



# Atlantic University

2019 Academic Catalog





# ATLANTIC UNIVERSITY

## 2019 Catalog



Spiritual philosopher and holistic healing pioneer Edgar Cayce helped to found Atlantic University in 1930.

*"That we may know our relations with our fellowman, to do good, that we may make manifest God's love for man. This shall ever be the criterion, the basic force, for any such [University] endeavor ...*

*The time is ready. Who will harken? Who will make ready, that the light may shine unto the dark places? The time is at hand ...*

*(Q) Is the present an auspicious time for the establishment of the university?*

*(A) The time is at hand. The harvest is ready. Begin. Commence. Understanding that, to succeed, it must be builded upon that as given."*

2019 Academic Catalog  
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Edgar Cayce reading 2087-1, December 13, 1929.  
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# Welcome to Atlantic University!

When Edgar Cayce founded Atlantic University along with a group of supporters in 1930, it was truly ahead of its time. In addition to its focus on the integration of body, mind, and spirit as an important means of personal transformation and achieving higher human potential, the university was unique in many respects.

Atlantic University offered a coeducational program in which men and women were admitted and educated on equal terms. The university also championed the importance of international relations and emphasized each individual's contribution to the whole and the importance of service in the affairs of humankind.

Although time and technology have prompted incredible changes for Atlantic University, many things remain the same. To be sure, the university's founders could have never imagined the possibility of electronic classrooms and discussions with students and educators from around the world. However, I believe that educative principles within our curriculum would continue to inspire Edgar Cayce and his contemporaries.

These principles and ideas remain at the heart of what Atlantic University has to offer:

The nature of humankind is spiritual—we are spiritual beings having a physical experience. It is not only possible but essential that each individual attempt to awaken a direct connection to her or his spiritual core.

There are many dimensions or levels of human consciousness that can be examined, researched and explored. Personal application of new ideas is the best way to truly learn and grow.

Whether your interest is a single course, a continuing education program, or a Master's degree, I welcome you to the learning community that is Atlantic University!



*Kevin J. Todeschi, MA*  
President  
Atlantic University's 1st Graduate

A handwritten signature in black ink that reads "KEVIN J. TODESCHI". The signature is written in a cursive, flowing style.



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# Academic Calendar



## About Atlantic University

### Mission Statement

Atlantic University's mission is to provide a high quality graduate-level distance education learning environment for adult learners that integrates body, mind, and spirit to help people achieve higher human potential and transform their lives, better understand their relationship to all life, and be of profound service to others.

## Academic Calendar

### 2019 Academic Calendar

#### Winter: Semester 1:

January 7–March 31 (Enrollment December 10–January 4, 2018)

#### Spring: Semester 2:

April 8–June 30 (Enrollment March 18–April 5, 2019)

#### Summer: Semester 3:

July 8–September 29 (Enrollment June 10–July 5, 2019)

#### Fall: Semester 4:

September 30–December 22 (Enrollment September 9–September 27, 2019)

### Hours of Operation

Monday through Friday  
9:00 a.m.–5:00 p.m.

### University Holidays

New Year's Eve (December 31), New Year's Day (January 1), Memorial Day (last Monday in May), Independence Day (July 4), Labor Day (1st Monday in September), Thanksgiving Day (4th Thursday in November), Day after Thanksgiving (4th Friday in November), Christmas Eve (December 24), Christmas Day (December 25).

A holiday that falls on Saturday is observed on the Friday before the holiday.

A holiday that falls on Sunday is observed on the Monday after the holiday.

### History

Atlantic University received its charter on April 29, 1930, with Edgar Cayce's vision of offering a liberal arts education through a holistic perspective. Owing to the economic conditions prevailing in the United States at the time, the university remained open for only two years. Nevertheless, the vision remained alive in the minds of several people who kept the charter active with a sense of expectancy that the university would reopen its doors when the time was right.

Through the 1970s and into the early 1980s, interested persons met to lay the groundwork for the rebirth of the university with a renewed mission, scope, and purpose. In the fall semester of 1985, Atlantic University reopened as a graduate school with a curriculum that focused on the newly developing field of transpersonal psychology.

Today, the university offers six distinct programs: a Master of Arts in Transpersonal Psychology, a Master of Arts in Leadership Studies, a Graduate Certificate in Mindful Leadership, a Graduate Certificate in Integrated Imagery: Regression Hypnosis, a noncredit certificate in Spiritual Guidance Mentor Training, and a program for Lifelong Learners.

### Vision Statement

Drawing on the best of the humanities, social and natural sciences, psychology, and religious and spiritual traditions, Atlantic University's vision is to offer the most unique and distinguished course of scholarship in the fields of transpersonal psychology and leadership studies by

- Providing a stimulating academic curriculum that focuses on the nature of consciousness, the nature of personal belief and personal spirituality, the nature of holistic living, and the interrelationship between body, mind, and spirit;
- Providing a high-quality continuing and professional education curriculum in a variety of fields related to body, mind, and spirit;
- Understanding and meeting the needs of its students, communities, and other



constituents as they follow their various professional career paths;

- Fostering knowledge of the existence of a dimension to human nature greater than the individual and instilling the notion that connecting with this larger part of one's self is instrumental to creativity, health, and optimum human performance;
- Encouraging students to test and apply transpersonal concepts personally in order to experience personal growth and integration;
- Enabling individuals to change their lives for the better, positively affecting their relationships and their surroundings in the process;
- Giving individuals life experience with their highest integrated potential and their interrelationship to the rest of humankind.

## Institutional Goals & Objectives

The mission statement guides Atlantic University in its commitment to provide

- An atmosphere of community among students, faculty, and staff that focuses on integrity, empathy, creativity, scholarship, innovation, personal transformation, and service;
- An atmosphere of community among students, faculty, and staff that encourages students to acquire learning not only from their professors and coursework but also from one another and from their own inner wisdom;
- An ever-improving array of educational opportunities and methods that help students change their lives for the better, positively affecting their relationships and their surroundings in the process;
- An ever-improving educational environment that encourages students to adopt Atlantic University's philosophy of personal and global integration and through that philosophy to serve as effective citizens in the emerging global community.

## Licensure and Accreditation

In May 1989, the State Council of Higher Education for Virginia (SCHEV) granted the University a provisional license for five years, with the stipulation that certain advances be achieved by May 1990. These steps were taken, and the University was licensed to confer the degree of Master of Arts in Transpersonal Studies. The University is no longer required to obtain a certificate to operate from SCHEV. On November 19, 1989, Atlantic University graduated its first class as a graduate school. In January 1990, the University received approval from the Virginia State Approving Agency for GI Bill® benefits. The institution received accreditation from the Distance Education Accrediting Commission (DEAC) in 1994 for its distance education program and was reaccredited in 1999, 2005, and 2010. The DEAC accrediting commission is listed by the U.S. Department of Education as a nationally recognized accrediting agency and is a member of the Council for Higher Education Accreditation (CHEA).



Distance Education Accrediting Commission  
1101 17th Street NW, Suite 808  
Washington, D.C. 20036  
(202) 234-5100 | Fax: (202) 332-1386  
[www.deac.org](http://www.deac.org)

## Catalog Disclaimer

At the time this publication was created, all efforts were made to ensure the information was correct and current. The university reserves the right to make curricular and policy changes as necessary and will inform students of changes that affect their studies. The most current academic and administrative information is posted on the university's website: <http://www.atlanticuniv.edu>.

## Non-Discrimination Policy

The university is fully committed to equal opportunity and does not discriminate on the basis of race, color, gender, age, national or ethnic origin, political affiliation, sexual orientation, religion, or disability. The rights, privileges, programs, and activities generally accorded or made available to students by the university, including educational policies, admission policies, scholarship programs, and other school-administered programs, are the same for and available to all persons.

## Admissions

### 2019 Application Deadlines

| Application Deadlines for 2019 Semesters |                   |                    |
|--|-------------------|--------------------|
|  | Graduate          | Noncredit          |
| Winter 2018                              | November 30 2018  | December 17, 2018  |
| Spring 2019                              | March 8, 2019     | March 15, 2019     |
| Summer 2019                              | June 7, 2019      | June 24, 2019      |
| Fall 2019                                | August 30, 2019   | September 16, 2019 |
| Winter 2020                              | November 30, 2019 | December 27, 2019  |

## Writing Requirements

The ability to write well is an integral part of the academic experience at Atlantic University. At the time of admission, students must demonstrate writing skills appropriate for graduate level study. Additionally, students are required to use the current edition of the Publication Manual of the American Psychological Association (see [www.apastyle.org/manual](http://www.apastyle.org/manual) for more information).

## Classification of Admission

Students applying to a graduate level program can be admitted under one of the following classifications:

- **Unconditional Admission:** The status applied to an applicant who meets all requirements for admission and wishes to earn academic credit.
- **Conditional Admission:** The status applied to an applicant who does not fully meet the admissions requirements. The Admissions Committee may grant conditional admission status pending the student's successful completion of two courses with grades of "B" or better. If that is achieved, the student may submit a petition requesting a change of status.

## Transfer Credits

### Transferring Credits to Atlantic University

Students may transfer up to four courses (12 credit hours of graduate credit) toward their program if such courses are determined to be relevant and comparable to those offered by the university.

1. The course must be at the graduate level.
2. The course must have been completed at an accredited college or university recognized by the U.S. Department of Education. International students must have their transcripts evaluated prior to consideration for transfer. A list of evaluators can be provided by Atlantic University.
3. The student must have earned a "B" or better in the course.
4. The course must pertain to Atlantic University's curriculum, and the content of the transferred-in course must be comparable to the content of a course offered by Atlantic University.
5. The course will be reviewed for transferability using the following:
  - a) Official transcripts
  - b) Title, description, syllabus, course objectives, and/or justification for its applicability to Atlantic University's curriculum
6. If approved, transfer credit will be based on the course's original semester hours or quarter hours. If the credit was quarter hour, it will be converted to the semester hour to meet Atlantic University's transcript requirements.
7. The grade from the incoming course is not transferred in to the program and will not affect the student's GPA.

## Transferring Credits from Atlantic University

Should a student wish to transfer Atlantic University credits to another institution or to pursue a graduate degree at another university, it should be noted that the acceptance of Atlantic University's credits and/or recognition of the degree it confers is discretionary on the part of the receiving university.

## International Students

The university welcomes applications from qualified international students. In addition to complying with the stated admission requirements above, international students must

- Demonstrate the necessary ability and educational background to benefit from the courses in which they enroll, as stated in the previous sections;
- Possess adequate proficiency in English. International students for whom English is a second language will demonstrate this proficiency by submitting a passing score on the Test of English as a Foreign Language (TOEFL) to the Atlantic University Office of Admissions (minimum score of 550 on the paper-based exam, 213 on the computer-based exam, and 80 on the Internet-based exam).

International students who are unable, for any reason, to have official transcripts (academic records) sent directly from the school that awarded their degree to the Atlantic University Admissions Office must provide proof of academic equivalency. A list of approved review agencies is available from the Admissions Office upon request.

*Please note: Our programs are offered as distance education, and students can complete all coursework in their countries of residence.* Although some short-term residential instructional opportunities are available on the Atlantic University campus, these are not required for degree completion.

If international students in the Master of Arts in Transpersonal Psychology program choose to complete a Culminating Project, they are not required to visit the Atlantic University campus at the end of their program to participate in an oral presentation. Instead, students may give a phone or webinar presentation on their Culminating Projects, scheduled at their convenience with their mentors and other Atlantic University faculty.

## Enrollment Agreement

All students are required to complete and submit a program enrollment agreement prior to enrolling in classes at the University. This document outlines the terms of Atlantic University's financial and enrollment details. This document states the student is responsible for all tuition payments, the technology fee, and any withdrawal fees incurred while enrolled.

For those using military benefits, employer payment, or other sources of payment, note that it is still the student's responsibility for all costs incurred as part of enrollment or other fees if the source of funding discontinues.

## Tuition and Financial Information

## Personal Electronic Device Usage

Atlantic University students may have the opportunity to use their personal devices for email and student services when authorized in writing, in advance, by the Student and Atlantic University. Personal electronic devices include but are not limited to personally owned cell phones, tablets, laptops and computers. Atlantic University email account, email data, and email settings refers to the email account provided by the Atlantic University IT Department.

1. Atlantic University policies pertaining to harassment, discrimination, retaliation, trade secrets, confidential information and ethics apply to the use of personal electronic devices for email and student services.
2. Student's whose personal device(s) have camera, video or recording capability, are restricted from using those functions anywhere in the building or on Atlantic University property at any time unless authorized in advance by management.
3. Student who is charged with traffic violations resulting from the use of their personal devices while driving will be solely responsible for all liabilities that result from such actions.
4. Student will notify Atlantic University's IT Department immediately in the event their personal device is lost, stolen or compromised.
5. Upon notification of a stolen or compromised electronic device, the Atlantic University's IT Department reserves the right to wipe clean all Atlantic University email data of the provided Atlantic University email account. This does not refer to personal data accumulated by user, only to data as it refers to Atlantic University emails and email data.
6. Atlantic University is not responsible for loss or damage of personal applications, email or data resulting from the use of Atlantic University applications, emails, email data or the wiping of Atlantic University information.
7. Upon withdrawal, termination or graduation from Atlantic University programs or classes, or at any time upon request, the Student may be asked to produce the personal device for inspection to show that the Atlantic University applications have been removed.
8. Upon withdrawal, termination or graduation from Atlantic University programs or classes, all Atlantic University email and email data on personal devices will be removed by the Atlantic University's IT Department.
9. Failure to follow Atlantic University policies pertaining to harassment, discrimination, retaliation, trade secrets, confidential information, standards of practice, including ethics, may result in immediate termination from Atlantic University with written notice.

## Readmission Process

Students who have been away from their studies and wish to resume will need to reapply to the program for consideration. The returning student will need to fill out a program application, compose an essay stating why they wish to return, send in official transcripts (if not on file), and submit an application fee.

Students should note that they will fall under the guidelines and policies of the current catalog when they reapply to the program.

## Tuition Payment Options: Graduate without Debt

### 2019 Tuition

#### Graduate tuition

per credit hour: \$360  
per 3-credit course: \$1,080  
per semester: \$75 technical fee

#### Noncredit tuition

per course: \$750  
per semester: \$35 technical fee

### Option 1: Pay in full

The student has the option to pay for the course in full at the time of enrollment. If this is not possible, a financial plan is available. See Option 2: Semester Payment Plan.

### Option 2: Semester Payment Plan

If the student chooses Option 2, they will make three equal payments over the course of the semester. The first payment will be processed at the time of enrollment. The two remaining payments are automatically withdrawn from the student's account in equal installments over the course of the semester. Tuition must be paid in full by the end of the semester and before the student can enroll in the next semester.

- Graduate Students: \$360/per course due at the time of enrollment. Two additional payments of \$360/per course due monthly.
- Spiritual Guidance Mentor Training and Lifelong Learning noncredit students: \$250/per course due at the time of enrollment. Two additional payments of \$250/per course due monthly.

### Option 3: Third Party

- Military Benefits: VA Chapters 30, 33, and 35 (graduate programs, only)
- Employer/Reimbursement
- Outsiede Scholarship

## Military and Veteran Benefits

Atlantic University educational programs are available to qualified veterans, members of military reserve or National Guard units, active duty military service members, and qualifying dependents.

Educational Benefit Programs:

- The Post-9/11 GI Bill (Chapter 33)
- Montgomery GI Bill (Chapter 30)
- Survivors' and Dependents' Educational Assistance (Chapter 35)

For more information about the Veterans Administration (V.A.) and education programs, go to [www.gibill.va.gov](http://www.gibill.va.gov).

Commonwealth of Virginia

Department of Veteran's Services

State Approving Agency for Veterans Education and Training

900 East Main Street, Ground Floor, East Wing

Richmond, VA 23219

Phone: 804-236-2602 • [www.dvs.virginia.gov](http://www.dvs.virginia.gov)

## Scholarships

### Annual Transpersonal Psychology Scholarships

#### The Eiji Kaneko Memorial Scholarship

The Eiji Kaneko Memorial Scholarship was established in 1995 by Joseph and Chiharu Frankoski in memory of their son Eiji. Approximately \$1,000 is available through this fund each year.

#### The Peter Newman Scholarship Fund

Peter Newman was a longtime student of the Edgar Cayce readings and passionately believed that Atlantic University provides the best outlet for the information contained in those readings. To that end, he established the Peter Newman Scholarship fund through his estate when he passed away in 2011. Approximately \$2,500 is available through this fund each year.

#### Hester Scholarship and Lecture Fund

The Hester Scholarship and Lecture Fund was founded in 2012 as a tribute to longtime Board Member and advocate for Atlantic University, Larry Hester. Up to \$3,000 is available through this fund each year for students or to underwrite lectures.

### To qualify to receive an Atlantic University Scholarship:

To qualify to receive an Atlantic University Annual Scholarship:

- 1) You must be a fully admitted student to the Master of Arts in Transpersonal Psychology program with "unconditional" admission status.
- 2) You must have successfully completed a minimum of three courses (nine credits).
- 3) You must complete the Atlantic University Scholarship Application.



- a) The application includes an essay. The essay should be submitted as a separate document and sent directly to [advising@atlanticuniv.edu](mailto:advising@atlanticuniv.edu). Students applying for a scholarship should express their need for receipt of scholarship assistance to supplement tuition during extenuating circumstances. Students should also address plans for completing their degree.

- 4) You cannot have previously received an Atlantic University scholarship more than twice.

Applications will be reviewed by the Scholarship Application Committee. Scholarship recipients will be awarded half the tuition of one course, based on their tuition rate.

Application for the Annual Transpersonal Psychology Scholarships is available at:  
<http://atlanticuniv.edu/scholarships.html>.

