President’s Welcome

As we approach our 50th year as an institution of higher education, CIIS is recommitting itself to its mission of service to students, communities, and the Earth. This service is expressed in the rigorous and transformational education we provide, but also through our award-winning clinics and community projects, which provide low-cost psychological services and acupuncture to the Bay Area.

We are—and have always been—focused on offering an exciting and meaningful educational experience to our students. Our University’s willingness to transcend disciplinary boundaries means faculty and students can attend to complex questions of the day. The inclusion of many ways of knowing in our curriculum allows our students to learn at multiple levels so they can synthesize and act on the knowledge they acquire. We are proud of our very high license exam results but are not satisfied by exemplary test scores alone. We take students out of the classroom, into the wilderness to experientially understand ecopsychology and into Bay Area cities to work with the homeless, the recently incarcerated, the elderly, children, and other vulnerable populations. We believe that higher education should contribute to the common good and are proud of our faculty, alumni, and students who carry on this commitment in a diversity of ways throughout the world.

The early impetus to create CIIS was to bring together Western and Asian thought; this was motivated by the belief that world peace depended upon achieving a greater global understanding. While we have broadened areas of study at CIIS, we continue to recognize greater global understanding as an essential and elusive goal. It requires all of us to challenge ourselves by breaking down preconceptions and questioning what we believe we know.

Integral education is fundamentally built upon a sense of wholeness. At a time when countries and communities are increasingly fragmented, we believe it is essential for our University to provide a counterbalance by moving past the fragmentation that is all too typical in higher education. In preparing students to contribute to the areas of psychology, philosophy, religion, social sciences, and the humanities, our University’s PhD, PsyD, MA, and BA Completion programs emphasize integration of learning through whole-person pedagogy, culminating seminars, and opportunities for creative connection between traditionally separated disciplines.

I invite you to take a moment to further explore our website and learn about the education we offer at CIIS. I also hope you’ll watch our YouTube channel so you can get a brief glimpse into CIIS. Even more, I hope you’ll visit us and experience our remarkable faculty and students firsthand.

Judie Wexler, PhD
President

The information included in this catalog is as accurate as possible at the time of publication; however, the University reserves the right to make changes during the life of this catalog. This document replaces all previous versions except in instances where requirements or policies for a student are determined by the “catalog rights” of a previous version in effect at the time of matriculation. Current academic policies are published and regularly updated on the CIIS website.

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About CIIS

Mission
California Institute of Integral Studies (CIIS) is an accredited university that embodies spirit, intellect, and wisdom in service to individuals, communities, and the Earth.

Vision Statement
CIIS expands the boundaries of traditional degree programs with transdisciplinary, cross-cultural, and applied studies utilizing face-to-face, hybrid, and online pedagogical approaches. Offering a personal learning environment and supportive community, CIIS provides an excellent multifaceted education for people committed to transforming themselves, others, and the world.

The Seven Commitments of CIIS
The following seven commitments reflect CIIS’s goals in creating its educational programs and its university community. These commitments are aspirational statements intended to advance the mission of CIIS.

Practice integral approaches to learning and research
The University strives to facilitate the integration of body-mind-spirit. It values the intellectual, emotional, spiritual, imaginal, creative, somatic, and social dimensions of human potentiality. Committed to studies and practices that cross traditional disciplinary boundaries, CIIS emphasizes dynamic systems understanding and integrative learning.

Affirm spirituality
The University is committed to studies and practices of multiple spiritual and wisdom traditions and to their expression and embodiment throughout the university community. While no one tradition is shared by all, the importance of the spiritual dimension of life is affirmed.

Commit to inclusion and diversity
Promoting a dialogue of difference, the University is committed to reflecting the diversity of the world’s peoples, cultures, and spiritual traditions. At CIIS, inclusion means consciously welcoming the contributions of all people to academic scholarship and multiple ways of knowing.

Foster multiple ways of learning and teaching
The University honors many learning modalities and ways of knowing, providing a rigorous and transformative education across all learning approaches. CIIS welcomes experiential, collaborative, embodied, artistic, participatory, and other modes of learning and knowing into the classroom, believing that they deepen and enrich the learning experience.

Advocate sustainability and social justice
CIIS is committed to exploring and promoting knowledge and practices that affirm human solidarity with the entire Earth community. Recognizing that business as usual threatens the integrity of life itself on a planetary scale and perpetuates structures of oppression on a large portion of the human population, CIIS strives to generate creative alternatives leading to a just and flourishing world. CIIS embraces intellectual, cultural, and spiritual traditions that further the effectiveness of emancipatory movements, such as feminism, social and political liberation, and the struggle against the oppression of poverty.

Support community
Community at CIIS is founded upon core values that affirm shared understandings and differences, scholarly efforts, and compassionate action. Such community is a vital part of the University’s aspiration to provide an effective, visionary, and nurturing environment for integral education. CIIS is committed to providing a welcoming community for all people.

Strive for an integral and innovative governance
The University recognizes the significance of a mode of governance that would eliminate, or at least reduce, the polarities and fragmentation that typically plague organizations. The commitment to integral governance aims to inspire holistic organizational interaction among all members of its community. This commitment stands among the seven as a constant challenge and encouragement to try new forms, procedures, criteria, and language that reflect a more progressive and collaborative decision-making process.

Accreditation
Since 1981, the University has been accredited by the Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WSCUC). WSCUC’s contact details are as follows: 985 Atlantic Avenue, Suite 100, Alameda, CA 94501; 510.748.9001.
ACTCM at CIIS
The Master of Science in Traditional Chinese Medicine (MSTCM) degree and Doctor of Acupuncture and Oriental Medicine (DAOM) programs of ACTCM at CIIS are accredited by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM), which is the recognized accrediting agency for programs preparing acupuncture and Oriental medicine practitioners. ACAOM’s contact details are as follows: 8941 Aztec Drive, Eden Prairie, MN 55347; 952.212.2434.

Complaints
An individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at P.O. Box 980818, West Sacramento, CA, 95798-0818, http://www.bppe.ca.gov, 916.431.6959 (phone), 916.263.1895 (fax).

History
CIIS and the organizations from which it emerged have been at the center of the San Francisco Bay Area discussion on spirituality and East-West cross-cultural issues since 1951. At that time, businessman Louis Gainsborough and Stanford professor Frederic Spiegelberg created the American Academy of Asian Studies, bringing together Eastern and Western scholars to study the fundamentals of Eastern culture, philosophy, yoga, psychology, and literature. On the recommendation of Sri Aurobindo, the renowned Indian philosopher and yogi, Dr. Haridas Chaudhuri was invited to join the faculty.

The Academy was alive with the excitement of new ideas and a dazzling mix of scholars and artists. According to Alan Watts, a foremost interpreter of Eastern philosophies for the West who served as Dean, the Academy “was one of the principal roots of what later came to be known, in the early sixties, as the San Francisco Renaissance. … The weekly colloquium of the Academy’s faculty … became an event increasingly attractive to San Francisco artists and intellectuals.”

From these beginnings, in 1968 Haridas Chaudhuri founded California Institute of Asian Studies (CIAS), which functioned as the educational arm of the Cultural Integration Fellowship he established with his wife, Bina. He wrote of his vision for education in his book The Evolution of Integral Consciousness:

Humankind can no longer be divided into exclusive segments so that the fortune of one will not affect the fortune of the other. We live in a world of shrinking dimensions with people of different cultural, religious, and racial backgrounds coming together. As it is commonly phrased, either we swim together or we sink together. … Therefore, all those who think about our present-day situation are convinced that global peace is not a pious wish; rather it is a vital necessity for the survival of the human race. … It is with regard to this matter that many people feel education plays a vital role—not only in our ways of thinking, in our outlook on life, and in our sense of values, but also in our actual behavior. This is the meaning of integral education—education that is based upon the concept of the total [human] and education that is based upon the total human situation, the global situation.

In 1974, CIAS was incorporated separately as a private, nonsectarian, nonprofit graduate school. In 1980, the name was changed to California Institute of Integral Studies (CIIS) to reflect the expanding scope of integral studies at the school. Its original emphasis on Asian religions and cultures has evolved to include comparative and cross-cultural studies in philosophy, religion, psychology, counseling, cultural anthropology, organizational studies, health studies, and the arts.

In 2015, the American College of Traditional Chinese Medicine (ACTCM) became part of CIIS. ACTCM has been at the forefront of acupuncture and Chinese medical education since its inception in 1980, making it one of the oldest colleges of its type in the United States. As one of CIIS’s four schools, ACTCM will continue to offer a truly exceptional professional education in the acupuncture and Chinese medicine field. As CIIS continues to grow, it remains committed to integral education supported by small classes, a personal learning environment, and a strong sense of community that make it an extraordinary place for people committed to transforming themselves and the world.

Students
In Fall 2016, 1,476 matriculated students attended CIIS. Of those, 95 percent were in graduate programs, 5 percent were in undergraduate programs, 69 percent were women, and 30 percent were students of color.
## Academic Calendars

### School of Professional Psychology and Health and School of Consciousness and Transformation

<table>
<thead>
<tr>
<th>Semester</th>
<th>Class Schedule Published</th>
<th>Registration Opens</th>
<th>Program Priority Registration Deadline</th>
<th>Late Registration Deadline</th>
<th>Classes Begin</th>
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<th>Classes End</th>
<th>Make-Up Days</th>
<th>Grades Due</th>
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<tr>
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<td>Apr 11</td>
<td>May 2</td>
<td>Aug 1</td>
<td>Aug 24</td>
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### School of Undergraduate Studies

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<th>Late Registration Deadline</th>
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<th>Add/Drop Deadline</th>
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### American College of Traditional Chinese Medicine

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<td>Sep 6</td>
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### Holidays

- Labor Day
- Thanksgiving
- Winter Holiday December–January
- Martin Luther King Jr. Day
- Presidents’ Day
- Spring Break
- Commencement
- Memorial Day
- Independence Day Observed
- September 4
- November 23–24
- December 21–January 1
- January 15
- February 19
- March 19–23 (all schools except ACTCM)
- May 20
- May 28
- July 4
Schools, Programs, and Degrees

School of Undergraduate Studies
**Interdisciplinary Studies**
Bachelor of Arts (BA) in Interdisciplinary Studies
Bachelor of Arts (BA) in Interdisciplinary Studies with a minor in Critical Psychology

American College of Traditional Chinese Medicine at CIIS
Doctor of Acupuncture and Chinese Medicine (DACM)
Transitional Doctorate of Acupuncture and Chinese Medicine (DACMt)
Master of Science of Traditional Chinese Medicine (MSTCM)
Doctor of Acupuncture and Oriental Medicine (DAOM)

School of Professional Psychology and Health
**Clinical Psychology**
Doctor of Psychology (PsyD) in Clinical Psychology
**Counseling Psychology**
Community Mental Health
Master of Arts (MA) in Counseling Psychology with a concentration in Community Mental Health
Drama Therapy
Master of Arts (MA) in Counseling Psychology with a concentration in Drama Therapy
Expressive Arts Therapy
Master of Arts (MA) in Counseling Psychology with a concentration in Expressive Arts Therapy
Integral Counseling Psychology
Master of Arts (MA) in Counseling Psychology with a concentration in Integral Counseling Psychology
Somatic Psychology
Master of Arts (MA) in Counseling Psychology with a concentration in Somatic Psychology
**Human Sexuality**
Doctor of Philosophy (PhD) in Human Sexuality

**Integrative Health Studies**
Master of Arts (MA) in Integrative Health Studies

School of Consciousness and Transformation
**Anthropology and Social Change**
Master of Arts (MA) in Anthropology and Social Change
Doctor of Philosophy (PhD) in Anthropology and Social Change
Doctor of Philosophy (PhD) in Anthropology and Social Change, with Master of Arts (MA) in Contemporary China Studies

**East-West Psychology**
Master of Arts (MA) in East-West Psychology
Doctor of Philosophy (PhD) in East-West Psychology

**Integral and Transpersonal Psychology**
Doctor of Philosophy (PhD) in Integral and Transpersonal Psychology

**Interdisciplinary Arts Department**
Master of Fine Arts (MFA) in Creative Inquiry, Interdisciplinary Studies
Master of Fine Arts (MFA) in Writing and Consciousness

**Philosophy and Religion**
Asian Philosophies and Cultures
Master of Arts (MA) in Philosophy and Religion with a concentration in Asian Philosophies and Cultures
Doctor of Philosophy (PhD) in Philosophy and Religion with a concentration in Asian Philosophies and Cultures
Ecology, Spirituality, and Religion
Master of Arts (MA) in Philosophy and Religion with a concentration in Ecology, Spirituality, and Religion
Doctor of Philosophy (PhD) in Philosophy and Religion, Program in Ecology, Spirituality, and Religion

**Philosophy, Cosmology, and Consciousness**
Master of Arts (MA) in Philosophy and Religion with a concentration in Philosophy, Cosmology, and Consciousness
Doctor of Philosophy (PhD) in Philosophy and Religion with a concentration in Philosophy, Cosmology, and Consciousness

Women’s Spirituality
Doctor of Philosophy (PhD) in Philosophy and Religion with a concentration in Women’s Spirituality

**Transformative Inquiry**
Master of Arts (MA) in Transformative Leadership
Master of Arts (MA) in Transformative Leadership with a focus in Partnership Studies
Doctor of Philosophy (PhD) in Transformative Studies
Doctor of Philosophy (PhD) in Transformative Studies with a focus in Consciousness Studies
**Women's Spirituality**
Master of Arts (MA) in Gender, Spirituality, and Social Justice
School of Undergraduate Studies
Interdisciplinary Studies
Bachelor of Arts (BA) in Interdisciplinary Studies
Bachelor of Arts (BA) in Interdisciplinary Studies with a minor in Critical Psychology

Dean
Michelle Eng, MA

Core Faculty
Alec MacLeod, MFA
Sandra M. Pacheco, PhD
Charlotte Sáenz, MA, MFA
Sara Salazar, PhD
Sonya Shah, MFA

Adjunct Faculty
Sara Acevedo, MA
Michael Aho, MA, MFA
Angela Anderson, MA
David Belden, PhD
Axil Cricchio, PhD
May Elawar, PhD
Mordecai Ettinger, MA
Monique Fralich-LeSarre, PsyD
Claudia Lodia, MA
Jessa Brie Moreno, MFA
Kathy Littles, PhD
Kai Lundgren-Williams, PhD
Amanda Morrison, MA
Patricia Rojas-Zambrano, MA
Brynn Noelle Saito, MA, MFA
Nick Walker, MA
Kerri Welch, PhD
Zara Zimbardo, MA

About the Program
The mission of the Bachelor of Arts degree completion program in Interdisciplinary Studies is to provide an upper-division liberal arts education using integrative, interdisciplinary, and collaborative learning approaches. We cocreate learning environments that reflect values of equity and justice; that recognize the unique perspectives and lived experiences of each participant as sources of knowledge; that build collective and community-based knowledge; that challenge oppressive assumptions and structures; and that expose participants to new ways of thinking, through contact with new knowledge, belief systems, theories, and community practices.

What We Teach
The BA Completion program offers students a core curriculum that focuses on three themes over three semesters: Self and Society, Integral Learning, and Modern Perspectives (semester one); Culture and Community, Knowledge and Inquiry, and Research and Writing (semester two); and Global Studies, Social Change, and Senior Project (semester three). The themes of each semester are taught from interrelated perspectives; each semester builds on the next, adding to the critical frameworks through which students examine themselves and their relationship to the world. The core curriculum evolves each semester according to our students, faculty, contemporary culture, and emerging scholarship.

How We Teach
Our approach to teaching is based on critical pedagogy, which moves away from teacher-centered curricula. We draw upon subject matter from students’ own lives, languages, and cultures, and the communities we inhabit, to enrich the curriculum. The following are key aspects of our pedagogy that enhance students’ capacity to learn both individually and collectively:
• Relationship building is the foundation for creating a fruitful and collaborative learning environment in which students develop an openness and willingness to fully engage in the learning process. We believe that for learning to occur, students must feel that they can share their thoughts openly, ask questions, and engage in dialogue about their ways of thinking.
• Praxis refers to the cycle of action and reflection. The program asks students to engage in a set of activities and exercises over the course of the weekend, and to reflect on the learning that occurred. We believe that reflection enhances students’ critical understanding of the semesters’ themes, and their ability to assess their own values, goals, and progress.
• Situated knowledge challenges the claims of detached observation in favor of a more located and relational understanding. We ask students to situate themselves, or consider who they are in relation to texts, materials, and subject matter they encounter in their studies.
• Co-creation of knowledge is an essential aspect of our pedagogy. We believe that knowledge is created through interaction and dialogue, and by engaging multiple perspectives.
• Integral learning reflects our approach to teaching from multiple modalities of learning: cognitive, visual, interactive, and somatic.

Degree Learning Outcomes
Upon graduation, our students will be able to reflect critically upon, synthesize, apply, and cocreate knowledge in chosen fields of study and will be able to:

• Critically understand the scholarship in the chosen fields of study.
• Analyze the social, cultural, political, global, and historical context in which knowledge is produced and situated within fields of study.
• Demonstrate information literacy skills, including the ability to navigate, access, evaluate, interpret, and situate information from a variety of sources and to locate that information in relation to bodies of knowledge.
• Write and orally communicate in a manner that is clear and cohesive, situated in bodies of knowledge, and use appropriate citations and sourcing.
• Represent, evaluate, and communicate quantitative or symbolic information as appropriate to the fields of study.
• Apply principles of integral education by thinking critically and deeply across paradigms, traditions, worldviews, and ways of knowing.
• Critically analyze the dynamics of power, privilege, and marginalization within their fields of study and society.
• Co-create a collaborative learning environment and experiment with dynamics of group collaboration skills.
• Examine how different people and communities attempt to change social structures, institutional systems, and value systems in local communities and around the world.

Minor in Critical Psychology
Students entering into the BAC program have the option to select a focus in Critical Psychology. Students planning to declare an academic focus must (1) meet the prerequisites (listed below under “Admission to the Program”); (2) consult with an academic advisor; (3) declare their focus on the admissions application; and (4) get permission from the Dean.

Critical psychology examines critical perspectives within psychology. It highlights ways in which mainstream psychology has reinforced unjust practices, affecting people in general and historically marginalized groups in particular. Traditional psychology has historically stopped with its analysis at the level of the person. Any discussion of society is generally related to the individual’s functioning in society or how he or she is affected by society. Critical psychology draws heavily from a multifaceted analysis that takes into consideration society, systems of power, environment, and, at CIIS, spiritual activism. Students will acquire the knowledge as well as the theoretical and practical skills that prepare them for graduate school, community engagement, and/or activist work. Some critical psychology themes that students will explore include the following: history of psychology, liberatory practices for well-being, transformative social action, impact of modernity on psyche, decolonizing research methodologies, integral approaches, and the politics of a science of people.

Learning Outcomes for Minor in Critical Psychology
Students will do the following:

• Critically analyze psychological knowledge and practice that influences how they think about theory, context, and the practice of psychology.
• Critically analyze how mainstream psychology works as a powerful way to depoliticize the experience of knowing one’s self as a powerful form of subjectivity.
• Deconstruct the ideological and political ramifications of psychological research and practices.
• Develop skills and design research using mainstream, feminist, and decolonizing methodologies.
• Design ways to engage in psychologies of liberation, ones that transform oppressive conditions and existences.
• Co-create integral approaches to understanding, relating to, and practicing psychology.
• Produce a culminating project that reflects the intersection of psychology and social justice or synthesizes what they have learned in the program and concentration.
Declaration of Minor in Critical Psychology
The minor in Critical Psychology must be declared upon admission to the BAC. It is not possible to add the minor after matriculation into the program.

Prerequisites for Minor in Critical Psychology
The following lower-division prerequisites* are necessary before declaring a minor in Critical Psychology:

- General or introductory psychology (3 units)
- Second psychology course (3 units)
- Third psychology course or sociology course or anthropology course (3 units)

*These prerequisites should have been taken within the last seven years, and students need to have earned a grade of B or better.

Admission to the Program
Applicants must meet the general admissions requirements of the University, as well as specific requirements for the program. These include the following:

1. Transferable units of a minimum of 60 semester units up to 84 semester units.
2. A completed application form.
3. A five-to-seven-page typed admission essay.
4. Official transcripts from all previously attended colleges and universities.
5. Two letters of recommendation.
6. Applicants for the Critical Psychology minor must submit a one-page addendum.
7. A preadmissions interview with either the Dean or a faculty member.

Fixed Tuition Policy
A fixed tuition rate will be set for a maximum of four consecutive semesters. Students need to remain in good academic standing to be eligible for the fixed tuition rate.

Curriculum
BA in Interdisciplinary Studies—120 units

I. General Education—36 units
May be fulfilled with transfer credit or the following courses.

Arts (hands-on creative art)—3 units
Select from the following:
BIS 1360 Visual Thinking 3 units
BIS 1368 Performance Studies 3 units
BIS 1411 Día de los Muertos / Day of the Dead: Ritual Community Participation 3 units
BIS 1421 Afro-Caribbean Resistance Music and Dance 2 units
BIS 1552 Poetry of Use 3 units

Expository Writing—6 units
Select from the following:
BIS 1500 A Writer’s Perspective: How Writers Read, Reflect, Create, and Write—and Why 3 units
BIS 1540 The Art of the Essay 3 units
BIS 1553 Writing from the Soul 3 units

Humanities—6 units
Select from the following:
BIS 1368 Performance Studies 3 units
BIS 1477 Academic Foundations: Integral Pedagogy 3 units
BIS 1553 Writing from the Soul 3 units
BIS 1589 Art of Communication 3 units
BIS 1604 Integral Leadership 3 units
BIS 1605 Another World Is Possible: Building Autonomy in Chiapas 3 units
Quantitative—3 units
Select from the following:
BIS 1028 Research Methods and Data Analysis 3 units
BIS 1305 Mathematical Archetypes of Art, Science, and Nature 3 units
BIS 1309 Sacred Geometry 3 units
BIS 1418 Infographics: Telling Stories with Data 3 units

Natural Sciences—6 units
Select from the following:
BIS 1331 The Neurobiology of the Social Nervous System 3 units
BIS 1332 Bioethics and the Body 3 units
BIS 1400 Lifespan Development 3 units
BIS 1603 Ancestral Healing Traditions 3 units

Social and Behavior Science—9 units
Select from the following:
BIS 1332 Bioethics and the Body 3 units
BIS 1400 Lifespan Development 3 units
BIS 1409 Introduction to Critical Psychology 3 units
BIS 1412 Counseling Skills 1 unit
BIS 1416 Critical Perspectives on Autism and Neurodiversity 2 units
BIS 1417 Emerging Field of Restorative Justice 1 unit
BIS 1450 Cross-Cultural Psychology 3 units
BIS 1455 Ecopsychology 3 units
BIS 1580 Dialogue and Community Development 1 unit

Oral Communication—3 units
BIS 1589 Art of Communication 3 units

II. Interdisciplinary Core Courses—36 units
The following must be completed at CIIS:
BIS 1211 Modern Perspectives 4 units
BIS 1212 Integral Learning 4 units
BIS 1213 Self and Society 4 units
BIS 1221 Culture and Community 4 units
BIS 1222 Knowledge and Inquiry 4 units
BIS 1223 Research and Writing 4 units
BIS 1231 Global Studies 4 units
BIS 1232 Social Change 4 units
BIS 1233 Senior Project 4 units

III. Electives—48 units in any combination of the following:
1. CIIS courses
2. Transfer units

BA in Interdisciplinary Studies (Minor in Critical Psychology)—120 units

I. General Education—36 units
May be fulfilled with transfer credit or the following courses.

Arts (hands-on creative art)—3 units
Select from the following:
BIS 1360 Visual Thinking 3 units
BIS 1368 Performance Studies 3 units
BIS 1411 Día de los Muertos / Day of the Dead: Ritual Community Participation 3 units
BIS 1421 Afro-Caribbean Resistance Music and Dance 2 units
BIS 1552 Poetry of Use 3 units

Expository Writing—6 units
Select from the following:
BIS 1500 A Writer’s Perspective: How Writers Read, Reflect, Create, and Write—and Why 3 units
BIS 1540 The Art of the Essay 3 units
BIS 1553 Writing from the Soul 3 units

**Humanities—6 units**
Select from the following:
BIS 1368 Performance Studies 3 units
BIS 1477 Academic Foundations: Integral Pedagogy 3 units
BIS 1553 Writing from the Soul 3 units
BIS 1589 Art of Communication 3 units
BIS 1604 Integral Leadership 3 units
BIS 1605 Another World Is Possible: Building Autonomy in Chiapas 3 units

**Quantitative—3 units**
Select from the following:
BIS 1028 Research Methods and Data Analysis 3 units
BIS 1305 Mathematical Archetypes of Art, Science, and Nature 3 units
BIS 1309 Sacred Geometry 3 units
BIS 1418 Infographics: Telling Stories with Data 3 units

**Natural Sciences—6 units**
Select from the following:
BIS 1331 The Neurobiology of the Social Nervous System 3 units
BIS 1332 Bioethics and the Body 3 units
BIS 1400 Lifespan Development 3 units
BIS 1603 Ancestral Healing Traditions 3 units

**Social and Behavior Science—9 units**
Select from the following:
BIS 1332 Bioethics and the Body 3 units
BIS 1400 Lifespan Development 3 units
BIS 1409 Introduction to Critical Psychology 3 units
BIS 1412 Counseling Skills 1 unit
BIS 1416 Critical Perspectives on Autism and Neurodiversity 2 units
BIS 1417 Emerging Field of Restorative Justice 1 unit
BIS 1450 Cross-Cultural Psychology 3 units
BIS 1455 Ecopsychology 3 units
BIS 1580 Dialogue and Community Development 1 unit

**Oral Communication—3 units**
BIS 1589 Art of Communication 3 units

**II. Interdisciplinary Core Courses—28 units**
The following must be completed at CIIS:
BIS 1211 Modern Perspectives 4 units
BIS 1212 Integral Learning 4 units
BIS 1213 Self and Society 4 units
BIS 1221 Culture and Community 4 units
BIS 1222 Knowledge and Inquiry 4 units
BIS 1231 Global Studies 4 units
BIS 1232 Social Change 4 units

**III. Required Courses for Minor—14 units**
BIS 1028 Research Methods and Data Analysis 3 units
BIS 1409 Introduction to Critical Psychology 3 units
BIS 1415 Critical Psychology Research and Writing 4 units
BIS 1995 Critical Psychology Senior Project 4 units

**IV. Elective Courses for Minor—4 units**
Select 4 units from the following courses:
BIS 1400 Lifespan Development 3 units
BIS 1412 Counseling Skills 1 unit
BIS 1417 Emerging Field of Restorative Justice 1 unit
BIS 1450 Cross-Cultural Psychology 3 units
BIS 1580 Dialogue and Community Development 1 unit
BIS 1603 Ancestral Healing Traditions 3 units

V. General Electives—41 units in any combination of the following:
1. CIIS courses
2. Transfer units

Course Descriptions

BIS 1028 Research Methods and Data Analysis (3.00 Units) PF Grade Option
This course provides students with basic research methodology and data analysis techniques. Approaches include both traditional and decolonized methodologies. Student will have an opportunity not just to develop qualitative and quantitative research skills, but also to engage in a critical examination of the production of “scientific” knowledge to understand how one way of knowing is privileged over another and how that privileged system of knowing is used to maintain the status quo. This course is at an introductory level and does not have any math prerequisites. Prerequisite: BIS student.

BIS 1211 Modern Perspectives (4.00 Units) PF Grade Option
This course provides students with the opportunity to understand multiple perspectives on life in the modern world. Drawing from a wide variety of resources (such as literature, art, spiritual texts, and cultural, psychological, or social theory), students examine critically and reflectively the ways in which we live in contemporary society. Students write critical papers and engage in experiential learning projects. Prerequisite: BIS student.

BIS 1212 Integral Learning (4.00 Units) PF Grade Option
This course provides students the chance to read texts on the learning process and to explore for themselves (and their cohorts) what an “integral” education can be. Students also participate in group discussions, activities, and exercises that allow them to reflect on life-changing learning experiences and provide them chances to learn and “unlearn” in new ways. Students write and share critical reflections. Prerequisite: BIS student.

BIS 1213 Self and Society (4.00 Units) PF Grade Option
This course provides students with the opportunity to examine the nature of selfhood and themselves as individuals and as persons in society. Students will participate in various activities (such as writing and creative projects and doing experiential exercises) to understand themselves with more awareness and their relationships to others more deeply. Questions explored include: What are the aspects of self? What is my relationship to my self? My relationship to others? Prerequisite: BIS student.

BIS 1221 Culture and Community (4.00 Units) PF Grade Option
In this course, students examine the historical construction and significance of culture, cultural values, and cultural difference. Culture is engaged theoretically through the study of ethnography and through methods such as exercises in participation-observation. Students explore what it means to engage, define, and describe a culture, and look at the value and limits of that descriptive model. Prerequisite: BIS student.

BIS 1222 Knowledge and Inquiry (4.00 Units) PF Grade Option
This course provides students the opportunity to explore multiple perspectives on acquiring knowledge and conducting inquiry. Students consider conceptual frameworks (such as theories of knowledge) and use these frameworks as tools in interdisciplinary learning. Students look at how multiple perspectives can help us to understand and gain insights when working with diverse experiences, information, and phenomena through reading and participatory exercises. Prerequisite: BIS student.

BIS 1232 Social Change (4.00 Units) PF Grade Option
In this course, students examine how different people and communities attempt to change social structures, institutional systems, and value systems in our local communities and around the globe. Students study a variety of social movements in the context of the global and the local, and explore social change from theoretical, applied, community-based, and personal perspectives. Prerequisite: BIS student.

BIS 1233 Senior Project (4.00 Units) PF Grade Option
In this course, students produce a body of work around a scholarly, creative, or community-based inquiry. Students will synthesize their learning from the three semesters in the program or extend an inquiry they began in prior semesters. Students may choose to do one of the following: (1) undertake a creative, ecological, political, spiritual, or community-based project and write an accompanying theoretical and/or reflective essay; (2) produce an extended research paper pursuing their scholarly interests; or (3) produce a portfolio in which they extend written, creative, or collaborative assignments and/or theories presented from prior semesters into a larger body of work. Prerequisite: BIS student.
BIS 1305 Mathematical Archetypes of Art, Science, and Nature (3.00 Units) PF Grade Option
Satisfies math requirement. Numbers are more than just quantities to count and calculate with. They also express qualities that we all understand, such as wholeness, polarity, structure, and balance. We can see them expressed in mythology, architecture, religious symbolism, art, folklore, and nature. This class will take students through the numbers 1 through 10, looking at how these numbers have helped shape our world and the cosmos. Prerequisite: BIS student.

BIS 1309 Sacred Geometry (3.00 Units) PF Grade Option
Similar mathematical patterns emerge in the natural world and human creations across time and discipline. The Fibonacci sequence, the Golden Mean, and fractals appear over and over again in plants, crystals, coastlines, animals, religion, art, architecture, music, literature, economics, etc. Through readings, independent research, and fieldwork, creative and geometrical exploration, students will learn how to identify these types of patterns in the surrounding world and to create them. The recurrence of these themes imbues a timeless, sacred quality that begs the question, “What do they mean?” This class also explores the underlying principles, such as chaos theory and cymatics, that seem to generate these patterns and ponders their significance in historical and scientific dialogue. Prerequisite: BIS student.

BIS 1331 The Neurobiology of the Social Nervous System (3.00 Units) PF Grade Option
This course will overview key theories of the individual, interpersonal, and developmental neurobiology of trauma and trauma recovery, along with relevant concepts from psycho-immunology, neurophysiology, and epigenetics. The neurobiology of trauma is a growing interdisciplinary subfield of neuroscience that can serve as a pathway for students to develop competency in emergent scientific principles. In this course, students will cultivate the skills and confidence to read and evaluate diverse scientific literature and learn the basics of medical research. Finally, this course will allow students to cultivate a deeper understanding of the dynamics and consequences of individual, institutionalized, and intergenerational trauma and how change and healing is possible within the individual body and more broadly within the social body or the body politic. Prerequisite: BIS student.

BIS 1332 Bioethics and the Body (3.00 Units) PF Grade Option
Bioethics is a field growing in prominence. It is situated at the intersections of ethics, philosophy, feminist and postcolonial theory, and the rapidly expanding field of the biological sciences, particularly the pioneering terrains of neuroscience and biotechnology. A foundation in this new field will enable students to develop a deeper grasp of new concepts and considerations in the “hard sciences” while cultivating understanding of bioethics as a lens with which to more adequately examine the most pressing societal issues of our times. Prerequisite: BIS student.

BIS 1360 Visual Thinking (3.00 Units) PF Grade Option
Satisfies art requirement. In this class, students will work primarily at seeing the world around them more clearly, as well as trying to understand what information their eyes are bringing to them. They will deepen this understanding through creating visual pieces and by looking at those created by others. Students will explore ways in which they can engage with and explore the nature of visual experience. Prerequisite: BIS student.

BIS 1368 Performance Studies (3.00 Units) PF Grade Option
Satisfies art requirement. What is the function of performance? Through observation and experiential practice, students will explore frameworks for performance inclusive of self-expression, interpersonal relationships, community practice, cultural identity, social commentary, and spirit-based ritual. As part of the course, students will see live performances, such as the feminist folktale “The Wild Bride” at Berkeley Rep, and engage in analysis of and critical reflection on these works. Development of an informed performance practice and personal core artistic values will culminate in a shared showcase of student-developed works at CIIS. Prerequisite: BIS student.

BIS 1400 Lifespan Development (3.00 Units) PF Grade Option
Satisfies science requirement. This course provides students with an overview of development through the lifespan, including childhood, adolescence, adulthood, and aging experiences. Physical, social, emotional, and cognitive issues are covered, as well as the expected developmental milestones during each of these phases of development. Prerequisite: BIS student.

BIS 1409 Introduction to Critical Psychology (3.00 Units) PF Grade Option
Students will have the opportunity to explore and contrast the values, assumptions, and objectives of mainstream psychology with those of critical psychology. In particular, students will explore the ways in which mainstream psychological approaches hinder well-being and social justice, detrimentally impacting individuals and communities. Through critical psychology, students will learn skills for engaging in emancipatory practices that promote human welfare and social justice. Topics covered include, but are not limited to, history and philosophies of psychology, clinical psychology, social psychology, community psychology, counseling and therapy, and research methodologies. Prerequisite: BIS student.

BIS 1411 Día de los Muertos / Day of the Dead: Ritual Community Participation (3.00 Units) PF Grade Option
Satisfies art requirement. This course will explore the history and present-day practice of Día de los Muertos in Mexico and the U.S. Topics will include traditional indigenous rituals, colonial influences, decolonized practices, healing practices, and the influence of the Mexican diaspora in the U.S. As part of the class, students will participate in coordinating with student groups and the local community to host a Día de los Muertos event at CIIS. Prerequisite: BIS student.

BIS 1412 Counseling Skills (1.00 Unit) PF Grade Option
This is an introductory skills and methods course. Core helping skills that will be developed and discussed will be: basic listening skills, developing empathy, assessment, goal setting, and action planning. Core ethical issues that will be discussed are as follows: cultural competency, ethnocentric bias, internalized oppression, crisis management, mandated reporting, and confidentiality. The course will be held over one weekend and will be a combination of reflective activities journaling, and expressive and creative arts processes to draw out our own inner barriers to engaging in effective counseling process. Prerequisite: BIS student.

BIS 1415 Critical Psychology Research and Writing (4.00 Units) PF Grade Option
This course focuses on designing and presenting advanced research, with emphasis on argumentation and critical response to the readings assigned. Students report and develop their research in various formats, including proposals, reports, and argumentative and investigative essays. Students are encouraged to follow their research interests, to improve writing and research abilities, and to engage in critical inquiry. The course presents a series of small writing/research assignments (such as a proposal, a progress report, synthesis of previous research, field notes, and summaries), leading to a longer researched essay that connects to their critical psychology senior project. Prerequisite: BIS student.

BIS 1416 Critical Perspectives on Autism and Neurodiversity (2.00 Units) PF Grade Option
This course is an inquiry into autism—and the issues and academic, professional, and public discourses around autism—with an emphasis on the traditionally marginalized voices, experiences, and perspectives of autistic people themselves. We will explore the nature of autism; the conceptions and portrayals of autism in psychology and in popular culture; and the research, theories, discourses, and controversies on autism, through the lenses of critical psychology, disability studies, and the words of the growing community of autistic self-advocates. Prerequisite: BIS student.

BIS 1417 Emerging Field of Restorative Justice (1.00 Unit) PF Grade Option
Restorative justice is quickly emerging as a desired set of principles and practices to mediate conflict, strengthen community, and repair harm in multiple contexts. It is currently practiced in schools, in community groups, and along the entire continuum of the justice process, whether as an alternative to incarceration, as an in-custody education program, or for re-entry. It is used by social workers, students, justice advocates, professors, schoolteachers, psychologists, community activists, and others in the U.S. and around the globe, most notably in South Africa and New Zealand. This is a two-day workshop of experiential learning about restorative justice theory and applications in school, justice, and community settings. In this workshop you will learn principles of restorative justice and hear from practitioners in the field who have successfully used circles and other restorative practices to change the culture of their schools, as well as those doing restorative conferences as an alternative to mass-incarceration strategies. Prerequisite: BIS student.

BIS 1418 Infographics: Telling Stories with Data (3.00 Units) PF Grade Option
We live in a data-rich world. Infographics give us the power to interpret and deliver data in engaging and provocative ways. We will analyze the data presentation, types, assumptions, and conclusions of current infographics and put this knowledge to work creating our own infographics. This course will build students’ mathematical skills by translating between graphs, equations, tables, diagrams, and words. Prerequisite: BIS student.

BIS 1421 Afro-Caribbean Resistance Music and Dance (2.00 Units) PF Grade Option
Bomba is a form of Afro-Caribbean resistance music and dance that dates back to the early European colonial period in Puerto Rico. It comes out of the musical traditions brought by enslaved Africans as early as the 1500s. Bomba music and dance was a source of political and spiritual expression. The lyrics conveyed a sense of anger and sadness about the slaves’ conditions, and songs served as a catalyst for rebellions and uprisings. But Bomba also moved them to dance and celebrate, helping them to create community and identity. Bomba is the oldest living cultural tradition of the Caribbean and possibly the oldest African cultural practice to exist in the Americas. Students will learn about the history, songs, and dances and develop skills in percussion and dance. No prior musical or dance experience is necessary. Prerequisite: BIS student.

BIS 1450 Cross-Cultural Psychology (3.00 Units) PF Grade Option
This course examines a selection of the theoretical, empirical, and applied issues in the field of cross-cultural psychology, with the purpose of sensitizing students to a multicultural approach to psychology and its implications in the study of human behavior. Students will explore what is cross-cultural psychology and how it relates to constructs such as culture, ethnicity, race, social class, and identity, among others. The course will proceed with a discussion around aspects of human behavior that are universal and those that are culture specific, as part of developing an understanding of the basic dimensions of cultural variations and cultural influences on psychological processes. Prerequisite: BIS student.
BIS 1456 Ecopsychology (3.00 Units) PF Grade Option
This intensive course will provide students with the opportunity to explore connections between restoring the Earth and healing the psyche. From an ecopsychological perspective, well-being and sustainability are interdependent. In order to gain insight into this interdependent nature, we will be covering topics that address indigenous traditions, variations in environmental activism, ecofeminism, consumerism, global impact, impact on psyche, and strategies for promoting change in self and our larger communities. Prerequisite: 3 units.

BIS 1460 Somatic Approaches to Conflict Resolution (1.00 Unit) PF Grade Option
Conflict is an inevitable aspect of human interaction. But conflict need not be catastrophic or destructive—when handled with mindfulness, skill, and compassion, conflict not only can be resolved harmoniously and nondestructively but also can be an opportunity for grace, increased understanding, and the refinement and strengthening of relationship and community. This hands-on workshop takes a holistic, mind/body approach to conflict resolution, rooted in the field of somatics and the art of aikido. We will engage in experiential exercises and physical practices designed to explore and transform habitual patterns around conflict and to cultivate an increased capacity for maintaining mindfulness and presence in conflict situations. Prerequisite: BIS student.

BIS 1477 Academic Foundations: Integral Pedagogy (2.00 Units) PF Grade Option
An integral, interdisciplinary education invites students to enter into a cocreated, holistic, and anti-oppressive learning environment. How, as educators, can we create and facilitate such environments for our students? What does it mean to embody an integral pedagogy, in mind, body, and spirit? How can the dance of praxis—reflection and action—help us to surface an awareness of our pedagogical practices and values? Designed for students exploring professional teaching paths, as well as students invested in deepening their understandings of integral pedagogy, this course will explore a number of integral and experiential approaches to teaching and learning, while parsing the many meanings of “integral” in the context of a dynamic and cocreated educational space. In preparation for teaching careers, students will also have an opportunity to engage in teaching demonstrations, assemble teaching portfolios, receive substantial feedback, and develop teaching philosophies in dialogue with integral pedagogical approaches. Prerequisite: BIS student.

BIS 1500 A Writer’s Perspective: How Writers Read, Reflect, Create, and Write—and Why (3.00 Units) PF Grade Option
Satisfies expository writing requirement. This course introduces students to writing practice by allowing them to use critical reflection as a way to help them think and read as writers. They pay special attention to the important elements of writing (such as voice, perspective, structure, and theme, and the awareness that writers have of these elements in their work). Students use what they learn to create finished work of their own. Texts include novels, short fiction, poetry, film, and/or essays. Prerequisite: BIS student.

BIS 1504 The Art of the Essay (3.00 Units) PF Grade Option
Satisfies expository writing requirement. This course focuses on essays, that literary form so wide-ranging and elastic that it attracts not only nonfiction writers but also fiction writers, poets, scientists, physicians, and so many others. We will read and write a wide variety of essays, including personal, lyrical, historical, critical, and experimental essays, and we will examine the role of research in essay writing. We will also explore how the essay-creating process presents the opportunity for deep reflection and how that reflection contributes to an essay’s ability to insightfully engage readers. Prerequisite: BIS student.

BIS 1552 Poetry of Use (3.00 Units) PF Grade Option
Satisfies art requirement. This is a poetry class for anyone interested in the poetics of engagement. We will look at poetry across time and cultures to understand how poetry is used to resist, rejoice, and express the self. Student will also have a chance to write, share, and receive feedback on their creative work. This is a class for both poetry lovers and poetry haters. It is an opportunity to understand why and how poetry matters. Prerequisite: BIS student.

BIS 1553 Writing from the Soul (3.00 Units) PF Grade Option
Philip Zaleski offers the view that valuable spiritual writing “addresses, in a manner both profound and beautiful, the workings of the soul.” This statement defines what it means to write not only about the important spiritual experience, but also about all subjects that deeply engage the soul—spiritual, psychological, historical, cultural, political, and/or autobiographical. In this class, students have the opportunity to define the key components of writing from the soul and to develop passionate writing that has meaning for them and that will artfully engage others. Students will read contemporary texts, create original works, and complete a portfolio of writing exercises. Prerequisite: BIS student.

BIS 1580 Dialogue and Community Development (1.00 Unit) PF Grade Option
This course provides an introduction to theory and practice of community dialogues for understanding across differences and building collective wisdom. Special emphasis on dialogue design and facilitation and on group processes that support relational well-being in social movements. Hands-on experience is gained in class projects. Prerequisite: BIS student.

BIS 1589 Art of Communication (3.00 Units) PF Grade Option
This course will explore the skills necessary to align the voice, breath, and body with intentionality. Through experiential practice, students will learn how to embody their speech more effectively in the classroom and in life. Using performance
techniques including understanding of vocal resonance, origins of impulse, and spheres of influence, students will participate in making compelling presentations, speeches, or performances from their own works. Prerequisite: BIS student.

**BIS 1603 Ancestral Healing Traditions (2.00–3.00 Units) PF Grade Option**
Curanderismo is a Mesoamerican healing tradition that dates back to pre-colonial Mexico. Today, it is influenced by Catholicism and indigenous healing traditions, at times weaving seemingly competing ways of being. This class will cover the social, cultural, historical, and political contexts in which curanderismo emerged and persists to this day as an often-preferred practice that draws on multiple modalities for promoting health and well-being. Some of the modalities that will be explored in the class include the complex and integral use of medicinal plants, limpias, prayer, floral waters, and massage. We will be exploring medicinal plants in an integral way, weaving Western knowledge on body systems and bioactive components with energetic components of plants. Students will have an opportunity to explore their own respective cultural ancestral healing traditions. Prerequisite: BIS student.

