NUR 601 Medical Surgical Concepts I (5 quarter credits)  Prerequisite: None
This course covers topics as they relate to patients with acute, chronic, life threatening, and physical health conditions. Students study basic human needs, effective communication, privacy regulations, precise documentation, electrolyte balance, pathophysiology, diagnosis, treatment, and other major disorders.

NUR 602 Medical Surgical Concepts II (5 quarter credits)  Prerequisite: None
This course focuses on the diagnosis, treatment, and medical management of major disorders of the nervous, genitourinary, renal, endocrine, and integumentary systems and their respective potential complications. Students will examine various forms of cancers, palliative care, and end of life issues. Therapeutic interventions and methods of treatments used to treat disorders will be covered.

NUR 603 Maternal-Newborn Nursing Review (5 quarter credits)  Prerequisite: None
This course covers reproduction, fertility and infertility, family planning and contraception, fetal development, normal/complicated prenatal experience, diagnostic tests, normal/complicated labor and delivery, normal/complicated postpartum experience, normal/complicated newborn experience, loss/grief, maternity nursing. Includes health promotion and maintenance and prevention and detection of health problems.

NUR 604 Pediatrics and Adolescents (5 quarter credits)  Prerequisite: None
This course covers growth and development from infancy through adolescence. Students will examine substance abuse, vaccines, eating disorders, sexuality, adolescent obesity, and contraceptives.

NUR 605 Psychological Processes (5 quarter credits)  Prerequisite: None
This course focuses on individuals who are experiencing stressful events and/or acute or chronic mental illness. Students will discuss abuse, chemical dependency, coping mechanisms, crisis intervention, end of life, grief and loss, and psychopathology.

NUR 606 Medications, Nursing Management, and Nutrition (5 quarter credits)  Prerequisite: None
This course covers the essential elements of nursing practices. The concepts of wellness-illness, stages of adult development, and the roles of the nurse will be examined. Students will prepare for a managed healthcare environment and the continuing quality. Students will also examine the practices of nutrition and diet in respect to health and disease states.

NUR 607 Success in the Healthcare Settings (5 quarter credits)  Prerequisite: None
This course emphasizes the importance of utilizing interpersonal skills in the workplace. Students learn to become more effective, empathetic, ethical, adaptable, and perceptive in professional settings. Other topics include communications skills, diversity awareness, teamwork and job-seeking skills as applied to healthcare settings.

MARKETING (MKT)

BUS 449 FOUNDATIONS IN MARKETING
– SEE BUSINESS SECTION (5 quarter credits)  Prerequisite: None

MKT 124 CONSUMER MOTIVATION & BEHAVIOR (5 quarter credits)  Prerequisite: None
This course will emphasize conceptual understanding of consumer behavior, provide experience in applying consumer behavior concepts to marketing strategy and social policy decision-making through case analysis, and develop experiential capability in using consumer research. This course covers major influences on the consumption process, including psychological, sociological, economical, and cultural anthropological factors, with special attention to their application in managerial decision-making. Specific topics include perception, attitude development, values, consumer decision-making, group interactions, and customer satisfaction, among others.

MKT 132 CUSTOMER RELATIONSHIP MANAGEMENT (5 quarter credits)  Prerequisite: None
This course will cover the basic theories and methodology of customer relationship management, including identifying profitable customers, understanding their needs and wants, and building a bond with them by developing customer-centric products and services directed toward providing customer value. Provides hands-on experience with popular analytical CRM and data mining tools that are widely used in the industry. Topics will include issues in the customer life cycle, market segmentation, customer acquisition, basket analysis and cross-selling, customer retention and loyalty, and the marketing implications of understanding the consumer are emphasized, and social factors are also considered.
practical issues in implementation of successful CRM programs.

MKT 222 PUBLIC RELATIONS (5 quarter credits)  
Prerequisite: None
The study of public relations and its role as a communications and marketing tool. Corporate image, external and internal communications and firms’ relationships with various organizations are explored. Case study analysis and practice in writing press releases and other corporate communications are expected.

MKT 226 BUSINESS-TO-BUSINESS  
MARKETING (5 quarter credits) Prerequisite: None
Explores concepts, analytical tools, management practices, and advances in marketing goods and services to industrial, commercial, institutional, and other business markets in domestic and global environments. Includes lectures, case analyses, discussion, oral presentations, and written reports.

MKT 234 RETAILING STRATEGY AND  
MANAGEMENT (5 quarter credits) Prerequisite: None
Explores the domain of retailing marketing to the final consumer. Emphasis is placed on retail strategy, merchandising, vendor relations and location. The course will use design as the medium to link consumer need to retail. This will include basic design elements, such as space, form and color, as well as retail-specific topics like point-of-purchase displays. Both macro and micro elements of retail design will be explored, including issues from mall development to individual customer transactions.

MKT 240 MARKETING THROUGH SOCIAL  
MEDIA: TOOLS OF THE TRADE (5 quarter credits) Prerequisite: None
In this course students will examine the evolution of social media marketing and the tools of the trade, such as LinkedIn, Twitter, blogs, etc. and the unique benefits of each to business. Since social media is so technology driven, the emphasis of this course will be on understanding the impact of mobile devices on social and local marketing, consumers' social interactions, the various social media channels available to marketers, how to build social marketing strategies and SEO, and how to track the effectiveness of these methods.

MKT 612 INTEGRATED MARKETING  
(5 quarter credits) Prerequisite: None
Designed to introduce the field of integrated marketing communications as part of an overall marketing strategy. The emphasis in this course will be on the role of integrated advertising and promotion in the marketing communications program of an organization. As with any specialized field of marketing, we will analyze how this area of advertising and promotion fits into the overall marketing process. Our major thrust will be to study how various factors (creative, media, etc.) should be applied in planning, developing, and implementing advertising and promotional campaigns and marketing programs.

MKT 614 STRATEGIC MARKETING  
PLANNING (5 quarter credits) Prerequisite: None
This course is designed to provide an in-depth, hands-on learning experience in marketing strategy, planning and analysis. In this course students will learn key planning concepts and processes. The course integrates marketing decision making within the context of manufacturing and financial dimensions of a business organization, using managerial skills, and sound business and marketing principles.

MKT 616 MARKETING RESEARCH (5 quarter credits) Prerequisite: None
Develops a managerial appreciation of the role of research in marketing practice and how results are used in decision-making. Emphasizes the total research process as well as specific research steps, stressing information needs, research formulation and design, and research procedure. Integrate and apply concepts through managerially-oriented marketing research cases and a field research project.

MKT 620 MARKETING PROMOTION &  
ADVERTISING (5 quarter credits) Prerequisite: None
Students will learn both conceptual and applied approaches to such areas as advertising and public relations. The student will be required to develop a report on a promotion plan for a product or service.

MKT 628 DIGITAL MARKETING (5 quarter credits) Prerequisite: None
An exploration and evaluation of the Internet and mobile technologies to enhance the marketing of goods and services. Emphasis is on strategies and tactics for creating, retaining, and enhancing customer relationships via the World-Wide-Web. Students learn how to leverage these technologies to achieve corporate marketing goals, and how to integrate the digital environment with traditional marketing strategies. Business models for cyberspace are compared and contrasted with those for physical space. Students create an e-marketing plan for a "real world" company.
MKT 630 MARKETING FOR GLOBAL COMPETITIVENESS (5 quarter credits) Prerequisite: None

The United States is the largest market for consumer goods in the world, yet it is also one of the slowest growing markets. All companies are faced with the necessity of developing truly global marketing strategies in the face of increasing competition from American, Japanese, European and other global competitors. This course helps prepare the manager for these challenges by investigating specific success criteria in the world's major markets. Cultural, political, economic, and institutional factors are discussed and their implications for marketing strategies are explored.

MKT 636 ETHICS & STANDARDS IN MARKETING (5 quarter credits) Prerequisite: None

This course introduces students to the role of ethics and professional standards in marketing in the U.S. and global economy. Students will examine ethics concepts, behaviors, practices and challenges relevant to the process of planning and implementing marketing practice and creating value via ethical processes, systems and strategies. Topics include ethical promotion and pricing strategies, marketing research and marketing implementation.

PSYCHOLOGY (CPS)

CPS 400 INTRODUCTION TO PSYCHOLOGY (5 quarter credits) Prerequisite: None

This broad survey course introduces the field of psychology and its basic concepts, theories, research methods, and contributions to the understanding of human behavior. Topics include the five main branches of psychology including neuroscience, which is a study of the nervous system; developmental, which focuses on how people grow and learn; cognitive, including perception, motivation, learning and memory; social, which studies how people interact; and clinical, which examines mental health and mental illnesses. The past and current theories and contributions of major psychologists are explored.

CPS 401 HISTORY AND SYSTEMS OF PSYCHOLOGY (5 quarter credits) Prerequisite: None

This class traces the development of the field of psychology from its philosophical and scientific antecedents through modern trends. Special emphasis will be placed on systems of thought which influence modern and current psychological practice such as psychoanalytic, behavioristic, humanistic, and transpersonal perspectives.

CPS 402 ABNORMAL PSYCHOLOGY (5 quarter credits) Prerequisite: None

This class will focus on the nature and development of emotional, cognitive, behavioral, and spiritual disturbances which result in a person's failure to adapt and grow in society. An understanding, classification and treatment of personality disorders will be introduced. Through an exploration of the positive and negative aspects of the concept of abnormal psychology consideration is given to personality traits that are identified as inappropriate, creatively superior, and pathological.

CPS 403 THEORIES OF PERSONALITY (5 quarter credits) Prerequisite: None

This is a survey course with a comparative examination of the essential concepts and hypotheses of major theories of personality. From psychoanalytic to humanistic-existential, including cognitive and behavioral perspectives, this course moves from an understanding of the empirical foundations to the discussion of current applications in therapy. Prerequisite: General Psychology or CPS 402 - Abnormal Psychology.

CPS 404 QUANTITATIVE PERSPECTIVES (5 quarter credits) Prerequisite: None

This course represents a survey of statistical techniques and methods as they are properly (and improperly) applied. De-mystification of statistical concepts, language, and jargon is emphasized. Topics include descriptive and inferential statistics, probability, sampling, experimental design, and critical review of modern scientific publications.

CPS 501 WRITING SKILLS & RESEARCH (5 quarter credits) Prerequisite: None

This class is required of all Masters and Doctoral students who have not met the writing competency requirement. This course will cover the basics of expository writing. Review and instruction in grammar, sentence structure, paragraph development and essay writing will be provided. This class will prepare students for professional written communication through in-class writing practice.

CPS 601 COUNSELING THEORIES & STRATEGIES (5 quarter credits) Prerequisite: CPS
CPS 401 - History and Systems of Psychology, CPS 403 - Theories of Personality.
This course is an introduction to psychotherapeutic theories inclusive of their techniques. Emphasis will be placed on such concepts as resistance, interpretation, clarification, confrontation, transference, and counter-transference in the context of both short and long-term psychotherapy. The theories of Freud, Jung, Adler, Ellis and others will be discussed and applied to specific counseling experiences.

CPS 602 CAREER DEVELOPMENT APPROACHES (5 quarter credits) Prerequisite: None
The purpose of this course is to provide students with an understanding of the basic concepts, and techniques of career counseling/development. Students will learn to evaluate and apply vocational choice theories, as well as use of assessment tools in career counseling in an ethical context. This course will focus on such topics as occupational and labor market information; the application of career counseling for diverse populations; principles of vocational rehabilitation; career development as related to mental health; the nature and structure of the world of work; and leisure and lifestyle development, including the interrelationships between work, family and life roles. This course may be enhanced by guest speakers and other class activities.

CPS 603 DEVELOPMENTAL PSYCHOLOGY (5 quarter credits) Prerequisite: None
The processes and significant transition points from early childhood, adolescence, and adult development to include aging and long-term care, are studied in this course. Major theories of development are contrasted by examining principal concepts and uncovering assumptions about what motivates behavior and development, what is the nature of development, and determining the primary influences on development throughout the life-span.

CPS 604 INTRODUCTION TO PSYCHOLOGICAL RESEARCH (5 quarter credits) Prerequisite: None
This is an introductory course in psychological research for counselors who need to be able to utilize research results. The course will teach students how to use the library to locate and use psychological books and journals. This course will focus on the main types of research methods used in clinical research including interviews, surveys, and experiments. Research reports and ethical issues will be addressed.

CPS 605 CLINICAL COUNSELING SKILLS TRAINING (5 quarter credits) Prerequisite: CPS 601 - Counseling Theories & Strategies, CPS 610 - Psychopathology.
Research indicates that counseling and therapy are, for better or for worse, largely the result of the skills of the counselor. In this course, students review research on effective therapists, learn the traits of successful helpers, have their own helping skills evaluated and begin the training process necessary to develop their own counseling abilities. Counseling supervision, feedback, and training exercises are part of this course. Self-exploration as it relates to any personal issues which inhibit therapeutic effectiveness is required.

CPS 610 PSYCHOPATHOLOGY (5 quarter credits) Prerequisite: CPS 402 - Abnormal Psychology and CPS 603 - Developmental or concurrent enrollment.
This course is an overview of the variety and range of psychopathological disorders based on the Diagnostic and Statistical Manual of Mental Disorders (DSM) published by the American Psychological Association. The primary focus is on etiology and symptoms of disorders.

CPS 611 ADVANCED CLINICAL SKILLS TRAINING (5 quarter credits) Prerequisite: CPS 601 - Counseling Theories & Strategies, CPS 605 Clinical Counseling Skills Training, CPS 610 - Psychopathology.
In this advanced course, students review research on effective therapists, learn the traits of successful helpers, have their own helping skills evaluated, and continue with the advanced training necessary to enhance their own counseling skills. Continued counseling supervision, feedback, and training exercises are part of this course. As in CPS 605, self-exploration as it relates to any personal issues which inhibit therapeutic effectiveness is required.

CPS 612 LEGAL AND ETHICAL ISSUES IN COUNSELING (5 quarter credits) Prerequisite: None
Legal and ethical issues are examined within the context of the privileged relationship between therapist and client. This class addresses general legislation regarding licensing and the practice of psychology, including an overview of the law and its impact, legal authorities, licensing boards, privileged communications, child abuse reporting, professional associations, licensing insurance, Family Law Act, etc. It also seeks to develop a professional commitment to the practice of psychology within the letter of the law and the applicable code of ethics.

CPS 613 HUMAN SEXUALITY AND GENDER ISSUES (5 quarter credits) Prerequisite: None
This course presents basic knowledge about sexual health. Topics include male and female sexuality,
communication, alternative life styles, sexual myths and major types of sexual problems. Students will be encouraged to look into their own sexual attitudes, feelings, and practice. Current therapeutic concepts and techniques will be discussed.

**CPS 614 THEORIES, THERAPIES, AND ISSUES IN CHEMICAL DEPENDENCY**
(5 quarter credits) Prerequisite: CPS 601 - Counseling Theories & Strategies or concurrent. This class identifies relevant theories, therapies, special problems and concerns in working with addictions. It includes the latest information on the cultural and social-psychological dynamics affecting special populations, (the aging, disabled, gay, children from alcoholic families). Effective communication skills, enhanced by an understanding of the client background, theory, research and current treatment programs are stressed. Public perception, public policy, prevention and education are included in this course.

**CPS 615 CROSS-CULTURAL COUNSELING**
(5 quarter credits) Prerequisite: CPS 601 - Counseling Theories & Strategies. This course explores from psycho-social and cultural aspects the manner and extent to which the client's ethnic, racial, and class membership influence the work of the counselor. Both didactic material and experiential exercises heighten the students' sensitivity to the effect of mutual diversity on assessment, strategy and goals of counseling.

**CPS 616 PSYCHOTHERAPY WITH CHILDREN AND ADOLESCENTS**
(5 quarter credits) Prerequisite: CPS 601 - Counseling Theories & Strategies. This course is designed to familiarize students with various psychotherapeutic approaches used in diagnosis and treatment of children and adolescents with behavior disorders. It explores family interaction and methodologies of enhancement of communications with the psychologically healthy child and adolescent, as well, through interviewing techniques, play, music, art, sand-tray, house-tree-person, and games. School related problems, physical and emotional limitations, and problems arising out of abuse, divorce, and death are also addressed.

**CPS 617A ASSESSMENT AND TREATMENT OF CHILD ABUSE (2.5)**
This course will address a whole family approach, recognition of abuse, assessment strategies, methods of reporting, critical therapeutic issues, and what to expect if the case goes to trial. Practical skills will be emphasized and a panel of professionals will present different perspectives in handling abuse cases.