## Military Scholarships\*

- Active Duty/Reserve
- Veterans
- Spouse/Dependent of Active Duty or Reserve

Military students can receive a scholarship in the form of a 20% reduction in tuition per academic credit (\$216 reduction per academic course). Noncredit courses are reduced 20% each; after scholarship reduction, each noncredit course is \$600. To receive this scholarship, the active duty or reserve service member, veteran, or spouse/dependent of active duty or reserve service member will have to complete an Atlantic University Military Scholarship application, submit an essay, and show proof of service by supplying the university with supporting documents. Application for the Military scholarship is available at <http://atlanticuniv.edu/scholarships.html>.

\*Students who are receiving Military Benefits are not eligible for the Military scholarship.

## Nonprofit Employee Scholarship

This scholarship is available to any employee of a verifiable 501(c)(3) nonprofit organization.

Nonprofit employees can receive a scholarship in the form of a 20% reduction in tuition per academic credit (\$216 reduction per academic course). Noncredit courses are reduced 20% each; after scholarship reduction, each noncredit course is \$600. To receive this scholarship, the nonprofit employees must complete an Atlantic University Nonprofit Employees Scholarship application, submit an essay, and show proof of employment at a verifiable 501(c)(3) by supplying the university with supporting documents. Application for the Nonprofit Employee scholarship is available at <http://atlanticuniv.edu/scholarships.html>.

## Refund Policy

A student may withdraw (limit four withdrawals per student) from Atlantic University courses at any time up through the ninth week in the 12-week semester following the official start date of a course. Students who withdraw within five days of enrolling in a course will receive a full refund. Following this five-day period through the first week of the 12-week semester after the official start date of the course,

the \$50.00 withdrawal fee is required and a full refund on tuition is paid. After the first week of the 12-week semester, the \$50.00 withdrawal fee is required for all course withdrawals, and refunds are processed accordingly as detailed below. *Note: Students choosing a payment plan may owe money on the balance of the course tuition due and thus may not be eligible for a refund.* If the student is inactive in the classroom for more than two weeks, they may be Administratively Withdrawn (AW) from the course and the refund will be based on the student's last day of activity. (For specific information on course withdrawals, see page 14.)

| If you withdraw during | Your refund is        |
|------------------------|-----------------------|
| Week 2                 | 80% of course tuition |
| Week 3                 | 70% of course tuition |
| Week 4                 | 60% of course tuition |
| Week 5                 | 50% of course tuition |
| Week 6                 | 40% of course tuition |
| Week 7                 | 30% of course tuition |
| Week 8                 | 20% of course tuition |
| Week 9                 | 10% of course tuition |
| Weeks 10–12            | No refund available   |

## Graduate Rate

The following is an example of how the refund works for a 12-week class.

- If the student pays \$1,080 tuition for the term and withdraws within the first 5 days after registration, then the full \$1,080 tuition will be refunded.
- If the student withdraws after day 5 of week one, the \$50.00 withdrawal fee is incurred and the student will receive a refund of \$1030.00.
- If the student pays \$1,080 tuition for the term and withdraws, depending upon the day the student notifies Atlantic University of their decision to withdraw, the student will receive the following (see chart on page 12).

## Non-Credit Rate

The following is an example of how the refund works for a 12-week class.

- If the student pays \$750 tuition for the term and withdraws within the first 5 days after registration, then the full \$750 tuition will be refunded.
- If the student withdraws after day 5 of week one, the \$50.00 withdrawal fee is incurred and the student will receive a refund of \$700.
- If the student pays \$750 tuition for the term and withdraws, depending upon the day the student notifies Atlantic University of their decision to withdraw, the student will receive the following (see chart on page 12).



**Graduate Rate - \$1080.00 for one 3 credit hour course**

Withdrawal within 5 days of the course start date and receive 100% refund = \$1080.00

\$50.00 Withdrawal Fee is not incurred until 6 days after courses begin

\$75.00 Technology Fee is non-refundable

\*Amounts Below are based on one 3 credit hour graduate level course or \$1080.00

| Week Withdrawn | Tuition Refund Percentage | Refund Amount | Less \$50.00 Withdrawal Fee | Total Refund |
|----------------|---------------------------|---------------|-----------------------------|--------------|
| Week 1         | 100%                      | \$1080.00     | *Not incurred until day 6   | \$1030.00    |
| Week 2         | multiply by 80%           | \$ 864.00     | subtract \$50.00            | \$ 814.00    |
| Week 3         | multiply by 70%           | \$ 756.00     | subtract \$50.00            | \$ 706.00    |
| Week 4         | multiply by 60%           | \$ 648.00     | subtract \$50.00            | \$ 598.00    |
| Week 5         | multiply by 50%           | \$ 540.00     | subtract \$50.00            | \$ 490.00    |
| Week 6         | multiply by 40%           | \$ 432.00     | subtract \$50.00            | \$ 382.00    |
| Week 7         | multiply by 30%           | \$ 324.00     | subtract \$50.00            | \$ 274.00    |
| Week 8         | multiply by 20%           | \$ 216.00     | subtract \$50.00            | \$ 166.00    |
| Week 9         | multiply by 10%           | \$ 108.00     | subtract \$50.00            | \$ 58.00     |

Note: Students choosing a payment plan may owe money on the balance of the course tuition due and thus may not be eligible for a refund.

**Non-Credit Rate—\$750.00 one course**

Withdrawal within 5 days of the course start date and receive 100% refund = \$1080.00

\$50.00 Withdrawal Fee is not incurred until 6 days after courses begin

\$75.00 Technology Fee is non-refundable

Amounts Below are based on one non-credit level course or \$750.00

| Withdrawal Week | Refund Percentage | Refund Amount | Less \$50.00 withdrawal Fee | Total refund |
|-----------------|-------------------|---------------|-----------------------------|--------------|
| Week 1          | 100%              | \$750.00      | *not incurred until day 6   | \$730.00     |
| Week 2          | multiply by 80%   | \$600.00      | subtract \$50.00            | \$550.00     |
| Week 3          | multiply by 70%   | \$525.00      | subtract \$50.00            | \$475.00     |
| Week 4          | multiply by 60%   | \$450.00      | subtract \$50.00            | \$400.00     |
| Week 5          | multiply by 50%   | \$375.00      | subtract \$50.00            | \$325.00     |
| Week 6          | multiply by 40%   | \$300.00      | subtract \$50.00            | \$250.00     |
| Week 7          | multiply by 30%   | \$225.00      | subtract \$50.00            | \$175.00     |
| Week 8          | multiply by 20%   | \$150.00      | subtract \$50.00            | \$100.00     |
| Week 9          | multiply by 10%   | \$ 75.00      | subtract \$50.00            | \$ 25.00     |

\*Note: Students choosing a payment plan may owe money on the balance of the course tuition due and thus may not be eligible for a refund.

# Academic Information

## Textbooks

Course book lists are available on the Atlantic University website and may be used to make a general estimate of annual costs of textbooks.

## Library Resources

Atlantic University is a member of the Library Information Resources Network (LIRN) and subscribes to LIRN's core collection of academic research databases and an online book collection. Students are provided access information upon enrollment.

## Technological Requirements

Because Atlantic University's distance education takes place in an online learning environment, students are expected to have access to technology that is adequate for online courses and completing their required Proctored Exams.

## Computer Hardware Requirements

### PC Users

For PC users, the minimum requirements include Windows 7 or higher with 2GB of RAM or more, Adobe Flash Player 9 or higher, Adobe Acrobat Reader 9 or higher. Additional minimum requirements include a webcam with 1280 x 720 video pixel resolution, a high-speed Internet connection with 1.5 MB per second download and 1.5 MB per second upload or better, and a web browser such as Google Chrome, Internet Explorer 9, Firefox 14.0.1, or Safari 4.

### Apple Mac Users

For Mac users, the minimum requirements include MAC OS X or higher, Adobe Flash Player 9 or higher, Adobe Acrobat Reader 9 or higher. Additional minimum requirements include a webcam with 1280 x 720 video pixel resolution, a high-speed Internet connection with 1.5 MB per second download and 1.5 MB per second upload or better, and a web browser such as Google Chrome, Internet Explorer 9, Firefox 14.0.1, or Safari 4. For Mac users, Mac OS X v. 10.7 "Lion" is recommended.

### Special Considerations

Students are responsible for their own operating systems, speed of Internet connection, and any third party software downloads.

## Grading System

| Grade | Description                           | Quality Grade Point | Credit Hours |
|-------|---------------------------------------|---------------------|--------------|
| A     | Excellent                             | 4                   | 3            |
| B     | Above Average                         | 3                   | 3            |
| C     | Average                               | 2                   | 3            |
| I     | Incomplete                            | 0                   | 0            |
| F     | Fail                                  | 0                   | 0            |
| W     | Withdrawn                             | 0                   | 0            |
| NS    | Non-Start                             | 0                   | 0            |
| AW    | Administrative Withdrawal             | 0                   | 0            |
| SC    | Satisfactory Complete (noncredit)     | 0                   | 0            |
| NC    | Not Satisfactory Complete (noncredit) | 0                   | 0            |

Atlantic University uses a four point grading system. A table of values of each grade given is presented above.



## Culminating Project Refund Policy

If you withdraw within five days of enrolling in your Culminating Project (CP), you will receive a full refund. Following this five-day period through the first month after the official start date of the CP, the \$50 withdrawal fee is required and you will receive a full refund on tuition paid. Note: Students choosing the payment plan may owe money on the balance of the course tuition due and thus may not be eligible for a refund. After the first month, the \$50 withdrawal fee is required for all CP withdrawals, and refunds are processed accordingly:

| If you withdraw after | Your refund is        |
|-----------------------|-----------------------|
| 1st Month             | 75% of course tuition |
| 2nd Month             | 50% of course tuition |
| 3rd Month             | 25% of course tuition |
| 4th Month             | No refund available   |

## Drop/Add

A student may drop a course and add a different course with no penalty before the first day of the semester. The \$50 fee will be applied for subsequent drop-add and/or drop-add during the first week of the semester after the official start date of the course. After the first week, the student will need to withdraw. These actions must be confirmed verbally or in writing to the Atlantic University administrative offices.

## Proctored Exams

Atlantic University uses ProctorU as the proctoring service for Proctored Exams. Students in the master's degree and graduate certificate are required to complete three Proctored Exams. Noncredit students are not required to take online, proctored exams.

In the Master of Arts in Transpersonal Psychology program, proctored exams are required for TP5000, TP5005, and TP5010. Students who have not taken all three of the proctored exams in these courses are required to take the proctored exam for TP5015. NOTE: Students who enrolled prior to 2010 may be asked to complete exams under a previous proctoring format.

In the Master of Arts in Leadership Studies program, proctored exams are required for ML5005, ML5010, and ML5015. NOTE: Students in the Mindful Leadership Graduate Certificate program must take the proctored exam for ML5015.

## General Guidelines

Each course will have specific instructions. Generally, proctored exams follow these guidelines:

1. Exams must be completed within two hours and must be proctored. They may be closed book, meaning no outside materials (i.e., books, notes) are allowed.
2. Students complete a selection (i.e., two of three, three of five, four of seven, etc.) of short essay questions. They can preview all of the questions before deciding which to answer.

3. The objective is to demonstrate what you have learned. Exam questions are based on course readings, discussions, and assignments. There are no trick questions (or, none that are intended so).
4. The exam period begins week 9 and ends mid-week 12. This allows students more flexibility in scheduling their proctoring session. We strongly advise scheduling early in this period to account for technical problems, rescheduling due to other circumstances, and any issue that might impede completing the exam. Planning ahead and reading the exam and proctoring instructions carefully is the best way to reduce exam day anxiety.

All instructions for the Proctored Exam are in the Student Services section of Moodle. Note that Proctored Exams require a web camera and microphone. Questions can be directed to the Student Services or the Vice President of Academic Affairs.

## Grade Point Average

The grade point average (GPA) is computed by dividing the total of quality grade points earned at Atlantic University by the total number of courses taken for which an "A" through "F" grade has been received.

## Course Repeat Policy

A student may repeat a course one time if the original grade was below a "C." When a student repeats a course, the previous grade for that course remains on the transcript, but only the last grade is used in computing the grade point average (GPA). Students who repeat a course must pay the tuition fee for that course. After two failed attempts, the original grade will remain on the transcript. If the student fails a required course twice they will not be eligible for graduation from the university. If an elective is failed twice, the student can choose another elective course and may still be eligible for graduation.

## Incompletes and Extensions

At the end of the semester in which a course is started, the student will receive a final grade based upon the work completed. A grade of "I" for "Incomplete" may be granted for a student who has progressed through 80 percent of the course but cannot complete the coursework due to extenuating circumstances. In such cases, the coursework must be completed within two weeks after the course end date. To receive a grade of "I" and an extension, the student must obtain permission from both the faculty mentor and the advisor. Upon completion of the extension, a final grade will replace the Incomplete on the student's record. Three extensions (one per course) are allowed per student.

## Withdrawal Policy

A student may withdraw from Atlantic University courses at any time up through the ninth week in the 12-week semester following the official start date of a course. A student who wishes to withdraw from a course must submit a request in writing or verbally to the Atlantic University administrative offices. Requests can be made any calendar day. Depending upon the start date for the course, some refund of tuition paid may be available; thus, a decision to withdraw should be

made as early as possible. (For specific information on refunds associated with dates of withdrawal, see page 14). For withdrawals that are initiated after the start date of the course, a grade of "W" will be recorded on the student's transcript.

Four course withdrawals, including Administrative Withdrawals, are permitted in a student's academic career with the university. Students are encouraged to think carefully before withdrawing from a course and should contact their mentor and advisor for guidance before submitting a request to withdraw. Once the limit of four course withdrawals has been reached, the student cannot withdraw from a course and will earn the appropriate grade at the end of the semester.

## Administrative Withdrawal

A student who has stopped attending class, violated the Student Conduct policy, or stopped deferred payments on a course may be administratively withdrawn. A grade of "AW" will be assigned. The student will receive a refund per the stated guidelines, dependent on date of last activity in the classroom, date of conduct violation, or date of delinquent tuition payment.

## Grade Challenge Procedure

### Step 1: Informal Discussion

The student discusses the matter with the course mentor. If a satisfactory solution is not reached, the student may challenge the mentor's decision by following the procedure outlined in Step 2.

### Step 2: Formal Challenge

1. The student submits a formal, written challenge of the course grade to the Vice President of Academic Affairs within one semester following completion of the course for which the grade was given.
2. The Vice President of Academic Affairs submits a copy of the written challenge to the mentor, who must respond in writing within a one-week period. The student is furnished with a copy of the mentor's response. If the course mentor is incapacitated or is no longer employed by the university, the Vice President of Academic Affairs may appoint a three-person committee from the faculty to make a response to the challenge.
3. The Vice President of Academic Affairs reviews the evidence and makes a decision, and that decision is communicated in writing to both the student and the mentor within one week of receiving the instructor's written response. If the Vice President of Academic Affairs wishes for assistance in reaching a decision, they may appoint a three-person committee from the faculty to review the evidence and make a recommendation. In any event, the Vice President of Academic Affairs' decision in the matter will be final.

## Attendance Requirements and Student Participation

All assignments must be posted through the online classroom in Moodle. Students must submit all assignments listed both in the syllabus and in the classroom by their due date. Late assignments will be penalized with a grade reduction. Under extenuating circumstances, the student must contact the instructor to make alternate arrangements for submitting the assignment late. Instructors will grade and return all assignments through the online classroom within one week of the original submission unless otherwise indicated.

The online courses have mandatory weekly discussion posts. Participating in these discussions will count, in part, as attendance and participation for that week. Participation also includes completing and submitting all assignments on time. Failure to participate in the weekly discussion and to submit assignments will negatively affect the course grade.

Students who have not posted or submitted assignments will be contacted by their instructor. If the student fails to attend class or participate for more than two weeks, the student can be Administratively Withdrawn (AW) from the course.

All students are expected to complete courses within a 12-week time frame.

## Good Academic Standing

Good academic standing refers to students who maintain a 3.0 GPA or higher and uphold high academic standards in their writing, classroom communication, and correspondence with faculty and staff.

Good academic standing is a requirement for

- Receiving scholarships
- Taking a leave of absence
- Enrolling in TP6900 Directed Study

## Academic Probation

Academic probation refers to a level of academic standing between Good Academic Standing and Academic Dismissal. While on academic probation, the student is allowed to continue enrollment at Atlantic University but is no longer in Good Academic Standing and is in jeopardy of dismissal from the university. Students are placed on academic probation upon failure to achieve or maintain a minimum cumulative grade point average of 3.0 and are returned to good standing only after achieving a cumulative grade point average of 3.0 or better.

## Academic Dismissal

If the cumulative or semester GPA is below a 2.0 while on Academic Probation, the student will be dismissed at the end of the term. A student dismissed for unsatisfactory academic performance may petition for reinstatement by providing



evidence of extenuating circumstances. Once readmitted, the student must maintain a grade point average of 3.0 or better.

## Student Services

### Student Success

Courses are offered in the Spring, Summer, Fall, and Winter semesters and are 12 weeks in length. Courses taken at the graduate level provide three credit hours. Each three-credit hour course requires approximately 135 hours of work, and students should expect to spend approximately nine hours per week on their studies. Coursework includes weekly assignments (e.g., reading assignments, group discussion posts, written assignments, projects).

Students are encouraged to review the course schedule and syllabus at the beginning of the semester and plan accordingly in order to keep pace with assignments and discussions.

Once a student is admitted to the university they have access to Student Resources within the learning management system, Moodle. It is recommended that all students familiarize themselves with this section of the online classroom for reference purposes. Nearly every question can be answered by utilizing Student Resources.

### Orientation

All AU students complete an online orientation to help them develop the skills they need to be successful in their online classes. The student will learn about time management, academic writing style and format, navigating the online classroom, where to find help, when needed, and about the University's policies and procedures. In the orientation class, the student will also navigate through technical lessons, services provided by the university, resources available and the online LIRN Library Database.

### Academic Advising and Support

Academic advising is essential to student success. Atlantic University fully supports all students in their pursuit for academic excellence. It is our objective to see students succeed and attain their goals throughout their studies and after graduation.

