

# **Sustainability Studies Master of Science**

**Akamai University**

Revised: 14 May 2010



Akamai University is dedicated to betterment of the human condition and sustainability of the planet. Our mission is founded on the premise that amelioration of world problems and the creation of sustainable lifestyles and global practices are the hallmarks of responsible individual and corporate world citizenship.

Sustainability of the human community depends upon many factors which are under human control. However, we are able to make meaningful advances to our patterns of living and improve our commitment to cooperation and responsibility across the global community only if we have the will to change and take the necessary actions in a timely manner.

Roughly 1.3 billion people live in absolute poverty with nearly 25 million being added to their numbers each year. Hundreds of millions of people have no running water to drink or bathe themselves. One hundred million people do not have homes to live in and must spend their lives on the streets and pavements, their children never knowing the security of a suitable shelter. (World Bank and the United Nations)

Already, more than ten percent of the earth's vegetated surface has been degraded, an area larger than India and China combined. This desertification, caused by overgrazing domestic animals, over-cultivation, salinization, and deforestation, has already begun to impact over 35 percent of the land surface of the Earth and the situation is worsening (United Nations Environmental Program).

The children of many nations suffer appalling abuses at the hands of their own countrymen and represent a huge and voiceless population seldom represented in the international human rights arena. Street children are frequently abused by police, or imprisoned in inhumane conditions. Because of their vulnerable condition, young people are often used as soldiers, and bonded laborers. Governments are known to perpetrate or acquiesce in systematic human rights violations against women, citing customs and rigid concepts of privacy as justifications for the subordination of women. (Human Rights Watch)

Human culture now has the potential to inflict irreversible damage on the environment and on its life sustaining systems and resources. Already, critical stress suffered by our environment is

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clearly manifest in the air, water, and soil, our climate, and plant and animal species. Should this deterioration be allowed to continue, we can expect to alter the living world to the extent that it will be unable to sustain life, as we know it. (Union of Concerned Scientists)

More than half the world population lacks access to the badly needed essential drugs. More than 150 million children are born every year worldwide and approximately 10% of these will never see their fifth birthday. One child dies every other second, due to malnutrition, hunger and poverty. It is estimated that one quarter of the World population is subject to chronic intestinal parasitic infections, which have insidious effects on growth, malnutrition, and cognitive functions. (World Health Organization, World Health Report)

It is no small aspiration to strive for a world filled with greater peace, balance, cooperation, and the promise of an evolved human fellowship. These are noble foundation stones upon which to establish the fundamentals of sustainable human culture. They are spiritual principles that demand a worthy mission, and although the tasks and goals before us seem immense, they are attainable with adequate understanding of the problems and solutions, and the full commitment and participation of the global community. Sustainability must be more than a goal, it must be a way of life, if we are to sustain a future for our human community.

To assure maximum applicability, Akamai's Sustainability Studies Program is interdisciplinary and individualized, permitting participants to pursue studies and research that cross the fields of applied psychology and human services, business and economic development, ecological and environmental studies, education and literacy, health and wellness, peace, diplomacy and international studies, and transpersonal and consciousness studies. Students are also asked to apply their studies as a required element of their program, selecting a field site, which supports their studies and research.

Kind regards,

Douglass Capogrossi, Ph.D.  
Program Director, Sustainability Studies

### **PROGRAM ENTRY REQUIREMENTS**

As prerequisites for acceptance to the Master's program, participants should have completed the equivalent of a recognized baccalaureate degree in an appropriate field of study and several years of meaningful experience with fields that inform studies in sustainability. Participants are expected to be proficient in collegiate English language skills. Those that are second language English applicants should submit records of TOEFL examination with scores of 550 minimum. Participants must have access to a computer, email and the Internet and library resources for the full extent of their program.

### **DEGREE REQUIREMENTS**

Participants in the Master of Science program in Sustainability Studies complete a minimum of 40 credits above the baccalaureate degree, including a thesis and final review. The coursework requirements include the academic major, academic minor and research preparation coursework, and additional electives, as needed, to satisfy the minimum credit requirements. Participants also

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complete a comprehensive examination at the conclusion of the academic coursework, prepare a formal thesis proposal, complete the thesis project, and prepare the manuscript for faculty review. They then complete an oral review of thesis at the conclusion of the research review.