**CPS 617B ASSESSMENT AND TREATMENT OF PARTNER ABUSE (2.5)**
This course will focus on the recognition of spouse or partner abuse. It will cover the definition of abuse, reporting requirements and methods, assessment strategies, and critical therapeutic issues. Practical skills and solutions from psychological and legal perspectives will be emphasized.

**CPS 618 PSYCHOLOGICAL TESTS AND MEASUREMENTS**
(5 quarter credits) Prerequisite: CPS 610 - Psychopathology. The nature and use of psychological tests will be the focus of this course, mainly the assessment of intelligence, personality, and mental and behavioral disorders. This class offers a survey of widely-used tests, as well as the opportunity to construct, administer and score tests. Current trends in psychometrics will also be studied.

**CPS 619 THEORIES OF FAMILY THERAPY**
(5 quarter credits) Prerequisite: CPS 611 - Advanced Counseling Skills Training. The family is the central building block of modern life, although its nature and form are continually changing. One of the primary tasks of therapy is to help families adapt to these changes. This course explores the nature of families and human systems and the primary approaches to therapeutic change within them. The goal of the course is to offer a framework for thinking about family processes.

**CPS 620 THEORY AND PRACTICE OF FAMILY THERAPY**
(5 quarter credits) Prerequisite: CPS 619 - Theories of Family Therapy. Evaluation of the family, strategies of family treatment and techniques for intervening in the family will be covered. Specific situations will be addressed such as marital conflict, single-parent families and families with an alcoholic or schizophrenic member. Emphasis will be placed on working with families of origin and their impact on current family functions.

**CPS 621 SELECTED TOPICS IN PSYCHOTHERAPEUTIC TECHNIQUES**
(5 quarter credits) Prerequisite: CPS 601 Counseling Theories & Strategies. A modality or topic relevant to applied psychotherapeutic techniques will be explored in depth each time this course is offered. Students may draw from the curricula in the other psychology programs when the focus of the course is an in-depth study of a specific psychotherapeutic technique. Examples include CEX 638 Art and Expressive Therapy with Adults and Aging Populations and EXA Sandtray and Worldplay.
CPS 622 SUPERVISED PRACTICUM A (5 quarter credits) Prerequisites: CPS 601 Counseling Theories & Strategies, CPS 610 Psychopathology, CPS 612 Legal & Ethical Issues in Counseling, CPS 613 Human Sexuality & Gender Issues, CPS 619 Theories of Family Therapy and an approved practicum site. This course continues the process of therapeutic skills development and begins the initial supervised traineeship. Intensive training exercises will be employed to help students evaluate and improve their helping abilities. Close supervision, counseling practice and feedback, use of audio-visual equipment and periodic self-examination as it relates to therapeutic effectiveness are required. Students should attend this class during the first 100 hours of their approved internship. For more information on an approved internship see CPS 624.

CPS 624 SUPERVISED PRACTICUM B (5 quarter credits) Prerequisite: CPS 622 Supervised Practicum A. This course is a combination of continued supervision, case study and training. Individuals will work to enhance their strengths and cultivate new strategies for therapeutic intervention. Each student will submit an audio or videotape of a clinical hour with a client (individual, family, couple, or group). Written releases will be required and must be presented with the taped session. Case presentation and analysis will be developed during this course. Students must attend this practicum during their second 100 hours of their internship. Internship information and site packets are available in the Administrative Office.

CPS 628 HIV TREATMENT & COUNSELING (1) Clinical, medical, social, and community issues related to HIV and AIDS. Assessment and treatment modalities will be explored as well as referred to community resources. Satisfies requirement for CA Psychology licensing.

CPS 704 PSYCHOPHARMACOLOGY (5) This course reviews anatomy and physiology of the CNS, and the pharmacological elements of drug action, metabolism, efficacy and safety. Major classes of psychoactive drugs will be studied, as will their discovery, development and promotion by the pharmaceutical industry, the regulation of such drugs and complementary medicines in the US, and the medico-legal aspects of prescribing. The effects of drugs combined with non-traditional psycho-therapeutic modalities, as well as the use of drugs in special populations, will be considered. Off-campus tours and library research are an integral part of study.

SPORT PSYCHOLOGY (SPO)

SPO 505 INTRODUCTION TO PHYSICAL EDUCATION AND SPORTS SCIENCE (5 quarter credits) Prerequisite: None Course provides a graduate level introduction to Physical Education and Exercise. Topics include an historical perspective of sport and exercise, fitness, conditioning, motor development, coaching, sports medicine, and adapted physical education, and comparison of professional and recreational athletic programs.

SPO 600 SPORT PSYCHOLOGY BUSINESS PRINCIPLES (5 quarter credits) Prerequisite: None Students will learn how to set up their Sport Psychology practice, start a business, and network for success. The course will cover marketing techniques to professional sport organizations, office and self-management, and record and bookkeeping.

SPO 651 INTRODUCTION TO SPORT COUNSELING (5 quarter credits) Prerequisite: SPO 505 – Introduction to Physical Education and Sport Science or equivalent. This overview of Sport Psychology will focus on the history, current status, and future perspectives in the field of psychology as applied to sports. Students will have an opportunity to become familiar with different approaches in sport counseling from an international perspective. Special emphasis will be placed on philosophical and scientific systems of thought which influence current psychological practice in sports.

SPO 652 ASSESSMENT AND EVALUATION IN SPORT COUNSELING (5 quarter credits) Prerequisite: SPO 651 - Introduction to Sport Counseling.
This course will focus on the utilization of assessment instruments and interviewing techniques in Sport Counseling. It will include the application, scoring, and evaluation of the Test of Attentional and Interpersonal Style (TAIS), Myers-Briggs Type Indicator (MBTI), among other commonly used instruments.

**SPO 653 ADULT FITNESS AND PERFORMANCE ENHANCEMENT** (5 quarter credits) Prerequisite: None
This course focuses on the study of various theories and techniques utilized to enhance performance in sports and other areas of physical and mental development. Students will have the opportunity to experience techniques and develop their individual approaches to performance enhancement. Additional topics include identification of primary factors in health risks, optimum training methods and psychological issues confronted in personal physical challenges.

**SPO 665 SPORT COUNSELING PRACTICUM I** (5 quarter credits) Prerequisites: SPO 651 - Introduction to Sport Counseling, CPS 403 Theories of Personality, CPS 601 - Counseling Theories & Strategies, CPS 610 - Psychopathology, SPO 652 - Assessment and Evaluation in Sport Counseling. This course provides supervision for students in approved internship placements. The course will integrate the different approaches covered in previous courses with their practical applications. Students will design their own approaches to counseling athletes, coaches, and teams. They will have the opportunity to apply their knowledge in realistic sport settings and process the results in classroom groups. Through feedback and hands-on experiences, students will gain confidence and skills.

**SPO 668 CAREER TRANSITION AND ATHLETIC RETIREMENT** (5 quarter credits) Prerequisites: SPO 651 - Introduction to Sport Counseling or consent.
This course will focus on the career cycle of professional and elite athletes and teams, with special focus on the career transition process. Students will learn to assess, evaluate, and make proper recommendations to athletes in the areas of academic and career development and planning. Topics covered in this course will include reasons for career transitions among athletes, career transition needs, elements and models for successful career transition, and career transition problem areas: psychological, physical, social, and economic.

**SPO 699 THESIS/PROJECT WRITING** (5 quarter credits) Prerequisite: Second year graduate student and project proposal approved by the Director of Research.
Masters students in Sport Counseling are required to write a thesis. Students should enroll in 699 while engaged in thesis research and writing.

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**TRANSPERSONAL STUDIES (TRP)**

**CTR 600 PSYCHOLOGY BUSINESS PRINCIPLES** (5 quarter credits) Prerequisite: None
Students will learn how to set up their counseling practice, start a business, and network for success. The course will cover marketing techniques, office and self-management, and record and bookkeeping. The essentials of managed care will be introduced as well as differences between clinical and consulting businesses.

**CTR 670 INTRODUCTION TO TIBETAN BUDDHIST PSYCHOLOGY** (5 quarter credits) Prerequisite: None
This course is a historical as well as practical overview of Tibetan Buddhist religion, philosophy, and psychology. Classes incorporate meditation practice with lecture and guest presenters as students learn about the Four Noble Truths, The Eightfold Path, and the Twelve Interdependent Origins. This course is a prerequisite for the more advanced courses.

**CTR 671 THEORIES OF CONSCIOUSNESS** (5 quarter credits) Prerequisite: None
This course is an overview of Eastern and Western perspectives of consciousness focusing on the Western psychological theories of Freud, Jung, and Hillman. The significance of consciousness as it is considered in religious and scientific systems will be discussed. Special attention will be given to current synthesis paradigms of Wilber, Tart, and others.

**CTR 672 EAST/ WEST PSYCHOLOGY** (5 quarter credits) Prerequisite: None
This course will focus on the integration of Eastern and Western psychological thought in a dialogue between Hinduism, Buddhism, and Taoism as they relate to Western approaches to psychotherapy. Emphasis will be placed on the
coordination of meditation, guided imagery, and mind/body integration.

**CTR 673 MEDITATION AND MANDALAS (5 quarter credits)**
Prerequisite: CTR 670 — Introduction to Tibetan Buddhist Psychology

Through a comparative exploration of various practices and theories of Eastern and Western meditation, this course focuses on the study of states of consciousness involved in meditation practice. Sitting meditation for concentration, focusing and analysis will be covered as well as, moving and walking meditations. The therapeutic and meditational use of mandalas will be explored as well. This course includes the experience of a basic meditation practice.

**TRP 674 TRADITIONS OF TRANSFORMATIONAL ARTS (5 quarter credits)**
Prerequisite: None

This course will examine the psycho-spiritual concepts of transformation as revealed by various religions and cultures in their use of symbols and stories, songs and dances, art and poetry. We will use this information to explore the interrelationships between culture, religion, the arts and healing. Discussions of sacred art and ritual will lead to experiential processes designed to awaken deeper connections to the Self, the world and the source of creativity.

**TRP 675 MIND/BODY APPROACHES TO HEALING (5 quarter credits)**
Prerequisite: None

This course will focus on detailing the interrelationships of the body/mind and will survey different body/mind therapies. Specifically, the role of life-style (beliefs, emotions, personality, & life events) on physical well-being and disease will be explored. Therapeutic approaches for mediating disease and promoting health using body/mind approaches will include relaxation therapy, autogenic training, hypnosis, visualization, meditation, creative movements, and various body therapies (e.g. massage, acupuncture, & nutrition).

**TRP 676 ALTERNATIVE HEALING THERAPIES (5 quarter credits)**
Prerequisite: None

Survey of contemporary alternative healing therapies, such as Alexander Technique, Feldenkrais, and Tui Na Massage. Fundamental issues related to the employment of alternative healing therapies in a comprehensive health program: ethical and professional considerations, legal issues, and situational appropriateness of techniques. One specific modality will be studied in greater depth.

**TRP 678 SELECTED TOPICS IN TRANSPERSONAL STUDIES (5 quarter credits)**
Prerequisite: None

Each time this course is offered, a specific topic relevant to Transpersonal Studies will be explored in depth. Examples include Shamanism, Visualization and Imagery, and Altered States of Consciousness.

**CTR 699 THESIS/PROJECT WRITING (5 quarter credits)**
Prerequisite: Second year graduate student and project proposal approved by the Director of Research Masters students in Transpersonal Psychology are required to write a thesis. Students should enroll in 699 while engaged in thesis research and writing.

**CTR 770 BIRTH, DEATH AND INTERMEDIATE STATES (5 quarter credits)**
Prerequisites: CTR 670 — Introduction to Tibetan Buddhist Psychology

Students will be introduced to the Buddhist perspective of living, dying, bardo states, rebirth, and reincarnation. A thorough discussion of the concept of karma and how it relates to these states will help the student to integrate this aspect of Buddhism into everyday life and Western concepts of behavior, attitude and motivation.

**TRP 771 FOUNDATIONS OF CONTEMPLATIVE DEPTH PSYCHOTHERAPY (5 quarter credits)**
Prerequisite: CPS 601 - Counseling Theories & Strategies or equivalent.

Contemplative Depth Psychotherapy is the integration of Western analytical and Tibetan Buddhist imaginal and archetypal processes that foster individualization and growth. The principle of analytical (Jungian/archetypal) and developmental, psychoanalytical (Object Relations & Kohut's Self Psychology) serve as a framework in which the contemplative depth psychotherapist works, supports, confronts, and elucidates the experiences of the client. Beginning from the basic analytical work of how resistance and defense hide painful affects, the goal is to enhance the Inner Self solidly within the psyche to provide deeper experiential and emotive insight into the psycho dynamics of life's conflicts.

**TRP 774 FUNDAMENTALS OF ENERGETIC & SOMATIC THERAPIES (5 quarter credits)**
Prerequisites: CPS 601 - Counseling Theories & Strategies

Selected Topics such as Bioenergetics, Tui Na, Tai Chi, Chi Kung, Feldenkrais, and Alexander techniques will be examined. The study of body-oriented psychotherapies will be addressed through selected topics from Eastern or Western traditions of holistic development. The class will focus on a specific therapeutic exercise, as well as, learning.
basic theory and practice. Students will be encouraged to continue a chosen technique for ongoing study and practice.

**TRP 776 CONTEMPLATIVE, TRANSPERSONAL THERAPIES** (5 quarter credits)
Prerequisite: TRP 771 - Foundations of Contemplative Depth Psychotherapy. Theory, clinical application, and methods of mapping the intrapsychic experience of transpersonal techniques for personal development and strategies for transformation will be addressed. Topics include Mandalas, Kabbalah, and Shamanic traditions.

**CTR 778 PRACTICUM IN TRANSPERSONAL PSYCHOLOGY** (5 quarter credits) Prerequisites: CTR 670 – Introduction to Tibetan Buddhist Psychology, CTR 672 East/West Psychology, CTR 770 Birth, Death, and Intermediate States, and TRP 674 – Traditions of Transformational Arts.
Having already examined the Mahayana motivation for helping others, students will put these principles into action and will be able to contemplate, discuss, and explain their interventions with others in need. They will be able to assess another’s suffering and be able to see the causes and conditions for this suffering. Under supervision, the students will learn to treat the other in a compassionate manner, and to understand their own process as a helper with an ongoing awareness of personal and professional growth. Students in practicum must be prepared to present actual cases that they are working on through video tape, and case notes, therefore, students, must be either licensed professionals or under the direct supervision of a licensed therapist.

**TBP 779 SELECTED TOPICS IN TIBETAN BUDDHIST PSYCHOLOGY** (5 quarter credits)
Prerequisite: None
Individualized studies in special topics in Tibetan Buddhist Psychology. Each student’s work is directed by a faculty member or recognized leader in the subject area being studied.

**WEB DESIGN (WEB)**

**DSN 101 HUMAN COGNITION AND INTERFACE DESIGN** (5 quarter credits)
Prerequisite: None
This course focuses on the principles of human interaction and user interface design. Topics to be discussed will range from the human anatomy, to the psychology of learning and memory, to the limits of human cognition and interest. Students will examine the principles of schematic organization, aesthetics, and designing for usability and economy of effort.

**DSN 103 PROJECT MANAGEMENT** (5 quarter credits) Prerequisite: None
This course covers the practical aspects of interacting with clients, assessing the scope and requirements of a given project, and the successful planning, organizing, and managing of resources to bring about
the successful completion of the project goals and objectives. Students will examine theories of project management as they relate to specific case studies and will practice managing a project from concept to completion.

WEB 100 INTRODUCTION TO HTML AND WEB PAGE CREATION (5 quarter credits)
Prerequisite: None
This course introduces students to the world of Hyper Text Markup Language (HTML), the predominant markup language for web pages on the internet. Students will gain familiarity with HTML scripting and will "hand code" web pages using just basic text editor. Topics to be covered include setting tags, embedding pictures and links, formatting, creating tables, creating frames, and creating forms. This class is recommended for students that are new to the field of web design.

WEB 103 PRINCIPLES OF WEB SITE ARCHITECTURE AND DESIGN (5 quarter credits)
Prerequisite: None
This course focuses on the successful organization of web pages into a thematic web site, based on principles of utility, economy, and human interface design. Students will examine case studies to determine client objectives, and take an interdisciplinary approach to flexibly achieve optimal solutions. Topics covered will include the cognitive bases for usability, principles of navigation, presentation by priority, and diagrammatic approaches to problem solving.