#### Academic advising is available to assist students in:

- Choosing a specialization
- Selecting courses
- Program and graduation requirements
- Financial concerns
- Planning the culminating project
- Succeeding at Atlantic University

If students need assistance with any of the listed items, they may contact their advisor at [advising@atlanticuniv.edu](mailto:advising@atlanticuniv.edu).

### Student Services Is Available To Assist With:

- Transcripts
- Proctored exams
- Diplomas
- And more

If students need assistance with any of the listed items, they may contact Student Services at [studentservices@atlanticuniv.edu](mailto:studentservices@atlanticuniv.edu).

### Student Rights and Responsibilities

#### Statement on Rights and Responsibilities

This section describes the role of Atlantic University students as members of the university community.

Atlantic University recognizes the tradition of academic freedom and free inquiry that is the hallmark of the university system and one of the guiding principles in the Edgar Cayce readings. Thus, Atlantic University is committed to a process that allows students the freedom to follow a variety of avenues of inquiry in class work, thesis development, or interactions with the university. This freedom is limited only to such extent that it does not become disruptive to the operation of the university and is not prohibited expressly by university policy or rules of conduct.

Atlantic University admits students of any race, gender, color, age, nationality, ethnic origin, political affiliation, sexual orientation, religion, or disability and extends all the rights, privileges, programs, and activities available to all students equally.

Within the limits of its facilities, the university is open to all applicants who meet admission requirements.

Students are responsible for conducting themselves in such a manner as to ensure other students of their basic rights as stated in this publication and for abiding by the guidelines expressed in the online classroom under the heading of "Netiquette."

Students are responsible for maintaining standards of academic performance as established by their instructor(s) and for abiding by guidelines of academic integrity with regard to such issues as cheating and plagiarism.

#### Student Privacy Rights

Student records are confidential and may not be examined without the written consent of the student except by authorized Atlantic University personnel. Students may review their records upon request. Viewing financial records and letters of recommendation by an outside party requires the written consent of the student.

In accordance with the provisions of Public Law 93-380, the Family Education Rights and Privacy Act of 1974 (the "Buckley Amendment"), Atlantic University students have the right to review, inspect, and challenge the accuracy of information kept in a cumulative file by the institution unless the student waives this right verbally or in writing. Records



cannot be released, other than in emergency situations, without the written consent of the student except in the following situations:

- When requested by other school officials, including Atlantic University faculty or authorities of local educational agencies with legitimate educational interests.
- When requested by other schools in which the student intends to enroll, upon the condition that the student be notified of the records transfer, receive a copy of the records if desired, and have an opportunity for a hearing to challenge the content of the records.
- When requested by authorized representatives of the Comptroller General of the United States, the Secretary of Education of the United States, the administrative head of an education agency, or state educational authorities.
- When required in connection with a student's application for and receipt of financial aid.
- When the information requested is classified as "Directory Information." The following categories of information have been designated by the university as directory information: name, address, telephone listing, major field of study, participation in officially recognized activities, dates of attendance, degrees and awards received, and the educational institution from which the student obtained their BA or BS degree. Students who do not wish such information released without their consent should notify the university verbally or in writing.

## Student Information Verification

Before the Atlantic University staff can discuss or release information about a student over the phone, we will need to verify the student's identity. The student will need to have their student identification number or accurately confirm their address, telephone number, and email address on record. Students can change their contact information by filling out a secure form located on the Atlantic University website.

## Accommodations for Students with Disabilities and Learning Differences

Atlantic University will provide reasonable accommodations for qualified students with documented disabilities or learning differences. For the purposes of this policy, a qualified student is one who can, with or without reasonable accommodations, complete course and program requirements and who can provide documentation for the requested accommodation. Prospective students are encouraged to review these requirements and options for accommodations during the admissions process. Current students are encouraged to review these requirements and options for accommodations with their advisor.

Requests for reasonable accommodations should not create undue hardship on the university administration or teaching faculty. Reasonable accommodations are made with the university's size, financial and administrative resources, and existing curricula in mind and do not compromise those factors of university operations. Reasonable accommodations also align with existing curriculum expectations and do not compromise

academic integrity or requirements.

Any student requesting specific accommodations as deemed eligible under the American Disabilities Act (ADA) of 1990 and Section 504 of the Federal Rehabilitation Act of 1973 should provide appropriate documentation prior to enrollment in a program or course (as applicable) directly to the administrative offices. Documentation for physical or mental disabilities must include:

- a statement from a licensed, qualified medical care provider who has treated or otherwise provided care for the student;
- a detailed diagnosis, including, as applicable, dates of treatment, testing or assessment tools, the impairment associated with the diagnosis;
- a recommendation for appropriate accommodations.

Documentation for learning differences should include the evaluator's credentials and supporting information for a diagnosis and recommended accommodations.

The university will review and determine if the requested accommodations can be met reasonably and without undue hardship on the administration or teaching faculty. Decisions will be shared and documented in a timely manner. A student wishing to file a complaint about a decision regarding reasonable accommodations should contact the Vice President of Academic Affairs.

## Maintaining Active Status

A student must enroll in at least three semesters per calendar year to maintain "Active" status. Active status also entails course completion within the past three days or current active enrollment while progressing on schedule towards course completion and submitting academic work within the past six months. Failure to maintain a minimum level of course activity will result in the student being placed in "Inactive" status. Inactive students must seek readmission by reapplying to the university and completing all procedures as outlined in the admissions requirements. Students must be readmitted formally prior to registering for additional classes. Readmitted students are admitted under the policies included in the catalog in effect at the time of readmission and are subject to the current tuition rate.

"Students have a maximum of seven years to complete a master's degree and a maximum of three years to complete any certificate program (credit and noncredit). If the student cannot complete the program in the allotted time they will be withdrawn from the program."

## Leave of Absence

A Leave of Absence may be granted to students when extenuating circumstances (e.g. severe illness, emergency, financial hardship, military assignment, etc.) will prevent maintaining "Active" status. The Leave of Absence cannot exceed 180 days and cannot be repeated. The request must be made in writing to the Director of Advising and Assessment prior to the start of the semester in which the leave period begins. Complete the Leave of Absence form. Applicable documentation may be required. The student must have no outstanding financial obligations to the university. It is the student's responsibility to contact any appropriate parties

providing tuition or other financial assistance.

A student who does not return to their program of study by the end of a Leave of Absence will be withdrawn from the university and changed to "Inactive" status. See readmission process for more information on regaining admission to the university.

## Military Deployment

Students whose studies are interrupted due to military obligations will be allowed to take up to two weeks away from their studies per semester, and return to their studies without penalty. If the time away from an individual course is expected to be longer than two weeks, the military student will be withdrawn from the course without penalty, and can re-enroll at a later time. See Withdrawal Policy, page 14, for more information. Students may speak to their faculty mentor and advisor for more details.

Active and Reserve Duty Military students need to notify the university when military deployment prohibits satisfactory academic progress. With sufficient documentation of military duty that prohibits academic progress, the student may take an official Leave of Absence from the university. The student can be reinstated in their program of study upon returning from military duty. The Leave of Absence is good for 180 days. If the student is away from their studies for longer than 180 days, the military student will be placed in inactive status, and be subsequently reinstated in their program of study upon returning from military duty, not to exceed one year. After one year, the student will have to reapply to the program to gain readmittance.

## Academic Integrity

Atlantic University supports and promotes academic honesty and personal integrity. As more and more information becomes available via the Internet, students involved in distance learning have almost unlimited research opportunities with regard to any topic of interest. Along with these opportunities each student must have an increased awareness of the responsibility of maintaining full academic integrity. The most frequently observed form of academic dishonesty is plagiarism. Plagiarism is the adoption or incorporation of another's ideas without proper attribution of the source. It is more simply defined as taking the writings of another person or people and representing them to be one's own. It is the student's obligation to read, understand, and comply with this policy.

To avoid plagiarism, a student must credit the sources used when writing an essay, research paper, or other assignment in accordance with the appropriate style manual or required format. Specific approaches to appropriate citations are found in the current writing guide: Publication Manual of the American Psychological Association (APA Manual.) Any form of academic dishonesty has no place in higher education. The university does not tolerate dishonest efforts by its students.

Academic integrity is not just limited to plagiarism but also

- Cheating
- Multiple submissions of the same assignment or material to more than one course
- Research misconduct

- Fabrication of information

The student should know that if a mentor suspects any violation of academic integrity, they will immediately address it with the student to determine whether or not there is a violation. If there is a violation, the mentor will determine the extent of the violation, obtain the student's comments, and report the academic integrity incident, along with any student comments and any substantiating documentation, to the Vice President of Academic Affairs.

Once the Vice President of Academic Affairs has reviewed the incident report, the mentor's recommendation, and any student comments, a formal determination will be made and documented. The Vice President of Academic Affairs will notify the mentor and student and forward the outcome documentation to the Registrar. The Registrar will ensure that the outcome is recorded in the student's file, record the outcome grade when applicable, and archive the outcome documentation. The determination will become a part of the student's permanent record.

First time infraction consequences may include but are not limited to the following:

- The student may be given the chance to rewrite the assignment with a reduced grade.
- Work may not be redone, and the student receives a failing grade for the assignment.
- The student is placed on Academic Probation and must maintain a 3.0 for the duration of the course.
- The student may be suspended for one academic semester.

If a second violation occurs, the mentor will immediately engage the notification steps outlined above. Consequences may include but not be limited to the following:

- Work may not be redone, and the student receives an "F" for the assignment.
- The student automatically fails the course.
- The student may be suspended for one academic semester.
- The student may be permanently dismissed from the university.

## Plagiarism

Atlantic University supports and promotes academic honesty and personal integrity. The most frequently observed form of academic dishonesty is plagiarism. Plagiarism is the adoption or incorporation of another's idea without proper attribution of the source. It is more simply defined as taking the writings of another person or people and representing them to be one's own. It is the student's obligation to read, understand, and comply with this policy.

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- Cheating

- Multiple submissions of the same assignment or material to more than one course
- Research misconduct
- Fabrication of information

The student should know that if a mentor suspects any violation of academic integrity, they will immediately address it with the student to determine whether or not there is a violation. If there is a violation, the mentor will determine the extent of the violation, obtain the student's comments, and report the academic integrity incident, along with any student comments and any substantiating documentation, to the Vice President of Academic Affairs.

In accordance with Atlantic University's Policy on Academic Integrity found in the Academic Catalog and excerpted above, I submit that this assignment is entirely my own work, except where I have acknowledged the work of others.

## Student Conduct/Non-Academic Dismissal

University jurisdiction and discipline shall be limited to conduct that occurs on university premises, at an official university function at another location, in the online classroom, or via communication channels (phone, email, etc.) with other students, faculty, and staff. Misconduct that is subject to disciplinary action includes but is not limited to

- Physical or verbal abuse
- Sexual harassment, intimidation, coercion, hazing, or other conduct that threatens or endangers the health and safety of any other person
- Inappropriate actions or words in the online classroom to include belittling, bullying, or harassing
- Threatening another student, faculty, or staff

If a mentor or administrative staff suspects any issues in student conduct, the Vice President of Academic Affairs will be notified immediately. The mentor or staff will obtain the student's written comments and any substantiating documentation and forward those to the Vice President of Academic Affairs, who will review the incident and documentation.

Once the Vice President of Academic Affairs has reviewed the report from the faculty or staff, a formal determination will be made and documented. The Vice President of Academic Affairs will notify the student, and the outcome will be placed in the student's permanent file.

First time infraction consequences include, but are not limited to:

- Academic Probation for a minimum of one academic semester
- Formal disciplinary letter placed in the student's permanent record
- A hold placed on future registrations if the incident is not resolved by the academic term or if the Vice President of Academic Affairs deems a suspension appropriate

A second violation may include, but is not limited to:

- Formal disciplinary letter placed in the student's permanent record
- Permanent dismissal from the university

## Right to Petition

A student has the right to petition the faculty and/or administration, in writing, on matters pertaining to academic work performed at Atlantic University.

## Appeal

A student has the right to formally appeal all adverse determinations and actions by notifying the university administrative office directly to initiate an appeal process. The administrative office will immediately notify the Vice President of Academic Affairs, who will assess the information and the student's reasons for appeal and will notify the student directly of the appeal determination. The appeal outcome documentation will be recorded in the student's file, and the appeal determination will become a part of the student's permanent record.

## Student Grievance Procedure

A student is encouraged to discuss academic progress, suggestions, or concerns with their advisor. In the event of a concern or complaint that is not satisfactorily addressed through informal conversation, the student may submit a formal complaint relating to the following unresolved areas:

- Administration
- Finance
- Technical issues
- Faculty performance
- Program content
- Grade challenge (see Grade Challenge Procedure on page 15)

A formal complaint must be in writing and delivered to the university within 30 days of the grievance.

When the university receives a formal grievance, the university's Vice President of Academic Affairs will send an acknowledgment within two business days stating that an investigation will begin. The Vice President of Academic Affairs will contact the staff/faculty members directly involved and attempt to reach a resolution. The Vice President of Academic Affairs will keep a log of all formal complaints. Within 15 days after the acknowledgment letter is sent, the Vice President of Academic Affairs will provide to the student a written response of the university's decision.

The student, if not satisfied with the decision, may appeal that decision, in writing, to the university President.

The President must respond to the student within 15 days after receipt of the appeal. The decision of the President is final and the university will end all investigation regarding the grievance.

If the complaint cannot be resolved after exhausting the university's grievance procedure, the student may file a complaint with the State Council of Higher Education of Virginia (SCHEV). The student may file a written complaint with SCHEV, 101 N. 14th St, James Monroe Building, Richmond, VA 23219 by submitting an online form at the following link: <http://www.schev.edu/students/studentcomplaint.asp>. The university will not retaliate against the student for submitting a complaint with SCHEV.

Students may also file a grievance or complaint with the Distance Education Accrediting Commission (DEAC) through

their Online Complaint System. The Online Complaint System enables individuals to file a complaint directly from the DEAC website. The complaint form may be found at [www.deac.org](http://www.deac.org) (select "Contact Us" and select the link in the left hand column). All complaints should be submitted using this form.

## Attendance Requirements and Students Participation

All assignments must be posted through the online classroom in Moodle. Students must submit all assignments listed both in the syllabus and in the classroom by their due date. Late assignments will be penalized with a grade reduction. Under extenuating circumstances the student must contact the instructor to make alternate arrangements for submitting the assignment. Instructors will grade and return all assignments through the online classroom within one week of original submission.

The online courses have mandatory weekly discussion posts. Participating in these online discussions will count, in part, as attendance and participation for that week. Participation also includes completing and submitting all assignments on time. Failure to participate in the weekly discussion and to submit assignments will negatively affect the course grade.

Students who have not posted or submitted assignments will be contacted by their instructor. If the student fails to attend class or participate for more than two weeks, the student can be Administratively Withdrawn (AW) from the course.

All students are expected to complete the course within a 12-week time frame.

## Students Email

Students are provided university (@atlanticuniv.edu) email addresses. Please note that all correspondence from faculty and the administration will be sent to your Atlantic University email account. Students should log into their Atlantic University account frequently to check for messages from their faculty and from the administration.

It is Atlantic University policy that Active students are required to access and maintain their official University email account (@atlanticuniv.edu) for official university correspondence and for their Moodle classroom accounts.

## Graduation and Certificate Completion

Graduation and certificate completion requires satisfactory completion of all coursework associated with that program, all fees are paid, a zero balance on the students financial account, and in some cases a submission of a personal essay. Students should review the Graduation and Certificate Completion requirements that are listed with the full program disclosure in this catalog and on the website.

Students may contact the Administrative offices if they have a question about finances, military benefits, registration, transcripts, updating contact information, or for any other inquiries.

Atlantic University  
215 67th Street  
Virginia Beach, VA 23451-2061  
757.631.8101 or 800.428.1512  
FAX 757.631.8096  
[info@atlanticuniv.edu](mailto:info@atlanticuniv.edu)

Hours of Operation:  
Monday through Friday,  
9:00 a.m. – 5:00 p.m.

## Master of Arts in Transpersonal Psychology

### Degree Requirements

36 Credit Hours, Culminating Project option, 12 online courses

39 Credit Hours, 13 online courses

## History and Perspective of Transpersonal Psychology

Transpersonal psychology involves an interdisciplinary approach to understanding human nature and the world around us. It attempts to synthesize many complementary disciplines, including psychology, philosophy, religious studies, art, anthropology, history, and healing. It is most closely linked with the contemporary movement known as transpersonal psychology.

The word transpersonal comes from Western psychology, with Carl Jung, Abraham Maslow, Stanislav Grof, and William James among the first to propose its use. These pioneers were interested in a synthesis of common themes from religious traditions (both East and West); the "perennial philosophy," with its wisdom teachings that are centuries old; and the insights of modern depth psychology.

Transpersonal psychology seeks to blend critical and contemplative thinking. The transpersonal researcher maintains a fundamental appreciation for the value of human experience itself as meaningful data. Ultimately, transpersonal psychology is the investigation of ourselves and our world from the orientation of several assumptions. Among the key tenets of



the transpersonal perspective are

- There exists a fundamental oneness to all of life and the universe itself;
- Interconnectedness is a key to understanding the nature of reality;
- Our essential nature is spiritual;
- Consciousness is multidimensional. The ordinary consciousness that we experience most of the time is simply the outward tip of consciousness;
- Contacting a deeper source of wisdom and guidance within is both possible and helpful to growth;
- Our lives and actions are meaningful. Discovering this meaning is therapeutic and accords with the observation that a person can cope with anything if it is meaningful;
- Learning is a matter of connecting to preexisting, internal resources.

Whereas traditional education has viewed the student mind as a “blank slate,” the transpersonal approach calls upon the educator to help the student find the wisdom that already resides within.

At Atlantic University, we believe that the fundamental purpose of education is to nourish the inherent possibilities of human development. Universities should be places that facilitate the total development of all learners. Learning must involve the enrichment and deepening of relationships to self, to family and community members, to the global community, and to the planet. These ideas have been expressed eloquently and put into practice by such educational pioneers as Dewey, Montessori, Steiner, and many others.

