2027 Academic Catalog



Atlantic University

transformative | inspired | mindful



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2027 Academic 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."

Edgar Cayce reading 2087–1, December 13, 1929.

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Atlantic University
Academic Catalog
Dec. 31, 2026–Dec. 31, 2027

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Academic Calendar

2027 Academic Calendar

Winter 2027

January 4 – March 26

All applications due: December 18, 2026

Spring 2027

April 5 – June 25

All applications due: March 19, 2027

Summer 2027

July 5 – September 24

All applications due: June 18, 2027

Fall 2027

October 4 – December 24

All applications due: September 17, 2027

Hours of Operation

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

University Holidays

New Year's Eve (December 31)

New Year's Day (January 1)

Memorial Day (last Monday in May)

Juneteenth (June 19)

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.

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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.

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 Mindfulness 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 mindfulness 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 and mindfulness practices 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 and 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. The institution received accreditation from the Distance Education Accrediting Commission (DEAC) in 1994 for its distance education program and was reaccredited in 1999, 2005, 2010, 2020 and 2025. The Distance Education Accrediting Commission accrediting commission is listed by the U.S. Department of Education as a recognized accrediting agency and is recognized by of the Council for Higher Education Accreditation (CHEA).

DEAC
DISTANCE EDUCATION ACCREDITING COMMISSION

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

2027 Application Deadlines

Application Deadlines for 2027 Semesters		
	Dates	All Applications Due
Winter 2027	January 4–March 26, 2027	Dec. 18, 2026
Spring 2027	April 5–June 25, 2027	March 19, 2027
Summer 2027	July 5–September 24, 2027	June 18, 2027
Fall 2027	October 4–December 24, 2027	Sept. 17, 2027

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 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.
- All students will be notified via email about their admissions status. If the student does not confirm receipt of the email within 72 hours, Admissions staff will call the student to confirm receipt of notice of admissions.

Transfer Credits Information

Transferring Credits to Atlantic University

Students may transfer up to four courses (twelve hours of graduate credit) if such courses are determined to be relevant and comparable to those offered by the University.

- The course must be graduate level.
- The course must have been completed within 10 years at an Accredited College or University recognized by the US Department of Education. International students must have their transcripts evaluated prior to consideration for transfer. A list of evaluators can be provided by the admission department.
- The student must have earned a "B" or better in the course.
- The course must pertain to Atlantic University's Curriculum. The content of the transferred in course must be comparable to the content of a course offered by Atlantic University.
- The course will be reviewed for transferability using the following:
  1. Official transcripts.
  2. Title, description, syllabus, course objectives and/or justification for its applicability to Atlantic University's curriculum.
- 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.

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.

Transfer Credit Appeal Procedure

Students who would like to challenge the evaluation of their transfer credits from other colleges and universities into AU must follow this appeal process:

- Appeals should be sent via email to the office of the Provost.
- Include your name, email, and a clear explanation as to why you believe the initial response was inappropriate.
- Include any information or evidence to justify that the course credit should be transferred. Examples of support include a comparison of topics covered, credit hours, sample course syllabi, or other material indicating the courses are comparable.

International Students Program Information

English Language Proficiency Assessment

Prospective students whose native language is not English and who have not earned a degree from an appropriately accredited institution where English is the principal language of instruction must demonstrate college-level proficiency in English through one of the following for admission:

1. Undergraduate Degree: A minimum total score of 57 on the paper-delivered Test of English as a Foreign Language (TOEFL PBT), or 61 on the Internet Based Test (iBT); 6.0 on the International English Language Test (IELTS); 44 on the Pearson Test of English Academic Score Report; 95 on the Duolingo English Test; or 53 on the 4-skill Michigan English Test (MET), or 650/LP on the Michigan Examination for the Certificate of Competency in English (ECCE), or 650/LP on the Michigan Examination for the Certificate of Proficiency in English (ECPE). A high school diploma completed at an accredited/recognized high school (where the medium of instruction is English).

2. Master's Degree: A minimum total score of 60 on the paper-delivered Test of English as a Foreign Language (TOEFL PBT), or 71 on the Internet Based Test (iBT); 6.5 on the International English Language Test (IELTS); 50 on the Pearson Test of English Academic Score Report; 100 on the Duolingo English Test; or 55 on the 4-skill Michigan English Test (MET), or 650/LP on the Michigan Examination for the Certificate of Competency in English (ECCE), or 650/LP on the Michigan Examination for the Certificate of Proficiency in English (ECPE).

3. First Professional Degree or Professional Doctoral Degree: A minimum score of 65 on the paper-delivered Test of English as a Foreign Language (TOEFL PBT), or 80 on the Internet Based Test (iBT); 6.5 on the International English Language Test (IELTS); 58 on the Pearson Test of English Academic Score Report; 105 on the Duolingo English Test; or 55 on the 4-skill Michigan English Test (MET), or 650/LP on the Michigan Examination for the Certificate of Competency in English (ECCE), or 650/LP on the Michigan Examination for the Certificate of Proficiency in English (ECPE).

4. A minimum score on the College Board Accuplacer ESL Exam Series as follows: ESL Language Use: Score of 85 ESL Listening: Score of 80 ESL Reading: Score of 85 ESL Sentence Meaning: Score of 90 ESL Writeplacer: Score of 4 Comprehensive Score for all exams of 350 Distance Education Accrediting Commission, 1101 17th Street NW, Suite 808, Washington, DC 20036 Page 145

5. A minimum grade of Pre-1 on the Eiken English Proficiency Exam;

6. A minimum B-2 English proficiency level identified within the Common European Framework of Reference (CEFR) standards and assessed through various ESOL examinations, including the University of Cambridge;

7. A transcript indicating completion of at least 30 semester credit hours with an average grade of "C" or higher at an institution accredited by an agency recognized by the United States Secretary of Education and/or the Council for Higher Education Accreditation (CHEA), or accepted foreign equivalent that is listed in the International Handbook of Universities where the language of instruction was English. An average grade of B or higher is required for the master's degree, first professional degree, or professional doctoral degree. B. Transcripts not in English must be evaluated by an appropriate third party and translated into English or evaluated by a trained transcript evaluator fluent in the language on the transcript. In this case, the evaluator must have expertise in the educational practices of the country of origin and include an English translation of the review.

Please note: *Our programs are offered as distance education, and students can complete all coursework in their countries of residence.*

Readmission Process

Students who have been away from their studies for three or more semesters or more and wish to resume will need to reapply to the program for consideration. Students who have not completed a program within seven years, will also need to reapply to the University. 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.

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Enrollment Acknowledgment

All students are required to complete and submit a program enrollment acknowledgment 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 resource fee, and any withdrawal fees incurred while enrolled.

For those using 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

2027 Payment Options:

Graduate Tuition

per credit hour: $427
per 3-credit course: $1,281
per semester: $75 resource fee

Noncredit Tuition

per course: $855
per semester: $35 resource 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: $502/per course due at the time of enrollment. Two additional payments of $427/per course due monthly.
- Spiritual Guidance Mentor Training and Lifelong Learning noncredit students: $320/per course due at the time of enrollment. Two additional payments of $285/per course due monthly.

Nonrefundable Fees for 2027 Semesters

Descriptions	Fees
Graduate Application	$50
Noncredit Application	$35
Graduate Resource Fee (Per Semester)	$75
Noncredit Resource Fee (Per Semester)	$35
Graduate Studies Graduation Fee**	$100
Noncredit Certificate Fee**	$35 each (PDF conferred on completion)
Official Transcripts	$10 each
Withdrawal	$50
Extensions	$50
Returned Check	$35

Option 3: Third Party

- Employer/Reimbursement
- Outside Scholarships

Terms Glossary

Graduate Application
A non-refundable $50 application fee, taken at the time of application to Atlantic University; within 24-48 business hours.

Noncredit Application
Non-refundable $35 application fee taken at the time of application to Atlantic University; within 24-48 business hours.

Noncredit Resource Fee (Per Semester)
Atlantic University's Noncredit Resource Fee covers the cost of E-books, Microsoft Office student license, and materials accessible through the Library and Information Resources Network (LIRN).

Graduate Resource Fee (Per Semester)
Atlantic University's Graduate Resource Fee covers the cost of E-books, Microsoft Office student license, and materials accessible through the Library and Information Resources Network (LIRN), and services for required proctored examinations.

Graduation Fee (Graduate Studies)
Includes: diploma, final requirements review, and official transcript. International shipping fees will apply; we do not ship to P.O. boxes.

Certificate Fee (Noncredit)
Includes: certificate, final requirements review, and official transcript. International shipping fees will apply; we do not ship to P.O. boxes.

Official Transcript Fee
A transcript is a comprehensive record of academic information that includes coursework, grades, credit hours, GPA and Atlantic University degrees earned. Official transcripts bear the official seal of the University.

Withdrawal Fee

$50.00 Withdrawal Fee is incurred 6 days after courses begin. Students who withdraw within five days of enrolling in a course will receive a full refund.

Extension Fee

An extension 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.

Returned Check Fee

A Returned Check Fee is charged for check payments that are returned for lack of funds.

Scholarships

Atlantic University Scholarships

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. 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 AtlanicUniv.edu.

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. Noncredit courses are reduced 20% each. 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 AtlanticUniv.edu. Email questions to info@AtlanticUniv.edu.

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 percent reduction in tuition per academic credit. Noncredit courses are reduced 20 percent each. 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 AtlanticUniv.edu.

Refund Policies

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.

All refunds will be paid out within 30 days upon receipt of the student's email indicating a withdrawal from the course, up through week nine of the course.

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.

A. If the student pays $1,281 tuition for the term and withdraws within the first 5 days after registration, then the full $1,281 tuition will be refunded.

B. 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 $1,231.

C. If the student pays $1,281 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 14).

Non-Credit Rate

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

A. If the student pays $855 tuition for the term and withdraws within the first 5 days after registration, then the full $855 tuition will be refunded.

