Transformative Learning

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

Learning Formats

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

Admissions Information

Meridian University is committed to creating a pluralist learning community. We seek a diverse group of students and welcome application from all qualified individuals.
VISION & MISSION: AN EDUCATION THAT TRANSFORMS

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

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

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

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

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

The Center’s work on the praxis of Transformative Learning is organized via projects in Education, Spiritual Practice, Business, Psychotherapy, Social Change and Civil Society, Governance and the Law, and the Arts. The Center hosted the 10th International Conference on Transformative Learning in 2012.

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

—JAMES BALDWIN
TRANSFORMATIVE LEARNING 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 suggests that something vital is missing. The future calls for integrated competencies that enable professionals to acquire and manage vast domains of information effectively enough to participate in wise and creative initiatives. Transformative Learning prepares graduates for this challenge.

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

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

—JALALUDDIN RUMI

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

Learning together within a cohort model in both formats offers students:

• The opportunity to sustain one’s focus on learning and developing relationships within the learning community.
• The opportunity to give and receive the support and nurturance necessary for the effective development and deepening of a transformative learning community.

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

In the Monthly learning format, classes are held in-person; depending on the program, some coursework may include an online component.

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

—ANGELES ARRIEN, The Four-Fold Way
LEARNING FORMATS: BLENDED

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

ONLINE COURSEWORK
Meridian faculty and staff collaborate to provide an online learning experience for students that invites new and unexpected meanings to emerge. 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. At times, faculty encourage their online classes to meet synchronously in small groups, so as to have ‘real-time’ contact with others in ways that are practical for individual schedules.

Faculty respond to students’ work (weekly lessons, projects, or dissertations/clinical case submittals) within two to 30 working days, depending on the nature of the assignment. An average of 16 quarter credits of online learning are completed through online coursework annually.

RESIDENTIAL SESSIONS
Students deepen their learning experience in the degree programs through week-long residential sessions that meet twice each year. Students meet in residence in the San Francisco Bay Area for one week at a time, twice each year, usually in the Winter and the Summer. Approximately 14 quarter credits of classroom learning are completed in residence each academic year.
DEGREE PROGRAMS
Meridian University offers graduate degree programs that educate students to engage the professions of Psychology, Business, and Education, in creative and transformative ways. These degree programs provide a cumulative, emergent, and integrated curriculum, empowering the student’s transformation both personally and professionally.

BUSINESS
• Integral MBA in Creative Enterprise (New)

EDUCATION
• M.Ed. in Educational Leadership
• Ed.D. in Organizational Leadership

PSYCHOLOGY
• M.A. in Psychology
• M.A. in Counseling Psychology
• Psy.D. in Clinical Psychology
• Ph.D. in Psychology

ACADEMIC YEAR
Depending on the program and program year, approximately 300-380 classroom hours (approximately 30-38 quarter credits) are completed each academic year. Courses are designed to be taken in sequence, within the cohort-based, transformative learning community model. The academic year begins September 1st and ends August 31st.

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 that is the focus of the degree program.

2. CREATIVE INQUIRY SKILLS:
Students will develop creative inquiry skills aligned with the specific profession that is the focus of the degree program.

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

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

— JEAN HOUSTON, Chancellor, Meridian University
INTEGRAL MBA IN CREATIVE ENTERPRISE

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

INTEGRAL MBA IN CREATIVE ENTERPRISE: DEGREE OVERVIEW

The Integral 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

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

The Educational Objectives for the Integral MBA in Creative Enterprise include:

1. Cultivating Leadership Capacities: To cultivate the 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: 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.

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

— JOSEPH CAMPBELL
INTEGRAL MBA IN CREATIVE ENTERPRISE

INTEGRAL 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.
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. 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.
7. 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.
8. Generative Entrepreneurship: Practices and perspectives that link entrepreneurial competencies with impacting the commons, in ways that are generative and emancipatory.
9. 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.
10. 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 INTEGRAL MBA IN CREATIVE ENTERPRISE

• Students are required to complete 60 credits (600 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). This project may be completed individually or collaboratively.
• Students have a maximum of four years from the initial date of enrollment to complete this degree.

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

—PAULO FREIRE
INTTEGRAL MBA IN CREATIVE ENTERPRISE

CURRICULUM OVERVIEW

FIRST YEAR

FALL
Foundations of Creative Enterprise
Community Economics
Leadership & Creative Inquiry I

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

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

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

SECOND YEAR

FALL
Managerial Accounting
Creative Marketing
Collaborative & Cultural Leadership I

WINTER
Managerial Finance
Operations Management
Collaborative & Cultural Leadership II

SPRING
Human Resources Development
Strategic Management
Collaborative & Cultural Leadership III

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

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

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

—MARK NICOLSON, M.A., M.B.A.
CO-FOUNDER, LEADERSHIP DNA AND VENTANA GROUP
MBA 502
FOUNDATIONS OF CREATIVE ENTERPRISE
Social and technological drivers as well as accompanying cultural change bring complex innovation challenges for sustainable enterprise. In order for a business, nonprofit, public, or social enterprise to be a creative enterprise, specific management and leadership capabilities are needed for sustainable integration into a globalized, creative economy. This course is an overview of the integrated competencies required for successful participation in 21st century creative enterprises. (2 units)

MBA 507
LEADERSHIP AND CREATIVE INQUIRY I, II, III, IV
First and foremost, leaders must be learners. Expectations for ongoing learning in the management of enterprises continue to accelerate as organizations learn to periodically reinvent themselves within an increasingly competitive, entrepreneurial culture. This course sequence focuses on leadership capacities and creative inquiry skills developed through Transformative Learning practices. (2 units each)

MBA 515
COMMUNITY ECONOMICS
This course examines the causes of the current recession along with community-based economic strategies for survival and recovery. 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. (2 units)

MBA 524, 525, 526
INNOVATION, CULTURE, AND SUSTAINABILITY I, II, III
Sustainable enterprises respond to wider social, technological, and cultural change with organizational capabilities for cultural innovation, institutional integrity, and wise entrepreneurial initiative. This course 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. (2 units each)

MBA 530
RESEARCH AND INNOVATION IN BUSINESS
Maintaining a healthy edge in the marketplace requires an understanding of, and ability to measure, sustainable business practices throughout the entire value chain. It includes analyzing internal progress as well as external markets to determine opportunities for creating new products and services and the ability to communicate ideas to a diverse stakeholder group. This course covers the preliminary steps needed to successfully launch a sustainable venture as either a new enterprise or within an established business. It includes the principles and practices of action and participation in sustainability research, true cost accounting, evaluation, and reporting. Existing research tools and sustainability metrics and reports will be reviewed. (2 units)

MBA 607
COLLABORATIVE AND CULTURAL LEADERSHIP I, II, III, IV
Managing and leading effectively entails leading with others. Wherever people are working together they do so within a pattern of habits that make up the enabling and limiting conditions of societal and organizational culture. This course sequence emphasizes the integrated competencies required for entrepreneurial collaboration and cultural innovation within sustainable enterprise. (2 units each)
MBA 611
CREATIVE MARKETING
The marketing management process is critical to positioning an organization as a key contributor to a sustainable market in an emerging creative economy. It requires the ability to thoroughly analyze market strategies in order to make decisions that positively impact the organization and society as a whole. This course approaches marketing strategy and frameworks, trends, concepts, and marketing techniques in relation to today’s individual, organizational, and societal needs. Some of the topics to be covered include research, target market and segmentation, societal and cause-related marketing, green marketing, and branding. (2 units)

MBA 612
OPERATIONS MANAGEMENT
A clear understanding of operations management is essential to building and maintaining a sustainable business. There are a wide range of opportunities to improve a company’s operations, from worksite safety and employee training to product development. It is particularly critical as the emerging creative economy seeks to harness increased cultural diversity and creative talent among our workforce, locally and globally. This course covers topics such as process analysis, supply chain management, quality, and 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. (2 units)

MBA 613
STRATEGIC MANAGEMENT
The evolution taking place in market strategy is creating a business consciousness that is socially and environmentally sensitive as part of an organization’s fundamental makeup. Trends are 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. (2 units)

MBA 616
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. (2 units)

MBA 617
MANAGERIAL ACCOUNTING
Effective managers in any industry need to be equipped with the knowledge and understanding of accounting in order to make business decisions that sustain a company through prosperous as well as lean times. Understanding accounting within the U.S. business environment will set the foundation for incorporating social and environmental practices into the accounting system. This course approaches accounting from both the financial and managerial perspective. Examples of topics covered include the accounting process, financial statements, budgeting, and cost-volume-profit analysis. Environmental, social, and ethical accounting issues are introduced. (2 units)
MBA 620
BUSINESS AND SOCIAL ENTREPRENEURSHIP

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

MBA 621
ORGANIZATIONAL DEVELOPMENT AND TRANSFORMATION

Sustainable organizations in an emerging creative economy are dynamic in their response to managing change. Leading organizational change involves collaborative leadership, creativity, motivation, 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. (2 units)

MBA 626
TRANSFORMATIVE BUSINESS INNOVATION

The recent Great Recession and other underlying economic trends have reduced the amount of capital available for non-profit funding of social enterprise. In this context, market-based models assume a larger role in leading social transformation. One of the most influential business thinkers in the world, C.K. Prahalad, suggests that innovative business models can effectively address the world’s poverty. He asserts that transformative missions like this can be undertaken not by adopting an industry’s “best practices” but by identifying “next practices” that have the potential to shift a market or society’s equilibrium. Building 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. (2 units)

MBA 627
HUMAN RESOURCES DEVELOPMENT

Human Resources is uniquely positioned to support the underpinnings of organizational transformation when considered an essential player on the executive leadership team. Without critical input and support from Human Resources, organizations are prone to marginalizing key implementation strategies and minimizing success due to obstacles such as change resistance and employee/managerial sabotage. This course looks at 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. (2 units)

MBA 630
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. (2 units)
MBA 710
GLOBAL BUSINESS MEETS CREATIVE ENTERPRISE

Typically the most transformative innovations originate at the edge of a society, with actions taken by bold pioneers and visionaries, so 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. (2 units)

MBA 716
ECOLOGICALLY RESTORATIVE BUSINESS

Ecologically restorative enterprise will be a central theme in the transformative ventures of the future. Van Jones, former member of the Obama administration and founder of Green for All, points out 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. (2 units)

MBA 718
EMERGENT THINKING IN THE CREATIVE ECONOMY

Leading thinkers are collectively and individually re-imagining a future in which we conduct business in ways that restore the environment, build community and healthy relationships, create right livelihood, and promote social justice. In this course, 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. (2 units)

MBA 726
INNOVATION AND INFORMATION

Just as the measures imposed by the larger economy govern human behavior, businesses evolve internal measures of performance that impact the behavior of the people who work within them. 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. (2 units)

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

— WILLIS HARMAN, WORLD BUSINESS ACADEMY

AUTHOR, Global Mind Change
THE EDUCATIONAL OBJECTIVES FOR THE M.ED. IN EDUCATIONAL LEADERSHIP INCLUDE:

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.

GRADUATION REQUIREMENTS FOR M.ED. IN EDUCATIONAL LEADERSHIP

- Students are expected to complete 60 credits (600 hours).
- Students are expected to complete a Creative Action Project (capstone). This project may be completed individually or collaboratively.
- Students have a maximum of four years from the initial date of enrollment to complete this degree.

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

— JOHN DEWEY
M.ED. 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 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.

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

—KHALIL GIBRAN
## CURRICULUM OVERVIEW

### FIRST YEAR

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<th>FALL</th>
<th>Winter</th>
<th>Spring</th>
<th>Summer</th>
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<tr>
<td>Transformative Education I</td>
<td>Transformative Education II</td>
<td>Transformative Education III</td>
<td>Diversity &amp; Cultural Praxis I</td>
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<tr>
<td>Human Development I</td>
<td>Human Development II</td>
<td>Research Methods</td>
<td>Transforming Educational Organizations I</td>
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<td>Leadership &amp; Creative Inquiry I</td>
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<td>Leadership &amp; Creative Inquiry III</td>
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### SECOND YEAR

<table>
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<th>Spring</th>
<th>Summer</th>
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<td>Curriculum Development I</td>
<td>Curriculum Development II</td>
<td>Human Development III</td>
<td>Assessment of Educational Effectiveness I</td>
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<tr>
<td>Diversity &amp; Cultural Praxis II</td>
<td>Diversity &amp; Cultural Praxis III</td>
<td>Collaborative &amp; Cultural Leadership III</td>
<td>Transforming Educational Organizations II</td>
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<tr>
<td>Collaborative &amp; Cultural Leadership I</td>
<td>Collaborative &amp; Cultural Leadership II</td>
<td>Collaborative &amp; Cultural Leadership IV</td>
<td>Collaborative &amp; Cultural Leadership IV</td>
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*We don’t receive wisdom; we must discover it for ourselves after a journey that no one can take for us or spare us.*

— MARCEL PROUST

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*This overview is illustrative only; curricular choices are geared to the Monthly or Blended learning format. This curriculum is revised periodically and subject to change. If offered in the Monthly format, selected courses have online components.*
THE EDUCATIONAL OBJECTIVES FOR THE ED.D. IN ORGANIZATIONAL LEADERSHIP INCLUDE:

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.

GRADUATION REQUIREMENTS FOR ED.D. IN ORGANIZATIONAL LEADERSHIP

• Students are expected to complete 115 credits (980 hours).
• Students are expected to complete a Creative Action Project. This project may be completed individually or collaboratively.
• The completion of an original research Dissertation is required.
• Students have a maximum of six years after ending coursework with their cohort to complete the doctoral degree requirements.

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

— JEAN PIAGET
ED.D. IN ORGANIZATIONAL LEADERSHIP 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.