Core Academic Requirements (Required: 18 credits)  
Major Concentration (Required: 9 credits)  
Research Preparation (Required: 3 credits)  
Comprehensive Examination (Required: 2 credits)  
Thesis Proposal (Required: 2 credits)  
Thesis Project (Required: 4 credits)  
Oral Review of Thesis (Required: 2 credits)

### **Core Academic Requirements (Required: 18 credits)**

Participants complete an academic core for the major comprised eighteen credits of interdisciplinary coursework, as outlined below.

#### Core Requirements:

SUS 501: Psychological Elements of Global Citizenship (3 credits)  
SUS 502: Identifying, Implementing, and Assessing Social System Changes (3 credits)  
SUS 503: Emerging Diseases and the Environment (3 credits)  
SUS 504: Assessment, Planning, and Implementation of Service Programs (3 credits)  
SUS 505: Economics of Sustainable Development (3 credits)  
SUS 506: Sustainability Field Studies (3 credits)

### **Major Concentrations (Required: 9 credits)**

Participants select a major concentration comprised of nine-credits appropriate to their focus in sustainability research, including:

Applied Psychology and Human Services  
Business Administration and Economic Development  
Ecological and Environmental Studies  
Educational and Literacy Studies  
Health and Wellness  
Peace, Diplomacy and International Studies  
Transpersonal and Consciousness Studies

#### **Applied Psychology and Human Services**

SUS 510: Developing Programs and Using Resources for Community Services (3 credits)  
SUS 511: Working with Community Leaders, NGOs, and Volunteer Agencies (3 credits)  
SUS 512: Helping Skills and Relationships (3 credits)  
SUS 513: Prevention and Intervention Strategies (3 credits)

#### **Business and Economic Development**

SUS 520: Growth in Underdeveloped Countries (3 credits)  
SUS 521: Poverty Reduction Models (3 credits)

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- SUS 522: Facilitating Development Projects (3 credits)
- SUS 523: NGO's and Development (3 credits)
- SUS 524: Agriculture in Third-World Development (3 credits)

### **Ecological and Environmental Studies**

- SUS 531: Global Environmental Issues and Solutions (3 credits)
- SUS 532: Effective Environmental Stewardship (3 credits)
- SUS 533: Energy Policy and Sustainability (3 credits)
- SUS 544: Global Ecology (3 credits)
- SUS 545: Applied Ecology and Conservation (3 credits)
- SUS 546: The Ecology of World Hunger (3 credits)

### **Educational and Literacy Studies**

- SUS 551: Developing Leadership Skills in Education (3 credits)
- SUS 552: Leadership and Team Building in Education (3 credits)
- SUS 553: Literacy in the Developing World (3 credits)
- SUS 554: International Literacy Campaigns (3 credits)

### **Health and Wellness**

- SUS 561: Disease Prevention and Management (3 credits)
- SUS 562: Preventative Medicine (3 credits)
- SUS 563: Disease Prevention and Human Nutrition (3 credits)
- SUS 564: Spiritual Health and Healing (3 credits)

### **Peace, Diplomacy and International Studies**

- SUS 571: Encountering Cultures (3 credits)
- SUS 572: The Art of Diplomacy (3 credits)
- SUS 573: Non-Violent Political Alternatives (3 credits)
- SUS 574: Human Rights in the International Community (3 credits)
- SUS 575: International Dispute Resolution (3 credits)

### **Transpersonal and Consciousness Studies**

- SUS 581: Systemic Integration (3 credits)
- SUS 582: Developing Empathy (3 credits)
- SUS 583: Interview Techniques (3 credits)
- SUS 584: Professional Consultation Skills (3 credits)
- SUS 585: Integrative Psychology (3 credits)

### **Research Preparation**

Master's students must pursue study providing advanced research knowledge necessary for success in their final projects (thesis). At least three semester credits of research preparation coursework is required. This might focus upon quantitative and qualitative methods or participatory action research techniques and detailed studies in subject selection, research design, and statistical analysis, as appropriate to each student's proposed project. Through this

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requirement, students learn to effectively define applied problems or theoretical issues and articulate the rationale for the study. They should learn to present an effective scholarly review of the academic literature and implement quantitative, qualitative or participatory action methods for evaluating academic issues.

