



AMERICAN UNIVERSITY
OF SOVEREIGN NATIONS

Master of Arts in Leadership, Wisdom and Resilience (MA)

The Master of Arts in Leadership, Wisdom and Resilience (MA) program is a master's degree program intended to prepare students to apply education theories, concepts, principles and approaches for roles as professionals and community leaders to build sustainable communities. Students will learn academic and technical skills, as well as ethical insights into the complex interplay of social, economic and environmental problems in the world to help them analyze and understand sustainability challenges at local, regional and global levels and scales to propose innovative social, technical and institutional solutions. The program will draw upon the wide international experience of the faculty of AUSN, as well as their multidisciplinary qualifications. Students will take half their credits in compulsory courses, half their credits in elective and optional courses and 6 credits of required supervised thesis work to complete the degree program.



Mission

To promote the ethical reasoning of all peoples, by providing essential competent graduate education, knowledge, skills, research, service, creative and analytical critical thinking ability, and leadership to those graduate students who are dedicated to enhancing the sustainability of all global communities.

Vision

To be the Master of Arts in Leadership, Wisdom and Resilience degree program of choice for those individuals who are committed to learning skills as educators, thinkers and agents of community resilience applicable for community, global leadership, and are dedicated to promoting wisdom for the well-being of the environment and public of all nations and all peoples.



Values

The American University of Sovereign Nations (AUSN) is committed to educating students that will be global citizens with ethical integrity able to guide policies and actions that will lessen the gaps that exist between the health, well-being and life outcomes of the populations of the privileged and those who are not. Global responsibilities for promotion of a good life for all are necessary for our sustainable future.

Purpose

The purpose of AUSN Master of Arts in Leadership, Wisdom and Resilience (MA) program of study is two-fold. First, upon successful completion of the Program and master of its required competencies, graduate students will be prepared to work in the fields of sustainability and development, and influence and improve community outcomes by working for academic institutions, think tanks, public health agencies, non-governmental organizations, United Nations or government. The program is also offered to existing professionals who will benefit from the added knowledge and expertise to enhance their career goals and aspirations.

Curriculum

To complete the Masters of Arts in Leadership, Wisdom and Resilience (MA) program, students must satisfy the MA course curriculum, which requires a minimum of 32 semester credit hours. The MA program can be completed by either full-time or part-time study, and accordingly, can be completed within one to two years of study (480 clock hours of instruction).

Compulsory Courses (19 credit hours)

- Applied Research Seminar (2 credit hours)
- Bioethics and Values Education (3 credit hours)
- Disaster Resilience (3 credit hours)
- Global Public Health and Peace (2 credit hours)
- Indigenous Traditions and Bioethics (3 credit hours)
- Master's Thesis and Public Defense (6 credit hours)

Elective Courses (select at least 13 credit hours)

- Ability Studies (3 credit hours)
- Conflict Resolution, Peace-making and Justice in Global Understanding (3 credit hours)
- Core Concepts in Bioethics and Cultural Frameworks (3 credit hours)
- Developmental and Educational Psychology (3 credit hours)



- Environmental Ethics (3 credit hours)
- Ethics of Science and Technology (3 credit hours)
- Human Research Subject Protection (3 credit hours)
- International Development and Sustainability (3 credit hours)
- Indigenous Knowledge Systems in Health Care (3 credit hours)
- Leadership, Wisdom and Resilience Research Seminar 1 (3 credit hours)
- Leadership, Wisdom and Resilience Research Seminar 2 (3 credit hours)
- Public Health Law, Ethics and Policy Analysis (3 credit hours)
- Social Psychology (3 credit hours)
- Sustainability Science (3 credit hours)

Required Core Competencies

Upon graduation, all MA graduates will have the following core competencies to prepare them to become effective leaders of tomorrow. Students will also have the core competencies as described under each course syllabus in the AUSN Catalog for their elective courses.

I. Values Education

1. Be able to identify and construct goals of ethics and values education as teachers.
2. Understand student-centered learning.
3. Understand problem-based learning.
4. Be able to construct and use cases in values education.
5. Explain the different ways of evaluation, with their benefits and disadvantages.
6. Develop age and case specific approaches to moral development.

II. Developmental and Educational Psychology

1. Understanding the behavior of people from a human development perspective
2. Identify dilemmas through different lens
3. Engage in quality thinking, reflective processes and creative thinking.
4. Recognize that the person is not an isolated entity influenced by intrinsic biological aspects, but it is influenced by external environments, and at the same time, these contexts are influenced by the person.
5. Examine the different theories of human development and changes in the different stages
6. Listen well and communicate interest, respect, support, and empathy to involved parties.
7. To learn some strategies to intervene in main f adolescents problems o in schools
8. To acquire some research strategies in the field of Developmental and Education Psychology
9. Elicit the moral views of the involved parties.
10. Represent the views of the involved parties to others.