B. 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 $805.

C. If the student pays $855 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 14).

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

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.

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

Minimum requirements include Windows 10 or higher with 2GB of RAM or more and a ; 1.6 GHz or faster processor (2-core, 2 GHz or greater recommended); 4 GB of available disk space; 1280 x 768 screen resolution display (32-bit requires hardware acceleration for 4K and higher); graphics hardware acceleration requires DirectX 9 or later, with WDDM 2.0 or higher for Windows 10 (or WDDM 1.3 or higher for Windows 10 Fall Creators Update); Adobe Acrobat Reader; a webcam with 1280 x 768 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.

Note: It is recommended not to use older versions of operating systems that are out of support such as Windows XP, Vista or Windows 7.

Windows 11 Requirements: Minimum System Requirements: Processors/CPUs (Central Processing Units): 1 Ghz or faster with 2 or more cores and appearing on the Microsoft list of approved CPUs; 4 GB of RAM; 64 GB or larger storage device; System Firmware: UEFI (for Unified Extensible Firmware Interface, a modern version of the PC BIOS) and Secure Boot capable; Trusted Platform Module (TPM) version 2.0; graphics card compatible with DirectX 12 or later with WDDM 2.0 driver; high definition (720p) display that is greater than 9" diagonally, 8 bits per color channel; Windows 11 requires internet connectivity and a Microsoft Account to complete device setup on first use.

Apple Mac Users

Minimum requirements include one of the three most recent versions of macOS with an Intel processor and 4 GB RAM; 10 GB of available disk space; HFS+ hard disk format (also known as macOS Extended) or APFS (updates may require additional storage over time); 1280 x 800 screen resolution display; requires DirectX 9 or later, 128 MB graphics memory, and 32-bits-per-pixel-capable format; Adobe Acrobat Reader; 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, Firefox; or Safari.

Special Considerations

Students are responsible for their own operating systems, speed of Internet connection, and any third-party software downloads. At present, the Moodle Mobile app is not supported. We recommend that on a mobile device you log in to Moodle using the web browser. We recommend using the most current build of any operating system or browser. Product functionality and feature availability may vary on older systems.

Graduate Rate - $1281.00 for one 3 credit hour course

Withdrawal within 5 days of the course start date and receive 100% refund = $1281.00
$50.00 Withdrawal Fee is not incurred until 6 days after courses begin
$75.00 Resource Fee is non-refundable
*Amounts Below are based on one 3 credit hour graduate level course or $1281.00

Week Withdrawn	Tuition Refund Percentage	Refund Amount	Less $50.00 Withdrawal Fee	Total Refund
Week 1	100%	$1281.00	*Not incurred until day 6	$1231.00
Week 2	multiply by 80%	$1024.80	subtract $50.00	$ 974.80
Week 3	multiply by 70%	$ 896.70	subtract $50.00	$ 846.70
Week 4	multiply by 60%	$ 768.60	subtract $50.00	$ 718.60
Week 5	multiply by 50%	$ 640.50	subtract $50.00	$ 590.50
Week 6	multiply by 40%	$ 512.40	subtract $50.00	$ 462.40
Week 7	multiply by 30%	$ 384.30	subtract $50.00	$ 334.30
Week 8	multiply by 20%	$ 256.20	subtract $50.00	$ 206.20
Week 9	multiply by 10%	$ 128.10	subtract $50.00	$ 78.10

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—$855.00 one course

Withdrawal within 5 days of the course start date and receive 100% refund = $855.00
$50.00 Withdrawal Fee is not incurred until 6 days after courses begin
$75.00 Resource Fee is non-refundable
Amounts Below are based on one non-credit level course or $855.00

Withdrawal Week	Refund Percentage	Refund Amount	Less $50.00 withdrawal Fee	Total refund
Week 1	100%	$855.00	*not incurred until day 6	$855.00
Week 2	multiply by 80%	$684.00	subtract $50.00	$634.00
Week 3	multiply by 70%	$598.50	subtract $50.00	$548.50
Week 4	multiply by 60%	$513.00	subtract $50.00	$463.00
Week 5	multiply by 50%	$427.50	subtract $50.00	$377.50
Week 6	multiply by 40%	$342.00	subtract $50.00	$292.00
Week 7	multiply by 30%	$256.50	subtract $50.00	$206.50
Week 8	multiply by 20%	$171.00	subtract $50.00	$121.00
Week 9	multiply by 10%	$ 85.50	subtract $50.00	$ 35.50

*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 Policies

Semester and Academic Weeks

A "semester" is a period of twelve weeks in which students must complete all courses in which they are enrolled. The academic week runs from Monday to Sunday, ending at 11:59PM Eastern Standard Time (EST). Students of Atlantic University have access to Moodle, Atlantic University's learning management system (LMS) and can access courses through the LMS 24/7 during the twelve-week semester.

Atlantic University measures graduate and noncredit programs in semester credit hours. Each course within the program is only acceptable for credit within the respective noncredit certificate, graduate certificate and graduate degree programs. Each three-credit course requires approximately 135 hours of work and students should expect to spend approximately eleven to twelve hours per week on their studies. Coursework includes weekly assignments (e.g., reading assignments, group discussion posts, written assignments, projects).

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.

Textbook Costs

Approximate Textbook Costs	
Program Title	**Total Estimated Cost***
Master of Arts in Transpersonal Psychology	$400
Master of Arts in Mindfulness Studies	$400
Graduate Certificate in Mindful Leadership (5 courses)	$250
Graduate Certificate in Integrated Imagery: Regression Hypnosis (3 courses)	$300
Spiritual Guidance Mentor Training (5 courses)	$200
Lifelong Learning	$100

*Estimated at time of writing. Textbook costs fluctuate. The University recommends purchasing used books, audiobooks and digital books (e-books) when available.

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.

Netiquette Policy:

GENERAL ONLINE POSTING INFORMATION

Online discussion forums and live video chats are all different methods that allow for students to exchange ideas with their fellow students and the mentor. There are obvious differences between an online and a face-to-face discussion and how students will interact with fellow students and the mentor. For example, the online discussion does not take place at the same time and students/mentors are in different locations (asynchronous); however, the mentor may have online office hours. Students will post their online discussion threads and writing assignments throughout the assigned period of time. The replies may extend throughout a week or the remainder of the class, depending on the assignment. This provides students with flexibility to be a part of the discussion, yet also provides timely feedback for the initial response. Netiquette is the general considerations that must be followed as a part of an online community.

Any student who acts outside of the Netiquette Policy may be in violation of Student Conduct policy and therefore, subject to academic and non-academic repercussions.

GUIDELINES FOR ELECTRONIC COMMUNICATION

Moodle forums are similar to a face-to-face discussion session; except that you are chatting through an online forum where students and the mentor may be in any time zone, in any location and on any electronic device. Therefore, it is important to observe the courtesies one would employ in typical conversation. At Atlantic University, students are part of an electronic communication network. Students must:

- Be aware of cultural differences.
- Respect others may view issues from another perspective.
- Students should do their best to be open-minded and ask for clarification if they are uncertain of a posting; do not assume bad intentions.
- Be polite, do not flame (i.e. being offensive and critical of another person's perspective) or troll (i.e. inflammatory or false posts meant to illicit an emotional response).
- Flaming and trolling is considered internet harassment and violates the student conduct policy.
- Refrain from using inappropriate language.
- Be careful when using humor.
- Students' tone and body language are not translated in an online environment, so they should be mindful of how they convey a message.
- Students should make a regular commitment to login to Moodle and check the discussion forum so they can remain in touch with the group. (Note: Some discussion forums and writing assignments are graded, while others are not.).
- When contributing in an online community, do their best to create posts that will foster further discussion; a two-word response is not substantive enough to create discussion.
- Be sure to read an entire thread before responding to a post. A thread can become redundant if the messages are repetitive.
- Note that Atlantic University maintains all rules of copyright and plagiarism within the discussion boards, writing assignments, emails and other online communication.
- Be aware that using all capital letters constitutes shouting in electronic communication.
- Check over their information before submitting it, making sure to send the right information; once information has been submitted, it is seen by the intended recipients.

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 refer 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. Students 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.

General Guidelines

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

1. Students complete exams within two hours and must be proctored by Proctorio.
2. Students complete a selection of questions and can preview the questions in their entirety once entering the exam window with the proctor present.
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 weeks 11-12 in most courses. 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 Resources section of Moodle. Note that Proctored Exams require a web camera and microphone. Mobile devices are not compatible with Proctorio proctored exams. Questions can be directed to Advising.

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.

Extensions and Incomplete Grades

As a student, you will need to adhere to your assessment deadlines. Sometimes, however, circumstances beyond your control can affect your ability to submit work or attend an examination. Atlantic University has a policy of taking into account some circumstances which have affected students' academic study. These "extenuating circumstances" are defined as, 'A circumstance that is beyond your control and could not reasonably have been foreseen and acted upon that will prevent you from completing an assessment at or by the specified time or will have a significant negative effect on your performance in that assessment.

To be considered for an extension, students should email advising@AtlanticUniv.edu.

Students should submit requests as soon as they become aware of the problem and prior to the examination and/or coursework deadline. Requests may also be accepted after the coursework deadline or examination, providing that they are submitted within 48 hours of the assignment due date.

What is considered to be an extenuating circumstance?

The following are generally considered to be acceptable extenuating circumstances, providing that they are supported by appropriate evidence:

- Acute illness or injury
- Extended illness or injury
- Acute Illness of another person
- Bereavement
- Significant domestic and/or personal problems
- Court Attendance

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 at least one week prior to the semester end date. 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.

Transcripts and Records:

Transcripts may be requested at any time by contacting admissions@atlanticuniv.edu

Record Retention:

Atlantic University will comply with the Virginia Public Records Act, in the handling of University records. www.lva.virginia.gov/agencies/records/sched_state/gs-111.pdf

Graduate records will be maintained for 10 years from graduation or withdrawal.