Atlantic University strives for wholeness in the educational process. Wholeness implies that each academic discipline provides a different perspective on the rich, complex, integrating phenomenon of life. Holistic education celebrates and makes constructive use of evolving, alternative views of reality and multiple ways of knowing. It is not only the intellectual and vocational aspects of human development that need guidance and nurturance but also the physical, social, moral, aesthetic, creative, and—in a nonsectarian sense—spiritual aspects. Holistic education takes into account the mystery of life and the universe, in addition to experiential reality.



## About the Program

The founding principle of the Master of Arts in Transpersonal Psychology is the recognition of the existence of a dimension to human nature greater than the individual. The basic premise is that connecting with this larger part of one's self is instrumental in creativity, health, and full human potential. Therefore, the graduate level distance education curriculum in the master's program has always focused on the nature of humanity, the nature of the universe, the nature of reality, and holistic living. This principle is expressed through twin goals. The program encourages students to test personally and to apply these core concepts in order to grow toward integration of body, mind, and spirit. The program also encourages students to transform the growth they experience into profound service to others.

This unique experience is available to those seeking personal growth and enrichment through for-credit master's level instruction. The academic program is designed to be an innovative learning experience that may augment various professional career paths. The educational program requires students to synthesize ideas from several research and academic sources.

## Program Objectives

- The student will be able to explain the contribution of transpersonal studies and transpersonal psychology to our understanding of the physical, emotional, mental, and spiritual aspects of human nature and will have used techniques described in transpersonal literature to bring about transformative changes.
- The student will be able to describe and discuss fundamental theories about consciousness and human nature from transpersonal perspectives and explain the relevance of those theories to their own life.
- The student will be able to describe their understanding of the interrelationships between the levels of body–mind–spirit, drawing upon both spiritual and psychological perspectives, and will have encountered a variety of transformative experiences at each of those levels.
- The student will have acquired a broader perspective on the meaning of life, the stages of human psychological development, and traditional and transpersonal approaches to “life after death,” while seeing the interconnectedness between these various approaches and their own beliefs and perspectives.
- The student will have demonstrated the ability to exercise critical thinking through a variety of written and interactive assignments exploring the Transpersonal Psychology curriculum.
- The student will be able to discuss perceptual consciousness beyond the conventional five senses using examples found in Eastern and Western spiritual traditions.
- The student will be able to describe the first-hand expanded self-awareness they have acquired through working with dreams and meditation and explain how this process deepened their personal understanding of body–mind–spirit healing.
- The student will be able to approach and describe contem-



porary human issues from the perspective of wisdom traditions and their emphasis on the ongoing transformation of human consciousness.

- The student who opts to complete the degree program with a Culminating Project will be able to incorporate a deep description of their own understanding of the connection of their work to the emerging global community.

## Specializations

All courses offered in the Master of Arts in Transpersonal Psychology program confer three credit hours upon successful completion. Courses are offered on the semester system. There are four 12-week semesters in the academic year: Spring, Summer, Fall, and Winter.

All students are required to complete five core courses before moving onto their specialization. These courses establish a thorough foundation of transpersonal philosophies, concepts, and theories: Introduction to Transpersonal Studies (TP5000), Spiritual Crisis (TP5005), The Inner Life: Dreams, Meditation, Creativity, and the Imagination (TP5010), Qualitative Research Methods from a Transpersonal Perspective (TP5015), and Foundations of Transpersonal Psychology (TP5020).

Specialization courses offer a variety of options students may use to pursue their interests and educational goals while at Atlantic University. Each specialization includes required courses and electives. Students are required to start out with the core courses and then make a specialization selection that best fits their needs. Although each specialization has distinctive differences from the other, each can equip the student to make a difference in the world. The five specializations are General Studies, Applied Spirituality, Consciousness, Creativity, and Leadership and Conflict Transformation. If the student does not choose a specialization, they will be placed in General Studies as a default.

### General Studies

The General Studies specialization offers the most flexibility for the master's degree student who prefers to sample a wide variety of courses. Many students prefer to keep their options open as they progress through the program. This pathway allows a student to create a unique mix of courses once the required core courses are completed.

#### *General Studies Specialization Requirements*

##### **Required courses (15 credit hours):**

- TP5000 Introduction to Transpersonal Studies
- TP5005 Spiritual Crisis
- TP5010 The Inner Life: Dreams, Meditation, Creativity, and Imagination
- TP5015 Qualitative Research Methods from a Transpersonal Perspective
- TP5020 Foundations of Transpersonal Psychology

##### **General Required courses (9 credit hours):**

- TP5050 Religion, Spirituality, and the Transpersonal
- TP5100 Origin and Destiny of Human Consciousness
- TP5105 Leading Issues in Transpersonal Psychology

##### **Remaining Electives (12-15 credit hours):**

- Choose from any specialization to fulfill credit hours
- 12 Credit hours if completing TP6999 Culminating Project
- 15 Credit hours in lieu of Culminating Project

## Applied Spirituality

The Applied Spirituality specialization is designed for those interested in learning more about themselves and becoming spiritual mentors to others.

Once students have completed the core curriculum, they can advance to the specialized classes that address the practical application of spirituality in personal growth and mentorship. Designed to develop these skills, the Applied Spirituality specialization delves into body-mind-spirit principles, mentoring skills, and the application of these skills within a local community. This opportunity to work with others outside of the classroom occurs during practicums for Becoming a Teacher of Meditation (TP6000), Becoming a Teacher of Finding Your Mission in Life (TP6005), and Becoming a Teacher of Dream Work and Dream Interpretation (TP6010).

The Transpersonal Relationship: Holistic Mentoring and Applied Intuitive Arts (TP5070) will build upon what the student has learned in previous course work and move deeper into interpersonal skills and helping techniques. Students will also learn the structure, strategies, communication, and boundaries of spiritual mentorship in Principles and Practices of Spiritual Mentorship (TP5055). TP5055 is taken after the other four specialized courses have been completed so students can draw upon what they have learned beforehand when completing various assignments for the course.

Upon completion of the Master of Arts in Transpersonal Psychology, specialization in Applied Spirituality, students will have a clear understanding of transpersonal psychology as well as knowledge in the practical application of spirituality and spiritual mentoring. No additional certificate is available.

The student's diploma will read, "Master of Arts in Transpersonal Psychology with a Specialization in Applied Spirituality."

#### *Applied Spirituality Specialization Requirements*

##### **Required courses (15 credit hours):**

- TP5000 Introduction to Transpersonal Studies
- TP5005 Spiritual Crisis
- TP5010 The Inner Life: Dreams, Meditation, Creativity, and Imagination
- TP5015 Qualitative Research Methods from a Transpersonal Perspective
- TP5020 Foundations of Transpersonal Psychology

##### **Applied Spirituality Required Courses (15 credit hours):**

- TP5055 Principles and Practices of Spiritual Mentorship
- TP5070 The Transpersonal Relationship: Holistic Mentoring and Applied Intuitive Arts

##### **Choose at least two of the following:**

- TP6000 Becoming a Teacher of Dream Work/Dream Interpretation
- TP6005 Becoming a Teacher of Finding Your Mission in Life
- TP6010 Becoming a Teacher of Meditation and the Inner Life

### **Remaining Electives (6–9 credit hours):**

- Choose from any specialization to fulfill credit hours
- 6 Credit hours if completing TP6999 Culminating Project
- 9 Credit hours in lieu of Culminating Project

*\*Recommended electives: TP5205 Listening and Dialog, ML6210 Coaching and Development, TP6450 Transpersonal Business.*

## **Consciousness**

This specialization is appropriate for students interested in delving deeper into the awareness, perception, and psychology of human consciousness as it relates to transpersonal psychology. Someone already trained professionally in some aspect of psychology or mental health might like to add this area of focus to their scope of professional knowledge. Students without previous professional training in human behavior or psychology are encouraged to explore the courses available in this specialization. These courses are intriguing and useful in preparing the student for understanding mythology and symbols, theories of hypnosis, and other aspects of consciousness.

The student's diploma will read, "Master of Arts in Transpersonal Psychology with a Specialization in Consciousness."

### **Consciousness Specialization Requirements**

#### **Required courses (15 credit hours):**

- TP5000 Introduction to Transpersonal Studies
- TP5005 Spiritual Crisis
- TP5010 The Inner Life: Dreams, Meditation, Creativity, and Imagination
- TP5015 Qualitative Research Methods from a Transpersonal Perspective
- TP5020 Foundations of Transpersonal Psychology

#### **Consciousness Required Courses (9 credit hours):**

- TP5100 Origin and Destiny of Human Consciousness
- TP5105 Leading Issues in Transpersonal Psychology
- TP6140 Mythology and Symbolism: A Pathway to Transformation

#### **Remaining Electives (12–15 credit hours):**

- Choose from any specialization to fulfill credit hours\*
- 12 Credit hours if completing TP6999 Culminating Project
- 15 Credit hours in lieu of Culminating Project

*\*Recommended Electives: TP6000 Becoming a Teacher of Dream Work/Dream Interpretation, TP6100: Principles of Parapsychology, TP6115 Integrated Imagery Regression Hypnosis, Level 1\*\*, TP6120 Integrated Imagery Regression Hypnosis, Level 2\*\*, TP6125 Integrated Imagery Regression Hypnosis, Level 3\*\*, TP5110 Science and Spirituality*

*\*\*Four-day mandatory residential in Virginia Beach*

## **Creativity**

The purpose of this specialization is to guide students who wish to learn about active imagination and explore their creative nature in a focused, conscious manner through the visual arts, writing, or other forms of creative expres-

sion within a body–mind–spirit context. Conscious creative expression is a powerful tool for personal transformation. This tool can be explored and used by all individuals, regardless of the level of artistic background they possess. Some students taking courses in this specialization may possess extensive training and may already be working professionally in some form of creative expression. Students with little or no artistic training are invited to use these courses as a way of initiating a closer connection to their own creative expression and to explore the role of the active imagination in their lives.

The student's diploma will read, "Master of Arts in Transpersonal Psychology with a Specialization in Creativity."

### **Creativity Specialization Requirements**

#### **Required courses (15 credit hours):**

- TP5000 Introduction to Transpersonal Studies
- TP5005 Spiritual Crisis
- TP5010 The Inner Life: Dreams, Meditation, Creativity, and Imagination
- TP5015 Qualitative Research Methods from a Transpersonal Perspective
- TP5020 Foundations of Transpersonal Psychology

#### **Creativity Required Courses (6 credit hours):**

- TP5150 Psychology of Creativity
- TP5155 Creating a Meaningful Life

#### **Remaining Electives (15–18 credit hours):**

- Choose from any specialization to fulfill credit hours\*
- 15 Credit hours if completing TP6999 Culminating Project
- 18 Credit hours in lieu of Culminating Project

*\*Recommended Electives: TP5250 Introduction to Visual Art Skills, TP6205 Nonfiction Writing on Transpersonal Subjects, TP6405 Mandala Creation as a Transformative Practice, and/or any course from the Applied Spirituality specialization.*

## **Leadership and Conflict Transformation**

This specialization is designed for students who seek to develop skills in personal leadership and conflict transformation. By coming to a greater awareness of their own feelings, thoughts, and actions, students learn how these qualities affect their ability to become effective leaders in the workplace and community. Conflict transformation is based on the premise that conflict resolution is not enough. Conflict ends when the parties to the conflict are transformed, that is, when they understand themselves and others in a different light.

The student's diploma will read, "Master of Arts in Transpersonal Psychology with a Specialization in Leadership and Conflict Transformation."

### **Leadership and Conflict Transformation Specialization Requirements**

#### **Required courses (15 credit hours):**

- TP5000 Introduction to Transpersonal Studies
- TP5005 Spiritual Crisis

- TP5010 The Inner Life: Dreams, Meditation, Creativity, and Imagination
- TP5015 Qualitative Research Methods from a Transpersonal Perspective
- TP5020 Foundations of Transpersonal Psychology

#### **Leadership Required Courses (6 credit hours):**

- TP5200 Peacebuilding
- TP5205 Listening and Dialogue

#### **Remaining Electives (15–18 credit hours):**

- Choose from any specialization to fulfill credit hours\*/\*\*
- 15 Credit hours if completing TP6999 Culminating Project
- 18 Credit hours in lieu of Culminating Project

*\*Recommended Electives: TP6300 Leading from the Inside Out, TP6305 Spirituality & Ethics in Leadership, TP6315 Leadership and Learning, TP6010 Becoming a Teacher of Meditation and the Inner Life.*

*\*\*Students who have completed the required core courses and at least one required Leadership & Conflict Transformation course may select courses (except LS6900 and LS6090) in the Leadership Studies program as electives.*

## **The Culminating Project and Oral Presentation**

As students in the 36-credit-hour option prepare to bring their academic experience to a conclusion, it is important that they demonstrate their ability to synthesize their experience into a comprehensive written presentation.

TP6999 represents the culmination of students' experiences in the Master of Arts degree in Transpersonal Psychology. Atlantic University expects students to fulfill the learning outcomes of the program by demonstrating in a Culminating Project: (1) their understanding of transpersonal psychology, (2) their personal growth, and (3) their ability to have an impact on the world around them. Students may fulfill this requirement by one of the following:

- Completing a Research Project that focuses on a well-defined aspect of transpersonal psychology.
- Creating an Application Project that focuses on the effort to put into practice a transpersonal concept or theory and includes an estimation of the effectiveness of that concept or theory.
- Planning and carrying out a Creative Project that demonstrates insight into transpersonal concepts or theories, carrying it out using a specific medium.
- Performing a Service Project that seeks to help others understand the transpersonal perspective and how to apply it to their own lives.

Prior to enrolling in TP6999, a student must obtain the consent of a faculty member to be the student's chairperson/primary mentor. Upon enrolling, the student must develop a clearly defined proposal that then will be presented to the full Atlantic University faculty for approval. The committee for the Culminating Project consists of a chairperson and one other member selected from the faculty of Atlantic University who serves as the Second Reader for the project. Both of these

committee members will become familiar with the material covered in the project.

*Oral Presentation:* The presentation is usually made at the convocation of students, faculty, and guests held in Virginia Beach each Spring and Fall, and typically involving between five and eight students making presentations during the day-long event. The oral presentation is required of all students in TP6999. It is not an adversarial thesis defense but instead is an opportunity to share with members of the academic community the results of one's Culminating Project. The presentation is generally about twenty minutes long, followed by about twenty-five minutes of dialogue and conversation with the faculty. The mood and atmosphere of the convocation is one of celebrating the students' work and impending graduation. Students who are unable to travel to Virginia to present their Culminating Project in person may schedule a phone conference call with faculty members or give their talk in a webinar. Either option can be arranged through faculty mentors.

To view the complete Culminating Project Study Guide, go to [www.AtlanticUniv.edu/culminating-project.html](http://www.AtlanticUniv.edu/culminating-project.html).

## **Application Requirements**

- Completed program application\*
- Payment of \$50 nonrefundable application fee
- Official transcripts sent directly from the awarding institution to Atlantic University: (Note: institutions must be recognized by the Dept. of Education)

**Atlantic University  
Office of Admissions  
215 67th Street  
Virginia Beach, VA 23451**

- An admissions essay, details below. Essay must be typed, double spaced, Times New Roman, 12 font, and emailed as a Word document or PDF to [admissions@atlanticuniv.edu](mailto:admissions@atlanticuniv.edu).
- A \$50 application fee, paid at the time of application.
- A telephone interview scheduled upon receipt of all admissions material.

## **International Students**

- International degrees must be evaluated for a course-by-course equivalency by a credential evaluating agency. The Office of Admissions can assist the student in locating an agency for this process.
- Students for whom English is not a first language must submit a TOEFL score. See "International Students" on page 9 for more information.

## **Admissions Committee Review**

When the applicant's admissions file is complete, Student Services will notify the Admissions Committee. The Admissions Committee will assess three key factors:

1. The potential for successful completion of the applicable degree program based upon the applicant's prior academic

work and the successful completion of the Orientation Program.

2. The ability of Atlantic University's program to help the student reach his or her goals.
3. The potential student has good time management skills and can navigate and find balance between schoolwork and personal life

Within 15 days of completion of the file, applicants will be notified via email to participate in a video conference interview. In this interview the student will be asked about their application, personal essay, and personal goals. If there are specific questions about the application packet they will be given the opportunity to respond before an admissions decision is made.

Students will be notified via email of the Admissions Committee final acceptance or denial decision.

## Graduate Program Essay Requirements

In an original essay of at least 1000 words, address the following:

- What prompted you to choose Atlantic University for your graduate studies?
- What are your professional, personal, and educational goals? How will this program help you achieve those goals?
- Given the nature of distance education and utilizing an online classroom management system, weekly discussion posts, and a digital library, explain how you are prepared to meet the demands of the online education environment, including staying self-motivated and independently organized.

Upon acceptance into the program and prior to enrolling, students will need to complete a program agreement. This form will be emailed to students once their application has been processed.

*\*Note: Applications are active for one year from the initial submission date. If the applicant does not complete the requirements, submit all supporting documents, and enroll in a class within 12 months from the initial application submission date, the application will be marked inactive and the applicant will need to reapply to the program.*

## Tuition and Fees

Total program tuition varies depending on total credit hours the student chooses to complete for graduation. The student can complete either 36 or 39 credit hours to fulfill graduation requirements.

### 2019 Tuition

Tuition per credit hour: \$360

Tuition per 3-credit course: \$1,080

### Total Tuition, 36 Credit Hours

\$12,960 (does not include textbooks or any additional costs, supplies, and fees)

### Total Tuition, 39 Credit Hours

\$14,040 (does not include textbooks or any additional costs,

supplies, and fees)

### Fees

Application: \$50

Culminating Project Book Binding (x3) \$35 each: \$105\*

Diploma: \$100\*\*

Extension: \$35

Transcript: \$10 each

Returned Check: \$35

Drop/Add: \$50\*\*

Withdrawal: \$50\*\*\*

Technical fee: \$75 per semester

\*Book binding may include printing as well as shipping and handling fees.

\*\*International Shipping fees for diploma not included. Fees are subject to change for diploma orders.