WEB 104 INTRODUCTION TO APACHE, MySQL, AND PHP (5 quarter credits)
Prerequisite: None
This course will prepare students to set up a basic Apache-MySQL-PHP (AMP) server from which they will be able to serve their own websites on any operating system of their choice. Students will learn the basics of integrating a web server (Apache), a database system (MySQL), and PHP, a scripting language for producing dynamic web pages. Encryption of web traffic via SSL and basic security concerns will also be discussed. This course is a

WEB 105 WEB DESIGN MARKETING (5 quarter credits)
Prerequisite: None
This course provides students with an overview of specific concerns that web designers face in marketing services for web design. Strategies for portfolio design, client contact, interviewing and counseling, and obtaining referrals will be discussed.

WEB 205 OPEN SOURCE TOOLS FOR WEB SITE CREATION (5)
This course provides an introduction to the use of open source software to create robust web sites. The software covered in this course is cross-platform, free to use, and provides a cost effective alternative to use of proprietary software. This class will primarily focus on Aptana, GIMP, Inkscape, and Filezilla.

WEB 220 CSS Workshop and CSS 2.1 (5 quarter credits)
Prerequisite: None
This course introduces students to the use of cascading style sheets (CSS) to set formatting, improve content accessibility, and optimize bandwidth.

WEB 225 SEARCH ENGINE OPTIMIZATION (5)
Prerequisite: None
This course emphasizes the process of improving the volume or quality of traffic to a website from search engines through Search Engine Optimization (SEO). The principles and mechanisms behind search engine results, "black" and "white" hat techniques for optimization, and real world application will be discussed and practiced.

WEB 230 INTRODUCTION TO OPEN SOURCE CONTENT MANAGEMENT SYSTEMS (5)
Prerequisite: WEB 104 "Introduction to Apache, MySQL, and PHP" is a prerequisite for this class, but may be taken concurrently. This course will provide an introductory survey of popular open source content management systems (CMS) in order to manage work flow in a collaborative environment. This course will focus primarily on Drupal, Joomla!, WordPress, and MediaWiki. Students will have an opportunity to participate in creating and administering a class CMS of their choice.
Neenah Amaral, Ph.D., is a Marriage, Family, and Child Counselor in private practice in San Diego. Dr. Amaral is the current president and chief financial officer of the San Diego Chapter, California Association of Marriage and Family Therapists. She specializes in Alcohol and Drug Abuse and Hypnotherapy. Dr. Amaral teaches in the areas of legal and ethical issues for Counselors and theory and practice of family therapy. Dr. Amaral received her Bachelor of Arts in Psychology from the University of California, San Diego (UCSD), her Master of Arts in Clinical Psychology from the Professional School of Psychological Studies, and her PhD in Clinical Psychology from La Jolla University.

Joseph Davis, Ph.D., has over 20 years of teaching and administrative experience in higher education, research and public service. His experiences include mental health/operations officer for Department of Homeland Security and NDMS-U.S. Public Health Service, Dept. of Health & Human Services, counseling staff member with the Federal Emergency Management Agency (FEMA), clinical-community psychologist in public service for the Virginia Dept. of Mental Health Services as well as Assistant Clinical Professor of Psychiatry, School of Medicine, UC-San Diego and Associate Dean of Academic Affairs at AVU. He is founder of The Haley Center, a private firm specializing in human resource management and organizational development. Dr. Davis earned a B.S. degree in Psychology with emphasis in Biopsychology and M.S. in Clinical Psychology from Radford University, and a Ph.D. in Clinical Psychology from the University for Humanistic Studies. He is also the recipient of a honorary doctor of laws (LL.D.). He completed his pre-doctoral internships and training at the Scripps Center for Quality Management in clinical-organizational psychology, Sharp Health Care System in clinical-neuropsychology, and at the VA Medical Center’s inpatient/outpatient psychiatry service in clinical psychology and behavioral medicine. A former Medical-Allied Health Editor-in-Chief of the Canadian Journal of Clinical Medicine from 1995-2001, he currently sits on several editorial journal boards and is published extensively in the areas critical incident stress debriefing, trauma/disaster mental health, and psychology-law. He enjoys working with students in all areas of psychological research and teaches a variety of courses including objective personality assessment and research methods.

Joel Fick, Ph.D., is a California licensed Clinical Psychologist. Dr. Fick received his B.A. with dual majors in Psychology and Music Performance from Gustavus Adolphus College, and a Master of Arts and the PhD in Clinical Psychology from the California School of Professional Psychology, specializing in Family/Child Health Psychology. Dr. Fick was a clinician for Mental Health Systems Inc., Mental Health Rehabilitation Specialist Supervisor for the Telecare Corporation, Clinical Director of the Weekend Program at Bayview Hospital, and Counselor for San Diego State University. He was appointed Postdoctoral Research Fellow for the Center for Behavioral Epidemiology and Community Health at SDSU, and has conducted partial hospitalization and community mental health treatment-outcome research. Dr. Fick teaches Practicum and Field Placement Supervision courses at National University and has conducted
community health and communication seminars for SDSU. He teaches Developmental Psychology, Clinical Counseling Skills Training, and Psychopathology.

**Dr. Doris Lu-Anderson, PhD**, received her Bachelor of Arts degree in International Business from Ming Chuan University in Taipei, Taiwan. Dr. Lu-Anderson has earned dual Master’s degrees, an MBA from San Diego State University and Master of Science in Health & Physical Education from Louisiana Tech University, and earned her doctorate in Sport Administration & Physical Education from Florida State University. Dr. Lu-Anderson is also an Experienced-Registered Yoga Teacher with the Yoga Alliance, and Certified Personal Trainer. Dr. Lu-Anderson has over 10 years teaching experience, in such areas as sport management and pedagogy, financial planning, venture capital investing, entrepreneurship and marketing. She has extensive experience coordinating and implementing research grants for community services and business development. In addition to her teaching responsibilities, Dr. Lu-Anderson is the Director of Research for the San Diego University for Integrative Studies.

**Yvette Lyons, Ph.D.,** holds Master’s degree in Marriage and Family Therapy, and received her Doctorate in Clinical Psychology with specialization in Expressive Art Therapy from the University for Humanistic Studies. She is a Certified Expressive Arts Therapist (EAT) and a Certified Life Coach. She also holds a certification in Sand-Trap World Play Therapy and is a Mandala Assessment Research Inventory (MARI) teacher trainer. Dr. Lyons has worked as an individual and group therapist in a variety of clinical settings. Her therapeutic experience encompasses working at the County of San Diego’s Foster Program for children and adolescents and serving as a therapist for homeless veterans and the chronically mentally ill. Additionally, Dr. Lyons has worked with Oceanside County Mental Health in their Grant Program teaching and supporting Schizophrenics with on-the-job training and readiness. As a trainer, Dr. Lyons has consulted with private and public programs on incorporating expressive arts therapy groups into their therapeutic milieu. As an educator, Dr. Lyons has been teaching at the Master’s and Doctoral level in Clinical Psychology, Marriage and Family Therapy and Expressive Art Therapy programs for the past nine years. Today, Dr. Lyons is the Director of the Expressive Arts Therapy Department at the San Diego University for Integrative Studies. In this capacity, she coordinates the program, teaches, selects adjunct faculty, and facilitates training seminars in Expressive Arts Therapy and Sand-Tray Therapy for students and professionals in the mental health community.

**Robert Nideffer, Ph.D.,** is president of Enhanced Performance Systems, has written 15 books and authored over 100 research and/or applied articles. He is the developer of the Test of Attentional and Interpersonal Style (TAIS) which is used worldwide to measure the attentional and interpersonal skills of high level performers in sports, business, sales and the military. Dr. Nideffer has worked with Olympic teams from the US, Canada, and Australia, and taught in psychiatry, psychology, and physical education departments in various universities. Dr. Nideffer received his Ph.D. in clinical and experimental psychology from Vanderbilt University.

**Will Stillwell, Ph.D.,** earned a Bachelor of Arts in Social Sciences from Lawrence
College, and a PhD in Anthropology from the University of Pittsburg. Dr. Stillwell has been associated with Humanistic Psychology for more than thirty years at The Center for Studies of the Person. He works as a consultant to people in organizations, finding new ways with clients to deal with conflict, leadership, morale, quality of work and accountability. He has served on the faculty of several universities and is coauthor of the book, *Conflict is Inevitable - War is Optional*, which presents everyday conflict situations and challenges the reader to find new ways to resolve differences between themselves and others. He resonates with the Jewish hope for justice, and the Christian hope for love, the Buddhist hope for liberation, the Hindu hope for multiplicity and the Islamic hope for community, and the Animist hope for spirit in all beings.

**Cristina B. Versari, Ph.D.** obtained two Bachelor’s degrees from Gama Filho University located in Brazil, the Bachelor of Science in Psychology and the Bachelor of Science in Physical Education. Dr. Versari attended the United States International University where she obtained a Master’s degree in Psychology, as well as the Ph.D. with specialization in Sport Psychology. Dr. Versari has been working with high profile clientele for over sixteen years. Versari’s duties include overseeing work with individuals, couples and teams in the areas of career development, life planning, educational planning, performance enhancement, stress management and relationship issues. Dr. Versari was the Program Administrator for the NBPA/NBA Education and Career Development Program which means being responsible for the services offered to twenty-nine NBA teams (over 450 players). Dr. Versari counseled NBA players on a variety of specific topics including life planning, education and degree completion. In addition to this Cristina Versari also developed numerous NBA players seminars and training programs. Dr. Versari was the official psychologist for the Brazilian Men’s basketball Team in the 1992 Olympics and the 1994 World Basketball Championships. Dr. Versari is also very active in academic study, being President and Director of the Sport Psychology Program at the San Diego University for Integrative Studies, and has conducted a large number of international (and national) workshops/training programs for athletes, coaches, businesspeople and academics. As part of her commitment to the further development of Sports Psychology, Dr. Versari is the Editor of Self Help and Psychology Magazine, “Performance/ Sport Psychology” and various sources on the internet. She also provides executive and life coaching consulting services to high profile individuals who are interested in improving their professional performance, learning how to cope with IT infrastructure and coping with business reorganization.

**ADJUNCT FACULTY**

**Hilse Barbosa, M.A.**, National Certified Career Counselor, is the owner and principal consultant of HB Services for Personal and Professional Development and a community college counselor. She has translated the Myers-Briggs Type Indicator to Portuguese, under publisher’s authorization, in order to study type and culture. Her lectures, workshops and training programs are offered internationally in three languages and comprise four major areas: personal and career development, decision-making, and
the balance between culture and individuality.

**Seann Bernshaw** attended the University of California at Santa Barbara (UCSB), earning both his BA and MA in Economics. Seann has also completed work towards a PhD in Economics and Econometrics, also from UCSB. Seann possesses over 30 years of experience in the business world. Seann has founded several business entities including a construction firm and a tower analytics firm in charge of finding locations for and building cell phone towers. He has also served as Chairman and Managing Director of Tower Analytics, Pvt. Ltd., and National Manager of the Telecommunications Title Services Division of Ticor Title Company. Other accomplishments include holding a license as a California general contractor and holding a FAA rating as a multi-engine instrument rated pilot. Seann teaches introductory level courses in economics, business math, and organizational statistics.

**Michelle Cruz** earned a Bachelor of Arts in English from Whittier College, and her Master of Arts in Organizational Management from the University of Phoenix. She has over 8 years professional experience in the cellular communications industry with AirTouch Paging, predecessor to Verizon Wireless, advancing form retail support representative, account representative, and finally to district trainer during her tenure with the company. Michelle is also certified by Marshall Goldsmith as a Professional Corporate Coach, working with senior level executives to achieve positive, lasting changes in behavior to become even more effective, successful leaders. Michelle teaches introductory level courses in marketing, business principles and organizations, and business administration.

**William Dieck**, earned a Bachelor of Arts in Psychology from the University of San Diego (USD), and both his MBA and the Master of Arts in Organizational Management from the University of Phoenix. Career highlights include work as a Business Coach for Total Mind Therapy, Project and Sales Manager for SBC, and Director of Operations and Training for Martial Arts America Incorporated. Some of his other accomplishments include authoring a book titled "Arm Your Children" about child development, and creating "The Permanent Stop Smoking Solution" which is an interactive plan to help smokers quit. In addition to teaching, William is an avid martial artist who has been a member of the Educational Martial Arts System since 1990. William teaches introductory courses in information technology, management, business, and business communications.

**Dr. Edward Goold, DBA**, holds an AAS degree in Hotel Technology and the Culinary Arts from Sullivan County Community College. Dr. Goold earned a Bachelor of Science in Hotel Restaurant Management from Florida International University, and an MBA from California State University, Long Beach (CSULB). Dr. Goold went on to receive the Doctorate in Business Administration, with focus on International Business and Strategic Management from United States International University. Dr. Goold has a wide range of teaching experiences including culinary classes at the Institute of Classical Cuisine, on-ground classes in project management, entrepreneurship and marketing for students of the Executive MBA program at Embry Riddle University, and utilizing video conferencing to teach TOPGUN students of the Naval Fighter Weapons School at Naval Air Station Fallon, Nevada. In addition to teaching, Dr. Goold was owner and broker of his own firm Act Now Real Estate, offering full service real estate operations,
including lending, property management and personal commercial sales.

Linda Greischel, LCSW, Ph.D., is a licensed, clinical social worker who has worked as a psychotherapist and spiritual counselor with adults, children, adolescents, and families during her professional career. Dr. Greischel has her BA in Religious Studies from the University of Colorado-Boulder, her Masters in Social Work from the University of Washington, and earned a PhD in Comparative Religion and Philosophy from the California Institute for Human Science. Dr. Greischel’s specialties focus upon comparative methods of psychology, cross-cultural spiritual practices and experiences, and the expressive arts. She is author of *Divine Eros: On Yoga, Meditation, Mysticism, and the Kundalini Process*, which was the basis of her doctoral dissertation, and of *Mythic Memory: Remembering the Feminine Soul & Spirit*, a related book on the expressive arts and psycho-spiritual integration. She is currently writing correlated books on the phenomenology of mysticism and the arts, *Pathways of the Mystic: On Illumination, Transformation, Surrender, & Sacrifice*, and on *Spirituality in Action: Leadership in Social Service and Social Justice*.

Michael Hawthorne is a native of Ohio, earning his BA in Business from Otterbein College in Westerville, OH and the MBA from Franklin University in Columbus. Michael has over 10 years teaching experience and has been a member of upper management in higher education, chairing the School of Business at ITT Technical Institute in San Diego, and serving as Business Manager for the University of St. Augustine Health Science, in San Marcos, CA. Michael teaches such topics as introduction to business, foundations in economics, and marketing.

Doris Klein, EdD, has over 20-years hands-on successful teaching experience. Dr. Klein has her Bachelor of Science in Liberal Studies from National University, and earned her Master’s degree in 2012 in Arts and Organizational Management/Healthcare from Ashford University. Dr. Klein received her EdD in Education from Grand Canyon University. Dr. Klein has had the opportunity to instruct various healthcare courses with various Universities in San Diego CA as well as assisting students with gaining employment in the healthcare field. Dr. Klein encourages learning by using a number of different manipulatives, hands-on activity, and various forms of technology. By incorporating classroom discussion, open-ended questions, and cooperative learning Dr. Klein is able to facilitate a highly active class atmosphere.

Yana Loboda, J.D., earned a BA in Business Administration from Cabrini College in Pennsylvania, and earned the Juris Doctor from Thomas Jefferson Law School, graduating as Valedictorian with a 4.1 GPA. Yana currently works as an Associate Attorney for Scudi Law in topics regarding election laws and contract/business transactions. At this time, Yana is also an Associate Attorney for ABA Immigration Justice in immigration law cases. Yana’s previous experience ranges from teaching, tutoring, and work as a paralegal. At SDUIS, Yana teaches introductory business law courses.

Rand Lundmark: M.A., CAS, CADC II, has worked in the addiction treatment field for over sixteen years. He is a certified Substance Abuse Professional (SAP), a Certified Alcohol and Drug Counselor (CADC II) in California, holds a Master’s Degree in Spiritual Psychology from the University of Santa Monica, Professor Lundmark’s experience includes
development and implementation of addiction recovery programming as the Clinical Director, Director of Chemical Dependency, Dual Diagnosis, and Eating Disorder programs at area hospitals, residential, and out-patient treatment centers.

Randall McManus, JD, is a California licensed attorney, real estate broker, and general building contractor. He received his bachelor's degree in Business Finance from San Diego State University (SDSU) and went on to earn a JD from National University in 1986. Randall is a successful real estate investor and hands-on property manager. Over the past 25 years, Randall has bought, sold, or managed, houses, apartments, hotels, mobile home parks, and vacant land. As a developer in 1998, he built and sold 48 new houses in San Diego County. As a practicing attorney, he has successfully defended an $11,000,000 lawsuit, and has won settlements of over $1,800,000. He specializes in real estate law, landlord tenant law, and contracts. Being a member of the Airplane Owners and Pilots Association (AOPA) and Sierra Club, Randall enjoys his free time flying, and backpacking in the Sierra Mountains.