Physical copies of some student records are kept under lock and key in fireproof cabinets in a locked office but most student records are kept electronically in the U drive.

Computers used by Atlantic University staff are username and password-protected when not in use so only authorized users have access to electronic records. Passwords must be changed every six months, and three unsuccessful login attempts lead to being locked out of the system. However, IT staff are available to help authorized staff members in an inadvertent lock-out.

In situations like dangerous weather and flooded roads, Atlantic University authorized staff can work from home, logging into their computers via a password and username protected remote log-in system.

Each Atlantic University staff member has a folder on the shared drive for record keeping, and there are department-wide folders. When staff members retire or leave employment with the University, their files are made accessible (if not

already) to the entire staff. Thus, there is an ongoing archive of electronic documents. For protection, electronic records are located on a file server with a RAID 1+0 configuration, protected with a firewall and with enterprise level antivirus software. This server is backed up to a second server each night. Both servers are rack mounted and located in a locked server room where only the IT Department has access.

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 program Chairperson within one semester following completion of the course for which the grade was given.
2. The program Chairperson 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 program Chairperson may appoint a three-person committee from the faculty to make a response to the challenge.
3. The program Chairperson 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 program Chairperson 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.
4. The student may appeal the decision made by the Chairperson by writing a letter explaining the reasons for the appeal. This appeal must be sent to the Provost within two weeks of the Chairperson's decision. The written decision of the Provost will be sent to the student within two weeks. The Provost's decision is 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. Mentors will grade and return all assignments submitted by the due date of those assignments within one week of the due date unless otherwise indicated.

The online courses typically have 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.

Satisfactory Academic Progress

Good Academic Standing

Good Academic Standing refers to students who maintain a cumulative 3.0 GPA or higher and promote academic integrity and uphold high academic standards in their oral and written communication in the classroom and with faculty and staff.

- Good Academic Standing is a requirement for:
- Receiving scholarships
- Taking a leave of absence
- Enrolling in TP6900 Directed Study
- Graduation

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 for two semesters, 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. Students have two semesters to move their cumulative GPA to or above a 3.0. If the student fails to do so within two semesters while on Academic Probation, the student will be dismissed from the university. If a student falls below a cumulative 3.0 GPA for a second time they will be dismissed from the school.

Students have the right to formally appeal all adverse decisions by following the appeal policy in this catalog.

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 to remain enrolled in the program.

Student Resources

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 eleven to twelve 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.

Advising and Student Services Support

NORMAL BUSINESS HOURS

Monday- Friday 9:00 a.m.-5:00 p.m. Eastern Standard Time (EST)

The student must correctly provide the following information:

- Full name
- Student number (ID number)
- Student mailing address
- Phone number with area code
- Alternate contact number and / or student email address
- Detailed description of the problem

If Student Services is unavailable, the student will be instructed to leave a voicemail message with the appropriate information and Student Services will respond as soon as possible. All other nonacademic requests for assistance should be directed to advising during normal business hours at 800-428-1512 or to advising@atlanticuniv.edu.

AFTER-HOURS AND WEEKEND SUPPORT

Atlantic University offers on-line student support through Student Resources and Advising classrooms within Moodle LMS. Most questions can be answered through the information in those classrooms. Examples of assistance include but are not limited to:

- Program inquiries
- Enrollment questions, enrollment forms
- Policies and procedures
- Technology support and help
- Invalid Login/Password

Advising and Student Services support students throughout their program of choice at Atlantic University. Student Services and Advising maintain regular communications with the student throughout their program to create realistic goals for the timely completion of courses to correlate with the student's graduation requirements.

The student is responsible for their own academic decisions and education. In order for the University to assist students most effectively, it is the student's responsibility to immediately communicate needs and/ or concerns to the administration for a timely and effective resolution.

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.

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.

University and Student Roles

Statement of Student Responsibility:

UNIVERSITY ROLE

Atlantic University is committed to keeping each student informed of changes that may impact their educational pursuits with the University. Student support services (Student Services and Advising) are provided to assist each student in meeting academic goals. Each student deserves dependable, accurate, respectful, honest, friendly and professional service. This can only be achieved through cooperative efforts and responsibilities shared by the student. Atlantic University is not responsible for the misuse and/or unauthorized use of any University-provided supplies and/or materials.

STUDENT ROLE

A student's success with Atlantic University depends above all, on the student's response to the opportunities and responsibilities within the University. When students enter the University, it is understood that their purpose is earnest and that their efforts and actions will bear out this presumption. Final responsibility for fulfilling the requirements of a course syllabus in each class, for meeting all program/degree requirements and for complying with University regulations and procedures rests with the student as described in all University official publications and website. These resources include, but are not limited to, the Academic Catalog, the Atlantic University website, Course Syllabi and Moodle.

Atlantic University students are responsible for, but not limited to, the following:

- Ensuring required documents are received and on file as required by the University
- Checking their Atlantic University email account regularly and using it appropriately as specified by the University student email account
- Reading and adhering to all published University policies and procedures
- Maintaining communication with University representatives
- Ensuring name, mailing address and methods for authorized payments are correct and contacting their Advisor to update any changes
- Completing all academic prerequisites and graduation requirements
- Completing courses within the 12-week academic semester and requesting extensions in advance to their Advisor and mentor
- Submitting all coursework on time.
- Not using "technology," human error, or internet problem as a continuing excuse for turning in an assignment late..
- Proactive planning for use of electronic devices for course work, identity verification and proctored exams
- Submitting and following up on disputes of grades in writing to faculty
- Following up on all appeals and requests submitted
- Knowing that when enrolling for a course, charges are incurred
- Paying charges incurred when enrolling
- Paying all charges incurred by the published payment due date
- Conducting all financial affairs in a legal and ethical manner

The University is available to help; if students have any questions regarding their educational experience, they should contact the University at 800-428-1512 during regular business hours.

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 by educational authorities 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.

Identity Verification Policy:

Atlantic University has a significant responsibility to ensure that the academic integrity of the institution is intact. The University takes steps necessary to ensure that students are academically engaged and that the student who earns academic credit is in fact the person doing the work.

To ensure the above we will do the following:

VERIFYING STUDENT IDENTITY

All students must submit a copy of a valid government-issued photo identification during the admissions process to the university.

For graduate students, this photo identification will be verified again during proctored exams and must match the university photo identification card on file.

IDENTITY VERIFICATION METHODS

Students enrolled in courses or programs are subject to one or more of the following student identity verification methods:

Secure, Individual Login and Passcode for LMS: Students are provided a Username and Password for Moodle LMS. These identifiers are used to access the Moodle LMS in order to view course grades, related information and to complete coursework. Upon acceptance to the University, new students will gain set up access to Moodle via Student Services using the email associated with the student during the admissions process.

Secure, Individual Login and Passcode for University Email: Students are provided a Username and Password via the IT administrator for their Student Email upon acceptance to the University. These identifiers are used to access the student email in order to view secure email correspondence. See university student email policy for more information.

Proctored Examinations: Use of the Atlantic University-approved third-party service is required for examinations that are noted as graduation requirements. See Proctored Exam policy for further details.

Administrative or Academic Practices: Students are subject to identity verification through use of personally identifiable information provided by the student upon application to the University. Students must provide their assigned Student ID Number, along with other requested sources of personally identifiable information when contacting the University via email or phone. In addition, faculty and staff may commence verification of student identity following a review of student work. Noticeable changes in academic performance and/or writing style will be monitored and an identity verification process could be initiated if unexplained changes in student performance are detected.

MONITOR ACADEMIC ENGAGEMENT

Proctored Exams: Throughout a student's program of study, assessments from select graduate courses will be proctored. Proctored exams serve as an additional identity verification process used by Atlantic University to ensure academic integrity and meet accreditation requirements. Students are required to complete proctored exams throughout their program as a requirement for graduation. Proctored exam information and rules are provided in each course syllabus where a proctored exam is required. Taking proctored exams is mandatory, without exception, and is not subject for appeal. Failure to complete the proctored examination could result in, but is not limited to, a failing grade (F) for the course or the cancellation of future enrollments for that student until that course has been taken and the proctored exam successfully completed.

MONITOR SUSPICIOUS ACTIVITY

Students sharing common traits with other Atlantic University students will be reviewed for suspicious activity. Common traits that will be reviewed include, but are not limited to:

- Physical address
- IP addresses
- Telephone numbers
- Personal references
- Email addresses

Students that are determined to be in violation of this policy will be immediately withdrawn from the University and / or possibly reported to the appropriate authorities. This ensures the student's identity is protected.

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.

Proctored Examinations

Atlantic University uses Proctorio as the proctoring service for Proctored Exams. Students in the Master's Degree programs are required to take proctored examinations. Students in certificate programs and noncredit students are not required to take proctored examinations.

In the Master of Arts in Transpersonal Psychology program, proctored exams are required for TP5000 Introduction to Transpersonal Psychology, TP5010 The Inner Life, and TP5012 Introduction to Psychological Theories.

In the Master of Arts in Mindfulness Studies program, proctored exams are required for MS5000 Foundations of Mindfuness Studies, MS5001 Foundations of MIndful Leadership, and MS5020 Spirituality and Ethics of Mindful Leadership.

METHODS OF PROCTORING

Videos recorded during the exam session contain full-length webcam views, audios and desktop recordings. Videos are stored and available to University administrators for review. The course syllabus will indicate any unique exam rules that may apply. Videos will be reviewed with these rules in mind and violations will be reported to University administrators. Students must have an operational webcam/video, computer, high-speed internet connection and allow the third party proctor service to access their webcam and microphone during the proctored examination.