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

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## CURRICULUM OVERVIEW

### FIRST YEAR

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<th>FALL</th>
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<td>Collaborative &amp; Cultural Leadership I</td>
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<td>Transformative Education II</td>
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<td>Assessment of Educational Effectiveness II</td>
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<td>Human Development II</td>
<td>Diversity &amp; Cultural Praxis III</td>
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<td>Transforming Educational Organizations II</td>
<td>Democracy, Conflict &amp; Sustainability II</td>
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This overview is illustrative only; curricular choices are geared to the Monthly or Blended learning format. This curriculum is revised periodically and subject to change. If offered in the Monthly format, selected courses have online components.

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

— LORI RICHLOFF, MA
FORMER ADMINISTRATIVE DIRECTOR, TAMALPA INSTITUTE
EXPRESSIVE ARTS FACILITATOR
LEADERSHIP AND SOCIAL TRANSFORMATION
with JEAN HOUSTON

Directed by Jean Houston, this program emphasizes both the development of consciousness capacities and the integrated skills essential for change leaders. The conventional divide between inner and outer development is continually challenged, as students are encouraged and inspired to engage both, through project-based learning.

The degree programs which offer this concentration are:

Education:
- M.Ed. in Educational Leadership
- Ed.D. in Organizational Leadership

Psychology:
- M.A. in Psychology
- Ph.D. in Psychology (meets educational eligibility for psychologist licensure in California)

Elements of the Leadership and Social Transformation Curriculum:

1. Consciousness and Leadership Capacities
2. Creative Inquiry Skills
3. Facilitating Human Development Competencies
4. Guiding Whole Systems Transition Competencies
5. Professional Engagement and Integration Competencies

Creative Action Project
The development of the student’s Creative Action Project is given special emphasis, as its value is both process and product. The project vitalizes the process of learning by providing for the practical application of key concepts and principles, and provides a parallel experience to that of Houston’s well-known ‘Trim Tab’ projects, modeled after the work of Buckminster Fuller. The completed project marks the student’s journey through the program.

Coursework Time/Academic Credits
The M.A. and M.Ed. involve two years of coursework; the Ed.D. involves three years of coursework; the Ph.D. involves four years of coursework.

Learning Format
Students participate in Meridian’s Blended Learning format, which combines online coursework with two, week-long residential sessions taught by Jean Houston and the teaching team.
EDU 500, 600, 700
TRANSFORMATIVE EDUCATION I, II, III
While wisdom is not a destination, wisdom emerges in the journey of Transformative Learning. The process of Transformative Learning inevitably disrupts culturally infused mental models. Transformative Learning goes beyond the acquisition of information and skills to individual and system capabilities. This course sequence focuses on Transformative Learning in the domain of educational institutions. Students will develop the competencies needed to effectively facilitate Transformative Learning, with an emphasis on liminal processes. (2 units each)

EDU 501, 601, 701
HUMAN DEVELOPMENT I, II, III
To facilitate learning, educators need a comprehensive and multi-cultural understanding of the role of learning in human development. Cognitive and emotional development are themselves distinct kinds of learning. This course sequence reviews the major theories of human development as they apply to engendering integrated competencies within educational curricula. (2 units each)

EDU 502, 602, 702, 802
LEADERSHIP & CREATIVE INQUIRY I, II, III, IV
Effective educators embody and transmit leadership capacities and creative inquiry skills. In addition, effective educators are profoundly integrated learners, themselves. This course sequence focuses on developing leadership capacities and creative inquiry skills that cohere with the knowledge base of the profession of education. (2 units each)

EDU 503, 603, 703
DIVERSITY & CULTURAL PRAXIS I, II, III
One of the challenges within educational organizations is to connect or reconnect diverse individuals and communities and in this way enable a unity in diversity. This course sequence develops competencies required in facilitating the recognition and engagement of differences critical to learning environments including the domain of education. (2 units each)

EDU 504, 604
CURRICULUM DEVELOPMENT I, II
Curriculum development entails differentiating the ecology of competencies that are significant to a particular curriculum. Good curriculum development not only specifies learning outcomes but goes deeper to ask which type of learning outcomes are of most value. This course sequence focuses on distinguishing between specific types of learning outcomes and the distinct learning activities that promote specific learning outcomes. (2 units each)

EDU 505, 605
IMAGINAL PROCESS I, II
This course sequence is an introduction to Imaginal Process, the 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.

This course sequence is an opportunity to experience how a group of individuals becomes a transformative learning community and how, through participation, each becomes more of the person they desire to be. Transformative and initiatory experience requires courage, curiosity, and compassion. 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. (2 units each)

“The purpose of higher education is to provide the occasion for ignition.”
—THOMAS MERTON
EDU 506, 606, 706, 806  
COLLABORATIVE & CULTURAL LEADERSHIP I, II, III, IV  
Leading effectively entails learning and collaborating with others. Humans are a profoundly social species formed both by genes and memes. Significant collective endeavors require a deep capacity to collaborate and to perceive culture. This course sequence focuses on the leadership capacities and skills essential for promoting and facilitating Transformative Learning in multiple domains and levels. (2 units each)

EDU 507, 607, 707  
TRANSFORMING EDUCATIONAL ORGANIZATIONS I, II, III  
Paradoxically, educational organizations often resist Transformative Learning. The committee to transmit the intended curriculum can become a barrier to evolving an emergent curriculum responsive to accelerated change and complexity. This course sequence focuses on theories and practices that facilitate systemic transformation within educational organizations. (2 units each)

EDU 508, 608, 708, 709, 808, 809  
RESEARCH PRACTICUM I, II, III, IV, V, VI  
Research Practicum provides a setting to apply principles of qualitative research to the development of dissertations and gives students the opportunity to have a hands-on experience of developing elements of the dissertation. This course sequence also provides students with an experience of the possibilities of collaborative research and writing. (2 units each)

EDU 509, 609  
ASSESSMENT OF EDUCATIONAL EFFECTIVENESS I, II  
There is substantial evidence that assessing learning also accelerates learning. Different types of learning outcomes call for different modes of assessment. This course 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. (2 units each)

EDU 510  
EDUCATION & GENERATIVE ENTREPRENEURSHIP  
Generative Entrepreneurship goes beyond positive social impact to furthering learning and empowerment. Rather than being exploitative of the commons, Generative Entrepreneurship seeds and builds the commons. Generative Entrepreneurs are also cultural innovators. Entrepreneurship is now a major driver of social and economic transformation. Less obvious is the cultural dimension of entrepreneurship and its impact on the generations to come. This course surveys major examples of Generative Entrepreneurship around the globe as a way to imagine further possibilities in local contexts. (2 units)

EDU 511, 611, 711, 811  
EDUCATIONAL INNOVATION & LIMINAL PROCESSES I, II, III, IV  
The contemporary challenge for educational innovation entails inhabiting a richer ecology of competencies than has previously been the case. The shift from buffered competencies to integrated competencies requires a learning praxis that recognizes the necessity of the liminal phases in Transformative Learning. This course sequence focuses on developing the capacities and skills of Cultural Leadership, required for guiding individuals and systems through liminal phases of transformation. (2 units each)
EDU 512, 612
DEMOCRACY, CONFLICT & SUSTAINABILITY I, II
This course sequence focuses on the role of collective Transformative Learning in creating a just and sustainable future. Intractable conflicts are rooted in core beliefs and mental models. Democratic processes require that differences in mental models be engaged with creative conflict instead of violence and exploitation. This course develops competencies for facilitating creative conflict. (2 units each)

EDU 513, 613
DEVELOPMENT OF HUMAN CAPACITIES I, II
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. (3 units each)

EDU 514, 614
LEADERSHIP
FOR WHOLE-SYSTEM TRANSITION I, II
This course sequence 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. (3 units each)

EDU 515, 615
 STORY, MYTH, AND SOCIAL TRANSFORMATION I, II
This course sequence 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. (3 units each)

EDU 633, 733
TRANSFORMATIVE LEARNING PRAXIS I, II
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 education, organizational change and leadership, business, civil society, psychotherapy, spiritual practice, coaching and personal development, and the arts. Levels of praxis include individuals, teams, communities, organizations, and societies. This course sequence is an overview of diverse approaches to Transformative Learning Praxis. (2 units each)

Imagination is the eye of the soul.
—JOSEPH JOUBERT
PSYCHOLOGY PROGRAM OVERVIEW

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

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

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

LICENSEURE ELIGIBILITY

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

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

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

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.

“I have been a friend of Meridian University for many years. Meridian is friendly, intelligent, intense, complex, and perfectly focused. It provides an education which is counter to trends, feeds the soul, and pleases the intellect.
— Thomas Moore, Care of the Soul
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 to 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 Psy.D. in Clinical Psychology:
The Psy.D. 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.

Concentrations available in the M.A., Psy.D., and Ph.D.:

- Clinical
- Somatic Psychology (Blended format only)
- Movement/Dance and Expressive Arts (Joint program with Tamalpa Institute)
- Leadership and Social Transformation (Blended format only)
- Integral Psychology (New concentration; contact admissions staff for launch date.)
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 toward a clinical license, Meridian provides assistance in understanding and documenting hours which meet the supervised experience standards of the state of California’s licensing boards: the Board of Behavioral Sciences (BBS) for MFT and LPCC, and the Board of Psychology (BOP) for the psychologist license. Students become eligible to begin fieldwork after completing their first year of coursework. Depending on the degree, fieldwork must either be started while in coursework, (at the beginning of the third year for students working towards the California MFT and/or LPCC license), or within six months following the completion of coursework with one’s cohort.

Every effort is made to support students in selecting and completing required fieldwork. Ongoing contact with the Academic Services Coordinator is 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 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 can either be clinically oriented and counted by the BOP or the BBS towards required hours for licensure, or for Ph.D. students, it can be completed as ‘alternative fieldwork’ through administration, teaching, community development, and/or coaching. Alternative fieldwork is not accepted by either State board for licensure hours. Psy.D. students must complete a clinical field placement.

Fieldwork Hours: Master’s in Counseling Psychology Students
Master’s in Counseling Psychology students must complete a minimum of 340 hours of face-to-face, supervised fieldwork. This work must be clinical in nature and is structured to conform to the BBS practicum requirement for the MFT and LPCC licenses.

“Difference is that raw and powerful connection from which our personal power is forged.”
—AUDREY LORDE
IMAGINAL PSYCHOLOGY: A DISTINCT ORIENTATION TO TRANSFORMATIVE PSYCHOLOGY

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

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

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

SPIRITUAL TRADITIONS

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

SOMATIC PRACTICES

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


CREATIVE ARTS

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

MYTHOLOGY

These ancient stories offer a cornucopia of images which continue to shape contemporary culture. With myth as background, we gain fresh perspective and insight into the discipline and profession of psychology.
INDIGENOUS WISDOM
By looking to the cultures of indigenous peoples, psychology can draw on wisdom forgotten in the wake of modernity. Values essential to our future such as conviviality, sustainability, and justice, are well understood by indigenous cultures.

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

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

“ In order to change what is, we need to give speech to what has been, to imagine what might be. "
— ADRIENNE RICH

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

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

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

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

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

GRADUATION REQUIREMENTS FOR M.A. IN PSYCHOLOGY

- Students are required to complete 65 credits (650 hours).
- After completing all coursework, students are required to pass written and oral comprehensive examinations.
- Students have a maximum of four years from their initial date of enrollment to complete their Master’s in Psychology degree.

Note: This degree is not eligible for clinical licensure.

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

— JOSHUA HOLCOMB, MA
HEALTH STRATEGIES CONSULTANT
M.A. IN PSYCHOLOGY

CURRICULUM OVERVIEW

FIRST YEAR

FALL
Imaginal Process I
Psychopathology I
Human Development

WINTER
Imaginal Process II
Psychopathology II
Expressive Arts in Therapy

SPRING
Career Development
Transformative Learning Praxis

SUMMER
Group Process I
Psychotherapy Craft I
Foundations of Somatic Psychotherapy

SECOND YEAR

FALL
Psychotherapy Integration I
Culture and the Law
Research Methods I
Integrative Seminar Ia

WINTER
Psychotherapy Integration II
Psychology of Trauma
Integrative Seminar Ib

SPRING
Cross-Cultural Perspectives
Research Methods II
Ecstatic States and Culture
Integrative Seminar Ic

SUMMER
Group Process II
Psychotherapy Craft II
Psychotherapy Integration III
Advanced Theories and Techniques: Human Sexuality

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

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

—EDUARDO GALLEANO
The Master’s in Counseling Psychology curriculum builds on the core curriculum of the first two years, emphasizing clinical courses as well as core courses that support the student’s evolving relationship to professional practice. The Master’s in Counseling Psychology meets the educational requirements of the California Board of Behavioral Sciences, Senate Bill 33, Section 4980.36 of the Business and Professions Code (MFT). This degree also meets the educational requirements of the California Board of Behavioral Sciences, Senate Bill 788, Section 4999.33 of the Business and Professions Code for the Licensed Professional Clinical Counselor (LPCC).

GRADUATION REQUIREMENTS FOR M.A. IN COUNSELING PSYCHOLOGY

- Students are required to complete 105 credits (940 hours) over 11 quarters. Also, a 340 hour traineeship, including a minimum of 280 direct service hours, must be completed.
- After completing all coursework, students are required to pass written and oral comprehensive examinations.
- Forty hours of personal therapy in an individual, couple, family, and/or group setting are required. In some cases, this experience may be obtained prior to enrollment in Meridian’s graduate program.
- Students have a maximum of six years to complete their Master’s in Counseling Psychology degree from their initial date of enrollment.