**BIS 1604 Integral Leadership (3.00 Units) PF Grade Option**
This course will explore participatory, integral, and therefore transformational forms of leadership—particularly those based on inclusion, consensus-building, and horizontality. Our readings will include writings on integral pedagogy, ranging from early formulations of Sri Aurobindo to more recent educational theory, in order to distill possible models for an integral leadership. Examples of historical and contemporary leadership we will examine include the Mesoamerican Asamblea, the notion of Beloved Community developed in the African-American civil rights movement, Quaker-inspired models, and decentralized leadership practices developed within movements such as Los Indignados in Spain, Occupy Wall Street in the U.S. and La Vía Campesina globally. We will also look at women’s historical role and the building of feminismos comunitarios such as those coming out of Bolivia and Chiapas. Through readings, case studies, group presentations, and the elaboration of their own community leadership project proposals, students will develop challenges and alternatives to conventional top-down notions of what it means to be a leader in society. Prerequisite: BIS student.

**BIS 1605 Another World Is Possible: Building Autonomy in Chiapas (3.00 Units) PF Grade Option**
This course is a study trip to Chiapas, Mexico; it explores historical and contemporary Zapatismo in the contexts of globalization and Mayan traditions of resistance. We visit the Indigenous Center of Integral Learning (CIDECI, Universidad de la Tierra) and several semiautonomous groups and centers dedicated to learning, healing, and creativity. A visit to a Zapatista Caracol (one of the five autonomous municipalities not under control of the Mexican state since the 1994 uprising) is contingent on the political situation at that time. We will trace the development of the different histories and ideas that have brought worldwide attention to Zapatista other ways of seeing, being, and doing that can help us out of our numerous global crises and work more effectively toward our intertwined liberation. Prerequisite: BIS student.

**BIS 1799 Independent Study (1.00–4.00 Units) PF Grade Option**
Coursework that extends a student’s field of inquiry beyond current CIIS courses. Requires a syllabus and contract signed by the student and faculty member, and approved by the Director of Undergraduate Studies. Prerequisite: BIS student.

**BIS 1995 Critical Psychology Senior Project (4.00 Units) PF Grade Option**
This course provides students with an opportunity to develop an applied research project that is aimed at promoting social justice and well-being. Students will synthesize their learning from the three semesters in the program or extend an inquiry they began in prior semesters. As part of the senior project, students will be using a combination of skills to engage in participatory action research and/or community social change. Prerequisite: BIS student.

**BIS 2222 Special Topics (1.00–3.00 Units) PF Grade Option**
A course of study not currently encompassed in the curriculum but relevant to the topic of interdisciplinary studies. Prerequisite: BIS student.
Accelerated BA/MA or MFA

About the Accelerated Program

The accelerated BA/MA or MFA program is a dual-degree program that provides admitted students the chance to complete 9 units in the MFA in Creative Inquiry, Interdisciplinary Arts, or the MFA in Writing and Consciousness; the MA in East-West Psychology; the MA in Women, Gender, Spirituality, and Social Justice; or the MA in Anthropology and Social Change while completing their undergraduate degrees. Undergraduate students who demonstrate during the admissions process the capacity for graduate work and are admitted into the accelerated program take 9 units of graduate-level coursework while undergraduates. The program provides them the chance to double-count the units for both degrees and to pay undergraduate tuition for them. Students fully meet the program requirements for the undergraduate and graduate degrees.

Students apply to the accelerated BA/MA or MFA and must meet the admissions criteria for the undergraduate program and the graduate program. Once accepted to the accelerated program, students enroll in 3 units in the graduate programs in which they’ve been accepted for each of their first three semesters in the undergraduate program, allowing them to apply the units to their undergraduate and graduate degrees. Approved units are listed in the “Curriculum” section.

For the MFA, student completion is still two years—but students have a reduced course load during the second year. Admission for the accelerated program is in the Fall semester only. Financial aid is available to students for this program.

Advisors
Cindy Shearer, PhD
Master of Fine Arts in Creative Inquiry, Interdisciplinary Arts, and the MFA in Writing and Consciousness

Ishtar Kramer, MA
Master of Arts in East-West Psychology

Alka Arora, PhD
Master of Arts in Women, Gender, Spirituality, and Social Justice

Targol Mesbah, PhD
Master of Arts in Anthropology and Social Change

Admissions Requirements
Students must:

• have completed 75 units or more before entering the BAC to apply to the accelerated BA/MA or MFA program;
• have completed the following minimum general education requirements before entering the BAC: 6 units of humanities, 9 units of social sciences, 6 units of expository writing, 3 units of oral communication, and 3 units of natural science;
• apply to the select graduate program at the same time they apply to the BAC;
• meet the existing criteria for admission to the BAC and MA or MFA programs;
• specifically for students applying to the accelerated program with the MFA department, they must have completed 3 to 6 units in art or writing practice or demonstrate capacity through submission of an art portfolio; and
• complete two admission interviews, one with BAC and the second with the MA or MFA program, and be accepted by both programs.

If a student is not accepted into the graduate program, the student can still be accepted into the BAC and reapply for graduate work later (but cannot reapply to the accelerated program). Once accepted into the BA/MA or MFA accelerated program, students must meet with their graduate advisor at least once a semester.

Accelerated Program Policies
1. Students must apply and be admitted to the accelerated degree program.
2. Applicants must have completed a minimum of 75 credits before application to the accelerated program.
3. Students must interview with both programs and be approved by the Dean of Undergraduate Studies and program chair of the graduate program.
4. Once admitted into the accelerated program, the student must meet with the graduate program advisor at least once a semester.
5. Students can double-count a maximum of 9 credits from graduate courses toward the undergraduate and graduate degrees.
6. Students must be in residency in the graduate program for at least one year.
7. All program requirements for the BAC and the graduate program are in effect.
8. Students must successfully complete each class before they can take the next. If a student does not pass a graduate course, the student will be withdrawn from the graduate program. There can be no Incompletes given for graduate-level courses.
9. Students must take the graduate-level courses for letter grades if they are a requirement of the graduate program.
10. The degrees may be awarded upon completion of the respective requirements for each program.
11. Undergraduate course credits will not be used to satisfy graduate degree requirements.
12. If students do not go directly into the graduate program upon completion of the BAC, they may not count the graduate units they earned in BAC should they apply later to the graduate program.
13. BAC students cannot take more than 18 units in a semester.

Curriculum Overview
Students in the Accelerated BA/MA or MFA meet all degree requirements for both the BAC program and their graduate program. For more information on the BAC curriculum, see the School of Undergraduate Studies catalog section; for more information on the Master of Fine Arts in Creative Inquiry, Interdisciplinary Arts, or the MFA in Writing and Consciousness, the Master of Arts in East-West Psychology, the Master of Arts in Women, Gender, Spirituality, and Social Justice, or the Master of Arts in Anthropology and Social Change, see the respective program sections in this catalog.

Core Requirements
Students meet all core requirements for the BAC and the graduate program they are admitted to. See above for links to program pages and description of degree core requirements.

Program Learning Outcomes
See program pages for Program Learning Outcomes.

Prerequisites and Curriculum

Prerequisites and Curriculum for Accelerated BA/MFA, Creative Inquiry or Writing and Consciousness

Prerequisites: 3 to 6 units in art or writing practice or demonstrate capacity through submission of an art portfolio.

Faculty advisor and liaison: Cindy Shearer.

Students enrolling in the accelerated BA/MFA take up to 9 units in the MFA. They can choose from the following required and elective courses.

Core Curriculum (Fall Semester)
MFA 7105 Arts and Culture: Movements and Frameworks (3 units)

Elective Courses (Spring and Summer semesters)
MFA 6996 Art of Writing Workshop (1 unit)
MFA 7087 Writing as Art: The Art of Text/Image (3 units)
MFA 7138 Invention and Revision: The Art of Fiction (3 units)
MFA 7142 Re-creating the Real: The Craft of Nonfiction (3 units)
MFA 7202 Arts Practice: Inter-Arts (3 units)
MFA 7203 Arts Practice: Performing Arts (3 units)
MFA 7205 Arts Practice: Visual Arts (3 units)
MFA 7223 Interdisciplinary Arts Seminar (3 units)
MFA 8888 Special Topics (1–3 units)

Prerequisites and Curriculum for Accelerated BA/MA, East-West Psychology
Faculty advisor and liaison: Ishtar Kramer

During the Fall semester, students will take the following core courses:
EWP 6000 Community Retreat (1 unit)
EWP 6001 Intro to EWP (2 units)
Elective Courses (Spring and Summer semesters)
EWP 6752 Transpersonal Psychology (3 units)
EWP 7311 Jungian Psychology and East-West Spirituality (3 units)
EWP 8799 Independent Study (1–3 units)

Prerequisites and Curriculum for BA/MA, Anthropology and Social Change

Prerequisites: 3 to 6 units in social science, humanities, or social-justice-relevant studies.

Faculty advisor and liaison: Targol Mesbah.

Fall semester: ANTH 6160 01 Activist Ethnography I (3 units)

Spring semester: ANTH 6152 01 Global Social Movements (2 units)
And one of the 1-unit courses listed below:
ANTH 6174 Activist Media Skills: Writing, Editing, and Getting Published (1 unit)
ANTH 6175 Activist Media Skills: Web Publishing and Internet Media (1 unit)
ANTH 6177 Activist Media Skills: Producing Radical Radio (1 unit)
ANTH 6178 Activist Media Skills: Introduction to Activist Videography and Strategic Filmmaking (1 unit)
ANTH 6179 Organizing for Social Justice (1 unit)

Summer semester: ANTH 6453 Anarchist Anthropology (new online course) (1 unit)
ANTH 6458 New Media and Social Movements (new online course) (1 unit)
ANTH 6461 Food Sovereignty, Climate Justice, and Cooperative Economy (new online course) (1 unit)
ANTH 8799 Independent Studies (1–3 units)

Prerequisites and Curriculum for BA/MA, Women, Gender, Spirituality, and Social Justice

Prerequisites: Strong academic writing and critical thinking skills demonstrated in application letter.

Faculty advisor and liaison: Alka Arora.

Fall semester: PARW 6500 Sacred Lineages: Goddesses, Foremothers, and Activists (3 units)

Spring semester: PARW 6047: Critical and Liberatory Methods of Inquiry (2 units, online course) plus 1 unit elective of student’s choosing, or
PARW 6835 Spiritual Activism and Transformative Social Change (3 units)

Summer semester: PARW 7585 Spirit, Compassion, and Community Activism (3 units online)
The American College of Traditional Chinese Medicine at CIIS

Joining CIIS in 2015, the American College of Traditional Chinese Medicine (ACTCM) is one of four schools at CIIS, offering the first professional and postgraduate degrees in acupuncture and Chinese medicine. ACTCM has been at the forefront of acupuncture and Chinese medical education since it was founded in 1980, one of the oldest acupuncture and Chinese medicine colleges in the United States. The graduate programs provide a truly exceptional professional education in the acupuncture and Chinese medicine field. The acupuncture and Chinese medicine clinics provide exceptional clinical training for student clinicians, while also providing affordable health care to the San Francisco Bay Area. ACTCM has been honored for its leadership role in wildlife conservation and partnerships with the World Wildlife Fund (WWF) and the Save the Tiger Fund. Currently, many of our faculty and administrative staff members are involved in national leadership roles in supporting and promoting the growth of acupuncture and Chinese medicine as a profession.

Chinese medicine, including acupuncture, is an ancient and profound medical paradigm that originated more than 3,000 years ago. It comprises a number of therapeutic practices, among them Chinese herbology, acupuncture, Chinese medical nutrition, tai chi quan, and qigong, that have long been used to promote health as well as treat a wide range of disease conditions. At the core of acupuncture and Chinese medicine is an understanding that the body, mind, and spirit are integrally connected, and that restoring and maintaining balance is essential to health and well-being. What the Chinese people discovered through practical experience over more than three millennia is increasingly being validated by modern research. Today, acupuncture and Chinese medicine are practiced side-by-side with Western medicine in hospitals and clinics in China and, increasingly, in the United States. Acupuncture and Chinese medicine are part of a broad movement toward integrative medicine and patient-centered care.

ACTCM enrolled its first class of students in 1981. In this same year, ACTCM opened its Community Clinic, which provides affordable care using acupuncture and Chinese medicine to the residents of San Francisco and the greater Bay Area. At the Community Clinic, students, under the supervision of outstanding clinical faculty, gain practical experience in the application of acupuncture, tuina, shiatsu, and Chinese herbs for the treatment of a wide range of conditions and to promote wellness and health.

The American College of Traditional Chinese Medicine at CIIS offers the following degrees:

**Doctor of Acupuncture and Chinese Medicine (DACM)**
(First professional doctorate)

**Master of Science of Traditional Chinese Medicine (MSTCM)**
(First professional master’s degree)

**Transitional Doctorate of Acupuncture and Chinese Medicine (DACM)**

**Doctor of Acupuncture and Oriental Medicine (DAOM)**
(Advanced clinical doctorate)

In 1986, ACTCM became the first college in the country to award a Master of Science degree in Traditional Chinese Medicine (MSTCM). In 1991, ACTCM was granted accreditation by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM), and reaccredited in 1996, 2001, 2007, and 2014. In 1987, ACTCM leased its present campus at 455 Arkansas Street in the Potrero Hill district of San Francisco. In 2004, ACTCM leased additional space at Pioneer Square, 555 De Haro Street, to expand the number of classrooms and provide a larger library for both master’s and doctoral students.

The ACTCM clinical postgraduate doctoral program, Doctor of Acupuncture and Oriental Medicine (DAOM), started the first cohort in 2006. The DAOM program received candidacy status for accreditation with ACAOM in 2010 and was granted accreditation in 2012. This doctoral program is a post-master’s graduate degree that provides advanced education in Chinese medicine with an emphasis on integrative medicine, specialty training in women’s health and pain management, and completion of a capstone thesis.

ACAOM granted permission for ACTCM to begin to offer a first professional doctorate program, Doctor of Acupuncture and Chinese Medicine (DACM), in December 2014. The DACM program started its first cohort in September 2015. In a rigorous medical training program, the quality of the faculty is essential to the quality of the education. We have a dynamic mix of faculty.
members committed to educational excellence. Trained in China and in the United States, our seasoned faculty members are well versed in the healing arts, with many holding credentials in both Chinese medicine and Western medicine.

ACTCM at California Institute of Integral Studies is a graduate school for programs in acupuncture, Chinese medicine, and related fields. All programs at ACTCM are at the graduate level and include programs at both the master’s and doctoral levels.

The Master of Science in Traditional Chinese Medicine (MSTCM) is a long-standing first professional master’s degree recognized in 45 states and the District of Columbia. The Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM) accredits this degree. ACAOM is the programmatic accreditation agency for the acupuncture profession recognized by the United States Department of Education (USDE). The MSTCM meets the standards required by the California Acupuncture Board.

The Doctor of Acupuncture and Chinese Medicine (DACM) is a first professional doctoral degree, allowing graduates to enter the acupuncture profession at the doctoral level. Designed for new applicants and master’s students in their first one to two years of training, the DACM degree is designed to meet the high standards of ACAOM, as well as meet the requirements for the California Acupuncture Board. The DACM is approved by ACAOM. CIIS is actively pursuing accreditation by ACAOM for the DACM degree. To ensure that graduates with a DACM degree will be eligible for licensure in all states, CIIS will confer both the DACM and MSTCM degrees upon graduation from the DACM program. Both the MSTCM and DACM degrees are currently resident degree programs, with all classes at the CIIS Arkansas and De Haro campuses. Neither the MSTCM nor DACM currently has an online curriculum.

The Transitional Doctorate of Acupuncture and Chinese Medicine (DACM) is a transitional degree, providing training in advanced first professional doctoral competencies for students who have completed the MSTCM degree and wish to go on to complete doctoral training. The transitional DACM degree includes all first professional doctoral-level competencies found in the DACM degree but can be taken after completion of the MSTCM degree. The transitional DACM degree program is designed for students who wish to pursue advanced training while maintaining a practice. Courses will include modular classes that are offered in weekend modules as well as online courses that can be completed at home.

There is also an advanced clinical doctoral program, the Doctor of Acupuncture and Oriental Medicine (DAOM). This is a postgraduate doctoral degree program intended for those with a first professional master’s degree and wishing to do postgraduate training at the doctoral level with an emphasis on specialty training and the completion of a capstone thesis. The focus of the DAOM program is advanced pain management and women’s health. This degree is accredited by both WSCUC and ACAOM. The DAOM program does not currently include online courses. The DAOM program is an intensive weekend modular format, with students meeting over four days each month. This allows students to establish and maintain private practices while being in school to complete doctoral training.

**Herbal Garden Project**
Created as a living educational resource for both the ACTCM community and the public, our garden is abundant with healing herbs from around the world. Created in 1990 by then-ACTCM student Robert Newman, now an internationally recognized expert in Chinese botanicals, the garden contains medicinal plants from China, Japan, Korea, Europe, and North and South America. Explanatory plaques provide information on the Chinese and Latin names of the herbs, their taste, and their function in Chinese medicine. The garden has been the recipient of two grants, the most recent of which enabled ACTCM to add an edible-herbs collection to the garden, as well as related lectures and demonstrations. The garden continues to grow and produce an array of healing herbs through the efforts of students, staff, and faculty.

**ACTCM at CIIS Mission, Vision, and Core Values**

**Mission**
The mission of ACTCM is to provide exemplary professional education and quality patient care in acupuncture and Chinese medicine and related health-care fields.

**Vision**
ACTCM will be an international center of educational excellence that advances professional collaboration, research, and sustainability in Chinese medicine and health care.

**Core Values**
- Embracing the philosophy and spirit of Chinese medicine
- Integrity
- Intellectual freedom
- Diversity
• Respect
• Caring and compassion
• Harmony and balance

The primary goals of ACTCM are to:
• provide exemplary educational programs in the art and science of acupuncture and Chinese medicine;
• train students with an emphasis on the role of Chinese medicine in patient-centered integrative health care;
• promote an institutional culture of leadership, collegiality, collaboration, creativity, scholarly activity, academic freedom, academic integrity, and honesty;
• cultivate critical thinking and lifelong learning;
• provide students and patients with an excellent clinical experience;
• provide student services appropriate to the student population;
• act as a resource for the health-care-professional community;
• recruit an exceptional and diverse student body;
• be a national leader in acupuncture and Chinese medical education;
• serve the college community with an effective and efficient administrative environment;
• provide professional development for alumni and the practitioner community; and
• provide leadership for ecologically sustainable Chinese herbal medicine.

ACTCM Accreditation
The Master of Science in Traditional Chinese Medicine (MSTCM) degree and Doctor of Acupuncture and Oriental Medicine (DAOM) programs of ACTCM at CIIS are accredited by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM), 8941 Aztec Drive, Eden Prairie, MN 55347 (952.212.2434), which is the recognized accrediting agency for programs preparing acupuncture and Oriental medicine practitioners.

DACM Program
The ACTCM’s Doctor of Acupuncture and Chinese Medicine program has been approved through ACAOM Substantive Change and is eligible for accreditation by ACAOM. CIIS is currently in the process of seeking ACAOM candidacy/accreditation for the program. However, CIIS can provide no assurance that candidacy or accreditation will be granted by ACAOM.

Licensure and Certification
Graduates of the MSTCM and DACM programs at ACTCM are eligible to take both the national certification exam modules offered by the National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM), and the California Acupuncture Licensing Exam (CALE). The ability of an individual candidate to be licensed in a state is dependent on meeting the specific licensure requirements for that state. Graduation from an accredited acupuncture or Chinese medicine program does not guarantee licensure in a state. Please see specific licensure requirements for the state in which you intend to practice for more specific licensure information.

ACTCM at CIIS Tuition and Fees 2017–2018
MSTCM/DAOM, transitional DACM tuition: $495 per unit
DAOM tuition: $4,783 per term
ACTCM student audit: $150 per unit
ACTCM alumni audit: $125 per unit
ACTCM herbal sample fee: $199 (one-time fee)
ACTCM malpractice insurance fee*: $67 per term
ACTCM DAOM capstone completion fee (if applicable; see course description of AOM 9951 for details): $650 per term
ACTCM DAOM clinical externship completion fee (if applicable; see course description of AOM 9941 for details): $450 per term

*Malpractice coverage: A required fee paid with tuition each semester covers all student clinicians working in the ACTCM Clinic or at off-site locations under the school’s malpractice liability insurance policies. It is the policy at ACTCM at CIIS that all individuals practicing acupuncture and related techniques must be covered by malpractice insurance. All faculty, whether clinic faculty or faculty teaching practical classes such as tuina/shiatsu and acupuncture techniques, as well as students in acupuncture technique and tuina/shiatsu classes, and all student clinicians, in clinic theater, grand round, observation, trainee, or internship, must be covered by CIIS’s professional liability carrier.

Faculty of ACTCM at CIIS
ACTCM Academic Dean
Bingzeng Zou, PhD, DC, LAc
ACTCM Associate Academic Dean
Steve Given, DAOM, LAc

Core Faculty
Mark Frost, MSTCM, LAc
Steve Given, DAOM, LAc
Sharon Hennessey, DAOM, LAc
Valerie Hobbs, MSOM, Dipl.OM, DAOM (Candidate)
Jung Kim, DAOM, LAc
Pam Olton, DAOM (Candidate), LAc
Ning Pan, MB/BS, LAc
Jason Su, DAOM, LAc
Jonathan Wheeler, DAOM (Candidate), MSTCM, LAc
Bingzheng Zou, PhD, DC, LAc

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Chulong Xue, DAOM, LAc
Joseph Changqing Yang, PhD, MS, MB/BS, LAc
Christina Youngren, ND

Doctor of Acupuncture and Chinese Medicine (DACM)
(First professional doctorate)

About the DACM Degree
The Doctor of Acupuncture and Chinese Medicine (DACM) program is a comprehensive program carefully designed to lead beginning students to the level of knowledge and clinical proficiency necessary to become a successful independent acupuncture and Chinese medicine provider. A factor that distinguishes the DACM from the MSTCM is that the DACM will allow the successful candidate to enter the acupuncture profession at the doctoral level. The first professional doctoral degree represents both basic and advanced training, with increased exposure to research literature and other scholarly work, and enhanced knowledge and skills in the area of systems-based medicine and integrative care. From the beginning of the program, DACM emphasizes hands-on clinical training in conjunction with the study of the theoretical basis of acupuncture and Chinese medicine, allowing students to gain an understanding and appreciation of the depth of the medicine. A significant part of the coursework of the DACM degree is designed to meet the mandates of the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM) and the California Acupuncture Board, qualifying graduates to take both the California Acupuncture Licensing Exam (CALE) and the exam modules administered by the National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM).

Students graduating at the doctoral level with a DACM or DAOM have the same scope of practice as those graduating with a MSTCM degree. Motivations for the advanced degree include gaining additional clinical skills, a higher level of research literacy, and the opportunity to enter the profession at the doctoral level. Students graduating with the DACM also receive the MSTCM at graduation. The educational objectives and competencies identified for the DACM program reflect emphasis on clinical skills and professional competencies in every course and clinical experience. Also emphasized are the development of critical thinking beyond the master’s level, and use of a wide range of information sources, including scholarship in the field of Chinese medicine and biomedical research. The enhanced capacity for DACM graduates to access and evaluate research literature and to apply this information to improve clinical practice is emphasized in the classroom and clinic. While this is a clinical rather than a research doctorate, a number of elements move the degree beyond the master’s level of first professional degree.

The following elements distinguish the DACM from the Master of Science in Traditional Chinese Medicine (MSTCM) and elevate the degree to the doctoral level:
• There is an increased emphasis on research skills and the ability to access and evaluate peer-reviewed literature in the field. This is done through the early courses that introduce skills in accessing and evaluating research literature, and greater emphasis on case-based learning where students are required to access basic and clinical research and other resources forms to assess clinical cases.
• The doctoral curriculum includes competencies in systems-based medicine and integrative, patient-centered care.
• The curriculum includes advanced study of classical texts in Chinese medicine.
• There is a higher-level examination of Chinese herbal medicine and syndrome-based treatment.

Level One
The first-level curriculum lays the foundation on which the rest of the program is based. Students learn about the theories of acupuncture and Chinese medicine, including zang fu theory, five element theory, the yin-yang relationship, the properties and medicinal uses of Chinese herbs, the various meridians and acupuncture points, tuina or shiatsu, acupuncture needling techniques, Chinese medicine diagnosis, and qigong and tai jí quan. First-level students also complete general science courses, begin a focused study of biomedicine, and learn skills in accessing and evaluating research literature. Students gain valuable clinical exposure as they begin observing patient-practitioner interactions and learning about the fundamentals of patient intake, clean needle technique, and treatment principles.

Level Two
During level two, students study Chinese herbal formulas, classical and advanced acupuncture techniques and theory, Chinese medicine and Western pathology, and nutrition. Students also begin study of Western clinical medicine and TCM internal medicine. Students strengthen their skills in a number of areas, including diagnosis and treatment of various diseases. During the second-level clinical experience, students exercise greater autonomy. Working under the direct supervision of clinical supervisors who are experienced acupuncturists, students at the trainee level perform health assessments, including pulse and tongue diagnosis, and begin to develop their own diagnosis and treatment strategies. They also recommend various Chinese herbal formulas and apply a range of Chinese medical techniques, including tuina or shiatsu.

Level Three
During level three, students focus on their clinical training while taking advanced and specialized courses in Chinese medicine and Western clinical medicine. These courses enhance their skills as independent health-care providers and enable them to communicate effectively with biomedical practitioners. Students also study scientific research methodology, systems-based medicine and integrative patient-centered care, TCM classics, practice management, public health, TCM oncology, TCM orthopedics, and advanced syndrome-based herbal study, and have the opportunity to review case studies in depth. The third-level clinical experience student interns work under the close supervision of a clinical supervisor in order to strengthen their confidence and competence in diagnosing and implementing treatments. At this stage of training, student interns are given greater autonomy in patient intake, developing a treatment plan, and treating the patient, functioning essentially as independent clinicians in relation to their patients.

DACM Statement of Purpose
The purpose of the ACTCM at CIIS first professional doctoral degree in acupuncture and Chinese medicine (DACM) program is to provide qualified candidates an exceptional first professional doctoral education leading to candidacy for national certification and California acupuncture licensing exams. The ACTCM at CIIS first professional doctoral degree in acupuncture and Chinese medicine (DACM) program is approved to meet the educational requirement for licensure in the state of California. Completion of the ACTCM at CIIS first professional doctoral degree in acupuncture and Chinese medicine (DACM) program enables the successful candidate to enter the acupuncture and Chinese medicine field with enhanced training and skills above the current master’s-level training.

DACM Educational Objectives
There are three major competencies and 10 subdomain competencies, with specific learning objectives under each competency. Upon completion of the Doctor of Acupuncture and Chinese Medicine (DACM) program, graduates will be able to do the following:

1. Patient Care Competencies
1.1 Articulate an understanding of the theories and systems of acupuncture and Chinese medicine.
1.2 Apply the skills and knowledge of acupuncture and Chinese medicine in the clinical setting.
1.3 Articulate the significance of biomedical knowledge to inform acupuncture and Chinese medicine practice.
1.4 Demonstrate the ability to understand the significance of routine laboratory and imaging reports.
1.5 Demonstrate the ability to develop subjective and objective findings in patient care.
1.6 Demonstrate the ability to develop an assessment and treatment plan in patient care.
1.7 Demonstrate the ability to review biomedical chart notes and relate this data to Chinese medicine patient care.
1.8 Demonstrate the ability to interact with patients in a caring manner.
1.9 Develop and implement an effective patient management plan.
1.10 Apply biomedical knowledge in patient care.
1.11 Demonstrate the ability to recognize situations requiring referral or emergency referral as part of case management.
1.12 Demonstrate the ability to effectively manage patient care.
1.13 Demonstrate critical thinking and professional judgment in patient care.
1.14 Demonstrate competence in the application of acupuncture and Chinese medicine modalities.
1.15 Demonstrate the ability to engage patients as active participants in their care.

2. Systems-Based Medicine Competencies
2.1 Demonstrate effective interpersonal and communication skills with patients and other health-care providers.
2.2 Demonstrate the ability to educate other health-care professionals regarding the appropriate use of acupuncture and Chinese medicine.
2.3 Articulate the roles and responsibilities of other health-care practitioners.
2.4 Articulate a definition of systems-based medicine.
2.5 Describe how health care is impacted by the context of where and how care is provided.
2.6 Articulate the role of evidence-based medicine and evidence-informed practice in acupuncture and Chinese medicine.
2.7 Work collaboratively with other members of the health-care team in the provision of patient-centered care.
2.8 Demonstrate the ability to provide patient care in a collaborative setting.

3. Professional Development Competencies
3.1 Demonstrate the ability to respect the patient’s dignity, privacy, and confidentiality in the delivery of health care.
3.2 Demonstrate the ability to interact with patients, staff, and other health-care providers in a culturally sensitive manner.
3.3 Demonstrate an understanding of professional ethics and responsibilities.
3.4 Articulate an understanding of the role of lifelong learning in professional development.
3.5 Demonstrate an understanding of state legal requirements and scope of practice.
3.6 Demonstrate the ability to self-assess and make changes to improve professional and clinical outcomes.
3.7 Demonstrate the ability to critically appraise medical literature in a scholarly manner.
3.8 Demonstrate the ability to access and evaluate research information, and relate this information to clinical practice.
3.9 Demonstrate knowledge of techniques for establishing and developing a successful practice.

Academic Support
Students may meet with the academic advisor prior to the start of each semester to review their course schedule and discuss any issues or questions. Students are also encouraged to discuss academic or professional issues with the Associate Dean of Students, ACTCM programs manager, the ACTCM academic advisor, the ACTCM academic support administrator, the ACTCM Associate Academic Dean and director of clinical education, or the ACTCM Academic Dean, all who maintain an open-door policy. Faculty members are also available to help guide students during their course of study. Should a student encounter academic challenges with a particular course, tutors may be available to provide assistance. In addition, ACTCM offers study review sessions for some classes.

Career Readiness Project
All ACTCM students are encouraged to complete a 30-hour project related to the development of business skills as part of their program. ACTCM recognizes that learning how to diagnose and treat patients is only one part of being a successful practitioner. ACTCM graduates must also demonstrate skills in planning, building, operating, and maintaining a successful business. In most cases, these skills must be developed over time. This requirement is instrumental in developing the professional, interpersonal, and practice-building skills expected by students as they become health-care practitioners. It is recommended that the project be completed by the end of the second level of the program. Information regarding the project is distributed during orientation and available from the Student Affairs Office.

Length of Program
The DACM program consists of 3,390 hours (192 semester credits), with 1,020 hours of clinical training and 2,370 hours of didactic training. The program also requires 120 hours (8 semester credits) of corequisites, including general chemistry, general biology, general psychology, and general physics. The length of the program is 12 semesters. Students have a maximum of eight years from the time of their enrollment in which to complete the DACM program.

Clinical Training
The DACM clinical program consists of 1,020 hours divided into seventeen 60-hour clinic shifts. These shifts are staged, beginning with a clinic theater shift where observers watch a member of the clinic faculty perform treatments in a theater setting and progressing through observation shifts to teaching shifts, working alongside clinic faculty on trainee shifts, and finally to intern shifts, where advanced clinical students have the opportunity to work with progressively greater independence as solo interns under faculty supervision. All clinic faculty members are required to interact with patients during all patient contacts to ensure the safety and efficacy of treatments.
ACTCM students receive extensive clinical training. In addition to the on-site community clinic, and auricular acupuncture clinics at the ACTCM De Haro Campus and the CIIS Mission Street Campus, ACTCM maintains numerous partnerships with local hospitals and clinics. These alliances provide ACTCM interns with opportunities to do clinical rotations in diverse integrative care settings. Sites include California Pacific Medical Center, GLIDE in the Tenderloin neighborhood, and LifeLong Berkeley Primary Care.

**The ACTCM Clinic**
Located in the campus building on Arkansas Street, this clinic serves as the program’s centerpiece. The clinic provides more than 12,000 treatments a year. Serving a diverse client population, the clinic offers a variety of clinical opportunities for students and practitioners alike. Clinical services include acupuncture, moxibustion, cupping, shiatsu, tuina, qigong, nutritional counseling, and a full-service Chinese herbal dispensary that carries an extensive selection of high-quality raw, powdered, and patent herbs. The ACTCM Clinic operates weekdays, evenings, and Saturdays, by appointment or on a drop-in basis.

**California Pacific Medical Center (CPMC)**
CPMC offers interns the opportunity to treat, in a hospital setting, patients who are paralyzed or have limited mobility due to stroke or other injury to the brain or spine. Medical doctors refer patients for acupuncture to address issues surrounding pain management, rehabilitation, speech therapy, motor coordination, muscle tone and weakness, depression, and anxiety. Because of the nature of cerebral and spinal injuries, many patients are treated regularly for a number of weeks or months.

**LifeLong Berkeley Primary Care**
LifeLong Berkeley Primary Care was established in 1991 and is located in central Berkeley. LifeLong Berkeley Primary Care (BPC) is a part of a network of 10 LifeLong Medical Care health centers in Northern California, primarily serving Alameda County. The mission of LifeLong Medical Care, which serves an often-uninsured, diverse population, is to provide high-quality health and social services for individuals with limited incomes and for those who face significant barriers to good health. LifeLong advocates for conditions that sustain a healthy social and physical environment. ACTCM interns work alongside physicians, certified nurse midwives, psychiatrists, clinical social workers, nurse practitioners, and other health specialists. We treat patients with multiple diagnoses and complex health histories using acupuncture and lifestyle education as primary modalities, often incorporating LifeLong Berkeley Primary Care’s support services and classes.

**Community Ear Acupuncture**
Established in 1994 as a donation-based community clinic, the Community Ear Acupuncture Project’s mission is to provide quality holistic health care in a safe and welcoming environment to members of the public who may not otherwise be able to afford such care. The clinic is located in a large ACTCM classroom at the Pioneer Square campus and operates on a drop-in, first-come, first-served basis. Treatment sessions typically last between 20 and 40 minutes and are performed in a group setting while patients relax in a chair. Interns utilize auricular acupuncture to treat a diverse group of 30–50 patients each day.

**GLIDE in the Tenderloin Neighborhood**
GLIDE is a full service center in the Tenderloin area of San Francisco that provides a variety of services to low-income residents of the region. CIIS interns provide auricular acupuncture each week to those individuals who could not otherwise afford acupuncture services, treating a variety of conditions that include addiction/recovery, virally mediated disease, pain, and stress-related disorders.

**Preceptor Sites**
Students have the option of completing one of their Clinic Observation II courses by participating in the ACTCM Preceptorship Program. Students who choose this option will complete all aspects of the Clinic Observation II course under the supervision of licensed acupuncture practitioner who has been approved by the administration as an ACTCM preceptor. Students may request licensed acupuncture practitioners who meet the minimum requirements to apply for participation in the program. These preceptors may work in various clinics and settings in California. Students must complete the sixty (60) hours of coursework and submit the appropriate documentation verifying their participation by the end of the second week of the subsequent semester in which they are registered for the Clinic Observation II course.

**Study Abroad Program in China**
Students who have successfully completed their second-level comprehensive examinations may participate in an advanced clinical study program at Zhejiang Chinese Medical University in Hangzhou, China. The two-week study-abroad program provides advanced clinical training in Chinese medical theory, and differential diagnosis and treatment skills. Students work in a hospital setting and concentrate on acupuncture, Chinese herbal medicine, and tuina. Because Chinese medicine is practiced in Chinese hospitals as a primary-care medical system, students see a large volume of patients and a wide variety of conditions. Students who complete the two-week China study experience will receive one (1) clinic internship shift (2 clinic credits) for their study in China. The students must register one clinical shift for the Summer semester to receive credit for this shift.
Henan University of TCM Scholarships
ACTCM students have an opportunity to apply to participate in a fully funded study period at Henan University of Traditional Chinese Medicine in China. Scholarships provided through Henan University are available for the 2017–2018 academic year. These scholarships will be awarded by competitive application.

Use of Acupuncture Needles
All students, faculty, and clinic supervisors must abide by ACTCM at CIIS policies and California state laws and regulations regarding the use of acupuncture needles:

- All students in the MSTCM and DACM program, and students in the DAOM and transitional DACM programs who are not California licensed acupuncturists, may not needle any other person except during the following two circumstances: (1) when under the direct supervision of a California licensed acupuncturist who is an ACTCM faculty member in an ACTCM class that includes needling, or (2) when under the direct supervision of an ACTCM clinic supervisor in an ACTCM clinic or at off-site clinics. Students who are not California licensed acupuncturists must limit their unsupervised needling practice both on and off-campus to non-live subjects (e.g., oranges, bars of soap). Violation of this policy will result in disciplinary action. Such action may include suspension or expulsion from ACTCM.
- All ACTCM students, faculty members, and clinic supervisors must follow clean needle technique protocols as articulated in the Clean Needle Handbook, 7th edition, published by the CCCAOM, and OSHA standards concerning blood-borne pathogens any time care is provided, including needling in an ACTCM classroom or clinic. For safety reasons, students and clinic patients must not leave the needling classroom or clinic treatment room with needles still inserted. If any loose needle is found at ACTCM, the needle is to be disposed of immediately and safely into a biohazard container. An incident report must then be filed with the director of clinical education.

Admissions Requirements
Undergraduate Education Requirements
ACTCM at CIIS has the following undergraduate education requirements for admission:

- All applicants must have completed a minimum of 90 semester credits (or 135 quarter credits) from an accredited U.S. institution of higher education or foreign equivalent. Credits must be at the college level and be applicable toward a degree program such as an associate’s or bachelor’s degree.
- In general, ACTCM requires an undergraduate grade point average (GPA) of 3.0 or higher. However, a GPA below 3.0 does not automatically disqualify an applicant. ACTCM will consider prospective students with a GPA that is between 2.5 and 3.0. These individuals are required to submit a GPA Statement and are encouraged to contact the Admissions Office to discuss their options.

General Science Corequisite Requirements
Students admitted to the first professional doctoral degree in acupuncture and Chinese medicine (DACM) program are required to complete general science requirements no later than one semester prior to taking the first-level comprehensive examinations. The general science courses include general physics, general chemistry, general biology, and general psychology. ACTCM recommends that entering students take as many of these courses prior to enrollment as possible. However, an offer of admission is not contingent upon completion of these courses. ACTCM offers all of the required general science corequisite courses on campus, and students may take them either through ACTCM or at another college or university accredited by an accreditation agency recognized by the United States Department of Education. To be transferable to ACTCM at CIIS, a general science course taken at another institution must be passed with a grade of C or better, and its content must be equivalent to the content of the same science course offered by ACTCM at CIIS.

For international applicants: A TOEFL report showing a score of 213 or higher on the computer examination, or 80 on the Internet-based test (iBT), which also requires a minimum speaking exam score of 26 and a minimum listening exam score of 22. ACTCM at CIIS also accepts scores from the IELTS examination of 6.5 or above, with a minimum score of 7.0 on the speaking portion of the examination. (TOEFL is not required from international applicants whose native language is English or who have completed a bachelor’s or graduate degree taught in English.)

Items Required Upon Acceptance
Upon notification of acceptance, students must submit the following directly to the Admissions Office:

- A Health Certificate (including TB test results or a physical exam and a chest X-ray for those who are PPD positive due to prior exposure or BCG) signed by a physician or nurse practitioner
- An enrollment deposit of $300 (applied to tuition charges)
- Proof of Medical Insurance recognized and accepted in the United States (international students only)

Transfer Students and Applicants with a Master’s Degree in Acupuncture or Oriental Medicine
Students who wish to transfer from another college of acupuncture and Oriental medicine to ACTCM at CIIS, or have previously completed a master’s degree in acupuncture or Oriental medicine, must follow the same application process. In addition to undergraduate transcripts, a transfer student must also submit a transcript from all acupuncture and/or Oriental medicine colleges at which he or she studied previously. All acupuncture and Oriental medical colleges must be accredited or in candidacy with the Accreditation Commission for Acupuncture and Oriental Medicine or another accreditation commission recognized by the United States Department of Education, or the foreign equivalent. Depending on the amount of acupuncture and Oriental medicine education received at another institution, transfer students may be required to take the first- or second-level comprehensive examinations and/or placement examinations so that ACTCM can develop a course schedule that reflects their level of knowledge. If a transfer student lacks sufficient knowledge in a certain subject, he or she will be required to audit or take a course for credit in order to reach a level equivalent to other students in the DACM program. In general, the placement of transfer students into specific DACM classes is based on a review of all previous educational coursework, as well as on the outcomes of any placement examinations taken. ACTCM will not accept nonmatriculated students into the DACM program.

Transfer of Credit
Transfer Credit for Courses That Satisfy the General Science Requirements
• Transfer credit may be no more than one-third of the total units required for the student’s program.
• Only courses taken at the graduate level at an accredited U.S. higher education institution or its foreign equivalent may be considered for transfer credit to satisfy DACM program requirements.
• Only courses that are demonstrably equivalent to ACTCM’s requirements are acceptable. (A course description or syllabus is generally required to substantiate equivalency.)
• Transfer credit may be granted for up to 100 percent of the required biomedical courses.
• Transfer credit must be awarded prior to a student’s matriculation at ACTCM at CIIS.

Transfer Credit for Courses That Satisfy DACM Requirements
• Transfer credit may be no more than one-third of the total units required for the student’s program.
• Only courses taken at the graduate level at an accredited U.S. higher education institution or its foreign equivalent may be considered for transfer credit to satisfy DACM program requirements.
• Only courses that are demonstrably equivalent to ACTCM’s requirements are acceptable. (A course description or syllabus are generally required to substantiate equivalency.)
• Transfer credit will be granted only for courses completed with a grade of C (70 percent) or better.
• Transfer credit may be granted for up to 100 percent of the required didactic coursework in acupuncture and Chinese medicine from an accredited college approved by the California Acupuncture Board. Transfer credit may be granted for up to 50 percent of the required didactic coursework in acupuncture and Chinese medicine from an accredited college that is not approved by the California Acupuncture Board.
• Transfer credit will not be granted for clinical courses, with the exception of clinical observation courses that are demonstrably equivalent to ACTCM’s observation courses. (A course description or syllabus is generally required to substantiate equivalency.)
• Transfer courses taken at another institution more than five (5) years prior to the application date will be considered for transfer only if the applicant is able to demonstrate current knowledge of the subject matter. ACTCM may require a challenge or placement examination for courses taken more than five years prior to the application date, or may require the student to retake the course.
• All transfer credit for coursework that meets requirements in the DACM must be awarded prior to a student’s matriculation at ACTCM at CIIS.

Placement Examinations
ACTCM at CIIS administers placement examinations to entering students who have received credits from an accredited institution or the foreign equivalent to confirm that a student has attained the level of knowledge or skills that ACTCM at CIIS requires. There is no charge for a placement examination. Students who do not receive a passing grade on a placement examination will be required to audit the corresponding coursework at ACTCM.

Residency Requirement
Regardless of the amount of coursework completed previously at other institutions or the amount of transfer credit awarded by ACTCM at CIIS, all transfer students are required to complete at least 50 percent of their didactic acupuncture and Chinese medicine training and all of their clinical training (with the exception of observation courses) in residence at ACTCM. In
addition, students must have been in residence for a minimum of two academic years in the DACM program. Students must also be enrolled in clinical internship for a minimum of 12 months.