### **Research Preparation Options (3 credits)**

RES 501: Basic Research Statistics (3 credits)

RES 502: Intermediate Research Statistics (3 credits)

RES 505: Qualitative Research Methods (3 credits)

RES 511: Participatory Action Research (3 credits)

#### **OR:**

Another research preparation course selected with guidance of senior faculty.

### **Comprehensive Examination (2 credits)**

Once you have completed the coursework elements of your degree, you will be asked to schedule the Comprehensive Examination. Your primary mentor and a faculty member representing the secondary academic area conduct both the written and oral components of the examination. The written portion is open book style with selected essay questions requiring creative responses that reach for the higher levels of cognition. Your answers are expected to draw from both the primary and secondary competencies of your program with proper referencing of the scholarly literature. The oral component of the examination is normally completed by telephone conference and is intended to allow detailed investigation of your written responses.

#### **Required Course:**

EXM 880: Comprehensive Examination (2 credits)

### **Thesis Proposal (2 credits)**

You are expected to prepare a formal proposal related to your concept for research under the direction of your primary mentor and according to University expectations. At a minimum, your research proposal should clarify the thesis statement and methodology (including the data gathering instruments and data analysis techniques) and provide an effective overview of the scholarly literature that sets the foundation for the thesis. Your research proposal should also include a brief manuscript outline that demonstrates how you will present in written form the various elements of the research project.

#### **Required Course:**

RES 885: Thesis Proposal (2 credits)

### **Thesis Project (4 credits)**

Following approval of your thesis proposal, you will begin your research project. Your thesis may take the form of a traditional research project or it may be a major scholarly project of the

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type appropriate to the discipline. Whichever approach to the thesis is chosen, the resulting project must demonstrate mastery of a body of knowledge in the major field of study, be your original work and represent a meaningful contribution to the betterment of the human condition or an improvement to the professional field. It is expected that you will pursue research within the general field of your major concentration, although senior faculty may permit a study with a broader focus. Your thesis research may be conducted via quantitative, qualitative, or participatory action research. The body of your thesis manuscript, structured according to a set of approved manuscript guidelines, should exceed 75 double spaced, typewritten pages. If your thesis takes the form of a scholarly project, it must follow guidelines provided by the University.

### **Required Course: (4 credits)**

RES 890: Thesis (4 credits)

### **Oral Review of Thesis (2 credits)**

Once you have prepared the thesis manuscript, you will be asked to schedule the formal review process. Your primary mentor and a faculty member representing the secondary academic area will conduct both the formal physical review of the thesis manuscript and the oral review of thesis. The physical review of the thesis manuscript usually takes the review committee four to six weeks. Each reviewer will prepare questions and commentary relative to your underlying review of the literature, the thesis methodology, the mechanics of your project, and your presentation of the findings, conclusions and recommendations.

The Oral Review of Thesis is conducted under the direction of your primary mentor with the assistance of one qualified member of the faculty. The examination is carried out by telephone conference call and is designed to allow detailed investigation of your thesis. The faculty reviewers explore with you issues related to your thesis including methodology, review of literature and interpretation of the findings.

One outcome of the thesis review process is a set of final expectations directing you through the remaining tasks for completing the thesis manuscript. Once your final manuscript is approved, you will submit the formal document to an approved bindery and later ship the bound thesis to the University for permanent archival storage.