PREPARATION FOR CALIFORNIA MARRIAGE & FAMILY THERAPY LICENSURE

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

### Applied Psychotherapeutic Theories, Principles, and Methods Related to Marriage and Family Therapy:
- PSY 521: Psychotherapy Craft I
- PSY 628, 629, 630: Psychotherapy Integration I, II, III
- PSY 618: Advanced Theories and Techniques: Psychotherapy with Children
- PSY 608 - 610: Clinical Practice Practicum I, II, III
- PSY 532, 632: Group Process I, II

### Human Communication
- PSY 505, 506, 507: Imaginal Process I, II
- PSY 521: Psychotherapy Craft I
- PSY 532, 632: Group Process I, II

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

### Human Growth and Development
- PSY 644: Human Development

### Aging and Long-Term Care
- PSY 644: Human Development

### Human Sexuality
- PSY 640: Advanced Theories and Techniques: Human Sexuality

### Psychopharmacology
- PSY 740: Principles of Psychopharmacology

### California Laws and Professional Ethics
- PSY 520: Culture and the Law

### Spousal or Partner Abuse, Assessment, and Intervention
- PSY 629: Psychotherapy Integration II

### Child Abuse Assessment and Reporting
- PSY 618: Advanced Theories and Techniques: Psychotherapy with Children

### Psychological Testing
- PSY 647: Psychological Assessment I

### Psychopathology
- PSY 501, 502: Psychopathology I, II

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

### Substance Use, Co-Occurring Disorders, and Addiction
- PSY 625: Ecstatic States and Culture

### Case Management and Public & Private Systems of Care
- PSY 501, 502: Psychopathology I, II
- PSY 604: Resilience, Recovery, and Systems of Care
- PSY 614: Psychology of Trauma

### Supervised Practicum
- PSY 608 - 610: Clinical Practice Practicum I, II, III
Curricular areas required by the California Board of Behavioral Sciences for the LPCC are addressed by the following Master’s in Counseling Psychology coursework:

**Core Content Areas**
- PSY 501, 502: Psychopathology I, II
- PSY 518: Psychology of Power, Privilege, and Oppression
- PSY 520: Culture and the Law
- PSY 521, 522: Psychotherapy Craft I, II
- PSY 528: Career Development
- PSY 532, 632: Group Process I, II
- PSY 604: Resilience, Recovery, and Systems of Care
- PSY 614: Psychology of Trauma
- PSY 625: Ecstatic States and Culture
- PSY 628, 629, 630: Psychotherapy Integration I, II, III
- PSY 637, 638: Research Methods I, II
- PSY 644: Human Development
- PSY 645: Cross-Cultural Perspectives
- PSY 647, 747: Psychological Assessment I, II
- PSY 740: Principles of Psychopharmacology
- PSY 751: Imaginal Inquiry I

**Advanced Coursework/ Specific Issues**
- PSY 505, 506: Imaginal Process I, II
- PSY 514: Psychology of Dreams
- PSY 515: Modern Consciousness and Indigenous Wisdom
- PSY 517: Myth, Ritual, and Story
- PSY 618: Advanced Theories and Techniques: Psychotherapy With Children
- PSY 640: Advanced Theories and Techniques: Human Sexuality
- PSY 652: Imaginal Inquiry I
- PSY 655: Integrative Seminar Ia, Ib, Ic
- PSY 724: Foundations of Somatic Psychology
- PSY 816: Expressive Arts in Therapy

**Supervised Practicum**
- PSY 608-610: Clinical Practice Practicum I, II, III
# M.A. IN COUNSELING PSYCHOLOGY

## CURRICULUM OVERVIEW

### FIRST YEAR

**FALL**
- Imaginal Process I
- Psychopathology I
- Human Development

**WINTER**
- Imaginal Process II
- Psychopathology II
- Expressive Arts in Therapy

**SPRING**
- Career Development
- Transformative Learning Praxis

**SUMMER**
- Group Process I
- Psychotherapy Craft I
- Foundations of Somatic Psychotherapy

### SECOND YEAR

**FALL**
- Psychotherapy Integration I
- Culture and the Law
- Research Methods I
- Integrative Seminar I

**WINTER**
- Psychotherapy Integration II
- Psychology of Trauma
- Integrative Seminar Ib

**SPRING**
- Cross-Cultural Perspectives
- Research Methods II
- Ecstatic States and Culture
- Integrative Seminar Ic

**SUMMER**
- Group Process II
- Psychotherapy Craft II
- Psychotherapy Integration III
- Advanced Theories and Techniques: Human Sexuality

### THIRD YEAR

**FALL**
- Psychological Assessment I
- Advanced Theories and Techniques: Psychotherapy with Children
- Imaginal Inquiry I
- Clinical Practice Practicum I

**WINTER**
- Imaginal Inquiry II
- Resilience, Recovery, and Systems of Care
- Clinical Practice Practicum II

**SPRING**
- Psychology of Power, Privilege, and Oppression
- Principles of Psychopharmacology
- Clinical Practice Practicum III

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

This curriculum is revised periodically and subject to change. If offered in the Monthly format, selected courses have online components.

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

—THOMAS MOORE, *Education of the Heart*
GRADUATION REQUIREMENTS FOR PSY.D. IN CLINICAL PSYCHOLOGY

- Students who enter with a Bachelor’s degree must complete four years (166 credits, 1310 hours). Students who enter the program’s second year with a Master’s degree (Advanced Standing) must complete three years (135 credits, 1000 hours). Supervised fieldwork (750 hours) and clinical case study credits are included in these credit totals.
- Students entering with a Bachelor’s degree are required to pass the Master’s in Psychology written and oral comprehensive examinations after completing two years of coursework.
- After completing doctoral coursework students must pass written and oral comprehensive examinations. The completion of an original Clinical Case Study is required.
- Sixty hours of personal therapy in an individual, couple, family, and/or group setting are required. In some cases, this experience may be obtained prior to enrollment in Meridian’s graduate program.
- Students have a maximum of six years after ending coursework with their cohort to complete the Psy.D.

PREPARATION FOR PSYCHOLOGIST LICENSURE

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

<table>
<thead>
<tr>
<th>Child Abuse Assessment and Reporting</th>
<th>California Laws and Professional Ethics</th>
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</thead>
<tbody>
<tr>
<td>PSY 618: Advanced Theories and Techniques: Psychotherapy with Children</td>
<td>PSY 520: Culture and the Law</td>
</tr>
<tr>
<td>Theories of Group Counseling</td>
<td>Alcoholism/ Chemical Dependency, Detection, and Treatment</td>
</tr>
<tr>
<td>PSY 532, 632: Group Process I, II</td>
<td>PSY 625: Ecstatic States and Culture</td>
</tr>
<tr>
<td>Psychopathology</td>
<td>Developmental Psychology</td>
</tr>
<tr>
<td>Social Psychology and Industrial Psychology</td>
<td>Aging and Long-Term Care</td>
</tr>
<tr>
<td>PSY 532, 632: Group Process I, II</td>
<td>PSY 644: Human Development</td>
</tr>
<tr>
<td>PSY 744, 844: Psychology and Community Making I, II</td>
<td>Psychopharmacology and Psychophysiology</td>
</tr>
<tr>
<td>PSY 528, 529: Career Development</td>
<td>PSY 740: Principles of Psychopharmacology</td>
</tr>
<tr>
<td>Spousal or Partner Abuse, Assessment, Detection, and Intervention</td>
<td>PSY 743: Biological Bases of Human Experience</td>
</tr>
<tr>
<td>PSY 629: Psychotherapy Integration II</td>
<td>History and Systems</td>
</tr>
<tr>
<td>Human Sexuality</td>
<td>PSY 750: History of Psychology</td>
</tr>
</tbody>
</table>

Statistics
PSY 637, 638: Research Methods I, II
PSY 647: Psychological Assessment I
Research Design
PSY 637, 638: Research Methods I, II
PSY 751, 752, 753: Imaginal Inquiry I, II, III
PSY 805, 806, 807, 808: Research Practicum I, II, III, IV
Testing and Assessment
PSY 647, 747: Psychological Assessment I, II
# PSY.D. IN CLINICAL PSYCHOLOGY

## CURRICULUM OVERVIEW

### FIRST YEAR

**FALL**  
Imaginal Process I  
Psychopathology I  
Human Development

**WINTER**  
Imaginal Process II  
Psychopathology II  
Expressive Arts in Therapy

**SPRING**  
Career Development  
Transformative Learning Praxis

**SUMMER**  
Group Process I  
Psychotherapy Craft I  
Foundations of Somatic Psychotherapy

### SECOND YEAR

**FALL**  
Psychotherapy Integration I  
Culture and the Law  
Research Methods I  
Integrative Seminar Ia

**WINTER**  
Psychotherapy Integration II  
Psychology of Trauma  
Integrative Seminar Ib

**SPRING**  
Cross-Cultural Perspectives  
Research Methods II  
Ecstatic States and Culture  
Integrative Seminar Ic

**SUMMER**  
Group Process II  
Psychotherapy Craft II  
Psychotherapy Integration III  
Advanced Theories and Techniques: Human Sexuality

### THIRD YEAR

**FALL**  
Psychological Assessment I  
Advanced Theories and Techniques:  
Psychotherapy with Children  
Imaginal Inquiry I  
Clinical Practice Practicum I

**WINTER**  
Imaginal Inquiry II  
Resilience, Recovery, and Systems of Care  
Clinical Practice Practicum II

**SPRING**  
Psychology of Power, Privilege, and Oppression  
Principles of Psychopharmacology  
Clinical Practice Practicum III

**SUMMER**  
Research Practicum I  
Expressive Arts in Groups  
Psychology and Community Making  
Myth, Ritual, and Story  
Myth and Contemporary Culture

### FOURTH YEAR

**FALL**  
Research Practicum II  
Somatic Approaches to Trauma  
Psychology of Conflict  
Integrative Seminar Iia  
Modern Consciousness and Indigenous Wisdom

**WINTER**  
Research Practicum III  
Psychology of Metaphor  
Integrative Seminar Iib  
Biological Bases of Human Experience

**SPRING**  
Consciousness and Organizations  
Psychopathology III  
History of Psychology

**SUMMER**  
Research Practicum IV  
Topics in Imaginal Psychology  
Ecopsychology  
Cultural Leadership

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

This curriculum is revised periodically and subject to change. If offered in the Monthly format, selected courses have online components.
PH.D. IN PSYCHOLOGY

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

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

GRADUATION REQUIREMENTS FOR PH.D. IN PSYCHOLOGY

- Students who enter with a Bachelor’s degree must complete four years (181 credits, 1310 hours). Students who enter the program’s second year with a Master’s degree (Advanced Standing) must complete three years (150 credits, 1000 hours). Supervised fieldwork (750 hours) and dissertation credits are included in these credit totals (in the clinical concentration; other concentrations may entail 5-10 fewer total credits).
- Students entering with a Bachelor’s degree are required to take the written and oral comprehensive exams for the Master’s in Psychology after completing two years of coursework.
- After completing all coursework, students are required to pass written and oral comprehensive examinations.
- The completion of an original research Dissertation is 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 seven years after ending coursework with their cohort to complete the Ph.D. in Psychology.

PREPARATION FOR PSYCHOLOGIST LICENSURE

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

**Child Abuse Assessment and Reporting**
PSY 618: Advanced Theories and Techniques:
Psychotherapy with Children

**Theories of Group Counseling**
PSY 532, 632: Group Process I, II

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

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

**Spousal or Partner Abuse, Assessment, Detection, and Intervention**
PSY 629: Psychotherapy Integration II

**Human Sexuality**
PSY 640: Advanced Theories and Techniques:
Human Sexuality

**California Laws and Professional Ethics**
PSY 520: Culture and the Law

**Alcoholism/ Chemical Dependency, Detection, and Treatment**
PSY 625: Ecstatic States and Culture

**Developmental Psychology**
PSY 644: Human Development

**Aging and Long-Term Care**
PSY 644: Human Development

**Psychopharmacology and Psychophysiology**
PSY 740: Principles of Psychopharmacology
PSY 743: Biological Bases of Human Experience

**History and Systems**
PSY 750: History of Psychology

**Statistics**
PSY 637, 638: Research Methods I, II
PSY 647: Psychological Assessment I

**Research Design**
PSY 637, 638: Research Methods I, II
PSY 751, 752, 753: Imaginal Inquiry I, II, III
PSY 805, 806, 807, 808: Research Practicum I, II, III, IV

**Testing and Assessment**
PSY 647, 747: Psychological Assessment I, II
### PH.D. IN PSYCHOLOGY

#### CURRICULUM OVERVIEW

## FIRST YEAR

### FALL
- Imaginal Process I
- Psychopathology I
- Human Development

### WINTER
- Imaginal Process II
- Psychopathology II
- Expressive Arts in Therapy

### SPRING
- Career Development
- Transformative Learning Praxis

### SUMMER
- Group Process I
- Psychotherapy Craft I
- Foundations of Somatic Psychotherapy

## SECOND YEAR

### FALL
- Psychotherapy Integration I
- Culture and the Law
- Research Methods I
- Integrative Seminar Ia

### WINTER
- Psychotherapy Integration II
- Psychology of Trauma
- Integrative Seminar Ib

### SPRING
- Cross-Cultural Perspectives
- Research Methods II
- Ecstatic States and Culture
- Integrative Seminar Ic

### SUMMER
- Group Process II
- Psychotherapy Craft II
- Psychotherapy Integration III
- Advanced Theories and Techniques: Human Sexuality

## THIRD YEAR

### FALL
- Psychological Assessment I
- Advanced Theories and Techniques: Psychotherapy with Children
- Imaginal Inquiry I
- Clinical Practice Practicum I

### WINTER
- Imaginal Inquiry II
- Resilience, Recovery, and Systems of Care
- Clinical Practice Practicum II

### SPRING
- Psychology of Power, Privilege, and Oppression
- Principles of Psychopharmacology
- Clinical Practice Practicum III

### SUMMER
- Research Practicum I
- Expressive Arts in Groups
- Psychology and Community Making
- Myth, Ritual, and Story
- Myth and Contemporary Culture

## FOURTH YEAR

### FALL
- Research Practicum II
- Somatic Approaches to Trauma
- Psychology of Conflict
- Integrative Seminar IIa
- Modern Consciousness and Indigenous Wisdom

### WINTER
- Research Practicum III
- Psychology of Metaphor
- Integrative Seminar IIb
- Biological Bases of Human Experience

### SPRING
- Consciousness and Organizations
- Psychopathology III
- History of Psychology

### SUMMER
- Research Practicum IV
- Topics in Imaginal Psychology
- Ecopsychology
- Cultural Leadership

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

This curriculum is revised periodically and subject to change. If offered in the Monthly format, selected courses have online components.
The Tamalpa Institute and Meridian University offer joint programs that enable students to complete a graduate degree in Psychology at Meridian while concurrently completing a certificate program at Tamalpa Institute.