Curriculum
Doctor of Acupuncture and Chinese Medicine (D ACM)—192 units

I. Corequisites—8 units
ACM 4041 General Chemistry
ACM 4042 General Biology
ACM 4043 General Psychology
ACM 4045 General Physics

II. Acupuncture Domain—37 units
ACM 5220 Meridian Theory
ACM 5221 Meridians and Points I
ACM 5322 Meridians and Points II
ACM 5424 Meridians and Points III
ACM 6321 Meridians and Points Review
ACM 5323 Acupuncture Technique I and CNT
ACM 5425 Acupuncture Technique II
ACM 6121 Acupuncture Technique III
ACM 6122 Acupuncture Theory
ACM 6223 Acupuncture Treatment for Disease
ACM 5421 Introduction to Tuina
ACM 5426 Introduction to Shiatsu
ACM 6421 Auricular Acupuncture
ACM 6522 Acupuncture for Musculoskeletal and Sports Injuries

III. Chinese Medicine Domain—36 units
ACM 5111 History of Medicine
ACM 5112 Clinical and Program Orientation
ACM 5113 Medical Chinese
ACM 5110 Fundamental TCM Theory
ACM 5210 TCM Diagnosis I
ACM 5311 TCM Diagnosis II
ACM 5412 TCM Diagnosis III
ACM 5313 Qigong
ACM 5114 Tai Ji Quan
ACM 6412 TCM Nutrition
ACM 7211 TCM Gynecology
ACM 7111 TCM Oncology
ACM 7213 Clinical Case Review and Management
ACM 7318 AOM Comprehensive Review
ACM 7112 Advanced Case Analysis and Clinical Research I
ACM 7313 Advanced Case Analysis and Clinical Research II

IV. Herbal Medicine Domain—39 units
ACM 5230 TCM Materia Medica I
ACM 5331 TCM Materia Medica II
ACM 5432 TCM Materia Medica III
ACM 7141 Drug and Herb Interactions
ACM 6131 TCM Formulary I
ACM 6232 TCM Formulary II
ACM 6333 TCM Formulary III
ACM 6335 Herbal Comparison and Syndrome-Based Herbal Study
ACM 6235 TCM Internal Medicine I
ACM 6336 TCM Internal Medicine II
ACM 6437 TCM Internal Medicine III
ACM 6434 Patent Medicine
ACM 7231 TCM Classics: Shang Han Lun
ACM 6532 TCM Classics: Wen Bing
V. Biomedicine Domain—44 units
ACM 5140 Medical Terminology
ACM 5143 Surface Anatomy
ACM 5141 Human Anatomy I
ACM 5242 Human Anatomy II
ACM 6141 Human Physiology
ACM 6241 Pathology and Pathophysiology
ACM 6342 Physical Assessment
ACM 6443 Advanced Physical Assessment
ACM 7143 Laboratory Diagnosis and Medical Imaging
ACM 6441 Western Clinical Medicine I
ACM 6542 Western Clinical Medicine II
ACM 5142 Literature Research
ACM 7243 Research Methods
ACM 7342 Systems-Based and Integrative Medicine
ACM 7145 Western Gynecology
ACM 7142 Pharmacology
ACM 6543 Diet and Nutrition
ACM 6545 Practice Management
ACM 6245 Business Practices and Marketing
ACM 7345 Public Health
ACM 6346 Patient Management and Ethics

VI. Clinical Education—34 units
ACM 5250 Clinic Observation I / Clinic Theater
ACM 5351 Clinic Observation II
ACM 5452 Clinic Observation II
ACM 6151 Clinic Trainee I
ACM 6152 Clinic Trainee I
ACM 6253 Clinic Trainee II
ACM 6354 Clinic Trainee II
ACM 6455 Clinic Trainee III
ACM 6551 Clinic Intern I
ACM 6552 Clinic Intern I
ACM 7153 Clinic Intern II
ACM 7154 Clinic Intern II
ACM 7255 Clinic Intern II
ACM 7256 Clinic Intern II
ACM 7357 Clinic Intern III
ACM 7358 Clinic Intern III
ACM 7359 Clinic Intern IV

VII. Elective—2 units
ACM 5522 Advanced Tuina
ACM 5523 Advanced Tuina Practicum
ACM 5527 Shiatsu Therapeutics I
ACM 5528 Shiatsu Therapeutics II
ACM 5529 Advanced Shiatsu Practicum
ACM 6621 Japanese Acupuncture Techniques
ACM 6622 Eight Extraordinary Meridians
ACM 6623 Needle Lab
ACM 7512 TCM Dermatology
ACM 7513 TCM Pediatrics
ACM 7511 TCM Classics: Nei Jing Su Wen
ACM 7532 TCM Classics: Shang Han Lun Practicum
ACM 7535 TCM Classics: Pi Wei Lun
ACM 7542 Case Studies in Gynecology

Any one of the above elective courses fulfills the elective course requirement for graduation.
Master of Science in Traditional Chinese Medicine (MSTCM)
(First professional master’s degree)

About the MSTCM Degree
The Master of Science in Traditional Chinese Medicine (MSTCM) is a comprehensive program designed to lead beginning students to the level of knowledge and clinical proficiency necessary to become a successful independent health-care provider, whether as an individual practitioner or as part of a team of health-care providers. From the very beginning of the program, ACTCM emphasizes hands-on clinical training in conjunction with the study of theoretical material, allowing students to gain an understanding and appreciation of the depth of the medicine. All students are required to complete the program in no more than eight calendar years.

Level One
The first-level curriculum lays the foundation on which the rest of the program is based. Students learn about the theories of acupuncture and Chinese medicine, including zang fu theory, five element theory, the yin-yang relationship, the properties and medicinal uses of Chinese herbs, the various meridians and acupuncture points, tuina or shiatsu, acupuncture needling techniques, Chinese medicine diagnosis, qigong and tai ji quan. First-level students also complete general science courses, and begin a focused study of biomedicine. Students gain valuable clinical exposure as they begin observing patient-practitioner interactions and learning about the fundamentals of patient intake, clean needle technique, and treatment principles.

Level Two
During level two, students study Chinese herbal formulas, classical and advanced acupuncture techniques and theory, Chinese medicine and Western pathology, and nutrition. Students also begin study of Western clinical medicine and TCM internal medicine. Students strengthen their skills in a number of areas, including diagnosis and treatment of various diseases. During the second-level clinical experience, students exercise greater autonomy. Working under the direct supervision of clinical supervisors who are experienced acupuncturists, students at the trainee level perform health assessments, including pulse and tongue diagnosis, and begin to develop their own diagnosis and treatment strategies. They also recommend various Chinese herbal formulas and apply a range of Chinese medical techniques, including tuina or shiatsu.

Level Three
During level three, students focus on their clinical training while taking advanced and specialized courses in Chinese medicine and Western clinical medicine. These courses enhance their skills as independent health-care providers and enable them to communicate effectively with biomedical practitioners. Students also study scientific research methodology, TCM classics, practice management, and public health, and have the opportunity to review case studies in depth. In the third-level clinical experience, student interns work under the close supervision of a clinical supervisor in order to strengthen their confidence and competence in diagnosing and implementing treatments. At this stage of training, student interns are given greater autonomy in patient intake, developing a treatment plan, and treating the patient, functioning essentially as independent clinicians in relation to their patients.

MSTCM Educational Objectives
Upon completion of the MSTCM program, graduates will be able to do the following:

1. Medical Knowledge
   1.1 Articulate an understanding of the theories and systems of acupuncture and traditional Chinese medicine.
   1.2 Apply the skills and knowledge of acupuncture and traditional Chinese medicine in the clinical setting.
   1.3 Demonstrate an understanding of the role of lifelong learning in professional development.
   1.4 Demonstrate the ability to critically appraise medical literature.
   1.5 Demonstrate competence in the application of acupuncture and traditional Chinese medicine modalities.
   1.6 Apply biomedical knowledge in patient care.
   1.7 Demonstrate the ability to recognize situations requiring referral or emergency referral as part of case management.

2. Patient Care
   2.1 Demonstrate the ability to interact with patients in a caring manner.
   2.2 Demonstrate the ability to develop subjective and objective findings in patient care.
   2.3 Demonstrate the ability to develop an assessment and treatment plan in patient care.
   2.4 Develop and implement an effective patient management plan.
   2.5 Demonstrate the ability to engage patients as active participants in their care.
   2.6 Demonstrate interpersonal and communication skills with patients and other health-care providers.
   2.7 Work collaboratively with other members of the health-care team in the provision of patient-centered care.
3. Professionalism
3.1 Demonstrate the ability to respect the patient’s dignity, privacy, and confidentiality in the delivery of health care.
3.2 Demonstrate the ability to interact with patients, staff, and other health-care providers in a culturally sensitive manner.
3.3 Demonstrate an understanding of professional ethics and responsibilities.
3.4 Demonstrate knowledge of techniques for establishing and developing a successful practice.

Length of Program
The MSTCM program consists of 3,120 hours (176 semester credits), with 960 hours of clinical training and 2,160 hours of didactic training. The length of program is 12 semesters. Students have a maximum of eight years from the time of their enrollment in which to complete the MSTCM program.

Clinical Training
ACTCM students receive extensive clinical training. In addition to the on-site community clinic, auricular acupuncture clinic at the ACTCM De Haro Campus, and the CIIS Mission Street Campus, ACTCM also maintains numerous partnerships with local hospitals and clinics. These alliances provide ACTCM interns with opportunities to do clinical rotations in diverse integrative care settings. Sites include: California Pacific Medical Center, GLIDE in the Tenderloin neighborhood, and LifeLong Berkeley Primary Care (for details about each site, see list of partnerships in DACM degree description above).

Use of Acupuncture Needles
All students, faculty, and clinic supervisors must abide by ACTCM at CIIS policies and California state laws and regulations regarding the use of acupuncture needles:

• All students in the MSTCM and DACM program, and students in the DAOM and transitional DACM programs who are not California licensed acupuncturists, may not needle any other person except under the following two circumstances: (1) when under the direct supervision of a California licensed acupuncturist who is an ACTCM faculty member in an ACTCM class that includes needling, or (2) when under the direct supervision of an ACTCM clinic supervisor in an ACTCM clinic or off-site clinics. Students who are not California licensed acupuncturists must limit their unsupervised needling practice both on and off-campus to non-live subjects (e.g., oranges, bars of soap). Violation of this policy will result in disciplinary action. Such action may include suspension or expulsion from ACTCM.
• All ACTCM students, faculty members, and clinic supervisors must follow clean needle technique protocols as articulated in the Clean Needle Handbook, 7th edition, published by the CCCAOM, and OSHA standards concerning blood-borne pathogens any time care is provided, including needling in an ACTCM classroom or clinic. For safety reasons, students and clinic patients must not leave the needling classroom or clinic treatment room with needles still inserted. If any loose needle is found at ACTCM, the needle is to be disposed of immediately and safely into a biohazard container. An incident report must then be filed with the director of clinical education.

Admissions Requirements
Undergraduate Education Requirements
ACTCM at CIIS has the following undergraduate education requirements for admission:

• All applicants must have completed a minimum of 90 semester credits (or 135 quarter credits) from an accredited U.S. institution of higher education or foreign equivalent. Credits must be at the college level and be applicable toward a degree program such as an associate’s or bachelor’s degree.
• Courses used to meet ACTCM’s general science requirement can also be counted toward the admissions requirement.
• In general, ACTCM requires an undergraduate grade point average (GPA) of 3.0 or higher. However, a GPA below 3.0 does not automatically disqualify an applicant. ACTCM will consider prospective students with a GPA that is between 2.5 and 3.0. These individuals are required to submit a GPA Statement and are encouraged to contact the Admissions Office to discuss their options.

General Science Requirement
Students admitted to the MSTCM program are required to complete the general science courses no later than one semester prior to taking the first-level comprehensive examinations. The general science courses are general physics, general chemistry, general biology, general psychology, human anatomy, and human physiology. ACTCM recommends that entering students take as many of these courses prior to enrollment as possible. However, an offer of admission is not contingent upon completion of these courses. ACTCM offers all of the required general science courses on campus, and students may take them either through ACTCM or at another college or university accredited by an accreditation agency recognized by the United States Department of Education. To be transferable to ACTCM, a general science course taken at another institution must be passed with a grade of C or better, and its content must be equivalent to the content of the same science course offered by ACTCM at CIIS. All general science must be completed before taking the first-level comprehensive examinations.
For international applicants: A TOEFL report showing a score of 213 or higher on the computer examination, or 80 on the Internet-based test (iBT), which also requires a minimum speaking exam score of 26 and a minimum listening exam score of 22. ACTCM at CIIS also accepts scores from the IELTS examination of 6.5 or above, with a minimum score of 7.0 on the speaking portion of the examination. (TOEFL is not required from international applicants whose native language is English, or who have completed a bachelor’s or graduate degree taught in English.)

Items Required Upon Acceptance
Upon notification of acceptance, students must submit the following directly to the Admissions Office:
- A Health Certificate (including TB test results or a physical exam and a chest X-ray for those who are PPD positive due to prior exposure or BCG) signed by a physician or nurse practitioner
- An enrollment deposit of $300 (applied to tuition charges)
- Proof of Medical Insurance recognized and accepted in the United States (international students only)

Transfer Students
Students who wish to transfer from another college of acupuncture and Oriental medicine to ACTCM at CIIS must follow the same application process. In addition to undergraduate transcripts, a transfer student must also submit a transcript from all acupuncture and/or Oriental medicine colleges at which he or she studied previously. Transfer students must provide course descriptions and syllabi for all classes completed at another institution. All acupuncture and Oriental medical colleges must be accredited or in candidacy with the Accreditation Commission for Acupuncture and Oriental Medicine or another accreditation commission recognized by the United States Department of Education, or the foreign equivalent. Depending on the amount of acupuncture and Chinese medicine education received at another institution, transfer students may be required to take the first- or second-level comprehensive examinations and/or placement examinations so that ACTCM can develop a course schedule that reflects their level of knowledge. If a transfer student lacks sufficient knowledge in a certain subject, he or she will be required to audit or take a course for credit in order to reach a level equivalent to other students in the MSTCM program. In general, the placement of transfer students into specific MSTCM classes is based on a review of all previous educational coursework, as well as on the outcomes of any placement examinations taken. ACTCM will not accept nonmatriculated students into the MSTCM program.

Transfer of Credit

Transfer Credit for Courses That Satisfy the General Science Requirements
- Transfer credit will be granted for individual courses that meet ACTCM’s general science requirements only if the coursework was completed at a U.S. institution accredited by a U.S. Department of Education recognized accrediting agency, or at a foreign institution evaluated by an agency approved by ACTCM at CIIS and found to be equivalent to an accredited U.S. institution.
- Only courses that are demonstrably equivalent to ACTCM’s requirements are acceptable. (A course description or syllabus is generally required to substantiate equivalency.)
- Transfer credit will be granted only for courses completed with a grade of C (70 percent) or better.
- Transfer courses taken at another institution more than five (5) years prior to the application date will be considered for transfer only if the applicant is able to demonstrate current knowledge of the subject matter. ACTCM may require a challenge or placement examination for courses taken more than five years prior to the application date, or may require the student to retake the course.
- Credits for general sciences including transfer credit and credit by challenge exam must be awarded prior to taking the first-level comprehensive examinations.

Transfer Credit for Courses That Satisfy MSTCM Requirements
- Only courses taken at the graduate level at an accredited U.S. higher education institution or its foreign equivalent may be considered for transfer credit to satisfy MSTCM program requirements.
- Only courses that are demonstrably equivalent to ACTCM’s requirements are acceptable. (A course description or syllabus is generally required to substantiate equivalency.)
- Transfer credit will be granted only for courses completed with a grade of C (70 percent) or better.
- Transfer credit may be granted for up to 100 percent of the required biomedical courses.
- Transfer credit may be granted for up to 100 percent of the required didactic coursework in acupuncture and Chinese medicine from an accredited college approved by the California Acupuncture Board. Transfer credit maybe granted for up to 50 percent of the required didactic coursework in acupuncture and Chinese medicine from an accredited college that is not approved by the California Acupuncture Board.
- Transfer credit will not be granted for clinical courses, with the exception of clinical observation courses that are demonstrably equivalent to ACTCM’s observation courses. (A course description or syllabus is generally required to substantiate equivalency.)
- Transfer courses taken at another institution more than five (5) years prior to the application date will be considered for transfer only if the applicant is able to demonstrate current knowledge of the subject matter. ACTCM may require a challenge...
or placement examination for courses taken more than five years prior to the application date, or may require the student to retake the course.

- All transfer credit for coursework that meets requirement in the MSTCM must be awarded prior to a student’s matriculation at ACTCM at CIIS.

Placement Examinations
ACTCM at CIIS administers placement examinations to entering students who have received credits from an accredited institution or the foreign equivalent to confirm that a student has attained the level of knowledge or skills that ACTCM at CIIS requires. There is no charge for a placement examination. Students who do not receive a passing grade on a placement examination will be required to audit the corresponding coursework at ACTCM.

Residency Requirement
Regardless of the amount of coursework completed previously at other institutions or the amount of transfer credit awarded by ACTCM at CIIS, all transfer students are required to complete at least 50 percent of their didactic acupuncture and Chinese medicine training and all of their clinical training (with the exception of observation courses) in residence at ACTCM. Students must also be enrolled in clinical internship for a minimum of 12 months.

Curriculum
Master of Science of Traditional Chinese Medicine (MSTCM)—176 units

I. Acupuncture Domain—32 units
  ACM 5220 Meridian Theory
  ACM 5221 Meridians and Points I
  ACM 5322 Meridians and Points II
  ACM 5424 Meridians and Points III
  ACM 6321 Meridians and Points Review
  ACM 5323 Acupuncture Technique I and CNT
  ACM 5425 Acupuncture Technique II
  ACM 6121 Acupuncture Technique III
  ACM 6122 Acupuncture Theory
  ACM 6223 Acupuncture Treatment for Disease
  ACM 5421 Introduction to Tuina
  ACM 5426 Introduction to Shiatsu

II. Chinese Medicine Domain—30 units
  ACM 5111 History of Medicine
  ACM 5112 Clinical and Program Orientation
  ACM 5113 Medical Chinese
  ACM 5110 Fundamental TCM Theory
  ACM 5210 TCM Diagnosis I
  ACM 5311 TCM Diagnosis II
  ACM 5412 TCM Diagnosis III
  ACM 5313 Qigong
  ACM 5114 Tai Ji Quan
  ACM 6412 TCM Nutrition
  ACM 7211 TCM Gynecology
  ACM 7213 Clinical Case Review and Management
  ACM 7318 AOM Comprehensive Review

III. Herbal Medicine Domain—34 units
  ACM 5230 TCM Materia Medica I
  ACM 5331 TCM Materia Medica II
  ACM 5432 TCM Materia Medica III
  ACM 7141 Drug and Herb Interactions
  ACM 6131 TCM Formulary I
  ACM 6232 TCM Formulary II
  ACM 6333 TCM Formulary III
  ACM 6235 TCM Internal Medicine I
  ACM 6336 TCM Internal Medicine II
  ACM 6437 TCM Internal Medicine III
ACM 6434 Patent Medicine
ACM 7231 TCM Classics: Shang Han Lun
ACM 6532 TCM Classics: Wen Bing

IV. Biomedicine Domain——46 units
ACM 4041 General Chemistry
ACM 4042 General Biology
ACM 4043 General Psychology
ACM 4045 General Physics
ACM 5140 Medical Terminology
ACM 5143 Surface Anatomy
ACM 5141 Human Anatomy I
ACM 5242 Human Anatomy II
ACM 6141 Human Physiology
ACM 6241 Pathology and Pathophysiology
ACM 6342 Physical Assessment
ACM 6443 Advanced Physical Assessment
ACM 6441 Western Clinical Medicine I
ACM 6542 Western Clinical Medicine II
ACM 7243 Research Methods
ACM 7145 Western Gynecology
ACM 7142 Pharmacology
ACM 6543 Diet and Nutrition
ACM 6545 Practice Management
ACM 6245 Business Practices and Marketing
ACM 7345 Public Health
ACM 6346 Patient Management and Ethics

V. Clinical Education Domain——32 units
ACM 5250 Clinic Observation I/Clinic Theater
ACM 5351 Clinic Observation II
ACM 5452 Clinic Observation II
ACM 6151 Clinic Trainee I
ACM 6152 Clinic Trainee I
ACM 6253 Clinic Trainee II
ACM 6354 Clinic Trainee II
ACM 6455 Clinic Trainee III
ACM 6551 Clinic Intern I
ACM 6552 Clinic Intern I
ACM 7153 Clinic Intern II
ACM 7154 Clinic Intern II
ACM 7255 Clinic Intern II
ACM 7256 Clinic Intern II
ACM 7357 Clinic Intern III
ACM 7358 Clinic Intern III

VI. Elective——2 units
ACM 5142 Literature Research
ACM 5522 Advanced Tuina
ACM 5523 Advanced Tuina Practicum
ACM 5527 Shiatsu Therapeutics I
ACM 5528 Shiatsu Therapeutics II
ACM 5529 Advanced Shiatsu Practicum
ACM 6421 Auricular Acupuncture
ACM 6522 Acupuncture for Musculoskeletal and Sports Injuries
ACM 6621 Japanese Acupuncture Techniques
ACM 6622 Eight Extraordinary Meridians
ACM 6623 Needle Lab
ACM 7111 TCM Oncology
ACM 7133 TCM Classics: Jin Gui Yao Lue
ACM 7512 TCM Dermatology
ACM 7513 TCM Pediatrics
ACM 7511 TCM Classics: Nei Jing Su Wen
ACM 7523 Acupuncture Study Elective
ACM 7532 TCM Classics: Shang Han Lun Practicum
ACM 7535 TCM Classics: Pi Wei Lun
ACM 7536 Chinese Herbal Medicine Study Elective
ACM 7541 Biomedical Study Elective
ACM 7542 Case Studies in Gynecology

Any one of the above elective courses fulfills the elective course requirement for graduation.

Transitional Doctorate of Acupuncture and Chinese Medicine (DACM)

About the Transitional DACM Degree
The Transitional Doctorate of Acupuncture and Chinese Medicine (DACM) is intended for graduates who have completed a first professional master’s degree in acupuncture and Chinese medicine or Oriental medicine and wish to enroll in a program leading to doctoral-level competencies in the DACM degree. Graduates of a first professional master’s degree program also have the option of completing an advanced clinical doctorate in Acupuncture and Oriental Medicine (DAOM). The DAOM program provides advanced training in women’s health and pain management, as well as the opportunity to develop a capstone thesis in an area of interest, but does not provide the same competencies as the first professional doctorate (DACM).

The transitional DACM degree provides knowledge beyond the first professional master’s degree in acupuncture and Chinese medicine or Oriental medicine. Designed with a 43 percent online component and a modular classroom format, the transitional DACM program allows students to complete their coursework while maintaining their practice and creating an environment in which students can immediately apply the knowledge and skills to patient care. The concentrated four-day modules meet three times per semester. Each module begins at 9:00 a.m. on Friday and spans the weekend, ending at 5:30 p.m. on Monday.

The transitional DACM is designed to meet the following objectives:
• The program is designed to be taught in an integral manner, bringing in a variety of resources and paradigms to enhance the prior training of graduates with a master’s degree in acupuncture and Chinese medicine or Oriental medicine. The transitional DACM focuses on integrative care in the context of the broader health-care field. Integration involves patient-centered care and evidence-informed practice in collaboration with the broad range of health-care providers in a team context.
• The transitional DACM is designed to support prior training in acupuncture and Chinese medicine while bringing in advanced training in systems-based medicine, oncology, orthopedics, and advanced syndrome-based herbal study. The current configuration is designed to meet the goals of the first professional doctorate degree for students who are interested in the knowledge and skills in the DACM and already hold a master’s degree in acupuncture and Chinese medicine or Oriental medicine.
• The transitional DACM continues the history of respect for diversity, of compassionate care, and an emphasis on harmony and balance. These are core values of both CIIS and ACTCM at CIIS. Harmony and balance are enshrined in philosophical and religious traditions throughout South and East Asia and represent key teachings in a variety cultural and religious contexts. This includes Chinese medicine, as enshrined in theory associated with yin and yang (陰陽) and the wu xing (五行).
• New and innovative program delivery methods are employed, including online, hybrid, and modular curriculum. The transitional DACM online courses are managed through CIIS’s online learning system, Canvas.

Transitional DACM Educational Objectives
Upon completion of the transitional DACM program, graduates will be able to do the following:

1. Patient-Care Competencies
   1.1 Articulate the significance of biomedical knowledge to inform acupuncture and Chinese medicine practice.
   1.2 Demonstrate the ability to understand the significance of routine laboratory and imaging reports.
   1.3 Demonstrate the ability to review biomedical chart notes and relate this data to Chinese medicine patient care.
   1.4 Demonstrate the ability to effectively manage patient care.
   1.5 Demonstrate critical thinking and professional judgment in patient care.

2. Systems-Based Medicine Competencies
   2.1 Demonstrate the ability to educate other health-care professions regarding the appropriate use of acupuncture and Chinese medicine.
   2.2 Articulate the roles and responsibilities of other health-care practitioners.
   2.3 Articulate a definition of systems-based medicine.
2.4 Describe how health care is impacted by the context of where and how care is provided.
2.5 Articulate the role of evidence-based medicine and evidence-informed practice in acupuncture and Chinese medicine.
2.6 Demonstrate the ability to provide patient care in a collaborative setting.

3. Professional Development Competencies
3.1 Demonstrate an understanding of state legal requirements and scope of practice.
3.2 Demonstrate the ability to self-assess and make changes to improve professional and clinical outcomes.
3.3 Demonstrate the ability to access and evaluate research information, and relate this information to clinical practice.

Length of Program
The transitional DACM program consists of 315 hours (21 semester credits), designed to build on the competencies, knowledge, and skills in a master’s program in acupuncture and Chinese medicine or Oriental medicine. The length of the transitional DACM program is two semesters. Students have a maximum of two years from the time of their enrollment in which to complete the transitional DACM program.

Use of Acupuncture Needles
All students, faculty, and clinic supervisors must abide by ACTCM at CIIS policies and California state laws and regulations regarding the use of acupuncture needles:

- All students in the MSTCM and DACM program, and students in the DAOM and transitional DACM programs who are not California licensed acupuncturists, may not needle any other person except under the following two circumstances: (1) when under the direct supervision of a California licensed acupuncturist who is an ACTCM faculty member in an ACTCM class that includes needling, or (2) when under the direct supervision of an ACTCM clinic supervisor in an ACTCM clinic or off-site clinics. Students who are not California licensed acupuncturists must limit their unsupervised needling practice both on and off-campus to non-livie subjects (e.g., oranges, bars of soap). Violation of this policy will result in disciplinary action. Such action may include suspension or expulsion from ACTCM.
- All ACTCM students, faculty members, and clinic supervisors must follow clean needle technique protocols as articulated in the Clean Needle Handbook, 7th edition, published by the CCAOM, and OSHA standards concerning blood-borne pathogens any time care is provided, including needling in an ACTCM classroom or clinic. For safety reasons, students and clinic patients must not leave the needling classroom or clinic treatment room with needles still inserted. If any loose needle is found at ACTCM, the needle is to be disposed of immediately and safely into a biohazard container. An incident report must then be filed with the director of clinical education.

Admissions Requirements
- Graduation from a master’s degree program in acupuncture and Chinese medicine or Oriental medicine accredited by (or in candidate status with) the Accreditation Commission for Acupuncture and Oriental Medicine, or the foreign equivalent. Status of each institution or foreign equivalent will be determined by the Admissions Committee.
- In good standing at the last educational institution attended.

ACTCM will not accept nonmatriculated students into the transitional DACM program.

Items Required Upon Acceptance
Upon notification of acceptance, students must submit the following directly to the Admissions Office:
- A Health Certificate (including TB test results or a physical exam and a chest X-ray for those who are PPD positive due to prior exposure or BCG) signed by a physician or nurse practitioner.
- An enrollment deposit of $300 (applied to tuition charges).

Transfer of Credit
- Transfer credit will only be awarded for coursework at the graduate level that supports the program’s objectives and meets the standards for completion of the program. These credits must come from an accredited institution or its international equivalent.
- All courses submitted for transfer credit will be evaluated by the Admissions Committee for applicability to the curriculum. Applicants must provide course descriptions and syllabi for each course they wish to be considered.
- Transfer credit awarded by the program shall not exceed one-sixth of the total hours of the transitional DACM.
- Coursework taken at another institution more than five years ago will be considered for transfer only with appropriate examination (or acceptable evidence of current content knowledge use).
- Clinical hours/experiences or CEU credits are not accepted as transfer credit.

Curriculum
Transitional Doctorate of Acupuncture and Chinese Medicine (DACM)—21 units
Doctor of Acupuncture and Oriental Medicine (DAOM)
(Advanced clinical doctorate)

About the DAOM Degree
The DAOM program is a clinical-based professional program leading to a Doctor of Acupuncture and Oriental Medicine (DAOM). Several factors distinguish the DAOM from a master’s degree in acupuncture and Chinese medicine or Oriental medicine, including:

1. Obtaining a specialty in TCM Gynecology and/or TCM Pain Management;
2. Increased interaction and collaboration with Western medicine practitioners;
3. Greater focus on critical-thinking skills with emphasis on diagnosis, analysis, problem solving, and decision making; and
4. Incorporating research findings in the health-care decision-making processes.

As a result of this structure, students are expected to engage in comprehensive literature reviews, extensive reading, and analysis, shared and processed with peers and faculty. Case studies are analyzed, with a focus on complex and chronic cases. Students advance their skills in diagnosis and develop treatment strategies that are applied in private practice as well as within integrated clinical settings. The overarching goal is to develop lifelong learning and practice skills. The program is offered in concentrated three-to-four day modules that meet once per month. Each monthly module begins at 8:30 a.m. on Friday and spans the weekend, ending at 5:30 p.m. on Sunday or Monday. The program is open to individuals with a master’s degree in Chinese medicine or licensed practitioners with at least 10 years of experience. The intensive module format is designed to accommodate the busy life of an acupuncturist engaged in professional practices, and creates an environment in which students can immediately apply the knowledge and skills to patient care.

The DAOM program is designed to expand on the knowledge and skills gained in the master’s degree and provide the graduate with advanced knowledge and clinical skills. Critical to meeting this goal is the program design, which focuses on advanced knowledge, scientific inquiry, critical thinking, and problem solving. One of the goals of the program is to prepare the graduate to integrate with health-care delivery and work in collaboration with Western medicine. Inherent in the program’s design is a commitment to inculcate within every student the value and necessity for independent and lifelong learning. Within this context, scientific inquiry, critical thinking, problem solving, and consultation with other professionals are stressed. The ultimate goal is to prepare practitioners to remain on the cutting edge of their profession as a result of the acquisition of these skills.

The DAOM program has been designed as a clinical doctorate. The 660 clinical hours have been designed to provide:

1. Advanced patient assessment and diagnosis skills;
2. Advanced clinical intervention and treatment;
3. Consultation and collaboration skills;
4. Clinical supervision and practice management skills; and
5. Clinical evaluation and research skills.

Length of Program
The DAOM program consists of 1,225 hours (42.75 semester units), with 662 hours of clinical training and 563 hours of didactic training. The program consists of seven semesters. A maximum of four years is allowed for completion of the degree.

Characteristics of ACTCM’s DAOM Program
- Highly educated and experienced faculty from both traditional Chinese medicine and Western medicine
- Opportunity to work on case studies, diagnosis, and treatment plans of patients, with emphasis on chronic illness
- Opportunity to identify strategies for interaction with Western medicine
- Work in public health and other related agencies
- Acquisition of diagnosis and treatment skills within a specialty
- Critical analysis of current research
- Opportunity to develop expertise within a specialty, including the opportunity for two to four weeks of externship in Zhejiang Chinese Medical University, Hangzhou China

Clinical Specialties
ACTCM offers two specialties, TCM Gynecology and TCM Pain Management. The capstone project enables students to enhance their knowledge, skills, and confidence in these specialty areas. To determine which specialties ACTCM would offer in the DAOM program, extensive dialogue took place among the ACTCM alumni, faculty, and academic leadership team. A number of factors were considered to determine the choice of specialties. These were: (1) patient needs, (2) scope of practice, (3) uniqueness, (4) interaction with Western medicine, (5) interest of potential students, (6) faculty expertise, (7) identifiable competencies, (8) available clinical settings, and (9) ability to deliver the program efficiently with high credibility (infrastructure). In addition, careful attention was placed on accessing current research and literature in the field, as students are expected to utilize appropriate resources to support their academic work. ACTCM will continue to monitor the changing needs of practitioners and in the future may recommend additional specialties.

The curriculum for each specialty includes both biomedical and Chinese medicine courses. Students will be encouraged to enhance their portfolio by writing and publishing papers within the specialties. Students will work within their areas of specialization(s) during the majority of their clinical hours. The clinical hours in an area of specialization will provide the opportunity for greater involvement with complex and chronic disorders. Integration with biomedicine will provide a new dimension for diagnoses, treatment, and follow-up by the students.

Instructional Strategies
While content derivation is critically important at all levels of education, the faculty at ACTCM feel strongly that the instructional strategies utilized are paramount to the success of each student and the program as a whole. While the practitioner in any profession relies on fundamental principles and factual information, it is the process of diagnosis, analysis, problem solving, critical thinking, synthesis, decision making, treatment, and follow-up that defines the successful practitioner. Therefore, instructional strategies have been designed to incorporate these competencies. The clinical component of the program begins in the first semester and includes internship as well as observation at an approved off-campus site. The clinical experience continues within all subsequent semesters. The clinical components are designed to help students focus on their didactic courses and will take place either at ACTCM or at approved external sites. Clinical experiences may include observation, case discussions, clinic theaters, internships, and externships. Most of the didactic classes have clinical components. This strategy provides the opportunity for students to gain theoretical knowledge and clinical application in patient care. Dialogue within group settings in the classroom is another primary instructional strategy. Within each class, students engage in the integration of Western medicine and Chinese medicine. The Western perspective will come from guest lectures, team teaching, or faculty who have received education in both. In addition, the analysis of case studies and clinical internship serve as primary teaching strategies. Along with didactic classes, students will engage in literature reviews, analysis, and presentation of case studies to their cohort and faculty. Case studies and capstone projects are part of the student’s portfolio. A final clinical capstone project is required, including a presentation to students and faculty.

Evaluation as an Instructional Strategy
In doctoral education, evaluation becomes a fundamental and primary instructional strategy. Students receive continual feedback from their clinical and didactic faculty, cohorts, patients, and the director of the DAOM program in developing their clinical skills. Each student will begin to generate a student portfolio that will be an important instrument in guiding and evaluating student progress. This portfolio will contain admissions materials, the goals and objectives each student expects to achieve, self-evaluation, academic records during the program, case studies, the final capstone project, and other materials deemed appropriate. It will be updated each term and will provide an accumulative record of student achievement.

DAOM Purpose
The DAOM program’s purpose is to enhance the knowledge base and clinical skills of Chinese-medicine practitioners, develop two specializations, cultivate scholarly activities, and learn how to collaborate with other health-care practitioners in order to deliver advanced specialized health care.
DAOM Educational Objectives
There are five general competencies, with specific learning objectives under each competency.

1. Knowledge base and clinical skills in acupuncture and Oriental medicine
   1.1 Exercise advanced clinical judgment to establish diagnoses and treatment plans for patients with complex clinical conditions.
   1.2 Demonstrate advanced knowledge and skills in TCM gynecology and TCM pain management.
   1.3 Obtain comprehensive medical history and other relevant patient documentation, including information on psychological, social, and cultural issues.
   1.4 Incorporate health promotion and disease prevention into treatment plans.
   1.5 Demonstrate the ability to treat the patient as a whole.
   1.6 Demonstrate an understanding of patient-centered health care.
   1.7 Demonstrate collaborative skills for treating chronic illnesses.
   1.8 Integrate relative biomedical knowledge within the scope of practice of Chinese medicine.

2. Information literacy, research, and critical thinking in clinical practice
   2.1 Obtain and evaluate information from different biomedical databases and Chinese medicine sources.
   2.2 Review and evaluate evidence-based research findings.
   2.3 Demonstrate the ability to apply information from the literature to the care of individual patients.
   2.4 Acknowledge the strengths and limitations of scientific thinking.
   2.5 Demonstrate an understanding of complexity, uncertainty, and probability in making decisions in medical practice.
   2.6 Educate patients and professional communities about Chinese medicine.
   2.7 Generate a capstone project that meets criteria for publication.
   2.8 Demonstrate a commitment to lifelong learning.

3. Collaboration in a variety of settings with various health-care practitioners
   3.1 Incorporate biomedical knowledge in TCM diagnosis and treatment.
   3.2 Demonstrate the ability to make appropriate referrals, knowing the scopes of practice and when to refer to other practitioners.
   3.3 Demonstrate the ability to formulate integrative protocols for case management.
   3.4 Demonstrate the skills to work in collaborative practices and in medical teams.
   3.5 Demonstrate an understanding of the roles and responsibilities of other health-care practitioners and health-related personnel.
   3.6 Demonstrate an understanding of the various health-care practitioners in the United States, and their competencies, scopes of practice, and training, such as MDs, DOs, NDs, DCs, qigong practitioners, and/or LMTs.
   3.7 Demonstrate an understanding of the basics of health systems, including: policies, organizations, financing, cost containment, and principles of effective management of health-care delivery.
   3.8 Articulate the role of Chinese medicine in the larger health-care system.

4. Professionalism
   4.1 Display the personal attributes of compassion, honesty, and integrity.
   4.2 Manage patients in an effective and ethical manner.
   4.3 Integrate the needs of the patients, including their cultural, psychosocial, and spiritual components.

5. Communication skills
   5.1 Demonstrate sensitivity to cultural and personal factors that improve interactions with other health-care practitioners.
   5.2 Communicate effectively with other professionals and colleagues, including health-care professionals outside the field of acupuncture and Chinese medicine.
   5.3 Synthesize and present information effectively to the patient, family, and other health-care practitioners.
   5.4 Demonstrate respect for colleagues and other health-care practitioners and foster positive collaboration with them.

Clinical Training
Essential to our students’ education is a comprehensive clinical experience. Students have the opportunity to intern on-site during each module. Clinic internship includes multiple ways of exploring clinic experience and expertise that faculty bring to the DAOM program. Clinic theater, grand rounds, and specialty clinic are all part of the clinical internship of the DAOM program. Two or three patients with disorders pertaining to the module topics will be seen in a theater class setting. Students participate in the interview and diagnosis process and the treatment plan with faculty members. Students engage in a discussion based on didactic class information, current research, clinical experience, and faculty input.
The faculty will discuss their diagnosis process and recommend a treatment plan, discuss the strengths and weaknesses of their medicine in treating that particular patient, and discuss how the practitioners can work collaboratively to provide the most effective treatment. Students will have ample opportunity to ask questions and hold in-depth discussions about their patients.

In the specialty clinics, student interns in groups of three or four treat patients under supervision of a DAOM clinic supervisor. The specialty clinics occur during a module with emphasis placed on the two areas of specialization, TCM Gynecology and Pain Management. Specialty clinics provide an opportunity for greater involvement with complex chronic disorders. In clinical observation, students observe with biomedical practitioners, such as MDs, DOs, DCs, NDs, or NPs, at an approved off-campus site. The clinical observation experience provides the opportunity to establish an understanding of the roles and responsibilities of other health-care practitioners and develop the skills to work in collaborative practices and in medical teams.

Use of Acupuncture Needles

All students, faculty, and clinic supervisors must abide by ACTCM at CIIS policies and California state laws and regulations regarding the use of acupuncture needles:

• All students in the MSTCM and DACM program, and students in the DAOM and transitional DACM programs who are not California licensed acupuncturists, may not needle any other person except under the following two circumstances: (1) when under the direct supervision of a California licensed acupuncturist who is an ACTCM faculty member in an ACTCM class that includes needling, or (2) when under the direct supervision of an ACTCM clinic supervisor in an ACTCM clinic or off-site clinics. Students who are not California licensed acupuncturists must limit their unsupervised needling practice both on and off-campus to non-live subjects (e.g. oranges, bars of soap). Violation of this policy will result in disciplinary action. Such action may include suspension or expulsion from ACTCM.

• All ACTCM students, faculty members, and clinic supervisors must follow clean needle technique protocols as articulated in the Clean Needle Handbook, 7th edition, published by the CCCAOM, and OSHA standards concerning blood-borne pathogens any time care is provided, including needling in an ACTCM classroom or clinic. For safety reasons, students and clinic patients must not leave the needling classroom or clinic treatment room with needles still inserted. If any loose needle is found at ACTCM, the needle is to be disposed of immediately and safely into a biohazard container. An incident report must then be filed with the director of clinical education.

Admissions Requirements

• Graduation from a candidate or accredited master’s degree program in Chinese medicine, Oriental medicine, or the foreign equivalent. Approval status of each institution or foreign equivalent will be determined by the Admissions Committee.

• Applicants who do not have a master’s degree in acupuncture and Chinese medicine or the foreign equivalent will be given consideration for admittance if they have a minimum of ten (10) years of documented experience plus formal college training in acupuncture and Chinese medicine. Such applicants must provide ACTCM with official transcripts. In addition, such applicants may need to take challenge examinations in areas identified by the Admissions Committee.

• Are in good standing at the last educational institution attended.

• English competency as demonstrated by passing of the TOEFL with 213 or higher on the computer examination, or 80 on the Internet-based test (iBT), which also requires a minimum speaking exam score of 26 and a minimum listening exam score of 22 for international students.

ACTCM will not accept nonmatriculated students into the DAOM program.

Items Required Upon Acceptance

Upon notification of acceptance, students must submit the following directly to the Admissions Office:

• A Health Certificate (including TB test results or a physical exam and a chest X-ray for those who are PPD positive due to prior exposure or BCG) signed by a physician or nurse practitioner.

• An enrollment deposit of $300 (applied to tuition charges).

• Proof of Medical Insurance recognized and accepted in the United States (international students only).

• A baseline exam will be administered to all DAOM students during the first module. The baseline exam consists of written exams on acupuncture and Chinese medicine theory, Chinese herbology, and biomedicine.

Transfer of Credit

• Transfer credit will only be awarded for coursework at the graduate level that supports the program’s objectives and meets the standards for completion of the program. These credits must come from an accredited institution or its international equivalent.

• All courses submitted for transfer credit will be evaluated by the DAOM Admissions Committee for applicability to the curriculum. Applicants must provide course descriptions and syllabi for each course they wish to be considered.

• Transfer credit awarded by the program shall not exceed one-third of the total hours of the DAOM.

• Coursework taken at another institution more than five years ago will be considered for transfer only with appropriate examination (or acceptable evidence of current content knowledge use).
• Clinical hours/experiences or CEU credits are not accepted as transfer credit.

Curriculum
Doctor of Acupuncture and Oriental Medicine (DAOM)—42.75 units

I. TCM Gynecology Domain—10.25 units
AOM 8111 TCM Gynecology Foundations
AOM 8113 Menstrual Health
AOM 8213 Endometriosis
AOM 8314 Fertility Support
AOM 8315 Ovarian Disorders
AOM 8416 TCM Classical Works of Gynecology
AOM 9517 Gynecologic Inflammation and Infections
AOM 9618 Gynecologic Oncology
AOM 9619 Abnormalities of Pregnancy
AOM 9712 Menopausal Care
AOM 9813 Labor and Postpartum Care
AOM 9241 Clinical Internship and Case Analysis II (Sections 1–4)

II. TCM Pain Management Domain—9.50 units
AOM 8122 Pain Theories and Meridian Therapy
AOM 8224 Ortho-Neuro Examination and Imaging Studies
AOM 8223 Scalp Acupuncture Therapy
AOM 8325 Care of the Cervical Spine and Shoulder
AOM 8425 Care of the Lumbar Spine and Pelvis
AOM 8426 Master Tung’s Point Therapy
AOM 9528 Care of the Extremities
AOM 9629 Neurological Disorders
AOM 9728 Complex Pain Disorders
AOM 9730 Physical Therapy for Pain Management
AOM 9341 Clinical Internship and Case Analysis III (Sections 1–4)

III. Integrative Medicine Domain—9.25 units
AOM 8131 Case Study Development and Literature Research Skills
AOM 8132 Environmental Medicine
AOM 8434 Immunology and Oncology
AOM 8531 Mental Health I
AOM 8532 Mental Health II
AOM 8533 Mental Health III
AOM 8535 Advanced Herbs and Drug Interaction
AOM 9636 System-Based and Integrative Medicine
AOM 9731 Western Herbs and Dietary Therapy
AOM 9732 TCM Dermatology
AOM 9141 Clinical Internship and Case Analysis I (Sections 1–3)

IV. Capstone Project and Clinical Externships—13.75 units
AOM 8241 Clinical Case Study I (Sections 1–2)
AOM 8345 Clinical Case Study II
AOM 8243 Clinical Observation
AOM 9545 Clinical Externship I
AOM 9847 Clinical Externship II
AOM 8352 Clinical Research and Capstone Proposal
AOM 8453 Capstone Research I
AOM 9554 Capstone Research II
AOM 9551 Capstone Development and Research
AOM 9856 Capstone Presentations I
AOM 9857 Capstone Presentations II
AOM 9941 Clinical Externship Completion
AOM 9951 Capstone Completion
Course Descriptions

ACM 4041 General Chemistry (2.00 Units) LG Grade Option
This course presents an introduction to the elementary principles of general chemistry as well as organic and biochemistry. Basic concepts are presented with a view to developing later coursework in physiology and pathophysiology.

ACM 4042 General Biology (2.00 Units) LG Grade Option
This course presents the foundational principles of biology, including concepts of structure and function, reproduction, development, heredity, and evolution. Ideas of modern biology impacting the human species are included, such as ecology and recombinant DNA research.

ACM 4043 General Psychology (2.00 Units) LG Grade Option
This course is a general overview of psychology for students of acupuncture and Chinese medicine. It focuses on areas of psychology that provide Chinese medicine practitioners a basic knowledge in the mental health field in order to communicate effectively with other health professionals. This class presents the major philosophies of psychology, as well as the basic clinical conditions most likely to arise in acupuncture practice. Essential to this class is the development of an understanding of when, and to whom, it might be useful to refer patients. The class also emphasizes the mind-body connection, the psychology of stress, and psychological impacts of medical illness. Experiential exercises designed to enhance clinical interviewing skills to gain skillful communication methodologies and specific counseling techniques will also be included.