Students are required to identify themselves with a valid government-issued photo ID. Students may only have one internet browser window open while taking their proctored exams, unless otherwise specified. The use of internet-accessible devices, such as smartphones and tablets, are strictly prohibited during the exam. Students may not bring removable media of any type during the proctored exam (e.g., flash drives, etc.). Students are not allowed to converse with anyone other than their proctor during the proctored assessment. Proctors are prohibited from assisting with the exam with the exception of procedural or administrative issues. No one, at any time, is permitted to assist the student logging in or setting up the proctoring system. This will be flagged as a test violation. Therefore, if one is unable to operate the system, the student should contact Student Services.

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 Provost.

Maintaining Active Status

A student must enroll in and complete at least one course for at least two semesters a year to remain active. In addition, failure to maintain a minimal amount of activity in a course will result in the student being withdrawn from that course and placed on 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 and must reapply to the university."

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. Please notify advising@AtlanticUniv.edu and the Provost by email. 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.

Students may contact the Administrative offices if they have a question about finances, 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
info@atlanticuniv.edu

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

Military Students

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 13, 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.

Atlantic University Student Policy on Artificial Intelligence (AI) Use

Purpose: Atlantic University values authentic learning, critical thinking, and personal growth. While you are not required to use AI in your work, as AI tools become increasingly common in academia, students are expected to use them ethically, transparently, and in ways that enhance—rather than replace—their own intellectual engagement and inner development. AI is currently undergoing a process of development. This document is meant to make our use of AI as transpersonally constructive as possible.

Acceptable Use of AI (With Disclosure): Students may use AI tools (e.g., ChatGPT, Grammarly, DALL·E) in the following ways, if usage is clearly acknowledged and as a policy rule, you have to verify all of the examples below because AI is not yet trustworthy as a graduate-level academic source. You are strongly encouraged to do all of the following things yourself first:

- Brainstorming and organizing ideas.
- Clarifying or summarizing complex readings.
- Improving grammar, clarity, and structure.
- Generating visuals or multimedia, with appropriate citation.
- Exploring diverse perspectives to enhance critical reflection.

Disclosure Requirements:

- State the AI platform(s) used in an in-text Disclosure Statement by summarizing how the AI was used in completing the assignment.
- Include the exact prompts, refining questions or instructions given to the AI in footnotes.
- In addition use: The APA citation guideline:

  "Quote here" (OpenAI, 2023).

  Reference (page)

  OpenAI. (2023). ChatGPT (Mar 14 version) [Large language model]. https://chat.openai.com/chat

Example disclosure: After you have completed the task that you have asked AI for help with, you would reference this help in a footnote like this: "AI assistance was used to organize initial ideas and clarify terminology in early drafts using ChatGPT. Prompt used: 'Summarize the key points of Carl Jung's concept of the collective unconscious in plain language"

Limit: AI-generated content must not exceed the amount of block quoting that is typically allowed in a paper, typically less than 10%--this may vary by mentor. (grammar check excepted)

Prohibited Use of AI

The following uses are not permitted:

- Submitting AI-generated text as original work (including essays, reflections, and discussion posts).
- Treating AI output as a source (as with Wikipedia, original sources must be consulted to verify information).
- Fabricating personal experiences, reflections, or spiritual insights with AI.
- Creating false or fabricated sources, references, or citations.
- Responding to classmates solely through AI without personally engaging with their posts.
- Using AI to bypass required readings or assignments.
- Violations will be treated as academic misconduct and addressed under the Academic Integrity Code.

Best Practices

- Use AI as a support, not a substitute, for your own voice, insight, and presence.
- When in doubt, consult your instructor before submitting work that involved AI assistance.
- Always prioritize honesty, critical engagement, and personal growth in your scholarship.

Academic Integrity

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 Grievance Officer.

Once the Grievance Officer has reviewed the incident report, the mentor's recommendation, and any student comments, a formal determination will be made and documented. The Grievance Officer will notify the mentor and student and forward the outcome document. 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.
- The student is placed on Academic Probation.
- 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:
- 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.

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 Program Chair.

Students must agree to the following statement upon submission of work within Moodle: "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 Program Chair. will be notified immediately. The Program Chair will obtain the student's written comments and any substantiating documentation and forward those to the Provost, who will review the incident and documentation.

Once the Provost has reviewed the report from the faculty or staff, a formal determination will be made and documented. The President 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 Provost 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 Provost, 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 17)

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 Grievance Officer will send an acknowledgment within two business days stating that an investigation will begin. The Grievance Officer will contact the staff/faculty members directly involved and attempt to reach a resolution. The Grievance Officer will keep a log of all formal complaints. Within 15 days after the acknowledgment letter is sent, the Grievance Officer 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 Provost.

The Provost 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 (select "Contact Us" and select the link in the left hand column). All complaints should be submitted using this form.

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. Instructors will grade and return all assignments through the online classroom within one week of the due dates of the assignments.

The online courses typically have 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 & Certificate Completion

Graduation and certificate completion requires satisfactory completion of all coursework associated with that program, the payment of all fees, 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.

Master of Arts in Transpersonal Psychology

Degree Requirements
36 Credit Hours, Culminating Project option,
12 online courses
39 Credit Hours, 13 online courses
*A degree holder from this program is not a psychotherapist or licensed counselor.

History and Perspective of Transpersonal Psychology

The field of transpersonal psychology takes an interdisciplinary approach in its efforts to understand the dimensions of human experience. It attempts to synthesize perspectives drawn from such disciplines as philosophy, religious studies, art, science, and history.

The word 'transpersonal,' comes from Western psychology, with Carl Jung, Abraham Maslow, and Stanislav Grof, 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

By the completion of this Master's program, students will be able to:

- Examine the major theories, research and practices of transpersonal psychology, transpersonal studies and related disciplines, and their impact on the physical, emotional, mental, and spiritual aspects of human consciousness;
- Apply experiential modalities such as meditation, dreamwork and journaling in order to gain perspective on who they are



and explore aspects of positive, personal and professional transformation;

- Exercise critical, creative and intuitive reasoning through a variety of holistic readings and research projects, as well written and interactive assignments;
- Communicate transpersonal awareness and experiences from a place of grounded and informed self-reflection, within the context of the course material;
- Integrate what they have learned into their own lives to facilitate transformation of themselves, their community, and the world.

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: Winter, Spring, Summer, and Fall.

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), The Inner Life: Dreams, Meditation, Creativity, and the Imagination (TP5010), Introduction to Psychological Theories (TP5012), Research Methods (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 others, 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.

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

General Studies Specialization Requirements

Required Core Courses (15 credit hours):

- TP5000 Introduction to Transpersonal Studies
- TP5010 The Inner Life: Dreams, Meditation, Creativity, and Imagination
- TP5012 Introduction to Psychological Theories
- TP5015/MS5010 Research Methods
- TP5020 Foundations of Transpersonal Psychology

General Required courses (9 credit hours):

- TP5050 Religion, Spirituality, and the Transpersonal
- TP5100, The Mystery of Consciousness: its Nature and Evolution
- 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. TP 5005 (Spiritual Crisis) explores the difference between a spiritual crisis and other phenomena such as a mystical experience and a mental health crisis as a way of preparing students for what can arise in their work with others. This opportunity to work with others outside of the classroom occurs during practicums for TP6010 Becoming a Teacher of Meditation, TP6005 Becoming a Teacher of Finding Your Mission in Life, and TP6000 Becoming a Teacher of Dream Work. TP5070 The Transpersonal Relationship: Holistic Mentoring and Applied Intuitive Arts 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 TP5055 Principles and Practices of Spiritual Mentorship. 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.

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

Applied Spirituality Specialization Requirements

Required Core Courses (15 credit hours):

- TP5000 Introduction to Transpersonal Studies
- TP5010 The Inner Life: Dreams, Meditation, Creativity, and Imagination
- TP5012 Introduction to Psychological Theories
- TP5015/MS5010 Research Methods
- TP5020 Foundations of Transpersonal Psychology

Applied Spirituality Required Electives (15 credit hours):

- TP5005 Spiritual Crisis
- 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

Consciousness

Asking the question, "what is consciousness?" is not too different from asking the question, "what is life?" or "what is existence?" And the answer to all these questions is, in any definitive sense, we don't know. One can't help but acknowledge a degree of inherent mystery here. However, the human spirit is such that we must try to plumb the depths of the big questions. As a result there are many "views" on consciousness produced by different aspects of human thought and study: contrast the following two quotes, the first from ancient Hindu philosophy and the second from modern science:

"Thou canst not see the seer of seeing, thou canst not hear the hearer of hearing, thou canst not comprehend the comprehender of comprehension, thou canst not know the knower of knowledge; he is thy soul, that is within all."

—Upanishads (Brh3.4)

"You, your joys and your sorrows, your memories and ambitions, your sense of personal identity and free will (your consciousness), are in fact no more than the behavior of a vast assembly of nerve cells and their associated molecules."

—Francis Crick (molecular biologist and neuroscientist, 20th century)

These are such diametrically opposite views on consciousness that one must surmise they arise from completely different ways of knowing or exploring the question. And there are many others in between.

At AU we examine perspectives on consciousness with particular attention to their relationship to the transpersonal. These include the study of mythology, theories of hypnosis, and the relationship between the scientific and the spiritual. In addition, there are the views of Depth Psychology originating with Carl Jung and his ideas on the Collective Unconscious.

We invite you to join us in our ongoing investigation of the challenging issues that arise from the human effort to understand consciousness.