Roy Nasby, OMD., Lic. Ac., is a Doctor of Oriental Medicine and licensed Acupuncturist. A graduate of Indiana University and the Pacific College of Oriental Medicine, he completed the Advanced Seminar at the China International Acupuncture Training Centre in Beijing, People's Republic of China and received his doctoral degree from South Baylor University in 1989. He is currently in private practice in San Diego.

Abbie Berry Nickel, MFA, earned a Bachelor of Arts in English, as well as a Master of Fine Arts in Creative Writing both from San Diego State University. She is a writer of fiction and believes that writing is a muscle — exercise is key. She believes that a writer's voice is always under construction, as writers are always rebuilding. Professor Nickel teaches Writing & Research and facilitates creative writing workshops in San Diego. She has been published in Two Girls Review and Red. Professor Nickel loves both the urban city of San Diego and inspiring others to write.

Elizabeth Plourde, Ph.D., C.L.S. is a licensed Clinical Laboratory Scientist, with a B.S. in Biological Science from Cal State University Hayward, an M.A. in Psychology from Pepperdine University, and a Ph.D. in Transpersonal Psychology with specialization in Tibetan Buddhist Psychology from SDUIS. Specializing in hormonal biochemistry, Dr. Plourde has presented her research at numerous colleges and universities, and on radio and TV nationally. She is the author of two books: Your Guide to Hysterectomy, Ovary Removal, and Hormone Replacement, and Hysterectomy? The Best or Worst Thing that Ever Happened to Me?

Marcus Plourde, Ph.D., has a BS in Accounting, a BA in Computer Information Systems, a Masters in Business Administration from Husson University in Maine, and a Ph.D. in Transpersonal Psychology with specialization in Tibetan Buddhist Psychology from SDUIS. Dr. Plourde’s diverse work experience ranges from family owned businesses to multinational corporations, union and non-union employees, as well as supervising a variety of ethnic groups within the global marketplace.

Rene Ray, MAE, has worked in the corporate field for a division of a Fortune 500 company as and Operations and Branch
Manager for fifteen years. His management background extends to training and the go-forward maintenance of international vendors in India and the Philippines.

Professor Ray holds a Bachelor's Degree in Organizational Leadership from Chapman University and a Masters Degree in Education from Alliant International University, as well as a certification in TESOL. He has taught English, Spanish, Business and Management at the university level and has dedicated time to serving as a Spanish/English Interpreter for medical assignments and depositions, in addition to being a certified Social Security Disability Advocate. He's an avid golfer, football fan and enjoys travel.

Robert Rodgers, MBA, received BS in Computer Engineering with a minor in Mathematics from Clemson University, and earned the MBA with a specialization in Technology Management from National University. Robert works as a Senior IT Engineer and teaches Information Technology and Business courses at SDUIS.

Arthur Rosengarten holds a Ph.D. in Clinical Psychology from the California Institute of Integral Studies, a Master’s in East-West Psychology from California Institute of Asian Studies, and a B.A. in English Literature and English Composition from Beloit College. He has been Director of Moonlight Counseling in Encinitas (since 1992) and in private practice as an eclectic therapist for over 35 years. He has also extensive experience working in residential treatment centers, inpatient psychiatric hospitals, and as addiction/recovery specialist. Additionally, Dr. Rosengarten is a widely-known innovator, author, teacher, and researcher of the psychology of tarot, author of Tarot and Psychology: Spectrums of Possibility, and numerous articles and national radio appearances on modern, ethical uses of synchronicity, symbolism,

Steve Ryan, MA earned a Bachelor of Arts degree in English Literature from the College of Staten Island, and holds a Master of Arts degree in English Literature from City College of New York. He is an experienced professional in sales, marketing, communications and product development. Steve has 14 years teaching experience, both on-ground and through distance learning modalities, in such areas as Communications, Sociology, Speech, and Business Management. Before transitioning into teaching, Professor Ryan was Product Development Manager for the trading card and collectible manufacturer The Upper Deck Company, and Editor-in-Chief for magazine publisher LEP, Publishing Inc.

Mitra Sarkhosh, MFT, is a licensed Marriage & Family Therapist and is also a certified yoga instructor. She earned a Bachelor of Science from the University of California, Davis, and the Master of Arts in Marriage and Family Therapy from the University of Phoenix. She is an online instructor at SDUIS, teaching such topics as Developmental Psychology, Social Psychology, and Psychotherapy with Children and Adolescents. Professor Sarkhosh has been facilitating groups since 1993 and helps individuals know their connection to their Higher Power and learn to maintain that connection through transformational processes such as: Transpersonal Psychology - a theory based in spiritual healing and creating a deeper relationship with one's higher power, Dream Work, Vision Process, Meditation, and Inner Child Work - a therapeutic tool to heal.
deeper wounds and create self-care and balance in life. She practices psychotherapy in the areas of substance abuse, domestic violence, mental illness, sexual abuse, and relational problems.

**Steve Schaefer** earned his BA in Government specializing in foreign relations, international policies and law from Southern Illinois University in Carbondale, IL, and his MBA from the Thunderbird Global School of International Management in Glendale, AZ. Professor Schaefer has over thirty years of global business and management experience with both large and small companies, including Motorola, Inc., Titan Corporation, Novatel Wireless, and Metallic Power, Inc., developer of high technology alternate power solutions for backup power for telecommunications, IT, financial services and automotive industries.

**Rob Spellman, MBA,** earned his BA in Computer Science from Norfolk State University, and holds a Master of Business Administration with an emphasis in Technology Management from the University of Phoenix. Professor Spellman is an experienced information technology specialist, systems engineer, and instructor. Over the past 10 years, he has guided the successful personal and professional development of hundreds of individuals and co-workers. Professor Spellman utilizes system engineering principles and his knowledge of information technology to develop solutions for the complex problems facing businesses today. His lectures are based on his knowledge of business and information technology in respect to the positive impact they have on an organization’s bottom line.

**Rachel Van Dessel, MA, MFA,** received her BA in Psychology, as well as an MA in Psychology from Sonoma State University. Professor Van Dessel also earned an Master of Fine Arts in Dance from New York University. As a long time meditator, Professor Van Dessel has completed a traditional Tibetan Buddhist 3 year retreat which allowed her an opportunity to synthesize and deepen her many years of Buddhist practice. She is director of the Summer Dance Program at Pema Osel Ling Buddhist Center and has presented a combination of chi gong, dance, movement, and meditation throughout the United States, Canada, and Japan.

**Denis Waitley, Ph.D.,** received his Bachelor of Science degree from the U.S. Naval Academy at Annapolis and earned a doctorate in Human Behavioral Psychology. Dr. Waitley is the most listened-to voice on personal and career success, authoring 12 non-fictions book, including national best-sellers *Seeds of Greatness, Being the Best,* and *The Joy of Working.* His audio album, "The Psychology of Winning," is the all-time best selling program on self-mastery. Dr. Waitley is a founding director of the National Council on Self-Esteem and the President's Council on Vocational Education. He is the recipient of the “Youth Flame Award” for his outstanding contribution to high school youth leadership, and has been inducted into the International Speakers’ Hall of Fame. Dr. Waitley is one of America’s most respected keynote speakers, lecturers, and productivity consultants in high performance human achievement, counseling Apollo astronauts, Superbowl champions, sales achievers, government leaders, and youth groups, and was responsible for performance enhancement of all U.S. Olympic athletes when he served as Chairman of Psychology on the U.S. Olympic Committee’s Sports Medicine Council.
UNIVERSITY HOLIDAYS

- New Year’s Day - January
- Martin Luther King’s Birthday - January
- President’s Day - February
- Memorial Day - May
- Independence Day - July
- Labor Day - September
- Thanksgiving Day - November
- Day after Thanksgiving - November
- Christmas Eve Day - December
- Christmas Day - December

SDUIS OFFICE HOURS

Monday – Friday 8:30am – 5:00pm

CONTACT INFORMATION

San Diego University for Integrative Studies
3900 Harney Street
San Diego, CA 92110

Phone: 619 297 1999
Toll Free: 1800 234 7041
Fax: 619 542 1999

Website: www.sduis.edu
E-mail: sduis@sduis.edu

Faculty and instructors are available to speak to prospective and current students via email and the information can be requested at the office. Students may also request an appointment to speak to faculty/instructors in person.
# ACADEMIC CALENDARS

Please note: The Quarterly Schedule of Classes will list all current financial and add/drop deadlines. Payment schedules are listed on individual contracts.

## WINTER 2016 – FALL 2016

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Dates</th>
<th>Events</th>
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</thead>
<tbody>
<tr>
<td><strong>WINTER 2016</strong></td>
<td>January 4 – March 27</td>
<td>Classes Start: January 3&lt;br&gt;Comprehensive Exams: February 12&lt;br&gt;Spring Registration Deadline: March 15&lt;br&gt;Classes End: March 27</td>
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<td><strong>SPRING 2016</strong></td>
<td>April 4 – June 26</td>
<td>Classes Start: April 4&lt;br&gt;Comprehensive Exams: May 13&lt;br&gt;Summer Registration Deadline: June 15&lt;br&gt;Classes End: June 26</td>
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<td><strong>SUMMER 2016</strong></td>
<td>July 4 – September 25</td>
<td>Classes Start: July 4&lt;br&gt;Comprehensive Exams: August 12&lt;br&gt;Fall Registration Deadline: September 15&lt;br&gt;Classes End: September 25</td>
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<td><strong>FALL 2016</strong></td>
<td>September 26 – December 18</td>
<td>Classes Start: September 26&lt;br&gt;Comprehensive Exams: November 4&lt;br&gt;Winter 2017 Registration Deadline: December 15&lt;br&gt;Classes End: December 18</td>
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<td>Term</td>
<td>Dates</td>
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<td><strong>WINTER 2017</strong></td>
<td>January 2 – March 26</td>
<td>Classes Start, Comprehensive Exams, Spring Registration Deadline, Classes End</td>
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<td><strong>SPRING 2017</strong></td>
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<td>Classes Start, Comprehensive Exams, Summer Registration Deadline, Classes End</td>
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<td>July 3 – September 24</td>
<td>Classes Start, Comprehensive Exams, Fall Registration Deadline, Classes End</td>
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<td>Semester</td>
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<td>Spring Registration Deadline: March 15</td>
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<tr>
<td>SPRING 2018</td>
<td>April 2 – June 24</td>
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<td>Comprehensive Exams: May 11</td>
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# WINTER 2019 – FALL 2019

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<td>Classes Start</td>
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<td>Spring Registration Deadline</td>
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<td>WINTER 2020</td>
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<td>Classes Start</td>
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<td>Spring Registration Deadline</td>
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<td>Summer Registration Deadline</td>
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<td>Classes End</td>
<td>December 20</td>
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ATTACHMENT I
List of Colleges and Universities students from the USA English Language Center have been accepted to:

2008-2015

1. **Universities**

1. Alhambra Medical University
   - Accredited by - Commission for Acupuncture and Oriental Medicine
2. California International Business University
   - Accredited by - Accrediting Council for Independent Colleges and Schools
3. California International University
   - Accredited by - Accrediting Council for Independent Colleges and Schools
4. California Lutheran University
   - Accredited by - Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities
5. California State University — Long Beach
   - Accredited by - Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities
6. California State University — San Marcos
   - Accredited by - Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities
7. California State University — Northridge Extension
   - Accredited by - Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities
8. California State University — Los Angeles
   - Accredited by - Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities
9. California State University — Dominguez Hills
   - Accredited by - Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities
10. California State University — Fullerton
   • Accredited by - Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities

11. California Trinity University

12. California University of Management & Sciences
   • Accredited by - Accrediting Council for Independent Colleges and Schools

13. Chapman University
   • Accredited by - Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities

14. Claremont Graduate University
   • Accredited by - Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities

15. Coleman University
   • Accredited by - Accrediting Council for Independent Colleges and Schools (ACICS)

16. De Paul University
   • Accredited by - North Central Association of Colleges and Schools, The Higher Learning Commission

17. Golden Gate University San Francisco
   • Accredited by - Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities

18. Indiana State University
   • Accredited by - North Central Association of Colleges and Schools, The Higher Learning Commission

19. Indiana University
   • Accredited by - North Central Association of Colleges and Schools, The Higher Learning Commission

20. Indiana University- Purdue University Indianapolis
   • Accredited by - North Central Association of Colleges and Schools, The Higher Learning Commission

21. International American University  NOT ACC.

22. Middle Tennessee State University
   • Accredited by - Southern Association of Colleges and Schools, Commission on Colleges

23. National University
24. Neumann University
• Accredited by - Middle States Association Commission on Higher Education

25. Prodee University  NOT ACC.

26. Rice University
• Accredited by - Southern Association of Colleges and Schools, Commission on Colleges

27. San Diego State University
• Accredited by - Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities

28. San Jose State University
• Accredited by - Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities

29. San Francisco State University
• Accredited by - Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities

30. Seattle Pacific University
• Accredited by - Northwest Commission on Colleges and Universities

31. South Dakota State University
• Accredited by - North Central Association of Colleges and Schools, The Higher Learning Commission

34. Southern Utah University
• Accredited by - Northwest Commission on Colleges and Universities

35. St. John's University - Queens Campus New York
• Accredited by - Middle States Association Commission on Higher Education

36. Stanton University

37. Texas A&M University-Commerce
• Accredited by - Southern Association of Colleges and Schools, Commission on Colleges

38. Texas Wesleyan University
• Accredited by - Southern Association of Colleges and Schools, Commission on Colleges

39. UCLA
40. UCSD

41. UCSD, Extension

42. UC San Marcos

43. UC Berkeley, Extension

44. UC Irvine, Extension

45. UC Riverside

46. UC Riverside, Extension

47. University of Alabama

48. University of Dayton

49. University of Delaware

50. University of Guam
51. University of Idaho
   • Accredited by - Northwest Commission on Colleges and Universities

52. University of La Verne
   • Accredited by - Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities

53. University of Louisiana, at Monroe
   • Accredited by - Southern Association of Colleges and Schools, Commission on Colleges

54. University of Michigan – Flint
   • Accredited by - North Central Association of Colleges and Schools, The Higher Learning Commission

55. University North Dakota
   • Accredited by - North Central Association of Colleges and Schools, The Higher Learning Commission

56. University of North Texas
   • Accredited by - Southern Association of Colleges and Schools, Commission on Colleges

57. University of Oregon
   • Accredited by - Northwest Commission on Colleges and Universities

58. University of San Diego
   • Accredited by - Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities

59. Wichita State University
   • Accredited by - North Central Association of Colleges and Schools, The Higher Learning Commission

60. Woodbury University – Burbank
   • Accredited by - Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities

61. California State Polytechnic University Pomona - Cal Poly English Language Institute

62. Concordia University, Irvine

63. University of Maine

64. Washington State University, Intensive American Language Center

65. California State University San Marcos - American Language and Culture Institute

66. California State University Bakersfield
67. California State University, East Bay- American Language Program
68. Oregon State University
69. Niagara University
70. University of Alabama at Birmingham
71. UCLA Extension
72. Lordland University,
73. University of Southern California USC International Academy,
74. California University of Business and Technology,
75. Syracuse University
76. California State University, San Bernardino,
77. California State University, Humboldt State University,
78. Lindenwood University St. Charles Campus,
79. Ezra University
80. Alliant International University,
81. Pepperdine University,
82. Florida Atlantic University,
83. University of Colorado, Denver
84. University of San Diego
85. Florida International University,
86. Academy of Art University,
87. San Diego State University,
88. Morgan State University,
89. Western Michigan University,
90. Marshall University,
91. UNIVERSITY OF CENTRAL MISSOURI,
92. St. Luke University,
93. University of the District of Columbia,
94. City University of Seattle,
95. DeVry University-San Diego, CA,
96. California State University – Sacramento
97. Auburn University Montgomery
98. University of Missouri-Columbia
99. Tennessee State University
100. University of California, Santa Cruz
101. Johnson & Wales University
102. Arizona State University – AECP, Tempe Campus,
103. University of Texas at San Antonio,
104. The University of West Alabama,
105. The University of Toledo
106. California State University, Fresno,
107. Saginaw Valley State University,
108. Baptist University of the Americas,
109. State University of New York at Stony Brook  Stony Brook University
110. Midwestern State University
111. Concordia University Wisconsin
112. The University of Texas at Dallas,
113. University of Houston- Downtown,
114. Southeast Missouri State University,
115. Wright State University,
116. University of Hawaii at Manoa
117. United States University
118. University of Dallas
2. Colleges