### **Required Course:**

EXM 895: Oral Review of Thesis (2 credits)

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### PROGRAM FACULTY

Douglass Capogrossi, Ph.D.  
Program Director

Daniel L. Huber, Ph.D.  
Spiritual Psychology

Teresa Borja, Ph.D.  
Human Sexuality

Stefan J. Kasian, Ph.D.  
Human Sexuality

John L. Laughlin, Ph.D.  
Men's Studies and Fatherhood

Premkumar Rajagopal, Ph.D.  
Business and Economic Development

Harvey Menden, Ph.D.  
Organizational Behavior

Seamus Phan, Ph.D.  
Community and Economic Development

Mirjana Radovic, Ph.D.  
Entrepreneurship for Women

Daniel Joseph O'Shea, JD  
International Business Law

Niranjan Ray, Ph.D.  
Information Technology, eCommerce

Anthony R. Maranto, Ph.D.  
Environmental Studies

Michael J. Cohen, Ed.D.  
Applied Ecopsychology

LaWanna L. Blount, Ph.D.  
Education and Literacy

Pam Twee, Ph.D.  
Literacy, Educational Leadership

Donald F. Logsdon, Jr., Ph.D.  
Educational Leadership

Penny S. Billman, Ph.D.  
Educational Leadership

James Wear, Ph.D.  
Public Health Administration

Arif Hussain Shah, Ph.D.  
Disease Prevention

Henry Zeidan, Ph.D.  
Disease Prevention

Mary Jo Bulbrook, EdD,  
Complementary and Alternative Medicine,  
Energy Medicine

James L. Oschman, Ph.D.  
Energy Medicine

Nick Arrizza, MD  
Community Health and Wellness

Lisa Mertz, Ph.D.  
Community Health and Wellness

Corina G uthlin, Ph.D.  
Community Health and Wellness

Claudine Jeanrenaud, Ph.D.  
Transpersonal and Consciousness Studies

Joann S. Bakula, Ph.D.  
Consciousness Studies

## PROGRAM RECOGNITION



### **Institute for Global Education**

The Institute for Global Education is a special NGO consultant to the United Nations Economic and Social Council. Its goal is to educate those who desire to participate in a world where peace is a way of life. Educating and Counseling With Nature: The Institute of Global Education Department of Integrated Ecology conducts Project NatureConnect with online programs in Applied Ecopsychology and Integrated Ecology.



### **World Peace Society**

World Peace Society is a dynamic multinational institution dedicated to advancing world peace by non-violent means. Akamai University was offered affiliation with the Places of Peace Program and World Peace School on 3 May 2004. Please be encouraged to make contact with this essential group.



### **Regency of Lomar**

The Regency of Lomar (ROL), founded in 1997, is a non-governmental organization (NGO) providing medical and humanitarian aid, educational assistance, and documentation aid to refugees and other unrepresented and deprived people. The organization also serves local and rural development, healthcare, sustainable economy, ecology and energy. ROL has a team of volunteer diplomats representing 85 nations, with established missions and registered offices in more than a dozen countries worldwide.



### **International Vocational Education and Training Association**

IVETA is a membership association and network of vocational skills training organizations, business and industrial firms, vocational educators and other individuals and groups interested or involved in vocational education and training worldwide. IVETA is dedicated to the advancement and improvement of high-quality vocational education and training wherever it exists and wherever it is needed.



### **The Institute of Management Specialists**

The Institute of Management Specialists, a British professional awarding body, was founded in 1971 to advance the knowledge, skills and achievements of professional management specialists involved in modern management, computers, technology and systems.



### **International Parliament for Safety and Peace**

The International Parliament for Safety and Peace was founded in 1975 and is recognized by international law. It is parallel to the United Nations, and like the United Nations has representative ambassadors from all nations. The work of the delegates and ministers of ISPSP toward peace and the enforcement of the respect of life and human rights includes rendering help and support to all people of the world, observing the right of safety and peace in all aspects; moral, political, diplomatic, cultural, religious, economic and social.



## **COURSE DESCRIPTIONS**

### **Core Academic Requirements**

#### **SUS 501: Psychological Elements of Global Citizenship (3 credits)**

Students discover how our excessive separation from nature stresses our sensuous inner nature and initiates our personal and global troubles. Students learn to reverse this destructive process by mastering thoughtful sensory nature reconnecting activities that dissolve stress by satisfying our deepest natural loves, wants, and spirit. This hands-on course teaches lasting leadership, education, counseling, and mental health skills that feelingly tap the "higher power" wisdom of Earth's creation process. The email and telephone contacts of the course empower students to let nature help them nurture warm interpersonal relationships, wellness, and responsibility on personal and global levels. Students relate the course methods and materials to their fields of interest in order to integrate these areas with the global ecosystem. They become familiar with the Natural Systems Thinking Process and improve their Globally Balanced Thinking Score. (Textbook: Web of Life Imperative)

#### **SUS 502: Identifying, Implementing, and Assessing Social System Changes (3 credits)**

The course focuses on applied research methods for identifying parameters of social organizations, assess system issues, use appropriate methods, and document problem areas which includes analysis, action proposals, interpretations, reports, and suggested alternatives to help communities understand needed system changes. Models of intervention focus on community participants and agencies, collaborative relationships with leaders, resources, and ongoing support entities.