ACM 4045 General Physics (2.00 Units) LG Grade Option
This course introduces the fundamental laws of physics and provides an introduction to the topics of mechanics, heat, sound and light, as well as electricity, magnetism, atoms, and modern biophysics. Concepts are presented to develop a framework for understanding the basic forces that impact daily life.

ACM 5110 Fundamental TCM Theory (4.00 Units) LG Grade Option
This course introduces basic structures of Chinese medicine, the definitions and physiological functions of the qi/essence, yin/yang, five elements, qi/blood/body fluids, zang fu organs, and their dynamic interrelationships. The basic theory and characteristics of the pathogenesis and pathogenic factors are covered, including the six environmental factors, the seven emotions, disharmony of yin and yang, the eight principles and six-channel pattern identifications, and the abnormal functions of qi, blood, body fluid, and organs. Additionally, organ pathogenesis is studied.

ACM 5111 History of Medicine (2.00 Units) LG Grade Option
This course examines the nature of healing through an exploration of the origins and development of Chinese medicine from the perspective of the major Chinese philosophic traditions and scientific concepts. The histories of various traditional and alternative systems of Western medicine are also explored.

ACM 5112 Clinical and Program Orientation (1.00 Unit) PF Grade Option
This course provides an introduction to clinical practice and the responsibilities of working with patients in a health-care setting, as well as understanding of higher education in acupuncture and Chinese medicine. The clinical policies and procedures, communicable diseases, clinical safety, professionalism, and the nature and value of a college education in relationship to one’s intellectual development are covered. This class creates connections with peers, faculty, and staff that support student academic success. Prerequisite: MSTCM or DACM student.

ACM 5113 Medical Chinese (2.00 Units) LG Grade Option
This course emphasizes terminology used to describe Chinese medicine concepts, as well as the recognition and understanding of philosophical aphorisms, acupuncture point names, Chinese herbal names, and common phrases of Chinese medicine. The pinyin romanization system, the tone system, and some basic grammar structures and written characters are introduced.

ACM 5114 Tai Ji Quan (1.00 Unit) PF Grade Option
Tai Ji Quan is a meditative martial art that consists of a set of individual poses that are performed consecutively as a single, fluid form. The objective of tai Ji Quan is to enable the practitioner to guide the flow of qi in and through the body through slow, focused movement. In this course, students will learn the Wu style of tai Ji quan while becoming more aware of the flow of qi. All classes include: (1) standing meditation or remedial exercises, (2) verbal explanations of method and theory, (3) visual demonstrations, (4) opportunities to follow along, and (5) working in partners or with small groups to develop sensitivity and receive direct feedback.

ACM 5140 Medical Terminology (1.00 Unit) LG Grade Option
This course introduces students to Western medical terminology used to describe body structures; surgical, diagnostic, and therapeutic procedures; and symptoms and diseases. The course focuses on the component parts of medical terms; prefixes,
suffixes, and root words. There is an emphasis on definitions, spelling, and pronunciation. Upon course completion, students should be proficient in comprehending basic medical documents and discussions.

ACM 5141 Human Anatomy I (2.00 Units) LG Grade Option
This course systematically presents morphology of the human body. Topics presented include anatomical structures, organization, movement, and biomechanics of the science of anatomy; methods used to study anatomy; and anatomy terminology. This course explores the integumentary system and the motor system, including the skeletal, muscular, and nervous systems.

ACM 5142 Literature Research (2.00 Units) LG Grade Option
This course introduces the techniques for assessing research literature, as well as teaching the basic concepts of research methodology. The course also teaches students how to use the library and online research, Boolean research, and the evaluation of research literature. Students will conduct literature searches and develop bibliographies related to research topics.

ACM 5143 Surface Anatomy (1.00 Unit) LG Grade Option
This course introduces the anatomy of the human body as discovered through palpation. Major landmarks are described and related to interior anatomical structures. The course emphasizes key landmarks that are used in acupuncture point location and physical assessment.

ACM 5210 TCM Diagnosis I (3.00 Units) LG Grade Option
This course introduces Chinese medical diagnosis, including inspection examination, listening and smelling examination, and inquiry examination, and includes a detailed study of the diagnostic indexes of facial and tongue color. Diagnostic techniques are both described and demonstrated. Students begin to develop skills in clinical reasoning and problem solving with the techniques covered. Prerequisite: ACM 5110.

ACM 5220 Meridian Theory (3.00 Units) LG Grade Option
This class will focus on the external and internal pathways and interrelationships among other channel systems, functions, and pathological signs and symptoms of each channel. The 12 primary channels, eight extraordinary channels, 12 divergent channels, 15 collaterals, 12 sinew channels, and six cutaneous regions will be covered. Prerequisite: ACM 5110.

ACM 5221 Meridians and Points I (3.00 Units) LG Grade Option
This course presents the points of the hand taiyin Lung channel, the hand yangming Large Intestine channel, the foot yangming Stomach channel, the foot taiyin Spleen channel, and the hand shaoyn Heart channel. Standards for proportional measurement will be covered as well. Points are located through comparative review of traditional and modern anatomy. Hands-on practice in locating points is emphasized; therapeutic indications and treatment methods utilizing acupuncture and moxibustion are discussed. Instruction is given in the functional selection of points through the application of differential diagnosis of conditions. The channels are studied following the circadian sequence of qi movement through the channels. This course prepares students for clinical practice by developing the skill to accurately locate points and the ability to understand and compose point combinations. Prerequisite: ACM 5110.

ACM 5230 TCM Materia Medica I (3.00 Units) LG Grade Option
Herbs are divided into functional categories and are studied with regard to unique and common characteristics. This course introduces herbs that release the exterior, herbs that clear heat and drain fire, herbs that clear heat and cool blood, and herbs that clear heat and dry dampness; herbs that clear heat and toxins, herbs that clear heat from deficiency, and herbs that drain downward. Students are introduced to the characteristics of the herbs, including their Chinese names (pinyin), nature, entering channels, therapeutic functions, and contraindications. This course in the series covers the history and development of the Chinese pharmacopoeia, herb processing, and dosage. Prerequisites: ACM 5110, ACM 5113.

ACM 5242 Human Anatomy II (2.00 Units) LG Grade Option
This course systematically presents the macro- and microstructure of the human body. The class emphasizes internal visceral structures of the science of anatomy, methods used to study anatomy, and anatomy terminology. It explores sensory organs, the circulatory system, the lymphatic and immune systems, the respiratory system, the digestive system, the urinary system, the reproductive system, and the endocrine system.

ACM 5250 Clinic Observation I/Clinic Theater (2.00 Units) PF Grade Option
Students observe patient care provided by a clinic supervisor who is a licensed acupuncturist. Students observe the interaction between patient and practitioner, including patient intake, differential diagnosis, points and herbal prescriptions, bedside manner, time management, and OSHA and HIPAA requirements. Topics to be covered are professional conduct, acupuncture regulations, history taking and charting, treatment include acupuncture and herbal medicine, and the role of the observer in the clinic. Prerequisite: ACM 5112.
ACM 5311 TCM Diagnosis II (3.00 Units) LG Grade Option
This course discusses palpation examination in Chinese medical diagnosis with an emphasis on the pulse diagnosis. Special emphasis is placed on eight principle differentiation, qi blood and body fluids identification. There is an introduction to diagnostic theory in Chinese medicine. Diagnostic techniques are both described and demonstrated. Students begin to develop skills in clinical reasoning and problem solving with the techniques covered. Prerequisite: ACM 5210.

ACM 5313 Qigong (1.00 Unit) PF Grade Option
Qigong is an ancient Chinese energetic art whose aim is to cultivate health by restoring the healthy movement of qi. This course provides students an experiential awareness of energy pathways and flow in the body through an introduction of the Taiyi Swimming Dragon family style of qigong. Students participate in simple movements to clear channels and activate energy centers, and learn a variety of qigong methods to assist traditional ways of diagnosis and treatment. In addition to the movement/meditation component of this class, the cultural and historic context of qigong in relation to traditional notions of health, ritual, and everyday work are covered.

ACM 5322 Meridians and Points II (3.00 Units) LG Grade Option
This course presents the points of the hand taiyang Small Intestine channel, the foot taiyang Urinary Bladder channel, the foot shaoyin Kidney channel, the hand jueyin Pericardium channel, and the hand shaoyang San Jiao channel. Points are located through comparative review of traditional and modern anatomy. Hands-on practice in locating points is emphasized; therapeutic indications and treatment methods utilizing acupuncture and moxibustion are discussed. Instruction is given in the functional selection of points through the application of differential diagnosis of conditions. The channels are studied following the circadian sequence of qi movement through the channels. This course prepares students for clinical practice by developing the skill to accurately locate points and the ability to understand and compose point combinations. Prerequisites: ACM 5220, ACM 5221.

ACM 5323 Acupuncture Technique I and CNT (3.00 Units) LG Grade Option
This first course in acupuncture techniques is designed to introduce the three basic techniques of needling, moxibustion, and cupping. Emphasizing safety and comfort, the students will learn how to handle acupuncture needles, understand the use of different styles and sizes of needles, and learn how to focus their qi and intention in order to successfully implement the basic techniques of reinforcing and reducing. This course includes point preparation, angle and depth of insertion, and needle removal. Tonification and sedation needling techniques, moxibustion, cupping, and seven-star needle techniques are also taught. This course will provide foundational skills leading to competency to begin clinical practice. It is through the study of technique and the continuous review of point location, function, and surface anatomy that clinical skill develops. Clean needle technique is taught, as well as how to handle acupuncture-related clinical emergencies. This course fulfills the clean needle technique (CNT) as required by California 1399.451. Prerequisites: ACM 5220, ACM 5221.

ACM 5331 TCM Materia Medica II (3.00 Units) LG Grade Option
Herbs are divided into functional categories and are studied with regard to unique and common characteristics. This course introduces herbs that expel wind dampness, herbs that aromatically transform dampness, herbs that drain dampness, herbs that warm the interior and expel cold, herbs that regulate qi, herbs that relieve food stagnation, herbs that expel parasites, herbs that stop bleeding, and herbs that invigorate the blood. Students are introduced to the characteristics of the herbs, including their Chinese names (pinyin), nature, entering channels, therapeutic functions, and contraindications. Prerequisite: ACM 5230.

ACM 5351 Clinic Observation II (2.00 Units) PF Grade Option
These two courses allow students to observe patient care in ACTCM’s clinic or a preceptor observation site. Students observe patient care and may have the opportunity to assess tongue and pulse. Students continue to observe the provider’s greeting and intake, pulse palpation, tongue and face inspection, diagnosis and treatment, charting, and the clean needle technique procedures within the clinic setting. Students also have the opportunity to discuss cases and treatment strategies with the provider. Prerequisite: ACM 5250.

ACM 5412 TCM Diagnosis III (3.00 Units) LG Grade Option
This course presents Chinese medical diagnostic theories based on zang fu organ pattern differentiation, six channel differentiation, four level differentiation, and san jiao differentiation. Diagnostic techniques are both described and demonstrated. Students begin to develop skills in clinical reasoning and problem solving with the techniques covered. Prerequisite: ACM 5311.

ACM 5421 Introduction to Tuina (3.00 Units) LG Grade Option
This course covers the role of tuina as a form of Chinese physical medicine. It covers the theory, history, application, and specific tuina techniques. It covers a variety of specific complaints such as neck and back pain and the management of these areas using specific tuina treatment protocols. The role of proper breathing and movement, as well as stretching exercises for both practitioner and client, is emphasized.
The class will focus on the treatment of musculoskeletal disorders caused by faulty posture. Therapeutic treatment techniques include isometric relaxation, and proprioceptive neuromuscular facilitation with the goal of

ACM 5424 Meridian and Points III (3.00 Units) LG Grade Option
This course presents the points of the foot shaoyang Gall Bladder channel, foot jueyin Liver channel, du channel, ren channel, and extra points. Points are located through comparative review of traditional and modern anatomy. Hands-on practice in locating points is emphasized; therapeutic indications and treatment methods utilizing acupuncture and moxibustion are discussed. Instruction is given in the functional selection of points through the application of differential diagnosis of conditions. The channels are studied following the circadian sequence of qi movement through the channels. This course prepares students for clinical practice by developing the skill to accurately locate points and the ability to understand and compose point combinations. Prerequisites: ACM 5220, ACM 5221.

ACM 5425 Acupuncture Technique II (3.00 Units) LG Grade Option
This course provides students with a wide range of acupuncture treatment skills that serve as a foundation for the clinical practice phase of the program, and helps students develop confidence as practitioners. Students learn how to administer treatment by practicing point location and needling techniques on one another in preparation for treating patients in the clinic. Specialized acupuncture skills are taught, including pricking bleeding, through-and-through, seven-star needle, guasha, and dermal tacks; and advanced needling techniques, such as reinforcing/reducing techniques, and other classical techniques will be discussed and practiced. Each class meeting will start with a basic discussion of the related theory, and then half of the time will be hands-on practical training. Prerequisite: ACM 5323.

ACM 5426 Introduction to Shiatsu (3.00 Units) LG Grade Option
This course introduces the practice of Japanese medical shiatsu. Students learn various skills including manipulation of hands and fingers, channel palpation, massage, Hara diagnosis, patient self-care, and movement exercises. Students also learn Chinese medicine theory and philosophy, point selection, treatment principles, and channel diagnosis as they relate to the practice of shiatsu. Students will be taught the information and skills necessary to begin confidently practicing a comprehensive, full-body, one-hour treatment.

ACM 5427 Shiatsu Therapeutics I (2.00 Units) LG Grade Option
This course reviews the shiatsu techniques presented in previous shiatsu courses and provides advanced training in therapeutic techniques. The course focuses on the treatment of common musculoskeletal disorders, useful treatment points, and therapeutic exercises. Students review techniques presented in the previous courses, as well as training in advanced therapeutic techniques. The class will focus on the treatment of musculoskeletal disorders caused by faulty posture. Therapeutic treatment techniques will include positional release, post-isometric relaxation, and proprioceptive neuromuscular facilitation with the goal of

ACM 5428 Shiatsu Therapeutics II (2.00 Units) LG Grade Option
This course presents the points of the foot shaoyang Gall Bladder channel, foot jueyin Liver channel, du channel, ren channel, and extra points. Points are located through comparative review of traditional and modern anatomy. Hands-on practice in locating points is emphasized; therapeutic indications and treatment methods utilizing acupuncture and moxibustion are discussed. Instruction is given in the functional selection of points through the application of differential diagnosis of conditions. The channels are studied following the circadian sequence of qi movement through the channels. This course prepares students for clinical practice by developing the skill to accurately locate points and the ability to understand and compose point combinations. Prerequisites: ACM 5220, ACM 5221.

ACM 5429 Meridian and Points IV (3.00 Units) LG Grade Option
This course focuses on the treatment of musculoskeletal disorders caused by faulty posture. Therapeutic treatment techniques include isometric relaxation, and proprioceptive neuromuscular facilitation with the goal of

ACM 5432 TCM Materia Medica III (3.00 Units) LG Grade Option
Herbs are divided into functional categories and are studied with regard to unique and common characteristics. This course introduces herbs that transform phlegm, herbs that relieve coughing and wheezing, herbs that calm the spirit, herbs that aromatically open the orifices, herbs that extinguish wind and stop tremors, herbs that tonify the qi and blood, herbs that tonify the yin and yang, and herbs that stabilize and bind. Students are introduced to the characteristics of the herbs, including their Chinese names (pinyin), nature, entering channels, therapeutic functions and contraindications. Prerequisite: ACM 5230.

ACM 5433 TCM Materia Medica IV (3.00 Units) LG Grade Option
Herbs are divided into functional categories and are studied with regard to unique and common characteristics. This course introduces herbs that transform phlegm, herbs that relieve coughing and wheezing, herbs that calm the spirit, herbs that aromatically open the orifices, herbs that extinguish wind and stop tremors, herbs that tonify the qi and blood, herbs that tonify the yin and yang, and herbs that stabilize and bind. Students are introduced to the characteristics of the herbs, including their Chinese names (pinyin), nature, entering channels, therapeutic functions and contraindications. Prerequisite: ACM 5230.

ACM 5434 TCM Materia Medica V (3.00 Units) LG Grade Option
Herbs are divided into functional categories and are studied with regard to unique and common characteristics. This course introduces herbs that transform phlegm, herbs that relieve coughing and wheezing, herbs that calm the spirit, herbs that aromatically open the orifices, herbs that extinguish wind and stop tremors, herbs that tonify the qi and blood, herbs that tonify the yin and yang, and herbs that stabilize and bind. Students are introduced to the characteristics of the herbs, including their Chinese names (pinyin), nature, entering channels, therapeutic functions and contraindications. Prerequisite: ACM 5230.

ACM 5435 TCM Materia Medica VI (3.00 Units) LG Grade Option
Herbs are divided into functional categories and are studied with regard to unique and common characteristics. This course introduces herbs that transform phlegm, herbs that relieve coughing and wheezing, herbs that calm the spirit, herbs that aromatically open the orifices, herbs that extinguish wind and stop tremors, herbs that tonify the qi and blood, herbs that tonify the yin and yang, and herbs that stabilize and bind. Students are introduced to the characteristics of the herbs, including their Chinese names (pinyin), nature, entering channels, therapeutic functions and contraindications. Prerequisite: ACM 5230.
improving mobility and range of motion in chronically shortened muscles and connective tissue. Patient care plans, treatment goals, and patient training using facilitated stretching techniques will be introduced as part of a holistic treatment program. Prerequisite: ACM 5527.

**ACM 5529 Advanced Shiatsu Practicum (2.00 Units) LG Grade Option**
This course is the practicum component for Shiatsu Therapeutics. Students develop and expand clinic skills in providing shiatsu in the clinical setting. Students review assessment and treatment protocols for common musculoskeletal disorders. During each class there is a group discussion regarding problems that the student may have encountered, what worked well, what did not, and how to modify therapeutic techniques to better meet the individual needs of each patient. Prerequisite: ACM 5527.

**ACM 6121 Acupuncture Technique III (3.00 Units) LG Grade Option**
This course introduces the practice of electro-stimulation and the micro-systems of ear and scalp acupuncture. Students also continue to practice acupuncture skills introduced in the earlier courses. Students learn modern and classical needling techniques, including scalp acupuncture, auricular acupuncture, and wrist-ankle acupuncture. Each class meeting will start with a basic discussion of the related theory (50 percent of class time). The remaining class time will be hands-on practical training. Prerequisite: ACM 5523.

**ACM 6122 Acupuncture Theory (3.00 Units) LG Grade Option**
This course will cover classical points categories. These categories are key to understanding the clinical application of acupuncture points. The categories are described in classical texts and denote groups of points with related therapeutic functions, as well as their clinical application presented in the modern literature. The categories that will be covered are the five shu, yuan-source, luo-connecting, xi-cleft, lower he-sea, influential, confluent, crossing, front-mu and back-shu points, as well as other point groups. The basic application of five-phase theory will also be covered. Prerequisite: ACM 5424.

**ACM 6131 TCM Formulary I (3.00 Units) LG Grade Option**
This course introduces the following formula categories: formulas that release the exterior, formulas that drain downward, formulas that harmonize, and formulas that clear heat. Formulas are reviewed in the context of the component herbs, therapeutic function, indications, treatment principles, and information on the classical organization of ingredients. Also covered are the applications of herbal formulas to specific diseases and how to modify formulas based on patient condition and disease course. Prerequisite: ACM 5432.

**ACM 6141 Human Physiology (3.00 Units) LG Grade Option**
This course introduces human physiology, including concepts of homeostasis and regulation of physiological function. Additionally, concepts of pain physiology and the physiology of acupuncture are described. Emphasis is placed on material that will be directly beneficial for future understanding of pathology and pathophysiology in the context of relevant coursework in Western clinical medicine. Prerequisite: ACM 5141.

**ACM 6151 Clinic Trainee I (2.00 Units) PF Grade Option**
In these two clinical courses, students begin to transition from observing patients to treating them under the direct supervision of a clinical supervisor, who is physically present to observe all patient interactions. Students are responsible for greeting the patient, explaining their role, taking a history, and formulating a diagnosis. They also propose to the supervisor a combination of acupuncture points, a specific herbal formula, and other adjunctive therapies that might be useful. After the clinical supervisor reviews the diagnosis and approves the treatment strategy, the student clinician treats the patient under direct supervision. Prerequisites: ACM 5323, ACM 5424, ACM 5425, ACM 5452.

**ACM 6152 Clinic Trainee I (2.00 Units) PF Grade Option**
In these two clinical courses, students begin to transition from observing patients to treating them under the direct supervision of a clinical supervisor, who is physically present to observe all patient interactions. Students are responsible for greeting the patient, explaining their role, taking a history, and formulating a diagnosis. They also propose to the supervisor a combination of acupuncture points, a specific herbal formula, and other adjunctive therapies that might be useful. After the clinical supervisor reviews the diagnosis and approves the treatment strategy, the student clinician treats the patient under direct supervision. Prerequisites: ACM 5323, ACM 5424, ACM 5425, ACM 5452.

**ACM 6223 Acupuncture Treatment for Disease (3.00 Units) LG Grade Option**
This course presents the use of the integrated approach of acupuncture therapy to treat diseases and conditions commonly encountered in the clinic setting. Disorders are described in terms of both Chinese medical and biomedical assessment, including disorders of cardiovascular, neurological, pulmonary, gastrointestinal, genitourinary, endocrine, and EENT systems. Treatment principles and point prescriptions are developed based on an understanding of the Chinese medical assessment. Advanced treatment skills are developed, and adjunctive therapies to acupuncture are described. Hands-on practical sections will be
included. The student has an opportunity to develop and implement a treatment plan for specific conditions. Prerequisites: ACM 5424, ACM 5432.

**ACM 6232 TCM Formulary II (3.00 Units) LG Grade Option**
This course introduces the following formula categories: formulas that warm interior cold, formulas that tonify, formulas that calm the spirit, formulas that stabilize and bind, and formulas that regulate the qi. Formulas are reviewed in the context of the component herbs, therapeutic function, indications, treatment principles, and information on the classical organization of ingredients. Also covered are the applications of herbal formulas to specific diseases and how to modify formulas based on patient condition and disease course. Prerequisite: ACM 6131.

**ACM 6235 TCM Internal Medicine I (3.00 Units) LG Grade Option**
This course focuses on differential diagnosis and treatment strategies to treat specific disorders. An emphasis is placed on the analysis of case studies using Chinese medical theory in order to select the best acupuncture treatment and herbal formulas. In this course the general methods of Chinese medical treatment are reviewed, as well as the management of headache (tou tong), dizziness (tou yun), tinnitus and deafness (er ming er long), bi syndrome (bi zheng), low back pain (yao tong) and other pain conditions, stiff neck (luo zhen), facial paralysis (mian tan), wei syndrome (wei zheng), insomnia (shi mian), palpitations (xin ji), running piglet qi (ben tun qi), depression (yu zheng), wind-stroke (zhong feng), hypochondriac pain (xie tong), jaundice (huang dan), fainting (jue zheng), edema (shui zhong), drum distension (gu zhang), and sweat disorder (han bing). Prerequisite: ACM 6131.

**ACM 6241 Pathology and Pathophysiology (3.00 Units) LG Grade Option**
This course covers the pathology and pathophysiology correlations of human disease. Concepts include general pathology and epidemiology, including cellular pathology, inflammation, immunopathology, neoplasia, genetic and developmental disorders, and fluid and hemodynamic disorders. Next, the structural and functional changes during diseases of each organ system are covered. The course emphasizes nervous, musculoskeletal, cardiovascular, respiratory, hematopoietic, lymphoid, digestive, endocrine, and genitourinary systems. Prerequisites: ACM 5242, ACM 6141.

**ACM 6245 Business Practices and Marketing (2.00 Units) LG Grade Option**
This course prepares the student for the business aspects of running an acupuncture practice. The emphasis of this course is on the development of the building blocks of a strong business plan. At the same time, legal and ethical considerations to practicing in the health-care model are considered. Finally, the financial obligations of owning a business are examined. Prerequisite: MSTCM or DACM student.

**ACM 6253 Clinic Trainee II (2.00 Units) PF Grade Option**
In these two clinical courses, student clinicians develop a higher level of autonomy by assuming more responsibility for the clinical process. Under direct supervision of the clinical supervisor, students conduct the clinical intake, diagnosis, charting, and treatment of patients. Trainee II student clinicians are expected to demonstrate a higher level of competency as they begin to independently develop an assessment and treatment plan. Prerequisite: ACM 6152.

**ACM 6321 Meridians and Points Review (2.00 Units) LG Grade Option**
This course reviews the location of acupuncture points of the 14 channels (12 primary channels, du and ren channels), and common extra points by region. A review of anatomical landmarks, standards for proportional measurement, and practical location skills of acupuncture points by channels and by body regions will be covered. Prerequisite: ACM 5424.

**ACM 6333 TCM Formulary III (3.00 Units) LG Grade Option**
This course introduces the following formula categories: formulas that regulate the blood, formulas that expel wind, formulas that treat dryness, formulas that expel dampness, formulas that treat phlegm, formulas that reduce food stagnation, and formulas that expel parasites. Formulas are reviewed in the context of the component herbs, therapeutic function, indications, treatment principles, and information on the classical organization of ingredients. Also covered are the applications of herbal formulas to specific diseases and how to modify formulas based on patient condition and disease course. Prerequisite: ACM 6131.

**ACM 6335 Herbal Comparison and Syndrome-Based Herbal Study (3.00 Units) LG Grade Option**
This course describes Chinese herbs in the context of comparative functions and herb combining. Groups of related herbs are discussed comparatively, relating function and nature in the context of indications and expected clinical outcomes. The characteristics of common pairings of herbs (dui yao) are also discussed. This course enhances the student’s knowledge of materia medica and herbal formulay in the context of zang fu organ pattern differentiation. Prerequisite: ACM 5432.

**ACM 6336 TCM Internal Medicine II (3.00 Units) LG Grade Option**
This course focuses on differential diagnosis and treatment strategies to treat specific disorders. An emphasis is placed on the analysis of case studies using Chinese medical theory in order to select the best acupuncture treatment and herbal formulas. In
this course the following conditions are covered: wasting and thirsting syndrome (xiao ke), convulsive disorder (jing zheng), urine retention (long bi), lung consumptive disorder (fei lao), chest pain (xiong bi), painful urination (lin zheng), phlegm-fluid retention (tan yin), sudden turmoil disorder (huo luan), bleeding disorders (xue zheng), fever (fa re), common cold (gan mao), wind febrile disorder (feng wen), damp febrile disorder (shi wen), dry febrile disorder (qiu zao), cough (ke sou), asthma (xiao zheng), dyspnea (chuan zheng), lung abscess (fei yong), hiccup (e ni), vomiting (ou tu), and difficulty swallowing (ye ge). Prerequisite: ACM 6235.

ACM 6342 Physical Assessment (2.00 Units) LG Grade Option
This course provides experience in medical history taking, proper written documentation, and physical examination. The class content will focus on general physical screening and assessment to guide treatment and to determine appropriate referrals to other health-care providers when indicated. Prerequisites: ACM 5242, ACM 6141.

ACM 6346 Patient Management and Ethics (2.00 Units) LG Grade Option
This course introduces concepts in the area of patient-centered interactions and provides students with a range of communication skills important in working with patients. Ethical issues that may arise in the practice of acupuncture are described, as well as how to address them effectively. This course is designed to help student practitioners create and maintain relationships with patients in order to maximize the efficacy and healing potential of TCM modalities. Prerequisite: ACM 5351.

ACM 6354 Clinic Trainee II (2.00 Units) PF Grade Option
In these two clinical courses, student clinicians develop a higher level of autonomy by assuming more responsibility for the clinical process. Under direct supervision of the clinical supervisor, students conduct the clinical intake, diagnosis, charting, and treatment of patients. Trainee II student clinicians are expected to demonstrate a higher level of competency as they begin to independently develop an assessment and treatment plan. Prerequisite: ACM 6152.

ACM 6412 TCM Nutrition (2.00 Units) LG Grade Option
This course presents general concepts for the use of nutrition as a treatment modality in Chinese medicine. The assessment of symptoms and signs for various patterns are reviewed, and nutritional approaches to treatment are presented, including herbal stews and soups. Chinese medicinal nutrition is based on Chinese medical theory. The use of foods and natural nutritional products are employed to maintain health, both prevent and treat disease, foster rehabilitation, and slow the aging process. Prerequisite: ACM 5432.

ACM 6421 Auricular Acupuncture (2.00 Units) LG Grade Option
This course focuses on auricular acupuncture theory, point location, and techniques. Students learn the physical structures of the pinna (external ear or auricle), locate auricular acupuncture points on the auricular surfaces, and learn the therapeutic and diagnostic applications of those auricular acupuncture points. Students learn how to assess patients and apply auricular acupuncture to specific disorders, both as an independent modality and in combination with channel-based acupuncture treatments. Both Chinese and Nogier auricular systems are covered. Prerequisites: ACM 5323, ACM 5412.

ACM 6434 Patent Medicine (2.00 Units) LG Grade Option
This course reviews traditional Chinese herbal formulas prepared as “patent medicines.” The recognition of symptom/sign complexes in diseases common to clinical practice, and the therapeutic function and organization of each patent formula, are discussed. A number of patent medicines are surveyed, including pills, syrups, salves, balms, plasters, powders, and medicinal wines. Prerequisite: ACM 5432.

ACM 6437 TCM Internal Medicine III (3.00 Units) LG Grade Option
This course focuses on differential diagnosis and treatment strategies to treat specific disorders. An emphasis is placed on the analysis of case studies using Chinese medical theory in order to select the best acupuncture treatment and herbal formulas. In this course the following conditions are covered: stomach pain (wei tong), abdominal pain (fu tong), constipation (bian mi), diarrhea (xie xie), dysentery (li ji), intestinal abscess (chang yong), loss of consciousness (shen hun), mental/emotional disorders (dian kuaing), memory loss (jian wang), seizure disorders (xian zheng), enuresis (yi niao), disorders of ejaculation (yi jing, zao xie), erectile dysfunction (yang wei), infertility (bu yu), masses (ji ju), goiter (yi jing), phlegm disorder (tan bing), blood stasis (xue yu bing), and consumptive disease (xu lao). Prerequisite: ACM 6235.

ACM 6441 Western Clinical Medicine I (3.00 Units) LG Grade Option
This course introduces the basic concepts of biomedical practice, including history taking, physical exam and diagnostic testing, treatment methods, and treatment contraindications and complications. The Western clinical perspective on cardiovascular diseases; pulmonary diseases; microbiology and infectious diseases; oncology; disorders of the ears, nose, and throat; as well as gastrointestinal disorders and hepatobiliary disorders are discussed. Prerequisite: ACM 6241.
ACM 6443 Advanced Physical Assessment (2.00 Units) LG Grade Option
This course provides experience in musculoskeletal, orthopedic, and neurologic physical examination. Procedures for ordering diagnostic imaging, radiological, and laboratory tests, and their clinical application, will also be introduced. The course contents will focus on clinical differential assessment in order to guide treatment and to determine appropriate referrals to other health-care providers when indicated. Prerequisite: ACM 6342.

ACM 6455 Clinic Trainee III (2.00 Units) PF Grade Option
Student clinicians continue to develop and refine the skills practiced in the Trainee I and II levels, and assume additional responsibilities at the discretion of the attending clinical supervisor. The clinical supervisor continues to be physically present in the treatment room during diagnosis and treatment of patients, approves the entire treatment, and provides guidance as needed. This phase of clinical studies is the preparation for the intern phase, when students function with greater autonomy in caring for patients. Prerequisite: ACM 6152.

ACM 6522 Acupuncture for Musculoskeletal and Sports Injuries (3.00 Units) LG Grade Option
This course is an introduction to the evaluation and treatment of musculoskeletal and sports injuries. Students will learn how to assess, evaluate, and treat musculoskeletal injuries based on channel theory and acupuncture principles. The course will cover specific needling techniques, point combinations, channel palpation, basic orthopedic assessment, and herbal formulas. Prerequisites: ACM 6223, ACM 6443.

ACM 6532 TCM Classics: Wen Bing (2.00 Units) LG Grade Option
This course covers the most important concepts of the Wen Bing School of Chinese medicine and conveys how these can be used in understanding and treating disease. Topics discussed in this course include the historical development of the Wen Bing Xue, a description of the etiology, onset, and pathogenesis of disease according to wen bing, and diagnostic and treatment methods. The four stages (wei, qi, ying, xue) are differentiated. Seven types of warm pathogen disease are discussed, including wind-warmth (feng wen), spring-warmth (chuan wen), autumn-dryness (qiu zao), warm-toxin (wen du), summer-heat-warmth (shu wen), damp-warmth (shi wen), and lurking summer-heat (fu shu). Prerequisite: ACM 6333.

ACM 6542 Western Clinical Medicine II (3.00 Units) LG Grade Option
This course introduces the basic concepts of biomedical practice, including history taking, physical exam and diagnostic testing, treatment methods, and treatment contraindications and complications. The Western clinical perspective on hematological disorders, endocrine disorders, neurological disorders, psychiatric disorders, musculoskeletal disorders, disorders due to physical agents, hospice care, dermatological disorders, urinary and renal disorders, disorders of the urogenital system, and sexually transmitted diseases are discussed. Prerequisite: ACM 6241.

ACM 6543 Diet and Nutrition (2.00 Units) LG Grade Option
This course reviews the basic concepts of biomedical nutrition, including the building blocks of nutrition and the roles of various food groups in nutrition. Special dietary needs and nutritional supplements are also covered. The role of diet in health and disease is emphasized. Prerequisite: ACM 6241.

ACM 6545 Practice Management (2.00 Units) LG Grade Option
This course provides students with the information they need to apply their acupuncture training skills in a businesslike manner in a variety of clinical settings. The emphasis is on a practical application of business and professional skills and information necessary to provide acupuncture health care. Prerequisite: MSTCM or DACM student.

ACM 6551 Clinic Intern I (2.00 Units) PF Grade Option
During these two clinical courses, students progress from working as a trainee to assuming individual responsibility for patients. The student intern greets the patient, explains his or her role, takes a history, and proposes to the clinical supervisor a prescription of acupuncture points, an herbal remedy, and/or other adjunct therapies such as cupping, moxabustion, or tuina. The student is also responsible for discussing the treatment plan with the patient, administering the complete treatment, and filling the herbal formula. Before the student initiates the treatment, the clinical supervisor examines the patient and reviews the diagnosis and treatment plan; he or she also observes the insertion of the acupuncture needles and other procedures as needed to ensure proper treatment. Prerequisites: ACM 6121, ACM 6455.

ACM 6552 Clinic Intern I (2.00 Units) PF Grade Option
During these two clinical courses, students progress from working as a trainee to assuming individual responsibility for patients. The student intern greets the patient, explains his or her role, takes a history, and proposes to the clinical supervisor a prescription of acupuncture points, an herbal remedy, and/or other adjunct therapies such as cupping, moxabustion, or tuina. The student is also responsible for discussing the treatment plan with the patient, administering the complete treatment, and filling the herbal formula. Before the student initiates the treatment, the clinical supervisor examines the patient and reviews the diagnosis and
treatment plan; he or she also observes the insertion of the acupuncture needles and other procedures as needed to ensure proper treatment. Prerequisites: ACM 6121, ACM 6455.

ACM 6621 Japanese Acupuncture Techniques (2.00 Units) LG Grade Option
This course provides a survey of the fundamental theories of Japanese acupuncture as well as exposing students to Japanese acupuncture assessment and treatment techniques. Students are introduced to Japanese practices, such as “keiraku chiriyo” (channel therapy), and the work of Yoshio Manaka, which incorporates abdominal diagnosis and the treatment of the extra channels. Prerequisite: ACM 5323.

ACM 6622 Eight Extraordinary Meridians (2.00 Units) LG Grade Option
This course reviews the pathways, channel points, crossing points, energetics, and associated symptom and sign complexes of the ren, du, chong, dai, yin wei, yang wei, yin qiao, and yang qiao channels. The functions and indications, and their therapeutics for each channel, are covered, as well as therapeutic options. Prerequisite: ACM 5425.

ACM 6623 Needle Lab (1.00 Unit) PF Grade Option
This lab course provides an opportunity for further needling practice under the close supervision of faculty. Ways to approach the needling of various anatomic structures are also reviewed and demonstrated. The students are encouraged to give each other feedback about each other’s needle techniques and to discuss various methods of improving their skills at making their needle recipients feel safe and comfortable. The reasons for different lengths and gauges of needles and practice with a variety of styles are also introduced. Prerequisite: ACM 5425.

ACM 7111 TCM Oncology (2.00 Units) LG Grade Option
This course presents the etiology and pathology of selected cancers from both Chinese medicine and Western medicine viewpoints. Students will be introduced to cancer-related Western medicine. Students will learn how to integrate a variety of Chinese medicine modalities (acupuncture, herbs, diet, and qigong) to support patients undergoing conventional cancer care. The ethics pertaining to treating cancer patients will be discussed. Utilizing case studies, students will become more confident and comfortable treating patients with cancer in the clinical setting. Prerequisites: ACM 6235, ACM 6241.

ACM 7112 Advanced Case Analysis and Clinical Research I (2.00 Units) LG Grade Option
This course is designed to help the students develop advanced skills in analyzing cases. The students are expected to access traditional and contemporary literature in acupuncture and Chinese medicine, as well as biomedical research, including research in epidemiology and treatment, in order to analyze cases they are seeing in the clinic. The students will be required to write high-quality case studies and to do a formal presentation to their classmates regarding findings and recommendations. Prerequisites: ACM 6336, ACM 6551.

ACM 7133 TCM Classics: Jin Gui Yao Lue (2.00 Units) LG Grade Option
This course covers the formulas presented in the Han Dynasty classic Jin Gui Yao Lue, known in English as the Synopsis of Prescriptions of the Golden Chamber. It is a Chinese medical treatise compiled by Zhang Zhongjing during the Eastern Han dynasty (25–220 ACE). Formulas are differentiated based on content, indications, and treatment principles. Prerequisite: ACM 6333.

ACM 7141 Drug and Herb Interactions (1.00 Unit) LG Grade Option
This course provides the introductory information to recognize the herb-drug interactions among commonly used herbs and drugs. The current understanding of how herbs and drugs interact is discussed in the context of clinical practice and the available information. Select herbs and drugs are reviewed with an eye to enhancing clinical safety. Contraindicated herb-drug combinations are discussed, as well as the evidence for this conclusion. Prerequisite: ACM 5432. Corequisite: ACM 7142.

ACM 7142 Pharmacology (2.00 Units) LG Grade Option
This course introduces the concepts of pharmaceutical treatment, including the mechanism and kinetics of drug action and an overview of major drug categories. Common medications are discussed, including their pharmaceutical names, actions, indications, side effects, and potential adverse reactions and interactions with herbs. Prerequisite: ACM 6241.

ACM 7143 Laboratory Diagnosis and Medical Imaging (2.00 Units) LG Grade Option
This course provides an introduction to the application, interpretation, and limitations of Western laboratory diagnostic studies and medical imaging. Laboratory findings are reviewed in the context of practice as a licensed acupuncturist. Prerequisites: ACM 5242, ACM 6141.

ACM 7145 Western Gynecology (2.00 Units) LG Grade Option
This course provides an overview of the biomedical perspective on gynecology and obstetrics, including diagnosis and treatment.
The course focuses on well-woman care, gynecological pathology, the menstrual cycle, menopause, sexually transmitted diseases, normal pregnancy, and pregnancy complications. Prerequisite: ACM 6241.

**ACM 7153 Clinic Intern II (2.00 Units) PF Grade Option**
These four clinical courses are designed to further increase the student intern’s level of autonomy and confidence as he or she moves to the next level and assumes a greater range of clinical responsibilities. Students continue to treat patients individually and administer the complete treatment process under the supervision of clinical supervisors, who observe and provide guidance as necessary. Prerequisites: ACM 6121, ACM 6455.

**ACM 7154 Clinic Intern II (2.00 Units) PF Grade Option**
These four clinical courses are designed to further increase the student intern’s level of autonomy and confidence as he or she moves to the next level and assumes a greater range of clinical responsibilities. Students continue to treat patients individually and administer the complete treatment process under the supervision of clinical supervisors, who observe and provide guidance as necessary. Prerequisites: ACM 6121, ACM 6455.

**ACM 7211 TCM Gynecology (3.00 Units) LG Grade Option**
This course covers the diagnosis and treatment of abnormal menstruation, pregnancy complications, sterility, fibroid tumors, and vaginal discharge, and presents case studies for discussion. Chinese medical gynecology is introduced. The menstrual cycle is described in order to optimize treatment based on differentiation of the phases of ovulation and menstruation. Disorders of the female reproductive system are described as well as Chinese medical treatment. Assessment and therapeutics are described in terms of qi, blood and body fluids, and extraordinary channels, as well as zang fu organ differentiation. Pathologies are differentiated in terms of etiology, pattern of disharmony, treatment principle, and acupuncture and herbal treatment. Prerequisites: ACM 6333, ACM 7145.

**ACM 7213 Clinical Case Review and Management (3.00 Units) LG Grade Option**
This course provides a structure for students to develop case reports and case presentations, as well as an opportunity to discuss clinical cases in groups. It introduces clinical case review and management in a clinical setting, including history taking, data collection from subjective findings and objective findings, case assessment, treatment plan and treatment outcomes, analyzing data to modify patient care and continuity of care, follow-up care and clinical outcomes, prognosis and future medical care, referral and risk management, and emergency procedures, as well as collaboration with other health-care providers. Case analysis and presentation skills are emphasized. Prerequisites: ACM 6235, ACM 6551.

**ACM 7211 TCM Classics: Shang Han Lun (2.00 Units) LG Grade Option**
This course presents the differentiation and treatment of disease based on the patterns (taiyang, yangming, shaoyang, shaoyin, taiyin, and jueyin) presented in the Chinese medicine classic *Shang Han Lun*, known in English as the *Treatise on Cold Damage Disorders* or the *Treatise on Cold Injury*. This is a Chinese medical treatise compiled by Zhang Zhongjing during the Eastern Han dynasty (25–220 ACE). Prerequisite: ACM 6333.

**ACM 7243 Research Methods (2.00 Units) LG Grade Option**
This course introduces the fundamental principles of research and evidence-based medicine, with emphasis on clinical trials. Students will review a variety of published research studies in the acupuncture and traditional medicine field, and will compare their strengths and limitations. This course provides a foundation in research methodology to enable students to read and critique the medical literature. It provides foundations for asking research questions and designing studies to answer those questions. Prerequisite: ACM 6241.

**ACM 7255 Clinic Intern II (2.00 Units) PF Grade Option**
These four clinical courses are designed to further increase the student intern’s level of autonomy and confidence as he or she moves to the next level and assumes a greater range of clinical responsibilities. Students continue to treat patients individually and administer the complete treatment process under the supervision of clinical supervisors, who observe and provide guidance as necessary. Prerequisites: ACM 6121, ACM 6455.

**ACM 7256 Clinic Intern II (2.00 Units) PF Grade Option**
These four clinical courses are designed to further increase the student intern’s level of autonomy and confidence as he or she moves to the next level and assumes a greater range of clinical responsibilities. Students continue to treat patients individually and administer the complete treatment process under the supervision of clinical supervisors, who observe and provide guidance as necessary. Prerequisites: ACM 6121, ACM 6455.

**ACM 7313 Advanced Case Analysis and Clinical Research II (2.00 Units) LG Grade Option**
This course is designed to help the students develop advanced skills in analyzing cases. The students are expected to access traditional and contemporary literature in acupuncture and Chinese medicine, as well as biomedical research, including research
in epidemiology and treatment, in order to analyze cases they are seeing in the clinic. The students will be required to write high-quality case studies and to do a formal presentation to their classmates regarding findings and recommendations. Prerequisites: ACM 6336, ACM 6551.

**ACM 7318 AOM Comprehensive Review (2.00 Units) PF Grade Option**
This course provides a comprehensive review of the acupuncture and Chinese medicine program, including the fundamental theory of Chinese medicine, diagnosis, internal medicine, acupuncture theory including point location and the indication of points, acupuncture techniques, Chinese materia medica, and herbal formulas. This course includes case studies and self-tests that reinforce and refresh the understanding and memory of essentials of the program. Prerequisites: ACM 6437, ACM 6542, ACM 7211.

**ACM 7342 Systems-Based and Integrative Medicine (2.00 Units) LG Grade Option**
This course covers the management of health-care systems; diversity issues; population-based assessment and care; differences between health-care domains such as acupuncture and Chinese medicine, biomedicine, naturopathy, and indigenous medical systems; and participating on interdisciplinary teams. Prerequisite: ACM 6542.

**ACM 7345 Public Health (2.00 Units) LG Grade Option**
This course explores the cultural and environmental issues that contribute to health and illness in our society. Topics include the economics of our health-care system, epidemiology, how the socioeconomics of individuals influence health care, world health, and disease prevention. This class explores the ways in which TCM practitioners interface with, and are affected by, the public-health system in the United States. The class also focuses on the specific issue of chemical dependency. Prerequisite: ACM 6241.