The degree programs which offer this concentration are:
- M.A. in Psychology
- Ph.D. in Psychology
- Psy.D. in Psychology

Coursework Time/Academic Credits
The M.A. involves two years of coursework; the Psy.D. and Ph.D. involve four years of coursework. Depending on the year of the program (first, second, third, or fourth year for the doctorates; first or second year for the Master’s), students can substitute 90 or 100 of Tamalpa class hours for 9 or 10 quarter credits of Meridian coursework. In addition to taking the Tamalpa classes, earning the Meridian credits entails completing Meridian academic reading and writing assignments for each class.

Learning Format
Students in the joint program can participate in either Meridian’s Blended or Monthly Learning format.

Scheduling
Meridian’s in-person coursework (weekend and week-long sessions) are coordinated with Tamalpa’s calendar.

Scholarship Program for Tamalpa/Meridian Students
Students admitted to both Meridian and Tamalpa are eligible to apply for a $5,000 scholarship, established specifically for this program.

To Apply
Application requires first being admitted to the Tamalpa training program. Upon acceptance into the Tamalpa training program, students are eligible to then apply for the degree programs at Meridian.

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

— JOANNA MACY, The Great Turning
SOMATIC PSYCHOLOGY

The Somatic Psychology Concentration at Meridian University is infused with the perspectives, approaches, and learning environments unique to Meridian.

The degree programs which offer this concentration are:
- M.A. in Psychology
- Ph.D. in Psychology
- Psy.D. in Psychology

Coursework Time/Academic Credits
The M.A. involves two years of coursework; the Psy.D. and Ph.D. involve four years of coursework. Depending on the degree (M.A., Psy.D., or Ph.D.), students can earn between 10-20 units of Meridian course credit for the trainings they take in somatic psychology. Earning course credit for trainings entails completing the specific training and then completing Meridian academic reading and writing assignments.

Learning Formats
The Somatic Psychology Concentration is offered in the Monthly Learning format as an entire cohort experience. This concentration is more commonly offered in Meridian’s Blended Learning format, which combines online coursework with two, week-long residential sessions (Winter and Summer). The Somatic Psychology Trainings (along with the additional reading and writing) can be applied to selected online courses (chosen in collaboration with the Student Development Committee).

Students participating in the Somatic Concentration are eligible for the following memberships and/or certifications:
- **USABP**: Students in the Somatic Psychology Concentration are eligible for Student Membership in the US Association of Body Psychotherapists, and graduates are eligible for Clinical Membership.
- **ISMETA**: Students and graduates of the Somatic Psychology Concentration are eligible for Associate Membership with the International Somatic Movement Education and Therapy Association. Coursework in the Somatic Psychology Concentration may fulfill some requirements for Independent Track certification as a Registered Somatic Movement Therapist (RSMT) and/or Registered Somatic Movement Educator (RSME).
- **ADTA**: Graduates of the Somatic Psychology Concentration are eligible for Associate Membership with the American Dance Therapy Association.

Approved Somatic Psychology Training Programs*
- American Dance Therapy Association (ADTA) approved programs and alternate route courses
- Analytic Somatic Therapy Training Institute
- Authentic Movement BodySoul Center
- Bioenergetics Institute
- Biosynthesis Institute
- Body-Mind Centering (Bonnie Bainbridge Cohen)
- Body/Mind Psychotherapy Training Program
- Bodydynamic Institute (Canada and USA)
- Boyesen Institute of Biodynamic Psychology
- Center for Movement, Education, and Research
- Center for the Study of Authentic Movement
- Core Energetics Practitioner Training Program
- Core Evolution Institute
- Developmental Somatic Psychotherapy Training Program
- Esalen Certificate Program in Embodied Relational Psychotherapy
- Focusing Institute
- Hakomi Institute
- Integrated Body Psychotherapy Training Institute
- Kestenberg Movement Profile
- Moving Cycle Institute
- Pesso-Boyden Institute
- Phoenix Rising Training Center
- Process Work Institute
- Rubenfeld Synergy Professional Training Program
- Sensorimotor Psychotherapy Institute
- Somatic Experiencing Institute
- Somatic Trauma Therapy Training Program

*Additional Somatic Psychology Training Programs that students propose are approved on a case-by-case basis.
LEADERSHIP AND SOCIAL TRANSFORMATION
with JEAN HOUSTON

Directed by Jean Houston, this program emphasizes both the development of consciousness capacities and the integrated skills essential for change leaders. The conventional divide between inner and outer development is continually challenged, as students are encouraged and inspired to engage both, through project-based learning.

The degree programs which offer this concentration are:

Education:
  • M.Ed. in Educational Leadership
  • Ed.D. in Organizational Leadership

Psychology:
  • M.A. in Psychology
  • Ph.D. in Psychology (meets educational eligibility for psychologist licensure in California)

Elements of the Leadership and Social Transformation Curriculum:

1. Consciousness and Leadership Capacities
2. Creative Inquiry Skills
3. Facilitating Human Development Competencies
4. Guiding Whole Systems Transition Competencies
5. Professional Engagement and Integration Competencies

Creative Action Project
The development of the student’s Creative Action Project is given special emphasis, as its value is both process and product. The project vitalizes the process of learning by providing for the practical application of key concepts and principles, and provides a parallel experience to that of Houston’s well-known ‘Trim Tab’ projects, modeled after the work of Buckminster Fuller. The completed project marks the student’s journey through the program.

Coursework Time/Academic Credits
The M.A. and M.Ed. involve two years of coursework; the Ed.D. involves three years of coursework; the Ph.D. in Psychology involves four years of coursework.

Learning Format
Students participate in Meridian’s Blended Learning format, which combines online coursework with two, week-long residential sessions taught by Jean Houston and the teaching team.

“We’re living in a time where the reset button of history has been hit. Radical social, economic and environment changes are becoming the norm and creating a rapidly changing world that demand new patterns of thinking, being and doing for our own personal development, as well as for collective well being.”

—JEAN HOUSTON, CHANCELLOR, MERIDIAN UNIVERSITY
INTEGRAL PSYCHOLOGY

Integral psychology is emerging as its own distinct orientation to psychology, one with unique insights into the psyche, new practices to develop self-knowledge, and novel ways to promote collective human flourishing. In this sense, integral psychology is a vitally important response to the crises and challenges of our times, and a clarion call to those who hear it.

The degree programs which offer this concentration are:
- M.A. in Psychology
- Ph.D. in Psychology
- Psy.D. in Psychology

Coursework Time/Academic Credits
The M.A. involves two years of coursework; the Psy.D. and Ph.D. involve four years of coursework

Learning Format
Students can participate in Meridian’s Monthly or Blended Learning format. The Integral Psychology concentration is offered in both learning formats for an entire cohort, who take this concentration together.

Integral Psychology Program Courses:
- Foundations of Integral Psychology I, II
- The Shadow and Development
- The Self-System
- Psyche and Nature
- Integral Theories of Consciousness and Development I: States and Stages
- Integral Theories of Consciousness and Development II: Intersubjectivity and Attachment
- Integral Theories of Consciousness and Development, III: Vision Logic
- Integral Theories of Consciousness and Development, IV: Developmental Assessment
- Psyche in the Digital-Information Age
- History of Integral Psychology
- Meta-Theory in Psychological Praxis
- An Integral Approach to Evil
- The Political Psyche
- Types and Styles in Clinical Practice
- Applied Psychology: Case Studies in Integral Practice
- Integral Awareness and
- Planetary Citizenship
- Integral Perspectives: Human Development and Cultural Evolution

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

This curriculum is revised periodically and subject to change. If offered in the Monthly format, selected courses have online components.

I am the poet of the body and I am the poet of the soul.
—WALT WHITMAN
PSY 501, 502, 503  
**PSYCHOPATHOLOGY I, II, III**
Each of us suffers in a unique way. Yet it is interesting and useful to recognize distinct varieties of human suffering without succumbing to the diagnostic illusions of the medical model. These courses pivot around the difference between a medical and a psychological approach to psychopathology. A genuinely psychological approach draws our attention to culture, myth, story, and metaphor as we make meaning of the symptoms we observe. The limits, ambiguities, and cruelties of professionalized responses to human suffering are among our considerations. The impact of differences on diagnosis (such as gender, sexual orientation, race, ethnicity, and class) and on social position and social stress are explored, as is the DSM IV-TR (the current diagnostic system used in professional psychiatry and psychology), as well as severe mental disorders. Students are encouraged to cultivate an empathic understanding of the experience of symptoms. (2 or 3 units, each)

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

PSY 505, 506, 507, 705  
**IMAGINAL PROCESS I-IV**
Imaginal Process is a distinct approach to transformative learning. In this approach, human capacities are cultivated through diversifying, deepening, embodying, and personalizing experience. Imagination amplifies and integrates the sensory, emotional, and cognitive dimensions of our experience. Through the labor of imagination, it is possible to craft our experience towards truth, joy, and effectiveness. This approach reflects an emerging multidisciplinary and multicultural synthesis which can be applied to education, therapy, coaching, organizational change, and the arts.

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

PSY 508, 509, 510  
**SOMATIC PRACTICES I, II, III**
Somatic practices have been available within the local knowledge of many traditional and indigenous cultures. The political economics of modern psychology and allopathic medicine have marginalized these great resources for healing and pleasure. In the last 30 years, however, there has been a watershed in the restoration and integration of somatic practices.

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

PSY 511  
**SOMATIC PSYCHOLOGY**
This foundational course in Somatic Psychology provides students with a historical and theoretical overview of the field of Somatic Psychology and introduces them to the principles, concepts, and methods that underlie many of the established modalities. Students are offered the opportunity to experience some of these modalities in action and to begin to develop basic clinical and psychoeducational somatic skills. (2 units)
PSY 512  
MYTH AND CONTEMPORARY CULTURE
Wisdom stories reflect a broad range of human concerns. This course explores the psychological functions of the mythic imagination. Initiatory patterns drawn from ancient narratives appear in movies and other cultural forms that reveal our aspirations. Familiar mystery tales and films are examined to study archetypal elements that shape experience, social roles, and social institutions. This course also considers how mythic narratives reflect pluralistic models of psychological life. (2 units)

PSY 514  
PSYCHOLOGY OF DREAMS
Dreams may be viewed as messages of the soul. Yet, while dreams convey the deeper stirrings of the soul, their language is often baffling to the waking self. This course introduces students to a range of approaches for working with dreams. Students will explore various ways of constructing the relationship between waking and dreaming and its implications for the individuation process. Approaches and practices for engaging with dreams within contemporary Western psychological systems as well as traditional, non-Western psychological systems will be considered.

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

PSY 515, 516  
CULTIVATING THE SENSES I, II
A psychology concerned with soul must recognize the essential role the body plays in everyday experience. The life of the senses is vital to the nourishment of the soul. This course focuses on the relationship between the physical senses and the life of the imagination. The repression of the senses cripples the imagination, leaving it unable to guide one’s life in nourishing and sustainable ways. Traumatic occurrences further disable the body’s way of knowing. Once it is nourished, a well-fed imagination can amplify our senses, aiding us in leading a life that is embodied, passionate, and self-aware. Topics to be explored include the use of language which engenders soul-making, the intelligence of the senses, and the repression of pleasure. (2 units each)

PSY 517, 617  
MYTH, RITUAL, AND STORY I, II
In most cultures throughout history individuals have found psychological support and orientation through the myths and stories they inhabit. The vitality of memory depends on engaging myth, ritual, and story in supporting individuals to re-story their lives for initiation into a greater story. This course explores such topics as the archetype of the wounded healer and the significance of initiatory experience. (2 units each)

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

—WILLIAM BLAKE
PSY 518: PSYCHOLOGY OF POWER, PRIVILEGE, AND OPPRESSION

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 incorporation into the psychotherapeutic process. 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. 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 be explored. (2.5 units)

PSY 520
CULTURE AND THE LAW

This course considers legal and ethical issues pertaining to the practice of psychological work. Such issues include Tarasoff duty to warn and other mandatory reporting requirements, client suicidality, danger to property, confidentiality and privilege, forensic issues, court testimony, and psychological testing. Also considered are more subtle, ethical concerns such as the encouragement of client dependency, forms of psychotherapists’ financial greed, the use of language which serves to mystify clients’ suffering, the objectification of clients, and ethical dilemmas involved in the provision of psychotherapy in both the private-pay and managed-care economies. Emphasis is given on how the helping professional’s shadow issues can influence both psychotherapy and other helping relationships, and the importance of being aware of one’s own shadow issues. (4.5 units)

PSY 521, 522, 621, 622, 721
PSYCHOTHERAPY CRAFT I-V

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

I: Introduction and Overview

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

II: Becoming a Psychotherapist

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

III: Crafting the Therapist’s Self

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

IV: Hazards of the Profession of Psychotherapy

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

V: Termination in Psychotherapy

The effective completion of the termination phase of psychotherapy is an essential and important part of the work. This course addresses loss, separation, dependence, and death as existential issues which, at various times, are both foreground and backdrop to the psychological relationship approaching its ending.
PSY 523
DEVELOPMENTAL EMBODIMENT
In this course students will be introduced to developmental approaches to Somatic Psychology, and to how notions of embodiment have been applied to Developmental Psychology and related disciplines. Experiential components will underscore the idea of embodiment as a developmental process, rather than as a static condition of human experience. (2 units)

PSY 525
ECOLOGY AND THE ARTS
For millennia humans have expressed their relationship to nature through the arts. The 12,000 to 30,000 year-old images in the caves of Lascaux and Chauvet as well as the 100,000 year-old painted walls of Arnhem Land are a staggering testimony to this. Civilization, and in particular the modern world, have profoundly disturbed our connectedness to this prior mode of dwelling in embedded balance. Human cultures have gone from embeddedness in nature to alienation from nature.