III. International Development and Sustainability

1. Acquire skills of evidence-based analysis of international development issues.



2. Analyze theories of sustainability with in the context of 21st century situations related to achieving development sustainably.
3. Develop research problems linking development questions with sustainability.

IV. Ethics and Sustainability

1. Acquire skills of evidence-based approaches to sustainability challenges arising from the interactions between human and environmental systems.
2. Develop a comprehensive understanding of human and environmental dimensions of climate change,
3. Analyze sustainability issues by linking human development and environmental change.
4. Acquire skills of evidence-based approaches to sustainability challenges from a multi-disciplinary perspective.
5. Analyze how new methodological issues in sustainability studies from interdisciplinary fields such as science and technology studies.
6. Apply knowledge to real-life issues locally, regionally and globally.
7. Analyze theories of sustainable development with in the context of 21st century challenges to sustainability.

V. Peace

1. Understand the main structural and psycho-cultural theories about the cause of conflict and methods to overcome this.
2. Be aware of the options for intervention, and the theories behind different conflict resolution approaches.
3. Understand the linkages between public health and peace.

Syllabus of Compulsory Courses

Bioethics and Values Education (BVED) (3 credit hours)

The **purpose** of this course is to examine the methodology, goals, practice and evaluation of bioethics and values education.

The **objective** of this course is to introduce the goals of bioethics education in the context of values education, through all stages of moral development.

Subjects:

1. Values in education
2. Integration of ethics and values into all fields of education
3. Teaching about autonomy and justice through bioethics: the love of life
4. Indicators of the success of education
5. Neurology, touch, education and multilingual brains
6. Teaching concepts of benefit and risk
7. Disability, ability and education
8. Environmental ethics education
9. Moral games for teaching bioethics



10. Finding our own identity and its relationship to how we help others explore their own identity: the essence of teaching?
11. Developing personal action plans for enhanced teaching
12. How to measure personal moral development in education
13. Review of indigenous values among the education curriculum in 47 countries of Asia-Pacific nations
14. Integration of indigenous knowledge systems into classes and the curriculum
15. Analysis of the goals for education based on teacher's action plans
16. How to teach about federal, state, community law and customs and United Nations declarations and their implementation (or lack of) across the curriculum
17. Developing professional skills for bringing the best out of every learner
18. How to evaluate educators ethically and positively
19. Teachers and learners as agents of community change
20. Developing and nurturing environmental activism
21. Nurturing relationships between teacher, student and parents and protection of children's rights

Disaster Resilience (DISR) (3 credit hours)

The **purpose** of this course is to provide an overview of disaster resilience.

The **objectives** of this course are to help students to understand all aspects of disaster resilience.

Subjects:

1. Disasters over time
2. Volcanology and tectonic plate theory
3. Climate related disasters
4. Sendai Framework for Disaster Resilience
5. Human causation
6. Sustainable development and SDGs
7. Disasters and art
8. Disasters in cinema
9. Traditional knowledge and disaster resilience
10. Community participation in disaster resilience

Global Public Health and Peace (GPHP) (2 credit hours)

The **purpose** of this course is to provide the student with the essential principles and foundations of global public health public and for the student to understand how those principles related to general public health and their relations to peace.

The **objective** of this course is to present to the student the concept of peace, international cooperation, disaster resilience, and how to measure a culture of peace and human dignity.

Subjects:

1. Dialogues on war and peace and human dignity
2. Hiroshima and the Culture of Peace
3. Peace and peace-keeping
4. Roles of United Nations and Millennium Development Goals (MDGs)



5. Maritime trade and peace
6. History and concepts of war and peace
7. Youth Peace Ambassadors
8. Youth as agents of change for peace
9. Peace and the brain
10. Peace and public health
11. Peace and culture
12. Culture of peace, human rights and human dignity
13. Spirituality and peace
14. Disasters and looking beyond them
15. The Global Peace Index

Indigenous Traditions and Bioethics (INTB) (3 credit hours)

The **purpose** of this course is to provide the student with an understanding of some of the thousands of indigenous traditions and their perspectives of bioethics.

The **objective** of this course is to present to the student as much of an essence that can be transmitted in a learning environment some of the wisdom of indigenous traditions.