**ACM 7357 Clinic Intern III (2.00 Units) PF Grade Option**
These two clinical courses are designed to further increase the student intern’s level of autonomy and confidence as he or she moves to the next level and assumes a greater range of clinical responsibilities. Students continue to treat patients individually and administer the complete treatment process under the supervision of clinical supervisors, who observe and provide guidance as necessary. Prerequisite: ACM 7256.

**ACM 7358 Clinic Intern III (2.00 Units) PF Grade Option**
These two clinical courses are designed to further increase the student intern’s level of autonomy and confidence as he or she moves to the next level and assumes a greater range of clinical responsibilities. Students continue to treat patients individually and administer the complete treatment process under the supervision of clinical supervisors, who observe and provide guidance as necessary. Prerequisite: ACM 7256.

**ACM 7359 Clinic Intern IV (2.00 Units) PF Grade Option**
Clinic Intern IV is a doctoral clinical shift that provides advanced training to student clinicians in the DACM program. This shift helps students develop skills in accessing Chinese medical scholarship as well as biomedical research in order to develop or modify a care plan. Issues of systems-based medicine, integration of care, and cultural determinants of care are also explored. Prerequisite: ACM 7256. Corequisite: ACM 7357.

**ACM 7511 TCM Classics: Nei Jing Su Wen (2.00 Units) LG Grade Option**
This course examines the history, development, and role of the Huang Di Nei Jing Su Wen (Yellow Emperor’s Inner Classic-Simple Questions) as a classic text of Chinese medicine. The organization of the text and the articulation of basic theories of Chinese medicine are examined from the context of a classical Han Dynasty text. Students will consider the Su Wen from the perspective of modern practitioners and examine how the ideas in the Su Wen illuminate contemporary Chinese medicine. Prerequisite: ACM 5412.

**ACM 7512 TCM Dermatology (2.00 Units) LG Grade Option**
This course introduces the treatment of common skin disorders according to both Chinese medicine and Western disease categorizations. The etiology, pathogenesis, syndrome differentiation, and acupuncture and herbal treatments are covered. Dermatological conditions are covered with respect to syndrome differentiation and treatment principles. Prerequisite: ACM 6235.

**ACM 7513 TCM Pediatrics (2.00 Units) LG Grade Option**
This course provides an introduction to the theories, principles, and practices of Chinese medical pediatrics, primarily from a five phase perspective, including child development, assessment, and the treatment/management of common childhood disorders with acupuncture, herbal medicine, and nutritional and dietary therapies. Prerequisite: ACM 6235.

**ACM 7523 Acupuncture Study Elective (2.00 Units) LG Grade Option**
This course consists of the elective study of acupuncture theory, technique and clinical application of acupuncture, as well as
advanced acupuncture studies. Students may register for Acupuncture Study Elective with approval of the Academic Dean. Prerequisite: Approval of the Academic Dean.

ACM 7532 TCM Classics: Shang Han Lun Practicum (2.00 Units) LG Grade Option
This course deepens student understanding of the Shang Han Lun through observation of cases in a clinic theater structure, with discussion of pattern differentiation, treatment principles, and the application of formulas based on the Shang Han Lun. While this is an observational experience, students are expected to come prepared to discuss in depth level assessment and treatment based on the observation of clinical cases. Prerequisite: ACM 7231.

ACM 7535 TCM Classics: Pi Wei Lun (2.00 Units) LG Grade Option
Pi wei doctrine is part of the Jin Yuan Four Schools in Chinese medical history. Li Dong-yuan (1180–1251 ACE) was the founder of the tonifying the earth school (bu tu pai). The course will introduce the basic theories of pi wei doctrine, Li Dongyuan’s theories and treatments for internal damage (nei shang), spleen and stomach problems, and the concept of yin fire. The course also will discuss the clinical applications using the middle jiao theories. Prerequisite: ACM 6333.

ACM 7536 Chinese Herbal Medicine Study (2.00 Units) LG Grade Option
This course consists of the elective study of Chinese herbal medicine, including materia medica, formulas, and Chinese internal medicine, as well as advanced herbal studies. Students may register for Chinese Herbal Medicine Study Elective with approval of the Academic Dean. Prerequisite: Approval of the Academic Dean.

ACM 7541 Biomedical Study Elective (2.00 Units) PF Grade Option
This course consists of the study of subjects in biomedicine, including anatomy, physiology, pathology and pathophysiology, and Western clinical medicine, as well as advanced biomedical studies. Students may register for Biomedical Study Elective with approval of the Academic Dean. Prerequisite: Approval of the Academic Dean.

ACM 7542 Case Studies in Western Gynecology (2.00 Units) LG Grade Option
This course provides an opportunity for students to discuss gynecologic case studies from ACTCM clinic patients in detail. Students will write a complete history after reviewing the selected patient chart and present the case in class. The history, pathophysiology, and management will be discussed at length. Students will also be given practice case studies compiled by the instructor. Prerequisite: ACM 7145.

ACM 7900 Board Exam Strategies and Practice (0 Units) PF Grade Option
This course will assist students in preparing for the California Acupuncture Licensing Exam (CALE). Students will learn how to create a manageable study plan, approach multiple-choice questions, and study the various subjects successfully. Students will break down key symptoms (tongue, pulse, and 10 questions) to get to the correct diagnosis quickly, compare herbs and formulas in a focused manner, and practice utilizing case studies to answer questions. Prerequisite: MSTCM or DACM student.

ACMT 6532 TCM Classics: Wen Bing (2.00 Units) PF Grade Option
This course covers the most important concepts of the Wen Bing School of Chinese medicine, and conveys how these can be used in understanding and treating disease. Topics discussed in this course include the historical development of the Wen Bing Xue; a description of the etiology, onset, and pathogenesis of disease according to wen bing; and diagnostic and treatment methods. The four stages (wei, qi, ying, xue) are differentiated. Seven types of warm pathogen disease are discussed, including wind-warmth (feng wen), spring-warmth (chuan wen), autumn-dryness (qiu zao), warm-toxin (wen du), summer-heat-warmth (shu wen), damp-warmth (shi wen), and lurking summer-heat (fu shu). Prerequisite: MSTCM or DACM student.

ACMT 7142 Literature Research (2.00 Units) PF Grade Option
This course introduces techniques for assessing research literature, as well as teaching the basic concepts of research methodology. The course provides students with basic skills for accessing research literature, including Boolean research tools and citation database. Students will conduct literature searches and develop bibliographies related to research topics. Prerequisite: DACMT student.

ACMT 7512 TCM Dermatology (2.00 Units) PF Grade Option
This course introduces the treatment of common skin disorders according to both Chinese medicine and Western disease categorizations. The etiology, pathogenesis, syndrome differentiation, and acupuncture and herbal treatments are covered. Dermatological conditions are covered with respect to syndrome differentiation and treatment principles. Prerequisite: DACMT student.

ACMT 7535 TCM Classics: Pi Wei Lun (2.00 Units) PF Grade Option
Pi wei doctrine is part of the Jin Yuan Four Schools in Chinese medical history. Li Dong-yuan (1180–1251 ACE) was the founder of the tonifying the earth school (bu tu pai). The course will introduce the basic theories of pi wei doctrine, Li Dong-
The female reproductive system by promoting the functions and the relationships of the internal organs, extraordinary gynecologic problems from both a Chinese medicine and biomedical perspectives. This course provides a working knowledge of the differential diagnosis, evaluation and treatment principles. Prerequisite: DACMT student.

ACMT 7632 Herbal Comparison and Symptom-Based Herbal Study (3.00 Units) PF Grade Option
This course describes Chinese herbs in the context of comparative functions and herb combining. Groups of related herbs are discussed, relating function and nature in the context of indications and expected clinical outcomes. The characteristics of common pairs of herbs (dui yao) are also examined. This course enhances the student’s knowledge of the Chinese materia medica and herbal formulas in the context of zang fu organ pattern differentiation. Prerequisite: DACMT student.

ACMT 7633 TCM Classics: Jin Gui Yao Lue (2.00 Units) PF Grade Option
This course covers the formulas presented in the Han Dynasty classic Jin Gui Yao Lue. Known in English as the Synopsis of Prescriptions of the Golden Chamber, the text was compiled by Zhang Zhongjing during the Eastern Han dynasty (20–220 CE). Formulas are differentiated based on content, indications, and treatment principles. Prerequisite: DACMT student.

ACMT 7637 TCM Orthopedics and Rheumatology (2.00 Units) PF Grade Option
This course is an introduction to the evaluation and treatment of musculoskeletal injuries and rheumatologic conditions. Students will learn how to assess, evaluate, and treat musculoskeletal injuries and rheumatologic conditions based on channel theory and acupuncture principles. The course will cover specific needling techniques, point combinations, channel palpation, basic orthopedic assessment, and herbal formulas. Prerequisite: DACMT student.

ACMT 8133 TCM Oncology (2.00 Units) PF Grade Option
This course presents the etiology and pathology of selected cancers from both Chinese medicine and biomedical perspectives. Students will be introduced to the principles of biomedical oncology and Chinese medical modalities (acupuncture, herbs, diet, and qi gong) to support patients undergoing conventional cancer care. The ethics pertaining to treating cancer patients will be discussed. Utilizing case studies, students will become more confident treating patients with cancer in the clinical setting. Prerequisite: DACMT student.

ACMT 8222 Laboratory Diagnosis and Medical Imaging (2.00 Units) PF Grade Option
This course provides an introduction to the interpretation and limitations of biomedical laboratory diagnostic studies and medical imaging. Laboratory findings are reviewed in the context of practice as a licensed acupuncturist. Prerequisite: DACMT student.

ACMT 8235 Systems-Based and Integrative Medicine (2.00 Units) PF Grade Option
This course covers the management of health-care systems; diversity issues; population-based assessment and care; and differentiating health-care systems such as acupuncture and Chinese medicine biomedicine, naturopathy, and indigenous medical systems. Students learn about participation in interdisciplinary teams. Prerequisite: DACMT student.

ACMT 8312 Advanced Case Analysis and Clinical Research I (2.00 Units) PF Grade Option
This course is designed to help the students develop advanced skills in analyzing cases. The students are expected to access traditional and contemporary literature in acupuncture and Chinese medicine, as well as biomedical research, including research on epidemiology and treatment, in order to analyze cases they are seeing in the clinic. The student will be required to write high-quality case studies and to do a formal presentation to their classmates regarding findings and recommendations. Prerequisite: DACMT student.

ACMT 8313 Advanced Case Analysis and Clinical Research II (2.00 Units) PF Grade Option
This course is designed to help the students develop advanced skills in analyzing cases. The students are expected to access traditional and contemporary literature in acupuncture and Chinese medicine, as well as biomedical research, including research on epidemiology and treatment, in order to analyze cases they are seeing in the clinic. The students will be required to write high-quality case studies and to do a formal presentation to their classmates regarding findings and recommendations. Prerequisite: DACMT student.

ACMT 8352 Clinical Case Analysis Final Project (2.00 Units) PF Grade Option
The clinical case analysis project must demonstrate critical thinking and a synthesis of the skill and knowledge learned in the program. The course provides support for clinical case selection, review and critical appraisal of relevant literature, and case analysis writing. The clinical case analysis paper will be of a quality to meet academic form and style standards suitable for peer-reviewed professional publications. Prerequisite: DACMT student.

AOM 8111 TCM Gynecology Foundations (0.75 Units) PF Grade Option
This course provides a working knowledge of the differential diagnosis, evaluation, and treatment of the most common gynecologic problems from both a Chinese medicine and a Western perspective. This course focuses on treating diseases related to the female reproductive system by promoting the functions and the relationships of the internal organs, extraordinary...
meridians, qi, blood, and body fluids. The course covers detailed information on reproductive anatomy, endocrinology, and pathophysiology. Prerequisite: DAOM student.

AOM 8113 Menstrual Health (0.75 Units) PF Grade Option
This course covers premenstrual syndrome, dysmenorrhea, amenorrhea, and dysfunctional uterine bleeding. Emphasis is placed on etiology, pathology, differentiation, and treatment, including treatment modifications according to pattern differentiation. Prerequisite: DAOM student.

AOM 8122 Pain Theories and Meridian Therapy (0.75 Units) PF Grade Option
In this course, pain physiology and pain theories are introduced, as well as the pain correlation of tissue injuries. Advanced meridian therapy, acupuncture techniques, Chinese herbology, scalp acupuncture, and other microsystem needle techniques for pain management are emphasized. Prerequisite: DAOM student.

AOM 8131 Case Study Development and Literature Research (1.00 Unit) PF Grade Option
In this course, students learn how to write case studies based on patients treated in their own practice. The emphasis of the course is to develop case-study writing skills. The course introduces the techniques for accessing research literature, as well as the basic concepts of research methodology. The course prepares students to use online research, Boolean research, and other search tools. Prerequisite: DAOM student.

AOM 8132 Environmental Medicine (0.75 Unit) PF Grade Option
In this course, students are introduced to environmental medicine. The concept of body burden is discussed along with an overview of the major classes of environmental toxins, exposure routes, and common symptoms associated with exposure. The class discusses the role of acupuncture and Chinese medicine in treating those whose health is compromised by environmental toxicity. Prerequisite: DAOM student.

AOM 8213 Endometriosis (0.75 Unit) PF Grade Option
In this course, students learn theory and clinical applications for the treatment of uterine myoma and endometriosis. Emphasis is placed on the etiology, pathology, syndrome diagnosis, herbal and acupuncture treatment, and discussion of dietary impact and lifestyle choices. Prerequisite: DAOM student.

AOM 8223 Scalp Acupuncture Therapy (0.75 Unit) PF Grade Option
In this course, students are introduced to advanced scalp acupuncture therapy, including scalp line location, indication for treatment, and needling technique. Treatment strategies for neurological and neuromuscular disorders, such as paralysis and cerebral palsy, are reviewed. Prerequisite: DAOM student.

AOM 8224 Ortho-Neuro Examination and Imaging Studies (0.75 Unit) PF Grade Option
In this course, students review musculoskeletal and neurological assessment. The class emphasizes a hand-on regional approach to orthopedic and neurological examination of the spine and the extremities. This course also covers the application and interpretation of medical imaging studies related to pain management, such as x-ray, CT scan, and MRI. Prerequisite: DAOM student.

AOM 8241 Clinical Case Study I (1.00 Unit) PF Grade Option
In this course, students complete a minimum of two (2) case studies based on patients treated in their own practice. In the first year of the DAOM program, Case Study Rubric I guides the students in their report writing. Each submitted case study will be evaluated by the director of the DAOM program and/or DAOM faculty members for revision and improvement. The emphasis of this course is to develop expertise in case-study writing skills. Students will present case studies to the entire class to develop their researching and communication skills. Prerequisite: DAOM student.

AOM 8243 Clinical Observation (1.00 Unit) PF Grade Option
In preparation for working in an integrative setting, students observe with Western health-care practitioners, such as medical doctor, doctor of osteopathic, doctor of chiropractic, naturopathic doctor, nurse practitioner. Students are required to find observation sites in their area of specialization. These sites must be approved by the director of the DAOM program before the observation experience commences. The college provides a letter of introduction for the DAOM student in this endeavor. Prerequisite: DAOM student.

AOM 8314 Fertility Support (0.75 Unit) PF Grade Option
In this course, students examine female reproductive health and fertility. The Western and Chinese medicine pathology and physiology of infertility is discussed, along with the differentiation of syndromes and symptoms present in infertile couples. Several different etiologies for infertility are discussed, along with their corresponding Chinese medicine treatment protocols. In
vitro fertilization (IVF) and intrauterine insemination procedures are examined, and the Chinese medical protocols that will enhance outcomes are discussed. Prerequisite: DAOM student.

**AOM 8315 Ovarian Disorders (0.75 Unit) PF Grade Option**

In this course, students examine polycystic ovary syndrome (PCOS), premature ovarian failure, and ovarian cancer. The class focuses on the physiology, pathology, etiology, diagnosis, and treatment of those conditions. Particular attention is placed on accurate Chinese medical differentiation and the need to modify Chinese herbal formulas during treatment. The class includes clinical case discussion. Prerequisite: DAOM student.

**AOM 8325 Care of the Cervical Spine and Shoulder (0.75 Unit) PF Grade Option**

In this course, students learn advanced acupuncture techniques for the treatment of the cervical spine and shoulder injuries. The treatment of whiplash injury, cervical spondylosis, thoracic outlet syndrome, rotator cuff injury, subacromial bursitis, and frozen shoulder are reviewed. Prerequisite: DAOM student.

**AOM 8345 Clinical Case Studies II (0.75 Unit) PF Grade Option**

In this course, students complete a minimum of two (2) case studies based on patients treated in their own practice, using a more sophisticated design Case Study Rubric II so that the case studies will meet academic form and style standards suitable for publication in a peer-reviewed academic journal. Each submitted case study will be evaluated by the director of the DAOM program and/or DAOM faculty members for revision and improvement. The emphasis of this course is to develop expertise in case-study writing skills. Prerequisite: DAOM student.

**AOM 8352 Clinical Research Capstone Proposal (1.00 Unit) PF Grade Option**

This course provides a foundation in research methodology to enable students to read and critique medical literature. Students learn how to interpret research questions, understand the basic concept of study design, interpret statistical results, evaluate potential bias and confounding, and address ethical issues of research. Students learn how to organize and write the capstone proposal and basic principles of how to write the capstone projects. The class includes review and appraisal of relevant literature, design of the appropriate methodology, and plans for data analysis. Students will learn how to work with the capstone rubric. Prerequisite: DAOM student.

**AOM 8416 TCM Classical Works of Gynecology (0.75 Unit) PF Grade Option**

This course introduces the classical works of TCM gynecology, including *Fu Ren Da Quan Liang Fang* (*The Great Treatise of Useful Prescriptions for Gynecology*), by Chen Zi-ming, the first book in Chinese medical history that comprehensively covered women’s health issues; *Fu Ren Gui* (*Compass of Gynecology in Chinese Medicine*), by Zhang Jing-yue, the book in which many of the most commonly used TCM Gynecology prescriptions were first described; and *Fu Qing Zhu Nu Ke* (*Fu Qing-zhu’s Gynecology*), by Fu Qing-zhu, a frequently cited source of Chinese gynecology books since it was written. Prerequisite: DAOM student.

**AOM 8425 Care of the Lumbar Spine and Pelvis (0.75 Unit) PF Grade Option**

In this course, students learn advanced acupuncture techniques for the treatment of the lumbar spine and pelvic injuries. The treatment of acute low-back pain, chronic low-back pain, spinal stenosis, lumbar disc herniation, scoliosis, sacroiliac joint injury, and piriformis syndrome are reviewed. Prerequisite: DAOM student.

**AOM 8426 Master Tung’s Point Therapy (0.75 Unit) PF Grade Option**

In this course, students are introduced to Master Tung’s points as well as other micro acupuncture systems. Students review point location, functions, indications, and needling techniques for these specialized points. Advanced techniques include utilizing distant points for treatments and the use of fewer needles to achieve the best result. Students will receive supervised training on point location and needling techniques in the classroom setting. Prerequisite: DAOM student.

**AOM 8434 Immunology and Oncology (0.75 Unit) PF Grade Option**

In this course, students examine the role of acupuncture and Chinese medicine in the comprehensive care of oncology patients. Treatments based on Chinese medical theory, including pattern identification, diagnosis, acupuncture, and herbal therapy, are discussed, as well as methods of integrating treatments in conjunction with conventional medical treatment. Immunity is examined from a Chinese medical perspective. Prerequisite: DAOM student.

**AOM 8453 Capstone Research I (1.00 Unit) PF Grade Option**

Students begin initial work on their projects in the first year of study and continue throughout the program. The capstone projects must demonstrate critical thinking and a synthesis of the skills and knowledge learned during the DAOM program. The research paper will be of a quality to meet academic form and style standards suitable for peer-reviewed professional publications. Students may do their DAOM capstone project in one of the following areas: research design proposal, academic study of clinical casework, theoretical analyses, literature reviews, or interpretive translation research. Students will meet with the director of the
DAOM program and DAOM faculty members for in-depth discussions of the capstone projects. Each DAOM student will be assigned a mentor for his or her independent capstone project. Prerequisite: DAOM student.

**AOM 8531 Mental Health I (0.75 Unit) PF Grade Option**
In this course, students identify patients with complex traumatic disorders and understand clinical signs and symptoms of major psychological disorders for professional referral. Additional topics include patient-practitioner rapport, communication skills, and multicultural sensitivity. The interrelationships between mental, emotional, behavioral, and chemical dependency will be examined. Prerequisite: DAOM student.

**AOM 8532 Mental Health II (0.75 Unit) PF Grade Option**
In this class, students examine the relationship between health and chronic pain from both Western medicine and traditional Chinese medicine perspectives. TCM principles and treatments will be discussed. Shen patterns and Shen type differentiation will be emphasized. This course presents an expanded understanding and treatment of pain through integrative mind-body medicine. The focus of this class is developing treatment strategies for complicated pain presentations, creating integrated clinical treatment for pain. Prerequisite: DAOM student.

**AOM 8533 Mental Health III (0.75 Unit) PF Grade Option**
The integration of TCM theory and practice and Western mental health practice and techniques can create options for effectively helping patients create and maintain change and increased health and wellness. The impact of stress, trauma, and related mental and emotional disorders can impact a patient’s experience of pain, health, disease, and wellness. This course will provide the practitioner with tools that can be used to identify and deepen patient motivation for change. Prerequisite: DAOM student.

**AOM 8535 Advanced Herbs and Drug Interaction (0.75 Unit) PF Grade Option**
The practice of medicine is now at a crossroads; there are countless patients being treated simultaneously with both prescription medications and herbal formulas. Safety has become a major issue. Patients today are better informed than ever before, and they want to know how compatible herbs are with their prescription medication and what possible adverse interactions they should be aware of. This course is designed to provide information to ensure the safe and effective use of Chinese herbal medicine in contemporary practice settings. Prerequisite: DAOM student.

**AOM 9141 Clinical Internship and Case Analysis I (0.50 Unit) PF Grade Option**
In Clinical Internship and Case Analysis, the students focus on integrative medicine and address issues in health care and clinical case management from both a Western medicine and a Chinese medicine perspective. A strong emphasis is placed on prevention, patient education, and wellness. The class includes clinical grand rounds, specialty clinics, and clinic theaters. Clinical Internship and Case Analysis takes place under the supervision of clinical faculty. Prerequisite: DAOM student.

**AOM 9241 Clinical Internship and Case Analysis II (0.50 Unit) PF Grade Option**
In Clinical Internship and Case Analysis II, the focus is on gynecology and addresses issues in women’s health care and clinical case management from both a Western medicine and a Chinese medicine perspective. A strong emphasis is placed on treatment and management of endocrine disorders, reproductive and pregnancy health, chronic illness, issues related to aging, disease prevention, and patient education. The class includes clinical grand rounds, specialty clinics, and clinic theaters. Clinical Internship and Case Analysis takes place under the supervision of clinical faculty. Prerequisite: DAOM student.

**AOM 9341 Clinical Internship and Case Analysis III (0.50 Unit) PF Grade Option**
In Clinical Internship and Case Analysis III, students focus on advanced acupuncture and Chinese medicine techniques that bring together Traditional Chinese Medicine and Western medical knowledge to manage a wide range of disorders associated with physical injuries and pain that an acupuncture practitioner commonly encounters in medical practice. The class includes clinical grand rounds, specialty clinics, and clinic theaters. Clinical Internship and Case Analysis takes place under the supervision of clinical faculty. Prerequisite: DAOM student.

**AOM 9517 Gynecologic Inflammation and Infections (0.75 Unit) PF Grade Option**
In this course, students examine leucorrhea and pelvic inflammatory disease. The course focuses on the etiology, pathology, syndrome diagnosis, and treatment of these conditions. Particular attention is focused on how to maximize the therapeutic result by promoting female reproductive physiology. The cases written by students are discussed in the course. Prerequisite: DAOM student.

**AOM 9528 Care of the Extremities (0.75 Unit) PF Grade Option**
This course focuses on injuries to the arm, elbow, wrist, hip, and ankle, including tennis elbow, golfer’s elbow, carpal tunnel syndrome, tenosynovitis, osteoarthritis, patella-femoral joint dysfunction, meniscus injuries, shin splints, ankle sprain, Achilles tendonitis, and plantar fasciitis. Prerequisite: DAOM student.
AOM 9545 Clinical Externship I (2.00 Units) PF Grade Option
Several options are open to the students for completing the clinical externships: (1) externship at Zhejiang Chinese Medical University, Hangzhou, China, under the supervision of Chinese faculty; or (2) working with senior AOM practitioners (a minimum of fifteen [15] years of clinical experience) of their choice in the United States. If AOM practitioners are dual licensed as MD, DO, DC, ND, NP, the fifteen (15) years may be accumulative years of practice in the field of health care with five (5) years of clinical experience in AOM. A blend of Western medicine and AOM practice must demonstrate a level of expertise, skill, and knowledge, and provide an appropriate level of clinical education for the DAOM students to achieve expected program competencies. ACTCM must approve these practitioners or mentors. Externship opportunities are available in integrative medical settings that include Chinese medicine practitioners and Western medical providers. ACTCM must approve all externship sites. Prerequisite: DAOM student.

AOM 9551 Capstone Development and Research (1.00 Unit) PF Grade Option
This course is designed for students to learn skills in the evaluation and synthesize of research information, to communicate that information to other health-care practitioners, and to apply that information to enhance patient care and practice building. This course focuses on the beginning process of developing and the capstone thesis. The course includes research design, skills necessary to access the literature, current research in the field, and guidelines for critically reading and synthesizing research articles and reviews. Prerequisite: DAOM student.

AOM 9554 Capstone Research II (2.00 Units) PF Grade Option
This course is a continuation of the process of developing and writing the capstone thesis. The capstone project must demonstrate critical thinking and a synthesis of the skills and knowledge learned during the DAOM program. The research paper will be of a quality to meet academic form and style standards suitable for peer-reviewed professional publications. Students may do their DAOM capstone project in one of the following areas: research design proposal, academic study of clinical casework, theoretical analyses, literature reviews, or interpretive translation research. Students will meet with the director of the DAOM program and DAOM faculty members for in-depth discussion of the capstone project. Each DAOM student will be assigned a mentor for his or her independent capstone project. Prerequisite: DAOM student.

AOM 9618 Gynecologic Oncology (0.75 Unit) PF Grade Option
In this course, students will examine uterine tumors, cervical cancer, breast disorders, fibroadenoma of the breast, and hyperplasia of the mammary glands. The course focuses on etiology, pathology, differentiation, and herbal treatment plans. Prerequisite: DAOM student.

AOM 9619 Abnormalities of Pregnancy (0.75 Unit) PF Grade Option
In this class, pregnancy is reviewed from a Chinese medical perspective, including physiology and medical issues that may arise. Information is organized along the lines of the four primary aspects of Chinese medicine related to pregnancy and childbirth: Qi and Blood; the Uterus; the Zang Fu organs; and the Liver, Heart, and Spleen. Among the topics covered are miscarriages and preeclampsia. Treatment modification based on pattern differentiation is discussed. Prerequisite: DAOM student.

AOM 9629 Neurological Disorders (0.75 Unit) PF Grade Option
In this course, students review neurological disorders, with an emphasis on both Chinese and Western medical pathology, symptoms, diagnosis, treatment, and the progression of common brain and nerve disorders. These include cerebral vascular accidents and related disorders, cranial nerve disorders, headaches, and peripheral nerve disorders. The course also includes Chinese medical theories about the prevention of and rehabilitation methods for these disorders. Case study is used to examine commonly seen disorders. Prerequisite: DAOM student.

AOM 9636 System-Based and Integrative Medicine (0.75 Unit) PF Grade Option
In this course, students examine the roles and responsibilities of other health-care practitioners in patient care. The class covers the training, competencies, and scopes of practice of practitioners, such as MDs, DOs, DCs, NDs, qigong practitioners, and licensed massage practitioners. The basics of health systems are covered, including policies, organizations, financing, cost containment, and principles of effective management of health-care delivery. Discussion covers current models of delivery of health care within integrative settings that exist today, and both the successes and challenges that must be addressed to achieve the desired outcome of effectively collaborative clinics. Prerequisite: DAOM student.

AOM 9712 Menopausal Care (0.75 Unit) PF Grade Option
In this class, students examine the changes that women undergo in menopause, and the management of this transition using Chinese medicine. The class focuses on menopausal syndromes and osteoporosis in postmenopausal women. Students review physiology, pathology, etiology, diagnosis, and the treatment for these conditions. The impact of lifestyle and the role of wellness will be discussed. Treatment approaches include Chinese herbs, acupuncture, and diet. Care is discussed in the context of integrative medicine. Prerequisite: DAOM student.
AOM 9728 Complex Pain Disorders (0.75 Unit) PF Grade Option
This course includes lecture and advanced clinical training for TCM practitioners and biomedicine experts. It bridges the gap between TCM and biomedicine approaches to pain management and promotes cross referrals and interdisciplinary case management, including current research in both Chinese and Western clinical medicine. Course topics cover both the TCM and Western medicine perspective and treatment of the most relevant health conditions seen in a modern-day clinic. Prerequisite: DAOM student.

AOM 9730 Physical Therapy for Pain Management (0.75 Unit) PF Grade Option
In this course, students learn how to apply therapeutic exercises to increase strength, stability, endurance, and range of motion. Students learn physiotherapy techniques for pain management. The class focuses on stretching, strengthening, passive movements testing and end-feel assessment, exercise, resisted exercise training, and postural reeducation. Prerequisite: DAOM student.

AOM 9731 Western Herbs and Dietary Therapy (0.75 Unit) PF Grade Option
In this course, students are introduced to Western herbal medicine, pharmacognosy, the therapeutic constituents in herbs, and current research on herbal medicine. Important herbal formulas are reviewed. The class also examines nutritional supplements, vitamins, and minerals, and explores the current research on the relationship between diet, lifestyle, and disease. Dietary therapy to minimize and prevent inflammation is covered. Prerequisite: DAOM student.

AOM 9732 TCM Dermatology (0.75 Unit) PF Grade Option
In this class, students learn how to identify and treat common dermatological conditions according to Chinese medical theory, including psoriasis, tinea, eczema, atopic dermatitis, and contact dermatitis. Chinese medicine etiology and differentiation diagnosis are discussed. The Western medical management of these conditions is also reviewed. Internal and external Chinese herbal treatments are described. Prerequisite: DAOM student.

AOM 9813 Labor and Postpartum Care (0.75 Unit) PF Grade Option
In this class, childbirth and the postpartum period are examined from the perspectives of both Chinese medicine and Western medicine. This class focuses on treatment protocols as well as the role of Chinese medicine in labor and postpartum care. Prerequisite: DAOM student.

AOM 9847 Clinical Externship II (2.00 Units) PF Grade Option
This course includes lecture and advanced clinical training for TCM practitioners and biomedicine experts. It bridges the gap between TCM and biomedicine approaches to pain management and promotes cross referrals and interdisciplinary case management, including current research in both Chinese and Western clinical medicine. Course topics cover both the TCM and Western medicine perspective and treatment of the most relevant health conditions seen in a modern-day clinic. Prerequisite: DAOM student.

AOM 9856 Capstone Presentations I (0.50 Unit) PF Grade Option
In this class, the DAOM students engage in the clinical analysis of the capstone project presentations. The presentations are presented by each graduation cohort. Participation in this class prepares students to begin researching and planning for their capstone project. Prerequisite: DAOM student.

AOM 9857 Capstone Presentations II (0.50 Unit) PF Grade Option
In this course, the DAOM student is engaged in the research and writing of the capstone project with the assistance of a mentor, the director of the DAOM program, and DAOM faculty members. Each student presents their capstone project to the entire ACTCM community. Prerequisite: DAOM student.

AOM 9941 Clinical Externship Completion (0 Units) AU Grade Option
This is a “placeholder course” that bestows zero units or grades. It serves the following functions: If a student has completed all modules of the DAOM program coursework but has not completed the externship hours and makeup work, he or she may register for AOM 9941 Clinical Externship Completion. This will keep a student in active status. The fee is $450 per term. AOM 9941 Clinical Externship Completion does not qualify as half-time enrollment, so a student will not be eligible for financial aid or to defer financial aid loan payments during this time. Prerequisite: DAOM student.

AOM 9951 Capstone Completion (0 Units) AU Grade Option
This is a “placeholder course” that bestows zero units or grades. It serves the following functions: If a student has completed all
modules of the DAOM program coursework but has not completed the capstone project, he or she may register for AOM 995 Capstone Completion. This will keep a student in active status. The fee is $650 per term. A student may remain in this status until the four-year limit is reached. AOM 9951 Capstone Completion does not qualify as half-time enrollment, so a student will not be eligible for financial aid or to defer financial aid loan payments during this time. Prerequisite: DAOM student.
School of Professional Psychology and Health
The School of Professional Psychology and Health balances training in clinical and counseling psychology, health, and human sexuality with a concern for contemporary social, cultural, and spiritual issues. Programs of study encourage integration of new and alternative approaches to psychological health and well-being with scholarship, research, and practice. Academic studies in the School’s degree programs are complemented by elective coursework from the University’s rich palette of disciplines from the School of Consciousness and Transformation, including philosophy and religion, women’s spirituality, East-West psychology, integrative health studies, and anthropology. Many students train in one of the school’s six counseling centers, drawing upon the rich opportunities for clinical experience in the diverse San Francisco Bay Area.

Dean
Nicolle Zapien, PhD, MFT

The School of Professional Psychology and Health has the following programs and degrees:

Clinical Psychology
Doctor of Psychology (PsyD) in Clinical Psychology

Counseling Psychology
Master of Arts (MA) in Counseling Psychology with a concentration in Community Mental Health
Offered in evening-cohort format only.
Master of Arts (MA) in Counseling Psychology with a concentration in Drama Therapy
Master of Arts (MA) in Counseling Psychology with a concentration in Expressive Arts Therapy
Offered in residential and low-residence options.
Master of Arts (MA) in Counseling Psychology with a concentration in Integral Counseling Psychology
Offered in both noncohort and weekend-cohort formats.
Master of Arts (MA) in Counseling Psychology with a concentration in Somatic Psychology

Integrative Health Studies
Master of Arts (MA) in Integrative Health Studies

Human Sexuality
Doctor of Philosophy (PhD) in Human Sexuality
Clinical Psychology
Doctor of Psychology in Clinical Psychology (PsyD)

Department Chair
Lani Chow, PhD

Director of Clinical Training
Lani Chow, PhD

Core Faculty
Mera Atlis, PhD
Lani Chow, PhD
Frank Echenhofer, PhD
Andrew Harlem, PhD
Benjamin Tong, PhD
Tanya Wilkinson, PhD

Adjunct Faculty
Priya Bhogaonker, PsyD
Margaret Boucher, PsyD
Fernando Castrillon, PsyD
Katherine McGovern, Ph.D.
Mahima Muralidharan, PsyD
Michael Thompson, PhD
Noa Tidhar, PsyD
Peter Van Oot, PhD

About the Clinical Psychology Program
The PsyD program is designed to prepare students for practice-focused careers in clinical psychology. As we are a member of the National Council of Schools and Programs of Professional Psychology (NCSPP), our practitioner-scholar training model provides broad and general education in clinical psychology that, in addition, integrates depth-psychological, societal, ecological, and spiritual dimensions of human experience into the curriculum. Our approach to clinical psychology training is guided by a vision of clinical practice that emphasizes a holistic and relational approach to the human condition. We teach students the value of open inquiry into self and other. At the center of this inquiry is the whole person who exists in relationship with other persons, with communities, with cultural meaning systems, and with nature. We believe that psychological suffering often has to do with the fracturing of these crucial relationships. Consistent with the CIIS mission, we view the educational process itself as holistic and relational, and we aspire to “walk our talk” as a learning community—one that is creative and transformative on both personal and professional levels.

Full-time students who enter the program with regular standing (those who enter with a BA) typically take three to four years to complete coursework. This is followed by the internship, which takes one year if it is a full-time internship (about 40 hours a week), two years if it is a part-time internship (about 20 hours a week). The dissertation also follows coursework, and while it is possible to complete the dissertation in one year, students typically take two years to complete and write up their research. Realistically, a full-time student admitted with regular standing can expect to complete the degree in five to seven years, depending on their choice of internship and the nature of their dissertation project. Advanced-standing students (those who enter with a master’s degree in psychology or the equivalent) have the option of completing the program in four years, with three years of reduced-load coursework and concurrent dissertation work, followed by one year of internship. The majority of advanced-standing students take four and a half to five years to complete the degree. The PsyD program is an associate member of the National Council of Schools and Programs of Professional Psychology (NCSPP). Graduates of the PsyD program at CIIS are eligible for licensure as psychologists in California and many other states. Applicants are urged to investigate state-specific licensure requirements in their intended home state, as state requirements change from time to time and differ between states.

Clinical Training
Clinical training in the PsyD program is sequential, cumulative, and graded in complexity, and is integrated with the academic work and other program requirements. Students are mentored through experiential didactics in the Foundation Clinical Skills, Assessment, and Proseminar series; participation in the professional-development colloquia and workshops; required engagement in students’ own individual psychotherapy; and ongoing advising, evaluation, and individual feedback from faculty and clinical
supervisors. Students admitted with regular standing begin the Foundation Skills Practicum during their first year. If, during their first year in the program, the student is approved by the PsyD Faculty as being ready for further clinical training, this is followed by two years of practicum placement in community agencies. Once all three years of practicum and all coursework are successfully completed, the student is eligible for internship. Students admitted with advanced standing, who completed a field placement in their master’s program, may waive the Foundations Skills Practicum, but such students must still be assessed during their first year in the program for clinical training placement in the community. During their first year of our program, all regular-standing students take the Foundations Skills Practicum, in which they participate in five to eight hours per week of observation at the Psychological Services Center (PSC), our program’s own clinic, in close coordination with three required classes: PSY 5704 Foundation Clinical Skills (Fall), PSY 5601 Psychopathology (Spring), and PSY 5703 Professional Ethics (Summer). During initial phases of their training at PSC, students observe and reflect on a number of clinic activities, such as group supervision, case conferences, intake interviews, and didactic trainings. The second semester of their training involves gradual exposure to active engagement in clinical work and its support through setting up of intake appointments, participation in community outreach, and phone screening of prospective clients. The three required classes serve as the academic and didactic foundation for students’ clinical training as well as offering a space to reflect, report, and discuss their observations and experiences from PSC. Classroom activities focus on interviewing skills, performing intakes and assessments, basic psychotherapy relationship building, use of supervision and consultation with both peers and clinical supervisors, understanding diagnoses and their presentation in clients, case conceptualization and treatment planning, developing one’s identity as a clinician, ethical and legal standards of treatment, and working within a cohort model and professional development within a clinical setting.

The PsyD program is a member of the Bay Area Practicum Information Collaborative (BAPIC, http://www.bapic.info), which maintains a directory of placement sites, describing staff, client population, training experiences, therapeutic modalities, and other information relevant to practicum training. Our program requires a minimum of one hour per week of individual supervision by a licensed psychologist, group supervision, and didactic trainings for all sites included in the BAPIC directory. After completion of the Foundations Skills Practicum at PSC, students will participate in at least two years of supervised training experience at an off-campus training site, 14 to 20 hours a week for each practicum training year. While at an off-campus practicum, students complete companion Professional Seminar courses (proseminars) at CIIS with a core faculty member. Proseminars support integration of theory, research, and clinical materials from classroom learning with the real-world experience of psychotherapy in clinical settings.

When all required coursework has been completed, students may begin their predoctoral internship training at a site approved by the American Psychological Association (APA), Association of Psychology Postdoctoral and Internship Centers (APPIC, http://www.appic.org), or the California Psychology Internship Council (CAPIC, http://www.capic.net). To maximize success in being placed at an APPIC/ APA site, students are required to apply for predoctoral internships outside of the Bay Area and, whenever possible, outside of California. The internship may be one year of full-time or two years of half-time work and must be completed within two and a half years from the beginning date. During their predoctoral internship, students expand their skills in offering a variety of psychological services, including treatment planning and psychotherapy, psychological assessment, case consultation, and supervision, often working in multidisciplinary teams, across a broad spectrum of problems as they are presented in diverse populations. Support for the process of selecting, applying for, and completing practicum and internship experiences is offered by the PsyD Director of Clinical Training and the Field Placement Specialist. Students choose training sites based on their own goals and interests, with the assistance of the PsyD placement team.

Program Learning Outcomes

Our program’s primary goal is to help students develop expertise in professional evidence-based clinical practice grounded in scientific foundations of psychology. Our seven learning outcomes and associated competencies are listed below.

1. **Diversity and Identity.** Students will demonstrate cultural competence involving knowledge, skills, and attitudes needed for effective clinical work with diverse populations and settings.
2. **Relationship.** Students will be able to develop and maintain collaborative working relationships with clients and other individuals in professional contexts (e.g., colleagues, supervisors, and members of other professional disciplines).
3. **Ethics and Legal Standards.** Students will demonstrate knowledge, skills, and attitudes associated with ethically and legally informed professional practice of clinical psychology.
4. **Assessment and Diagnosis.** Students will become effective in psychological assessment.
5. **Intervention.** Students will demonstrate proficiency in evidence-based psychotherapeutic interventions.
6. **Supervision and Consultation.** Students will skillfully engage in clinical supervision and consultation.
7. **Research and Evaluation.** Students will successfully engage in scholarship and critical evaluation of research.

Psychological Services Center

The Psychological Services Center (PSC) provides low-fee mental health services to the San Francisco community. Located in downtown San Francisco, the Center offers psychotherapy to individuals, couples, and groups with general emotional and psychological concerns, as well as specific problems in areas such as life transitions; relationships; anxiety; depression;
psychospiritual issues; HIV/AIDS; alcohol and chemical dependency; gay, lesbian, bisexual, and transgender issues; and grief and loss.

All students admitted with regular standing are required to complete the Foundations Skills Practicum at PSC during their first year in our program. They receive additional clinical training support through first-year coursework. More advanced students in their second and third year are also eligible for a more advanced level of training at PSC. Second- and third-year trainees are accepted in the summer and fall with a required yearlong commitment of 20 hours a week, including engagement in intakes; individual, couples, and group psychotherapy; as well as participation in a psychological assessment service, didactic trainings, and staff meetings. All advanced-level trainees at PSC also receive individual and group supervision by CIIS faculty members and other licensed psychologists.

**Background Checks**
California’s Board of Psychology and a number of other states require criminal background checks as a prerequisite to licensure (for more information about California licensure requirements, please see [http://www.psychboard.ca.gov](http://www.psychboard.ca.gov)). Many practicum sites also require criminal background checks. This early check will inform the student if there are any issues needing resolution. CIIS requires all clinical psychology students to have a criminal background check at the start of the second semester in the program. The student pays for the background check; fees vary depending on the states in which the student has resided and the number of residencies. The background check report goes to the student and to the PsyD Field Placement Office. Although information from the report is used to evaluate a student’s readiness to see clients, the report itself does not become part of the student’s official file. Any accurate and serious conviction information contained in the report may require the student to meet with the CIIS Criminal Background Committee to develop a plan of action.

**Psychotherapy Requirement**
The PsyD program requires, as a condition of completing the doctorate, a minimum of 45 hours of personal psychotherapy from a nonfaculty licensed psychologist. At least one-half of these hours must be in individual therapy. Personal therapy complements clinical training and promotes self-knowledge and self-awareness. Additional details about this training requirement are described in the PsyD Program’s “Student Handbook.”

**Research Training**
The mission of the PsyD program is to train psychology practitioners rather than researchers. However, all PsyD graduates will have mastered research skills necessary to complete a dissertation project and to prepare them to be proficient consumers of psychological science. To that end, research training in the PsyD program is offered in the Research Design, Statistics, and Dissertation sequence. The sequence is sequential, cumulative, and graded in complexity, beginning with coursework in statistics, research design, and skill building in both quantitative and qualitative research methodologies. Research training in the PsyD program is notable in the breadth of topics chosen by students, including, for example, treatment outcome studies, applied program evaluation studies, studies of underserved populations, and studies of psychospiritual issues, as well as the range of research methodologies employed.

**Academic Standards**
Academic performance in all courses in the PsyD program is evaluated on a letter-grade basis. Students must maintain satisfactory progress toward the degree and comply with all program policies. PsyD students who have not successfully completed their degree requirements within seven years of admission date will be placed on academic probation and in consultation with their academic advisor will develop a semester-by-semester plan toward graduation. All CIIS students, regardless of their standing and program path, are expected to graduate within 10 years of their admission date. Program policies and curricula are subject to ongoing review and revision. Students should refer to their own Program Agreement for the year in which they matriculate for specific degree requirements. A more detailed description of the program and its policies appears in the PsyD Program “Student Handbook,” available from the program office and on the University’s student Internet portal, MyCIIS.