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

PSY 528 CAREER DEVELOPMENT
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 will review 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. (4.5 units)

PSY 532, 632
GROUP PROCESS I, II
We live our lives in the company of others. Identity is formed partly through being recognized by others—one’s spouse, family, friends, neighborhood, and workplace. Groups offer us a context in which to explore the mystery of identity and to evolve a mode of communication that honors individuality and multiplicity. It is commonplace in groups to deny, trivialize, and suppress differences. Instead, we must learn to recognize and relate to differences. Specific dynamics in groups that are considered include: scapegoating, envy, betrayal, trust, self-disclosure, cult dynamics, feedback, team building, leadership, and support. Group facilitation skills relevant to psychological practice, the contemporary workplace, and creating community are emphasized, as well as theories, principles, and interventions related to group dynamics and group counseling. (2 or 3 units, each)

PSY 536
THE KNOWING BODY
Focusing, an approach to personal exploration developed by Eugene Gendlin, provides a simple yet effective tool for transforming implicit embodied awareness into explicit knowledge. This research-based model emphasizes the importance of attending to the felt sense of the body in exploring psychological concerns, and serves as a base for many somatic psychotherapy techniques. Students will be introduced to Focusing both theoretically and experientially with opportunities to practice facilitating Focusing sessions. (2 units)
PSY 537
THE SOCIAL BODY
This course explores the application of Somatic Psychology to sociocultural issues, proposes strategies for bringing the body into the exploration of diversity and equity issues, and underscores the need to address social, cultural, and political influences on issues of embodiment. (2 units)

PSY 538
THE TRANSPERSONAL BODY
Drawing on both Eastern and Western perspectives, this course addresses the transpersonal dimensions of Somatic Psychology theory and practice. Students will have the opportunity to explore the interaction between body processes and states of consciousness through a transpersonal psychological perspective. (2 units)

PSY 539
THE POETIC BODY
This course focuses on the intersecting dimensions of Somatic Psychology and the expressive arts. By working with imagination through the implicit knowledge of the body, students will have an opportunity to explore how music, art, poetry, dance, and theater can enrich and transform embodied experience in a psychotherapeutic context. (2 units)

PSY 540
SOMATIC AWARENESS
The capacity to experience, identify, and cultivate kinesthetic sensation is fundamental to the practice of Somatic Psychology. Students in this course will be introduced to a variety of practices designed to facilitate somatic awareness in themselves and others, including the Sensory Awareness work of Charlotte Selver. Emphasis will also be placed on how somatic awareness skills and strategies translate to a psychotherapeutic context. (2 units)

PSY 545
MODERN CONSCIOUSNESS AND INDIGENOUS WISDOMS
The stories of indigenous peoples provide inspiration for a mythic imagination that attempts to address the crises of modern consciousness. This course explores how indigenous wisdom can appear differently, depending on the particular self-construction in which we happen to be engaged. Understanding the history of the self gives us access to a relationship with native knowing that does not appropriate, but instead engages in a moral discourse which seeks healing through integrative states of consciousness, including the painful awareness of collective shadow material. Healing our contemporary pathologies and suffering in ways that transcend individualistic paradigms, without romanticizing native people, will be considered. The intent is to narrate ourselves freely in the face of historical dissociations and denied aspects of ourselves and our communities. (2 units)

PSY 547
THE BODY IN MOTION
Movement forms one of the cornerstones of Somatic Psychology theory and practice. It can serve as the primary basis for psychotherapeutic intervention (as it does in dance movement therapy) or it can be integrated into clinical work by focusing on movement behaviors as they emerge in the session. Students will learn strategies for facilitating movement explorations in both individual and group formats. (2 units)
PSY 604
RESILIENCE, RECOVERY, AND SYSTEMS OF CARE
The provision of psychological services in the current health care environment is sharply split between those who can pay for care through out-of-pocket fees and/or health insurance, versus those who must rely on public services. This course reviews principles and best practices in the provision of therapeutic services to diverse populations in public and community settings. The basic principles of the Recovery Model are explored, as well as an understanding of case management and client advocacy to assist in connecting people with needed resources. The impact of poverty and social stress on mental health and recovery, disaster and trauma response, coping with and recovery from severe trauma and mental illness, and services for survivors of abuse, are especially emphasized. Navigating complex systems of care for one’s clients and their families and assisting clients in building their own sense of personal resiliency and social support systems, are addressed, as well as having an opportunity to meet people with severe mental illness. The necessity for the counselor’s own ongoing inner work to maintain personal equilibrium, is an important backdrop of this course. (2.5 units)

PSY 608, 609, 610
CLINICAL PRACTICE PRACTICUM I, II, III
This three-course sequence is designed to provide applied skill development and focus to the student’s emerging involvement in supervised practicum and clinical work. Through this course sequence, students will be supported and challenged to apply and refine their emerging clinical skills to their practicum placement, including intake assessment, case formulation, treatment planning, note-taking procedures, and crisis management in the context of evidence-based and best practices. This course sequence also provides students with an introduction to the scope and practice of Licensed Professional Clinical Counseling and Licensed Marriage and Family Therapy. (3 units each)

PSY 613
PSYCHOLOGY OF CONFLICT
This course explores issues in the field of peace psychology: peace, conflict, and violence. Topics include direct violence, structural violence, non-violence, peace-making, peace-building, and social justice. Students will develop skills in facilitating the recognition and engagement of differences necessary for creative collaboration and cultural transformation. (2 units)

PSY 614
PSYCHOLOGY OF TRAUMA
Our planet continues to suffer from the traumatic impact of increasingly complex methods of human-engineered destruction, as well as the varieties of far more ordinary moments which are too overwhelming for us to integrate. This course explores current issues in the field of psychological trauma through personal, historical, cultural, and archetypal perspectives. Its intent is to develop the student’s ability to engage traumatic material experienced through the kinds of fragmented images that are the common aftermath of overwhelming experience and to integrate imaginal psychology approaches to trauma with principles inherent in the recovery model. In this course, we will work to create possibilities for remaining active participants in lifelong, awe-inspiring events. (2 units)

Freedom is being able to accept people for who they are without trying to understand all they are.
—Maya Angelou

PSY 611
SOMATIC ASSESSMENT
In this course, students will explore a range of somatically oriented observation and assessment models, including developmental, psychodynamic, and process-oriented frameworks. An integrative somatic assessment framework will be introduced and students will be provided with an opportunity to work with this model in clinical and psychoeducational contexts. (2 units)
PSY 616
PSYCHOLOGY OF LIMINALITY
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 re-conceptualization 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 masters of liminal processes. (2 units)

PSY 618
ADVANCED THEORIES AND TECHNIQUES: PSYCHOTHERAPY WITH CHILDREN
This course introduces the process and practice of child therapy, as well as the use of diagnostic tools and play materials. The course also addresses child abuse assessment, treatment, and reporting laws. The social and ecological influences that impact child development and treatment are explored, as are the incidence of child abuse, child victimization, and child exploitation. Also addressed are collateral work with parents and professionals, and additional legal and ethical issues pertaining to working with children. (2.5 units)

PSY 623
EXPERIENTIAL ANATOMY
This course draws on an experiential approach to learning human anatomy, based on the premise that understanding the physicality of the human body is necessary to working with its psychological dimensions. Students will explore the major body systems through guided imagery, drawing, movement, and touch. (2 units)

PSY 625
ECSTATIC STATES AND CULTURE
The use of mind-altering substances to influence states of consciousness has been a part of the human experience since prehistoric times. Modernization and urbanization have made our relationship with state-altering substances more problematic. This course is an overview of the assessment and treatment of substance abuse, addiction, and co-occurring disorders. Also included are the legal and medical aspects of substance abuse, populations at-risk, the role of support persons and support systems, follow-up programs, and methods for relapse prevention. This course utilizes myth, current psychological models, and our own experience to develop an integrated view of addiction that considers biology, psychology, cultural considerations, and human yearning. Issues regarding the use and abuse of drugs and alcohol will be explored within the contexts of culture and the human need for ecstatic experience. (4.5 units)

PSY 628, 629, 630
PSYCHOTHERAPY INTEGRATION I, II, III
The beginning psychotherapist is faced with a wide array of approaches to psychotherapy. This sequence considers the diversity of psychotherapeutic approaches and develops our own coherence as psychotherapists. The first course in the sequence surveys a variety of approaches to individual psychotherapy. The second course examines several major approaches to couples therapy and includes an emphasis on spousal or partner abuse assessment, detection, and intervention. The third course surveys approaches to family therapy, including looking at family conflicts through a broader social and historical context which includes an awareness of culture, class, gender, race, and religion. (2 or 3 units, each)

"We should look not for rules, but for images of the human that have the breath of life."
—ALBERT CAMUS
PSY 633
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. (3 units)

PSY 635
EXPRESSION ARTS IN GROUPS
This course focuses on the use of the expressive arts in groups. Implications and applications for group therapeutic work are considered. Additionally, experiential processes are used to gain awareness of how we conduct our lives and how we use images to inspire and direct our own living. (2 units)

PSY 637, 638
RESEARCH METHODS I, II
Understanding research studies and their conclusions can be a vital aspect of a psychological practitioner’s continuing education. This course prepares students to understand and engage with psychological research by emphasizing critical thinking in evaluating research studies, enabling students to differentiate valid, relevant data from faulty, inconclusive data. Additionally, we will ask specific questions about the culture of psychological research by examining such areas as the relationship between soul and research, the construction of psychological theory, the competing claims of quantitative versus qualitative research, and constructs of validity in various research paradigms. (1 and 2 units respectively)

PSY 640
ADVANCED THEORIES AND TECHNIQUES: HUMAN SEXUALITY
This course considers the varying ways that individuals experience their sexual selves, sexual behavior, and sexual orientation, as well as how the sexual self develops within different historical and cultural settings. The influences of class, gender, age, culture, and family background on sexual experience are also explored, as are the assessment and treatment of sexual dysfunction, and scope of practice issues and expected competencies for the general licensed practitioner. (2 units)

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

—DIANNA GRAYER, PH.D., M.F.T.
PSYCHOTHERAPIST IN PRIVATE PRACTICE
CORE FACULTY
PSY 644
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 non-predictable 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 reimagining 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. (4.5 units)

PSY 645
CROSS-CULTURAL PERSPECTIVES
A psychology arising exclusively out of western European academic experience fails to adequately respond to the rich varieties of human experience. This course gathers contemporary multicultural sources, as well as the wisdom of indigenous cultures, to educate psychological practitioners to be responsive to each person’s unique cultural heritage. This course explores multicultural counseling theories and techniques promoting cultural social justice and the therapist’s role in bringing bias and prejudice to our own and our client’s awareness. An understanding of cultural differences within couples, families, and community institutions is critical to professional practice. (2 units)

PSY 647, 747
PSYCHOLOGICAL ASSESSMENT I, II
This course sequence provides an introduction and overview to psychological assessment. Developing an understanding of overall assessment procedures and learning how to administer, score, and interpret a variety of psychological tests are emphasized.