#### **SUS 503: Emerging Diseases and the Environment (3 credits)**

This course will focus on the public health and environmental influences of emerging infectious diseases. Readings and course assignments will explore to the future of domestic and international public health practice as well as examine the role of societal incursion and modern transportation in the spread of previously isolate diseases and disease vectors. Students will review a wide spectrum of current research into such diseases as Pfiesteria, West Nile Virus, Avian Vacuolar Myelinopathy, and others, as well as resurgent/resistant strains of malaria, dengue, cholera, and tuberculosis. Course assignments will be individualized to the research interests of the student. Students should have completed ELS562 or have permission from the instructor prior to enrolling in this course..

#### **SUS 504: Assessment, Planning, and Implementation of Service Programs (3 credits)**

This course studies assessment methods, planning strategies, and effective implementation of new services, evolving programs, work and support relationships. Model case studies and promising research designs and service findings are included.

#### **SUS 505/DEV 504: Economics of Sustainable Development (3 credits)**

This course addresses the sustainability of current development paths. Topics evaluate the importance of natural resources, social-cultural influences, new technologies, and policy directions for sustainable development. Students examine mathematical growth models,

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fundamental principles of development, policy issues relative to the growth performance in developing countries.

### **SUS 506: Sustainability Field Studies (3 credits)**

The goal of the field study is to investigate core aspects of the discipline within the professional environment through close contact with practitioners and "real world" situations. Student participation should cover a minimum of 50 hours of contact with the subject matter. The field placement is expected to afford students appropriate practical hands-on experience and in-depth knowledge of sustainability studies in an area of concentration. Students complete a daily journal and prepare a scholarly paper summarizing their findings for the field study. Prerequisites: Students must first complete core subjects.

### **Applied Psychology and Human Services**

#### **SUS 510: Developing Programs and Using Resources for Community Services (3 credits)**

Participants examine various community service programs in cross-cultural perspective. Topics review barriers and resource deficiencies in development of community service programs, and review the options for linkages and association for use of voluntarism in service program development.

#### **SUS 511: Working with Community Leaders, NGOs, and Volunteer Agencies (3 credits)**

Students study applied community models of research, intervention, and evaluation of power structures, leadership, private and non-profit organizations, leisure and recreation systems, organizing and empowering interest groups, the use of volunteers and media outlets. Students access community psychology networks, online, data-based resources and complete assigned practice exercises. Students are encouraged to participate in leadership training seminars, serve on local boards, committees, and volunteer groups, social organizations, church, and other community entities.

#### **SUS 512: Helping Skills and Relationships (3 credits)**

Participants explore historical, philosophical, ethical, value-aided roots and approaches with current cases studies from the community service field. Topics present a set of helping skills, strategies, and tactics in relation to the goals of the service field, comparing and contrasting a variety of relationships and service settings.

#### **SUS 513: Prevention and Intervention Strategies (3 credits)**

Participants are familiarized with the professional activities, resources and settings in prevention, targeted intervention, and joint problem solving activities for a range of ages, populations, and needs. Topics explore options for promoting optimal human development, wellness, and mental health through prevention, education, and advocacy activities. Participants review principles and practices of prevention treatment, referral and of mental and emotional disorders.

### **Business and Economic Development**

**SUS 520: Growth in Underdeveloped Countries (3 credits)**

Students examine the characteristics of under-developed countries, and the relative importance to sustainable development of population pressures, income distribution, agricultural processes, industrialization, the role of foreign investment, alternative technology, trade, aid, and manpower development.