**Policy Regarding Student Self-Disclosure**
The professional training philosophy of the PsyD program is predicated on the notion that an effective psychologist must be a whole person. For a psychologist in training, self-reflection is a necessary and required part of training that helps one better understand and empathize with future clients’ experience. Such reflection is a significant component of one’s personal and professional development as an effective and sensitive instrument of change. Students regularly engage in coursework that involves self-disclosure and personal study of the content of that self-disclosure. Students are expected to reflect on their past and present personal experiences in courses and program-related activities, in oral and/or in written assignments. Particular or specific information is not required to be disclosed, nor is student progress in the program based on the disclosure of any specific information (except as mandated by ethical codes or law).

**Admissions Requirements**
PsyD program applicants are asked to provide the following:

1. **Transcripts.** We require official transcripts from all undergraduate and graduate academic institutions attended, regardless of whether or not a degree was granted. This includes transfer credits from institutions where 7 or more units were earned. Completion of a BS or BA in psychology or a BS or BA in another area with a minimum of 12 semester or 18 quarter units of psychology coursework is required. All applicants must complete a course in statistics or an experimental psychology course that includes statistics.

2. **Grade point average.** Minimum undergraduate GPA of 3.0 for regular-standing admissions and 3.25 graduate GPA for advanced standing admissions.

3. **GRE scores (optional).** Submission of Graduate Record Examination (GRE) Verbal, Quantitative, Analytical Writing, and Subject (Psychology) scores is recommended. Applicants for whom English is not their first language submit an English-as-a-Second-Language (ESL) Proficiency Score. ESL admission to our program requires taking one of the following exams within two years prior to submitting an application: Test of English as a Foreign Language (TOEFL®), Pearson’s Test of English Academic (PTE), or IELTS.

4. **Sample of written work.** This can be a recent academic paper, article, or report that reflects scholarly abilities. The sample should demonstrate applicant’s capacity to think critically and reflectively and demonstrate graduate-level writing abilities.

5. **Recommendation letters.** Submit two letters of recommendation: one from the academic advisor or someone very familiar with your academic work, and one from the supervisor in the most recent professional work or volunteer setting. (Students seeking admission who wish to transfer from another CIIS graduate program must, in addition, provide a letter of recommendation from the previous program’s department chair or clinical training director.) Recommenders should use standard business format and include full contact information—name, email, phone number, and mailing address.

6. **Résumé or CV containing relevant career, volunteer, and community involvement.**

7. **Statement of professional goals.** Please make sure to speak about your vision of what it means to become a clinical psychologist and how our program might help you achieve this goal.

8. **Autobiographical essay.** It should include a personal history and an introspective discussion addressing your values, emotional and spiritual insights, aspirations, and life experiences that have led to the decision to apply for a doctorate degree in clinical psychology.

9. **Applicants who pass the preliminary screening of materials are invited for an in-person interview.**

**Transfer of Credit**

Regular-standing applicants who have been active students during the past two years in another doctoral program in clinical psychology but have not earned the master’s degree for this work may transfer up to 15 semester units of graduate coursework completed elsewhere to their CIIS PsyD program plan. Students provide copies of the syllabi they wish to transfer to their academic advisor, who determines which courses are equivalent to our program’s offerings and are appropriate for transfer. This transfer of units decreases the total number of units required to complete the doctoral degree at CIIS by a corresponding amount. All grades received in transferred courses must have been at least a grade of B or P (pass).

**Admission with Advanced Standing**

Admission with advanced standing is available to a limited number of applicants who have a master’s degree in psychology (or the equivalent) and who have completed at least 500 graduate practicum hours. Students admitted to our program with advanced standing must complete at least 60 units of coursework, including two years of practicum training (three years is strongly recommended), the predoctoral internship, and the dissertation at CIIS. This educational plan will take a minimum of four years to complete: year one, coursework; year two, courses and practicum; year three, courses, dissertation, and practicum; year four, full-time internship. Compared with regular standing, admission with advanced standing can reduce the minimum time in the program by one year. Students newly admitted to the program must meet with their advisor at the beginning of the Fall semester for transcript review to determine which PsyD courses may be waived or transferred based on evidence of completion of previous comparable coursework. Students provide syllabi of all courses they wish to waive or transfer to their academic advisor, who will review them for equivalence to our program curriculum. Advanced standing students can transfer a maximum of 10 units for adequately documented coursework completed beyond the date of award of the MA in a regionally accredited PhD/PsyD psychology program where a minimum grade of B or Pass was earned. Waiver of courses for advanced-standing students is based on course equivalence to our curriculum and does not reduce the total number of units required to complete the doctoral degree. Courses that cannot be waived by advanced-standing students are: Foundation Clinical Skills Adults, Professional Seminar—Advanced Clinical Skills, Dissertation Research Seminar I, and Dissertation Research sequence. An individualized Program Agreement for Advanced Standing will identify waived and transferred courses as well as required PsyD courses that remain to be completed in the student’s program.

**Curriculum**

**Doctor of Psychology—90 units**

1. **Scientific Foundations—17 units**

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II. Research—13 units
PSY 5401 Research Design and Statistics I
PSYL 5401 Research Design and Statistics I Lab
PSY 5402 Research Design and Statistics II
PSY 6998 Dissertation Research Seminar I
PSY 6999 Dissertation Research Seminar II
PSY 7000 Dissertation Proposal Writing—Independent Study
PSY 7001 Dissertation Proposal Writing—Individual Advising Support
PSY 7901 Dissertation Research I
PSY 7902 Dissertation Research II
PSY 7903 Dissertation Research III
PSY 9999 Dissertation Continuance (if necessary)

III. Diversity and Identity—10 units
PSY 5002 Culture and Ethnicity in Clinical Practice
PSY 5014 Gender and Sexuality in Clinical Practice
PSY 5019 Religion and Spirituality in Clinical Practice
PSY 6724 Buddhism and Psychotherapy

IV. Assessment—12 units
PSY 5601 Psychopathology
PSYL 5601 Psychopathology Lab
PSY 6331 Psychological Assessment I: Psychometric Theory
PSY 6333 Psychological Assessment III: Personality Assessment
PSYL 6333 Psychological Assessment III: Personality Assessment Lab
PSY 6601 Psychological Assessment II: Cognitive and Intelligence Testing
PSYL 6601 Psychological Assessment II: Cognitive and Intelligence Testing Lab

V. Intervention—13 units
PSY 5502 Theories and Practice of Psychotherapy: Psychodynamic
PSY 5503 Theories and Practice of Psychotherapy: Cognitive-Behavioral and Emerging Treatments
PSY 5504 Theories and Practice of Psychotherapy: Existential-Humanistic
PSY 5602 Treatment of Alcoholism and Chemical Dependence

VI. Foundation Clinical Skills and Professional Seminars—23 units
PSY 5703 Professional Standards and Ethics for Psychologists
PSYL 5703 Professional Standards and Ethics for Psychologists Lab
PSY 5704 Foundation Clinical Skills: Adults—Individuals and Couples
PSYL 5704 Foundation Clinical Skills: Adults—Individuals and Couples Lab
PSY 5705 Foundation Clinical Skills—Child and Family
PSY 6726 Professional Seminar
PSY 7033 Supervision and Consultation

VII. Psychology Electives—5 units
Sample elective courses:
PSY 5708 Pilgrimage to Sri Lanka: An Exploration of Culture, Buddhism, and Self
PSY 7162 Exploring Embodied Transformation: Psychotherapy, Creativity, and Spirituality
PSY 8513 Psychotherapy of Trauma and Abuse
PSY 8514 Taoist and Existential Approaches to Psychotherapy
PSY 8515 Psychology of Jung: Theory and Practice

VIII. Practicum—0 units
PSY 6775 Foundation Clinical Skills Practicum (three semesters: Fall, Spring, Summer)
PSY 6776 Practicum I (three semesters: Fall, Spring, Summer)
PSY 6777 Practicum II (three semesters: Fall, Spring, Summer)
PSY 6778 Practicum III (three semesters: Fall, Spring, Summer)

IX. Internship—0 units
PSY 9695 Internship, part-time—Year 1 (three semesters)
PSY 9696 Internship, part-time—Year 2 (three semesters)
PSY 9699 Internship, full-time (three semesters)

X. Professional Development—0 units
PSY 5037 Professional Development Workshop I
PSY 5038 Professional Development Workshop II
PSY 5039 Advanced Topics in Professional Development

Course Descriptions

PSY 5001 Biological Bases of Clinical Practice (3.00 Units) LG Grade Option
This course offers a foundational introduction to biological psychology with special reference to clinical implications. Course content includes the following: functional neuroanatomy and gross brain organization; neural functioning; arousal mechanisms and sleep; sensory-motor systems; memory and learning processes; emotional experience; and consciousness, orientation, and awareness. Prerequisite: PsyD student.

PSY 5002 Culture and Ethnicity in Clinical Practice (3.00 Units) LG Grade Options
This course covers theory, historical and contemporary research, and best clinical practice related to multiculturalism and the impact of culture and difference on psychotherapy. It provides the necessary level of knowledge and understanding of cultural, sociopolitical frameworks, and multicultural issues related to race and ethnicity for beginning clinical practice.

PSY 5014 Gender and Sexuality in Clinical Practice (2.00 Units) LG Grade Option
This course examines theory, historical and contemporary research, and best clinical practice related to gender identity and sexuality. Students will gain knowledge and attitudes necessary for working with sexuality in a clinical context and for understanding treatment issues unique to gay/lesbian/bisexual/transgender-identified persons. Prerequisite: PsyD student.

PSY 5019 Religion and Spirituality in Clinical Practice (2.00 Units) LG Grade Option
This course examines theory, historical and contemporary research, and best clinical practice related to religion and spirituality. Spirituality is understood as a common aspect of human experience that presents in the therapeutic context. Students acquire knowledge and attitudes necessary for recognizing and addressing spiritual issues in the therapeutic context and for responding sensitively to religious beliefs of clients.

PSY 5037 Professional Development Workshops I (0 Units) PF Grade Option
These workshops support students in orientation to professional training, understanding PsyD program requirements, and applying for practicum, as well as learning about the graduate-level library resources and writing skills. Students are also offered an opportunity to participate in colloquia where they are encouraged to engage in discussions of various topics relevant to clinical psychology and psychotherapy (e.g., building a client-therapist relationship, addressing diversity, and setting up reflective practices to support self-care). Participation is mandatory for first-year PsyD students. Prerequisite: PsyD student.

PSY 5038 Professional Development Workshops II (0 Units) PF Grade Option
These workshops and colloquia series support PsyD students in more advanced levels of professional engagement, such as deeper participation in scholarship activities, clinical training, and learning how to better navigate emerging professional networks and communities. Prerequisite: PsyD student.

PSY 5039 Advanced Topics in Professional Development (0 Units) PF Grade Option
This course is designed to expand students’ professional development in clinical psychology. Students will explore emerging topics and recent trends relevant to the development and practice of psychology. Prerequisite: PsyD student.

PSY 5401 Research Design and Statistics I (3.00 Units) LG Grade Option
This course focuses on statistical methods of analysis used in the conduct of quantitative research. Students develop analytical skills and critical thinking to guide interpretation and critical appraisal of the psychological research literature, including understanding of probability and hypothesis testing, power and effect size, correlational and regression analysis (including multiple regression), ANOVA and factor analysis, and chi-square methods. The laboratory section is devoted to use of SPSS software to conduct statistical analysis of class-generated data. Prerequisite: PsyD student.

PSY 5402 Research Design and Statistics II (3.00 Units) LG Grade Option
This course offers a review of research designs and strategies for quantitative approaches involving groups and single participants. Research and issues related to evidence-based practice of psychology are addressed. The course also includes an
introduction to qualitative research and data-reduction methods, program evaluation, research ethics, guided practice in interviewing, and consensual coding. Prerequisite: PSY 5401.

**PSY 5502 Theories and Practice of Psychotherapy: Psychodynamic (3.00 Units) LG Grade Option**
This course offers an overview of classical and contemporary psychodynamic theories and practice using social, clinical, cultural, and historical examples to illustrate concepts. Theoretical perspectives include classical (Freudian) theory, ego psychology (Neo-Freudian) theory, object relations theory, self-psychology, analytical psychology (Jungian), interpersonal psychoanalysis, attachment theory, and feminist psychoanalysis. Prerequisite: PsyD student.

**PSY 5503 Theories and Practice of Psychotherapy: Cognitive-Behavioral and Emerging Treatments (3.00 Units) LG Grade Option**
This course offers an overview of conceptual foundations underlying classical and contemporary cognitive-behavioral approaches. Cognitive and behavioral techniques are illustrated in the context of specific clinical challenges such as depression, anxiety, and interpersonal difficulties. The course also provides an introduction to other contemporary interventions commonly referred to as “third wave therapies,” such as Dialectical Behavior Therapy (DBT) and Acceptance and Commitment Therapy (ACT). Prerequisite: PsyD student.

**PSY 5504 Theories and Practice of Psychotherapy: Existential-Humanistic (3.00 Units) LG Grade Option**
This course offers an overview and critical appraisal of contemporary theory and practice of humanistic and existential psychology, in terms of direct work with individuals as well as relevant philosophical interface with social issues. Prerequisite: PsyD student.

**PSY 5601 Psychopathology (3.00 Units) LG Grade Options**
This course is an introduction to the diagnosis and treatment of mental disorders with an emphasis on a multidimensional approach to understanding the sources of human suffering. The course begins with exploring history, culture, and politics in the identification and understanding of psychopathology and wellness, followed by critical examination of the development of diagnostic classification systems in light of these issues. The remainder of the course is devoted to becoming familiar with the use of the DSM classification in diagnosing mental disorders and gaining experience in the use of diagnostic interviews. Throughout the course, the students will work on developing a multilayered and integrative view of psychopathology and wellness that includes consistent considerations of culture and diversity issues. Prerequisite: PsyD student.

**PSY 5602 Treatment of Alcoholism and Chemical Dependence (1.00 Unit) LG Grade Option**
This course begins by developing a foundation for assessment and treatment of substance abuse. In this process, an attempt is made to deepen student perspectives on how concerns about substance use fit into broader clinical practice. Course topics include the following: models of substance abuse and dependence, substance abuse and family systems, modes of assessment, typical presentation of users in psychotherapy, and modes of treatment.

**PSY 5703 Professional Standards and Ethics for Psychologists (3.00 Units) LG Grade Option**
In this course, students will learn how to apply the American Psychological Association’s Ethical Principles of Psychologists and Code of Conduct to the practice of psychologists and psychologists-in-training over a broad spectrum of professional roles and responsibilities, as well as learn how to make decisions about ethical practice as psychologists in complex or difficult situations. Learning is guided by the APA Ethics Code Preamble, which identifies core ethical principles: Beneficence and Nonmaleficence, Fidelity and Responsibility, Integrity, Justice, and Respect for People’s Rights and Dignity.

**PSY 5704 Foundation Clinical Skills: Adults—Individuals and Couples (3.00 Units) LG Grade Option**
This course is one of three foundation clinical skills courses in PsyD, offered in the first semester of graduate work. Students master basic clinical skills needed to begin working with adult clients, individually and in couples, through classroom role-plays and other experiential methods. Core topics include, among others, clinical interview and interview formats, empathy and establishing rapport, basic diagnosis and development of treatment targets, history taking, and stages of change. Prerequisite: PsyD student.

**PSY 5705 Foundation Clinical Skills: Children and Family (3.00 Units) LG Grade Option**
This course offers an introduction to child and adolescent psychotherapy in the context of the family: theoretical orientations, conceptualizing common presenting problems, developmentally appropriate practices, diagnostic and treatment strategies, and ethical issues. Emphasis is put on developmental, familial, and cultural factors relevant to treatment. Prerequisite: PsyD student.

**PSY 5708 Pilgrimage to Sri Lanka: An Exploration of Culture, Buddhism, and Self (2.00–3.00 Units) LG Grade Option**
This is a two-week study-abroad course held at various locations in Sri Lanka. Its broad objective is to provide therapists-in-training a unique opportunity to learn in situ about the irreducible relationship between culture and psyche. As participant-observers in a vibrant yet unfamiliar cultural setting, students explore a wide variety of historical, spiritual, medical, artistic, ritual, and everyday aspects of Sinhala Buddhism. This unique course utilizes an experiential learning model. It fully engages the
learner’s spirit of adventure, as well as the clinician’s keen interest in grasping the complexities of cultural variation in human experience. Prerequisite: PSY, CMH, PDT, EXA, ICP, SOM, IHL, or HSX student.

**PSY 6192 Social Psychology (3.00 Units) LG Grade Option**
In this foundation course, students master current theory and research in social psychology, including interpersonal processes, identity development, attitudes and influence, prejudice, stereotypes, diversity, peace and conflict, and social cognition.

**PSY 6201 Lifespan Development (3.00 Units) LG Grade Option**
In this course, students acquire knowledge about individual psychological development throughout the lifespan, including theory and research concerning physical, cognitive, affective, and social growth, with special attention to diversity aspects.

**PSY 6301 Cognitive and Affective Foundations of Behavior (3.00 Units) LG Grade Option**
In this course, students master knowledge of current theory and research on perception, learning, memory, conscious and unconscious processing, theory of mind, simple and complex emotion, and language, as well as contemporary theories of normative and non-normative affective development. Attention is given to cultural differences in fundamental cognitive and affective processes and how these processes influence clinical practice.

**PSY 6331 Psychological Assessment I: Psychometric Theory (3.00 Units) LG Grade Option**
The course introduces students to psychometric theory, principles and methods of test development and construction, and the use of psychological tests to identify and measure a wide range of human behaviors. Relevant literature, theory, and applications of a variety of psychometric concepts such as measurement, scaling, validity, true test score theory, measurement error, reliability, item analysis, generalizability theory, item response theory, measurement biases, and associated statistical methods are covered. The course further provides basic skills in understanding and critical evaluation of a variety of psychological measures, including tests of personality, intelligence, and psychopathology. Major issues and controversies associated with psychological assessments and their uses are also covered in the course. Prerequisite: MCP or PsyD student.

**PSY 6333 Psychological Assessment III: Personality Assessment (3.00 Units) LG Grade Option**
The course introduces students to the concepts, theories, and applications of standardized psychometric instruments used for assessing personality and psychopathology. The course further provides students with in-depth knowledge and experience in the administration, scoring, and interpretation of the most widely used objective and projective methods, with emphasis on the MMPI-2 and the Rorschach. The course further focuses on development of skills in the integrated applications of the assessment batteries and the use of test results in clinical evaluation of individuals and writing psychological reports that include therapeutic applications of the test results. Prerequisites: PSY 6601; PsyD student. Corequisite: PSYL 6333.

**PSY 6601 Psychological Assessment II: Cognitive and Intelligence Testing (3.00 Units) LG Grade Option**
The course offers an overview of theories of intelligence, followed by an introduction to standard scores and intelligence test development and practice in administering, scoring, and interpretation of widely used tests for assessing child and adult intelligence and learning disabilities. Tests receiving special attention are current versions of WISC and WAIS. Prerequisite: PsyD student. Corequisite: PSYL 6601.

**PSY 6664 Neuroscience and Spirituality (2.00 Units) LG Grade Option**
Spirituality is understood as a common aspect of human experience that presents in the therapeutic context. Recent neuroscience evidence provides potential insights for refining psychotherapy theory and practice. This course offers an overview of the conceptual foundations and clinical applications of the relevant neuroscience research on attachment, trauma, dreaming and spontaneous thought, creativity and mental illness, peak performance, mindfulness and other forms of meditation, empathy, multiple selves, sense of selfhood, and coherent narrative formation. Prerequisite: Priority to PsyD students.

**PSY 6703 Chronic Pain: Contemporary Issues in Psychotherapy (2.00 Units) LG Grade Option**
Chronic pain can render an otherwise productive life unbearable. This course will study the etiology of pain and its control through both pharmacological agents and nonpharmacological interventions. Prerequisite: Priority to PsyD students.

**PSY 6724 Buddhism and Psychotherapy (3.00 Units) LG Grade Option**
The course surveys principles and practice of major schools of Buddhism—Theravada, Zen, and Tibetan—to bear on contemporary varieties of psychological suffering. Central themes such as the nature of self, impermanence, suffering, insight, and liberation will be explored from both Buddhist and Western psychotherapeutic perspectives. The specific Buddhist and psychotherapeutic approaches to be highlighted in the course may vary depending on the expertise and orientation of the instructor. Likewise, the extent of experiential exploration of Buddhist meditation and its use in psychotherapy in this course may vary depending on the instructor. Prerequisite: PsyD student.

**PSY 6725 Professional Seminar (3.00 Units) OP Grade Option**
This seminar is required for all PsyD students who are completing their supervised clinical practicum in community agencies. In addition to case presentations and consultation, students are offered opportunities to expand their clinical skills, including
capacity to integrate theory and research findings with clinical practice. Didactic topics include treatment planning, first sessions and termination, informed consent, outcomes assessment, case formulation, diversity issues in clinical practice, understanding and sustaining a therapeutic relationship, development of professional identity, and boundaries and self-disclosure. Prerequisite: PsyD student. Corequisites: PSY 6776, 6777, 6778.

PSY 6775 Foundation Skills Practicum (0 Units) PF Grade Option
Students completing their first PsyD practicum at the Psychological Services Center register for this course during all academic semesters of their placement. Note: Please review the PsyD Clinical Training Handbook, or check in with the PsyD Field Placement Office for additional information about practicum levels and registration requirements. Prerequisite: PsyD student.

PSY 6776 Practicum I (0 Units) PF Grade Option
Students completing their practicum at a community agency register for this course during all academic semesters of their placement. Note: Please review the PsyD Clinical Training Handbook, or check in with the PsyD Field Placement Office for additional information about practicum levels and registration requirements. Prerequisite: PsyD student.

PSY 6777 Practicum II (0 Units) PF Grade Option
Students completing their practicum at a community agency register for this course during all academic semesters of their placement. Note: Please review the PsyD Clinical Training Handbook, or check in with the PsyD Field Placement Office for additional information about practicum levels and registration requirements. Prerequisite: PsyD student.

PSY 6778 Practicum III (0 Units) PF Grade Option
Students completing their practicum at a community agency register for this course during all academic semesters of their placement. Note: Please review the PsyD Clinical Training Handbook, or check in with the PsyD Field Placement Office for additional information about practicum levels and registration requirements. Prerequisites: PSY 6777; PsyD student.

PSY 6799 Clinical Case Study Dissertation (2.00 Units) LG Grade Option
In this course, students who are considering writing a clinical case study dissertation will learn the fundamentals of writing a dissertation proposal for this format. The course will introduce students to the clinical, ethical, and practical considerations involved in completing a clinical case study. The purpose of a clinical case study dissertation is to integrate theory and practice, including scientific and philosophical foundations. Clinical case study dissertations provide a detailed and intensive examination of the student’s own clinical work. Unlike a traditional dissertation, which prepares students to conduct empirical research, the clinical case study focuses on the development of critical thought, as well as research and writing skills that have immediate relevance to clinical work. Prerequisite: PsyD student. Corequisites: PSY 6776, 6777, 6778, PSY 9599, or PSY 9699.

PSY 6998 Dissertation Research Seminar I (1.00 Unit) LG Grade Option
In this required course, PsyD students begin to work on their dissertation proposal by identifying their topic of interest and laying a solid foundation for the Introduction and Literature Review sections of their proposal through literature searches and creation of relevant bibliography. Note: Please review PsyD Dissertation Handbook for additional information about dissertation requirements. Prerequisite: PsyD student.

PSY 6999 Dissertation Research Seminar II (1.00 Unit) LG Grade Option
This course is offered in a group format and is designed to provide additional support to PsyD students working on their initial dissertation proposal. The course focuses on refinement of research topic, writing a clear statement of the problem, and articulation of research questions. Students also review and critically appraise relevant literature with the goal of developing of a logically coherent outline and narrative for their Literature Review section. Assistance with selection and design of appropriate research methodology is also available for students who are further along in completion of their proposal draft. Locating a dissertation chair and a written dissertation completion plan is required for all students taking this course for the first time. Special permission by the program is required for registration beyond three semesters. Prerequisites: PSY 6999; PsyD student.

PSY 7000 Dissertation Proposal Writing: Independent Study (2.00 Units) PF Grade Option
PsyD students who have not completed their initial proposal in PSY 6998 Dissertation Research Seminar I take this course with their dissertation chair until they complete their proposal and are ready to register for PSY 7901 Dissertation Research I. Note: Review PsyD Dissertation Handbook for more information and about dissertation requirements. Prerequisites: PsyD student; not advanced to candidacy.

PSY 7001 Dissertation Proposal Writing: Individual Advising Support (1.00 Unit) OP Grade Option
PsyD students who have not identified a working dissertation topic and associated bibliography in PSY 6998 Dissertation Research Seminar I and who are concurrently enrolled in PSY 6999 Dissertation Research Seminar II take this course with their dissertation chair or academic advisor to further assist them with initial stages of dissertation proposal. Special permission by the program is required for registration beyond three semesters. Note: Review PsyD Dissertation Handbook for more information about dissertation requirements. Prerequisite: PSY 6998.
PSY 7033 Supervision and Consultation (2.00 Units) LG Grade Option
Students learn contemporary approaches to supervision and consultation, reflecting on their own experience of being supervised and role-playing supervision of other clinicians in training. The distinction between supervision and consultation is highlighted, as well as the appropriate occasions and uses of each. Course content is designed to prepare clinicians for work as clinical supervisors. Prerequisite: PsyD student.

PSY 7162 Exploring Embodied Transformation in Psychotherapy, Creativity, and Spirituality (2.00 Units) LG Grade Option
Evidence from neuroscience, psychotherapy, creativity research, shamanism, other spiritual traditions and sacred art will suggest a core set of common transformation processes. An embodied transdisciplinary approach will be introduced that integrates research, reflection, and experience in assignments and activities to enhance experiential transformation.

PSY 7174 History and Systems of Psychology (3.00 Units) LG Grade Option
This course reviews the origin and evolution of psychology as a discipline, emphasizing philosophic influences, schools of thought and “three streams” in psychology, and interdisciplinary crosscurrents. Consideration is given to the evolution of clinical psychology theory, practice, and training through the 20th century.

PSY 7901 Dissertation Research I (2.00 Units) PF Grade Option
This course involves the final phase of the dissertation project where students finish the write-up of their final dissertation manuscript, receive approval from their Dissertation Committee, and complete their oral defense. Note: Please consult PsyD Dissertation Handbook for more information about dissertation requirements. Prerequisites: PSY 6901 or PSY 6998; PSY student.

PSY 7902 Dissertation Research II (2.00 Units) PF Grade Option
The goal of this course is to have dissertation students finalize their data collection and data analyses. By the end of the semester, students will also begin to write up their results. Note: Please consult PsyD Dissertation Handbook for more information about dissertation requirements. Prerequisites: PSY 7901; PSY student.

PSY 7903 Dissertation Research III (2.00 Units) PF Grade Option
This course involves the final phase of the dissertation project, where students finish the write-up of their final dissertation manuscript, receive approval from their Dissertation Committee, and complete their oral defense. Note: Please consult PsyD Dissertation Handbook for more information about dissertation requirements. Prerequisites: PSY 7902; PSY student.

PSY 8513 Psychotherapy of Trauma and Abuse (3.00 Units) LG Grade Option
This seminar covers psychotherapy of individuals who have been emotionally, sexually, or physically traumatized. Diagnosis, dynamics, and assessment of trauma from a developmental/psychodynamic perspective are examined, using social, clinical, cultural, and historical examples in conjunction with myth and fairytale to illustrate concepts.

PSY 8514 Taoist and Existential Approaches to Psychotherapy (2.00 Units) LG Grade Option
This course is an intensive seminar on the Taoist and existentialist perspectives on the human predicament and the means to its resolution, particularly in terms of theory and practice in psychotherapy.

PSY 8799 Independent Study (1.00–3.00 Units) PF Grade Option
Coursework that extends a student’s field of inquiry beyond current CIIS courses. Requires a syllabus and contract signed by the student and faculty member, and approved by the department chair.

PSY 8888 Special Topics (1.00–3.00 Units) PF Grade Option
Occasional courses offered by faculty regarding their current interests and research Prerequisite: PsyD or MCP student.

PSY 9695 Internship (Part-Time) Year One (0 Units) PF Grade Option
Students who are completing their predoctoral internship should register for PSY 9695 during each semester of the first year that they are in their internship. Three-semester repeat limit. Prerequisite: PsyD student.

PSY 9696 Internship (Part-Time) Year Two (0 Units) PF Grade Option
Students who are completing their predoctoral internship should register for PSY 9696 during each semester of the second year that they are in their internship. Three-semester repeat limit. Prerequisites: PSY 9695; PsyD student.

PSY 9699 Internship (Full-Time) (0 Units) PF Grade Option
Students who are completing their predoctoral internship should register for PSY 9699 during each semester that they are in their placement. Three-semester repeat limit. Prerequisite: PsyD student.

PSY 9999 Dissertation Continuance (0 Units) PF Grade Option
Students who have completed PSY 7903 or 6 units of PSY 7900 may register for PSY 9999 until they complete work on their dissertation. Special permission by the program is required for registration beyond three semesters. Note: Please consult PsyD Dissertation Handbook for more information about dissertation requirements. Prerequisites: 6 units of PSY 7900 or PSY 7901, PSY 7902, and PSY 7903; advanced to candidacy.

**PSYL 5401 Research Design and Statistics I Lab (0 Units) PF Grade Option**
Experiential portion of PSY 5401 devoted to use of statistical software (SPSS) to conduct statistical analysis of class-generated data. Prerequisite: PsyD student. Corequisite: PSY 5401.

**PSYL 5601 Psychopathology Lab (0 Units) PF Grade Option**
Experiential portion of PSY 5601 Psychopathology. Prerequisite: PsyD student. Corequisite: PSY 5601.

**PSYL 5703 Professional Standards and Ethics Lab (0 Units) PF Grade Option**
Experiential portion of Professional Ethics and Foundation Skills Practicum. Prerequisite: PsyD student. Corequisite: PSY 5703.

**PSYL 5704 Foundation Clinical Skills: Adult—Individuals and Couples Lab (0 Units) PF Grade Option**
Experiential portion of PSY 5704. Prerequisite: PsyD student. Corequisites: PSY 5704, PSY 6775.

**PSYL 6333 Personality Assessment Lab (0 Units) PF Grade Option**
The experiential portion of the Personality Assessment course. Prerequisite: PsyD student. Corequisite: PSY 6333.

**PSYL 6601 Cognitive and Intelligence Testing Lab (0 Units) PF Grade Option**
The experiential portion of Psychological Assessment II. Prerequisite: PsyD student. Corequisite: PSY 6601.
Master of Arts in Counseling Psychology

Community Mental Health
Drama Therapy
Expressive Arts Therapy
Integral Counseling Psychology
Somatic Psychology

About the Counseling Psychology Degree

The Master of Arts in Counseling Psychology degree is designed for students who wish to prepare for the practice of psychotherapy, as marriage and family therapists or licensed professional clinical counselors. The degree reflects the CHS mission and our deep commitment to equity, inclusion, and social justice. The program is founded on the premise that excellence in clinical skills is a top priority. The pedagogy of both classroom and clinical education are designed to ensure that students have the knowledge and skills they need to provide effective and compassionate care. The California Board of Behavioral Sciences (BBS) calls on graduate programs to train therapists who are “wise, competent, compassionate and effective” (BPC Ch. 13 ss 4980). CHS meets and exceeds these goals in each of our programs. In therapy and in training psychotherapists, we must tend not only to the mind but also to the body, human relationships, our relationship to the environment, and our interconnection with that which has been called spirit.

The department includes a balance of different types of learning. Students experience psychotherapeutic methods by practicing being “therapists” with each other in dyads and small groups. They are required to complete a minimum of 50 hours of personal therapy in addition to their coursework. The degree includes a year of practicum, working with clients while being supervised by a licensed professional. The practicum may be at one of the University’s counseling centers (depending upon the program), or at one of the more than 60 clinical agencies and schools coordinated through the University’s Field Placement Office. Students must obtain a minimum of 225 hours (LMFT) or 280 hours (LPCC) of face-to-face counseling experience at an approved practicum site with a designated practicum site supervisor during the practicum sequence.

The department includes thorough training in psychological theory and methods, while at the same time providing additional coursework and training in specific ways to deepen and expand psychotherapeutic practice. Five concentration programs are offered: Community Mental Health, Drama Therapy, Expressive Arts Therapy, Integral Counseling Psychology, and Somatic Psychology. Students apply for admission specifically to one of the above concentration programs. In those concentration programs offering both an LMFT and an LPCC Track, students select their track at the end of their first semester.

All concentration programs prepare students for a Marriage and Family Therapy (LMFT) Track in a 60-unit MA program. The LMFT Track emphasizes relationships and family therapy and is designed for students who are committed to the practice of individual, couples, family, adolescent, and child psychotherapy. The degree is designed to fulfill the educational requirements of California’s Marriage and Family Therapy license, one of the most exacting state licenses for counseling therapists in the country. Students should consult the licensing boards of the appropriate states for information about licensure outside of California. It is also possible in each of the concentrations to prepare for registration and licensure as a Licensed Professional Clinical Counselor (LPCC). Students seeking the LPCC Track should contact their academic advisor or the MCP program for assistance; additional and very specific courses are required. The MA with the LPCC Track requires 64 to 72 units, depending upon the concentration program. The MA Counseling Psychology LPCC Track emphasizes clinical mental health practice including the diagnosis and treatment of mental illness, the recovery model of mental health, prevention, and early intervention. Students seeking the LPCC license also take courses for the LMFT Track, enabling them to qualify for both licenses and to work with couples, families, and/or children as an LPCC. Students should consult the licensing boards of the appropriate states for information about licensure outside of California.

Students seeking licensure in California must register with the Board of Behavioral Sciences (BBS) after graduation and fulfill all BBS licensing requirements for the license relevant to the student’s MA specialization. Students are urged to join a professional association early in their graduate education. Students in the LMFT Track should consider joining the California Association of Marriage and Family Therapy and/or the American Association of Marriage and Family Therapists. Students in the LPCC Track should consider joining the American Counseling Association, the California Association for Licensed Professional Clinical Counselors, and/or the American Mental Health Counselors Association. Additionally, Drama Therapy students are urged to join the North American Drama Therapy Association and Expressive Arts students to join the International Expressive Arts Therapy Association. Students must complete all coursework within seven years. At the discretion of the program committee, any courses taken more than seven years ago may be required to be repeated.

Curriculum for the MA in Counseling Psychology

The curriculum in Counseling Psychology is divided into three groups of courses: common core courses, concentration courses, and electives. The common core courses are shared by the concentrations in Counseling Psychology. They address the theory,
technique, and knowledge that apply to the general practice of counseling psychology (see course descriptions for more information). Their first commitment is to covering the core material; however, in addition, some are enriched by concentration perspectives. Not all of the common courses are required by all of the concentrations; check the concentration pages for specific requirements.

The coursework and curricula in the Master of Arts in Counseling Psychology program and the five concentrations have been designed to meet the requirements of the BBS for registration and licensure (CA B&P code 4980) as revised. It is important that students understand and follow the concentration’s program plan precisely. Any changes should be approved by the program chair and documented in writing. CIIS has been approved as offering a qualified degree for LMFT and LPCC registration and licensure. The approval is based on the specific curriculum plan submitted by each concentration to the BBS. Students will make a decision as to which license they choose to pursue by the end of their first semester of study. This decision, made working closely with the academic advisor, should also be documented in writing.

**MCP Common Core Courses**

- MCP 5023 Treatment of Addictions and Co-Occurring Disorders 2 units
- MCP 5101 Professional Ethics and Law 2 units
- MCP 5108 Psychopathology and Psychological Assessment 3 units
- MCP 5109 Psychopharmacology 3 units
- MCP 5201 Human Development and Family 3 units
- MCP 5514 Lacanian Clinical Praxis 3 units
- MCP 5646 Career Counseling Theory and Practice for Therapists 3 units
- MCP 5651 California Law and Ethics 1 unit
- MCP 6101 Human Sexuality 1 unit
- MCP 6102 Assessment and Treatment of Addiction Disorders 1 unit
- MCP 6103 Multicultural Counseling and the Family 2 units
- MCP 6233 Intro to CMH and Recovery Model 2 units
- MCP 6401 Research Methods 3 units
- MCP 6471 Theory and Practice in Behavioral Therapies 3 units
- MCP 6502 Child Therapy 2 units
- MCP 6603 Multicultural Counseling and the Family 3 units
- MCP 7603 Pre/Post Practicum 0 units
- MCP 8799 Independent Study 1–3 units

**Concentration Courses**

Each concentration determines which of the common core courses its students will take. Please consult the pages of this catalog that describe the current curriculum plan for your concentration. Each program also requires additional courses to total 60 units. The concentration coursework continues the focus on current psychotherapy practice and also integrates perspectives, methods, and techniques unique to each program’s field. Concentrations may also include electives and lab requirements. (See sections on each concentration.)

**Criminal Background Checks**

CIIS requires all counseling psychology students to have a criminal background check at the start of the second semester in the program (before approval to practicum). The background check report is to go to the student and to the Office of Field Placement; the report does not become part of the student’s official file. Any accurate and serious conviction information contained in the report may require the student to meet with the CIIS criminal background check committee to develop a plan of action. The Board of Behavioral Sciences requires background checks as one part of qualifying as a Registered Intern, prior to completing postgraduation requirements for the LMFT or LPCC license. Many practicum sites also require criminal background checks. This early check will inform the student if there are any issues needing resolution.

**Practicum**

The Board of Behavioral Sciences requires successful completion of 6 units of supervised clinical practicum at a site approved by CIIS. There are over 60 clinical agencies and schools currently approved. The Office of Field Placement maintains a database of practicum sites and offers workshops to help students move through the process.

Each concentration evaluates student readiness for entering or continuing in practicum. Students must be advanced to practicum readiness by their MCP program and must apply to practicum sites. Applying to practicum sites is competitive. Students are strongly advised to apply to multiple sites, in conversation with the Office of Field Placement and their academic advisors.

**Practicum Readiness**

Each concentration evaluates student readiness for entering or continuing in practicum. Students must be advanced to practicum readiness by their MCP program and must apply to practicum sites. The practicum readiness procedures for each concentration
are spelled out in the handbook and during orientation. This evaluation includes passing grades and professional readiness. Please discuss this with your academic advisor during your first semester.

**Liaison with the California Board of Behavioral Sciences**

The California Board of Behavioral Sciences is responsible for the certification of graduate programs to prepare students for the LMFT and LPCC licenses. The BBS is also responsible for registering students as interns, administering the licensing examinations, and licensing those who pass. The MCP program serves as the CIIS liaison with the BBS. Students are welcome to meet with MCP staff throughout their time at CIIS when any questions arise. Upon the certification of graduation by the concentration chair, the MCP staff issues the program certification required by the BBS for registration as an LMFTi or PCCI. Each graduate must complete a request indicating which internship he or she is applying for. Students are welcome to meet with MCP staff about these issues. Students planning to apply for licenses in another state or country must contact the licensing boards in that location. MCP staff, academic advisors, and faculty are available to assist with these activities, but given the complexity of licensing in the 50 states and multiple countries, the responsibility for meeting regulatory requirements lies with the student.

**Student Services—MHSA (Mental Health Services Act)**

CIIS and the MCP programs are playing a leadership role in preparing students for the evolving field of counseling psychology. Specifically, in California the voters approved the Mental Health Services Act of 2004, calling for a complete re-envisioning of the mental health services in the state. One of the priorities of this act was the recruitment and retention of students in three target populations:

- Mental health consumers and their family members with experience in the public and community mental health system
- Students from underrepresented minorities, particularly African American, Asian and Asian American, Hispanic/Latino, Native American, and Pacific Islander
- Lesbian, gay, bisexual, transgender, and queer (LGBTQ) students

Upon graduation, these highly skilled therapists will, through their work, activism, and leadership, play critical roles in the design of mental health services in California for years to come. CIIS has a program designed to recruit and to retain students from these communities. If you are interested in these services, or you know applicants, potential applicants, or current students who might benefit from these services, please call us at 415.575.6133.

**Course Descriptions**

**MCP 5023 Advanced Treatment of Addictions (2.00 Units) LG Grade Option**

The interrelationships between mental, emotional, behavioral, and chemical dependency problems in the lives of clients will be examined. Effective clinical skills will be presented in the context of issues related to diagnosis, treatment, and treatment compliance of dually diagnosed clients.

**MCP 5101 Professional Ethics and Family Law (2.00 Units) LG Grade Option**

Ethical standards for the practice of counseling and psychology. Review and discussion of ethical and legal aspects of marriage and family therapy and practice. Prerequisites: Non-ICPW student, non-CMHW student; priority to MCP students.

**MCP 5108 Psychopathology and Psychological Assessment (3.00 Units) LG Grade Option**

Comparative historical and contemporary views of the development of adult psychopathology and the categorization system of the Diagnostic and Statistical Manual. Prerequisites: Non-ICPW student, non-CMHW student; priority to MCP students.

**MCP 5109 Psychopharmacology (3.00 Units) LG Grade Option**

This 3-credit course provides an understanding of the basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for the purpose of enhancing capacity for client education and support. Students will study the range of current psychopharmacology interventions in terms of mental-disorder diagnostic categories, including antidepressants, antianxiety drugs, mood stabilizers, and antipsychotics. Neurobiological mechanisms of mental disorders are reviewed in terms of current research. Interaction of psychopharmacological and psychotherapeutic interventions will be discussed, including medication response and side effects. Neurobiological mechanisms of mental disorders are reviewed in terms of current research. Interaction of psychopharmacological and psychotherapeutic interventions is discussed, including medication response and side effects. This advanced seminar will prepare students to be in integrated service teams and advocate for their clients. Case studies will help students to understand indications and contraindications of commonly used medications. Students will learn how to make appropriate referrals. Prerequisite: Non-ICPW student, non-CMHW student.

**MCP 5201 Human Development and the Family (3.00 Units) LG Grade Option**
Theories and research in life transitions, stages of development, and rites of passage from prenatal conditions to adult experience to dying. Prerequisites: Non-ICPW student, non-CMHW student; priority to MCP students.

**MCP 5514 Lacanian Clinical Praxis (3.00 Units) LG Grade Option**
This advanced course is a thoroughgoing exploration of the fundamental clinical ideas and sensibilities of the French psychoanalyst Jacques Lacan and the relevance of his work for clinical practice today. Core Lacanian concepts such as transference, the unconscious, jouissance, desire, and sexuation will be covered, as well as more contemporary concerns such as the “body,” transgender and queer perspectives, and countertransference. Prerequisite: MCP or PSY student.

**MCP 5646 Career Counseling Theory and Practice for Therapists (3.00 Units) LG Grade Option**
The professional practice of career counseling has much to offer to psychotherapists working in community settings. Client-centered therapy encourages the patient to make decisions about wellness and the types of activities she or he will be involved in. The role of the therapists in supporting options that are realistic, achievable, and appropriate will be presented and practiced. There exits a broad literature and many effective, evidence-based theories and practices in career development and counseling. This course will equip the therapists in selecting and implementing interventions to clients experiencing life transitions. Prerequisite: Priority to MCP students (including CMHW and ICPW students).

**MCP 5651 California Ethics and the Law (1.00 Unit) OP Grade Option**
This course will supplement MCP 5101, which is a prerequisite, by focusing on California law and professional ethics in the era of the Mental Health Services Act (MHSA) and the requirements for new types of mental health care in California. Prerequisites: MCP 5101 Professional Ethics and Family Law, MCP 5109 Psychopharmacology; non-ICPW student, non-CMHW student.

**MCP 6101 Human Sexuality (1.00 Unit) LG Grade Option**
This course explores personal, interpersonal, and transpersonal dimensions of sexual experience, including awareness, attitudes, meaning, expression, response, sexual counseling, and integration with personal development. Prerequisites: Non-ICPW student, non-CMHW student; priority to MCP students.

**MCP 6102 Assessment and Treatment of Addiction Disorders (1.00 Unit) LG Grade Option**
Survey of current treatment approaches to chemical dependency and examination of humanist-transpersonal perspectives. Prerequisites: Non-ICPW student, non-CMHW student; priority to MCP students.

**MCP 6103 Multicultural Counseling and the Family (2.00 Units) LG Grade Option**
Therapists need to develop awareness of cultural variations and acquire therapeutic tools to address those differences. The prevalent Eurocentric view of therapy as the only option for therapeutic process is challenged, and alternatives are discussed. Cultural and other human differences, including race, ethnicity, sexual orientation, class, gender, religion, language, and disability, are considered. Prerequisites: Non-ICPW student, non-CMHW student; priority to MCP students.

