrepancies in any time period between the Enrollment Agreement and this catalog, the Enrollment Agreement signed by Meridian and the student shall be binding. It is important to check with Meridian staff for updates and confirmation as to the timeliness of the catalog.

Meridian University
47 Sixth Street
Petaluma, CA 94952
Phone: (707) 765-1836
Fax: (707) 765-2351
www.meridianuniversity.edu

Email: info@meridianuniversity.edu