\*\*See Drop/Add Policy, page 14.

\*\*\*See Withdrawal Policy, page 14.

## Graduation Requirements

Graduation from Atlantic University requires satisfactory completion of coursework totaling either

- Thirty-six credit hours, with a grade point average of at least 3.0. All Atlantic University courses are offered for three credit hours including the TP6999 Culminating Project, or
- Thirty-nine credit hours, in which two additional courses are taken in lieu of the Culminating Project (TP6999).

For returning students who matriculated prior to January 2011, TP590 Transpersonal Research Methods was a one-credit course. Students who took this course will graduate with 37 credit hours, including TP6999. Students who completed two additional courses in lieu of the Culminating Project will graduate with 40 credit hours.

The degree program must be completed within seven years from the date of first enrollment. However, a student may petition the faculty to extend this time period, and, if approved, the student's continuing work will be under the most current catalog requirements.

Students seeking the Master of Arts degree in Transpersonal Psychology must complete all of the following before a diploma can be awarded:

- All required core courses, specialization required courses, and elective courses (36–39 credit hours)
- Three proctored exams covering the content of TP5000, TP5005, and TP5010
- A Final Personal Essay
- \$100 Diploma Fee
- Have a zero balance on the student account

There is no formal graduation ceremony.



# Master of Arts in Mindful Leadership

## Degree Requirements

39 Credit Hours, 13 online courses

Includes a capstone project in ML6090 Research, Application, and Assessment

Delivery: All courses are offered online allowing students and faculty from all over the globe to interact and learn from one another. Courses are offered in in four, 12-week semesters.

## Mindful Leadership

People who are more mindful are able to better recognize their internal mental dialog, their own emotions, and their responses to the environment outside of themselves. Mindful people are therefore more agile, more adapting, more conscious, and ultimately more compassionate with themselves and with others, since they have a deeper understanding of what it means to be a person dealing with modern life.

Mindful leadership is a concept that is growing dramatically. Numerous large organizations are adapting mindfulness training for their employees, universities across the globe are including mindfulness and contemplative studies in their classrooms. Academic study of the effects of mindfulness in the workplace is showing numerous positive benefits including reduction of burnout, improved performance, and better workplace relationships.

Mindful leaders know the value of attention, they more quickly pick up on reactions and biases, and they have learned the tremendously valuable ability of self-regulation. In a world where attention is constantly being pulled in every direction, mindfulness is more needed than ever before. Our two programs in Mindful Leadership can help people to change their world right where they are and a world of mindful leaders will create a world of mindful people—able to understand themselves and others and make the world a better place.

*"Mindfulness is simply being aware of what is happening right now without wishing it were different; enjoying the pleasant without holding on when it changes (which it will); being with the unpleasant without fearing it will always be this way (which it won't)."—James Baraz*

## Overview

Leadership is generally understood as the intersection between a leader, followers, and a situation, with direction, alignment, and commitment being the action elements. The focus in this program is first on the individual—knowing yourself and leading from the inside out; then on the relational aspect—leadership only occurs in relationship with others; and finally, on the transpersonal level—uniting a group to something bigger

than themselves. The Master of Arts in Mindful Leadership was designed to guide you through these core elements: bringing out your best self, enriching your abilities, and providing you with a framework in which to learn, apply, grow, and give back to the community.

## Program Objectives

Students who successfully complete the Master of Arts in Mindful Leadership will be able to:

- Articulate the fourteen leadership competencies and apply them in their own lives and in the context of addressing optimal leadership of people, teams, and organizations.
- Analyze the factors and dynamics involved in change and conflict; as well as, identify and critically examine their own attitudes and experiences with regard to change and conflict within themselves physically, psychologically, and spiritually. Graduates will address change and conflict management/resolution through an applicable project.
- Understand the power of a leader, use power ethically and skillfully according to the situation, and provide vision and direction to individuals, groups, and organizations.
- Reflect on their own skills and limitations as a leader, as evidenced by self-reflective exercises and performance in working with case studies.
- Develop the presence of mind in order to meet the demands of high performance leadership.
- Utilize a variety of theories and philosophies regarding moral rightness and wrongness in order to make ethical choices as a leader.
- Critically examine their own personal and intellectual journey as scholars in leadership studies and as evolving leaders.
- Demonstrate mastery of the theory, research, and skills for leadership.
- Articulate a broad understanding of key challenges and opportunities in leadership studies in various settings and contexts.
- Demonstrate an ability to integrate theory and practice by applying a theory to a particular situation or case study.

## Curriculum

### Mindful Leadership

Self-awareness, self-management, present moment awareness, and cultivating genuine presence are at the heart of this approach to leadership. Leadership is not limited to organizational settings, board rooms, or community movements and yet the common element is the development of the inner life of the leader—the heart of this concentration.

#### Core Required Courses (33 Credit Hours):

ML5000 Foundations of Outstanding Leadership  
ML5005 Change, Conflict, and Leadership  
ML5010 Leading People, Teams, and Organizations  
ML5015 The Practice of Mindful Leadership  
ML5020 Spirituality & Ethics in Leadership  
ML5025 Research Methods  
ML6000 Leadership and the Practice of Presence



ML6005 Mastering Self-Leadership  
ML6010 Leading from the Inside Out  
ML6055 Peacebuilding  
ML6090 Research, Application, and Assessment

**Elective Courses (6 Credit Hours), Choose 2 of 4:**

ML6200 Listening and Dialogue  
ML6210 Coaching and Development  
ML6105 Cross-Cultural Dialogue  
ML6225 Influencing Others

## Capstone Project:

The major capstone project for the degree program is located in the course ML6090 Research, Application, and Assessment. ML6090 will be taken at the end of the program, allowing the students to apply the insights that they have gained throughout the program to a specific topic they wish to examine in depth. This will be the Mindful Leadership student's final course.

## Application Requirements

- Completed program application\*
- Payment of \$50 nonrefundable application fee
- Official transcripts sent directly from the awarding institution to Atlantic University:

Atlantic University  
Office of Admissions  
215 67th Street  
Virginia Beach, VA 23451

- An admissions essay, details below. Essay must be typed, double spaced, Times New Roman, 12 font, and emailed as a Word document or PDF to admissions@atlanticuniv.edu.
- A current resume or CV for Mindful Leadership degree and Mindful Leadership Graduate applicants.
- A \$50 application fee, paid at the time of application.
- A telephone interview scheduled upon receipt of all admissions material.

## International Students

- International degrees must be evaluated for a course-by-course equivalency by a credential evaluating agency. The Office of Admissions can assist the student in locating an agency for this process.
- Students for whom English is not a first language must submit a TOEFL score. See "International Students" on page 9 for more information.

## Graduate Program Essay Requirements

In an original essay of at least 1000 words, address the following:

- What prompted you to choose Atlantic University for your

graduate studies?

- What are your professional, personal, and educational goals? How will this program help you achieve those goals?
- Given the nature of distance education and utilizing an online classroom management system, weekly discussion posts, and a digital library, explain how you are prepared to meet the demands of the online education environment, including staying self-motivated and independently organized.

Upon acceptance into the program and prior to enrolling, students will need to complete a program agreement. This form will be emailed to students once their application has been processed.

*\*Note: Applications are active for one year from the initial submission date. If the applicant does not complete the requirements, submit all supporting documents, and enroll in a class within 12 months from the initial application submission date, the application will be marked inactive and the applicant will need to reapply to the program.*

## Tuition and Fees

### 2019 Tuition

Tuition per credit hour: \$360

Tuition per 3-credit course: \$1,080

### Total Tuition, 36 Credit Hours

\$12,960 (does not include textbooks or any additional costs, supplies, or fees)

### Total Tuition, 39 Credit Hours

\$14,040 (does not include textbooks or any additional costs, supplies, or fees)

### Fees

Application: \$50

Diploma: \$100\*\*

Extension: \$35

Transcript: \$10 each

Returned Check: \$35

Drop/Add: \$50\*\*

Withdrawal: \$50\*\*\*

Technical fee: \$75 per semester

\*\*International Shipping fees for diploma not included. Fees are subject to change for diploma orders.

\*\*See Drop/Add Policy, page 14.

\*\*\*See Withdrawal Policy, page 14.

## Graduation Requirements

The degree program must be completed within seven years from the date of first enrollment. However, a student may petition the administration to extend this time period, and, if approved, the student's continuing work will be under the most current catalog requirements.

Students seeking the Master of Arts degree in Mindful

Leadership must complete all of the following before a diploma can be awarded:

- All required core courses and elective courses (39 credit hours)
- Three proctored exams
- Grade Point Average (GPA) of at least 3.0
- A final Personal Essay
- \$100 Diploma Fee
- Have a zero balance on the student account

*NOTE: There is no formal graduation ceremony.*

## Mindful Leadership Graduate Certificate

### Certificate Requirements

15 Credit Hours, 5 online courses

## About the Program

This program was designed to intentionally bring mindfulness to the center stage of leadership development. Contemporary leadership requires people to be able to manage constant, competing commitments for attention. Mindfulness provides a means for people to focus, concentrate, and bring their attention onto the present moment. Leaders who practice mindfulness, we believe, are better able to handle the demands of contemporary society—they are more self-aware, better able to manage themselves, more emotionally aware, and able to exemplify authentic leadership. Additionally, they are able to help cultivate mindful leadership in those with whom they work.

This program is ahead of its time, presenting an ambitious approach to declaring what leaders and business professionals are continuing to discover: mindfulness enhances leadership ability, creating more authentic leaders who are able to navigate the demands of the workplace without burning out.

Students who complete the Mindful Leadership Graduate Certificate are eligible to transfer into the master's program in Leadership Studies.

## Program Objectives

Students who complete the Mindful Leadership Graduate Certificate will be able to, at a minimum

- Apply mindfulness practices in their daily life and in leadership situations;
- Develop the presence of mind to meet the demands of leadership;
- Develop the ability to become mentally resilient and sustain high performance;
- Practice attention training in order to enhance concentration and productivity;
- Apply leadership competencies to achieve improved outcomes and more productive collaborations.

## Curriculum

### Required (6 Credit Hours):

- ML5000 Foundations of Outstanding Leadership (taken first, when possible)
- ML5015 The Practice of Mindful Leadership

### Choose three remaining courses from the following list (9 Credit Hours):

- ML6000 Leadership and the Practice of Presence
- ML6005 Mastering Self-Leadership
- ML6010 Leading from the Inside Out
- ML6055 Peacebuilding

## Application Requirements

- Completed program application\*
- Payment of \$50 nonrefundable application fee
- Official transcripts sent directly from the awarding institution to Atlantic University:

Atlantic University  
Office of Admissions  
215 67th Street  
Virginia Beach, VA 23451-2061

- An admissions essay, details below. Essay must be typed, double spaced, Times New Roman, 12 font, and emailed as a Word document or PDF to [admissions@atlanticuniv.edu](mailto:admissions@atlanticuniv.edu).
- A current resume or CV for Mindful Leadership degree and Mindful Leadership Graduate applicants
- A \$50 application fee, paid at the time of application.
- An telephone interview scheduled upon receipt of all admissions material

## International Students

- International degrees must be evaluated for a course-by-course equivalency by a credential evaluating agency. The Office of Admissions can assist the student in locating an agency for this process.
- Students for whom English is not a first language must submit a TOEFL score. See "International Students" on page 9 for more information.

## Admissions Committee Review

When the applicant's admissions file is complete, Student Services will notify the Admissions Committee. The Admissions Committee will assess three key factors:

1. The potential for successful completion of the applicable degree program based upon the applicant's prior academic work and the successful completion of the Orientation Program.
2. The ability of Atlantic University's program to help the student reach his or her goals.
3. The potential student has good time management skills

and can navigate and find balance between schoolwork and personal life

Within 15 days of completion of the file, applicants will be notified via email to participate in a video conference interview. In this interview the student will be asked about their application, personal essay, and personal goals. If there are specific questions about the application packet they will be given the opportunity to respond before an admissions decision is made.

Students will be notified via email of the Admissions Committee final acceptance or denial decision.

## Graduate Program Essay Requirements

In an original essay of at least 1000 words, address the following:

- What prompted you to choose Atlantic University for your graduate studies?
- What are your professional, personal, and educational goals? How will this program help you achieve those goals?
- Given the nature of distance education and utilizing an online classroom management system, weekly discussion posts, and a digital library, explain how you are prepared to meet the demands of the online education environment, including staying self-motivated and independently organized.

Upon acceptance into the program and prior to enrolling, students will need to complete a program agreement. This form will be emailed to students once their application has been processed.

*\*Note: Applications are active for one year from the initial submission date. If the applicant does not complete the requirements, submit all supporting documents, and enroll in a class within 12 months from the initial application submission date, the application will be marked inactive and the applicant will need to reapply to the program.*

## Tuition and Fees

### 2019 Tuition

Tuition per credit hour: \$360

Tuition per 3-credit course: \$1,080

### Total Tuition, 15 Credit Hours

\$5,400 (does not include textbooks or any additional costs, supplies, or fees)

### Fees

Application: \$50

Certificate: \$100\*

Extension: \$35

Transcript: \$10 each

Returned Check: \$35

Drop/Add: \$50\*\*

Withdrawal: \$50\*\*\*

Technical fee: \$75 per semester

\*International Shipping fees for diploma not included. Fees are subject to change for diploma orders.

\*\*See Drop/Add Policy, page 14.

\*\*\*See Withdrawal Policy, page 14.

## Certificate Completion Requirements

Students seeking a Graduate Certificate in Mindful Leadership must complete all of the following before receiving their certificate:

- All required courses and electives (15 credit hours)
- Grade Point Average (GPA) of at least 3.0
- A proctored exam in ML5015
- Have a zero balance on the student account
- \$100 certificate fee

There is no formal graduation ceremony.

## Integrated Imagery: Regression Hypnosis

### Certificate Requirements

9 Credit Hours, 3 online courses, 3 on campus residentials

## About the Program

Integrated Imagery is a psycho-spiritual experiential technique that makes deliberate use of altered states of consciousness to enable people to access the many dimensions of the unconscious mind. One primary objective of Integrated Imagery is to uncover and process the origins of the negative and positive dynamics that affect our daily lives, whether considered as karmic patterns or psychological complexes. These antecedents are inevitably reflected in, and influence, a person's existential well-being, sense of personal meaning, or sense of soul purpose, and may be associated with the biographical life or what appear to be the karmic roots from other lifetimes.

The technique makes use of the principles in Eriksonian hypnotherapy, Gestalt therapy, psychodrama, Jungian psychology, various forms of regression therapy, and certain body-based psychotherapies. From a spiritual or transpersonal perspective, it draws on the metaphysical philosophy in Eastern religions, Western mystical traditions, and esoteric spiritual philosophies such as the intuited psychic readings of Edgar Cayce. Integrated Imagery is also supported in current research in the field of neurobiology.

In the process of exploring the unconscious mind and the formation and function of both negative and positive complexes, Integrated Imagery focuses on the energetic chain of experience. This continuum of states of consciousness includes the biographical present life, the pre- and perinatal, perceived

past life, after life, between life, before life, and future life experience. This technique of accessing experiences in the energetic chain and transpersonal states of consciousness is very much a positive psychological method. The emphasis is on enlivening and reinforcing those positive biographical and karmic themes that contribute to one's soul purpose, while de-energizing the negative that may be causing disruptions in present life.

It is also important to understand that although the technique enables subjects to access what appear to be past lives and transpersonal states of consciousness, the subjects of the regression experience need not have any belief in reincarnation or spirituality. In the case of non-believers, these states of consciousness typically can still be accessed for the purpose of insight and healing through the import of the active imagination. In this respect, Integrated Imagery can be viewed as another technique comparable to those used in dream work, sand play, or any of the creative arts therapies, and will tend to be relevant to the subject's life and therefore have healing potential.

A certificate holder from this program is not a psychotherapist or licensed counselor, but rather acts as a trained regressionist experienced in this technique of Integrated Imagery.

## Program Objectives

The purpose of this Graduate Certificate in Integrated Imagery: Regression Hypnosis is to introduce Integrated Imagery to the student as a technique for psychological and spiritual growth. Each of the three courses of advancing skills in the program is a prerequisite to the next. Progressively more advanced topics and techniques are introduced including processing trauma, the use of progressions, an introduction to dealing with spirit attachments, and the application of Integrated Imagery as a technique in spiritual mentoring.

Consequently, emphasis will be placed on the issue of ethics and establishing a mentoring practice. By the conclusion of the certificate coursework requirements, students will have experience in conducting a minimum of 40 individual Integrated Imagery regression hypnosis sessions.

Through online cohort and mentor interactions and three required, supervised four-day residencies in Virginia Beach, VA, skills are learned and practiced to de-energize negative patterns and enliven positive experiences and memories. The focus is on developing basic intake skills and hypnosis induction techniques, processing and guiding, and closure and integration techniques. A primary emphasis is placed on one's psycho-spiritual nature and how the negative and positive aspects affect one's sense of life path or soul purpose.

Equally important is the experience of higher states of consciousness to gain insight and to activate the inherent creative Source. Another application of Integrated Imagery is to access transpersonal states of consciousness in order to gain additional insights, guidance, and creative impetus to support the process of conscious evolution, spiritual development, and creativity.

As a result of the assigned reading material and residency lectures and discussions, the student will be able to

- Describe the principles of the theory of reincarnation,

hypnosis induction and regression techniques, complex psychology, and Integrated Imagery;

- Demonstrate the ability to perform intake preparation and induction, processing, and closure and integration techniques of Integrated Imagery at an advancing skill level that produces meaningful material from the subject's unconscious to enhance quality of life;
- Explain how both positive and negative complexes form and function, and how de-energizing the negative and enlivening the positive relate to the life journey and Soul Purpose;
- Demonstrate skill in guiding through the regression experience;
- Apply what has been learned about Integrated Imagery to guide a subject into accessing creative insight and enabling the creative impulse.