**SUS 521: Poverty Reduction Models (3 credits)**

This course addresses principles of banking and finance, the economics of poverty and community development. Topics review socio-economic aspects of poverty and the application of micro-finance models in poverty reduction. Students investigate the role of the state and alternative strategies and paradigms of development

**SUS 522: Facilitating Development Projects (3 credits)**

This course explores planning and managerial issues in economic development projects. Topics focus upon evaluating project environments, selecting appropriate team members, and managing the project. Students cover the project cycle from identification, feasibility and design, to appraisal, financing and budgeting, through implementation, monitoring and evaluation, paying special attention to the need to be sensitive to local circumstances and needs.

**SUS 523: NGO's and Development (3 credits)**

Students investigate the role of non-government organizations (NGOs) in third-world development campaigns. Topics integrate economic, cultural, political, religious and ethnic concerns with the role of NGO's in the development arena.

**SUS 524: Agriculture in Third-World Development (3 credits)**

This course investigates the importance of agriculture to the sustainable development of the third world. Topics cover the relative contributions of various methods of agriculture and the impact of global agriculture to the development of the third world.

**Ecological and Environmental Studies**

**SUS 531: Global Environmental Issues and Solutions (3 credits)**

This course provides a detailed graduate-level exploration of environmental issues, concerns, management practices, technical considerations, and proposed solutions related to a wide scope of natural and anthropogenic influences that impact global patterns. Course content will be individualized to include literature reviews and case studies related to the student's area of emphasis. There is no prerequisite required for enrollment in this course.

**SUS 532: Effective Environmental Stewardship (3 credits)**

This course examines the interdisciplinary analysis and management of environmental issues from an ethical, social, aesthetic, political, economic, and ecological perspective. Course readings and assignments will examine the environmental impact of modern societal decisions from a variety of frames of reference. Topics will include environmental justice, eco-feminism, activism, religion, ecological sustainability, biodiversity, globalization, animal rights, and political considerations. Students will be asked to explore case studies and develop a project investigating environmental issues of local, regional, or global significance.

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### **SUS 533: Energy Policy and Sustainability (3 credits)**

This course will examine the energy utilization patterns and policies of developed and developing nations. Readings and course assignments will focus on managed transition between fossil fuels and alternative/renewable energy sources; transportation fuels; sustainable energy growth; environmental impacts of energy conversion technologies; and technological developments in the field. Students will be asked to critically examine a wide range of case studies and current research and investigate alternatives to current limitation in energy development and utilization.

### **SUS 544: Global Ecology (3 credits)**

This course presents foundational readings and studies related to ecological dynamics on the regional and global scales. Students will be asked to consider a wide range of issues that may affect the stability or dynamics of the global ecosystem with respect to atmospheric chemistry, desertification, population dynamics, food resources, and natural bio-geochemical cycles. The course will facilitate detailed explorations of these topics as well as specific issues related to the student's area of emphasis.

### **SUS 545: Applied Ecology and Conservation (3 credits)**

This course provides a detailed exploration of issues related the study of ecology and conservation as interdisciplinary and systems sciences. Readings and course assignments will focus on interactions between living and non-living elements of the environment. Students will focus on a critical and analytical analysis of terrestrial and aquatic ecology, biogeochemical cycling, ecosystem community interactions, nutrient and energy pathways, competition, niche theory, population dynamics and human ecology. Course topics will also focus on practical, innovative, and integrated conservation principles and practices along with case studies focused on various conservation methods.

### **SUS 546: The Ecology of World Hunger (3 credits)**

This course focuses on the issues related to food production, population, food policy, and the resources required to meet human nutritional needs. Course assignments and readings will explore fishery pressures, monoculture impacts on genetic diversity, resource intensive agriculture, genetically modified organisms, and nutritional perspectives. Students will examine food policies, social-cultural influences, ethnographic evidence, and apply their findings to a wide range of problems related to world hunger.

## **Educational and Literacy Studies**

### **SUS 551: Developing Leadership Skills in Education (3 credits)**

This course examines effective routes to development of effective leadership skills in education. Topics examine the leadership roles of educational administrators including the defining of school vision and mission, managing curriculum and instruction, promoting positive climate, nurturing healthy school-community relations, serving as change agent, promoting high expectations, managing fiscal resources, and contributing to the overall effectiveness of the school.