1. ASA Institute
   • Accredited by - Middle States Commission on Higher Education

2. The Art Institute of California, San Diego
   • Accredited by - Accrediting Council for Independent Colleges and Schools (ACICS)

3. Chaffey College
   • Accredited by - Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges

4. Crowder College
   • Accredited by - North Central Association of Colleges and Schools, the Higher Learning Commission

5. Culinary Institute of America (CIA) - New York
   • Accredited by - Accrediting Commission of Career Schools and Colleges

6. Fashion Institute of Design and Merchandising (FIDM) - Los Angeles
   • Accredited by - Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges

7. Grossmont College
   • Accredited by - Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges

8. Glendale Community College – Arizona
   • Accredited by - Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges

9. Glendale Community College – California
   • Accredited by - Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges

10. Houston Community College
    • Accredited by - Southern Association of Colleges and Schools, Commission on Colleges

11. Hult International Business School
    • Accredited by - New England Association of Schools and Colleges, Commission on Institutions of Higher Education
12. Illinois Institute of Technology
   • Accredited by - North Central Association of Colleges and Schools, The Higher Learning Commission
13. Inver Hills Community College
   • Accredited by - North Central Association of Colleges and Schools, the Higher Learning Commission
14. Likie Fashion and Technology College
15. Long Beach City College
   • Accredited by - Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges
16. Los Angeles City College
   • Accredited by - Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges
17. Mesa Community College, Arizona
   • Accredited by - Higher Learning Commission (HLC)
18. Monterey Peninsula College
   • Accredited by - Accrediting Commission for Community and Junior Colleges
19. Mt. San Antonio Community College District
   • Accredited by - Western Association of Schools and Colleges
20. New School of Architecture and Design
   • Accredited by - San Diego Accrediting Council for Independent Colleges and Schools (ACICS)
21. Orange Coast College
   • Accredited by - Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges
22. Oregon Community College
   • Accredited by - Northwest Commission on Colleges and Universities
23. Palomar College
   • Accredited by - Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges
24. Pierce College - Los Angeles
   • Accredited by - Western Association of Schools and Colleges,
25. San Diego Community College District - Mesa City College
• Accredited by - Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges

26. San Diego Community College District - Mira Costa Community College
• Accredited by - Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges

27. San Diego Community College District - San Diego City College
• Accredited by - Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges

28. Santa Ana College
• Accredited by - Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges

29. Santa Monica College
• Accredited by - Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges

30. Seattle Central Community College
• Accredited by - Northwest Commission on Colleges and Universities

31. Seattle Community College
• Accredited by - Northwest Commission on Colleges and Universities

32. Solex College
• Accredited by - Accrediting Council for Independent Colleges and Schools (ACICS)

33. SouthWestern College, Southwestern Community College District
• Accredited by - North Central Association of Colleges and Schools, The Higher Learning Commission

34. St. Charles Community College
• Accredited by - North Central Association of Colleges and Schools, The Higher Learning Commission

35. St. Norbert College
• Accredited by - North Central Association of Colleges and Schools, The Higher Learning Commission

36. San Diego Community College District - San Diego Miramar College

37. Oakland Community College - Auburn Hills Campus

38. El Camino Community College

39. Tacoma Community College
40. Atlanta Bible College Korean Extension
41. City College of San Francisco
42. Pikes Peak Community College
43. Southwest Texas Junior College, Uvalde Campus
44. Desert Community College District - College of the Desert
45. Los Angeles ORT College, Van Nuys Campus
46. Cerritos College
47. Santa Barbara Business College
48. Mississippi College
49. American College of Forensic Studies
50. FLS International Citrus College,
51. Los Angeles Community College District - Los Angeles Valley College
52. Blinn College – Brenham Campus, Texas
53. American Vocational College DBA California Language School
54. Central Piedmont Community College,
55. Iona College, New Rochelle Campus.
56. East Los Angeles Community College,
57. Coast Community College District - Golden West College,
58. Kapiolani Community College
59. The Fashion Institute of Design & Merchandising (FIDM) FIDM, San Diego
60. Durham Technical Community College,
61. Pasadena City College
62. Lee College District Lee College,
63. Rancho Santiago Community College District Santa Ana College,
64. New America College Niagara Campus
65. Colorado Mountain College,
66. King's College,
67. Howard Community College,
3. Other (Trade Schools, Career and Technical Training)

1. California Western School of Law
   - Accredited by - American Bar Association, Council of the Section of Legal Education and Admissions to the Bar
2. Computer Systems Institute - Skokie Campus Illinois
3. Gemological Institute of America
   - Accredited by - Accrediting Commission of Career Schools and Colleges (ACCSC)
4. Maranatha Christian Schools, San Diego
   - Accredited by - Western Association of Schools and Colleges (WASC)
5. Montessori School La Jolla
6. Dickinson School of Law - Pennsylvania State University
   - Accredited by - American Bar Association, Council of the Section of Legal Education and Admissions to the Bar
7. Professional Golfers Career College
   - Accredited by - Accrediting Council for Independent Colleges and Schools
8. Southern California Seminary
   - Accredited by - Transnational Association of Christian Colleges and Schools, Accreditation Commission
9. Southern Methodist University, School of Law
   - Accredited by - American Bar Association, Council of the Section of Legal Education and Admissions to the Bar
10. TCS Technology Career Services International, New York
11. World Mission University Los Angeles
   - Accredited by - The Association of Theological Schools (ATS)
12. New York Film Academy - Los Angeles
13. Georgia Institute of Technology
14. Advanced Computing Institute
15. Computer Systems Institute
16. Walter Jay M.D. Institute an Educational Center,
17. Albert Career School,
18. Metropolitan Business Institute,
Specific Degree programs students were accepted into:

January 2013 through November 2015

University of San Diego, ELA –English Language Academy, MASTERS OF BUSINESS ADMINISTRATION

Pikes Peak Community College, Associate of Applied Science, Construction Management

California State University Bakersfield, Masters in Public Administration

California University of Management & Sciences, Master of Business Administration

California State University, East Bay, Masters in Economics

New York Film Academy – Los Angeles, Masters in Fine Arts, Photography

College of the Desert, Bachelors in Biology

Oregon State University, Masters in Public Health

Niagara University, MASTERS OF BUSINESS ADMINISTRATION

Georgia Institute of Technology, Master of Science in Building Construction and Facilities Management

Prodee University, Bachelors in Religious Education

Hult International Business School, Boston Campus, MASTERS OF BUSINESS ADMINISTRATION

New School of Architecture and Design, Bachelor of Architecture

Horizon Institute, Bachelor in Pastoral Studies/ Counseling program
Lordland University, Bachelor of Religious Education
Santa Monica College, Liberal Arts, Social and Behavior Science Associate Degree
Santa Monica College, General Science Associate Degree
California University of Business and Technology, Master of Business Administration
Grossmont College, Bachelors in International Business
Grossmont College, Bachelors in Management
Los Angeles Community College District  West Los Angeles College – Business Administration
California State Univ. San Marcos – Bachelors in Computer Information Systems
Syracuse University –L.LM program College of Law
California State University, San Bernardino, BA in Administration - Supply Chain & Transportation Management
Mississippi College, Master of Education, Business Education
American College of Forensic Studies, Master of Business Administration Program
Lindenwood University St. Charles Campus, MASTERS OF BUSINESS ADMINISTRATION
Grossmont College, Bachelors in Computer Programming
National University, Bachelors of Business Administration
Ezra University, Bachelor of Theology
Southwestern College, Bachelors in Architecture
Alliant International University, MASTERS OF BUSINESS ADMINISTRATION
Pepperdine University, LL.M in Dispute Resolution Program, School of Law.
Florida International University, Modesto A. Maidique Campus, BS in Electrical Engineering
Academy of Art University, Bachelor of Fine Arts in Graphic Design
UCSD, Business Management Certificate Program
Middle Tennessee State University, Bachelor of Science Degree in Engineering Technology, Computer Engineering Technology
Morgan State University, MASTERS OF BUSINESS ADMINISTRATION
Western Michigan University, Bachelors Aviation Flight Science
Marshall University, Graduate Pathway, Business Administration.
University of Central Missouri, B.S. Degree program in Safety Management
Likie Fashion and Technology College, Bachelors in LFTC Fashion Merchandising
University of San Diego, Bachelors in Computer Science

Southwestern College, Engineering major

College of the Desert, Desert Community College District, Bachelors in Business Administration

Iona College, MASTERS OF BUSINESS ADMINISTRATION in Public Accounting

St. Luke University, Master of Science in Oriental Medicine

University of the District of Columbia, Bachelors in Computer Science

DeVry University-San Diego, CA, Bachelor of Science in Business Administration

Iona College, New Rochelle Campus. MASTERS OF BUSINESS ADMINISTRATION in Marketing

The Fashion Institute of Design & Merchandising (FIDM)  FIDM, San Diego. Merchandise Marketing Program

University of Missouri-Columbia, Graduate Program of the Division of Biological Sciences (Ph.D)

Durham Technical Community College, Associate in Arts

Tennessee State University, Bachelors in Health Care Administration and Planning

University of California, Santa Cruz, Master of Science program in Games and Playable Media

Johnson & Wales University, Bachelors of Criminal Justice

California State University – San Marcos, Bachelors Degree in Computer Information Systems

Santa Monica College – Associates Degree in Graphic Design

San Diego State University- Master of Criminal Justice and Criminology Program

The University of West Alabama, Master of Arts in Teaching / Biology

The University of West Alabama, Master of Science in Adult Continuing Education / Counseling and Psychology

California State university, Fresno, Bachelors of Science in Mechanical Engineering

National University, Master of Business Administration

Tennessee State University, Bachelors in Architectural Engineering

Southwestern College, Bachelors in Computer Science

San Diego State University, Masters in Music Studies

SouthWestern College, Southwestern Community College District, Bachelors in Telemedia

State University of New York at Stony Brook, Stony Brook University, Masters in Political Science – Public Policy

National University, Master of Business Administration

California State University San Marcos, Masters of Education
California University of Management & Sciences, CALUMS, Master of Science in Computer Information Systems
Southwestern College, Bachelors in Business Administration
Santa Monica College, Associates in Business
Newschool of Architecture and Design, Bachelor of Science Media Design
Santa Monica College, Associates in Business Marketing
Concordia University Wisconsin, Masters in Science in Rehabilitation Science
The University of Texas at Dallas, Graduate Program in Accounting
Southwestern Community College, Majoring in Business Administration
Tennessee State University, Bachelors in Mechanical Engineering
Wright State University, Undergraduate Program Major of Computer Science
University of Hawaii at Manoa, Tropical Plant Pathology MS Program
United States University, Master of Business Administration
Southwestern Community College
King’s College, Undergraduate of Computer Science
Pepperdine University, Master of Science in Management and Leadership
University of Dallas, Master of Business Administration
Santa Monica College, Associate in Business Administration
Horizon Institute, Master in Pastoral Studies/ Counseling Program
Stanton University, Masters in Business Administration Program
National University, Masters of Business Administration Bridge Program
New York Film Academy- Los Angeles, Bachelors in Photography
International American University, Master of Business Administration
National University, Master of Science in Computer Science
Cal State Univ. San Marcos, Bachelors degree in Communications
A San Diego university owner and school employee indicted for visa fraud
ICE investigation uncovers visa scheme at 6 schools
SAN DIEGO, Calif. — The owner of a San Diego-area university and chain of English-language schools made her initial appearance in federal court Friday on charges that the schools served as a front for student visa fraud. This indictment followed a two-year probe by U.S. Immigration and Customs Enforcement's (ICE) Homeland Security Investigations (HSI).

Carmen Tepper, 56, of Las Vegas, the owner of the San Diego International Academy of English (SDIAE) and Southern States University (SSU), is charged in the 11-count indictment handed down last month with conspiring to defraud the U.S. government, and with making false statements in documents submitted on behalf of foreign students. The indictment also seeks the forfeiture of more than $3 million that Tepper allegedly gained through the scheme, which involved dozens of foreign students.

Also charged in the case is Tepper's parent company, Tepper Technologies, and one of Tepper's employees, Denise Mastro, 46, of San Diego. Mastro was responsible for reviewing the status of foreign students enrolled in the schools and reporting it to the Student and Exchange Visitor Information System (SEVIS) — a Department of Homeland Security (DHS) database used to track foreign students studying in the United States.

Like Tepper, Mastro also made her initial appearance in federal court Friday. Both women are scheduled to appear in court again July 29 before U.S. District Judge Janis L. Sammartino. If convicted on all counts, the defendants face up to 15 years in prison and fines totaling $500,000.

The schools targeted in the ICE HSI investigation have multiple campuses in San Diego County and are authorized under ICE's Student and Exchange Visitor Program (SEVP) to enroll foreign students and issue I-20s, the form required for foreign nationals to obtain a student visa. Both Tepper and Mastro were authorized to certify the I-20 forms.

According to the indictment, which was unsealed Friday, the defendants falsely certified in the I-20s that the foreign students would be required to pursue a full course of study while attending SDIAE or SSU. Once the foreign nationals obtained visas and enrolled in the schools, the defendants allegedly failed to notify DHS when students were no longer complying with attendance requirements, provided they continued to pay tuition. Federal law requires foreign students to maintain a full course of study, unless they have prior approval from the school official.

As part of the investigation, ICE HSI agents, in conjunction with the State of California Premium Fraud Task Force, executed state and federal search warrants at the schools in March 2010, seizing documentary evidence from computer files and images to further their investigation.
ATTACHMENT K
April 11, 2016

VIA EMAIL AND
CERTIFIED MAIL/
RETURN RECEIPT REQUESTED

Laurence Wilson
Senior Vice President, General Counsel and
Secretary
Yelp, Inc.
140 New Montgomery St,
San Francisco, CA 94105

Re: Notice to Cease and Desist

Dear Mr. Wilson:

The purpose of this letter is to address certain improper conduct including, without limitation, the making or publishing of false and defamatory statements about SDUIS by you and your company. We provide this letter in a further attempt to address these issues. We assume our initial attempts were not received because no response was provided. We contacted you several time in writing and by phone in January 2016.

The matters addressed in this letter are extremely serious to SDUIS and the offending statements must stop immediately. Accordingly, as further discussed herein, SDUIS hereby demands that you (1) immediately cease and desist all unlawful, false and defamatory acts or publications; and (2) provide written assurances that all defamatory publications have been removed from your websites and no further such statements will be published.

Based on the evidence SDUIS has obtained, it is clear that Yelp.com has engaged in hostile business practices that are intended to harass, defame or otherwise harm SDUIS. Under California law, these actions may constitute numerous torts including, without limitation, defamation, libel per se,1 interference with prospective economic advantage or unfair business practices under California’s Business and Professions Code sections 17200, et seq. The purpose

of this letter is to advise you and Yelp.com of the grounds upon which legal action may be initiated against you and/or Yelp.com, and notify you that if immediate corrective action is not taken, SDUIS will take whatever actions it deems necessary in order to protect and defend its rights and interests.

SDUIS has been in business for seventeen years and, in that time, has provided exceptional education programs for students from all over the world. Many of these students travel to the United States from abroad on student visas, administered by the Student and Exchange Visitor Program ("SEVP"), through which SDUIS is certified. SDUIS has established a strong reputation, both in the local community and abroad, for the quality of its services and its strict adherence to the rules and regulations of the Department of Homeland Security ("DHS").

Scott B., a member of Yelp.com, posted a false and defamatory message about SDUIS which Yelp.com published. The baseless and unmeritorious accusations, misrepresentations, and insinuations of wrongdoing published by Yelp.com have damaged SDUIS' reputation and adversely affected its business. Specifically, without limitation, you and/or Yelp.com, or others at their behest, purposefully published or disseminated false and misleading statements about SDUIS including:

- That SDUIS does not abide by DHS and SEVP rules;
- That SDUIS made false promises to students;
- That SDUIS does not provide classes to students.

SDUIS is also aware of additional defamatory messages that have been published on Yelp.com by the following Yelp's members including:

Dylan M.  
Chris R.  
Deb. D.  
Deniz A.

These unmeritorious misrepresentations published on Yelp.com have also damaged SDUIS' reputation and adversely affected its business.