Subjects:

1. What it means to be indigenous today?
2. Examples of colonization in past centuries
3. Survey of world views and cosmologies of different tribal communities
4. Biodiversity and oneness
5. Traditional healthcare and medical practice
6. Indigenous ways of knowing
7. Field work and project
8. Art and music around the world
9. Fusion cultures and mundialization
10. Language and moral reasoning

Master's Research Seminar (MSRS) (2 credit hours)

The **purpose** of this course is to help develop research ability in the students so they can apply the theories they learn to actual practice.

The **objective** of this course is for the student to learn how to apply research skills, and how to evaluate their research.

Subjects:

1. Introduction to the scientific method and scientific ethics
2. Making and evaluating hypotheses
3. Discourse and presentation skills
4. How to obtain ethical approval for research
5. How to evaluate and publish results of research

Master's Thesis and Public Defense (MTHE) (6 credit hours)

The **purpose** of this course is to prepare the student for writing and presenting a dissertation of approximately 20,000 words. Great care and detail is taken to review



and explain thoroughly the design, organization, research, detailed literature bibliography, conclusions, recommendations, and final preparation of the dissertation. The **objective** of this course is to have the student complete preparation of their MPH dissertation and to successfully conduct the Public Defense of their dissertation.

Content:

A wide variety of relevant academic papers and papers are reviewed to explore comparative methodologies in research, and students listen to other student's defenses to help prepare for their own defense.

Syllabus of Selected Elective Courses

Ability Studies (ABST) (3 credit hours)

The **purpose** of this course is to introduce ability studies. Ability Studies investigates in general how ability expectation (want stage) and ableism (need stage) hierarchies and preferences come to pass and the impact of such hierarchies and preferences.

Ability Studies investigates: (a) the social, cultural, legal, political, ethical and other considerations by which any given ability may be judged, which leads to favoring one ability over another; (b) the impact and consequence of favoring certain abilities and rejecting others; (c) the consequences of ableism in its different forms, and its relationship with and impact on other isms. The academic field of disability studies investigates the negative consequences people experience whose body linked abilities are seen as not measuring up to the species-typical norm. However, although ableism was developed to make visible disablism (the lack of support and active disablement by the ones who see themselves as able) disabled people experience, the cultural reality of ability expectations (want stage) and ableism (need stage) goes far beyond how it is used within disability studies and by disabled activists.

The **objectives** of this course are to introduce ability studies and ability equity and equality, ability ethics and ability and ableism governance.

Subjects:

1. Ableism and disabled people
2. Discourses on disability and ability
3. How to promote the potential for all persons to excel
4. Ableism evident in health, medicine, and rehabilitation discourses
5. Nature and nurture in determining ability
6. Gender theory and gender roles
7. Gender toolkit
8. Ableism and the law
9. Ableism intrinsic to ethics theories
10. Vulnerability
11. Ability privilege
12. Eco-ableism; Ableism and the environment
13. Ableism and animals
14. Ableism and Indigenous People



15. Ability Security and Ability Peace through an ability expectation and ableism lens.
16. Science and technologies and their impact on Ableism
17. Ableism and Ability Equity and Equality

Conflict Resolution, Peace-making and Justice in Global Understanding (CRPJ) (3 credit hours)

The **purpose** of this course is to explore the linkages between conflict resolution, peace-making and justice as vehicles for greater global understanding.

The **objectives** of this course are to introduce conflict resolution, peace-making and justice in global understanding.

Subjects:

1. Peace
2. Conflict
3. Inter-religious dialogue
4. Inter-cultural concepts
5. Philosophical foundations
6. Conflict resolution
7. Peace-making
8. Justice
9. Human rights
10. Global understanding
11. Sanctions
12. Bioethical traditions
13. Community engagement
14. Environmental disputes

Core Concepts in Bioethics & Cultural Frameworks (CCBE) (3 credit hrs)

The **purpose** of this course is to provide the student with the foundations and principles of bioethics across the world. It introduces descriptive, prescriptive, interactive and practical bioethics, through the principles accepted in the Universal Declaration on Bioethics and Human Rights (including the UNESCO Core Curriculum in Bioethics). Some particular themes that see different policies between countries and over time will be introduced.

The **objectives** of this course is to show that bioethics is not about thinking that we can always find one correct solution to ethical problems. There can be different choices made after ethical reflection, and different people make different decisions. Fundamental ethical principles can aid decision-making. Bioethics is learning how to balance different benefits, risks and duties, and to live in consensus with others of different moral conclusions.