**SUS 552: Leadership and Team Building in Education (3 credits)**

This course explores the foundations of organizational leadership and the development of educational leaders who create school cultures conducive to student learning. Topics examine the characteristics of leadership and the exhibiting of leadership in making change happen. Participants seek to improve leadership skills for establishing successful and high-performing educational teams.

**SUS 553: Literacy in the Developing World (3 credits)**

Participants understand the impact in the facts that over 48 percent of the underdeveloped world's adult population are illiterate and in 23 percent of the poorest nations over 70 percent of adults is functionally illiterate. This represents a multi dimensional cultural, social and political problem. Participants examine an overview of the problem of literacy in the developing world, study in detail a selected area, and prepare a research paper that presents the problems and issues related to literacy in the selected area, including recommendations for interventions.

**SUS 554: International Literacy Campaigns (3 credits)**

Participants will understand the details of the non-literate world, its social, cultural and economic impacts upon nations, and the importance and impact of international literacy campaigns. Topics review case studies related to the work of literacy and the work of NGOs, the challenges of national ministries of education, and the potentials of UNESCO programs.

**Health and Wellness**

**SUS 561: Disease Prevention and Management (3 credits)**

This course is a guide to clinical preventive services. The course critically examines evidence for and against scores of preventive services available, and recommends interventions that are effective. The course looks into the health consequences of personal behavior (including the use of drugs, alcohol, tobacco, poor diet, lack of physical activity, for example), and recommends services available to correct such behavior. The course recommends preventive interventions (screening, immunizations, counseling) for clinical and public health practitioners. This course is beneficial to primary care clinicians, including physicians, nurses, nurse practitioners, physician assistants, public health professional and allied health professionals.

**SUS 562: Preventative Medicine (3 credits)**

In China a patient used to pay the doctor as long as the patient remained in good health. When the patient got sick, he stopped paying the doctor. What are we doing in our medical systems about preventative medicine. Many insurers will reimburse you for expenses when you get sick, but not cover preventative measures. What do we understand about how to prevent illnesses? This course enables the interested student to explore this area.

**SUS 563: Disease Prevention and Human Nutrition (3 credits)**

The course deals with applying nutritional science to public health and disease prevention issues, including assessing community needs for nutritional services, reaching out to those at high risk, help develop community and state nutritional policies, serving women, infant and children, promoting the health of the adults. It also discusses providing nutritional services in primary care, planning and evaluating nutritional services, marketing nutritional programs and services,

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providing nutritional education, helping change eating habits for good nutrition, and safeguarding food supply. The course deals with various aspects of nutrition, including: foundations of community nutrition, nutrition policy and health care reform, food borne illnesses, nutrition for pre-schoolers, nutrition for school-age children, adults and their nutrition needs, primary prevention of diseases, secondary and tertiary prevention of diseases, i.e. coronary heart disease, cancer, diabetes mellitus, hypertension, obesity, osteoporosis, alcoholism, arthritis, and renal disease. The course gives up to date knowledge about nutrition and disease prevention.

### **SUS 564: Spiritual Health and Healing (3 credits)**

The objective of this course is to provide students with the opportunity to explore the relationship between spirituality, health, and healing given perspectives from world religions. This course focuses on the physiological, neurological, and psychological effects of healing resulting from spirituality. In addition to topics of interest initiated by the learner, the topics explored in this study include; African, Buddhist, Jewish, Catholic, Islamic, Hispanic-Pentacostal, Christian Science, Nursing, Intercessory Prayer, Neurobiological aspects related to the placebo-effect, and the power of belief.

## **Peace, Diplomacy and International Studies**

### **SUS 571: Encountering Cultures (3 credits)**

This course assists students in learning about issues of language and culture, and global cultural diversity. Topics examine issues related to culture, social class, ethnicity and race, gender, and language.

### **SUS 572: The Art of Diplomacy (3 credits)**

This course provides insight into the role and the application of the power of the state to other states and peoples. Diplomacy applies this power by persuasive appeals short of war, bringing parties to the table, building momentum for diplomacy, and establishing agreement and modes of follow-up. Topics examine the use of telecommunications, face-to-face meetings, and summits for bi-lateral and multilateral diplomacy. Participants will examine diplomatic correspondence, modes of negotiation, diplomatic styles and methods, and international treaties and agreements.