It is clear that these serious accusations against SDUIS are made without sufficient—indeed, any—evidence. The statements, or any statements of substantial similarity, are malicious, patently false and made without merit. The defamatory statements described herein have been disseminated to SDUIS students, other members of Yelp.com on-line communities, members or friends of Yelp.com's Facebook page and the community at large. They have and will continue to cause serious damage to SDUIS' reputation, business and future earnings. These statements are actionable misstatements and constitute defamation per se.²

² California Civil Code sections 45, 45a, and 46; McGarry v. Univ. of San Diego (2007) 154 Cal.App.4th 97, 112.
Furthermore, YELP chose to hide many of the actual students positive reviews under “reviews for San Diego University For Integrative Studies that are not currently recommended”. As an example of YELP unfair business practice, Jadel G., a current SDUIS student posted a positive message on 1/24/2016, his message is hidden under “not currently recommended”.

In a phone call to YELP staff, SDUIS was told that if we paid a fee to YELP such positive messages would show on the top of the reviews. YELP is engaging in unfair business practice by demanding payment to post the positive reviews of SDUIS and emphasizing the negative reviews unless we pay YELP.

SDUIS therefore demands that you:

1. Refrain from making or publishing any false accusations and defamatory statements about SDUIS, USA English Language Center, its students, faculty, and staff.
2. Immediately cease any and all publications of any and all defamatory statements about SDUIS, whether the statements are made by you or other third-parties;
3. Withdraw and retract all defamatory statements or publications about SDUIS published on any website under your control within twenty-four (24) hours.
4. Provide SDUIS, either directly or through counsel, written assurances that (1) all defamatory publications will immediately be stopped and all such statements have been withdrawn or retracted from Yelp.com websites; and (2) that no further defamatory statements will be published, in any form, by Yelp.com.
5. Close the San Diego University for Integrative Studies and USA English Language Center business page on a permanent basis and do not create a new page in the future.

Please respond to this letter in writing by April 15, 2016, confirming that you have and will comply with SDUIS' demands. If you choose to ignore this letter, SDUIS will be forced to pursue whatever actions it deems necessary against you and/or Yelp.com, and any other persons or entities involved, without any further notice.

SDUIS reserves all rights, remedies and defenses.

Sincerely,

Cristina Versari, Ph.D.,
President
Notice to Cease and Desist 04.11.2016

April 11, 2016
Deniz Ates
2295 Grand Ave, Apt 1
San Diego, CA 92109
Dear Deniz Ates,

Based on evidence SDUIS has obtained, it is clear that you have engaged in hostile business practices that are intended to harass, defame, or otherwise harm SDUIS. Under California law, these actions may constitute numerous torts including, without limitation, defamation, libel per se,[1] interference with prospective economic advantage or unfair business practices under California’s Business and Professions Code sections 17200, et seq. The purpose of this letter is to advise you of the grounds upon which legal action may be initiated against you, and notify you that if immediate corrective action is not taken, SDUIS will take whatever actions it deems necessary in order to protect and defend its rights and interests.

SDUIS has been in business for seventeen years and, in that time, has provided exceptional education programs for students from all over the world. Many of these students travel to the United States from abroad on student visas, administered by the Student and Exchange Visitor Program (“SEVP”), through which SDUIS is certified. SDUIS has established a strong reputation, both in the local community and abroad, for the quality of its services and its strict adherence to the rules and regulations of the Department of Homeland Security (“DHS”).

On April 8, 2016, you posted false and defamatory statements about SDUIS on multiple websites. Your baseless and unmeritorious accusations, misrepresentations, and insinuations of wrongdoing have damaged SDUIS’ reputation and adversely affected our business. Specifically, without limitation, you purposefully published or disseminated false and misleading statements about SDUIS including:

- That SDUIS does not abide by DHS and SEVP rules;
- That SDUIS is not an educational institution;
- That SDUIS is under investigation for illegal and/or deceptive practices.

It is clear that you have made and disseminated serious accusations against SDUIS without sufficient—indeed, any—evidence. These statements, or any statements of substantial
similarity, are malicious, patently false and lack merit. The defamatory statements described herein have been disseminated to SDUIS students, other members of the on-line community and the community at large. They have and will continue to cause serious damage to SDUIS’ reputation, business and future earnings. These statements are actionable misstatements and constitute defamation per se.[2]

SDUIS therefore demands that you:

1. Refrain from making or publishing any false accusations and defamatory statements about SDUIS;

2. Immediately cease any and all publication of any and all defamatory statements about SDUIS, whether the statements are made by you or other third-parties at your instruction;

3. Withdraw and retract any and all defamatory statements or publications made by you or other third-parties at your instruction, within twenty-four (24) hours.

Please respond to this letter in writing by April 12, 2016, confirming that you have and will comply with SDUIS’ demands stated herein. If you choose to ignore this letter, SDUIS will pursue immediate action against you, and all other person or entities involved, without any further notice.

SDUIS reserves all rights, remedies and defenses.

3900 Harney Street, San Diego CA 92110
Phone: 619-297-1999, Fax: 619-542-1999
June 27, 2013

Adam Cooke
Sacco Cooke Unlimited, LLC dba
Connect English Language Institute
4560 Alvarado Canyon Road,
Suite 2B
San Diego, CA 92120

Adam Cooke
Sacco Cooke Unlimited, LLC dba
Connect English Language Institute
4518 Cherokee Ave.
San Diego, CA 92116

Re: 2nd Notice to Cease and Desist

Dear Mr. Cooke:

Based on our investigations, which are ongoing, it has come to our attention that you and/or Sacco Cooke Unlimited, LLC dba Connect English Language Institute ("Connect English") have again been engaging in hostile business practices that, under California law, may constitute defamation, tortious economic interference, and unfair business practices under Cal. Bus. & Prof. §§17200, et seq. The purpose of this letter is to advise you of the grounds upon which legal action may be initiated if you and/or Connect English will not cease and desist from engaging in the activities described herein. This is the second time we have faced this problem with your business we will be forced to take further legal action if you cannot comply with our demand to cease, desist, and correct your defamatory action.

San Diego University for Integrative Studies has now been in business for over a decade and, in that time, has provided exceptional education programs for students from all over the world. Many of these students travel to the United States from abroad on student visas, administered by the Student and Exchange Visitor Program ("SEVP"), through which SDUIS is certified. SDUIS has established a credible reputation, both in the local community and abroad, for the quality of its services and strict adherence to the rules and regulation of the Department of Homeland Security ("DHS"). Your baseless and unmeritorious accusations, misrepresentations, and insinuations of wrongdoing, have damaged my client’s reputation and adversely affected its business.

We have been informed that you, Connect English, and others at your behest, have purposefully disseminated false and misleading statements about my client, including, without limitation:

- That SDUIS intended to illegally transfer a student to your institution in terminated status;

- That SDUIS does not abide by DHS and SEVP rules.
The above statements are utterly false, without merit, and to the extent that they depict SDUIS as engaging in fraudulent or unethical activity, constitute defamation per se.

We are informed that you have communicated the above defamatory statements to SDUIS students, SDUIS staff members, and even DHS/SEVP. Your malicious attempts to spread these fabrications have caused serious damage to my client’s reputation and its business, which, on that basis, are actionable under California Civil Code §§45; 45a; 46. It is apparent that you and your organization have leveled serious accusations against SDUIS without sufficient evidence or information.

SDUIS therefore demands that you:

1. Refrain from making false accusations and defamatory statements about SDUIS.

2. Withdraw and retract all defamatory publications made to governmental agencies, including, but not limited to DHS/SEVP;

3. Immediately cease and desist in publishing defamatory statements about SDUIS, whether the statements are made by you or third parties;

4. Refrain from approaching SDUIS staff in a hostile or harassing manner; and

5. Direct all communications to SDUIS, in writing or by phone, directly to the legal department. You may send emails to legal@sduis.edu.

Please respond to this letter in writing by no later than April 26, 2013, confirming that you have and will comply with the above demand. Should you choose to ignore this letter and continue your current improper conduct, I will have no choice but to pursue all legal causes of action, including the filing of a lawsuit, to protect our interests.

Respectfully,

Nichole Cristilli, Esq.
Attorney at Law for
San Diego University for Integrative Studies
Notice to the person being sued:
- You are the Defendant if your name is listed in (2) on page 2 of this form. The person suing you is the Plaintiff, listed in (1) on page 2.
- You and the Plaintiff must go to court on the trial date listed below. If you do not go to court, you may lose the case.
- If you lose, the court can order that your wages, money, or property be taken to pay this claim.
- Bring witnesses, receipts, and any evidence you need to prove your case.
- Read this form and all pages attached to understand the claim against you and to protect your rights.

Aviso al Demandado:
- Usted es el Demandado si su nombre figura en (2) de la página 2 de este formulario. La persona que lo demanda es el Demandante, la que figura en (1) de la página 2.
- Usted y el Demandante tienen que presentarse en la corte en la fecha del juicio indicada a continuación. Si no se presenta, puede perder el caso.
- Si pierde el caso la corte podría ordenar que le quiten de su sueldo, dinero u otros bienes para pagar este reclamo.
- Lleve testigos, recibos y cualquier otra prueba que necesite para probar su caso.
- Lea este formulario y todas las páginas adjuntas para entender la demanda en su contra y para proteger sus derechos.

The people in (1) and (2) must go to court: (Clerk fills out section below.)

Instructions for the person suing:
- You are the Plaintiff. The person you are suing is the Defendant.
- Before you fill out this form, read Form SC-100-INFO, Information for the Plaintiff, to know your rights. Get SC-100-INFO at any courthouse or county law library, or go to www.courts.ca.gov/smallclaims/forms.
- Fill out pages 2 and 3 of this form. Then make copies of all pages of this form. (Make one copy for each party named in this case and an extra copy for yourself.) Take or mail the original and these copies to the court clerk's office and pay the filing fee. The clerk will write the date of your trial in the box above.
- You must have someone at least 18—not you or anyone else listed in this case—give each Defendant a court-stamped copy of all five pages of this form and any pages this form tells you to attach. There are special rules for "serving," or delivering, this form to public entities, associations, and some businesses. See Forms SC-104, SC-104B, and SC-104C.
- Go to court on your trial date listed above. Bring witnesses, receipts, and any evidence you need to prove your case.
The Plaintiff (the person, business, or public entity that is suing) is:
Name: SAN DIEGO UNIVERSITY FOR INTEGRATIVE STUDIES
Street address: 3900 HARNEY STREET
Mailing address (if different):
If more than one Plaintiff, list next Plaintiff here:
Name: 
Street address: 
Mailing address (if different):

The Defendant (the person, business, or public entity being sued) is:
Name: DENIZ ATES
Street address: 
Mailing address (if different):
If more than one Defendant, list next Defendant here:
Name: 
Street address: 
Mailing address (if different):

The Plaintiff claims the Defendant owes $1000. (Explain below):

- Why does the Defendant owe the Plaintiff money?
  [REQUEST DAMAGES AND INJUNCTIVE RELIEF REQUIRING DEFENDANT TO REMOVE ALL COMMENTS/REVIEWS POSTED ONLINE AND PREVENTING POSTING OF ADDITIONAL REVIEWS]
  When did this happen? (Date): APRIL 8 AND 12, 2016
  If no specific date, give the time period: Date started: Through:
  How did you calculate the money owed to you? (Do not include court costs or fees for service.)
  NOMINAL DAMAGES

☐ Check here if you need more space. Attach one sheet of paper or Form MC-031 and write "SC-100, Item 3" at the top.
A. I request $1,000 in nominal damages and injunctive relief requiring defendants to remove all comments/reviews posted online and preventing posting of additional review(s) about plaintiff.

Based on the evidence SDUIS has obtained, it is clear that you, have engaged in hostile business practices that are intended to harass, defame or otherwise harm SDUIS. Under California law, these actions may constitute numerous torts including, without limitation, defamation, libel per se,[1] interference with prospective economic advantage or unfair business practices under California’s Business and Professions Code sections 17200, et seq.

On April 8 and 12, 2016, you posted false and defamatory statements about SDUIS on different websites. Your baseless and unmeritorious accusations, misrepresentations, and insinuations of wrongdoing have damaged SDUIS’ reputation and adversely affected its business.

You must ask the Defendant (in person, in writing, or by phone) to pay you before you sue. Have you done this? ☒ Yes ☐ No
If no, explain why not:

Why are you filing your claim at this courthouse?
This courthouse covers the area (check the one that applies):

a. ☒ (1) Where the Defendant lives or does business. 
   (2) Where the Plaintiff's property was damaged. 
   (3) Where the Plaintiff was injured. 
   (4) Where a contract (written or spoken) was made, signed, performed, or broken by the Defendant or where the Defendant lived or did business when the Defendant made the contract.

b. ☐ Where the buyer or lessee signed the contract, lives now, or lived when the contract was made, if this claim is about an offer or contract for personal, family, or household goods, services, or loans. (Code Civ. Proc., § 395(b).)

c. ☐ Where the buyer signed the contract, lives now, or lived when the contract was made, if this claim is about a retail installment contract (like a credit card). (Civ Code, § 1812.10.)

d. ☐ Where the buyer signed the contract, lives now, or lived when the contract was made, or where the vehicle is permanently garaged, if this claim is about a vehicle finance sale. (Civ Code, § 2984.4.)

e. ☐ Other (specify):

List the zip code of the place checked in (5) above (if you know): 92109

Is your claim about an attorney-client fee dispute? ☐ Yes ☒ No
If yes, and if you have had arbitration, fill out Form SC-101, attach it to this form, and check here: ☐

Are you suing a public entity? ☐ Yes ☒ No
If yes, you must file a written claim with the entity first. ☐ A claim was filed on (date):
If the public entity denies your claim or does not answer within the time allowed by law, you can file this form

Have you filed more than 12 other small claims within the last 12 months in California? ☐ Yes ☒ No
If yes, the filing fee for this case will be higher.

I understand that by filing a claim in small claims court, I have no right to appeal this claim.

I have not filed, and understand that I cannot file, more than two small claims cases for more than $2,500 in California during this calendar year.
I declare, under penalty of perjury under California State law, that the information above and on any attachments to this form is true and correct.

Date: APR 1 2 2016

Requests for Accommodations
Assistive listening systems, computer-assisted real-time captioning, or sign language interpreter services are available if you ask at least five days before the trial. Contact the clerk's office for Form MC-410, Request for Accommodations by Persons With Disabilities and Response. (Civ. Code, § 54.8.)
Notice to the person being sued:
- You are the Defendant if your name is listed in (2) on page 2 of this form. The person suing you is the Plaintiff, listed in (1) on page 2.
- You and the Plaintiff must go to court on the trial date listed below. If you do not go to court, you may lose the case.
- If you lose, the court can order that your wages, money, or property be taken to pay this claim.
- Bring witnesses, receipts, and any evidence you need to prove your case.
- Read this form and all pages attached to understand the claim against you and to protect your rights.

Aviso al Demandado:
- Usted es el Demandado si su nombre figura en (2) de la página 2 de este formulario. La persona que lo demanda es el Demandante, la que figura en (1) de la página 2.
- Usted y el Demandante tienen que presentarse en la corte en la fecha del juicio indicada a continuación. Si no se presenta, puede perder el caso.
- Si pierde el caso la corte podría ordenar que le quiten de su sueldo, dinero u otros bienes para pagar este reclamo.
- Lleve testigos, recibos y cualquier otra prueba que necesite para probar su caso.
- Lea este formulario y todas las páginas adjuntas para entender la demanda en su contra y para proteger sus derechos.

The people in (1) and (2) must go to court: (Clerk fills out section below)

Instructions for the person suing:
- You are the Plaintiff. The person you are suing is the Defendant.
- Before you fill out this form, read Form SC-100-INFO, Information for the Plaintiff, to know your rights. Get SC-100-INFO at any courthouse or county law library, or go to www.courts.ca.gov/smallclaims/forms.
- Fill out pages 2 and 3 of this form. Then make copies of all pages of this form. (Make one copy for each party named in this case and an extra copy for yourself.) Take or mail the original and these copies to the court clerk's office and pay the filing fee. The clerk will write the date of your trial in the box above.
- You must have someone at least 18—not you or anyone else listed in this case—give each Defendant a court-stamped copy of all five pages of this form and any pages this form tells you to attach. There are special rules for “serving” or delivering, this form to public entities, associations, and some businesses. See Forms SC-104, SC-104B, and SC-104C.
- Go to court on your trial date listed above. Bring witnesses, receipts, and any evidence you need to prove your case.
Plaintiff (list names):

1. The Plaintiff (the person, business, or public entity that is suing) is:
   Name: SAN DIEGO UNIVERSITY FOR INTEGRATIVE STUDIES
   Phone: 619-297-1999
   Street address: 3900 HARNEY ST
   Mailing address (if different):

   If more than one Plaintiff, list next Plaintiff here:
   Name: 
   Street address:
   Mailing address (if different):

   ☐ Check here if more than two Plaintiffs and attach Form SC-100A.
   ☐ Check here if either Plaintiff listed above is doing business under a fictitious name. If so, attach Form SC-103.