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

Psychological Assessment II focuses on intellectual and cognitive testing, primarily through the study of the WAIS-IV and the WISC-IV. Additionally, students are introduced to the basics of neuropsychological screening. Students also learn to prepare a report integrating personality and intelligence factors. (4.5 and 2 units respectively)

PSY 651
SOMATIC INQUIRY
Somatic Inquiry is an approach to research that privileges subjective embodiment in understanding human experience. Students will have an opportunity to see how a somatic perspective informs each stage of a research project, from topic selection through data presentation, and how to practice using somatic inquiry methods. (2 units)

PSY 655, 755, 855
INTEGRATIVE SEMINAR I, II, III
The Integrative Seminar has several goals: to provide a setting where the various strands of Meridian’s curriculum can be woven together; to facilitate the curriculum’s transformative intent; to facilitate the students’ evolving relationship to the discipline and profession of psychology; and to support the students’ development of psychological awareness and flexibility. In addition, the Integrative Seminar provides time to address interpersonal and group process issues that emerge in tending to a learning community. (1-3 units, each)
PSY 699
SUPERVISED FIELDWORK
Supervised fieldwork is an integral aspect of study at Meridian. Students earn supervised fieldwork credits through the performance of job activities in paid and volunteer positions. Beginning with study about their own emerging careers in Career Development, students are guided in designing and implementing a fieldwork plan to advance their progress as emerging psychological practitioners. The Director of Assessment and Student Development is available to assist students in initiating appropriate placements, and monitors the progress of students’ specific fieldwork goals. (11.5 or 25 units)

PSY 709
SPECIAL TOPICS IN SOMATIC PSYCHOLOGY
This course provides an opportunity for doctoral students to study with leading theorists, practitioners, and scholars in the field of Somatic Psychology. The focus of the course may include creative or innovative applications of Somatic Psychology, working with special populations, or interdisciplinary scholarship. (2 units)

PSY 713
PSYCHOLOGY OF METAPHOR
In ancient Greek, the word metaphor meant transformer. Through the use of metaphor, our perception operates at a deeper level of understanding. This course explores how metaphors form the foundation of our thinking, influencing our learning and growth by presenting a variety of perspectives that elucidate the aesthetic realm of everyday life. Particular themes include discerning ideas at deeper levels, metaphor as a tool for personal learning and social change, and exploring the principle that learning is a process of entering into conversation with the subject matter, one’s self, and the larger communal world. In exploring the rich ways in which metaphorical images can enrich and enhance our relationship to ourselves and others, we become able to view life through the lens of metaphor and to see possibilities and potentials that we might not otherwise see. (2 units)

PSY 715
PSYCHOLOGY OF TOUCH
Touch is one of the oldest and most fundamental forms of healing and helping. This course examines the evolutionary emergence of touch, its fundamental significance in human experience, and the intricate connections between skin and brain via the nervous system. This course also addresses the contemporary application of touch in psychotherapy, including important legal and ethical considerations. (2 units)

PSY 716
PSYCHOLOGY OF Vocation
Vocation is the intersection of a longing of the heart with the pressing needs of the world. Vocation traditionally described a calling to a religious career. The spiritual implications imply service to something larger than ourselves. This suggests work with a strong sense of significance and meaning. Abraham Maslow believed that self-actualization involves fulfillment of a mission (destiny, or vocation). Campbell emphasized the call as initiating the heroic quest. Freud felt love and work are the foundation of our humanness. Hillman saw vocation as something larger than career, as our calling to the world.

This course explores the psychology of vocation to see how the dynamics of the inner life constellate a specific pursuit. Once a calling is heard, the task is to embrace it. Following one’s bliss involves amor fati, i.e., loving one’s fate. The task is to come to terms with a unique unfolding story and rise to a destiny. Pouring our energies into a form that suits our gifts and passions can lead to a deep experience of being fully alive.

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. (1 unit)

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

—WENDELL BERRY

"
PSY 717  
**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, introverted mysticism vs. extroverted 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. (2 units)

PSY 724  
**FOUNDATIONS OF SOMATIC PSYCHOTHERAPY**  
Somatic Psychotherapy has its roots in depth psychology, and before that, in ancient somatic practices. This course is a survey of the history, theories, and techniques of Somatic Psychotherapy. Key ideas such as character, grounding, boundaries, embodiment, and presence are explored. In addition, the pivotal role of imagination in Somatic Psychotherapy is considered. (2 units)

PSY 725  
**SOMATIC APPROACHES TO TRAUMA**  
Recent developments in traumatology have underscored the role of the body in mediating trauma and re-conceptualizing trauma as an event occurring in the nervous system, affecting individual and social experience. This course will introduce students to somatically oriented models of working with trauma and to working with trauma through a psychobiological approach. (2 units)

PSY 728, 729, 730, 731  
**CLINICAL SKILLS IN SOMATIC PSYCHOLOGY I-IV**  
This course sequence offers students a structured and facilitated opportunity to integrate the material offered in the current year into a cohesive theoretical framework, and to practice applying their knowledge and skills in somatic psychology to a range of clinical and educational issues and contexts. (2 units each)

PSY 740  
**PRINCIPLES OF PSYCHOPHARMACOLOGY**  
The circumstances of contemporary clinical practice require practitioners to understand the effective and discerning use of psychoactive medications. As such, this course provides a thorough overview 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. (4.5 units)

...in the end it is our unshieldedness on which we depend.  
—R. M. RILKE
PSY 743
BIOL OGICAL BASES OF HUMAN EXPERIENCE
This course surveys selected topics in physiological psychology, psychophysiology, and psychoneuroimmunology. The effort is to explore biological and psychological correspondences without being reductionistic. Contemporary research challenging our current understanding of psychological well-being and maturity is also reviewed. (2 units)

PSY 744, 844
PSYCHOLOGY AND COMMUNITY MAKING I, II
We live in a time of intense longing for community and beauty. The social structures that maintain individualism are crumbling. However, the new convivial forms that would support us are only partially in place. Most of us heroically struggle in isolation much of the time. The ideology of professionalism reinforces this isolated self-reliance. How might we transform such a culture of privatism and cruelty into a culture of participation and accountability? Psychological practitioners are in a position to make significant contributions to the revitalization of culture. Can we re-imagine professional work in ways that support the creation of communities? (2 units each)

PSY 745
CREATING COMMUNITY
This course provides an opportunity for students in the somatic psychology concentration to make connections between their embodied personal histories and professional aspirations, while simultaneously building a container for learning together. (2 units)

PSY 750
HISTORY OF PSYCHOLOGY
There is no consistent, agreed upon, or neutral history of psychology. The illusion of neutrality is an aspect of scientism in which psychology, as both a discipline and a profession, is still entangled. The intent of this course is to situate Imaginal Psychology in relation to important historical and theoretical issues in psychology. We can make sense of these issues by locating our own interests and orientation to psychology at this historical moment, and by articulating our stance in relation to other orientations and historical periods. Reviewing the history of psychology, versus situating psychology historically, are distinct but interrelated tasks. The intention of this course is to clarify, differentiate, and activate our relationship to psychology as a discipline and profession. (2 units)

PSY 751, 752, 753
IMAGINAL INQUIRY I, II, III
Imaginal Inquiry is a research methodology anchored within the participatory paradigm of research, which recognizes participative consciousness as our true nature. Imaginal Inquiry applies Imaginal Process, Meridian’s approach to cultivating human capacities, to psychological research. These capacities include reflexivity, collaborativity, and empathic imagination. Imaginal Inquiry draws upon these capacities in emphasizing the roles of imagination, participation, and reflexivity in research. Researchers using this methodology are called upon to access and create knowledge that ordinarily may be restricted by the cultural prescriptions that shape our personal identities. This approach to research expands the possibilities for taking actions which can create new meaning, helping to revitalize personal and cultural transformation. (1-2 units each)

PSY 754
HEALTH PSYCHOLOGY
This course introduces the field of Health Psychology, the role of the psychologist in medicine, and the psychologist’s participation in the treatment and prevention of health-related issues. Emphasis is placed on the complex issues entailed in the mind-body relationship and on expanding the role of social, environmental, biological, and psychological factors in understanding the development of disease states and their treatment. (2 units)
PSY 804, 805, 806, 807, 808
DOCTORAL PROJECT SEMINAR/ RESEARCH PRACTICUM I-IV
These research courses provide a setting to apply principles of qualitative research to the development of dissertations and clinical case studies, and gives students the opportunity to have a hands-on experience of developing elements of the dissertation and clinical case study. These courses provide students with an experience of the possibilities of collaborative research and writing.
(2-4 units, each)

PSY 809
ADVANCED CLINICAL PRACTICUM
This course provides an introduction to time-limited psychotherapies, as well as practical experience with several time-limited methods, including those from cognitive-behavioral and solution-oriented approaches. The sociopolitical context of time-limited psychotherapy’s development and its inherent ethical and transference/counter-transference dilemmas are also explored.
(2 units)

PSY 813
PSYCHOLOGY OF EVIL
All cultures have developed their own conception of good and evil. Yet, the study of the nature of evil has often been forbidden. As evil has evolved and increased in complexity in our time, there is an urgent necessity to try and understand this phenomenon, as those who are attracted to manifest evil are able to manufacture and employ increasingly dangerous weaponry, both literally and psychologically. This course probes the reality of destructive archetypal forces that threaten us all and the possibility of developing our own creativity to engage these forces. Students will enhance their capacities to encounter evil and to perhaps begin to find ways to contain its malignancy. (2 units)

PSY 814
PSYCHOLOGY OF LOVE AND INTIMACY
The longing for love and intimacy is our deepest human yearning. Yet many people pass through life deeply unfulfilled. This course explores what needs to happen both within one’s self and between others for a climate of love and intimacy to be created. The psychological underpinnings necessary for mature love, while retaining an appreciation for love’s mystery, are also examined. Recent research helps illuminate basic principles that lead to fulfilling relationships. (2 units)

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

— IRENE IVES, PH.D.
LICENSED PSYCHOLOGIST
PSY 815
SANDPLAY THERAPY
This course is an introduction to the theory and practice of sandplay. The healing value of symbols and ritual, the therapist’s role as witness, and the experience of co-transference in non-verbal, symbolic play is emphasized and explored. Archival case material is presented to illustrate the psyche’s movements in sandplay, as well as to address issues in clinical practice. (2 units)

PSY 816
EXPRESSIVE ARTS IN THERAPY
This course focuses on traditional ways of healing through the arts. Use of the expressive arts in psychotherapy allows for depth, even when therapy has to be brief. In the spirit of multiplicity, this course focuses on many forms of art as well as on the intermodal transfers between them. Through the shaping of art, students work towards developing the facility for following the image in its many manifestations and to deepen their ability to help clients explore and create experience. Additional emphasis is placed on utilizing expressive arts in the treatment of trauma and post-traumatic stress disorder. (3 units)

PSY 817
PSYCHOLOGY AND RELIGION
This course explores the crossroads where psychology and religion converge and diverge in the life of the soul. Course topics include the phenomenology of numinous experience, shadow and evil, and the evolutionary role of ritual. (2 units)

PSY 819
ECOLOGY, CULTURE, AND PLURALISM
Psychologists can make significant contributions towards healing modernity’s cultural trauma. Revitalizing our culture towards community, beauty, conviviality, and sustainability requires that we embrace a pluralist vision which recognizes the necessity of difference and interdependence. Pluralizing of our own identity is an essential element in reimagining and revitalizing our culture. We will consider how a culture of conviviality and pluralized identity can reconstitute personal responsibility. Topics explored may include home, money, food, violence, gender, and sexuality. (2 units)

PSY 820
ART PSYCHOTHERAPY
The ancient remnants of human art-making are perhaps the clearest evidence that our ancestors were connected to a world larger than their own physical environment. This invisible world is as relevant today as it was in the time of our origins. We know this world not through logic, but through the doorways of imagery and our own felt sense of what is true.

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

>You can’t depend on your eyes when your imagination is out of focus.
—MARK TWAIN
PSY 821
CULTURE AND CONSCIOUSNESS

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

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

PSY 822
FAMILIES AND CULTURE

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

PSY 824
SOMATIC PSYCHOTHERAPY II

This course explores the universal tendency for psychological projection along with the phenomena of transference and the events that trigger transference. The Jungian concept of the complex, the repetitive, unconscious drama played out on an internal landscape most easily available to us through our dreams and anchored in the body’s character, receives particular attention. Holding onto one’s personal complexes as if one’s life depends on them is not uncommon, and to even glimpse one’s defensive attitude takes courage and humility in the face of feelings of secrecy, defensiveness, and futility.

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

PSY 825
SOMATIC FOR PSYCHOTHERAPISTS

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

PSY 827
BODY NARRATIVES

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

PSY 830
RESEARCH WRITING

Good research writing integrates conceptual precision with passion. This course emphasizes the practice and development of proficient and enjoyable psychological writing, providing students the opportunity to work collaboratively towards enhancing their research writing capabilities. (1 or 2 units)
PSY 833
TRANSFORMATIVE POWER OF RITUAL
Ritual is a necessity. As the lungs breathe, so does the soul ritualize. Ritual has an essential role in tending relationships, families, communities, and even workplaces. The origins of art and religion are in ritual; to ritualize is to make sacred. Our ancestors knew that life is unbearable without ritual. This course explores the creative and transformative uses of ritual in our everyday lives. Potential themes for the course include ritual in times of conflict, crisis, and illness; ritual and sexual experience; and ritual and temporary madness. (2 units)

PSY 835, 836, 837
CULTURAL LEADERSHIP I, II, III
This course explores the possibility and viability of Cultural Leadership as a form of leadership, distinct from political and administrative leadership. The integrated theory of personal and cultural transformation in practice at Meridian offers psychological practitioners specific principles and practices that can serve as actionable knowledge for cultural leadership. Cultural Leadership is constituted by principled actions which create new and unexpected meanings. Cultural leaders catalyze individuating participation and re-imagine past and future within the groups and communities to which they belong. (2 units each)

PSY 838
PSYCHOTHERAPY AND THE ARTS
This course deepens our understanding of the relationship of art to psychology. Using an experiential format in which themes are explored through various media, students learn about theories, traditions, methodologies, and professional issues involved in combining psychotherapy with the arts. Students will use the expressive arts therapies and dreamwork to explore the use of image, symbol, and ritual in their own personal process and into implications for clinical work, research, and creating ritual. The specific professions of art, movement, music, and drama therapies will be discussed. (2 units)

PSY 856
PROFESSIONAL SEMINAR
Imaginal Psychology, as an orientation to psychology, has deep roots in the earliest vocations associated with healing and transformative practices. It is important for students of Imaginal Psychology to have effective ways of communicating its principles and practices in their professional work. Students who do not learn how to effectively negotiate the interface with the profession (and conventional culture in general) could find themselves marginalized and trivialized. This course considers such questions as: How can we engage with the culture and the profession as a whole so that the people we serve are empowered, not infantilized? How can we revitalized the culture in ways that liberate the soul’s passionate nature? The Professional Seminar facilitates clarifying and articulating the student’s relationship to psychology as a discipline, a vocation, and a profession. (2 units)
CERTIFICATE OF COMPLETION

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

Certificate of Completion Application Requirements:
- Completed application and fee
- Two letters of recommendation
- Personal statement (five pages)
- Admissions Interview

CERTIFICATES

Meridian offers the opportunity for matriculated students to pursue completion of a graduate certificate in the following areas of the Psychology program:

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

Please check with Academic Services Coordinator regarding the availability of a specific certificate during the current academic year.
BRUCE ALDERMAN received his Bachelor’s from University of Texas, Austin and his Master’s from John F. Kennedy University. He has taught courses in the fields of counseling psychology, religious studies, and consciousness studies. Bruce compiled and edited the textbook, Social Issues Firsthand: Interracial Relationships.