**MCP 6233 Introduction to Community Mental Health and the Recovery Model (2.00 Units) LG Grade Option**
This course is designed for students in MCP concentrations other than CMH. Students will learn the basic principles of the recovery model of mental health as described and supported by the California Mental Health Services Act of 2004. Students will learn and work with the “mental health recovery” models of service and treatment delivery, including key structural components. Evidence-based treatment interventions will be demonstrated and experienced, and effective strategies for working on integrated service teams and evaluation methodologies will be developed. Prerequisites: Non-ICPW student, non-CMHW student; priority to MCP students.

**MCP 6401 Research Methods (3.00 Units) LG Grade Option**
Overview of research methodologies with special focus on qualitative approaches, comparative ways of knowing, and the creation of an integral inquiry research project. Prerequisites: Non-ICPW student, non-CMHW student; priority to MCP students.

**MCP 6471 Theory and Practice in Behavioral Therapies (3.00 Units) OP Grade Option**
A number of evidence-based and innovative therapies and mental health interventions are available for use by MFTs and LPCCs. This course will present the conceptual framework for the most commonly used of those interventions. Cognitive behavioral therapy, trauma-informed CTB, dialectical behavioral therapy, motivational interviewing, and contingency management therapies will be taught, demonstrated, and experienced. Prerequisite: MCP student.

**MCP 6502 Child Therapy (2.00 Units) LG Grade Option**
Techniques to remedy or prevent problems in children and their families. Case material introduces strategies of intervention. Prerequisites: Non-ICPW student, non-CMHW student; priority to MCP students.

**MCP 7603 Pre/Post Practicum (0 Units) PF Grade Option**
Required of MFT trainees who wish to accrue hours toward licensure and who are not enrolled in Supervised Clinical Practicum (either Individual or Group). Online registration not permitted; instead, submit “Individual or Pre/Post Practicum” registration form. Prerequisite: MCP student.

**MCP 8799 Independent Study (1.00–3.00 Units) PF Grade Option**

Coursework that extends a student’s field of inquiry beyond current CIIS courses. Requires a syllabus and contract signed by the student and faculty member and approval by the department/program chair.
Community Mental Health
MA in Counseling Psychology with a concentration in Community Mental Health

Program Chair
Elizabeth Markle, PhD

Core Faculty
Fernando Castrillon, PsyD
Steven Tierney, EdD, LPCC

Adjunct Faculty
Julie Barr, LMFT
Doris Bersing, PhD
Marjorie Chaset, LMFT
Karim Dajani, PsyD
Clifton Hicks, PhD
Thomas Marchevsky, PhD
Seth Pardo, PhD
Deborah Yarock, LMFT

About the Community Mental Health Concentration
The Community Mental Health program is based on two core beliefs: First, according to our social justice and community psychology foundations, therapy is a partnership between the therapist and the individual or family engaged in care. Second, therapy delivered in community settings must be based on excellent clinical skills and sound theory. This program prepares therapists to work from this foundation in either community programs or private practice. A strong commitment to diversity, inclusion, and equity guides our recruitment, teaching, learning, and professional practice.

The Community Mental Health program has four key foundational principles:

1. Social justice: Our work in the community is clinically strong and built on a platform of liberation, critical, and community psychologies. When you graduate from this program, you will be able to deliver psychotherapy that is excellent, evidence based, and created in partnership with your clients.

2. The Recovery and Resiliency Model is stressed throughout our curriculum. Recovery-oriented care begins with the assertion that it is possible to recover from mental illness or co-occurring disorders, even when severe. The recovery model is based on the idea that each person is the agent of his or her own recovery. Recovery-oriented care includes prevention, early intervention, and excellent and effective psychotherapy.

3. This program builds the strong core clinical skills that engender successful psychotherapy. These skills include assessment, diagnosis, prognosis, treatment planning, and evaluation, identified as core clinical skills by the Board of Behavioral Science.

4. The program stresses an integrative model of psychotherapy and introduces students to a range of therapeutic theories and models. CMH emphasizes training in and an option for specialization in the following: family systems therapy, psychodynamic therapies, and/or humanistic and mindfulness therapies.

CIIS developed this program in partnership with public and nonprofit mental health agencies in the San Francisco Bay Area. The result: a program that makes strong links between the classroom and clinical education. Hands-on, experiential learning begins in the first semester and supports and encourages your professional development. Through continued work in community settings, the faculty in the CMH program help ensure that the program design continues to meet the needs of community agencies and helps strengthen the ties that CIIS has to organizations that are the potential employers of our graduates.

Many professionals were consulted during the planning and development stages of this community mental health initiative. They were asked for their input regarding the need for a community mental health program and the training it would require. Clinics and treatment programs are now seeing clients who have severe psychopathology, dual and triple diagnoses, and substance abuse; many who belong to the Asian and Latino communities and have a first language other than English; and clients who may be impoverished and homeless. Therefore, directors and clinicians who were interviewed expressed unanimous support for the new program based on their experience of the level and type of therapy now required to serve an increasingly diverse community of clients. Directors and clinicians indicated that they look forward to working with CIIS graduates who will intern at their clinics or be hired as new staff. Having already received core course training in areas such as cultural competence and case management, the graduates will eliminate the need for clinic staff to spend valuable time training them in essential areas of client need. They
will also enter the field with a greater level of expertise and be able to offer quality treatment to clients. CMH students have excelled in trainee and intern sites across the Bay Area, and ranked among highest in pass rate on licensing exams.

**Program Format**

Students attend classes year round over a 2.5-year period, with 15-week Fall and Spring semesters and a 10-week Summer semester. Students enter the program as members of a cohort and can take elective courses in outside departments with students from other programs, allowing for exposure to a wider range of treatment modalities. Each semester, students take one online course and two evening classes a week. Evening classes are held weekly in the classrooms on the same day and at the same time across the program to accommodate working students, and many have online components.

**Learning Activities**

As an integral part of their counseling psychology education, students are introduced to the fundamentals of intensive and supplemental case management and the provision of public sector therapeutic services in order to prepare them to work effectively in collaborative, multidisciplinary teams with other mental health and primary care providers. Coursework is closely integrated with three semesters of advanced practicum work beginning their second year. Training occurs in community agencies, where students are observed and counseled in their work with clients of diverse cultures and with complex and often severe mental health issues.

It is recommended that students enroll full-time for seven semesters; however, a part-time option is available pending chair approval. The degree program consists of a 60-semester-unit program of core and concentration courses. The curriculum incorporates courses and clinical practicum training that fulfills all of the educational requirements of California’s Marriage and Family Therapy (LMFT) license. Students also have the option to pursue the Licensed Professional Clinical Counselor License. The LPCC license requires additional coursework. California defines professional clinical counseling as the application of counseling interventions and psychotherapeutic techniques to identify and remediate cognitive, mental, and emotional issues, including personal growth, adjustment to disability, crisis intervention, and psychosocial and environmental problems. Students will make the decision about which license to pursue by the end of the first semester. The student and the academic advisor will work closely on this decision process.

**Direct Service Experience**

The Board of Behavioral Sciences requires successful completion of 6 units of supervised clinical practicum at a site approved by CIIS. In their second year, students will enter a clinical practicum (CMH 7602) ready to practice and enhance their knowledge and advanced psychotherapeutic skills. Community Mental Health faculty evaluate student readiness for entering or continuing in practicum at the end of each semester. Students will receive direct feedback from their academic advisor and/or the department chair.

**Program Learning Outcomes**

1. **(Foundational) Students will demonstrate a breadth of knowledge of the responsibilities of licensed psychotherapists in California evidenced by the Group Practicum Case Write-Up and the Trainee Clinical Evaluations.**
   1.1 Assessment, diagnosis, prognosis.
   1.2 Treatment planning.
   1.3 Treatment and evaluation grounded in psychotherapeutic theory.

2. **(Mastery) Students will demonstrate breadth of knowledge in the requirements of the Mental Health Services Act for professional practice in California (CMH Focus) evidenced by the Group Practicum Case Write-Up and the Trainee Clinical Evaluations.**
   2.2 Case management, systems of care for the severely mentally ill.
   2.3 Public and private services for the severely mentally ill.
   2.4 Community resources for victims of abuse, disaster, and trauma response.
   2.5 Advocacy for the severely mentally ill, and collaborative treatment.

3. **(Clinical Effectiveness) Students will demonstrate depth and breadth of understanding in areas including, but not limited to:**
   3.1 Psychotherapy theory.
   3.2 Ethics.
   3.3 Research methods.
   3.4 Cultural diversity.
   3.5 Psychopharmacology.
   3.6 Issues relevant to adult and child clinical populations (including the recognition of and reporting of abuse).
   3.7 Students will be able to apply this knowledge to clinical cases.
4. (Foundational) Students will experience significant personal growth in the context of the Master of Arts in Counseling Psychology program and will actively bridge their inner experience and development as people with their preparation to work as professional psychotherapists.

4.1 (Mastery) Students will develop the capacity for effective professional interactions with clients, their advocates and family members, and professional colleagues and peers.

4.2 (Clinical Effectiveness) Students will demonstrate a capacity to take supervision, guidance, and direction in the conduct of their coursework.

5. (Foundational) Students will actively engage in an exploration of their own filters and biases, seek to understand those who are different, and develop competencies in applying diversity sensitivity to their clinical practice.

6. (Clinical Effectiveness) Students will demonstrate a breadth of understanding of the multicultural communities and individuals with whom they work.

6.1 Multicultural competency shall include the ability to work with individuals, families, and communities with diverse racial, ethnic, and cultural heritage; socioeconomic status; age; gender; sexual orientation; and religious and spiritual beliefs; as well as physical, emotional, and mental abilities.

7. (Foundational) Students will demonstrate an understanding of research methods, statistical analysis, needs assessment, and program evaluation sufficient to comprehend and integrate current literature in the field psychotherapy and related disciplines.

8. (Mastery) Students will demonstrate knowledge of empirically supported clinical interventions and evidence ability to select treatments for individual clients given this literature.

9. (Mastery) Students will demonstrate fulfillment of coursework and other pre-degree licensing requirements outlined by the Board of Behavioral Sciences.

Personal Psychotherapy
Fifty hours of individual, group, family, or couples therapy are required to be completed during a student’s tenure in this program and before graduation can be approved. The therapy must be provided by a therapist fully licensed by the State of California and approved, in advance, by the chair of the program or his or her designee. The BBS has specific rules regarding the application of personal psychotherapy toward hours required for licensure. Please familiarize yourself with those rules and consult your academic advisor.

Admissions Requirements
Applicants must meet the general admissions requirements of the University. These include academic transcripts, an autobiographical statement, a statement of goals, two letters of recommendation, and a current résumé. This program has been designed for those with experience in the public and community mental health environments. In selecting candidates for admission, the program considers the following factors to be desirable: a background, interest, and demonstrated commitment to public and community mental health; and evidence of a commitment to achieving positive health outcomes in these settings. Experience in community planning, community organizing, and/or social justice in a paid or volunteer position will be helpful. The candidate should have sufficient personal stability and energy to become an effective clinician, and should have present interests and past academic records that indicate probable success in completing graduate studies. The statement of professional goals and objectives submitted with the application form should address these issues. In addition to the above considerations, the program seeks individuals who exhibit the interpersonal communication skills and personal insight required of psychotherapists. These include a congruence of feelings and action, an ability to listen and attend, a willingness to be self-reflective, and openness to evaluating and changing behaviors and attitudes.

Curriculum
MA in Counseling Psychology with a concentration in Community Mental Health
Marriage and Family Track—60 units

I. Common Core Courses—13 units
MCPC 5108 Psychopathology and Psychological Assessment (3 units)
MCPC 5613 Therapeutic Communication (3 units)
MCPC 5632 Group Facilitation and Group Therapy (3 units)
MCPC 6101 Human Sexuality (1 unit)
CMH 6613 Multicultural Foundations of Family Therapy (3 units)
II. Counseling Courses with an emphasis in Community Mental Health—21 units
These courses have equivalencies in the Drama Therapy, Expressive Arts Therapy, Integral Counseling Psychology, and Somatic Psychology concentrations. These equivalent courses cover the same content, but from the perspective of their own concentrations.
MCP 5111 Professional Ethics and Family Law (3 units)
MCP 5201 Human Development Across the Lifespan (3 units)
MCP 5501 Psychodynamic Foundations for Clinical Practice (3 units)
MCP 5620 Advanced Therapeutic Skills: The Clinical Relationship (3 units)
MCP 6401 Research Methods (3 units)
MCP 7601 Supervised Clinical Practicum: Individual (2 units)
MCP 7602 Supervised Clinical Practicum: Group (2 units)
MCP 7604 Supervised Clinical Practicum: Individual–School Setting (3 units)

III. Community Mental Health Concentration Courses—26 units
These courses do not have equivalencies in the other concentrations.
CMH 5029 Theories and Practices in Community Mental Health (3 units)
CMH 5031 Trauma, Crisis, and Recovery-Oriented Practice (3 units)
CMH 5033 Diagnosis and Treatment of Co-occurring Disorders and Addiction (3 units)
CMH 5035 Child & Adolescent Multisystemic Therapies (3 units)
CMH 5042 Humanistic Mindfulness-Based Therapies with Families (3 units)
CMH 5045 Multisystemic Family Systems Therapy (3 units)
CMH 6001 CMH Practice: Severe Illness and Early Psychosis (3 units)
CMH 6678 Advanced Topics in Community Mental Health (2 units)
CMH 7701 Integrative Seminar: Final Project (3 units)

Note: The MA programs in Counseling Psychology require that one year of practicum training be taken at CIIS. Practicum and fieldwork training units will not be accepted in transfer.

Licensed Professional Clinical Counselor Track—67 units
The courses designated in I, II, and III above and the following:
MCP 5105 Psychopharmacology
MCP 5646 Career Counseling Theory and Practice
PSY 6331 Psychological Assessment: Psychometric Theory

Course Descriptions

MCPC 5111 Professional Ethics and Family Law (3.00 Units) LG Grade Option
This course covers professional orientation, ethics, and law in counseling, including California law. It examines professional ethics for marriage and family therapists and professional clinical counselors, professional ethical standards and legal considerations, licensing law and process, regulatory laws that delineate the profession’s scope of practice, counselor-client privilege, confidentiality, the client dangerous to self or others, treatment of minors with without parental consent. Also discussed will be the relationship between the practitioner’s sense of self and human values, functions and relationships with other human service providers, strategies for collaboration, and advocacy processes needed to address institutional and social barriers that impede access. Prerequisite: CMH student.

MCPC 5201 Human Development Across the Lifespan (3.00 Units) LG Grade Option
Students will learn how to work effectively with issues of child abuse assessment and reporting, spousal abuse and family violence, and related reporting issues. Issues of geriatric care, long-term care, and elder abuse will be covered. Prerequisite: CMH student.

MCPC 5501 Psychodynamic Foundations for Clinical Practice (3.00 Units) LG Grade Option
Presents a history of psychodynamic ideas and their application in clinical settings. Offers a historical perspective beginning with Freudian theory through the development of object relations theory. Covers basic theoretical and clinical concepts; clinical theories about the self and self-development; and the topics of transference, countertransference, and defense. Examines relationships between psychodynamic and other clinical theories. Prerequisite: CMH student.

MCPC 5605 Family Dynamics and Therapy (3.00 Units) LG Grade Option
Covers the family life cycle, as well as the theories and methods of many of the major family theories, including strategic, brief strategic, systemic, narrative, solution-focused, family of origin, structural, and symbolic-experiential family therapy. The course
will present and examine myriad family structures as represented in society and in public mental health. Emerging modalities appropriate to new family systems will be presented. It includes experiential learning processes. Prerequisite: CMH student.

MCPC 5610 Therapeutic Communication (2.00 Units) LG Grade Option
This course provides an overview of key concepts and methods in therapeutic communication, integrating psychodynamic, humanistic, and other approaches. Experiential portion includes role-play and simulations. Prerequisite: CMH student.

MCPC 5613 Therapeutic Communication (3.00 Units) LG Grade Option
This course provides an overview of key concepts and methods in therapeutic communication, integrating psychodynamic, humanistic, and other approaches. This is the experiential portion of Therapeutic Communication, and includes role-play and simulations. Prerequisite: Priority to CMH students.

MCPC 5620 Advanced Therapeutic Skills: The Clinical Relationship (3.00 Units) LG Grade Option
This course provides an overview of key concepts and methods in therapeutic communication and the clinical relationship. The relationship between therapist and client is one of the central concerns of contemporary theories of therapeutic change. This course explores the relationship between therapist and client from the perspectives of contemporary psychodynamics and of person-centered, feminist, and queer theories. It provides various perspectives on transference and countertransference, the working alliance and the therapeutic partnership, and how to work with these dynamics in the clinical setting. The course includes role-plays and simulations to further the understanding of therapeutic communication. Prerequisite: CMH student.

MCPC 5632 Group Facilitation and Group Therapy (3.00 Units) LG Grade Option
This course provides the basic theories and practice necessary to design and facilitate psychoeducational groups, special-topic groups, peer support groups, and other groups currently delivered in community mental health settings. In addition, students will learn theories, practice, and techniques, including principles of group dynamics, group process components, group developmental stage theories, therapeutic factors of group work, and group leadership styles and approaches. Pertinent research and literature on group counseling methods will be presented, and students will practice multiple methods of evaluation of group effectiveness. Prerequisite: CMH student.

MCPC 6101 Human Sexuality (1.00 Unit) LG Grade Option
This course explores personal, interpersonal, and transpersonal dimensions of sexual experience, including awareness, attitudes, meaning, expression, response, sexual counseling, and integration with personal development. Prerequisite: Priority to CMH students.

MCPC 6401 Research Methods (3.00 Units) LG Grade Option
Overview of research methodologies with special focus on academic writing, qualitative approaches, comparative ways of knowing, and the ability to read and interpret research. Prerequisite: CMH student.

MCPC 7601 Supervised Clinical Practicum: Individual (2.00 Units) PF Grade Option
Presentation and discussion of case material. Emphasizes upon case formulation, the therapeutic relationship, and the development of clinical skills. Cannot be registered for online. Submit “Individual Practicum Registration Form” to Registrar’s Office. An “NP” grade will be given if “Supervised Fieldwork Agreement” is not submitted to the Field Placement Office by semester’s end. Prerequisite: CMH student; criminal background check.

MCPC 7602 Supervised Clinical Practicum: Group (2.00 Units) PF Grade Option
Presentation and discussion of case material. Emphasizes upon case formulation, the therapeutic relationship, and the development of clinical skills. Specific skills in case documentation and professional writing will be practiced. Prerequisite: CMH student; criminal background check.

MCPC 7604 Supervised Clinical Practicum: Individual–School Setting (3.00 Units) PF Grade Options
For practicum students working in schools. Presentation and discussion of case material. Emphasis upon case formulation, the therapeutic relationship, and the development of clinical skills.

MCPC 7606 Supervised Clinical Practicum: Group (Community or Public Setting) (3.00 Units) PF Grade Option
Presentation and discussion of case material. Emphasizes upon case formulation, the therapeutic relationship, and the development of clinical skills. Specific skills in case documentation and professional writing will be practiced. Prerequisite: CMH student; criminal background check.

CMH 5029 Theories and Practices in Community Mental Health (3.00 Units) LG Grade Option
This course will provide basic theory and introductory practice in the recovery model of mental health and its application in community mental health settings. Reviewing the history of the mental health system, as well as of the consumer movement, students will gain an understanding of the context of current practice and will be prepared to enter the field and work effectively as therapists in publicly funded settings. Course will include contemporary community psychology theory, including liberation
psychologies. Topics include best practices, practice-based evidence, pre-clinical meeting with consumers or family members, the role of SES on treatment, and health disparities in both the prevalence of mental health concerns and the effectiveness of treatment. Prerequisite: CMH student.

CMH 5031 Trauma, Crisis, and Recovery-Oriented Practice (3.00 Units) LG Grade Option
This course will enable students to identify and assess clients with complex traumatic disorders and identify and implement effective treatment protocols. Methods for conceptualizing, assessing, and treating individuals, families, and communities where serious crisis or trauma has occurred will be presented and experienced, including the impact of multigenerational trauma. Current research in the field and emerging treatments in line with recovery-based practice will also be covered. Prerequisite: CMH student.

CMH 5033 Diagnosis and Treatment of Co-occurring Disorders and Addiction (3.00 Units) LG Grade Option
The interrelationships between mental, emotional, behavioral, and chemical dependency problems in the lives of clients will be examined. Effective clinical skills will be presented in the context of issues related to diagnosis, treatment, and treatment compliance of dually diagnosed clients. Student will learn about the legal and medical aspects of substance abuse, populations at risk, the role of support persons, support systems, and community resources. Important clinical issues in psychopharmacology, process addictions, case management, recovery-oriented practice, and culturally informed treatment strategies will be presented. Prerequisite: CMH student.

CMH 5035 Child and Adolescent Multisystemic Therapies (3.00 Units) LG Grade Option
Using a multisystemic approach, course will present issues of assessment, diagnosis, treatment planning, and effective interventions used in the treatment of children, adolescents, transition-aged youth (TAY), and their families. Case material will be used to illustrate multisystemic approaches and theories for effectively engaging children, adolescents, and TAY youth in therapy in both traditional and nontraditional settings. Included in the course is a consideration of child abuse reporting; foster children and adoption issues; and the impact of marriage, divorce, and nontraditional and blended families on treatment. Prerequisite: CMH student.

CMH 5042 Humanistic Mindfulness-Based Therapies with Family (3.00 Units) LG Grade Option
Presents a history of humanistic and mindfulness-based psychotherapies and their application in community clinical settings. Offers a historical perspective, beginning with Carl Rogers theory through the development of mindfulness-based theory and practice. Case materials present assessment, diagnosis, prognosis, treatment planning, and treatment options using these theories. Student will experience and practice multiple methods of evaluation and the implementation of evidence-based practices in community mental health settings. Examines relationships between humanistic, mindfulness, and other clinical theories. Prerequisite: CMH student.

CMH 5045 Multisystemic Family Therapy: Theory and Practice (3.00 Units) LG Grade Option
Presents a history of family systems theory and related psychotherapies, and their application in community clinical settings. Will include evidence-based and culturally appropriate theory and practice for the families of California today. Case materials present the impacts of culture, race, sexual orientation, and gender identity on family development and process. The effects of poverty, class, and immigration will be analyzed and addressed as therapeutic opportunities and challenges. This course will include an examination of the impact of child abuse, spousal abuse, divorce, blended families, and families that include foster and adoptive children on treatment. Prerequisite: CMH student.

CMH 6001 Advanced CMH Practice: Severe Mental Illness and Early Psychosis (3.00 Units) LG Grade Option
This course involves a careful examination of the etiology (biological, psychological, and social), clinical diagnosis, and treatment of severe and persistent mental illness. This includes a consideration of schizophrenia, bipolar disorder, severe character pathology, and dual diagnosis in a community mental health setting. A comprehensive, integrative, and contemporary theoretical framework through which to understand and treat severe and persistent mental illness across the lifespan will be introduced. Students will become adept at differential diagnosis and the application of best practices; the inclusion of family members in treatment; early onset of the psychosis; and the application of recovery and the wellness principle; as well as the impact of poverty and stigma on treatment. Prerequisite: CMH student.

CMH 6387 African Traditional Healing and Mental Health (3.00 Units) LG Grade Option
Using comparative analysis, critical theory, and case studies, this course is an in-depth examination of the philosophical foundations, historical development, and contemporary theoretical applications of the scientific disciplines of psychology and indigenous healing practices. This course explores the interplay between Western psychotherapeutic models—i.e., cognitive behavioral therapy, psychoanalysis, attachment theory, and African indigenous healing practices. Prerequisite: Priority to CMH students.

CMH 6613 Multicultural Foundations of Family Therapy (3.00 Units) LG Grade Option
Students will engage in a 15-hour service learning project in a community mental health setting that is unfamiliar to the student. Using the principles learned in class, this experience will offer the opportunity for the student to explore a growing sense of self-
awareness around cultural differences, as well as increase knowledge and skills in working in a diverse community setting. Students will also explore the concept of cultural humility and its application in the provision of culturally informed community mental health work. Prerequisite: CMH student.

**CMH 6678 Advanced Topics in Community Mental Health (3.00 Units) LG Grade Option**
This course will explore theory and practice of current issues affecting public mental health and the provision of mental health services in the community. This focus of the class will change year to year to allow for greater breadth of coverage of the current mental health–related issues of the day. For example, the focus might be on the impact of community violence on mental health service provision; when our clients are immigrants; the impact of multigenerational trauma on families; the use of a specific best practice in CMH; the use of specific community-informed practices at use in public mental health. The course may include an online component and fieldwork in the community as part of class requirements. Prerequisite: CMH student.

**CMH 7701 Integrative Seminar—Final Project (3.00 Units) LG Grade Option**
This culminating course provides an opportunity for students to reflect on their processes of personal and academic integration in the CMH program. Students will demonstrate the following: key learning from theoretical and conceptual standpoints, and knowledge of community and public mental health systems and clinical experiences. Prerequisite: CMH student.

**CMH 8799 Independent Study (1.00–3.00 Units) PF Grade Option**
Coursework that extends a student’s field of inquiry beyond current CIIS courses. Requires a syllabus and contract signed by the student and faculty member, and approved by the program chair. Online registration not possible. Prerequisite: CMH student.
Drama Therapy
MA in Counseling Psychology with a concentration in Drama Therapy

Program Chair
Renée Emunah, PhD, RDT, BCT

Core Faculty
F. Antonio Ramírez Hernández, PsyD
Gary Raucher, MA, RDT, BCT, LMFT

Adjunct Faculty
Deborah French Frisher, MPA, RDT
Sylvia Israel, MA, LMFT, RDT, TEP
David Read Johnson, PhD, RDT, BCT
Susan Coto McKenna, PsyD, ADTR
Doug Ronning, MA, LMFT, RDT
Sheila Rubin, MA, LMFT, RDT, BCT
Armand Volkas, LMFT, RDT, BCT, MFA

About the Drama Therapy Concentration
Drama therapy invites us to uncover and integrate dormant aspects of ourselves, stretch our conception of who we are, and experience our intrinsic connection with others.

—Renée Emunah, Acting for Real: Drama Therapy Process, Technique, and Performance

Freedom and possibility are two key words that begin to describe the essence of drama therapy. Life is finite; there are only so many experiences we can have. But in drama, the opportunities and options are endless, enabling us to dive deeper into the richness of life. And when the dramas are authentic and “real,” they have the power to affect, and even alter, our real lives profoundly. For over 30 years, we have been investigating how therapeutically adapted dramatic processes work over time to heal wounds, facilitate lasting change, and help people to reach their highest potential. The CIIS Drama Therapy program is one of only a few master’s programs in the field accredited and approved by the North American Drama Therapy Association, and is one of only a handful of such programs in the world. CIIS is internationally recognized as housing one of the world’s most highly developed and rigorous training programs for drama therapists. The primary sources of drama therapy include dramatic play, theater, role-play, psychodrama, and dramatic ritual. Drama therapy, as one of the creative art therapies, facilitates artistic expression—engendering clarity, mastery, meaning, and hope. In drama therapy, we choose from a wide array of therapeutically adapted dramatic processes—including storytelling, improvisation, self-revelatory performance, life review, playback theater, physical theater, creative drama, and puppetry—and we tailor the work to the needs of specific groups or individuals. Drama therapy includes the other arts; in drama therapy, music, dance/movement, art, poetry, and photography/video are selectively incorporated to enhance the therapeutic or aesthetic nature of the work.

Our aim in the program is to take people on a challenging and compelling personal and intellectual journey toward deeper levels of understanding and developing competence in drama therapy. Our commitment is to provide a rigorous, multilayered training in using this potent medium ethically, respectfully, and skillfully. Faculty and students delve into the complexities, subtleties, and possibilities in drama therapy. Coursework is sequenced and progressive. Theoretical, practical/clinical, and experiential formats are incorporated. Small, action-oriented classes within a cohort model support students’ personal development and sense of community. While many people who come to our program are already familiar with the transformative power of drama (on themselves and others), even the first semester of the program reveals new dimensions to the field and gives a glimpse of the vast range of exploration ahead.

Drama therapy is the systematic and intentional use of drama and theater processes to promote emotional growth and psychological integration. The field of drama therapy, which was founded in 1979, has a solid theoretical basis. Many models and methods (including Emunah’s Integrative Five Phase Model of Drama Therapy, Johnson’s Developmental Transformations, and Landy’s Role Method) are studied. Clinical issues (such as distinguishing between compulsive and constructive reenactment, therapeutic direction of improvisational enactment, creative responses to resistance, and use and misuse of psychodramatic tools) are examined from multiple perspectives. We use role-play and enactment in training, making learning more engaging, embodied, and interactive. We believe that learning can and should be relevant, exciting, and transformative. The rapidly expanding field of drama therapy offers a huge range of work opportunities, and we encourage students to pursue their individual passions. The unique combination of a solid background in counseling psychology and specialized training in drama therapy, along with facility in leading groups (a skill that mental health facilities highly value), are some of the qualifications that have led our graduates to obtain satisfying jobs readily. Alumni work in private practice, psychiatric settings, community mental health,
students, prisons, and substance abuse treatment programs; they work with children, at-risk adolescents, seniors, veterans, and polarized groups in the community. Some use action methods and role-play in corporate consulting, diversity training, and community projects. Others are engaged in research, teaching, publication, performance, or doctoral and postdoctoral pursuits. Faculty members are highly experienced practitioners, many of whom are pioneers in the field of drama therapy.

The program follows the guidelines set forth by the North American Drama Therapy Association (NADTA, formerly the National Association for Drama Therapy, NADT) and meets the academic requirements that enable a student to qualify as a Registered Drama Therapist (RDT). The program also meets the academic requirements for Marriage and Family Therapy (LMFT) licensure in the state of California. Additional coursework meeting the educational requirements for the Licensed Professional Clinical Counselor (LPCC) is also available.

Drama Therapy Pre-practicum and Practicum/Supervision
During the first year of the program, students complete a pre-practicum of 45 hours in drama therapy. In the pre-practicum, the student works as a participant-observer in a clinical setting with an experienced drama therapist. No academic credit is earned.

Beginning typically in the second year of the program, students complete one academic year of practicum, involving 17 hours per week on-site in a clinical setting. Students take MCPD 7602 concurrently with the first-, second-, and third-semester practicum. Students receive on-site supervision by a licensed clinician, as well as small-group supervision in drama therapy at CIIS. A list of placements is provided, and support is offered by the CIIS Field Placement Office. Proposed facilities for practica include settings with children, adolescents, adults, and seniors, in psychiatric hospitals, day treatment centers, schools, and outpatient clinics. Work is conducted with groups as well as with individuals and families. Students who wish to be eligible for LMFT licensing must fulfill specific internship requirements (intern registration, minimum and maximum hours within a range of categories, and licensed supervision). Information about LMFT licensing is continually being updated by the University’s Field Placement Office.

Integrative Seminar in Drama Therapy: Final Project
This 4-unit seminar integrates two years of study in the process, theory, and practice of drama therapy. The student produces a final project that may include either a self-revelatory performance; a theoretical paper or article; an edited video documenting the progression of a drama therapy treatment with clients; or a therapeutic performance that the student directs.

Personal Psychotherapy
Fifty (50) hours of individual, group, family, or couples therapy are required to be completed before graduation. Recent therapy experience that meets guidelines may fulfill this requirement with the advisor’s approval.

Program Learning Outcomes
Students will be able to:

1. Evaluate and apply drama therapy approaches in working with clients.
2. Situate drama therapy within a critical historical context focusing on the relationship between dramatic art and healing traditions from various world cultures.
3. Evaluate theories and methods of major drama therapy approaches, and ways in which they overlap, diverge, and complement one another.
4. Integrate foundational concepts underlying drama therapy and action techniques to support and complement the recovery model and other major models of psychotherapy in therapeutic practice.
5. Develop drama therapy interventions that address the needs of different clinical populations and age groups in a culturally sensitive manner (taking into account differences including gender, race, ethnicity, socioeconomic status, sexual orientation, gender identification/expression, and spiritual/religious practices).
6. Use drama therapy and action methods skillfully as a means of clinical intervention.
7. Use a drama therapy framework to assess clients and implement treatment plans, individually and in groups.
8. Articulate drama therapy concepts and terminology in professional communication (oral and written) in ways that are relevant to both clients and allied professionals.
9. Integrate drama therapy and action methods with best practices from verbal, somatic, and expressive arts-based approaches into clinical work with individuals and groups.

Plan of Study
In the first year of the program, courses are generally scheduled on two days to meet the needs of students who work part-time. Students may complete the program in two or three years. (Two years would include attending two summers. A majority of students opt to complete in 2.5 years.) Further information about course sequencing is available from the Drama Therapy program. The majority of Drama Therapy students choose the LMFT Track (60 units), but the LPCC Track (68 units) is also available. Students make the choice of which license to pursue at the end of their first semester of study.
Admissions Requirements
Applicants must meet the general admissions requirements of CIIS, as well as specific requirements for the program. These include academic transcripts from all previously attended universities and colleges; a self-reflective autobiographical paper; a statement of professional and academic goals; two letters of recommendation; and a listing of theater, psychology, creative arts therapy, and human service experiences. Individual and group interviews are conducted. The program seeks highly motivated, creative, and mature students who have already demonstrated a strong interest in the integration of theater and therapy. Personal integrity and emotional maturity are essential attributes. Applicants must have a background in drama and theater (the program does not offer theater training). A bachelor’s degree in one of the following is generally required: drama or theater, psychology, educational theater, or education. A minimum of two undergraduate psychology courses is required, and volunteer or paid work experience in human services is strongly recommended. The program is designed for Fall-semester entry.

Curriculum
MA in Counseling Psychology with a concentration in Drama Therapy
LMFT Track—60 units

I. Counseling Courses—16 units
MCP 5101 Professional Ethics and Law
MCP 5108 Psychopathology and Psychological Assessment
MCP 5201 Human Development Across the Lifespan
MCP 6101 Human Sexuality
MCP 6102 Alcohol and Chemical Dependency Counseling
MCP 6103 Multicultural Counseling and the Family
MCP 6233 Introduction to Community Mental Health and the Recovery Model
MCP 6401 Research Methods
MCP 6502 Child Therapy

II. Counseling Courses with an emphasis in Drama Therapy—20 units
MCPD 5604 Group Dynamics and Creative Arts Therapies
MCPD 5605 Family Dynamics and Therapy
MCPD 5608 Psychotherapy Theories and Practices
MCPD 5610 Therapeutic Communication
MCPD 6605 Advanced Family and Couples Therapy: Action-Oriented Approaches
MCPD 7602 Supervised Clinical Practicum/Case Seminar in Drama Therapy (three semesters)

III. Drama Therapy Concentration Courses—22 units
These courses do not have equivalencies in the other concentrations. Students must choose one of the three 1-unit courses marked with an asterisk (students in the LPCC Track do not need to fulfill this 1-unit requirement).
PDT 5501 Drama Therapy Theory
PDT 5602 Drama Therapy Process and Technique
PDT 5603 Drama Therapy Practice
PDT 5605 Psychodrama
PDT 5607 Special Methods in Drama Therapy I: Developmental Transformations
PDT 5614 Advanced Improvisation and Playback Theater
PDT 5626 Individual Drama Therapy*
PDT 5627 Trauma and Resilience: Embodied Approaches to Treatment
PDT 5628 Advanced Integrative Five Phase Model of Drama Therapy*
PDT 6604 Drama Therapy and Social Change
PDT 6607 Special Methods in Drama Therapy II: Advanced Developmental Transformations*
PDT 7700 Integrative Seminar in Drama Therapy: Final Project
*Students are required to take one of the three courses marked with asterisks. The other two may be taken as electives.

IV. Electives—2 units
2 units from any CIIS program (or approved independent studies)
Note: The master of arts programs in Counseling Psychology require that one year of practicum training be taken as a CIIS student. Practicum training units will not be accepted in transfer.

Optional Licensed Professional Clinical Counselor Track—68 units

The courses designated in I, II, and III above plus the following:
Course Descriptions

MCPD 5604 Group Dynamics and Creative Arts Therapies (2.00 Units) OP Grade Option
Examination of basic theories of group dynamics. Exploration of group process through group interaction, didactic analysis, and synthesis. Overview of the field of creative arts therapy, with an emphasis on the use of the various modalities—dance/movement, music, art, poetry, and drama therapies—in group work. Prerequisite: Priority to PDT students.

MCPD 5605 Family Dynamics and Therapy (3.00 Units) OP Grade Option
Covers the family life cycle, as well as the theories and methods of major family theories, including strategic, brief strategic, systemic, narrative, solution-focused, family-of-origin, structural, and symbolic-experiential family therapy. Prerequisites: Non-ICPW student; priority to PDT students.

MCPD 5608 Psychotherapy Theories and Practices (2.00 Units) OP Grade Option
A theoretical survey of the major psychotherapy orientations. Students are encouraged to analyze and critique these theories, and to develop an integrative framework using an interpersonal, feminist, and systemic approach. Dramatic methods are incorporated to enhance theoretical understanding. Prerequisites: Non-ICPW student; priority to PDT students.

MCPD 5610 Therapeutic Communication (2.00 Units) OP Grade Option
An overview of key concepts and methods in therapeutic communication, integrating psychodynamic, humanistic, and other approaches. Experiential portion includes role-play and simulations. Prerequisites: Non-ICPW student; priority to PDT students.

MCPD 6401 Research Methods (3.00 Units) OP Grade Option
Overview of research methodologies with special focus on qualitative approaches, comparative ways of knowing, and the creation of an integral inquiry research project. Prerequisite: PDT or SOM student.

MCPD 6605 Advanced Family and Couples Therapy: Action-Oriented Approaches (2.00 Units) OP Grade Option
Approaches and techniques to couples and family therapy that employ action-oriented processes are examined and practiced in simulations. Key practitioners in the field of family therapy who have developed action methods are reviewed. Includes work in spousal and partner abuse assessment, detection, and intervention. Prerequisites: MCPD 5605; priority to PDT students.

MCPD 7601 Supervised Clinical Practicum: Individual (2.00 Units) PF Grade Option
Students are required to take group practicum, and individual practicum is only available to students facing unusual, extenuating circumstances and only by approval from the program. An “NP” grade will be given if “Supervised Fieldwork Agreement” is not submitted to Field Placement Office by semester’s end. Prerequisites: MCP 5101, MCP 5108, MCPD 5610, PDT 5603; PDT student; criminal background check.

MCPD 7602 Supervised Clinical Practicum/Case Seminar in Drama Therapy (2.00 Units) OP Grade Option
Presentation and discussion of case material. Emphases upon case formulation, the therapeutic relationship, and the development of clinical skills. Prerequisites: MCP 5101, MCP 5108, MCPD 5610, PDT 5603; PDT student; criminal background check.

PDT 5501 Drama Therapy Theory (3.00 Units) OP Grade Option
An exploration of the theoretical foundations of drama therapy, as well as an examination of its major theorists, approaches, and core constructs, such as play, role, ritual, improvisation, embodiment, projection, and aesthetic distance. Students study the interface of drama therapy with social justice work and other forms of psychotherapy, as well as variations of approach used with diverse populations and their presenting challenges. Prerequisite: PDT student.

PDT 5602 Drama Therapy Process and Technique (3.00 Units) OP Grade Option
An experiential course demonstrating the process and progression of a drama therapy series from the establishment of a playful, creative environment to the development of in-depth personal and interpersonal work. Students experience Renée Emanah’s Integrative Five Phase Model of Drama Therapy and are introduced to self-revelatory performance. Prerequisite: PDT student.

PDT 5603 Drama Therapy Practice (3.00 Units) OP Grade Option
An examination of clinical and practical issues in drama therapy, including working with resistance, making interventions within the dramatic mode, directing and developing scenework in accordance with therapeutic objectives, and applying drama therapy
methods in a variety of contexts. Through the use of role-play and video feedback, students develop skills in leadership. Prerequisites: PDT 5602; PDT student.

**PDT 5605 Psychodrama (3.00 Units) OP Grade Option**
Theory and practice of psychodrama as a therapeutic tool with groups, families, couples, and individuals. Participants experience the roles of protagonist, auxiliary, and director. The efficacy of various warm-ups and techniques with different populations are examined. Prerequisite: Priority to PDT students.

**PDT 5607 Special Methods in Drama Therapy I: Developmental Transformations (1.00 Unit) OP Grade Option**
An experiential introduction to a developmental drama therapy approach that emphasizes improvisation, embodied free association, and elucidation of imagery and metaphor as a means of exploring clinical material. The diverse theoretical roots of this approach, ranging from existentialism to Grotowski, are also explored. Prerequisite: Priority to PDT students.

**PDT 5614 Advanced Improvisation and Playback Theater (1.00 Unit) OP Grade Option**
An experiential course involving the refinement of improvisational acting skills and ensemble work. A focus on the playback theater form, which transforms personal stories told by audience members into improvised theater pieces on the spot, incorporating music, movement, ritual, and spoken improvisation. Students will perform playback in the community. Prerequisite: PDT student.

**PDT 5626 Individual Drama Therapy (1.00 Unit) OP Grade Option**
A practical/clinical examination of the application of drama therapy with individual clients, including shifting between and integrating verbal and dramatic methods in one-on-one work; engaging the individual client over the course of a multiphased therapeutic relationship; and balancing the consideration of clinical, cultural, social, existential, and relational needs in providing attuned approaches within the dramatic medium. Prerequisites: PDT 5602, PDT 5603; PDT student.

**PDT 5627 Trauma and Resilience: Embodied Approaches to Treatment (1.00 Unit) OP Grade Option**
An exploration of the efficacy of drama therapy approaches in addressing vital issues of safety and containment, modulated distance, desensitization, somatic experiencing, and the cultivation of resilience in treating various traumatic disorders. Current research in neurophysiology, attachment theory, and therapeutic applications of mindfulness and other body-oriented expressive arts therapies are considered. Prerequisite: Priority to PDT students.

**PDT 5628 Advanced Integrative Five Phase Model of Drama Therapy (1.00 Unit) OP Grade Option**
A seminar exploring the use of the Integrative Five Phase Model of Drama Therapy in various clinical contexts (including brief therapy) and with different populations and age groups; the significance of flow and progression in drama therapy; methods of scene intervention; and research ideas for developing, applying, and expanding this model. Prerequisites: PDT 5602; PDT student.

**PDT 6604 Drama Therapy and Social Change (2.00 Units) OP Grade Option**
An exploration of the transformative power of drama therapy in the social context, and of the role of the drama therapist as agent of social change and justice. Four approaches to the use of drama and social issues are examined: the Acts of Reconciliation Project, Sociodrama, Theater of the Oppressed, and World Work. A focus on how change occurs in groups, organizations, societies, and nations. Prerequisites: Non-ICPW student; priority to PDT students.

**PDT 6607 Special Methods in Drama Therapy II: Advanced Developmental Transformations (1.00 Unit) OP Grade Option**
The work introduced in PDT 5607 is deepened as students learn how to integrate additional theoretical understanding and clinical experience into the application of this method. Nuances of the dramatic playspace are explored in relation to expanding the therapeutic relationship with the “drama therapist in role.” Prerequisites: PDT 5607; non-ICPW student; priority to PDT students.

**PDT 7700 Integrative Seminar in Drama Therapy: Final Project (4.00 Units) OP Grade Option**
A seminar integrating two years of study in the process, theory, and practice of drama therapy, and culminating in a final project that may include either a self-revelatory performance, a theoretical paper/article, a therapeutic performance that the student directs, or a DVD documenting a drama therapy treatment series. Prerequisite: PDT student.

**PDT 8799 Independent Study (1.00–3.00 Units) PF Grade Option**
Coursework that extends a student’s field of inquiry beyond current CIIS courses. Requires a syllabus and contract signed by the student and faculty member, and approved by the program chair.

**PDT 8888 Special Topics (1.00–3.00 Units) OP Grade Option**
Occasional courses offered by faculty regarding their current interests and research. For example, Self-Care for Therapists: Mindful and Embodied Approaches explores, through a combination of embodied and contemplative practices, how therapists can balance emotional availability to clients with the cultivating of healthy energetic boundaries.
Expressive Arts Therapy

MA in Counseling Psychology with a concentration in Expressive Arts Therapy

Program Chair
Shoshana Simons, PhD, RDT

Core Faculty
Christine Brooks, PhD
Danielle Drake-Burnette, MA, MFTi
Phillip Weglarz, MA, LMFT, REAT

Adjunct Faculty
Denise Boston, PhD, RDT
Shellee Davis, MA
Maria Gonzalez-Blue, MA, REAT, REACE
Ellen Levine, PhD, REAT
Stephen Levine, PhD, REAT
Jaime Nisenbaum, PhD, REAT
Jo Sopko, MA, RDT, LMFT
Shanee Stepakoff, PhD, MFA
Nina Strongylou, MA, LMFT, RDT
Armand Volkas, MA, LMFT
Patricia Rojas-Zambrano, MA, MFT
Sanjen Miedzinski, Professor Emerita
Jack S. Weller, Professor Emeritus

One Curriculum, Two Program Options
The Expressive Arts Therapy concentration prepares students for “real world” practice in the art and science of expressive arts therapy.