### **SUS 573: Non-Violent Political Alternatives (3 credits)**

This course investigates cultural and scientific resources for nonviolent, non-killing alternatives in politics as bases for future transformative action. Topics examine the non-violent traditions with focus on religious and philosophical paths of Mahatma Gandhi, Martin Luther King, Khan Abdul Ghaffar, and Nelson Mandela.

### **SUS 574: Human Rights in the International Community (3 credits)**

Students investigate the emerging human rights agendas in world politics, the philosophical foundations of human rights claims and their interplay with the states system. . Topics explore the idea of political and civil rights, economic and social rights, the concept of citizenship and international citizenship. Some emphasis is given to theories of rights, and the major institutions, conventions and mechanisms designed to protect human rights, both under the United Nations system and under regional arrangements. Also included are studies of civil, political, economic,

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social, cultural and group rights as well as alternative methods for enforcing and implementing human rights including human rights treaties.

### **SUS 575: International Dispute Resolution (3 credits)**

This course examines the definition of an international dispute and studies the participants and causes of international disputes, and the processes for international dispute resolution. Topics cover negotiation, fact-finding, mediation, conciliation, arbitration, adjudication and regional methods.

## **Transpersonal and Consciousness Studies**

### **SUS 581: Systemic Integration (3 credits)**

Several foundational systems approaches presenting holistic paradigms for spirit/mind integration will be studied. This will include Systems Theory as practiced on a personal and organizational level. Students will study their own systems as well as their personal integration patterns. Topics include historical, current, and experiential practices in the field of integration.

### **SUS 582: Developing Empathy (3 credits)**

This course examines the creation of higher levels of Empathy – the ability to feel the states of others, whether that be physical (health), emotional, mental, or spiritual/creative. The exploration moves the student from personal internalized processes toward that of an other mentality. Protecting oneself from external unhealthy energies is included as part of the coursework.

### **SUS 583: Interview Techniques (3 credits)**

This course explores the interviewing techniques used by professionals to determine the presence of illness in an individual. This course provides an intensive review of the fundamentals of interviewing as well as a foundation for interactive communication to occur.

### **SUS 584: Professional Consultation Skills (3 credits)**

In-depth coverage of the dominant assumptions, goals, methodological approaches, strategies and practice models and issues of service delivery and assessment in consulting Consciousness. Together with his/her mentor, the student will determine the exact scope of this research, and the evaluation procedure to be adopted.

### **SUS 585: Integrative Psychology (3 credits)**

This course investigates ways in which various forms of intervention can be integrated between traditional and non-traditional methodologies. Topics include strategic planning, processes, partnerships, negotiations, and team building. Together with his/her mentor, the student will determine the exact scope of this research, and the evaluation procedure to be adopted.

## **Finishing Activities**

## Master of Science in Sustainability Studies

### **EXM 880: Comprehensive Examination (2 credits)**

Masters students complete this comprehensive examination as a required element of their academic program, prior to undertaking the thesis. The examination usually includes both written and oral components and is confined to the programs of studies completed by the student.

### **RES 885: Thesis Proposal (2 credits)**

This course is required of all Masters students designed to guide them through the formal research proposal process for their final projects, including the development of the research methodology, data gathering device and data analysis techniques. Students also prepare annotated bibliographies of the major scholarly works underlying their project.

### **RES 890: Thesis (4 credits)**

This course governs the conduct of the thesis project for the Master's level student. The Master's thesis is the demonstration of the mastery of a body of knowledge in a given field and is presented in a manuscript usually 75 or more pages in length. The final project may take any of several forms, depending upon the field of study and the expectations of faculty. This may be quantitative or qualitative research, participatory action research, or a major project demonstrating excellence. Master's students may re-enroll for this course for no-credit, as needed.

### **EXM 895: Oral Review of Thesis (2 credits)**

This examination is an oral review of the Master's thesis conducted by the graduate committee immediately following their reading of the thesis manuscript.