2. The Defendant (the person, business, or public entity being sued) is:
   Name: THOMAS BOS
   Street address: (b)(6)
   Mailing address (if different):

   If more than one Defendant, list next Defendant here:
   Name: 
   Street address:
   Mailing address (if different):

   ☐ Check here if more than two Defendants and attach Form SC-100A.
   ☐ Check here if any Defendant is on active military duty, and write his or her name here:

3. The Plaintiff claims the Defendant owes $1000. (Explain below):
   a. Why does the Defendant owe the Plaintiff money?
      REQUEST DAMAGES AND INJUNCTIVE RELIEF REQUIRING DEFENDANT TO REMOVE ALL COMMENTS/REVIEWS POSTED ONLINE AND PREVENTING POSTINGS OF ADDITIONAL REVIEWS
      When did this happen? (Date): April 12, 2016
   b. If no specific date, give the time period: Date started: Through:
   c. How did you calculate the money owed to you? (Do not include court costs or fees for service.)
      NOMINAL DAMAGES

   ☑ Check here if you need more space. Attach one sheet of paper or Form MC-031 and write “SC-100, Item 3” at the top.
I request nominal damages and injunctive relief requiring defendants to remove all comments/reviews posted online and preventing posting of additional review(s) about plaintiff.

Based on the evidence SDUIS has obtained, it is clear that you have engaged in hostile business practices that are intended to harass, defame or otherwise harm SDUIS. Under California law, these actions may constitute numerous torts including, without limitation, defamation, libel per se, [1] interference with prospective economic advantage or unfair business practices under California’s Business and Professions Code sections 17200, et seq.

On April 12, 2016, you posted false and defamatory statements about SDUIS on different websites. Your baseless and unmeritorious accusations, misrepresentations, and insinuations of wrongdoing have damaged SDUIS’ reputation and adversely affected its business.

You must ask the Defendant (in person, in writing, or by phone) to pay you before you sue. Have you done this?  

☐ Yes  ☐ No

If no, explain why not:

Why are you filing your claim at this courthouse?  
This courthouse covers the area (check the one that applies):

a. ☑ (1) Where the Defendant lives or does business.  
   (2) Where the Plaintiff's property was damaged.  
   (3) Where the Plaintiff was injured.  
   (4) Where a contract (written or spoken) was made, signed, performed, or broken by the Defendant or where the Defendant lived or did business when the Defendant made the contract.

b. ☐ Where the buyer or lessee signed the contract, lives now, or lived when the contract was made, if this claim is about an offer or contract for personal, family, or household goods, services, or loans. (Code Civ. Proc., § 393(b).)

c. ☐ Where the buyer signed the contract, lives now, or lived when the contract was made, if this claim is about a retail installment contract (like a credit card). (Civ Code, § 1812.10.)

d. ☐ Where the buyer signed the contract, lives now, or lived when the contract was made, or where the vehicle is permanently garaged, if this claim is about a vehicle finance sale. (Civ Code, § 2984.4.)

e. ☐ Other (specify):

List the zip code of the place checked in above (if you know): 92109

Is your claim about an attorney-client fee dispute?  
☐ Yes ☑ No

If yes, and if you have had arbitration, fill out Form SC-101, attach it to this form, and check here:

Are you suing a public entity?  
☐ Yes ☑ No

If yes, you must file a written claim with the entity first.  
☐ A claim was filed on (date):

Have you filed more than 12 other small claims within the last 12 months in California?  
☐ Yes ☑ No

If yes, the filing fee for this case will be higher.

I understand that by filing a claim in small claims court, I have no right to appeal this claim.

I have not filed, and understand that I cannot file, more than two small claims cases for more than $2,500 in California during this calendar year.

I declare, under penalty of perjury under California State law, that the information above and on any attachments to

Date: 4/1/16  
  Cristina Versari  
  Plaintiff types or prints name here  
  Plaintiff signs here

Date:  
  Second Plaintiff types or prints name here  
  Second Plaintiff signs here

Requests for Accommodations

Assistive listening systems, computer-assisted real-time captioning, or sign language interpreter services are available if you ask at least five days before the trial. Contact the clerk's office for Form MC-410, Request for Accommodations by Persons With Disabilities and Response. (Civ. Code, § 54.8.)
SMALL CLAIMS SUBPOENA
FOR PERSONAL APPEARANCE AND PRODUCTION OF DOCUMENTS
AND THINGS AT TRIAL OR HEARING AND DECLARATION

THE PEOPLE OF THE STATE OF CALIFORNIA, TO (name, address, and telephone number of witness, if known):

YELP INC.

AGENT FOR SERVICE: CT CORPORATION 818 W SEVENTH ST LOS ANGELES CA 90017

1. YOU ARE ORDERED TO APPEAR AS A WITNESS in this case at the date, time, and place shown in the box below UNLESS your appearance is excused as indicated in box 4b below or you make an agreement with the person named in item 2 below.

   a. Date: 1/26/16
   b. Time: 8:00 a.m.
   c. Dept.: 
   d. Div.: 
   e. Room: 

2. IF YOU HAVE ANY QUESTIONS ABOUT THE TIME OR DATE YOU ARE TO APPEAR, OR IF YOU WANT TO BE CERTAIN THAT YOUR PRESENCE IS REQUIRED, CONTACT THE FOLLOWING PERSON BEFORE THE DATE ON WHICH YOU ARE TO APPEAR:

   a. Name of subpoenaing party: 
   b. Telephone number: 

3. Witness Fees: You are entitled to witness fees and mileage actually traveled both ways, as provided by law, if you request them at the time of service. You may request them before your scheduled appearance from the person named in item 2.

   PRODUCTION OF DOCUMENTS AND THINGS
(Complete item 4 only if you want the witness to produce documents and things at the trial or hearing.)

4. YOU ARE (item a or b must be checked):

   a. ☐ Ordered to appear in person and to produce the records described in the declaration on page two. The personal attendance of the custodian or other qualified witness and the production of the original records are required by this subpoena. The procedure authorized by Evidence Code sections 1560(b), 1561, and 1562 will not be deemed sufficient compliance with this subpoena.

   b. ☒ Not required to appear in person if you produce (i) the records described in the declaration on page two and (ii) a completed declaration of custodian of records in compliance with Evidence Code sections 1560, 1561, 1562, and 1271 (1) Place a copy of the records in an envelope (or other wrapper). Enclose the original declaration of the custodian with the records. Seal the envelope. (2) Attach a copy of this subpoena to the envelope or write on the envelope the case name and number, your name; and the date, time, and place from item 1 in the box above. (3) Place this first envelope in an outer envelope, seal it, and mail it to the clerk of the court at the address in item 1. (4) Mail a copy of your declaration to the attorney or party listed at the top of this form.

5. IF YOU HAVE BEEN SERVED WITH THIS SUBPOENA AS A CUSTODIAN OF CONSUMER OR EMPLOYEE RECORDS UNDER CODE OF CIVIL PROCEDURE SECTION 1985.3 OR 1985.6 AND A MOTION TO QUASH OR AN OBJECTION HAS BEEN SERVED ON YOU, A COURT ORDER OR AGREEMENT OF THE PARTIES, WITNESSES, AND CONSUMER OR EMPLOYEE AFFECTED MUST BE OBTAINED BEFORE YOU ARE REQUIRED TO PRODUCE CONSUMER OR EMPLOYEE RECORDS.

DISOBEDIENCE OF THIS SUBPOENA MAY BE PUNISHED AS CONTEMPT BY THIS COURT. YOU WILL ALSO BE LIABLE FOR THE SUM OF FIVE HUNDRED DOLLARS AND ALL DAMAGES RESULTING FROM YOUR FAILURE TO OBEY.

Date issued: 2015-01-21 09:39:05

Michael Roddy, Executive Officer
CLERK OF THE SUPERIOR COURT

(See reverse for declaration in support of subpoena)
DECLARATION IN SUPPORT OF
SMALL CLAIMS SUBPOENA FOR PERSONAL APPEARANCE
AND PRODUCTION OF DOCUMENT AND THINGS AT TRIAL OR HEARING
(Code Civil Procedure sections 1985, 1987.5)

1. I, the undersigned, declare I am the ___ plaintiff ___ defendant ___ judgment creditor
   in the above entitled action.

2. The witness has possession or control of the following documents or other things and shall produce them at the time and place
   specified on the Small Claims Subpoena on the first page of this form:
   a. ✓ For trial or hearing (specify the exact documents or other things to be produced by the witness):
      Continued on Attachment 2a.
   b. After trial to enforce a judgment (specify the exact documents or other things to be produced by the party who is the
      judgment debtor or other witness possessing records relating to the judgment debtor):
      (1) ☐ Payroll receipts, stubs, and other records concerning employment of the party. Receipts, invoices, documents, and other papers or records concerning any and all accounts receivable of the party.
      (2) ☐ Bank account statements, canceled checks, and check registers from any and all bank accounts in which the party has an interest.
      (3) ☐ Savings account passbooks and statements, savings and loan account passbooks and statements, and credit union share account passbooks and statements of the party.
      (4) ☐ Stock certificates, bonds, money market certificates, and any other records, documents, or papers concerning all investments of the party.
      (5) ☐ California registration certificates and ownership certificates for all vehicles registered to the party.
      (6) ☐ Deeds to any and all real property owned or being purchased by the party.
      (7) ☐ Other (specify):
   Continued on Attachment 3.

3. Good cause exists for the production of the documents or other things described in paragraph 2 for the following reasons:
   Continued on Attachment 4.

4. These documents are material to the issues involved in this case for the following reasons:
   Continued on Attachment 4.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date: 6-2-16

[Signature]

(TYPE OR PRINT NAME)
SMALL CLAIMS SUBPOENA
FOR PERSONAL APPEARANCE AND PRODUCTION OF DOCUMENTS
AND THINGS AT TRIAL OR HEARING AND DECLARATION

THE PEOPLE OF THE STATE OF CALIFORNIA, TO (name, address, and telephone number of witness, if known): YELP INC.

AGENT FOR SERVICE: CT CORPORATION 818 W SEVENTH ST LOS ANGELES CA 90017

1. YOU ARE ORDERED TO APPEAR AS A WITNESS in this case at the date, time, and place shown in the box below UNLESS your appearance is excused as indicated in box 4b below or you make an agreement with the person named in item 2 below.

   a. Date: 0-1* Time: I 00 PM

   b. Address: 220 W. BROADWAY SAN DIEGO CA 92101

2. IF YOU HAVE ANY QUESTIONS ABOUT THE TIME OR DATE YOU ARE TO APPEAR, OR IF YOU WANT TO BE CERTAIN THAT YOUR PRESENCE IS REQUIRED, CONTACT THE FOLLOWING PERSON BEFORE THE DATE ON WHICH YOU ARE TO APPEAR:

   a. Name of subpoenaing party: b. Telephone number:

3. Witness Fees: You are entitled to witness fees and mileage actually traveled both ways, as provided by law, if you request them at the time of service. You may request them before your scheduled appearance from the person named in item 2.

   PRODUCTION OF DOCUMENTS AND THINGS
(Complete item 4 only if you want the witness to produce documents and things at the trial or hearing.)

4. YOU ARE (item a or b must be checked):
   a. □ Ordered to appear in person and to produce the records described in the declaration on page two. The personal attendance of the custodian or other qualified witness and the production of the original records are required by this subpoena. The procedure authorized by Evidence Code sections 1560(b), 1561, and 1562 will not be deemed sufficient compliance with this subpoena.

   b. ☑ Not required to appear in person if you produce (i) the records described in the declaration on page two and (ii) a completed declaration of custodian of records in compliance with Evidence Code sections 1560, 1561, 1562, and 1271.

   (1) Place a copy of the records in an envelope (or other wrapper). Enclose the original declaration of the custodian with the records. Seal the envelope. (2) Attach a copy of this subpoena to the envelope or write on the envelope the case name and number; your name; and the date, time, and place from item 1 in the box above. (3) Place this first envelope in an outer envelope, seal it, and mail it to the clerk of the court at the address in item 1. (4) Mail a copy of your declaration to the attorney or party listed at the top of this form.

5. IF YOU HAVE BEEN SERVED WITH THIS SUBPOENA AS A CUSTODIAN OF CONSUMER OR EMPLOYEE RECORDS UNDER CODE OF CIVIL PROCEDURE SECTION 1985.3 OR 1985.6 AND A MOTION TO QUASH OR AN OBJECTION HAS BEEN SERVED ON YOU, A COURT ORDER OR AGREEMENT OF THE PARTIES, WITNESSES, AND CONSUMER OR EMPLOYEE AFFECTED MUST BE OBTAINED BEFORE YOU ARE REQUIRED TO PRODUCE CONSUMER OR EMPLOYEE RECORDS.

DISOBEEDIENCE OF THIS SUBPOENA MAY BE PUNISHED AS CONTEMPT BY THIS COURT. YOU WILL ALSO BE LIABLE FOR THE SUM OF FIVE HUNDRED DOLLARS AND ALL DAMAGES RESULTING FROM YOUR FAILURE TO OBEY.

Date issued: 2015-01-21 09:39:05

Michael Roddy, Executive Officer
CLERK OF THE SUPERIOR COURT

(See reverse for declaration in support of subpoena)

SMALL CLAIMS SUBPOENA
AND DECLARATION

Code of Civil Procedure, § 1985(a) of seq.
DECLARATION IN SUPPORT OF
SMALL CLAIMS SUBPOENA FOR PERSONAL APPEARANCE
AND PRODUCTION OF DOCUMENT AND THINGS AT TRIAL OR HEARING
(Code Civil Procedure sections 1985, 1987.5)

1. I, the undersigned, declare I am the __ plaintiff __ defendant __ judgment creditor in the above entitled action.

2. The witness has possession or control of the following documents or other things and shall produce them at the time and place specified on the Small Claims Subpoena on the first page of this form.
   a. ☑️ For trial or hearing (specify the exact documents or other things to be produced by the witness):
      
      [Continued on Attachment 2a.]

   b. ☐ After trial to enforce a judgment (specify the exact documents or other things to be produced by the party who is the judgment debtor or other witness possessing records relating to the judgment debtor):
      
      (1) ☐ Payroll receipts, stubs, and other records concerning employment of the party. Receipts, invoices, documents, and other papers or records concerning any and all accounts receivable of the party.
      (2) ☐ Bank account statements, canceled checks, and check registers from any and all bank accounts in which the party has an interest.
      (3) ☐ Savings account passbooks and statements, savings and loan account passbooks and statements, and credit union share account passbooks and statements of the party.
      (4) ☐ Stock certificates, bonds, money market certificates, and any other records, documents, or papers concerning all investments of the party.
      (5) ☐ California registration certificates and ownership certificates for all vehicles registered to the party.
      (6) ☐ Deeds to any and all real property owned or being purchased by the party.
      (7) ☐ Other (specify):

3. Good cause exists for the production of the documents or other things described in paragraph 2 for the following reasons:

   [Continued on Attachment 3.]

4. These documents are material to the issues involved in this case for the following reasons:

   [Continued on Attachment 4.]

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date: 6-2-16

[Signature]

[TYPE OR PRINT NAME]
ATTACHMENT L
January 22, 2016

Cristina Versari, Ph.D.
President, San Diego University for Integrative Studies
3900 Harney St.
San Diego, CA 92110

Dear Dr. Versari:

Based on my 20 years of experience working in Internet and Media Technologies, Public Relations and Digital Media it appears that a number of the highly ranked negative reviews posted on the SDUIS Yelp page are in violation of Yelp’s Content Guidelines. It is my opinion that the problem your business is facing is related to a well known problem with Yelp online reviews: People who write Yelp reviews are often motivated by outside factors to write extreme and often negative reviews that do not reflect the actual experience of most people including most students at SDUIS.

A number of the highly critical reviews on the SDUIS page have been “flagged” or ordered to seek review by Yelp’s Review Feedback Group. A primary problem with many of the negative Yelp reviews pertaining to SDUIS is that they do not appear to address a direct customer experience. I have personally canvased many of your students and heard stories that highly praise SDUIS staff and faculty.

A surprising number of these flagged SDUIS reviews make general statements about SDUIS related to accreditation and/or compliance of federal study abroad policies. Both of these points are well beyond the scope of an individual student but could be the type of criticism that a competitor might make.