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

Consciousness Specialization Requirements

Required Core Courses (15 credit hours):

- TP5000 Introduction to Transpersonal Studies
- TP5010 The Inner Life: Dreams, Meditation, Creativity, and Imagination
- TP5012 Introduction to Psychological Theories
- TP5015/ML5025 Research Methods
- TP5020 Foundations of Transpersonal Psychology

Consciousness Required Electives (12 credit hours):

- TP5100, The Mystery of Consciousness: its Nature and Evolution
- TP5105 Leading Issues in Transpersonal Psychology
- TP5110 Science and Spirituality
- TP6140 Mythology and Symbolism: Pathway to Transformation

Remaining Electives (9–12 credit hours):

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

Recommended Electives: 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***

**Five-day mandatory virtual residential

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 expression 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
- TP5010 The Inner Life: Dreams, Meditation, Creativity, and Imagination
- TP5012 Introduction to Psychological Theories
- TP5015/ML5025 Research Methods
- TP5020 Foundations of Transpersonal Psychology

Creativity Required Courses (12 credit hours):

- TP5150 Psychology of Creativity
- TP5155 Creating a Meaningful Life
- TP5250 Introduction to Visual Arts Skills: A Transpersonal Approach
- TP6205 Nonfiction Writing on Transpersonal Subjects

Remaining Electives (9–12 credit hours):

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

**Recommended Electives: TP6405 Mandala Creation as a Transformative Practice, and/or any course from the Applied Spirituality specialization.*

Leadership & 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 Core Courses (15 credit hours):

- TP5000 Introduction to Transpersonal Studies
- TP5010 The Inner Life: Dreams, Meditation, Creativity, and Imagination
- TP5012 Introduction to Psychological Theories
- TP5015/MS5025 Research Methods
- TP5020 Foundations of Transpersonal Psychology

Leadership and Conflict Transformation Required Electives (12 credit hours):

- TP5210 (MS5001) Foundations of Mindful Leadership
- TP5215 (MS6110) Change, Conflict, and Leadership
- TP5200 (MS6055) Peacebuilding
- TP5205 (MS6000) Mindful Communication

Remaining Electives (9–12 credit hours):

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

**Recommended Electives: MS6100 Leading from the Inside Out; TP6305 (MS5020) Spirituality and Ethics; TP6330 (MS6130) Applied Mindful Leadership.*

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.

For those who opt to do a Culminating Project, TP 6999 is the final course in their program. Prior to enrolling in TP6999, a student must obtain approval from their advisor and the faculty member to be the student's chairperson/primary mentor. Upon enrolling, the student will work with their chairperson to 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 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.

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.
- An interview scheduled upon receipt of all admissions material
- A copy of a state or government issued identification card*

*See Student Identity Policy for more information

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. Good time management skills and the ability to balance the demands of schoolwork and one's 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 regarding the decision of the Admissions Committee to accept them unconditionally, accept them conditionally, or deny acceptance.

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.

2027 Tuition

Tuition per credit hour: $427

Tuition per 3-credit course: $1,281

Total Tuition, 36 Credit Hours

$15,372 (does not include textbooks or any additional costs, supplies, and fees)

Total Tuition, 39 Credit Hours

$16,653 (does not include textbooks or any additional costs, supplies, and fees)

Fees

Application: $50

Graduation Fee: $100***

Extension: $50

Transcript: $10 each

Returned Check: $35

Withdrawal: $50****

Resource fee: $75 per semester

*All fees are nonrefundable

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

****See Withdrawal Policy, page 13.

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) and a grade point average of at least 3.0..

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 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, TP5010, and TP5012
- A Final Personal Essay. Information in Student Resources
- $100 Graduation Fee
- Have a zero balance on the student account

Master of Arts in Mindfulness Studies

Degree Requirements
39 Credit Hours, 13 online courses
Includes a capstone project in
MS6090 Capstone Project
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.

Mindfulness Studies

The concept of mindfulness originates in ancient Eastern philosophies. Within the last 50 years, mindfulness has expanded in the West, impacting the psychotherapy, leadership, education, business, healthcare, and wellbeing sectors. Relying on research, contemporary neuroscience, and human behavior, the field of mindfulness studies has become a mainstream academic pathway as well as a mainstay of professional training.

Mindfulness is a learned discipline based on advanced awareness of self and others in the present moment. Acting with the right intention, the mindfulness practitioner operates without judgment and with increased awareness in their family, work environment, and community spheres. Thus, their own spiritual development enriches those around them in transformative ways. Mindfulness Studies at Atlantic University encompass the academic study of the holistic dimensions of mindfulness.

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 Mindfulfulness Studies 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 Mindfulness Studies will be able to:

- Examine the foundations of mindfulness theory through wisdom and faith traditions, and science.
- Create and implement a personal mindfulness practice applicable to multiple dimensions of one's life.
- Evaluate the application of ethical principles to individual and collective challenges related to justice, diversity, equity, and inclusion in leadership and compassionate action.
- Analyze and differentiate theories and models within the field of leadership in relation to human development and the dynamics of life.
- Apply critical and creative thinking to relevant issues and research within the evolving field of mindfulness studies.
- Analyze and appraise factors involved in change, conflict, and compassion, as they relate to individual and collective experiences.
- Develop and embody mindfulness practices related to change, conflict, and compassion, in an effort to facilitate the organic connection between self and others.
- Produce an original work that demonstrates their ability to integrate theory, practice, reflection and application.

Curriculum

Mindfulness Studies

The Mindfulness Studies curriculum at Atlantic University allows graduate students and working professionals to develop their scholarship and practical skills to meet the challenges of our ever-changing world. This rigorous curriculum is delivered through asynchronous online courses, allowing each student to work in alignment with their personal and professional needs. The sequence of required and elective courses allows for rich and deep self-reflection and present-moment awareness, as an evolving part of each student's worldview and personal transformation.

Core Required Courses (33 Credit Hours):

MS5000 Foundations of Mindfulness Studies

MS5001 Foundations of Mindful Leadership

MS5010 Research Methods

MS5020 Spirituality & Ethics

MS6000 Mindful Communication

MS6010 Decolonizing the Mind

MS6055 Peacebuilding

MS6030 Earth Stewardship

MS6040 Contemplative Neuroscience

MS6050 Mindfulness Retreat

MS6090 Capstone Project

Elective Courses (6 Credit Hours), Choose 2 Electives:

MS 6100 Leading from the Inside Out

MS 6110 Change, Conflict & Leadership

MS 6210 Coaching & Development

MS 6300 Becoming a Teacher of Meditation and the Inner Life

MS 6080 Directed Study

Capstone Project:

The major capstone project for the degree program is located

in the course MS6090 Capstone Project. MS6090 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 Mindfulness Studies student's final course. A description of the Capstone Project can be found in this catalog in the course listings and description section. More information can be found on Atlantic University website and in Moodle.

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 Mindfulness Studies degree and Mindful Leadership Graduate Certificate applicants
- An interview scheduled upon receipt of all admissions material
- A copy of a state or government issued identification card*

*See Student Identity Policy for more information

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*

2027 Tuition

Tuition per credit hour: $427

Tuition per 3-credit course: $1,281

Total Tuition, 39 Credit Hours

$16,653 (does not include textbooks or any additional costs, supplies, and fees)

Fees

Application: $50

Graduation Fee: $100***

Extension: $50

Transcript: $10 each

Returned Check: $35

Withdrawal: $50****

Resource fee: $75 per semester

*All fees are nonrefundable

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

****See Withdrawal Policy, page 13.

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 Mindfulness Studies 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 covering the content of MS5000, MS5001, and MS5020
- Grade Point Average (GPA) of at least 3.0
- A final Personal Essay. Information in Student Resources.
- $100 Graduation Fee
- Have a zero balance on the student account

Mindful Leadership Graduate Certificate

Certificate Requirements
15 Credit Hours, 5 online courses
Certificates are eligible to transfer into the master's program in Mindfulness Studies

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 Mindfulness Studies.

Program Objectives

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

- Examine the foundations of mindfulness theory through wisdom and faith traditions, and science.
- Create and implement a personal mindfulness practice applicable to multiple dimensions of one's life.
- Examine and critique theories and principles of ethics and mindful leadership.
- Evaluate their own skills, strengths, and limitations as leaders and followers through self-reflection and mindfulness practices.
- Investigate and develop one's philosophy

Curriculum

Required (9 Credit Hours):

- MS5000 Foundations of Mindfulness Studies
- MS5001 Foundations of Mindful Leadership
- MS6130 Applied Mindful Leadership

Choose two remaining courses from the following list (6 Credit Hours):

- MS5020 Spirituality and Ethics
- MS6010 Decolonizing the Mind
- MS6100 Leading from the Inside Out
- MS6110 Change, Conflict & Leadership
- MS6120 Leading People, Teams, and Organizations

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.
- A current resume or CV and Mindful Leadership Certificate Graduate applicants
- An interview scheduled upon receipt of all admissions material
- A copy of a state or government issued identification card*

*See Student Identity Policy for more information

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. Good time management skills and the ability to balance the demands of schoolwork and one's 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 regarding the decision of the Admissions Committee to accept them unconditionally, accept them conditionally, or deny acceptance..

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*

2027 Tuition

Tuition per credit hour: $427

Tuition per 3-credit course: $1,281

Total Tuition, 15 Credit Hours

$6,405 (does not include textbooks or any additional costs, supplies, and fees)

Fees

Application: $50

Graduation Fee: $100***

Extension: $50

Transcript: $10 each

Returned Check: $35

Withdrawal: $50****

Resource fee: $75 per semester

*All fees are nonrefundable

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

****See Withdrawal Policy, page 13.

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
- Have a zero balance on the student account
- $100 graduation fee

Integrated Imagery: Regression Hypnosis

Certificate Requirements
9 Credit Hours, 3 online courses,
3 virtual residencies
A certificate holder from this program is not a psychotherapist or licensed counselor but rather acts as a trained transpersonal hypnotist experienced in this technique of integrated imagery.

About the Program

Integrated Imagery Regression Hypnosis (IIRH) 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 uses the principles in various forms of transpersonal hypnotherapy, Gestalt therapy, psychodrama, Jungian psychology, various forms of regression therapy, and certain body-based psychotherapies. At its core, Integrated Imagery is transpersonal, recognizing the interplay between the body, mind, and spirit. From this 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.

In the process of exploring the unconscious energies 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 present biographical life, the pre- and perinatal, perceived past life, afterlife, 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's purpose while de-energizing the negative energies and themes that may be causing disruptions in the present life.