## Curriculum

### Required Courses (9 Credit Hours):

- TP6115 Integrated Imagery Regression Hypnosis, Level 1\*
- TP6120 Integrated Imagery Regression Hypnosis, Level 2\*
- TP6125 Integrated Imagery Regression Hypnosis, Level 3\*

Learning in each of the courses involves theory and application through a didactic and supervised experiential process that includes a four-day required residency and online cohort and mentor interaction prior to and subsequent to the residency. The online component of each course—subsequent to the residency—involves the submission of case presentations discussing the residential experience as a guide and as a traveler as well as eight practice regression sessions to be conducted privately during the final weeks of the course. Courses must be taken in sequential order.

*\*All three levels of this graduate certificate include a required, on campus residential during the fourth week of instruction on the Atlantic University/A.R.E. campus in Virginia Beach, VA.*

## Application Requirements

- Completed program application\*
- Payment of \$50 nonrefundable application fee
- Official transcripts sent directly from the awarding institution to Atlantic University:

Atlantic University  
Office of Admissions  
215 67th Street

Virginia Beach, VA 23451-2061

- An admissions essay, details below. Essay must be typed, double spaced, Times New Roman, 12 font, and emailed as a Word document or PDF to [admissions@atlanticuniv.edu](mailto:admissions@atlanticuniv.edu).
- A \$50 application fee, paid at the time of application.
- An telephone interview scheduled upon receipt of all admissions material

## International Students

- International degrees must be evaluated for a course-by-course equivalency by a credential evaluating agency. The



Office of Admissions can assist the student in locating an agency for this process.

- Students for whom English is not a first language must submit a TOEFL score. See "International Students" on page 9 for more information.

## Admissions Committee Review

When the applicant's admissions file is complete, Student Services will notify the Admissions Committee. The Admissions Committee will assess three key factors:

1. The potential for successful completion of the applicable degree program based upon the applicant's prior academic work and the successful completion of the Orientation Program.
2. The ability of Atlantic University's program to help the student reach his or her goals.
3. The potential student has good time management skills and can navigate and find balance between schoolwork and personal life

Within 15 days of completion of the file, applicants will be notified via email to participate in a video conference interview. In this interview the student will be asked about their application, personal essay, and personal goals. If there are specific questions about the application packet they will be given the opportunity to respond before an admissions decision is made.

Students will be notified via email of the Admissions Committee final acceptance or denial decision.

## Graduate Program Essay Requirements

In an original essay of at least 1000 words, address the following:

- What prompted you to choose Atlantic University for your graduate studies?
- What are your professional, personal, and educational goals? How will this program help you achieve those goals?
- Given the nature of distance education and utilizing an online classroom management system, weekly discussion posts, and a digital library, explain how you are prepared to meet the demands of the online education environment, including staying self-motivated and independently organized.

Upon acceptance into the program and prior to enrolling, students will need to complete a program agreement. This form will be emailed to students once their application has been processed.

*\*Note: Applications are active for one year from the initial submission date. If the applicant does not complete the requirements, submit all supporting documents, and enroll in a class within 12 months from the initial application submission date, the application will be marked inactive and the applicant will need to reapply to the program.*

## Tuition and Fees

### 2019 Tuition

Tuition per credit hour: \$360

Tuition per 3-credit course: \$1080

### Total Tuition, 9 Credit Hours

\$3,240 (does not include textbooks or any additional costs, supplies, or fees)

### Fees

Application: \$50

Certificate: \$100\*

Extension: \$35

Transcript: \$10 each

Returned Check: \$35

Drop/Add: \$50\*\*

Withdrawal: \$50\*\*\*

Technical fee: \$75 per semester

\*International Shipping fees for diploma not included. Fees are subject to change for diploma orders.

\*\*See Drop/Add Policy, page 14.

\*\*\*See Withdrawal Policy, page 14.

## Certificate Completion Requirements

Students seeking a Graduate Certificate in Integrated Imagery: Regression Hypnosis must complete all of the following before receiving their certificate:

- Three required courses: TP6115, TP6120, TP6125, 9 credit hours
- Grade Point Average (GPA) of at least 3.0
- All three residentials
- Have a zero balance on the student account
- \$100 certificate fee

There is no formal graduation ceremony.

## Spiritual Guidance Mentor Training Certificate

### Certificate Requirements

5 online courses

## About the Certificate

The Spiritual Guidance Mentor Training (SGMT) certificate was developed for individuals who wish to mentor and guide others on their spiritual path and learn more about

themselves. This mentoring is a kind of holistic coaching that engages body, mind, and spirit. Students will learn how to provide support, encouragement, and direction to spiritual seekers while obtaining necessary skills and experience to serve others. A spiritual guidance mentor operates within a focused set of issues that most seekers face at some point. A spiritual guidance mentor is not a psychotherapist or licensed counselor, but rather acts as a wise spiritual advisor or an experienced guide along the Spiritual Path.

An effective spiritual guidance mentor is someone who is actively engaged in a set of spiritual disciplines, who has a clear sense of personal ideals, a regular prayer and meditation life, and an ongoing study of one's own dreams. People already working in these professions find great value in the SGMT Certificate program: counselors, social workers, psychologists, teachers, art therapists, yoga instructors, energy workers, clergy, healthcare providers, nonprofit professionals, and those in community and prison outreach. The SGMT certificate can also enhance one's own spiritual life and foster personal spiritual growth.

## Program Expectations

A final personal essay is required in order to receive the certificate. This essay of 1,000 or more words, submitted to your advisor, will summarize the student's intention for using what has been learned in the program.

A noncredit SGMT certificate student is attending Atlantic University to acquire knowledge and wisdom in a different capacity than those enrolled in the master of arts program; they are taking the courses as noncredit and they are not working toward an advanced degree. With this in mind, below is a guideline to better understand the differences between the expectations of a graduate and a noncredit student:

### **Noncredit students are:**

- Held to the course deadlines for assignments;
- Required to read the required material and to respond on the topic assigned (versus digressing from the assigned topic);
- Required to complete practicums when assigned;
- Expected to write clearly using proper grammar and punctuation.

### **Noncredit students are not:**

- Held to meet strict APA standards on writing assignments;
- Required to take a Proctored Exam.

At the discretion of the faculty member and the specific course being taught, some assignments may be identified in the course as optional for noncredit students. Faculty members may also elect to modify assignment requirements for noncredit students, such as word count or page count.

All grades for noncredit students are either Successfully Completed (SC) or Not Successfully Completed (NC). This grading criteria is used for all assignments and the final course grade.

## Program Objectives

- The student will be able to understand their role as a spiritual mentor, and the qualities that they will need to nurture

in themselves in order to enhance their effectiveness.

- The student will be able to articulate the differences and similarities between mentoring and counseling/psychotherapy, and outline methods and statements that communicate to clients how their work aligns with the mentoring model.
- The student will be able to mentor/guide others, and lead workshops in such areas as dream work/dream interpretation, finding their mission in life, and meditation and the inner life.
- The student will have experienced first-hand expanded self-awareness through working with dreams, meditation, or finding one's mission in life, and through this process will have acquired a deeper understanding of body-mind-spirit integration.
- The student will be able to describe their understanding of the interrelationships between the levels of body-mind-spirit, and will have encountered a variety of transformative experiences.

## Professional Development

Have you thought about adding the concepts and practices of spiritual mentoring to your current profession? For students who are interested in adding the Spiritual Guidance Mentor Training Certificate to what they are already doing in their professional life, we recommend the Professional Development Track. Within this track, students will have the opportunity to find ways in which this certificate can be incorporated into their current profession, thus adding value to just about any occupation and expanding their current knowledge base. Professional Development students will take five courses to complete their certificate.

## Entrepreneurship

Do you want to start a spiritual mentoring business? This is the perfect track to fulfill that dream of owning your own business in the holistic industry. In this track, students will take five courses to obtain their certificate. This track requires that all entrepreneurship students complete the Transpersonal Business course as part of their curriculum. This course will teach the student the fundamentals of conceptualizing their business idea, creating a plan to achieve their goals, and a formulating a plan on how to execute those goals in order to be successful in any endeavor.

## Curriculum

### **Required Course:**

- TP5055 Principles and Practices of Spiritual Mentorship (taken last, when possible)
- TP6450 Transpersonal Business (required for Entrepreneurship Track only)

### **SGMT students must take at least two of the following:**

- TP6000 Becoming a Teacher of Dream Work/Dream Interpretation
- TP6005 Becoming a Teacher of Finding Your Mission in Life
- TP6010 Becoming a Teacher of Meditation and the Inner Life

**Choose the remaining two courses from the following:**

- TP6000, TP6005, or TP6010 (listed above)
- TP5005 Spiritual Crisis
- TP5050 Religion, Spirituality, and the Transpersonal
- TP5070 The Transpersonal Relationship: Holistic Mentoring and Applied Intuitive Arts
- TP5150 Psychology of Creativity
- TP5155 Creating a Meaningful Life
- TP6450 Transpersonal Business

Courses can be taken in any order, although it is recommended that TP5055 be taken last, when the calendar allows. Courses are 12 weeks in length and are offered four semesters per year on a rotating basis. To view the course schedule, go to [www.atlanticuniv.edu](http://www.atlanticuniv.edu). Most students complete this certificate by taking one course a semester for four semesters. A student can complete this certificate in a shorter amount of time if they desire and if course availability allows.

## Application Requirements

- Completion of a SGMT Application\*
- Payment of a nonrefundable application fee of \$35
- High School diploma or GED
- An original essay of 750 to 1,000 words (typed, double-spaced, Times New Roman, 12 font) addressing the following:
  - o What are your personal, professional, and educational goals?
  - o How will obtaining a certificate in Spiritual Guidance Mentor Training (SGMT) help you achieve those professional, personal, and educational goals?
  - o How do you feel about one-on-one mentoring, public speaking, and teaching workshops?
  - o Tell us a bit about your background. Please include details on your personal and spiritual growth, personal spiritual practices (meditation, yoga, breath-work, etc.), academic experience, workshops attended, and any other experiences and information you feel is relevant.
  - o Since this program is almost exclusively hosted in an online, distance education environment, describe how you will stay self-motivated, independently organized, and focused on your studies.

Upon acceptance into the program and prior to enrolling, students will need to complete a program agreement. This form will be emailed to the student once their application has been processed. Admitted students may enter the program during any of the four semesters offered throughout the year.

*\*Note: Applications are active for one year from the initial submission date. If the applicant does not complete the requirements, submit all supporting documents, and enroll in a class within 12 months from the initial application submission date, the application will be marked inactive and the student will need to reapply to the program.*

## Admissions Committee Review

When the applicant's admissions file is complete, Student Services will notify the Admissions Committee. The Admissions Committee will assess three key factors:

1. The potential for successful completion of the applicable degree program based upon the applicant's prior academic work and the successful completion of the Orientation Program.
2. The ability of Atlantic University's program to help the student reach his or her goals.
3. The potential student has good time management skills and can navigate and find balance between schoolwork and personal life

Within 15 days of completion of the file, applicants will be notified via email to participate in a video conference interview. In this interview the student will be asked about their application, personal essay, and personal goals. If there are specific questions about the application packet they will be given the opportunity to respond before an admissions decision is made.

Students will be notified via email of the Admissions Committee final acceptance or denial decision. Tuition and Fees

### 2019 Noncredit Tuition

Tuition per course: \$750

### Total Tuition, 5 Courses

\$3,750 (does not include textbooks or any additional costs, supplies, or fees)

### Fees

Application: \$35

Extension: \$35

Returned Check: \$35

Drop/Add: \$50\*

Withdrawal: \$50\*\*

Technical fee: \$35 per semester

\*See Drop/Add Policy, page 14.

\*\*See Withdrawal Policy, page 14.

## Certificate Completion Requirements

Students seeking a Certificate in Spiritual Guidance Mentor Training must complete all of the following before they can obtain their certificate:

- All required courses: TP5055, and at least two of the following: TP6000, TP6005, TP6010
- All elective courses receive a grade of SC
- Submit final personal essay
- Have a zero balance on the student account

# Lifelong Learning

## About the Program

For students who wish to explore transpersonal psychology solely for their personal enrichment, Atlantic University has instituted a noncredit option for lifelong learners. Almost all of the courses in the Transpersonal Psychology curriculum can be taken at the noncredit level (some restrictions apply). This is a great option for those who do not wish to pursue a graduate degree but still want to participate in all that Atlantic University has to offer.

There are no prerequisite requirements for participation in Lifelong Learning courses and students will study with the same mentors as in the degree program. Courses taken at the noncredit level do not have academic credit and are not transferable to the master's degree program.

## Program Objectives

### ***Noncredit students are:***

- Held to the course deadlines for assignments;
- Required to read the required material and to respond on the topic assigned (versus digressing from the assigned topic);
- Required to complete practicums when assigned;
- Expected to write clearly using proper grammar and punctuation.

### ***Noncredit students are not:***

- Held to meet strict APA standards on writing assignments;
- Required to take a Proctored Exam.

At the discretion of the faculty member and the specific course being taught, some assignments may be identified in the course as optional for noncredit students. Faculty members may also elect to modify assignment requirements for noncredit students, such as word count or page count.

All grades for noncredit students are either Successfully Completed (SC) or Not Successfully Completed (NC). This grading criteria is used for all assignments and the final course grade.

## Application Requirements

- Completion of an Application for Admissions
- Payment of the nonrefundable application fee of \$35
- High School diploma or GED
- A 500-word personal essay (typed, double-spaced, Times New Roman, 12 font) addressing the applicant's interest in the program and intended goals

## Admissions Committee Review

When the applicant's admissions file is complete, Student Services will notify the Admissions Committee. The Admissions Committee will assess three key factors:

1. The potential for successful completion of the applicable degree program based upon the applicant's prior academic work and the successful completion of the Orientation Program.
2. The ability of Atlantic University's program to help the student reach his or her goals.
3. The potential student has good time management skills and can navigate and find balance between schoolwork and personal life

Within 15 days of completion of the file, applicants will be notified via email to participate in a video conference interview. In this interview the student will be asked about their application, personal essay, and personal goals. If there are specific questions about the application packet they will be given the opportunity to respond before an admissions decision is made.

Students will be notified via email of the Admissions Committee final acceptance or denial decision. Tuition and Fees

### ***2019 Noncredit Tuition***

Tuition per course: \$750

### ***Fees***

Application: \$35

Extension: \$35

Returned Check: \$35

Drop/Add: \$50\*

Withdrawal: \$50\*\*

Technical fee: \$35 per semester

\*See Drop/Add Policy, page 14.

\*\*See Withdrawal Policy, page 14.

## Certificate Completion Requirements

Students seeking a certificate of completion must complete all of the following before they can obtain their certificate:

- Complete all course requirements
- Receive a grade of SC (Successfully Completed)
- Have a zero balance on student account



# Course Descriptions

## **ML5000 Foundations of Outstanding Leadership, 3 Credit Hours**

This is the first required course in the Master of Arts in Leadership Studies program because it provides the foundation and orientation to the other areas of leadership covered by the curriculum. This course is based on the 14 leadership competencies, the motive- and trait-level qualities statistically proven to distinguish excellent from average leaders at the level of predictive validity, by motivation theorist David McClelland and his team of researchers. One of the primary objectives of the course is for students to learn that competencies, like motives and traits, cannot be directly observed, but they can be reliably inferred from a person's behavior. Another primary objective is for students to learn that leadership competencies, no matter the profession, are demonstrated by the best leaders. These competencies are inferred through the measurable behaviors that great leaders demonstrate more often, more consistently, and with better results than other leaders. Students will have an opportunity to delve into one of these competencies in depth, and to apply the theory to real situations.

## **ML5005 Change, Conflict, and Leadership, 3 Credit Hours**

The purpose of this required course is to provide students in-depth study of the dynamics of change and conflict, the relationship between these, and the importance of leadership in relation to these. Particular attention will be given to the types and styles of leadership needed for guiding successful change and avoiding or reducing conflicts. Case studies in sociocultural, business/economic, and political areas will be used for examining the change/conflict parameters, as well as the leadership used. The purpose includes students' developing their own leadership qualities and capabilities, especially for areas of change or conflict of personal interest. Students will create a project in which they structure the leadership necessary for some change or conflict they would like to see addressed. Note: This course includes a proctored exam.

## **ML5010 Leading People, Teams, and Organizations, 3 Credit Hours**

The purpose of this required course is to understand how power works and how to use it skillfully as a leader with different parties and under different circumstances. Power dynamics exist any time two or more people are in a relationship. Leadership by definition involves the legitimate exercise of power to move people to follow a desired course of action. This course focuses on what spiritual paths call "right use of power," the ability to influence others by tapping into their own interests while serving the greater good. It covers the different kinds of power—when to use them skillfully for the

best results; how to balance the need for results against the need to maintain positive relationships; how to manage and develop individuals; how to lead teams and serve on leadership teams; and how to lead larger organizations. Note: This course includes a proctored exam.

## **ML5015 The Practice of Mindful Leadership, 3 Credit Hours**

Within the context of leadership and community, the purpose of this required course is to provide an in-depth practicum in cultivating and sustaining the ability to be fully aware from moment to moment in daily life and particularly in leadership situations. This crucial skill of mindful awareness is necessary in order to apply leadership skills. This course will use exercises from the research of Jon Kabat-Zinn, PhD on Mindfulness-Based Stress Reduction combined with case studies of mindfulness practices in leadership. Note: This course includes a proctored exam.

## **ML5020/TP6305 Spirituality & Ethics in Leadership, 3 Credit Hours**

Any activity that involves the interaction of human beings is bound to have ethical and spiritual implications. The purpose of this required course is to examine the spiritual and ethical implications of leadership. Essentially, this course asks students to consider the questions of how one ought to behave both spiritually and ethically as a leader. In whatever society we live, these questions are raised as a normal part of human discourse. For example, in the course of an election, people will try to decide which of the participants would be a better leader. The term, "better," is a value-laden term in that it implies some criterion or goal with respect to which we will measure potential leaders. It may be that, for some, "better" means "more effective" in achieving a certain goal. But, for this to make sense, the goal must have some value. Spirituality and ethics are key pieces in the study of value.