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

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

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

ED BIERY (Core Faculty) 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.

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

LIZ CASSANOS (Core Faculty) received her Bachelor’s from University of Chicago and her Doctorate from Meridian University. Liz is a licensed psychologist working with adults and couples. She has a prior career in corporate communications and her research has been focused on numinous experience.

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

— GASTON BACHELARD
**CORE AND ADJUNCT FACULTY**

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

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

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

**VIRGINIA CROSSLEY SMITH** received her Bachelor’s from Sonoma State, her Master’s from CSU San Francisco, and her Doctorate from Meridian University. Virginia is a licensed Psychotherapist and has maintained a private practice in California for over a decade. A psychotherapist at Kaiser Permanente Department of Psychiatry in the Intensive Outpatient Therapy team and a member of the Autism Spectrum Disorders team, Virginia provides education and advocacy for individuals and families.

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

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

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

—**DANIELA DI PIERO, REGISTERED M.F.T. INTERN**

**TEAM 3 FAMILY COUNSELING CENTER**
**DUANE ELGIN** received his M.B.A. from the Wharton Business School, has an M.A. in economic history from the University of Pennsylvania and is an honorary Ph.D. 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.

**JUSTIN FORMAN** (Core Faculty) received his Bachelor’s from University of Toledo, and his Doctorate from Meridian University. Justin is a Social Cognition Specialist and is pursuing licensure as a psychologist. His interests range from Research, EMDR, DBT, and EFT to Initiation and Transformative Learning.

**GIL FRIEND** received his Masters in Ecosystem Management from Antioch University. Gil is a major thought leader, innovator and advisor in Sustainability and Business Strategy. A member of the Sustainability Hall of Fame, Gil has been named as “one of the top 10 most influential sustainability voices in America”. Gil has serves as visiting faculty at Haas School of Business and Presidio Graduate School, and has published widely on the topics of sustainability, economy, and ecology.

**JOHN FORMAN** received his Bachelor’s from University of Washington and his Master’s from Seattle University. He is a consultant, executive coach, author, guest lecturer, founder and the Managing Partner of Integral Development Associates. For more than 15 years, John has advised organizational leaders and managers in areas ranging from change management and executive coaching to strategic planning, organizational development, cultural diversity and complex communications issues. He is the author of *Integral Leadership*, SUNY 2013.

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

**CORE and Adjunct Faculty**

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

—RICH MCCUTCHEON, PH.D., M.F.T.
CINDY LOU GOLIN received her Bachelor’s from California State University, Long Beach, and her Master’s and Doctorate from the Institute of Transpersonal Psychology. She is a business coach and founder of Reel Discovery, a program that teaches and facilitates the process of movie going as a personal growth practice. She facilitates workshops, corporate trainings and teaches graduate school courses in Shadow and Integral Theory and Practice.

DIANNA GRAYER (Core Faculty) received her Bachelor’s from San Francisco State University and her Doctorate from Meridian University. In private practice as a psychotherapist, Dianna specializes in issues of childhood maternal wounding, parenting, and foster care and adoption. She has published six children’s books and a self-esteem workbook.

OLEN GUNNLAUGSON received his Bachelor’s from Simon Fraser University and his Master’s and Doctorate from University of British Columbia. He is an Assistant Professor in Leadership & Organizational Development within the Department of Management in the Business School at Université Laval, in Quebec City, Canada. Olen finds teaching and research to be deeply rewarding and views business education as a key societal vehicle for developing and transforming the next generation of self-aware, sustainably-minded leaders and managers. He brings an increasingly multidisciplinary background to his research and consulting interests in leadership, communication in groups and teams, and executive coaching, which have been published across several books as well as numerous peer-reviewed academic journals and presentations at international conferences.

GARY HAMPSON received his Bachelor’s from University College London and his Doctorate from School of Education Southern Cross University. He is a Senior Research Fellow in the School for Transformative Leadership in Olomouc, Czech Republic. He is author of Leadership in Transforming the Modern Worldview: Exploring Postformal Integration and Leading Transformative Higher Education.

KATIE HEIKKINEN received her Bachelor’s and Master’s from Harvard University. She has a strong background in research, developmental psychology, and integral approaches to education. Her research has focused on perspective taking capacities. She has authored a number of articles and book chapters.

LISA HERMAN (Core Faculty) received her Bachelor’s from the University of California, Berkeley, her Master’s from California State University, Hayward, and her Doctorate from the California Institute of Integral Studies. Lisa 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.

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

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.

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

JOEL KREISBERG received his Bachelor’s from Wesleyan University, his Master’s from Prescott College, and his Doctorate from New York Chiropractic College. He has been in private practice providing integrative health services for over 20 years. Joel lectures and consults widely and he is the author of numerous publications in the areas of health and medicine.

OTTO LASKE received his Master’s from Harvard University Graduate School of Education, and his Doctorates from Johann-Wolfgang-Goethe University (PhD) and Massachusetts School of Professional Psychology (PsyD). The founder and director of Interdevelopmental Institute, Otto has taught the application of his interdisciplinary writing and research in human and adult development, Constructive Developmental Framework, to coaches, consultants and entrepreneurs internationally, for over a decade.

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

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

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

JOY MEEKER (Core Faculty) received her Bachelor’s from DePauw University, her Master’s from University of Notre Dame and her Doctorate from California Institute of Integral Studies. Joy is a conflict specialist and has worked with numerous groups on conflict resolution and mediation including The National Park Service as well as with universities like Sonoma State University and Syracuse University. Her interests include social justice, conflict resolution, social transformation, and transformative learning.

THOMAS MOORE received his Bachelor’s from DePaul University, Master’s degrees from University of Windsor and University of Michigan, and his Doctorate from Syracuse University. He is the author of Care of the Soul, A Blue Fire - Selected Writings by James Hillman, and many other influential books.

“The sacred is saturated with Being.”

—MIRCEA ELIADE
TOM MURRAY received his Bachelor’s from Worcester Polytechnic Institute and his Master’s and Doctorate from University of Massachusetts. He is a Senior Research Fellow in the School of Computer Science at the University of Massachusetts Amherst. Currently his primary research is in the area of supporting social deliberative skills in online contexts. He has also done research in the areas of Cognitive Tools, Adaptive Computer Learning Environments, Online Collaboration, Ethics, and Knowledge Engineering. He is also publishes scholarly papers in the field of Integral Theory related epistemology and applied philosophy.

TERRI O’FALLON received her Bachelor’s and Master’s from Eastern Montana College, and her Doctorate from the California Institute of Integral Studies. Terri has over four decades of experience in the field of education as a teacher, administrator, and researcher. She has published and presented widely in the arenas of human development, organizational change, and transformative learning.

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

BERT PARLEE received his Bachelor’s from University of New Brunswick, his Masters from Naropa University and his doctorate in clinical psychology at the California Institute of Integral Studies. He was a founding member of Ken Wilber’s Integral Institute. He teaches at the Mendoza College of Business MBA program for Executive Education at the University of Notre Dame in Indiana and in the MBA and Organizational Psychology programs at Golden Gate University in San Francisco. Bert’s areas of expertise focus on organization and executive behavioral change in the areas of Communication Skills Training, Conflict Management, and Emotional Intelligence Skills Training; all in the service of Executive Leadership Team Alignment and Culture Change.

TERRY PATTEN received his Masters from John F. Kennedy University and hosts the popular online teleseminar series Beyond Awakening: The Future of Spiritual Practice. He teaches the acclaimed 8-session course, Integral Spiritual Practice. He co-authored, with Ken Wilber, the bestselling book Integral Life Practice, and his forthcoming book is The Integral Revolution.

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

— JOHN KEATS “
We should look not for rules, but for images of the human that have the breath of life.
— ALBERT CAMUS
**SOPHIA REINDERS** received her Master’s and Doctorate from Saybrook Institute. She is a licensed Marriage and Family Therapist and has been practicing in San Francisco for over 20 years. Her interests include expressive arts and Somatic Psychology.

**JOANNE RUBIN** received her Bachelor’s from George Washington University, and her Master’s and Doctorate from the University of Pennsylvania. She has been engaged in clinical practice for over 30 years and has helped pioneer integral approaches to psychology over the last decade. She has published in the *Journal of Integral Theory in Practice*.

**SEAN AVILA SAITER** received his Bachelor’s from Evergreen State College, and his Master’s and Doctorate from Institute of Transpersonal Psychology. Sean is the co-editor of the *Journal of Conscious Evolution* has published many editorial reviews and articles.

**STEVE SCHEIN** received his Bachelor’s from the University of Colorado (Boulder), his two Master’s degrees from Fielding Graduate University (in Organization Development and in Human and Organizational Systems) and is a doctoral candidate at Fielding as well. A CPA from his earlier training, Steve’s business background includes having founded a major resort company (Telluride Resorts) as well as experience in the Venture Capital space. A long-term student of Integral Theory, Steve also serves on the faculty of Southern Oregon University, where his teaching specialties span a broad range of fields: from strategic management, to spirituality and business, to business ethics, to accounting.

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

**VERNICE SOLIMAR** received her Bachelor’s from Hunter College, her Master’s from Long Island University, and her Doctorate from the California Institute of Integral Studies. She is the founding chair of the Integral Psychology Master’s program at JFK University and director and co-founder, along with Dr. Monica Sharma, former Director of Leadership at the UN, of the Leadership for Social Transformation certificate also at John F. Kennedy University.

**ZACHARY STEIN** (Core Faculty) received his Bachelor’s from Hampshire College, and his Master’s and Doctorate from Harvard University Graduate School of Education. Zach is co-founder of the Lectical Assessment System, and has published on topics in the philosophy of education, neuroscience, developmental psychology, and psychometrics in such journals as *American Psychologist* and *Journal of Philosophy of Education*. He is an editor for the journal, *Mind, Brain, and Education*, and his publications have frequently appeared in *Integral Review* and *Journal of Integral Theory and Practice*. 
Evan Steiner received his Bachelor’s from Indiana University and his Masters in Environmental Management from University of Maryland University College. He was the Programming Director for the Hub Bay Area and is a Senior Program Associate for SOCAP.

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

Russ Volckmann received his Bachelors from Monmouth and Masters and Doctorate from University of California Berkeley. He has over 20 years of experience in organization development consultation and training, as individual consultant and in team consultation approaches. He is the Founding Publisher and Editor, Integral Leadership Review, the preeminent publication on integral leadership and the Founder and CEO, Integral Publishers, publishers of integrally informed, transdisciplinary books.

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

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

Tim Willison (Core Faculty) 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.

Keith Witt received his Bachelor’s and Master’s from University of California at Santa Barbara and his Doctorate from The Fielding Institute. He is a licenced psychologist with an active private practice for over 30 years. He is the author of numerous books including Waking Up: Psychotherapy as Art, Spirituality and Science. His specialties include love, sexuality, integral theory, and assertiveness.

Jonathan Young received his Bachelor’s from Azusa Pacific University and his Master’s and Doctorate from the California School of Professional Psychology. Jonathan has a consulting practice as a clinical psychologist and teaches courses on mythic stories throughout California. Jonathan was the Founding Curator for the Joseph Campbell Archives and Library and is currently the Director of the Center for Story and Symbol. Among his publications in the area of mythological studies are the two volumes of his book, SAGA: Best New Writings on Mythology.
PETALUMA CENTER
Meridian University’s Petaluma Center (47 Sixth Street, Petaluma, California, 94952) is located in the North Bay Area, 30 miles north of San Francisco. The Petaluma Center houses administrative offices and meeting rooms. Petaluma’s beautifully restored Victorian era business district is within easy strolling distance of its picturesque river-turning basin. The Spanish colonial building was designed and built in 1920; it is one of eighteen buildings included in a historic building walking tour.

OAKLAND CENTER
Meridian is located at the Impact Hub Oakland in uptown Oakland (2323 Broadway Street, Oakland, California, 94612). The Hub “…is the space for meaningful encounters, exchanges and inspiration, filled with diverse people doing extraordinary things…Hub Oakland is equal parts inspiring co-working space, entrepreneurial incubator and community of socially engaged people.”

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

—MARY FULLWOOD, PH.D., M.F.A.
CO-DIRECTOR OF THE TERRA FOUNDATION, LOS OSOS, CA
ADMINISTRATION & TRUSTEES

ADMINISTRATION

Jean Houston, PhD
Chancellor

Aftab Omer, PhD
President

Melissa Schwartz, PhD
Vice President of Academic Affairs

Rob Gall, MA
Administrative Director

Joy Meeker, PhD
Program Chair Education

Courtney Lubell, MA
Director of Assessment & Student Development

Zachary Stein, PhD
Associate Director of Assessment & Student Development

Hasmik Geghamyan, JD
In-house Counsel

Ann Tichava
Academic Services Coordinator

Stephanie Silva
Project Coordinator

Olivia Kendall, MS
Academic Services Coordinator

Mima Cataldo, PhD
Librarian

Josh Woodcock
IT Services

BOARD OF TRUSTEES

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Eleanor Criswell, EdD, Vice Chair

Larry Robinson, MA, MFT

Irwin Keller, JD

Rebecca Evert, MA

John Gouldthorpe, MA

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

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

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

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

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

“The extremest resources of the imagination are called in to lay open the deepest movements of the heart.”
—William Hazlitt
INTEGRITY POLICY

Students are expected to perform with academic and personal integrity in all aspects of the graduate program. Academic dishonesty includes practices such as: plagiarism; the unauthorized use of study aids during examinations; stealing, borrowing, or purchasing another person’s work; using the same paper twice for two different courses, etc. Meridian has adopted the definition of plagiarism offered in Kate Turabian’s A Manual for Writers of Term Papers, Theses and Dissertations, 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.”