It is also essential to understand that although the technique enables subjects to access what appears 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 insight and healing through the import of the active imagination.

Program Objectives

The purpose of this Graduate Certificate in Integrated Imagery is to introduce Integrated Imagery to the student as a technique for psychological and spiritual growth for themselves and others. Each of the three courses of advancing skills in the program is a prerequisite to the next. Advanced topics include processing trauma, the use of progressions, an introduction to dealing with spirit attachments, an introduction to working with ego states, 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 transpersonal hypnosis practice. By the completion of the certificate coursework requirements, students will have experience conducting a minimum of 30 individual hypnosis sessions. These sessions will either be observed or reviewed by the Mentors.

Through online cohort and mentor interactions and a required, supervised five-day virtual residential in each course, 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. 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's 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 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 the 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 five-day required virtual residency and online cohort and mentor interaction before and after the residency. The online component of each course—after 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. Attendance in all five days of the virtual residency is required to successfully complete each level.

**All three levels of this graduate certificate include a required virtual residential before the sixth week of instruction. Check your course syllabus for times and dates for your particular class.*

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.
- An interview scheduled upon receipt of all admissions material
- A copy of a state or government issued identification card*

*See Student Identity Policy for more information

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. Good time management skills and the ability to balance the demands of schoolwork and one's 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 regarding the decision of the Admissions Committee to accept them unconditionally, accept them conditionally, or deny acceptance..

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*

2027 Tuition

Tuition per credit hour: $427

Tuition per 3-credit course: $1,281

Total Tuition, 9 Credit Hours

$3,843 (does not include textbooks or any additional costs, supplies, and fees)

Fees

Application: $50

Graduation Fee: $100***

Extension: $50

Transcript: $10 each

Returned Check: $35

Withdrawal: $50****

Resource fee: $75 per semester

*All fees are nonrefundable

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

****See Withdrawal Policy, page 13.

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 *all days attended in each level
- Have a zero balance on the student account
- $100 graduation fee

Spiritual Guidance Mentor Training Certificate

Certificate Requirements
5 online courses

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.

Curriculum

Required Courses:

- TP5055 Principles and Practices of Spiritual Mentorship (taken last, when possible)
- TP5005 Spiritual Crisis
- TP5070 The Transpersonal Relationship: Holistic Mentoring and Applied Intuitive Arts

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

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. Most students complete this certificate by taking one course a semester for five 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:
  - What are your personal, professional, and educational goals?
  - How will obtaining a certificate in Spiritual Guidance Mentor Training (SGMT) help you achieve those professional, personal, and educational goals?
  - How do you feel about one-on-one mentoring, public speaking, and teaching workshops?
  - 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.
  - 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.
- A copy of a state or government issued identification card*

*See Student Identity Policy for more information

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. Good time management skills and the ability to balance the demands of schoolwork and one's 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*

2027 Tuition

Tuition per course: $855

Total Tuition, 5 Courses

$4,275 (does not include textbooks or any additional costs, supplies, and fees)

Fees

Application: $35

Certificate Printing: $35 (A PDF copy will be conferred upon successful completion)

Extension: $50

Returned Check: $35

Withdrawal: $50**

Resource fee: $35 per semester

*All fees are nonrefundable

**See Withdrawal Policy, page 13.

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 with grades of SC: TP5055, and at least two of the following: TP6000, TP6005, TP6010
- All elective courses receive a grade of SC
- Submit final personal essay. More information can be found in Moodle Student Resources
- Have a zero balance on the student account

About the Program

For students who wish to explore transpersonal psychology solely for their personal enrichment, Atlantic University has

Lifelong Learning

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.

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

The application requirements listed below only apply to students who are new to Atlantic University. Masters Degree and Certificate graduates may simply notify the office of their intention to take a particular course and pay the tuition and fee for that course.

- Interview
- 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. Good time management skills and the ability to balance the demands of schoolwork and one's 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*

2027 Tuition

Tuition per course: $855

Fees

Application: $35

Certificate Printing: $35 (A PDF copy will be conferred upon successful completion)

Extension: $35

Returned Check: $35

Withdrawal: $50**

Resource fee: $35 per semester

Certificate Printing Fee of $35 required for any physical printed copy. Certificates and unofficial transcripts are sent to students 10 business days after final grades have been calculated.

*All fees are nonrefundable

**See Withdrawal Policy, page 13.

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 Competed)
- Have a zero balance on student account

Course Descriptions

Course descriptions and more information can be found by visiting our website: AtlanticUniv.edu

MS5000 Foundations of Mindfulness Studies, 3 Credit Hours

This course is an introduction to mindfulness studies, and it is highly experiential by design. Students will learn the principles of mindfulness practice, develop their own meditation practice, and apply principles to daily life. We will study, explore, and discuss the origins of mindfulness in Buddhist thought as well as in other spiritual traditions. We will analyze and discuss theory and research in the field of mindfulness and the emerging science that shows promising, beneficial effects for physical and mental health and well-being.

Note: This course includes a proctored exam.

*This is the entry course for Master of Arts Mindfulness Studies and all Mindful Certificates.

MS5001 Mindful Leadership, 3 Credit Hours

Establishing a personal leadership philosophy is key to navigating today's leadership responsibilities effectively. Through case analysis, discussion and journaling, students will explore how leadership theory translates into real-world application as practitioners. Beginning with how philosophers and scholars have approached the complexities of leading others, students will investigate how past and present concepts resonate with their own evolving values and beliefs. Specifically, in the practice of mindful leadership, students will consider how awareness, openness, and ethical behavior can enhance and expand their leadership to fit 21st-century needs.

Note: This course includes a proctored exam.

*This course is a pre-requisite for Master of Arts Mindfulness Studies and Mindful Certificates.

MS5010/TP5015 Research Methods, 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 throughout their studies in the MA in Mindfulness Studies and Transpersonal Psychology. The course challenges students to expand their understanding of the importance, meaning, purpose, and application of scientific research in the field of transpersonal psychology and mindfulness studies. They learn how to differentiate between different research methodologies and how to apply them rigorously, constructively and creatively in service of transformation. Students are walked through an experiential and didactic process of developing their own research project proposal, which could be used for their Capstone or Culminating Project. In this way, they personally experience how research can contribute to personal growth and enhance human consciousness and lifestyles..

MS5020/TP6305 Spirituality and 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. Note: This course includes a proctored exam.

MS 6000/TP 5205 Mindful Communication, 3 Credit Hours

In an era marked by fast-paced change, fragmented attention, and frequent conflict, the ability to listen and speak with presence, empathy, and insight has never been more essential. This course explores how to transform everyday conversations into practices of connection, wisdom, and transformation.

Inspired by Mindful Communication: Speaking and Listening with Wisdom and Compassion (Koster, Heynekamp & Norton, 2023), you will engage with six mindfulness-based communication models: Interpersonal Mindfulness, Green Zone emotional regulation, Deep Listening, Open Dialogue, Nonviolent Communication, and Practices for Creating Space to Coexist. Each mindfulness model integrates theory and experiential practice so you can learn relational awareness in action.

Complementing these frameworks, Ask: Tap into the Hidden Wisdom of People Around You (Wetzler, 2024) provides a structured dialogue method based on curiosity, building psychological safety, crafting powerful questions, listening deeply, and reconnecting thoughtfully.

MS6010 Decolonizing the Mind, 3 Credit Hours

The purpose of this course is to critically examine persistent constructs that serve and support colonialism from multiple perspectives. Through writing, discussion, and self-reflection, students will explore how power, privilege, sexuality, gender, and race are visibly and invisibly interwoven at all levels of society. Underlying this decolonization project is focused study of neurological and scientific principles that inform individual and collective behaviors. Students will draw on meditative practice and leadership principles to disrupt colonial encounters through their own civil discourse and positive action.

MS6055/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.

MS6030 Earth Stewardship, 3 Credit Hours

The purpose of this course is to explore what earth stewardship means in this time of climate upheaval. All over the world, there is evidence that Nature is out of balance or at least dramatically changing—increasing numbers of fires, floods, tsunamis, earthquakes, volcanic eruptions, extreme cold or heat, and unusual changes in seasonal cycles. We are also in the 6th great extinction of plant and animal species. In this course, students will explore the factors that are contributing to this situation from the point of view of western science, the voices of indigenous peoples, the observations of ordinary people, and visionary leaders, all combined with mindful engagement with the natural world. Students will be asked to look at the causes and conditions that have led us to where we are now—both human and natural. They will consider whether there is an innate intelligence in Nature, particularly in plants and animals, and will be asked to expand their sensitivity to and understanding of what consciousness means. They will explore what it means for them to care about the Earth as private individuals, visionaries and leaders and ask themselves if and how they can be stewards of the Earth—as humanity collectively seeks to shift the trajectory of the future from destruction to sustainability and interconnection.

MS6040 Contemplative Neuroscience, 3 Credit Hours

The purpose of this course is to familiarize students with empirical research related to contemplative practices. The course challenges students to expand their knowledge of neuroscience and contemplative practices from a perspective of scientific inquiry.

*Pre-requisite MS5010/TP5015 Research Methods.

MS6050 Mindfulness Retreat, 3 Credit Hours

At the center of this course is a 5 to 8-day silent retreat intended to systematically deepen students' practice of mindfulness and/or meditation. The retreat builds on the mindfulness practice undertaken in Foundations of Mindfulness Studies. Students engage in analysis of, and critically reflect on oral and written mindfulness teachings, synthesizing them with the development of their own formal mindfulness practice and practice in daily life for the benefit of self and others..

*Pre-requisite MS5000 Foundations of Mindfulness Studies

MS6080 Directed Study, 3 Credit Hours

In this course, the student works with a faculty member to design a focused, in-depth study related to mindfulness studies or mindful leadership. The student must have completed 15 credit hours of work towards the degree. Each student is allowed to take up to two directed study courses within their degree program.