## **ML5025 Research Methods, 3 Credit Hours**

An important goal of any research course is to train the graduate students to be disciplined, productive researchers. This course fulfills one of the core requirements in the Mindful Leadership graduate program of study. The Research Methods course is designed to give students a broad view of the variety of approaches to designing good research. In this course, we will survey many topics, techniques, and methodologies.

## **ML6000 Leadership and the Practice of Presence, 3 Credit Hours**

The purpose of this course is to focus on developing the presence of a leader, through incorporating the theories and ideas of leading thinkers in leadership theory, including Scharmer's Theory U, Heifetz's Adaptive Leadership, and Hedges' The Power of Presence. Through a balance of internal work and inner knowing practices combined with external, didactic real world examples and case studies, this course presents a holistic model of leadership that promotes

the emergence of the authentic presence of a leader.

### **ML6005 Mastering Self-Leadership, 3 Credit Hours**

Self-leadership is a combination of social cognitive theory and intrinsic motivation theory. The purpose of this course is to teach students to use a comprehensive self-help guide that's thoroughly grounded in sound principles and research and that emphasizes that proper self-leadership is a precursor for the effective leadership of others.

### **ML6010/TP6300 Leading from the Inside Out, 3 Credit Hours**

Any consideration of leadership from the point of view of its transformative qualities must necessarily take into account the evolving relationship between self-transformation and the leadership based upon this self-integrity and wholeness (leading from the inside out). Essentially, this course asks students to give serious thought to the question of what it means to be a leader with strong personal wholeness. The course is based on the premise that inner transformation depends upon the person, and that such transformation can occur in context with others. Thus, leading from the inside out does not mean that, as I transform myself, I then transform others. Rather, the group dynamic within which I operate presents an opportunity for all involved to transform themselves.

### **ML6055/TP5200 Peacebuilding, 3 Credit Hours**

The assumption behind this course is that each of us can make a difference in our families and communities by developing a greater consciousness of our own feelings, thoughts, and actions as they affect our ability to create harmony around us. The purpose of this course is to deepen students' understanding of the dynamics of peacebuilding as it relates to any situation. The course will also include the examination of some of the terms and modalities used in peacebuilding, such as reconciliation, conflict transformation, and mediation.

### **ML6090 Capstone Project, 3 Credit Hours**

This is the last course taken by students to complete the Master's degree in Mindful Leadership. The aim of this course is to provide students with the opportunity to demonstrate what they have learned in the program by integrating theory, practice, reflection, and application in a final capstone project. Students will work on a one-on-one basis with the faculty member to undertake a capstone project. Upon satisfactory completion of the project, student will present the results of their projects to the Mindful Leadership faculty.

### **ML6105 Cross-Cultural Dialogue, 3 Credit Hours**

The purpose of this course is to increase students' skills for

effective cross/inter-cultural sensitivity, communication, and competency. Twenty-first century globalization is creating a high demand for such skills, as is the increasing complexity in cultures. Students will be introduced to concepts and terms most associated with this field. This will be followed by skill development in sensitivity/awareness, communication, and competency. Students will then examine cross-cultural case studies in business, education, healthcare, politics, and international relations. Students will choose an area of personal interest to research through individual study. This course will prepare students to take leadership roles in effecting cross/inter-cultural sensitivity, communication, and competency.

### **ML6200/TP5205 Listening and Dialogue, 3 Credit Hours**

The purpose of this course is to increase students' effectiveness in conversation, both with themselves and with others. Students will learn and practice different forms of listening, and will also study several approaches to the dialogue process. Throughout the course, students will be asked to reflect on their own progress with, and challenges to, being an effective listener and participant in dialogues. The course offers numerous ways to practice these.

### **ML6210 Coaching and Development, 3 Credit Hours**

Professional development of others is central to leadership roles of any kind. Traditional goals for development are for improved performance; however, the best leaders serve as mentors and coaches developing the whole person to reach their highest potential. The purpose of this course is to understand what kinds of development are appropriate in various situations, the role of individual development in organizations and its effect on personal satisfaction and organization performance, and how to foster development ethically and appropriately. This course covers the range of development, from remedial change to inspirational, whole-person development in workplace settings. Participants will learn how to set development goals, inspire performance, give praise and corrective feedback, identify defensive patterns that create resistance, and assess progress.

### **ML6225 Influencing Others, 3 Credit Hours**

Influence is the essential element of leadership: the exercise of power to move others to a desired course of action. It is indispensable in organizations, but it is a communication skill that is the foundation of many jobs, including sales, marketing account management, public relations, investor relations, and management of all kinds. The purpose of this course is to learn how to apply skillful means to move people forward without activating resistance. This course presents an array of influence techniques for a variety of situations, including how to determine when they will be most effective in getting others to align with a desired position or course of action.

### **TP5000 Introduction to Transpersonal Studies, 3 Credit Hours**

This course introduces students to the field of transpersonal studies as it relates to psychology, philosophy, science, and human development. Including a blend of both the theoretical and the practical, the course is designed to provide students with a background in knowledge related to the transpersonal. In particular, the course explores the life and work of Edgar Cayce, an individual who embodied the spirit of the transpersonal throughout his life. Finally, students will be asked to incorporate elements of the transpersonal into their own lives and report on the results.

A secondary purpose of this introductory course is to review and practice the elements of effective writing and APA style. Students will discuss the principles of writing in self-analyses, two conference calls, and two peer reviews. Though the conference calls are mandatory, students with time conflicts may listen to the recordings and then email their responses to the mentor. This course must be taken first in the Master of Arts in Transpersonal Psychology program. Note: This course includes a proctored exam.

### **TP5005 Spiritual Crisis, 3 Credit Hours**

Throughout the ages, individuals who have had intense religious experiences have also frequently exhibited unusual behaviors ranging from eccentric to fanatical, from saintly to insane. This course will assist students in defining such key concepts as mysticism, mental health, and mental illness, among others. Course work will focus on the neurobiological, psychosocial, and transpersonal aspects of various forms of mystical experience and mental illness. Students will be encouraged to examine their own experiences and develop a strategy for maintaining balance on the spiritual path. Those who take the class will be provided with guidelines and suggestions for assisting others who may be undergoing a "spiritual emergency" or "transformational crisis." Note: This course includes a proctored exam.

### **TP5010 The Inner Life: Dreams, Meditation, Creativity, and Imagination, 3 Credit Hours**

The purpose of this course is to teach certain skills associated with the introverted side of life as it relates to transpersonal themes of personal development found in mythology. Included is a study of the practice of dream interpretation, meditation, and imagination and their use in personal growth as expressed in the development of a personal mythology. A personal mythology is a uniquely personal version of a universal story regarding the meaningful events typically found in a person's life span. The student will engage in a variety of experiential and research projects that will personalize the material and lead toward the creation of the student's personal mythology. Note: This course includes a proctored exam.

### **TP5015/ML5025 Qualitative Research Methods from a Transpersonal Perspective, 3 Credit Hours**

The purpose of this required research methods course is to give students a foundation from which they can understand the readings and research they will come into contact with over the duration of their MA studies. The course challenges students to expand their understanding of the importance, meaning, purpose, and application of scientific research in the field of transpersonal psychology. They learn how to differentiate between different research methodologies and how to apply them rigorously, constructively, and creatively to transpersonal issues and topics. At the same time, they personally experience, through designing their own research project, how these methodologies can contribute to personal growth and enhance human consciousness and lifestyles. Students designing and developing their project for TP6999 Culminating Project may draw upon the plethora of ideas and research methods put forward in this course.

### **TP5020 Foundations of Transpersonal Psychology, 3 Credit Hours**

The purpose of this course is to introduce transpersonal psychology and situate it in the fields of study to which it is related. The texts for the course provide an introduction to the evolution of transpersonal psychology as a distinct field in psychology and modern Western culture from its cross-cultural origins in ancient times. They also provide an overview of the phenomena most associated with transpersonal psychology or best considered through its lens, including the following: Shamanism and other indigenous traditions; contemplative spiritual practices; paranormal or psi phenomena; mind-body development practices; involuntary, spontaneous openings to altered states; psychotropic drugs and sacred medicine traditions; and other deliberate practices for the cultivation of non-ordinary states. Transpersonal psychology involves many areas of scholarly controversy within the field and vis-à-vis other areas of scientific exploration. Sciences based on classical, materialist worldviews tend to oppose transpersonal phenomena (and subjective experience or phenomenology generally), but those based on quantum physics can accommodate transpersonal experience. Transpersonal psychology remains at the forefront of the paradigmatic struggle between classic science and a new worldview that would more adequately account for "anomalous" experiences and observations. This course provides an overview of the range of transpersonal psychology and a critical framework from which to consider it, including examining your own experience of and beliefs.

*After completing TP5000, Master of Arts in Transpersonal Psychology students will complete TP5005, TP5010, TP5015, and TP5020 before enrolling in specialization or elective courses.*

### **TP5050 Religion, Spirituality, and the Transpersonal, 3 Credit Hours**

This course examines six major world religions (Hinduism, Buddhism, Judaism, Christianity, Islam, and Taoism) and



Indigenous Spirituality from two distinct perspectives. Students will first study an overview of the tradition, which may include its origin, history, underlying mythology, rituals, and the life and spiritual practices of its adherents. This perspective will encompass what you might call the orthodox or exoteric aspects, as well as touching on esoteric (or mystical) aspects, of each tradition. The second perspective will be a journey into the more mystical (esoteric) aspects of each tradition via exposure to some of its original (formative) mystical texts and writings. As an experiential adjunct to this perspective, students will be asked to try a contemplative practice from each tradition. In addition, they will read about the first-hand experiences of saints and sages who arrived at realization or enlightenment through that religion. Students ought to be aware of three possible approaches (perspectives) that can be taken when looking at religious traditions or beliefs other than one's own: the exclusivist perspective is one in which one's own religion is the one true tradition, and all others are false or deluded in some way; an inclusivist view asserts that one's own religion is true and that others are partially true and the truth in them can be understood by reference or comparison with one's own tradition; finally a pluralist view accepts all traditions as the truth in themselves. In this view one is willing to be changed by one's exposure to that tradition.

### **TP5055 Principles and Practices of Spiritual Mentorship, 3 Credit Hours**

This course is designed to help you understand your role as a spiritual mentor and the qualities that you need to nurture in yourself to enhance your effectiveness. It also will explore the nature of the mentoring relationship and what a mentor does and does not do in the role of spiritual guide. It examines the function of spiritual experiences and ways by which we can evaluate their validity and direction. It also will clarify how mentoring compares to counseling and psychotherapy, and it teaches fundamental tools that are crucial to the development of skills and success at being a spiritual guidance mentor.

### **TP5070 The Transpersonal Relationship: Holistic Mentoring and Applied Intuitive Arts, 3 Credit Hours**

The purpose of the course is to enhance the skill set of students with an interest in holistic mentoring or the creative application of intuitive arts in varying types of personal relationships. It has been designed to engage the mind, open the heart, and provide opportunities to connect deeply with others. On a cognitive level, it presents humanistic, transpersonal, and spiritual perspectives that address humanity's desire for and movement toward wholeness. On an experiential level, a great variety of holistic helping tools are explored, collected into a Cohort's Collective Practitioners' Toolbox, and experimented with—both individually and in partnership with fellow classmates. Additionally, students are introduced to the concept of a Divine-Human in relation to expanded sensory perception, synesthesia, intuition, mindfulness, and more. Because holistic mentors can guide others only to depths that they themselves have explored,

emphasis is placed on the parallel development of personhood and mentoring skills.

### **TP5100 Origin and Destiny of Human Consciousness, 3 Credit Hours**

This course introduces the student to various theories regarding the origins and development of consciousness, as well as historical and contemporary models for the structure of consciousness, and possible directions for the further evolution of consciousness. The course emphasizes the contributions of metaphysics, religion, and transpersonal psychology, but also considers traditional viewpoints. The views of such thinkers as Wilber, Cayce, Eisler, Schneider, and others are included. Students will also consider their own development of consciousness.

### **TP5105 Leading Issues in Transpersonal Psychology, 3 Credit Hours**

This course is an exploration of cutting edge areas of teaching and thinking within the expanding field of transpersonal psychology. It is impossible to feature all of the individuals and groups who are leading the world at the frontiers of the development of human consciousness. This domain of human exploration has been rapidly growing in the past 50 years, with a quantum leap especially since the late 80s and early 90s. Meditation and other contemplative practices have entered the mainstream along with their emerging complementary and new understandings of human psychology and consciousness. Many practices and teachings have arisen out of the intersection of western civilization and the wisdom traditions of Asia and the indigenous peoples of the Americas, among others. Not all of their work appears in standard treatments of transpersonal studies, but are nevertheless profoundly influential in that field. Many of these movements might not even characterize themselves as "transpersonal," but nevertheless fit seamlessly into the exploration and expansion of human consciousness.

### **TP5110 Science and Spirituality, 3 Credit Hours**

For more than 2000 years, starting with the Ancient Greeks at least, humanity has pondered questions about what is real and true. This questioning has focused throughout history on an apparent rift or contrast between what we might call the outer and inner worlds; between the material and non-material, between matter on the one hand and mind or soul on the other, and between what we now call the objective and subjective realms of human experience. This ancient issue has become, in its modern expression, a divide between science and religion or at a more fundamental level between science and spirit. As our collective worldview evolved our perception of reality (a reality that presumably encompasses outer and inner worlds) has clearly changed. The purpose of this course is to examine the age-old question about, and our changing view of, reality. The historical perspective allows to see where our modern scientific worldview came from, and what underlying assumptions it has. We study what it is that science tells



us about reality and who we are. We also study what the mystical traditions tell us about who we are. It is a contrast in worldviews and hence a contrast in perceptions about reality. Is the apparent rift between science and spirituality real? Are there possible worldviews, towards which we are changing, that could integrate these two realms?

### **TP5150 Psychology of Creativity, 3 Credit Hours**

Creativity is an inherent primal drive that is at the core of human existence. It is most obviously demonstrated in the arts and sciences, but we all engage in that creative drive, consciously or unconsciously, in every aspect of life—in dealing with the trials and tribulations of life, as well as the positive aspects—in conscious evolution and soul development. It is the fundamental drive that we draw on as we pursue our unique sense of soul purpose. The study of creativity is a complex affair requiring an integrated multidimensional approach. This course presents such an approach through a didactic and experiential process of investigation.

### **TP5155 Creating a Meaningful Life, 3 Credit Hours**

The purpose of this course is to guide students in the process of self-discovery and clarification of what they might need to live a more meaningful life. Through this process students will acquire self-knowledge and tools that will enable them to create a personal vision or mission statement. Students will also gain an understanding of the creative process and how it might be applied to life's challenges. The goal is to enable students to move their actions into closer alignment with their spiritual ideal, their values, and their personality to live richer and more meaningful lives. As students progress through the course, they will begin to put their ideas into practice and to examine and assess the results.

### **TP5200/ML6055 Peacebuilding, 3 Credit Hours**

The assumption behind this course is that each of us can make a difference in our families and communities by developing a greater consciousness of our own feelings, thoughts, and actions as they affect our ability to create harmony around us. The purpose of this course is to deepen students' understanding of the dynamics of peacebuilding as it relates to any situation. The course will also include the examination of some of the terms and modalities used in peacebuilding, such as reconciliation, conflict transformation, and mediation.

### **TP5205/ML6200 Listening and Dialog, 3 Credit Hours**

Every day we have many different kinds of conversations with other people. Sometimes our goal is to persuade someone to take a certain position or adopt a particular attitude. Sometimes the goal is to analyze data and draw conclusions for problem solving, or to try to get support for our own feelings. But how often do we really listen? How often are

we able to suspend judgment and really listen deeply to another? How often are we willing to transform a conflict by truly allowing space for not only our side of the story but for the other side as well? This course will examine the various dimensions of active and interactive listening and then explore the dynamics of genuine dialogue.

### **TP5250 An Introduction to Visual Art Skills: A Transpersonal Approach, 3 Credit Hours**

The purpose of this course is to introduce you to basic two-dimensional art skills that will provide you with the confidence to express yourself more fully in a visual manner. This course also will provide you with a foundation in the spiritual dimension of the creative process. The work covered in this course is appropriate to individuals of all skill levels in two-dimensional art from beginner to advanced. Included is instruction in basic representational and abstract drawing and painting skills.

### **TP6000 Becoming a Teacher of Dream Work/Dream Interpretation, 3 Credit Hours**

This course is designed to deepen your appreciation for the role played by dreams in personal growth and transformation. It provides you with the skills you need to understand your dreams better and, more significantly, prepares you to help others understand their own dreams. It examines the important role waking life plays in the dream world and the role of personal responsibility and ethics in working with the dreams of others. Course requirements include a practicum. This course will not provide the student with the background to offer psychotherapy or other therapeutic counseling, which requires special training and state licensure.

### **TP6005 Becoming a Teacher of Finding Your Mission in Life, 3 Credit Hours**

The purpose of this course is to help you develop skills and methods that will allow you to clarify your own mission in life so you can help others find theirs. The strategies for creating a personal mission statement are drawn largely from the material found in Edgar Cayce's nearly 2,000 life readings—clairvoyant, spiritual counseling discourses given to individuals between 1923 and 1944—material that provides a framework that is easily adaptable to contemporary seekers. Course requirements include a practicum. This course will not provide the student with the background to offer psychotherapy or other therapeutic counseling, which requires special training and state licensure.

### **TP6010 Becoming a Teacher of Meditation and the Inner Life, 3 Credit Hours**

This course is designed to deepen your appreciation for methods for connecting with your inner spiritual resources. The approach to this study and practice will be eclectic—

drawing upon sources from Eastern and Western traditions. As you deepen your own inner life, you will be better prepared to act as a guide, teacher, or mentor to others. The course culminates in a practical demonstration of your growing capacity to serve as a helper to other seekers. Course requirements include a practicum, in which you will have the opportunity to teach and share your own personal version of meditation instruction. This course will not provide the student with the background to offer psychotherapy or other therapeutic counseling, which requires special training and state licensure.