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

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

DIVERSITY STATEMENT

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

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

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

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

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

EVALUATION OF STUDENTS
Meridian’s approach to evaluation emphasizes self-awareness, empathy, and collaboration in the learning process. At Meridian, students do not receive traditional letter grades; instead, students 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 results from the school’s commitment to Transformative Learning, where standardized grades are viewed as oversimplifying the language used by faculty and students to talk about student learning and student achievement. At Meridian, it is understood that traditional grades or point systems provide a single hierarchal ranking-scale, representing learning in terms of a single set of letters or numbers that are static, discrete, and linear. However, learning is a dynamic, continuous, and non-linear process. In the school’s assessment process, grades do not serve learning and are viewed as obscuring how learning is represented, i.e., traditional grading systems miss who students are and what they are capable of. As such, there is no need to grade students in ways that do not accurately convey their learning nor the range and diversity of their skills, strengths, and further development of their capacities.

At Meridian, student evaluation takes place in the context of in-class transformative learning activities, transformative practice assignments, writing assignments, the quality of student posts (for online coursework) 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 Student Development Committee assesses student progress on a quarterly and annual basis through academic reviews. At the summer Quarterly Academic Review, students who are in good academic standing are cleared to register for the following academic year.

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

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

Although students are required to attend all scheduled hours for each course, extenuating life circumstances may require periodic absence. Meridian University requires that, once enrolled in a quarter, a student must make satisfactory progress toward completion of the quarter. All students, Monthly and Blended, are responsible for maintaining contact with the course faculty, the cohort, and any online engagement that the course might entail. The minimum requirement for class attendance is 80% of the course hours. If a student in the Monthly format misses between 20% and 33% of a course, additional make up work is required. Note that missing 33% of a course is reserved only for illness, emergency, or previously scheduled major life events. Students who show a pattern of excessive absence are contacted by the Director of Assessment and Student Development.

If a student misses more than 33% of a course, they will receive a No Credit and will need to retake the course in a subsequent year, with another cohort. The student is responsible for notifying the faculty and the Academic Services Coordinator in the event that they are unable to attend class. Obtaining and completing any required make-up work for missed courses is the student’s responsibility.

Student attendance in online coursework is defined by regular student postings and regular completion of weekly course assignments. Students must post responses and assignments at least two different times each week in order to maintain regular contact with faculty and cohort members.

Students should expect to log in several times each week to complete the discussion questions and assignments. Students are strongly encouraged to aim for 100% class participation, as they will achieve the most learning via their active participation in the online discussions. If the student does not substantially finish the weekly posts and small assignments entailed in the course, the student will receive a No Credit and need to retake the course with a subsequent cohort.

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

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

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

ADMINISTRATIVE WITHDRAWAL
The Administrative Withdrawal policy serves to uphold Meridian’s academic and ethical standards, to require students to meet their financial obligations to Meridian in a timely manner, and to sustain Meridian’s learning environment. As such, students are subject to Administrative Withdrawal due to academic, financial, and/or registration issues. The specific criteria used to assess for Administrative Withdrawal is listed in the Student Handbook.

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

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

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

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

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

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

PC Compatible Computer:
- AMD or Intel Processor, 1.6 GHz or better
- Windows XP, Vista, or 7

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

Additional Hardware:
- At least 4 GB of RAM
- 160 GB Hard drive
- CD/DVD Burner
- Black and white printer
- 17” or larger SVGA Monitor
- 56 Kbps modem, Ethernet port, or WiFi or Wireless WAN card for Internet access (broadband is recommended)

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

Computer specifications are reviewed and revised regularly. While 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.

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

—MARGE PIERCY
TUITION & FEES
For students enrolled in the Blended Learning Format, annual tuition is $15,300 for the 2014-15 academic year. Tuition is due on a quarterly basis. Students have the option to pay on a monthly basis which will incur an annual fee of $360.

For students enrolled in the Monthly Learning Format, annual tuition is $15,300 for the 2014-15 academic year. Tuition is due at the time of enrollment. Students have the option to pay on a quarterly basis which will incur an annual fee of $240 or on a monthly basis which will incur an annual fee of $360.

For either learning format, for student’s paying tuition on a quarterly basis tuition is due on the first day of each quarter (at registration, December 1, March 1, and June 1). For either learning format, for student’s paying tuition on a monthly basis tuition is due on the first day of each month (at registration, October 1, November 1, etc.). All tuition payments are to be directed to the Financial Services Coordinator at Meridian’s administrative offices.

A tuition deposit of $250 is due when the student submits their Intent to Enroll form. This deposit is applied toward the first tuition payment and is non-refundable.

Optional Residential Plan
Meridian’s graduate programs may be held in residence where lodging and meals are provided. Should the student elect the residential plan option, the cost would be:

- Monthly Learning Format $3,600
- Blended Learning Format $1,900

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

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

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

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

Meridian Financial Aid is available on the basis of need and the availability of funds. For the 2014-15 academic year, qualified students may apply for Financial Aid in $500 increments, ranging from $1,000 to $14,000. Students needing aid in excess of $14,000 are encouraged to seek alternative sources.

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

DIVERSITY GRANT
Qualified students may request a Diversity Grant by indicating their request on the Financial Aid Application and submitting a letter that speaks to the student’s qualifications for the grant. Grants are awarded in $500 increments ranging from $1,000 to $8,000. The following criteria are applied in grant determination: 1) Demonstrated Need and 2) Meets Race and Ethnic Diversity criteria.
LOANS
The interest rate for student loans taken this year is 7%, compounded monthly.

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

Estimated Total Charges:
- Ed.D. in Organizational Leadership (3-4 years) - $76,800
- M.Ed. in Educational Leadership (2-3 years) - $34,000
- Master’s in Psychology (2-3 years) - $34,000
- Master’s in Counseling Psychology (3.5-4 years) - $45,425
- Integral MBA in Creative Enterprise (3 years) - $34,000
- Psy.D. in Clinical Psychology – Advanced Standing (4 years) - $55,500
- Ph.D. in Psychology – Advanced Standing (4 years) - $60,500
- Psy.D. in Clinical Psychology (5 years) - $71,800
- Ph.D. in Psychology (5-6 years) - $76,800

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

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

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

For programs beyond the current payment period, if the student withdraws prior to the next payment period, all charges collected for the next period will be refunded.
STUDENT’S RIGHT TO CANCEL (CONT.)
If any portion of the tuition was paid from the proceeds of a loan or third party, the student will have the opportunity to repay the full amount of the loan plus interest, less the amount of any refund. The refund shall be sent to the lender, third party, or, if appropriate, to the state or federal agency that guaranteed or reinsured the loan. Any amount of the refund in excess of the unpaid balance of the loan shall be first used to repay any student Financial Aid programs from which the student received benefits, in proportion to the amount of the benefits received, and any remaining amount shall be paid to the student.

For the purpose of determining a refund under this section, coursework and continuation students shall be deemed to have withdrawn from a program of instruction when any of the following occurs:
• The student notifies the school, in writing, of the student’s withdrawal.
• The school terminates the student’s enrollment for failure to maintain satisfactory progress; failure to abide by the rules and regulations of the school; absences in excess of maximum set forth by the school; and/or failure to meet financial obligations to the school.
• The student fails to return from a Leave of Absence.

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

If the student is eligible for a loan guaranteed by the federal or state government and the student defaults on the loan, both of the following may occur:
a. The federal or state government or a loan guarantee agency may take action against the student, including applying any income tax refund to which the person is entitled to reduce the balance owed on the loan.
b. The student may not be eligible for any other federal student financial aid at another institution or other government assistance until the loan is repaid.
### 2014-15 SCHEDULE OF CHARGES

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
<th>Refundable Status</th>
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<tbody>
<tr>
<td>Application Fee</td>
<td>$50</td>
<td>Mandatory, non-refundable</td>
</tr>
<tr>
<td>Tuition - Monthly Format ($510 per unit)</td>
<td>$15,300</td>
<td>Mandatory, partially refundable</td>
</tr>
<tr>
<td>Tuition - Blended Format ($510 per unit)</td>
<td>$15,300</td>
<td>Mandatory, partially refundable</td>
</tr>
<tr>
<td>Tuition - Certificate of Completion ($170 per unit)</td>
<td>$5,100</td>
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<tr>
<td>Tuition Deposit</td>
<td>$250</td>
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<td>Residential Fee - Monthly Format (if applicable)</td>
<td>$3,600</td>
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</tr>
<tr>
<td>Residential Fee - Blended Format (if applicable)</td>
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<td>Optional, partially refundable</td>
</tr>
<tr>
<td>Annual Finance Charge - Monthly Payment Plan</td>
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<td>Optional, non-refundable</td>
</tr>
<tr>
<td>Annual Finance Charge - Quarterly Payment Plan</td>
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<td>Books and Supplies</td>
<td>$1,300*</td>
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<tr>
<td>Continuation Student Registration Fee</td>
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<tr>
<td>Dissertation Fee - Two-Year Period (Ph.D. Students)</td>
<td>$8,800</td>
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<tr>
<td>Clinical Case Study Fee - One-Year Period (Psy.D. Students)</td>
<td>$5,200</td>
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<td>Dissertation Quarterly Fee (beyond initial period)</td>
<td>$1,100</td>
<td>Optional, partially refundable</td>
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<tr>
<td>Clinical Case Study Quarterly Fee (beyond initial period)</td>
<td>$1,300</td>
<td>Optional, partially refundable</td>
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<td>Dissertation &amp; Clinical Case Study Binding Fee (per copy)</td>
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<td>Library Use Fee</td>
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<td>Program Transfer Fee</td>
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<td>Optional Tutorial Fee (per unit)</td>
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<td>Leave of Absence Fee</td>
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<td>Official Transcript Fee</td>
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<td>ID Card Replacement Fee</td>
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<td>Late Registration Fee</td>
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<td>Late Fees (tuition, loans, etc.)</td>
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<tr>
<td>Returned Check Fee</td>
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Meridian University reserves the right to increase tuition and fees on an annual basis.

* This amount is an annual approximate depending on the choices that students make regarding the purchase of books and supplies.

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

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

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

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

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

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

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

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

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

* California Residents only (one time fee).

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

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

APPLYING TO MERIDIAN

Applications may be submitted to Meridian University at any time.

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

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

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

ADMISSIONS REQUIREMENTS

Requirements for admission include:

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

For students applying for the Somatic Psychology concentration (as part of the M.A., Psy.D., or Ph.D. degree), please be sure to indicate your particular interest in Somatic Psychology, and include any previous background in somatic education and/or somatic practices.

TRANSFER CREDIT

Meridian’s curriculum is designed for students to take courses in sequence, within a cohort-based model. Transfer credits may be granted towards each of Meridian’s programs for coursework from other schools, on a case-by-case basis. Transfer credits are reviewed at the time of admission. Prospective students seeking transfer credits should submit official transcripts, syllabi for each course they are wanting to transfer, and course descriptions from the prior school’s catalog. 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. Transfer units may be granted up to a maximum of 45 credits for the Psy.D. and Ph.D., or 9 credits for the Master’s in Counseling Psychology.

Prior coursework approved for transfer into the student’s record reduces the number of courses the student needs to take in their program, but does not reduce the tuition.

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

INTERNATIONAL STUDENTS

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

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

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

NOTE TO ALL PROSPECTIVE STUDENTS

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

Bureau for Private Postsecondary Education
Physical Address: 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833
Mailing Address: P.O. Box 980818, West Sacramento, CA 95798-0818
Phone Number: (916) 431-6959 Toll Free: (888) 370-7589
Fax Number: (916) 263-1897 Website: www.bppe.ca.gov

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

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

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

NOTICE TO PROSPECTIVE DEGREE PROGRAM STUDENTS

This institution is approved by the California Bureau for Private Postsecondary Education to offer degree programs. To continue to offer this degree program, this institution must meet the following requirements:

• Become institutionally accredited by an accrediting agency recognized by the United States Department of Education, with the scope of the accreditation covering at least one degree program.
• Achieve accreditation candidacy or pre-accreditation, as defined in regulations, by July 1, 2017 and full accreditation by July 1, 2020.

If this institution stops pursuing accreditation, it must:
• Stop all enrollment in its degree programs, and
• Provide a teach-out to finish the educational program or provide a refund.

An institution that fails to comply with accreditation requirements by the required dates shall have its approval to offer degree programs automatically suspended.

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

MERIDIAN UNIVERSITY ACCREDITATION UPDATE

Meridian is in the accreditation process with WASC (Western Association of Schools and Colleges). Meridian has completed two site visits by WASC. The first site visit, in 2012, was called the Capacity and Preparatory Review. The second site visit, in 2014, was called the Educational Effectiveness Review. After this second visit, WASC provided Meridian with recommendations. The third site visit by WASC will take place in May, 2015. Meridian is fully implementing all of the recommendations from the second visit and we sincerely hope we will be accredited by June 2015. However, the timing of accreditation is not something that Meridian can guarantee, because this is a decision that WASC will make at its Commission Meeting in June 2015.
Meridian University does not provide dormitory facilities. When classes are held at a retreat or conference center, housing can be available for approximately $80-$120 per night. Most students make their own housing arrangements independently. Meridian does not provide assistance to students in finding appropriate housing.

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

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

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

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

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