Subjects:

1. Making choices, diversity and bioethics
2. Ethics in history and love of life
3. Moral agents
4. Ethical limits of animal use
5. Autonomy, patients' rights and duties



6. Theories in bioethics
7. Doctor-patient relationships
8. Medical ethics
9. Informed consent and informed choice
10. Justice and love of others; rights to health care and distribution of health care resources
11. Medical ethics, culture and health
12. Bioethics of love of life
13. Definition of death
14. Organ procurement and transplantation
15. Ethical issues in medical research, Ethics committees
16. History of Bioethics
17. Justice, culture
18. Confidentiality
19. Initiation and termination of medical treatment
20. Telling the Truth about Terminal Cancer
21. Euthanasia, End-of-life care
22. Ethics of Infertility and assisted reproductive technologies
23. Universal Declaration on the Bioethics and Human Rights
24. Neurosciences

Developmental and Educational Psychology (DEEP) (3 credit hours)

The **purpose** of this course is to provide an overview of current research and theory about human development. Students are expected to gain an understanding of the main classical theories on human developmental. It will enhance students' understanding of significant developmental changes that occur over the life span: physical, cognitive, and personal- social developmental transitions; Students must know some problems arising in development and some educational intervention programs; and some research techniques used in this area.

The **objectives** of this course are to help students to understand the nature and needs of persons at all developmental levels, how we can intervene from the field of education, and to get some general ideas about how to research this area.

Subjects:

Classical theories on human development

1. Erikson's and Psychosocial Theory; Theories of moral development;
2. Ausubel's Theory
3. Vygotsky's and Brofembrenner Contextual approach; ethological approach.
4. Theories of Cognitive Development - Piagetian approach, Information processing approach.

Developmental changes that occur over the life span: physical, cognitive, and personal- social developmental transitions.

5. Infancy development
6. Childhood development
7. Adolescence development
8. Adulthood development



9. Death and dying

Problems arising in development and some educational intervention programs:

10. Moral and Emotional problems (Kolberg's Theory and Goleman).
11. How to intervene with problems of adolescents in schools: programs against misbehavior, school violence, bullying and lack of communication, social and emotional skills.
12. Development emotional balance and mindfulness programs in the schools. The key to happiness.

Developmental and Educational Psychology Research:

13. Main Research Methods in Developmental Psychology: observation, interviews, surveys and focus groups.
14. The ability to write a standard research report using American Psychological Association (APA) guidelines
15. Theories of development across culture

Environmental Ethics (ENET) (3 credit hours)

The **purpose** of this course is to examine environmental ethics, which is critical for the survival of many local communities living in fragile communities, as well as the global community.

The **objectives** of this course are to obtain a comprehensive understanding of environmental ethics around the world, and to be able to apply this to decision-making.

Subjects:

1. Ecology and life
2. Biodiversity and extinction
3. Environmental sciences
4. Environmental economics
5. Sustainable development
6. Environmental ethics
7. Traditional knowledge, ethics and sustainable development
8. Asia-Pacific environmental ethics
9. Love of nature and ecological ethics
10. Biodiversity
11. Universalism and Ethical Values for the Environment
12. Ethics of animal intensification and the environment
13. Carbon emissions and climate change
14. Energy equity and environmental security
15. Community engagement methods related to mining, energy production, clean-up of polluted sites
16. Water ethics
17. Occupational safety and environmental health



Ethics of Science and Technology (ESTE) (3 credit hours)

The **purpose** of this course is to provide the student a review of the ethics of science and technology, excluding genetic technology (which is covered in the **Bioethics and Genetics** course).

The **objectives** of this course include to present to the student a general framework of the pertinent subject matters of health behavior and how they affect the public's health through their interaction with the individual in the community.

Subjects:

1. Introduction to science, technology and philosophy
2. Ethics of science and scientific responsibility
3. Science and technology over time and culture
4. Nanotechnology ethics, including environmental and health impacts
5. Information ethics and privacy; artificial intelligence, the singularity, cyborgs
6. Nuclear ethics
7. Disaster ethics
8. Ethics of car use; MDGs and sustainability
9. Anthropological research; nature of science; UNESCO Status of Scientific Researchers
10. Biological Weapons Convention
11. Biosafety and dual use dilemmas
12. Commercialization of science and technology
13. Ethics of Food and Agriculture
14. Future of EST and bioethics

Indigenous Knowledge Systems in Health Care (IKSH) (3 credit hours)

The **purpose** of this course include to consolidate and enrich students' knowledge and skills in Indigenous Knowledge Systems (IKS)-based medical and health sciences; to examine misconceptions created and propagated by Eurocentricism on traditional medical and health care practices by inculcating knowledge and awareness among students and researchers of medical and health sciences on the efficacy of indigenous health care systems as knowledge systems on their own merit, i.e. with their own ways of knowing, knowledge production and value systems; and to prepare postgraduate students of medical and health sciences with a multi-inter-trans-disciplinary approach including involvement of indigenous knowledge holders and practitioners in research and curriculum delivery.