### **TP6100 Principles of Parapsychology, 3 Credit Hours**

This course is a survey of the field of parapsychology, including spontaneous psychic experiences, studies of mediums and psychics, experimental studies, and the relationship of psychic phenomena to religious experience. It approaches psychic phenomena from the perspective of integrating them with other aspects of human consciousness. The course combines intellectual and experiential approaches. The course compares the methods used to study and experience various types of psychic phenomena and explores the implications of these phenomena for other fields of human endeavor. There are also opportunities for you to explore your own psychic ability and to conduct a study of the psychic abilities of others.

### **TP6110 Spiritual Applications of Self-Hypnosis, 3 Credit Hours**

The underlying purpose of this course is to develop an overall experiential and intellectual framework for understanding the meaning and implications of the popular term “hypnosis” as it applies within a self-conducted process of consciousness alteration, a self-help model. The immediate purpose of this course is to guide you through self-hypnosis, so that you will have experienced for yourself what it is like to make changes or receive guidance from this process. In this course, you will teach yourself various methods and applications of self-hypnosis by reading material and through actual practice.

### **TP6115 Integrated Imagery Level One,\* 3 Credit Hours**

The purpose of the TP6115 Level One course is to introduce the student to a technique for psychological and spiritual growth called Integrated Imagery through a didactic and supervised experiential process that includes a four-day residency and online cohort and mentor interaction prior to and subsequent to the residency. The course starts with an introduction to the principles of the technique, reincarnation theory as it relates to growth processes, the model of complex psychology, and the concept of the energetic chain of experience. The student will learn basic intake and induction techniques, introductory processing and guidelines, and closure and integration techniques designed to de-energize negative patterns and enliven positive experiences and memories. The primary emphasis of this introductory course and level of training is on exploring the positive aspects of

one's psychospiritual nature and how those aspects affect one's sense of life path, also viewed as soul purpose in some spiritual systems. Another application of Integrated Imagery is to access transpersonal states of consciousness in order to gain additional insights, guidance, and creative impetus to support the process of conscious evolution and creativity. Although the technique enables people to access what appear to be past lives and transpersonal states of consciousness, the subjects of the regression experience need not have any belief in reincarnation or spirituality for the purpose of insight and healing. In this respect, Integrated Imagery can be viewed as another technique comparable to those used in dream work, sand play, or any of the creative arts therapies. Consequently, the regression experience will tend to be relevant to the subject's life and therefore have healing potential.

\*Includes a mandatory four-day residency in Virginia Beach.

### **TP6120 Integrated Imagery Level Two,\* 3 Credit Hours**

The purpose of this second-level course is to enable the student to develop a more advanced level of skill in the technique of Integrated Imagery. As in Level One, TP6115, this will be accomplished through a didactic and supervised experiential process that includes a four-day residency and online cohort and mentor interaction prior to, during, and subsequent to the residency. In the online preparation for the residency and during the four-day residency, the student will be introduced to a more advanced understanding of Eriksonian hypnosis, complex psychology, and the processing of not only positive but traumatic regression experiences accessed in what is called in this model the energetic chain of experience. This involves biographical, perinatal, and transpersonal experiences as well as what may be perceived as past life memories when necessary. Through lectures, demonstrations, group discussions, and supervised regression experiences during the residency, the students will be expected to acquire more advanced skills in the intake/induction, guiding/processing, and closure/integration stages of the technique. In this second level of training, emphasis will be placed on the technique of processing and re-scripting (de-energizing) the negative or traumatic experiences surfacing in the regression process. The online component of the course—subsequent to the residency—involves the submission of case presentations discussing the residential experience as a guide and as a traveler as well as eight practice regression sessions to be conducted privately during the final weeks of the course. Prerequisite: TP6115 Integrated Imagery Level One.

\*Includes a mandatory four-day residency in Virginia Beach.

### **TP6125 Integrated Imagery Level Three,\* 3 Credit Hours**

More advanced topics and techniques will be introduced and demonstrated, including advanced techniques in processing trauma, the use of progressions, an introduction to dealing with attachments, and the application of Integrated Imagery as a technique in spiritual mentoring. Consequently, emphasis will be placed on the issue of ethics and establishing

a mentoring practice. The online component of the course subsequent to the residency involves the submission of case presentations discussing the residential experience as a guide and traveler, as well as eight practice regression sessions to be conducted privately during the final weeks of the course. Prerequisites: TP6115 Integrated Imagery Level One and TP6120 Integrated Imagery Level Two. MATP students who complete all three levels of the IIRH series as part of their degree can receive a certification of completion upon request.

\*Includes a mandatory four-day residency in Virginia Beach.

### **TP6140 Mythology and Symbolism: Pathway to Transformation, 3 Credit Hours**

This course explores the nature of symbols and mythology, the reasons for their importance, and their effect on the way in which we experience life. It explores how our belief systems and the resulting behaviors reflect our family and culture, and how, during our passage from one stage of life to another, symbols and images arise from our biological, emotional, psychological, and spiritual maturation. The purpose of this course is to increase the student's deep understanding of myths and symbols for the transformations in life.

### **TP6205 Nonfiction Writing on Transpersonal Subjects, 3 Credit Hours**

In this elective writing course in the Creativity Specialization, students will define a reason for wishing to write nonfiction and then create a vision statement and career plan or book proposal for actualizing their vision. They will also practice the techniques for writing different types of nonfiction and give one another feedback on their ideas and writing. The purpose of this course is to outfit transpersonal thinkers with the tools necessary to share their ideas with various audiences in various genres or media. As a result of this course, the students will be able to actualize and shape transpersonal theories into interesting and readable prose. In so doing, they will educate the world and help to actualize their own purpose within it.

### **TP6300/ML6010 Leading from the Inside Out, 3 Credit Hours**

Any consideration of leadership from the point of view of its transformative qualities must necessarily take into account the evolving relationship between self-transformation and the transformation of others. The purpose of this course is to have students critically examine the inner dimensions of their own evolution towards wholeness as they reflect upon the contemporary discussions of the process of leadership based upon this self-integrity and wholeness (leading from the inside out). Essentially, this course asks students to give serious thought to the question of what it means to be a leader with strong personal wholeness. The course is based on the premise that inner transformation depends upon the person and that such transformation can occur in context with others. Thus, leading from the inside out does not mean that, as I transform myself, I then transform others. Rather,

the group dynamic within which I operate presents an opportunity for all involved to transform themselves in ways that express who they are in the context of the enterprise they are engaged in.

### **TP6305/ML5020 Spirituality & Ethics in Leadership, 3 Credit Hours**

Any activity that involves the interaction of human beings is bound to have ethical and spiritual implications. The purpose of this required course is to examine the spiritual and ethical implications of leadership. Essentially, this course asks students to consider the questions of how one ought to behave both spiritually and ethically as a leader. In whatever society we live, these questions are raised as a normal part of human discourse. For example, in the course of an election, people will try to decide which of the participants would be a better leader. The term, "better" is a value-laden term in that it implies some criterion or goal with respect to which we will measure potential leaders. It may be that, for some, "better" means "more effective" in achieving a certain goal. But, for this to make sense, the goal must have some value. Spirituality and ethics are key pieces in the study of value.

### **TP6315/ML6205 Leadership and Learning: Spiritual Dimensions of Learning, 3 Credit Hours**

Authentic education is based upon the notion that all aspects of a person (physical, emotional, mental, and spiritual) must be addressed for genuine learning to occur. The purpose of this course is to engage the student in a reflective examination of the spiritual aspects of the learning process in order to determine: a) how those aspects can enhance the student's understanding of self and others; and b) how that understanding relates to the ability to lead from within. This course will examine the relationship between learning and leadership in order to discover what approaches to learning might best nurture the qualities of leadership.

### **TP6405 Mandala Creation as a Transformative Practice, 3 Credit Hours**

This course will provide you with the necessary background and tools to engage in a personal exploration of mandalas through the creative process. Using a variety of methods and materials, you will create a series of mandalas, observe this process as it unfolds in a series of images over time, and experience firsthand the transformation that can come from the conscious creation of mandalas. You will explore the symbolism of mandalas through intuitive interpretation, dreams, and the synchronistic patterns that manifest in waking life while you engage in this practice. The course provides an historical, philosophical, and psychological context for understanding mandala creation, while placing emphasis on the development of personal artistic vision.



### **TP6450 Transpersonal Business, 3 Credit Hours**

The purpose of this course is to give the student an understanding of entrepreneurship, business, and an understanding of how their business will have a local as well as a global effect. Through these understandings, the student will be able to define how the business process works, how to use the knowledge gained to start their own enterprise, how to be an effective leader, and how to start a socially conscious and responsible business. Through the definition and creation of their concept, the student will build a plan for the launch of their business.

### **TP6900 Directed Study, 3 Credit Hours**

In this course, the student works with a faculty member to design a focused, in-depth study related to transpersonal psychology. This course is only available to students in the Master of Arts in Transpersonal Psychology program. The student must have completed 15 credit hours of work towards the degree, including completion of the four core courses (TP5000, TP5005, TP5010, TP5015) and at least one specialization required course. Each student is allowed to take up to two directed study courses within their degree program. If you are interested in enrolling in TP6900, please contact your advisor at [advising@atlanticuniv.edu](mailto:advising@atlanticuniv.edu).

### **TP6999 Culminating Project, 3 Credit Hours**

This course is only available to students in the Master of Arts in Transpersonal Psychology program. Students who choose to cap off their degree experience with a Culminating Project register for TP6999 as the last course in their program. More information is available on page 22.





# Meet the Faculty

Atlantic University's faculty is available through their email accounts. Teaching faculty will provide their particular "office hours" or availability within each online classroom.

## **Nick Atlas**

PhD, Psychology, University of West Georgia  
BA, Sociology, Emory University  
Teaching area: Transpersonal Psychology, Consciousness

## **Loyd Auerbach**

MS, Parapsychology, John F. Kennedy University  
BA, Cultural Anthropology, Northwestern University  
Teaching area: Transpersonal Psychology, Consciousness

## **Paul Bishop**

MA, Transpersonal Psychology with a concentration in Consciousness Studies, Atlantic University  
BBA, Business Administration, University of Kentucky  
Teaching area: Consciousness

## **Bunny Clemes**

PhD, British Literature, University of Houston  
MA, British Literature, University of Houston  
BSEd, English and Latin, University of Texas at Austin  
Teaching area: Transpersonal Psychology, Creativity

## **Tom Curley**

Dean of the School of Transpersonal Psychology  
PhD, American Philosophy, Fordham University  
MA, Philosophy, Fordham University  
BA with Honors, Philosophy, Fordham University  
Teaching area: Transpersonal Psychology, Leadership Studies

## **Linda Edge**

PhD, Clinical Psychology, The Union Institute  
MS, Education in Social Agency Counseling, University of Dayton  
MA, Music: Violin Performance, Northwestern University  
BS, Creative Intelligence, Maharishi European Research University, Seelisburg, Switzerland  
Teaching area: Transpersonal Psychology, Applied Spirituality

## **Lisa Heuvel**

EdD, Higher education Administration, The College of William and Mary  
MA, American Studies, The College of William and Mary  
BA, Theater and Speech, The College of William and Mary  
Teaching area: Leadership

## **Mary Elizabeth Lynch**

JD, University of Virginia  
MA, Philosophy, University of Dayton  
BA, Philosophy, Rockhurst College  
Teaching area: Transpersonal Psychology

## **Eileen Malo**

MHA, Health Policy Fellowship, University of Pittsburgh  
BS, Education, Edinboro University of Pennsylvania  
Teaching area: Leadership Studies, Applied Spirituality

## **Jewels Maloney**

EdD, Creativity, University of Massachusetts  
MEd, Creativity, University of Massachusetts  
BA, History, Mt. Holyoke College  
Teaching area: Transpersonal Psychology, Creativity

## **Rachel Mann**

PhD, Slavic Languages and Literatures, University of Virginia  
MA, Soviet Studies, University of Virginia  
BA, Russian Studies, Trinity College  
Teaching area: Transpersonal Psychology

## **Raye Mathis**

MSW, Clinical Social Work, Norfolk State University  
BA with Honors, Mathematics, Furman University  
Teaching area: Transpersonal Psychology, Applied Spirituality

## **Tera McIntosh**

PhD, Leadership and Change, Antioch University  
MS, Nonprofit Management, Carlow University  
BS, Recreation Therapy, Slippery Rock University  
Teaching area: Leadership Studies

## **Henry Reed**

Professor Emeritus, Atlantic University  
PhD Psychology, University of California, Los Angeles  
BA in Mathematics, Pomona College  
Teaching area: Transpersonal Psychology

## **Douglas Richards**

PhD, Zoology, University of North Carolina at Chapel Hill  
BA, Biology, Amherst College  
Teaching area: Transpersonal Psychology

## **William Martin Sloane**

PhD, Religion, American Christian College and Seminary  
DBA, Apollon University  
LLM (Labor), Temple University  
JD, Widener University  
EdD, Higher Education, Charisma University  
MBA, Universidad San Juan de la Cruz  
MAR, Liberty University  
MA, Transpersonal Studies, Atlantic University  
BA, History and Social Science, York College of Pennsylvania  
Teaching area: Transpersonal Psychology, Leadership Studies

## **Deborah Smith**

PhD, Psychology, Sofia University  
MA, Transpersonal Studies, Atlantic University  
BA, Education, Virginia Tech  
Teaching area: Transpersonal Psychology, Consciousness, Integrated Imagery: Regression Hypnosis

## **James Van Auken**

PhD Candidate, Leadership and Change, Antioch University  
MA, Leadership and Change, Antioch University  
MBA, Saint Leo University  
BA, Religion, American Public University  
Teaching area: Leadership Studies, Mindful Leadership

## **Rachel Vincitore**

Assoc. VP of Enrollment Management Services  
MS, Industrial & Organization Psychology, Grand Canyon University  
BA, Humanities, University of Maryland University College  
Teaching area: Transpersonal Psychology

## **Jenny Wade**

PhD, Human Development, Fielding Graduate University  
MA, Human Development, Fielding Graduate University  
BA, English, Texas Christian University  
Teaching area: Transpersonal Psychology, Leadership Studies

## **Peggy Rowe Ward**

EdD, Adult Education, University of Idaho  
MED, Counseling Psychology, College of Idaho  
BA, Sociology, Miami University  
Teaching area: Leadership Studies, Global Leadership

## **Robin J. Weeks**

PhD, Geophysical Sciences, University of California at Santa Barbara  
MA, Religious Studies, Naropa University  
BS, Geophysical Sciences, University of Southampton, England  
Teaching area: Transpersonal Psychology, Consciousness

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# Advisory Council

## Harris Friedman PhD

Professor, Research, University of Florida, Psychology Department  
PhD, Personality-Clinical Psychology, Georgia State University  
MA, Sociology and Anthropology, Emory University  
BA, Psychology, Emory University

Dr. Friedman is a Professor Emeritus, Saybrook University. He co-edits the *International Journal of Transpersonal Studies* and serves on the editorial board of a number of other journals. His scholarly research is primarily focused on transpersonal psychology, but he also is very active in researching organizational change.

## Neil Helm, PhD

Scholar in Residence (Ret), Atlantic University  
PhD, Transpersonal Psychology, Sofia University  
MA, Transpersonal Studies, Atlantic University  
BS, Foreign Service, Georgetown University

Dr. Helm completed a 40-year career in Space Science. From 1991 to 2008, he directed a research center at the George Washington University where he managed high technology research projects for NASA, other agencies, and governments. Dr. Helm continues to conduct research primarily in transpersonal psychology.

## Marilyn Schlitz, PhD

Dean of the Institute of Transpersonal Psychology, Sofia University  
PhD, Social Anthropology, University of Texas, Austin  
MA, Social and Behavioral Studies, University of Texas, San Antonio  
BA, Liberal Arts, Wayne State University

Dr. Schlitz is the President Emeritus and a Senior Fellow at the Institute of Noetic Sciences, and the Senior Scientist at the California Pacific Medical Center Research Institute. For more than three decades, Dr. Schlitz has been a leader in the field of consciousness studies. She has taught at Stanford and the Harvard Medical School. Dr. Schlitz has authored numerous

books including, *Living Deeply*, and over 200 articles.

## Christine Simmonds-Moore, PhD

Associate Professor, Psychology, University of West Georgia  
PhD, Psychology, Leicester University and University of Northampton  
M Phil., Cognitive Science, Dundee University  
BA, Psychology, University of Wales, Swansea

Dr. Simmonds-Moore has a post-graduate diploma from Liverpool John Moore's University. She has taught at the University of Virginia and was a Senior Research Fellow at the Rhine Research Center. Dr. Simmonds-Moore's research interests include the study of personality types who are prone to subjective anomalous and paranormal experiences and beliefs.

## Christina Tollotson, DD

Dean, Distance Education, Holmes Institute  
DD, Divinity, Emerson Institute  
MA, Education, San Francisco State University  
MA, Consciousness Studies, Holmes Institute  
BA, Social Work

Dr. Tollotson directs all online education for headquarters of the United Centers for Spiritual Living. She also serves as staff minister at Seaside, where she creates and teaches science and spirituality, relationship, and abundance classes.

## James Van Auken, PhD

Vice President of Academic Affairs, Atlantic University  
PhD, Leadership and Change, Antioch University  
MA, Leadership and Change, Antioch University  
MBA, St. Leo University  
BA, Religion, American Public University

Dr. Van Auken provides overall leadership and oversight of Atlantic University's strategic planning and operations, as well as overseeing administrative staff and university faculty. He also serves as member of the President and CEO's Senior Management Team for the non-profit organization, the Association for Research and Enlightenment. He is a faculty member at Atlantic University, Christopher Newport University, and the Cayce/Reilly School of Massage where he teaches courses on mindfulness, leadership, and meditation.

# NOTES



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## Addendum to the 2019 Academic Catalog, 9/26/2019

Per Section 103 of the Veterans Benefits and Transition Act of 2018, Atlantic University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of a payment to be provided by the Secretary under chapter 31 or 33 of this title.