The most highly viewed criticism is linked to the profile of a person who reviews and comments on spas and restaurants in the most glowing of terms. Another suspicious and highly critical reviewer is focused on the industries of housing, real estate services, and automotive. This sometimes occurs even though exchange of discounts, goods and services for positive Yelp reviews is also a violation of Yelp’s content guidelines.

Sincerely,

(b)(6)

David J. Baker, M.A., M.F.A.
Partner, The Skyhorse Co.
ATTACHMENT M
Consulate General of Brazil in San Diego

The San Diego University for Integrative Studies is the home of the Consulate General of Brazil. For the last 19 years, three times a year for two days the staff of the Consulate General of Brazil in Los Angeles provide consular services at the San Diego University for Integrative Studies. The Consulate General in Los Angeles has responsibility over the following counties: Imperial, Kern, Los Angeles, Orange, Riverside, San Bernardino, San Diego, San Luis Obispo, Santa Barbara, and Ventura.

Orphanage Project

USA English Language Center instructors educate and turn children from impoverished backgrounds into skilled employable individuals. USA ELC instructors travel and live in the south of Brazil, to teach English as a Second Language to 48 abandoned children from a local orphanage. USA ELC educators believe that their time and expertise helps make a difference in their own lives and someone else’s. The site of USA ELC classes is the home of 80 orphans ages 5-18. Portuguese is the language spoken in Brazil, the largest country in South America. For more information and to participate in this program contact sduis@sduis.edu

Volunteer Work at Counseling Centers

The San Diego University for Integrative Studies psychology and marriage and family therapy students volunteer their time at Counseling Centers, Psychiatric Hospitals and mental health facilities throughout San Diego County as part of their practical training. They volunteer at facilities offering treatment, rehabilitation, and recovery services which include screening and assessment, medication management, crisis intervention, group and individual short term therapy, for people who are experiencing persistent and severe mental illness or a mental health crisis. Services are also offered at integrated system of community-based alcohol and other drug prevention, intervention, treatment, and recovery services throughout San Diego County. In addition some programs offer case management and homeless outreach.

Annual Salvation Army Toy Drive

Each year, thanks to the generosity of the San Diego University for Integrative Studies students, staff, instructors and members of the San Diego community, The Salvation Army receives thousands of new toys and gifts through the Toy Drive. The Salvation Army distributes the toys a week before Christmas in the form of a Toy Distribution -“Toy Shop”. Families and children needing holiday assistance are selected through School and Agency Referral Programs of The Salvation Army. This is a wonderful opportunity for the SDUIS and USAELC students to participate and give something back to our community. SDUIS staff, students and instructors also donate bicycles at our Annual Christmas Party. You too can help! Join us this year by bringing joy into the lives of San Diego’s needy children. Donate a toy by bringing it to SDUIS or contact us and we will pick it up. 619-297-1999.
Love this school. I started as an ESL student then moved on to a certificate program, which I graduated almost a year ago.
All teachers are great, especially ESL teacher Steve. I also had an awesome experience with advisers, especially Peter.
School has great vibes and friendly atmosphere!

I got to know this school from my friend and we took certificate program in University. It was great experience and opportunity for me!!!
They have different kinds of programs so when I applied, I was happy to choose a major that I was interested in. My professor was well experienced and still working in fashion area. She always gave us motivation and useful tips. I never got bored during class because their program has balanced curriculum. I really enjoyed learning history, designing portfolio and other practical classes. You will not regret to take a class here :)
I have been attending this school now for around 6 months and I am extremely happy with my course so far.

I see there are a few unhappy people that have written some reviews, but speaking from my own personal experience I have gained so much already from here. I am currently studying web design, which is a challenging course.

I must say the lecturers have been very knowledgeable and attentive to my needs. What I really like about the university is the large number of students from all around the world, which makes class fun as so many ideas fly around.

As an international student and now have made many friends from there, I would say this is a great place to come to study.

Me and my class mates - legends Fun times with these peeps
Kevin F.
San Diego, CA
★★★★★
5/30/2016
This school is great. The University advisors are incredible and very helpful, especially Nikki.

Vincent P.
San Diego, CA
★★★★★
1/31/2016
This university does so much for its students! When I learned all the amenities that students get I was shocked! It's nice that there are still are schools that actually do MORE for their students instead of the other way around. I would strongly recommend this university for any of your educational needs.

Janett L.
San Diego, CA
★★★★★
4/17/2014
First to Review
I've visited the campus several times and every time I have had a positive experience. The administration is extremely friendly and very helpful. They have a great understanding of what students need and really enjoy what they do.

If you are looking for a beautiful campus, you won't do better. It is centrally located, peaceful, and surrounded by beautiful Old Town!

Sertac K.
Capitola, CA
★★★★★
4/29/2016
I am studying here for 3 months. Everybody are very friendly. And I really improve my English with a lot different countries friends. I like guys.
Leonardo D.
San Diego, CA

I very much like the structure of the ESL program and the environment of this school. Here I have found a lot of options for places to study. The school lets you connect your computer to their wireless network. There are school computers that you can use to research for your class. Usually there are about 20 students in the classes. My teacher Matt is an excellent instructor. He is very smart and so intelligent too. Being in his class has been a very good experience. I have been able to make a lot of friends from many different countries here. There are a lot of international students from many different countries. We are all friends and get along well.

Juliana B.
San Diego, CA

I attended this school for English and had a lot of fun with my class. My teacher Brian was very good! I really like this school and all the students and people that work here are very nice. I would suggest this school to anyone I know. The campus is very pretty too!

Fabio A.
San Diego, CA

I recently enrolled for a BA at SDUIS and was helped by Nikki Frederick. She was extremely helpful and competent! Nikki guided me through the process and helped me enroll with ease. I highly recommend asking to speak with Nikki when you are enrolling in this program. I am excited to begin my BA at this school.

Thais S.
San Diego, CA

I have been attending the certificate program at SDUIS for almost 1 year now and I am very happy! The instructors are so knowledgeable and very willing to help their students. The classes are a smaller size, not overcrowded like at some other universities. My courses have been so useful. I am learning more than I expected in just one year. Another great thing about this school is that there are many international students, so there are all kinds of diverse perspectives which makes class very interesting. The graduation is in June and I am very excited to attend. Thank you so much SDUIS!

Joana T.
San Diego, CA

I’ve been studying at SDUIS more than 7 months and I can say that I never could imagine learn so much in this time. The atmosphere in the school is amazing, not only because we have good and funny teachers but also because we are close to international students with different nations and cultures.
Ahmed A.
El Cajon, CA

5/23/2016

I've been attending this school and taking ESL classes, as I needed to improve my English skills. I am a dentist in Egypt and English is important in my career. I certainly made the right decision on choosing SDUIS. The office staff is so friendly and professional. For my experience, I noticed great improvement in my English while attending Conversation Class. My teacher, Lyn, is one of the best teachers in this school. She has her own way to teach students and makes the class interesting, motivating students to learn English. I had so many difficulties speaking English in public, or in front of a group as it's not my first language. BUT with Lyn, I get the confidence to speak. I learned a lot in her class, and everyone is surprised by my improvement and the way I speak in English. I don't have an accent, and I become very fluent. Literally, I'm so satisfied, and I feel that I haven't spent my money in a wrong place.

I recommend this school to everyone.

Joel S.
Encinitas, San Diego, CA

5/23/2016

This is a fantastic school with a very professional staff and a friendly atmosphere. The ESL program is amazing. People from all over the world learn English there, and it's fun and easy due to the great teachers. Lyn is the best teacher I've ever had. She is extremely intelligent, kind, professional, and entertaining. She brings the most out of her students, and we love being in class when she is teaching.

Diana K.
San Diego, CA

5/20/2016

If you are attending this school, be sure to check out Jadel's fitness classes! He's from Brazil and it's a world champion Olympian, yes, an Olympian! He knows what he is doing and what he is talking about. The classes are fun and he's a super nice guy. He's actually in Brazil right now training for the Olympics — best of luck, Jadel! Even though I'll be rooting for USA!)

Lyn L.
Carlsbad, CA

5/17/2016

This is a great school to learn ESL. I highly recommend SDUIS because they have effective teaching strategies that motivate students. All classes place emphasis on oral fluency. The classes are very interesting, and teachers are always willing to go out of their way to help the students. The best part of all is that they offer weekend courses! I highly recommend this school.
San Diego University for Integrative Studies - SDUIS

Your home away from home

24 likes

I love it!

Agree! It was my home!!! I miss you guys!!! @sufisiopersonal

Miss miss miss...
decoaks
San Diego University for Integrative St...

mstellamprado, sduis_alineazlopes, camilerossimotta, vividuarte, jorgestorniolo, vtheodis, gustavofahel, cacaucolnaghi, ramos_bruna, paolabgutierrez

decoaks Sduis - the best class and off course, one the best class and best teacher I can have!!
Amazing classmates from many countries!!! Thanks Matt for teaching us every morning!! I'm feeling really excited!!
decoaks  Every day learning something new, new information, new words, new expressions! It's amazing to learn other languages and cultures! The best thing in this world is to be open minded and making friends around the world!

San Diego University - San Diego - California - Hardworking for life and good future!!
paolamoncayo1 Unexpected friendships are the best ones
#sandiego #tuesday #sduis 💙
elifevrimdemir Thank you guys, I love sooo much 😊 and you are my the best teacher and the best chef also 🙏 thank you for cooking my birthday cake 🍰.
nataluxo Minha turma do curso sobre autoestima. E tem gente da Itália, França, Korea, Thailândia, México, Espanha e Brasil. Sentirei saudades... rumo ao último curso. #sduis #executiveleadership #coaching #selfsteem #coach #livelovelifesandiego #california
32 likes

moniquesoa #RedNose #RedNoseDay #NewClass #sduis
lopezvinicius
San Diego University for Integrative Studie...

❤ 33 likes
lopezvinicius #sduis #sandiego #california #blessed

OCTOBER 16, 2015
SAN DIEGO UNIVERSITY FOR INTEGRATIVE STUDIES

Derek Fisher, of the Los Angeles Lakers
WHO WE ARE
WHO WE ARE

History of San Diego University for Integrative Studies
Founded in 1999, San Diego University for Integrative Studies has provided educational opportunities that have focused on the cultivation of professional expertise and personal development in the field of psychology and business. Committed to remaining open to innovation as a guiding principle in its development, the University development reflects the ever-changing needs of the times.

The University was created by Dr. Cristina Versari, an internationally renowned Sport Psychology Consultant and University Administrator. The State of California Department of Consumer Affairs urged Dr. Versari to open a school to accommodate the students from a recently closed school where her Sport Psychology Program and other unique graduate level psychology programs had been offered. The San Diego University for Integrative Studies was created to provide those students continuity on their studies and the opportunity to complete their degrees.

In April of 1999, the Master of Arts and Doctor of Philosophy programs were awarded institutional approval by the Bureau for Private Postsecondary and Vocational Education under the provisions of the California Education Code, Section 94310(b). The Bachelor of Arts, Doctor of Psychology, and Marriage and Family Therapy programs were added to the approved curriculum in May of 1999.

In looking toward a new era of expansion and growth, the University has created new opportunities for education consistent with the needs of a society moving toward globalization. To address these concerns, expanded programs in psychology, business and English as a Second Language were developed and are fully operational.

SDUIS was created to meet the needs of older professionals starting a second career and to train professionals in applied psychology.

The University provides a professional and supportive environment for mature individuals who are seeking a positive change in their lives. We believe in the power of learning in community and collaborative relationships that lead to win-win situations. Historically, students have been embarking on one of life's great transitions: homemakers creating new roles and opportunities; accomplished professionals finding new directions and dimensions; recently retired professional athletes and military personnel looking for a new purpose or expression; professionals and paraprofessionals in human service who have been counseling peripherally while desiring enhanced techniques and the opportunity to enter private practice; licensed practitioners seeking a higher degree of competence and state of the art approaches; and, finally, those improving the quality of their personal, as well as professional lives. These are all sensitive, conscientious, responsible, and aware people in search of new significance and meaning. They are one very important aspect of what makes the learning experience at San Diego University for Integrative Studies so enriching. We believe that our students are themselves great teachers because of their many years of professional experience. We also believe that they have the capacity to
make a difference in our collective future as agents of change in their professions and communities.

The quality of the specialized education in the unique programs we offer cannot be found at any other school. Our awareness of the relationship between mind, body, and spirit forms the basis for a socially, culturally, and environmentally relevant educational process and experience which we call “Integrative Studies”.

SDUIS faculty is committed to providing a socially relevant and highly practical experience for students so that they may begin their career well prepared with the most current theoretical and practical knowledge available.

SDUIS students bring a commitment to their growth and personal expansion so that they may make a difference in their professions and a genuine contribution to the world.

OUR MISSION

The mission of San Diego University for Integrative Studies is to provide an educational environment for mature adult learners that is built upon the foundations laid by the great humanistic traditions in Western civilization. Those traditions stem from the study and practice of art, philosophy, psychology, and business. The University provides academic and practical training to adults who seek personal and professional growth from an interdisciplinary approach to education. SDUIS programs acknowledge and include training in cultural diversity, Eastern philosophy, language, literature, science, and the arts. The University’s mission is fulfilled by offering degree and nondegree programs in psychology and business.

The institutional purposes of the University’s educational programs include:

- Preparing students for academic and professional success through direct classroom or distance instruction, supervised practicum experience, and tutorial study with distinguished faculty who have demonstrated expertise in their respective fields;
- Measuring student achievement through examinations and evaluations of explicit demonstrations of academic competence with attention to professional ethical standards;
- Encouraging recognition of the rich diversity of peoples, cultures, and ideas that add to a chosen field of study through integrative educational programs and instructional methodologies;
- Providing the community access to continuing education programs, special lectures, and multi-cultural events.

Planning for the growth of San Diego University for Integrative Studies through this century, the mission includes:

1. Expanding our distance learning programs using Internet and correspondence learning in combination with short-term residency requirements.
2. Developing new degree programs at the undergraduate level in Business, Communications, and Computer Application.
3. Seeking grants for research, publication, and community services.
4. Creating the SDUIS Counseling Center.
5. Completion of the formal action plan for accreditation review by Distance Education and Training Council (DETC)
SDUIS 2007
GRADUATION CEREMONY
OUR PHILOSOPHY

Integrative education emphasizes personal development, maturity, and wisdom combined with technical and professional skills. The goal of San Diego University for Integrative Studies is to prepare a graduate who possesses the competence and the understanding to help others effectively. Learning at SDUIS is designed to cultivate competence in service to others and integrates academic and scholarly discipline with intuitive and spiritual understanding. Experience in applying the skills acquired and insights gained require intensive training, internships, and community service.

Integrative studies and Humanistic psychology emerged as a consequence of reductionist, biological, and mechanistic views of human beings. Integrative studies follow a holistic model by acknowledging the individual's capacity for choice, selfhealing, growth, and spirituality. The implementation of this model considers individuals in their many inseparable dimensions: mind, body, and spirit and in their social, cultural, and environmental contexts. The scope of integrative studies embrace areas and methods of inquiry based upon human experience and the contemporary issues men and women confront in their daily lives. Scholastically, integrative education combines cognitive and methodological skills with affective and intuitive skills. It recognizes that maturity and effectiveness are manifestations of perspective, experience, and self-knowledge. These attributes are not only assimilated through ordinary didactic instruction but are nurtured through experiential learning. The experiential component includes small group discussion, role-playing, case studies, student presentations, simulations, clinical internships and self-assessment. Integrative education requires a commitment to change, growth, and respect for perceptual and cultural diversity.

OUR STUDENTS

The University provides a supportive and creative environment for mature individuals who are seeking a positive change in their lives. Historically, SDUIS students have often been embarking on one of life's great transitions, such as: homemakers creating new roles and opportunities; accomplished professionals finding new directions and dimensions; recently retired professional athletes or military personnel looking for a new purpose; paraprofessionals in human services who have been counseling peripherally while desiring enhanced techniques and the opportunity to enter private practice; licensed practitioners seeking a higher degree of competence and state of the art approaches; and, those improving the quality of their personal as well as professional lives.
SAN DIEGO UNIVERSITY FOR INTEGRATIVE STUDIES
Faculty and Students
SAN DIEGO UNIVERSITY FOR INTEGRATIVE STUDIES
Faculty and Students
OUR STUDENTS!
NBA PLAYERS AT SDUIS
NBA PLAYERS AT SDSU
SPORT PSYCH PROGRAM
LARGEST IN THE US
OUR FACULTY