The **objectives** of this course include to promote knowledge and skills among students of medical and health sciences on the holistic approach of Indigenous Knowledge Systems (IKS) as a source of innovation that supports healthy families and sustainable livelihoods for communities; to empower students and researchers of medical and health care sciences with knowledge and skills of preserving indigenous knowledge to ensure that communities receive fair and sustained recognition and, where appropriate, financial remuneration for the use of their medical and health care-based knowledge.

Subjects:



1. Comparative histories and philosophies of indigenous medical and health care systems
2. Chinese Medical Knowledge
3. Indian Medical Knowledge
4. African Medical Knowledge
5. Pre-Western American Medical Knowledge
6. Nature and patterns of indigenous medical and health care systems
7. Indigenous Knowledge Systems research methodologies in medical and health care
8. Gender Issues in indigenous medical and health care systems
9. Comparative indigenous communication systems in medicine and health care
10. National and international policies on traditional medicine and health care
11. Intellectual property rights and traditional medicine
12. Concepts of equity and justice in traditional medicine and health care
13. Bioethical implications of traditional medicine and health care

International Development and Sustainability (IDSU) (3 credit hours)

The **purpose** of this course is to introduce the student to the historical roots of development theory with the emerging core issues of sustainability.

The **objectives** of this course are for the student to learn how to understand critical challenges of achieving human development sustainably.

Subjects:

1. Historical roots
2. Ethics in international business
3. Economic theory
4. Population growth
5. Poverty
6. Energy security
7. Food security
8. Urbanization
9. Technological change
10. Globalization
11. Local environmental change
12. Regional change
13. Development activities
14. Indigenous concepts
15. Transportation
16. Cultural exchange

Public Health Law, Ethics and Policy Analysis (PHLE) (3 credit hours)

The **purpose** of this course is to present the student the essential principles of public health law, public health ethics, and health policy, and for the student to understand their critical nature and application in general public health.



The **objective** of this course is to present to the student a general framework of public law, ethics and health policy analysis, and to understand the integration of both public health issues and the law into policy making.

Subjects:

1. Introduction to public health law, ethics and policy analysis
2. Bioethics across cultures and religions
3. Health care system
4. Pharmaceutical ethics
5. Education of bioethics and public health law ethics
6. Health law and the legal system
7. Patient consent
8. Tropical disease burden and community engagement, e.g. Vector control
9. Infectious disease and professional responsibility to care; Employee rights and responsibilities
10. Organ distribution
11. End of life care
12. Disaster medicine and ethics
13. Mental health ethics
14. Eugenics and Social Darwinism abuses
15. Indigenous bioethics
16. Islamic bioethics
17. Conflict of Interest
18. Patient abuses in research and patient protection
19. Specialty medical ethics
20. Ethics and public health
21. Health Care Ethics Committee dilemmas

Sustainability Science (SUSC) (3 credit hours)

The **purpose** of this course is to provide the student with an understanding of the emerging science of sustainability.

The **objectives** of this course are for the student to learn to look at sustainability as an emergent problem arising from the interactions between human and environmental systems.

Subjects:

1. Sustainability science
2. Well being
3. Community engagement
4. Empowerment engagement
5. Global concepts
6. Justice
7. SDGs
8. Ecology
9. Indigenous communities
10. World views of nature
- 11 Political science



12. Evaluation of community engagement
13. Government policies
14. Public attitudes
15. Sustainability behavior
16. Interdisciplinary roles
17. Diet

The detailed description of all courses is in the AUSN Catalog.

Contact Us

Additional information, including resources for application to the MS program, is available at www.ausovereignnations.org. Applications to all academic degree and educational certificate programs at AUSN are completed online and reviewed a rolling basis. Please direct any questions, concerns, or suggestions to Dr. Darryl Macer, Provost at provost@ausovereignnations.org.

Nondiscrimination Policies

It is the policy of the American University of Sovereign Nations (AUSN), in accordance with applicable international and domestic laws, to not discriminate on the basis of race, color, national origin, citizenship, age, sex, physical or mental disability, medical condition, religion, marital status, sexual orientation, gender identity, parental status, or veteran status. AUSN has adopted a racially nondiscriminatory policy as to student admissions, student scholarships, academic degree programs, and educational certificate programs. The nondiscrimination policies of AUSN cover admission and access to all University programs, events, and scholarships.