*Approval from Academic Advising and Faculty Required

MS6090 Capstone Project, 3 Credit Hours

This is the last course taken by students to complete the Master's degree in Mindfulness Studies. 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 Mindfulness Studies faculty. More information can be found in Moodle.

MS6100 Leading from the Inside Out, 3 Credit Hours

To consider leadership as transformative requires exploring the evolving relationship between self-transformation and the transformation of others. Within this course, students critically examine the inner dimensions of their own evolution towards wholeness as a starting point and throughout the course. They continually reflect on and contribute to contemporary discussions of the leadership process based upon the concepts of self-integrity and wholeness: leading from the inside out.

This course asks students to give serious thought to this question: What does it mean to be a leader with strong personal wholeness? The premise here is that inner transformation depends upon the person and that such transformation can occur in context with others. This in turn inspires them to reach their own potential in the service of a higher good.

Theoretically, leading from the inside out does not mean that "as I transform myself, I then transform others." Rather, the group dynamic in which I operate presents an opportunity for mutual transformation: All of us evolve in ways that express who we are within the context of our environment and enterprise.

MS6110 Change, Conflict, and Leadership, 3 Credit Hours

Change, Conflict, and Leadership is a thought-provoking course with challenging work assignments, practical frameworks based on relevant and current research, a process of deep self- reflection in relation to your role as a change agent, as well as a powerful change management simulation to immerse you in the complexities and nuances of effective change in organizations. This course is designed to help you understand the relationship between

change and conflict, and the role of leadership in both of these. You'll learn frameworks, models, and perspectives for handling conflict and change (within yourself and others) that you can apply immediately throughout your lifeworlds, no matter what your formal or informal position within your organization.

MS6120 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.

MS6130 Applied Mindful Leadership, 3 Credit Hours

During this course, we will cover the subject of mindfulness and several of its theories, practices and applications within leadership contexts. Building upon the Foundations of Mindfulness Studies course, we will explore some of the scientific and theoretical work on meditation that helped lead to the secular innovations found in mindfulness practices, whose roots can be traced back to Buddhism and other spiritual traditions. We will discover how it has been adapted for leadership application in several fields, including: corporate business, education, the arts, non-profits, and integrative medicine, among others. In addition, we will engage in the practice of mindfulness through a detailed 28-day program. This experiential learning will be followed by engaging in the creation of a practicum proposal or case study of mindful leadership in the real world in a relevant and meaningful way to your life and studies.

MS6200/TP6250 Sacred Spaces and Objects: Mindfulness, Meaning, and Material Culture, 3 Credit Hours

How do objects and places take on sacred meaning? This interdisciplinary certification course explores the intersection of material culture, mindfulness, and spirituality, examining how individuals and cultures assign value to the physical world. Participants will engage with historical, cultural, and spiritual perspectives on sacred objects, altars, and intentional spaces through experiential learning, reflective writing, and creative projects.

Through readings. discussions, and a final project tailored to individual interests, lifelong learners, spiritual workers, and mindfulness practitioners will develop new ways of understanding and engaging with sacred objects and spaces in professional and personal contexts.

MS6210 Coaching and Development, 3 Credit Hours

Professional development of others is central to leadership roles of any kind: managing direct reports, leading teams, or consulting, coaching, and mentoring others. The best leaders serve as mentors and coaches developing the whole person to reach his or her highest potential. The purpose of this course is to understand the concept of coaching others in a developmental model that applies both to the coach and the client being coached. The theory of coaching will be introduced, and students will focus on practicing what they are learning. Participants will learn how coaching skills can deepen relationships, open up new possibilities, and empower others to take more initiative in their jobs and careers. Students learn the art of deep listening, powerful and wise questioning, how to "hold space" for another person in an important conversation and how to help someone else identify next steps and move from reflection to action. Emphasis will be placed on assessing the client's strengths, needs, and coachability as well as developing the foundational skills necessary for observing, recognizing, and intervening for maximum effectiveness in coaching others and in building an organizational culture for coaching. Students will also build their personal mastery by applying to themselves the developmental coaching practices they learn both in mindfulness and in greater self-understanding.

*Pre-requisite MS 6000/TP 5205 Mindful Communication.

MS6300/TP6010 Becoming a Teacher of Meditation and the Inner Life, 3 Credit Hours

This course is part of the Applied Spirituality specialization and the Spiritual Guidance Mentorship Training certificate program, and is designed to deepen your appreciation of 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, it prepares you to better 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. In the Practicum, you will have the opportunity to teach and share your own personal version of meditation instruction with either a choice of Mentoring 3 individuals for four weeks, or creating and facilitating an 8-hour Workshop.

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. Students must take this course in the first or second semester 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."

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.

TP5012 Introduction to Psychological Theories, 3 Credit Hours

In this course, we will cover several major mainstream and minority psychological theories that form the underlying basis for subsequent transpersonal and integral theories and practices, exploring how this historical foundational knowledge allows us to see the ground from which transpersonal psychological innovations emerged. This will impart a better understanding of the array of transpersonal psychological tools and ideas that contribute to the transformation and well-being of ourselves, clients and society. Transpersonal and Integral Psychology extended mainstream psychology's reach to include the spiritual and transcendent dimensions of human experience. These include a holistic and ecological approach to mind-body-spirit integration, our collective creativity, and cultivating altruism, inter-personal growth and transformation. Practices of contemplation, meditation and mindfulness will be considered in relationship to these theories. Students will be able to apply this knowledge professionally and in their personal lives. Note: This course includes a proctored exam. TP5012 is a prerequisite for TP5020.

TP5015/MS5010 Research Methods, 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 throughout their studies in the MA in Mindfulness Studies and Transpersonal Psychology. The course challenges students to expand their understanding of the importance, meaning, purpose, and application of scientific research in the field of transpersonal psychology and leadership studies. They learn how to differentiate between different research methodologies and how to apply them rigorously, constructively and creatively in service of transformation. Students are walked through an experiential and didactic process of developing their own research project proposal, which could be used for their Capstone or Culminating Project. In this way, they personally experience how research can contribute to personal growth and enhance human consciousness and lifestyles.

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 experiences and beliefs related to it.

Note: TP5012 is a prerequisite to this course.

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 you need to nurture in yourself to enhance your effectiveness. You will also explore the nature of the mentoring relationship, and what a mentor does and does not do in the role of spiritual mentor. You will examine the function of spiritual experiences, and ways by which we can evaluate their validity, and assist in providing understanding. The course content will help clarify how mentoring compares to, and is different from, counseling and psychotherapy. You will also survey spiritual mentorship approaches from traditions other than Christian in order to develop an awareness of various traditions and determine aspects from them that you may want to incorporate into your own style. This course provides for reflection of your own personal spiritual journey as part of your development as a spiritual mentor as well as providing an opportunity to create and receive feedback on a recorded spiritual mentoring session with another person.

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.

TP 5080 Post-Traumatic Growth, 3 Credit hours

This 12-week graduate-level course explores Post-Traumatic Growth (PTG), the positive psychological changes that can emerge following trauma or adversity. Students will examine the theoretical foundations, empirical research, and practical applications of PTG, including its five domains: personal strength, new possibilities, relating to others, appreciation of life, and spiritual/existential change. Through experiential exercises, discussion posts, and a final paper, students will critically engage with PTG concepts and apply them to personal and professional contexts. The course integrates multimedia resources, including YouTube videos, to enhance understanding of PTG processes and interventions.

TP5100 The Mystery of Consciousness: An Exploration Into Its Nature and Evolution, 3 Credit Hours

This course is an exploration of and a journey inspired by the questions: "What is consciousness?" and "How does consciousness evolve?" These questions remain open-ended (i.e. no definitive answers) as we examine various approaches and possible "answers." The course follows a trajectory that begins with the perspective of mainstream science, particularly neuroscience. From here the real journey begins, traveling to ideas and realms increasingly distant from the limits of science, and finally ending in what we might call spiritual/transpersonal viewpoints. Along the way, the course looks at panpsychist ideas and the split brain (bicameral mind), as well as mythological and evolutionary views expounded by such thinkers and mystics as Iain McGilchrist, Ken Wilber, Carl Jung, Erich Neumann, Edgar Cayce, Lynn Sparrow-Christy, Rudolf Steiner, Owen Barfield, and others. Students will also participate in experiential exercises and consider their own development of consciousness.

TP5105 Leading Issues in Transpersonal Psychology, 3 Credit Hours

This course seeks to explore (and define) the cutting edge of transpersonal psychology by closely examining a few of the main trajectories that are currently shaping transpersonal thought in the early 21st century. Rather than taking a sweeping view of the field-as-it-is, our project will proceed with the assumption that transpersonal psychology is a fluid system very much open to interpretation. In other words, the critical inquiry that this course hopes to foster represents the real-time unfolding of transpersonal psychology both as a discipline and living

philosophy, as opposed to our viewing the topic as something divorced from us and consumed solely for knowledge's sake. The ultimate goal of the course (which is also open to interpretation) is to help us hone in on and begin/continue to tap into particular areas of interest while generating an appreciation for the applicability of transpersonal psychology that is among the most pressing issues within the field.

The course is designed to allow for a deeper investigation of three general themes and their nuanced interrelationships, as well as the fourth area of integrative, independent study. The three branches we will consider vis-à-vis readings, videos, critical reflection, online discussion, and experiential praxis are: the body; the self; and, the world. These topics will help situate us within the field; broaden our understanding of the ways in which transpersonal psychology is articulated and may be expressed among diverse audiences; and, with any luck, inspire us to contribute in innovative and meaningful ways. Each module unfolds over a three-week period, allowing time for close reading, embodied exercise, and thoughtful reflection.

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, conscious or unconscious, 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

This required course in the Creativity specialization explores some of the most current research, understandings, and applications in the field of transpersonal consciousness and creativity, exceptional human potential, and personal and planetary change. We study, discuss, and experience transformational shift through understanding how the brain and body; the unconscious, subconscious, conscious mind and transpersonal consciousness work; and the potentials of conscious change and neuroplasticity. The work of this course ultimately creates a synergy within that will enlarge our perceptions, deepen our awareness and insight, and enhance the quality of our lives.

TP5200/MS6055 Peacebuilding, 3 Credit Hours

Dialogue serves as the DNA of Peacebuilding and has the power to help bridge the chasms of deeply divided selves, families, cultures, and societies. This belief and practice empower us to each make a difference in our own lifeworlds by developing a greater consciousness of our own feelings, thoughts, and actions as they affect our ability and sometimes inability to create harmony around us. Peacebuilding is a process of strengthening society's capacity to manage conflict in non-violent ways. This course will pose to you a reflection question of "How can I be an effective leader and transformer of conflict?" As you progress through the course, you will understand the importance of developing your own Peacebuilding philosophy in order to address your inner conflicts so that your leadership may ripple out into the world. You will also examine some of the terms and best practices used in Peacebuilding, such as reconciliation, conflict transformation, mediation, and dialogue. You will learn tools to help you navigate conflict within yourself, as well as others around you. Peacebuilding is about deep long term transformations, and thus we must get to the root and heart of the conflict through effective dialogue and open listening. With this in mind, we will learn how to educate ourselves as well as others, and learn to practice reflection when it comes to conflict within and outside of us.

TP5205/MS 6000 Mindful Communication, 3 Credit Hours

In an era marked by fast-paced change, fragmented attention, and frequent conflict, the ability to listen and speak with presence, empathy, and insight has never been more essential. This course explores how to transform everyday conversations into practices of connection, wisdom, and transformation.

Inspired by Mindful Communication: Speaking and Listening with Wisdom and Compassion (Koster, Heynekamp & Norton, 2023), you will engage with six mindfulness-based communication models: Interpersonal Mindfulness, Green Zone emotional regulation, Deep Listening, Open Dialogue, Nonviolent Communication, and Practices for Creating Space to Coexist. Each mindfulness model integrates theory and experiential practice so you can learn relational awareness in action.

Complementing these frameworks, Ask: Tap into the Hidden Wisdom of People Around You (Wetzler, 2024) provides a structured dialogue method based on curiosity, building psychological safety, crafting powerful questions, listening deeply, and reconnecting thoughtfully.

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

This course will provide students with the fundamental skills to engage in a spiritually focused, sustainable visual arts practice. The content is appropriate for students at all skill levels in visual arts, from beginners to advanced. Through guided explorations of various art materials, students will experience a broad survey of visual arts practices while learning to engage in a holistic approach to the creative process. A focus will be placed on the confluence of spiritual and meditative practices in creating visual media.

TP6000 Becoming a Teacher of Dreamwork, 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 part of the Applied Spirituality specialization and the Spiritual Guidance Mentorship Training certificate program, and is designed to deepen your appreciation of 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, it prepares you to better 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. In the Practicum, you will have the opportunity to teach and share your own personal version of meditation instruction with either a choice of Mentoring 3 individuals for four weeks, or creating and facilitating an 8-hour Workshop.

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: Consciousness Beyond Human, 3 Credit Hours

This course explores interdisciplinary perspectives on consciousness through comparative engagement with philosophy, psychology, ecology, cognitive science, and diverse cultural knowledge systems. Students examine human and more-than-human models of awareness, including perspectives on plants, fungi, animals, ecosystems, and Earth systems, while critically evaluating dominant assumptions in consciousness research. Through scholarly inquiry, reflective practice, and experiential learning, students develop integrative frameworks for understanding consciousness as relational, ecological, and culturally situated, with applications to research, professional practice, and environmental ethics.

TP6115 Integrated Imagery Level One, *3 Credit Hours

The purpose of this elective 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 five-day residency and online cohort and mentored interaction before and after the residency. In conjunction with this introduction of Integrated Imagery, the student will also master basic hypnosis techniques from a transpersonal perspective. The course starts with an introduction to the principles of the method, to reincarnation theory as it relates to growth processes, to life themes and psychology, and the concept of the Energetic Chain of Experience, all presented in the required reading for the course: Awakening Past Lives, by John Z. Amoroso, Ph.D. The technical skills discussed and demonstrated in the required reading and the residency focus on 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. Although skills will be discussed and practiced to deal with negative or traumatic experiences, the primary emphasis of this introductory course and level of training is on exploring the positive aspects of one's psycho-spiritual nature and how those aspects affect one's sense of life path, also viewed as Soul Purpose in some spiritual systems. Equally important is the emphasis on the higher states of consciousness to gain insight and to activate the inherent creative impulse or drive.

*Includes a mandatory five-day virtual residency

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 five-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 five-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 five-day virtual residency

TP6125 Integrated Imagery Level Three,* 3 Credit Hours

More advanced topics and techniques will be introduced and demonstrated in this final IIRH course. The advanced methods include guiding clients through the inter-life period within their Energetic Chain of Experience, advanced techniques for processing trauma, using hypnotic progressions, dealing with energetic attachments, and additional instruction on ego state work. The student will also be introduced to chakra energy work within a transpersonal hypnosis perspective and explore how inter-life work is used within a generational timeline healing framework. The online component of the course, after 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. Completion of all three courses earns the award of the Graduate Certificate of Integrated Imagery: Regression Hypnosis, awarded by Atlantic University. TP6125 Prerequisites: TP6115 Integrated Imagery, Level One, and TP6120 Integrated Imagery, Level Two.

*Includes a mandatory five-day virtual residency.

MATP students who complete all three levels of the IIRH series as part of their degree can receive a certification of completion upon request.

TP6130 Introduction to Shamanic Studies, 3 Credit Hours

In this course, students explore shamanism from both experiential/transpersonal and didactic/scholarly perspectives. They are led into every dimension of this complex topic and practice in the West and in indigenous cultures--the history, the controversies, and the benefits personally and collectively. It will deal with the past and the present and will point to the future of earth-based mysticism, medicine and ceremony. In the end, students are asked to make their own assessment: What do you think shamanism is? What are its gifts to the world? What are its liabilities? What is its potential in medicine, environmentalism, and other contemporary human endeavors? What do indigenous and western shamans have to offer to our world in need?

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.

TP 6250/MS6200 Sacred Spaces and Objects: Mindfulness, Meaning, and Material Culture, 3 Credit Hours

How do objects and places take on sacred meaning? This interdisciplinary certification course explores the intersection of material culture, mindfulness, and spirituality, examining how individuals and cultures assign value to the physical world. Participants will engage with historical, cultural, and spiritual perspectives on sacred objects, altars, and intentional spaces through experiential learning, reflective writing, and creative projects.

Through readings. discussions, and a final project tailored to individual interests, lifelong learners, spiritual workers, and mindfulness practitioners will develop new ways of understanding and engaging with sacred objects and spaces in professional and personal contexts.

TP6300/MS6100 Leading from the Inside Out, 3 Credit Hours

To consider leadership as transformative requires exploring the evolving relationship between self-transformation and the transformation of others. Within this course, students critically examine the inner dimensions of their own evolution towards wholeness. At the same time, they reflect on and contribute to contemporary discussions of the leadership process based upon the concepts of self-integrity and wholeness: leading from the inside out.

This course asks students to give serious thought to this question: What does it mean to be a leader with strong personal wholeness? The premise here is that inner transformation depends upon the person and that such transformation can occur in context with others. Theoretically, leading from the inside out does not mean that "as I transform myself, I then transform others." Rather, the group dynamic in which I operate presents an opportunity for mutual transformation: All of us evolve in ways that express who we are within the context of our environment and enterprise.

TP6305/MS5020 Spirituality and Ethics, 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.

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. The student must have completed 18 credit hours of work towards the degree, including completion of the five core courses (TP5000, TP5010, TP5012, TP5015, TP5020) and at least one specialization required course. Each student is allowed to take up to two directed study courses within their degree program.

*Approval from Academic Advising and Faculty Required

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 Moodle.

*Approval from Academic Advising and Faculty Required

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.

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Ph.D. in East-West Psychology, California Institute of Integral Studies, San Francisco, CA

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Dr. Glenn Hartelius is an internationally known scholar and thought leader in the integral, transpersonal, and positive psychology fields, supporting their development and impact through grant-funded research, editorial roles, and mentorship for the next generation of transpersonal scholars.

As an educator Dr. Hartelius has taught at the Institute of Transpersonal Psychology, Sofia University, Naropa University, Saybrook University, Middlesex University and Alef Trust in the UK, and the California Institute of Integral Studies where he developed and led a highly successful doctoral program. He next brought his experience to CIHS where he created our next generation, inspiring, and academically rigorous doctoral program in Integral, Transpersonal, and Positive Psychology for individuals who want to participate in the development of a psychology of the whole person that includes consciousness, intuition, inspiration, and spirituality alongside the study of cognition and neuroscience.

As Editor-in-Chief of the International Journal of Transpersonal Studies (IJTS), Dr. Hartelius has brought a journal with fewer than 100 subscribers into what is today the largest journal and primary publisher of empirical research in the transpersonal area, with more than 150,000 downloads per year by over 50,000 total users spanning nearly every country on the globe. IJTS is the only transpersonal journal listed in Scopus, a top research index with rigorous selection criteria. This is in addition to Dr. Hartelius' role as co-author of The Wiley-Blackwell Handbook of Transpersonal Psychology, to date the most comprehensive overview of the transpersonal area, and his active promotion of the transpersonal field as Vice-President of the International Transpersonal Association, which he has worked with since its revival in 2008.

Neil Helm, PhD

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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.

Christine Simmonds-Moore, PhD

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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.

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Mark Thurston, Ph.D. is a term associate professor in the School of Integrative Studies at George Mason University. From January, 2009 to June, 2018 he was administrative faculty for Mason's Center for the Advancement of Well-Being, serving most recently as the director of educational programs. With an academic background in psychology, Mark worked for 35 years before coming to Mason in adult education related to consciousness

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