Students may apply for one of two program options with a shared curriculum that is tailored to meet the State of California’s licensure requirements for the MFT or LPCC.

The two programs intersect during the weeklong residential seminars, held at CIIS’s campus in the heart of San Francisco, at the commencement of each semester.

Highlights of the Expressive Arts Therapy Program include:

- Completion of CIIS’s State of California–approved 60-unit curriculum preparing students for licensure as either a Marriage and Family Therapist (MFT) or Licensed Professional Clinical Counselor (LPCC).
- Preparation for Registered Expressive Arts Therapist credential (REAT) via the International Expressive Arts Therapy Association.
- Deep integration of multimodal arts approaches into teaching and learning.
- Immersive, weeklong arts-based residential seminars begin each semester where students complete up to one third of semester coursework.
- Action learning methodologies promoting the scholar-artist-practitioner model through integration of theory into “real world” reflective practice.

Intensive Arts-Based Residential Seminars for Both Program Options
During the residential seminars, students, faculty, and advisors from both programs come together to engage in extensive experiential intermodal arts-based learning, completing up to a third of the required coursework for the semester.
At the end of the week, each student creates an individual learning agreement that articulates specific learning goals and plans for how they will integrate theory and practice into their work throughout the semester.

**Full-Time Residential Option**
Students engage in three years of face-to-face study at CIIS’s campus in San Francisco. Students engage in a yearlong practicum in the third year. Each student is assigned to an academic advisor.

**Low-Residence Option**
Students engage in three years of study via participation in the weeklong residential seminars followed by a combination of online classes, webinars, and videoconferences back in their home communities. Students engage in a yearlong practicum in the third year. In addition to an academic advisor, each student is assigned an EXA mentor-coach with whom they meet at least twice during each semester.

**About the Expressive Arts Therapy Program**

**Mission**
The Expressive Arts Therapy program educates and trains the future leaders of the expressive arts therapy field. We use the power of the arts as tools for human development and healing, psychospiritual growth, social change, and empowered self-agency. This is accomplished through an innovative scholar-artist-practitioner model bridging gaps between academic knowledge, clinical practice, and community engagement with the arts at the center. Our faculty considers each student to be a unique contributor to the learning community due to their diverse backgrounds, experience, and interests.

**A Comprehensive Training in Counseling and Psychotherapy**
The Expressive Arts Therapy program integrates a thorough education in theories and methods of psychotherapy with intensive training in expressive arts therapy. This three-year full-time program covers individual, group, couples, and family therapy, and includes a yearlong practicum under the supervision of licensed mental health professionals who are also expressive arts therapists. The training meets the educational requirements for California’s Marriage and Family Therapy (MFT) license and is also designed to meet the educational requirements to become a Registered Expressive Arts Therapist (REAT) with the International Expressive Arts Therapy Association (IEATA).

**A Range of Theoretical Frameworks**
The principles of liberation psychology and relational-cultural theory (RCT) provide overarching theoretical frameworks for the curriculum. The EXA program also provides students with foundational knowledge and skills of the major schools of psychotherapy through multicultural and feminist lenses. These include contemporary psychoanalytic and psychodynamic approaches; Jungian; existential-humanist; cognitive-behavioral; mindfulness-based; narrative and constructivist; as well as a range of family systems approaches.

The program places a high premium on sensitivity and responsiveness to the needs of the very diverse communities of the United States in terms of race, ethnicity, religion, gender, sexual preference, differing abilities, and socioeconomic status. This is reflected in all aspects of the formal curriculum as well as in our approach to pedagogy in the classroom.

**Hands-on Learning**
CIIS EXA students typically complete their clinical fieldwork in the third year, beginning in the fall semester and ending the following summer. In the first year, students begin receiving hands-on training in class as well as visiting and interviewing practitioners in their communities. The full residential program also maintains partnerships with community organizations, including GLIDE’s Family Youth & Child Center and Contra Costa Health Services, to offer students additional opportunities to practice prior to their third-year clinical fieldwork.

**Learning Outcomes**
EXA is a dynamic program weaving the arts across the curriculum, enabling students to do the following:
• Demonstrate capacity to integrate a range of expressive arts practices into psychotherapy with individuals, couples, families, and groups, with sensitivity to differences including gender identification, sexual orientation, race, ethnicity, differing abilities, socioeconomic status, and spiritual and religious practices.
• Translate expressive arts interventions and processes into standard psychological language, and vice versa.
• Articulate when expressive arts approaches are appropriate and when they may be contraindicated within particular clinical situations.
• Demonstrate capacity to weave together expressive arts and recovery-oriented principles and practices into treatment.
• Demonstrate personal growth and development through the use of expressive arts practices.
• Demonstrate ability to conceptualize and intervene holistically (addresses body, mind, and spirit).

EXA Core Curriculum
This three-year program covers individual, group, couples, and family therapy and includes a yearlong practicum under the supervision of licensed mental health professionals who are also expressive arts therapists.

The training meets the educational requirements for California’s Marriage and Family Therapy license (MFT) and Licensed Professional Clinical Counselor and is designed to meet the educational requirements to become a Registered Expressive Arts Therapist (REAT) with the International Expressive Arts Therapy Association.

This is a description of the EXA classes that students will take during their three years in our program.

Program Requirements

1. Practicum
   A year of experience is required, working in an agency practicing expressive arts therapy with clients under the supervision of a CIIS faculty member who is both a licensed mental health professional and an expressive or creative arts therapist.

2. California LMFT Requirements
   Spousal Abuse Assessment and Reporting workshop must be taken before completing the MA degree. The courses Child Abuse Assessment and Reporting, and Aging and Long-Term Care, can be taken after completion of the MA program but prior to application for LMFT licensure. These are noncredit workshops that may be available through CIIS Public Programs.

3. Personal Therapy
   All students are required to complete 50 hours of individual psychotherapy with a mental health professional who is also an expressive or creative arts therapist. These hours must be completed before students can advance to practicum in their third year. The program maintains a therapist referral book to assist students in finding a therapist.

4. Ongoing Arts Practice
   Students are required to be engaged in an ongoing practice in an arts modality of their choice, which continues until the end of their program. The arts practice is tracked through designated classes. To encourage depth of involvement, students are required to complete at least one year of this time in one modality. This arts practice may involve taking instruction in a class or with a mentor and involves acquiring the appropriate materials and having access to sufficient space to work with them.

5. Integrative Project
   Toward the end of their third year, all students prepare an oral and written clinical case presentation demonstrating a cogent exploration of the student’s philosophical underpinnings, knowledge of theoretical frameworks and current research in the field, and a detailed review of an example of the student’s current clinical work. The semester concludes with a collaborative student-led community arts presentation for the larger EXA community, family, and friends.

Admissions Requirements
Applicants must meet the general admissions requirements for CIIS and the admissions requirements for the Counseling Psychology division, as well as the requirements for the Expressive Arts Therapy program. Please visit http://www.ciis.edu/admissions for complete admissions requirements and instructions for the EXA program.

Academic Prerequisites
Two undergraduate psychology courses from an accredited college or university are highly recommended but not required. Completion of coursework in one of the following areas is strongly recommended: human development, psychopathology, theories of personality, and/or introduction to psychology.
Curriculum

MA in Counseling Psychology with a concentration in Expressive Arts Therapy—60 units

MFT Curriculum

I. Common Core Courses—14 units
- MCP 5101 Professional Ethics and Law (2 units)
- MCP 5108 Psychopathology and Psychological Assessment (3 units)
- MCP 5201 Human Development and Family (3 units)
- MCP 6101 Human Sexuality (1 unit)
- MCP 6102 Assessment and Treatment of Addiction Disorders (1 unit)
- MCP 6233 Introduction to Community Mental Health and the Recovery Model (2 units)
- MCP 6502 Child Therapy (2 units)

II. Counseling Courses with emphasis in Expressive Arts Therapy—21 units
The following courses have equivalencies in the Community Mental Health, Drama Therapy, Integral Counseling Psychology, and Somatic Psychology concentrations. These equivalent courses cover the same content, but from the perspective of their own concentrations.
- MCPE 5605 Family Dynamics and Therapy
- MCPE 5634 Group Dynamics and Therapy
- MCPE 5640 Multicultural Counseling and the Therapeutic Relationship
- MCPE 6401 Research Methods
- MCPE 6601 Couples Counseling
- MCPE 7602 Supervised Clinical Practicum: Group (minimum two semesters totaling 6 units)

III. Expressive Arts Therapy Concentration Courses—25 units
These courses do not have equivalencies in the other concentrations.
- EXA 6036 History and Foundations of EXA Therapy (2 units)
- EXA 5501 Psychotherapy Theories and Practices
- EXA 5995 Integrative Seminar in Expressive Arts Therapy
- EXA 6057 The Arts in Therapy
- EXA 6064 Psychological Assessment of Creative Arts Therapy
- EXA 6611 EXA Therapy Approach: Person Centered (2 units)
- EXA 6618 EXA Therapy Approach: Collaborative and Narrative Expressive Arts Therapy (2 units)
- EXA 6088 EXA Approaches: Module I (1 unit)
- EXA 6089 EXA Approaches: Module II (1 unit)
- EXA 6090 EXA Approaches: Module III (1 unit)
- EXA 6020 EXA and Trauma
- EXA 8888 EXA Elective: Special Topics (1 unit)

LPCC Curriculum

I. Common Core Courses—21 units
- MCPE 5101 Professional Ethics and Law
- MCP 5108 Psychopathology and Psychological Assessment
- MCP 5109 Psychopharmacology
- MCP 5201 Human Development and Family
- MCP 6101 Human Sexuality (1 unit)
- MCPE 6102 Assessment and Treatment of Addiction Disorders
- MCP 6233 Introduction to Community Mental Health and the Recovery Model (2 units)
- MCP 5646 Career Counseling Theory and Practice for Therapists

II. Counseling Courses with emphasis in Expressive Arts Therapy—15 units
The following courses have equivalencies in the Community Mental Health, Drama Therapy, Integral Counseling Psychology, and Somatic Psychology concentrations. These equivalent courses cover the same content, but from the perspective of their own concentrations.
- MCPE 5634 Group Dynamics and Therapy
- MCPE 5640 Multicultural Counseling and the Therapeutic Relationship
- MCPE 6401 Research Methods
- MCPE 7602 Supervised Clinical Practicum: Group (minimum two semesters totaling 6 units)
III. Expressive Arts Therapy Concentration Courses—24 units
These courses do not have equivalencies in the other concentrations.
EXA 6036 History and Foundations of EXA Therapy
EXA 5501 Psychotherapy Theories and Practices
EXA 5995 Integrative Seminar in Expressive Arts Therapy
EXA 6057 Arts in Therapy
EXA 6064 Psychological Assessment and Creative Arts Therapy
EXA 6617 EXA Therapy Approach: Person Centered
EXA 6618 EXA Therapy Approach: Collaborative and Narrative Expressive Arts Therapy
EXA 6088 EXA Approaches: Module I
EXA 6089 EXA Approaches: Module II
EXA 6090 EXA Approaches: Module III
EXA 6020 EXA & Trauma

Course Descriptions

EXA 5501 Psychotherapy Theories and Practices (3.00 Units) LG Grade Option
This is an introduction to traditional and contemporary theories and practices of psychotherapy. We begin by situating the field in relation to its sociocultural, historical, and indigenous roots. We go on to examine psychodynamic, Jungian, existential-humanistic, cognitive-behavioral, and collaborative approaches integrating feminist and multicultural perspectives, addressing intersections with the recovery model. Creative arts-based case examples for various approaches are woven into the fabric of the class. Prerequisite: EXA student.

EXA 5511 EXA Approach: Movement Centered Therapy (1.00 Units) LG Grade Options
This course focuses on the use of movement and creative expression as agents of change, and on the development of an artistic sensibility for the psychotherapeutic process. In this EXA approach, movement is the primary medium through which we access, explore and integrate conscious and unconscious material. Drawing, writing and dramatic enactments are combined with the movement experience to enhance and support the therapeutic aspects of this work. Prerequisite: EXA student; EXA 5522; MCPE 5605.

EXA 5527 EXA Advanced Seminar: Healing the Wounds of History through the Arts (1.00 Units) LG Grade Option
In this course, the instructor will demonstrate his approach to intercultural conflict transformation and collective trauma using techniques drawn from expressive arts therapy, drama therapy, psychodrama, sociodrama and Playback Theatre. Through experiential exercises integrated with didactic explanations of his model, the instructor will guide participants through an embodied exploration of the following questions: How do cultures emotionally integrate a legacy of perpetration or victimization? How do we prevent the rage, guilt and shame of one generation from haunting a people for generations to come? The expressive arts can provide a bridge between personal and collective experience and help people master complex feelings, heal deep wounds, and put ghosts of history to rest. Prerequisite: Priority to EXA students; MCPE 6601.

EXA 5618 EXA Advanced Seminar: Expressive Arts Therapy Interventions with Adolescents (1.00 Units) LG Grade Option
This course provides strategies for designing and implementing creative interventions for adolescents at risk of developing poor psychological health issues, such as depression, anxiety, low self-esteem and low self-worth. Prerequisite: Priority to EXA students; MCPE 6601.

EXA 5995 Expressive Arts Therapy Integrative Seminar (3.00 Units) LG Grade Option
Taken in the final semester, this course integrates personal, artistic, academic, and clinical elements of the program. The final project includes a personal journey statement, an arts presentation, an integrative paper, and a clinical case study. The integrative paper articulates each student’s philosophy and approach to expressive arts therapy. The case study includes a clinical case presentation integrating expressive arts therapy and other clinical approaches. Prerequisite: EXA student; MCPE 6605.

EXA 6020 EXA and Trauma (3.00 Units) OP Grade Option
This class focuses on developing an understanding of what trauma is and how it functions. The course discusses the ways in which the body, the imagination, and one’s capacity to symbolize are affected due to trauma. Students will learn how to explore the ways that expressive arts and somatic psychotherapies can be effective as interventions in helping clients to recover from trauma. Prerequisite: MCPE 5605.

EXA 6036 History and Foundations of EXA Therapy (1.00–2.00 Units) LG Grade Option
This course covers the creation of the EXA field: its history and philosophical foundations, from its indigenous and multicultural roots to contemporary practices with individuals, couples, families, groups, and communities. The class focuses on the innate healing power of the creative process in relation to the integrative use of visual arts, music, dance, drama, and imaginal language.
arts in therapy. We will explore the implications and interplay of EXA therapy within the recovery model of mental health as well as other EXA-based clinical approaches. Prerequisite: EXA student.

EXA 6055 The Arts in Therapy I (3.00 Units) LG Grade Option
The Arts in Therapy courses focus on the therapeutic potential of the arts in practice. The use of single art forms as well as the use of integrative arts processes is explored. Students will develop foundational EXA skills in assessment and therapeutic interventions. Special consideration is given to issues of cultural competence and cultural humility in working with diverse populations when using the arts. Prerequisites: EXA 5501; EXA student.

EXA 6057 Arts in Therapy (3.00 Units) OP Grade Option
The Arts in Therapy focuses in depth on the therapeutic potential of the arts in practice. The course explores how culture impacts and shapes the definition, experience, and expression of creativity and the arts. The course takes an in-depth look at how the creative process and engagement through the arts promotes healing. The use of single art forms as well as the use of integrative arts processes is explored. You will learn specific interventions that focus on the use of music, drama, visual arts, dance/movement, and the written/spoken word, within a larger intermodal/multimodal EXA frame. Students will develop foundational EXA skills in therapeutic interventions. Students will deepen their own understanding through engagement in their own arts practice, arts practice groups, and dedicated assignments. Prerequisite: EXA student.

EXA 6064 Psychological Assessment and Creative Arts Therapy (3.00 Units) LG Grade Option
Psychological Assessment and Creative Arts Therapy is designed to build upon the information learned in the History and Foundations of Expressive Arts Therapy course by exposing students to a wide range of expressive arts therapy practices in various settings with multiple populations. This course focuses on the initial stage of therapy, including intake, psychological assessment, history-taking, evaluation, goal-setting, and establishing rapport through the use of arts interventions. We will read case studies highlighting different types of client populations, expressive arts experiences, therapeutic goals, and treatment milieus. We will look at specific assessment techniques using the various arts forms and begin practice in the implementation of EXA assessments and interventions. This course also builds on Psychotherapy Theories and Practices and Therapeutic Communications. We will examine how EXA interventions meld with psychotherapy theories you learned last semester. We will continue building on your therapeutic communication skills by working on translating these basic skills into EXA interventions. We will also lay the groundwork for more in-depth study in your EXA Approaches and other coursework. Prerequisites: EXA 6036; EXA student.

EXA 6088 EXA Approaches: Module I (1.00 Unit) LG Grade Option
Module I in EXA Approaches offers hands-on training in the theory and application of specific multimodal methods. While learning about the history, development, and core competencies of each method, students will have the opportunity to demonstrate ways these approaches can meet the recovery-oriented care needs of diverse individuals, couples, families, and communities. Students will also explore the ways these approaches intersect with standard psychological practice and when they may be clinically appropriate or contraindicated. Prerequisites: EXA 6036; EXA student.

EXA 6089 EXA Approaches: Module II (1.00 Unit) LG Grade Option
Module II in EXA Approaches offers hands-on training in the theory and application of specific multimodal methods. While learning about the history, development, and core competencies of each method, students will have the opportunity to demonstrate ways these approaches can meet the recovery-oriented care needs of diverse individuals, couples, families, and communities. Students will also explore the ways these approaches intersect with standard psychological practice and when they may be clinically appropriate or contraindicated. Prerequisites: EXA 6088; EXA student.

EXA 6090 EXA Approaches: Module III (1.00 Unit) LG Grade Option
Module III in EXA Approaches offers hands-on training in the theory and application of specific multimodal methods. While learning about the history, development, and core competencies of each method, students will have the opportunity to demonstrate ways these approaches can meet the recovery-oriented care needs of diverse individuals, couples, families, and communities. Students will also explore the ways these approaches intersect with standard psychological practice and when they may be clinically appropriate or contraindicated. Prerequisites: EXA 6089; EXA student.

EXA 6611 EXA Approach: Person Centered (2.00 Units) LG Grade Option
This course integrates Carl Rogers’s evidence-based theory with multimodal arts practice in individual therapy and group work to support self-awareness, healing, and self-determination, key factors that are congruent with the recovery model. Emphasis is on core conditions of empathy, honesty, and “unconditional positive regard” to encourage respect for individual uniqueness and cultural diversity. Prerequisite: EXA student.

EXA 6618 EXA Approach: Collaborative and Narrative Expressive Arts Therapy (2.00 Units) LG Grade Option
This class introduces students to the theories and practices that inform collaborative and narrative approaches to EXA. In this class, rooted within social constructionist philosophy and congruent with the principles and practices of the recovery model, students learn how to use EXA to build collaborative relationships with clients, integrating “playful approaches to serious
EXA 6663 EXA Approach: Intermodal (1.00 Unit) LG Grade Option
The intermodal course follows a “flow” approach to expressive arts therapy developed over the past 20 years in Europe and the United States. It is based on finding meaning through following different but interconnected elements of imagination, including images, movements, or sounds and rhythms. This course presents a model of the therapist in dynamic, creative interaction with the client, where insight into the therapeutic relationship is stressed, particularly when experienced as an aesthetic response. Prerequisites: EXA 5522; EXA student.

EXA 6970 EXA Workshop: Expressive Arts Therapy and Movement and Metaphor Therapy (0 Units) PF Grade Option
This course introduces students to the Sesame Method of Drama and Movement Therapy. This method is based on Jung’s psychology of the unconscious and Rudolph Laban’s movement language, which finds connection between motion and emotion. This is an experiential workshop where students will focus on the body and imagination using metaphor and storytelling. The use of these elements within the Sesame Method creates a gentle indirect pathway toward meeting trauma and pain as well as unlocking creativity. Prerequisite: Priority to EXA students.

EXA 6971 EXA Workshop: Expressive Arts Therapy and Poetry Therapy (0 Units) PF Grade Option
This class will be used as a laboratory in which to work individually and as a group with poem-making as a catalyst for healing and growth. It will include an exploration of the devices of poetry and their value in the therapeutic process, and possibilities of integration into a multimodal expressive arts therapy practice. Prerequisite: Priority to EXA students.

EXA 6972 EXA Workshop: Expressive Arts Therapy and Beginning Sandplay Therapy (0 Units) PF Grade Option
This course introduces students to the practice and theory of sandplay therapy, as developed by Dora Kaff and others. Focus of the sandplay therapy will include applications to psychotherapeutic practice with children and adults, and possibilities for integration into a multimodal expressive arts therapy context. Prerequisite: Priority to EXA students.

EXA 6973 EXA Workshop: Expressive Arts Therapy and Dreams (0 Units) PF Grade Option
Dreaming is the art of the mind, and being with dreams is an act of embodying creation. In this course, students will be exploring dreams through creative methods and the expressive arts. This will include dream reentry with a shamanic drum, dream indwelling, and embodying the dream through movement, drawing and body mapping. A culmination of dream expressions will unfold with a poetic synthesis. Prerequisite: Priority to EXA students.

EXA 6974 EXA Workshop: Music and Dance for Social Change in South Africa and Beyond (0 Units) PF Grade Option
Students will be lectured on the cultural and sociopolitical environment in South Africa during the apartheid era and during the transition from apartheid to democracy. South African songs and dances of liberation and struggle will be taught and practiced by the students, and their content will be analyzed. The course will explore the role of music and dance in the social change that took place in South Africa during the civil war period in the province of KwaZulu Natal 1990–1994; the initiation of the Peace Train Project and implementation of this project countrywide around South Africa over a six-year period; and the role of the international icon Nelson Mandela in creating an atmosphere of peace and healing within South Africa. The impact of the Peace Train project is discussed in detail, along with its global implications. Finally, the celebratory songs and dances of the New South Africa are analyzed and taught in the South African languages of Zulu, Xhosa, and Sesotho. Teaching will be in the form of lectures, song and dance workshops, video presentations, and group discussion and planning. Students are invited to bring their voices, musical instruments, and dance shoes! The larger question to be answered by the students is how does music and dance play a role in social change and in national healing? In addition, students will be encouraged to find their own role as change agents using the expressive arts as their instrument for social change and will be given an opportunity to design their own arts and social change projects to be implemented in their communities or therapeutic environment. Prerequisite: Priority to EXA students.

EXA 6975 Expressive Remix Workshop: Using Digital Media Art as a Therapeutic Intervention (0 Units) PF Grade Option
The Expressive Remix Workshop is a class designed to give students a theoretical and practical approach on how to use digital media art with clients. Digital media technology is an evolving force that permeates many aspects of life. For children and adolescents today, navigating this digital change is second nature. However, traditional therapy keeping pace with the expediency of this digital change? This class will provide students with examples of digital resources (apps, software, and new media) and explore how to use these resources as a therapeutic intervention when working with children and adolescents. Prerequisite: Priority to EXA students.

EXA 6976 EXA Workshop: Ecopsychology (0 Units) PF Grade Option
This workshop offers experiential and reflective explorations, melding expressive arts and the growing field of ecopsychology, and exploring their creative application in clinical practice. From deep within our perceiving, sensing, feeling, and imagining body arises the knowing of the intimate indwelling of our body within the Earth body. Students in this course will engage in
creative expressive modalities to learn experientially and reflectively about how to evoke an embodied, Earth-embracing consciousness and its healing dimensions. They will learn how to guide others on this path in clinical practice. Prerequisite: Priority to EXA students.

EXA 6988 EXA Workshop: Special Topics (0 Units) PF Grade Option
A special topic course of study not currently encompassed in the curriculum but relevant to evolving topics of growing importance in expressive arts therapy may also be taken by approval of the student’s advisor and program chair. Prerequisite: Priority to EXA students.

EXA 8610 EXA Advanced Seminar: Intermediate Sandplay Therapy (1.00 Unit) LG Grade Option
The course provides continued practice and theory of sandplay therapy and is intended for students already familiar with the basics of this psychotherapeutic modality. Prerequisites: MCPE 6601; priority to EXA students.

EXA 8620 EXA Advanced Seminar: EXA and Trauma (1.00 Unit) LG Grade Option
This class focuses on developing an understanding of what trauma is and how it functions. The course discusses the ways in which the body, the imagination, and one’s capacity to symbolize are affected due to trauma. Students will learn how to explore the ways that expressive arts and somatic psychotherapies can be effective as interventions in helping clients to recover from trauma. Prerequisites: MCPE 6601; priority to EXA students.

EXA 8799 Independent Study (1.00–3.00 Units) PF Grade Option
Independent study offers coursework that extends a student’s field of inquiry beyond current CIIS courses. This course requires a syllabus and contract signed by the student and faculty member involved in the independent study, and must be approved by the program chair.

EXA 8888 EXA Elective: Special Topics (1.00–3.00 Units) LG Grade Option
A special topic course of study not currently encompassed in the curriculum but relevant to evolving topics of growing importance in expressive arts therapy may also be taken by approval of the student’s advisor and program chair. Prerequisites: MCPE 6601; EXA student or instructor permission.

MCPE 5101 Professional Ethics and Law (3.00 Units) OP Grade Option
Ethical standards for the practice of counseling and psychology. Review and discussion of ethical and legal aspects of marriage and family therapy and practice. Prerequisite: Priority to EXA; MCPE 6601.

MCPE 5605 Family Dynamics and Therapy (3.00 Units) LG Grade Option
This course covers the family life cycle, as well as the theories and methods of many of the major family theories, including strategic, brief strategic, systemic, narrative, solution-focused, family-of-origin, structural, and symbolic-experiential family therapy. The course will present and examine myriad family structures as represented in society and in public mental health. The course also includes experiential expressive arts processes and instructor-demonstrated family-of-origin interviews. Prerequisite: EXA student; EXA 5501.

MCPE 5634 Group Dynamics and Therapy (3.00 Units) LG Grade Option
This course explores basic theories of group process and group therapy through group interaction, didactic analysis, and synthesis. Students will learn the use of standard group and expressive arts therapies interventions. Prerequisite: EXA student; EXA 5501.

MCPE 6102 Assessment and Treatment of Addiction Disorders (3.00 Units) OP Grade Option
Survey of current treatment approaches to chemical dependency and examination of humanist-transpersonal perspectives. Prerequisite: Priority to EXA students.

MCPE 6403 Research Methods (3.00 Units) LG Grade Option
This course is designed to provide students with an introduction to the philosophical, conceptual, and practical foundations of qualitative and quantitative research design methodologies. The course will survey the most common designs of arts-based participatory research (ABPR), qualitative inquiry and their theoretical roots, techniques of data collection and analysis, integration of qualitative and quantitative methods, and current issues related to culture and diversity. Prerequisites: EXA 5501; EXA student.

MCPE 6502 Child Therapy (2.00 Units) LG Grade Option
Techniques to remedy or prevent problems in children and their families. Case material introduces strategies of intervention.

MCPE 6601 Couples Counseling (3.00 Units) LG Grade Option
This course surveys contemporary theories and practices within the field of couples therapy and their application in working with LGBT, heterosexual, and polyamorous relationships. Students will be introduced to approaches including object relations,
Jungian, EFT, Gottman Method, narrative, and integrative within the larger Relational-Cultural framework developed at the Stone Center. Students learn how to integrate the use of visual arts, music, movement, drama, and the language arts in couples therapy practice. Prerequisites: MCPE 5605; EXA student.

**MCPE 6604 Multicultural Counseling and the Therapeutic Relationship (3.00 Units) LG Grade Option**
This course provides an overview of key concepts and methods in therapeutic communication, integrating psychodynamic, humanistic, expressive arts, and other approaches. It examines the sociocultural embeddings of therapeutic interactions and ways to work cross-culturally with respect and humility. The experiential portion includes role-play, simulations, and aesthetic responses. Prerequisite: EXA student.

**MCPE 7602 Supervised Clinical Practicum: Group (2.00 Units) PF Grade Option**
Supervised clinical practicum course provides a presentation and discussion of case materials for students who are currently working in practicum sites. The emphasis of the course is upon case formulation, the therapeutic relationship, development of clinical skills, and integration of expressive arts processes. Prerequisite: EXA student; criminal background check.

**MCPE 7603 Pre/Post Practicum (0 Units) PF Grade Option**
This class provides clinical supervision for Expressive Arts Therapy students in their second year who are working with members of the Glide Memorial Church Community and in other EXA pre-practicum settings. Prerequisite: EXA student.

**MCPE 7604 Supervised Clinical Practicum: Group (3.00 Units) PF Grade Option**
Supervised clinical practicum course provides a presentation and discussion of case materials for students who are currently working in practicum sites. The course emphasizes case formulation, the therapeutic relationship, development of clinical skills, and integration of expressive arts processes. Prerequisite: EXA student; criminal background check.

**MCPEL 5605 Family Dynamics and Therapy Lab (1.00 Unit) LG Grade Option**
This is a practice lab connected to the theory and techniques being studied in the MCPE 5605: Family Dynamics and Therapy. Prerequisites: EXA 5501; EXA student.
**Integral Counseling Psychology**

**MA in Counseling Psychology with a concentration in Integral Counseling Psychology**

**Program Chair**
George Kitahara Kich, PhD

**Core Faculty**
- Alzak Amlani, PhD
- Philip Brooks, EdD, LMFT
- Brant Cottright, PhD
- Gisele Fernandes-Osterhold, MA, LMFT
- Mark Fromm, PhD
- Daniela Koenig, LMFT
- Barbara Morrill, PhD
- Jyoti Rao, MFT
- Sergio Rodriguez-Castillo, MA, LLM, JD
- Rachael Vaughan, LMFT

**Adjunct Faculty**
- Nancy Arvold, PhD, LMFT
- Michael Baugh, LCSW
- Shirley Bar-Dvir, LMFT
- Doris Bersing, PhD
- Toni Brooks, LMFT
- Kathleen Brown, PhD
- Raymond Buscemi, PsyD
- Amy Cooper, LMFT
- Christine Donohue, MA, LMFT
- Mildred Dubitzky, PhD
- Don Eltum, MA, LMFT
- Art Giacalone, PhD
- Wendy Heffner, MS, LMFT
- Suraya Keating, LMFT, RDT
- Michael Klein, PhD
- Akhila Kolesar, PhD
- Alan Kuhler, PhD
- Ling Lam, PhD, LMFT
- Dominique Lando, LMFT
- Jamie Lavender, LMFT
- Laura Mayorga, PhD
- Clare McLaughlin, LMFT
- Riyaz Motan, LMFT
- Sal Nunez, PhD, LMFT
- Chris Olsen, PhD
- Gieve Patel, LMFT
- Fred Rozendal, PhD
- Danielle Saunders, LMFT
- Bahman A.K. Shirazi, PhD
- Nina Strongylou, LMFT
- Emily Thompson, LMFT
- Sue Ellen Wise, LMFT, PCE

**About the Integral Counseling Psychology Concentration**

Founded in 1973 on the recommendation of Dr. Haridas Chaudhuri, the Integral Counseling Psychology (ICP) program was the first transpersonally oriented, East-West psychology graduate program in the world. The program has evolved a vision of psychotherapy practice that draws upon the major spiritual traditions of the East and West; recent cultural and social sciences research; and the innovations made by contemporary psychoanalytic, humanistic, systemic, and transpersonal psychologies. The Integral Counseling Psychology program is unique in that it adheres to the guidelines of the major professional organizations in the field, while at the same time incorporating the integral philosophy of the late Haridas Chaudhuri. Integral means “essential
to wholeness.” According to this view, all aspects of a person’s being are important and to be valued. Integral psychology holds that the individual can and should turn inward in the search for wisdom and effective energy, and then share this wisdom with the broader community to advance the evolutionary process. The curriculum integrates a spiritual perspective with actual psychotherapy practice. The transpersonal orientation provides an overarching framework for clinical work, supporting an increased emphasis on training in depth therapy.

Key criteria for the selection of faculty are the quality of teaching, an ability to establish rapport with students, and a capacity to support students’ personal and professional development. In the context of a supportive community of faculty and students, the program offers rigorous clinical training and psychotherapy practice, and it integrates experiential and theoretical approaches to learning in order to promote deepening personal awareness. Graduates earn a Master of Arts in Counseling Psychology, and the degree program fulfills all academic requirements for Marriage and Family Therapy (LMFT) licensure in the state of California. Students wishing to additionally apply for the LPCC license can do so by taking extra courses beyond our curriculum’s requirements.

**Program Learning Outcomes**

1. **Clinical Skills**. Students will develop skills sufficient to serve as professional therapists at the Masters in Counseling level.

   Students will:

   1.1 Create a working therapeutic relationship (e.g., can bridge to world of client, create sense of safety, and self-disclose or not as appropriate, etc.).
   1.2 Demonstrate empathic sensitivity (e.g., can empathically connect to clients, communicate this connection with the client and understand why such empathic contact has value, and differentiate this from problematic emotional fusion or merging, etc.).
   1.3 Embody a clinical presence that meets the client in their wholeness (including their difference as well as their spiritual, emotional, and intellectual development).
   1.4 Conceptualize the clinical work (e.g., can connect interventions to meaningful theoretical and evidence-based frameworks, can describe and formulate a case, is open to developing and integrating one’s own therapy framework and style, etc.).
   1.5 Diagnose and assess effectively and accurately using the current DSM, while also understanding contemporary evidence-based practices (e.g., can assess for ego strength, impulse control, psychotic process, suicide potential, mood disorders, personality disorders, severe mental disorders, trauma, alcohol and substance abuse, etc.).
   1.6 Make practical treatment plans (based on assessment, diagnosis, useful and flexible strategies matched to the specific client’s issues), write clear progress notes and other documentation as needed, understand the principles and practices of case management, cocreate collaborative and cross-disciplinary treatment plans, and connect people with resources that deliver services and support.
   1.7 Maintain appropriate authority within sessions (e.g., can take charge if necessary, set and hold limits and boundaries, manage interactions related to missed sessions and payments, etc.).
   1.8 Work productively with the process dimensions (e.g., has empathic awareness of clinical interactions; can respond effectively to nonverbal cues; can allow and, when appropriate, deepen feelings and mind-body awareness, etc.).
   1.9 Work productively with cognitive dimensions (e.g., understands client behavioral dynamics and needs, works with cognitions and beliefs as appropriate, helps with problem solving when called for, understands the role of appropriate psychoeducation and is able to apply basic CBT principles and interventions).
   1.10 Understand and utilize transference and countertransference effects and dynamics (e.g., is open to the concepts and the ways in which these dimensions appear, can name and discuss the current or past interaction between themselves and the client, etc.).
   1.11 Understand and apply family and community systems analysis and evaluation, attachment theory, cultural/racial dynamics and transpersonal concepts to families, couples, and individuals.
   1.12 Attune to the needs and therapeutic objectives of the client, including being able to identify and assess client strengths, resilience, worldview, areas of distress, wishes, and resources.
   1.13 Work effectively with trauma and abuse (understand current best practices, utilizing systems and community resources, awareness of community trauma, long-term effects, and disaster responses).
   1.14 Understand the specifics, the strengths, and the limitations of psychopharmacology within the context of the major diagnostic systems and categories (the current DSM, among others). This includes understanding the major categories of psychoactive drugs, overview of assessments, the disorders they may be used to treat, and clinical treatment issues, such as dosage, side/interactive effects and medication compliance).
   1.15 Constructively use supervision (e.g., seek input and receive feedback nondefensively in class and during their practicum work, be able to integrate feedback into clinical practice and interpersonal relations, learn to be aware of personal process and dynamics).
   1.16 Understand basic practices of community mental health (e.g., systems of care and advocacy strategies for the severely mentally ill, able to know and to access community resources and private services for persons with mild or severe mental illness and for abuse victims).
2. Understanding the Field. Students will gain a broad and deep knowledge of the history and scholarship associated with the field of psychotherapy, including an introductory understanding of a variety of topics, theories, and approaches, and with an opportunity for more in-depth mastery of a selection of these. Students will:

2.1 Understand deeply and thoroughly the psychodynamic roots of contemporary psychotherapy.
2.2 Understand human development with social, systemic, and cultural variations and considerations throughout the lifespan as it relates to competent work as a therapist (e.g., developmental progressions, stages and life transitions, aging, social/community impacts, community trauma effects, grief and end-of-life issues, especially but not exclusively in the context of California).
2.3 Apply theoretical knowledge from humanistic, contemporary psychoanalytic approaches, transpersonal perspectives, and systems theories to issues that emerge in the clinical relationship, including unconscious processes, boundaries, the therapeutic space, transference and countertransference, and treatment planning.
2.4 Situate and articulate their personal vision of integral psychology within relevant theoretical approaches and scholarship.
2.5 Understand and reasonably integrate the principles of Gestalt therapy.
2.6 Describe and critically assess key theories and practices that focus on how therapists can work with specific demographic groups (families, adults, children, couples, and groups).
2.7 Reflect critically as a practitioner in the field and to continually reexamine theoretical biases and practice in light of new information and experience.
2.8 Demonstrate understanding of substance abuse and addictions (e.g., recognize symptoms, patterns, and medical aspects; be aware of and use community resources; understand co-occurring disorders and major treatment approaches (including recovery model); know current theories of etiology, prevention, and the role of persons and systems that affect substance abuse and addiction).
2.9 Understand the impact of extratherapeutic influences on therapy, as well as therapy’s impact on extratherapeutic factors (e.g., impact of community variables, socioeconomic factors, etc.).
2.10 Understand the special needs of the severely mentally ill (understand current systems of care, know specific public and private services available, have effective skills and methods to assess, collaborate and advocate as needed).
2.11 Understand California laws and ethics regarding psychotherapy and counseling generally (including being able to explain about their own counseling perspectives and practice; setting rules and boundaries; determining fees; being aware of clients’ rights and the responsibilities of each party, including privacy, confidentiality policies, legal directives on disclosures, and the duty of care in regard to clients and/or legal guardians).

3. Personal Growth. Students will experience significant personal growth in the context of the program and will actively bridge their inner experience and development as a person with their preparation to work as therapists. Students will show a willingness and capacity to:

3.1 Take responsibility for themselves (e.g., take responsibility for their own projections, emotional triggering, role in conflict, etc.).
3.2 Access and have empathy for their own internal reality (including internalized family dynamics, such as childhood wounding, cultural framing, and superconscious states across sensate, emotional, mental, and transpersonal realms and their developmental process).
3.3 Be able to communicate this internal reality of feelings and moods sensitively with regard to the receiver.
3.4 Manage their reactivity (receive feedback nondefensively, be able to self-soothe, center themselves).
3.5 Be open to and respectful of the diverse backgrounds and ways of being of other students and clients.

4. Diversity Awareness. Students will actively engage in an expansion of their knowledge and experience as well as an exploration of their own filters and biases, seek to understand differentness, and develop competencies in applying diversity sensitivity to their clinical practice. Students will:

4.1 Understand the fundamentally Eurocentric context within which most Western therapeutic models developed.
4.2 Understand the impact of power and privilege on those in the dominant and nondominant culture.
4.3 Explore and gain greater insight on their “diversity lenses,” including, but not limited to, ethnicity, culture, sexual orientation, gender identification, physical ability, age, and socioeconomic status.
4.4 Understand the relativity of cultural lenses.
4.5 Understand those populations who are different in terms of the categories listed above (and actively seek helpful resources such as trainings, books, videos, and community involvement).
4.6 Integrate an understanding of difference into all aspects of the clinical practice and understand how multiculturalism is an integral part of psychology.
4.7 Apply relevant theories and models of practice to working with diverse populations, including, but not limited to, ethnicity, culture, sexual orientation, gender identification, physical ability, age, size, religion, and social economic status.

Admissions Requirements
Applicants must meet the general admissions requirements of the University. These include academic transcripts, an autobiographical statement, a statement of goals, and two letters of recommendation. A grade point average of 3.0 or higher from
previous academic institutions is required. A GPA of 2.9 or lower may still be considered with an accompanying letter of explanation. In selecting candidates for admission, the program considers the following factors to be desirable: a background or interest in East-West philosophy and psychology; a view of human nature compatible with the program’s orientation and emphasis; pursuit of a path of personal growth (e.g., yoga, meditation, psychotherapy); sufficient personal stability and energy to become an effective helper; demonstrated commitment to the field (e.g., volunteer or paid experience in a psychologically oriented community service agency); and present interests and past academic records that indicate probable success in completing graduate studies. The statement of professional goals and objectives submitted with the application form should address these issues. In addition to the above considerations, the program seeks individuals who exhibit the interpersonal communication skills required of psychotherapists. These include a congruence of feelings and action, an ability to listen and attend, a willingness to be self-reflective, and an openness to evaluating and changing behaviors and attitudes.

About the Weekend Program Cohort Program

The Integral Counseling Psychology Program at CIIS also offers a weekend format designed to accommodate the needs of students with heavy workloads, families, and/or other commitments challenged by a weekday school schedule. This option is based on a strict cohort model, which means that students enter and complete the program as a group. This creates not only a network of support that facilitates learning during study, but also one that continues when graduates transition into their counseling careers. Students attend 10 weekend sessions from September through May and one weeklong retreat in August. Please refer to the ICP program description in this catalog, as the educational goals, personal psychotherapy requirement, and admissions criteria are identical for the weekend program.

Personal Therapy Requirement

Students must complete at least one year (50 sessions) of weekly in-person individual therapy with a licensed clinician (LMFT, LCSW, LPCC, or psychologist) during practicum. Advisors can assist students with the choice of a therapist, and the program maintains a resource directory of area therapists who work with students.

Practicum

The University’s Field Placement Office offers a comprehensive list of approved sites in the community for students ready to begin practicum. The three CIIS Integral Counseling Centers (ICCs) listed below are also placement sites but have a limited number of openings. Students applying to practicum at one of the Counseling Centers should also apply to five or six external sites, as acceptance at a CIIS Counseling Center is not guaranteed. Roughly 50 percent of ICP students complete practicum at the ICCs. While the ICCs are geared toward a private-practice model and offer training in depth psychotherapy, some students may be more drawn to a variety of other practicum formats. These include schools, hospitals, hospice, community mental health, child/family, etc. Students may also be more drawn to working with a particular population or in a particular location that the ICCs do not serve, or to learning a theoretical orientation not taught at the ICCs. The CIIS Field Placement Office and the ICP advising and supervision coordinator offer support for finding and securing placements that match students’ interests.

Pre-practicum Coursework

Before beginning practicum, students must complete the following courses with a passing grade:

Weekday Program

ICP 5606 Gestalt Therapy
MCP 5101 Professional Ethics and Family Law*
MCP 5108 Psychopathology and Psychological Assessment*
MCP 5201 Human Development Across the Lifespan
MCPI 5501 Psychodynamics
MCPI 5602 The Clinical Relationship
MCPI 5604 Group Dynamics and Facilitation
MCPI 5615 Family Dynamics and Therapy
MCPI 5610 Therapeutic Communication
MCPI 6603 Multicultural Counseling and the Family

Weekend Cohort Program

ICPW 5606 Gestalt Therapy
ICPW 5103 Professional Ethics and Family Law I*
ICPW 5104 Professional Ethics and Family Law II*
ICPW 5108 Psychopathology and Psychological Assessment*
ICPW 5201 Human Development and the Family
ICPW 5508 Psychodynamics I
ICPW 5509 Psychodynamics II
ICPW 5602 The Clinical Relationship
ICPW 5604 Group Dynamics and Facilitation
ICPW 5615 Family Dynamics and Therapy  
ICPW 5610 Therapeutic Communication  
ICPW 6603 Multicultural Counseling and the Family

* Professional Ethics and Family Law and Psychopathology and Psychological Assessment may be taken while applying for practicum approval but must be successfully completed before starting practicum.

After completing the pre-practicum courses, students must apply for practicum approval. Students may be fully approved, provisionally approved, or not approved. Students who are provisionally approved or not approved will receive clear instruction regarding further steps that are recommended or required in order to receive or reapply for approval, as determined by the Integral Counseling Psychology Program Committee. Recommendations or requirements may include the Clinical Practice Lab class, a request for therapy, and/or a request to demonstrate clinical skills. Once approval is granted, students may submit applications to our Integral Counseling Centers or to external practicum sites. The Field Placement Office is available for questions regarding external practicum sites and applications. Students are required to take a minimum of 6 practicum semester units. Students register for practicum units via either group or individual supervision, which is provided through the ICP program and is a requirement in addition to supervision that may be provided on-site. Students who complete practicum at an external site (not an Integral Counseling Center) have the option of taking group supervision, taught on the CIIS campus, for all three semesters of practicum should they so choose. Students at an ICC may register for group supervision for only one of their three semesters of practicum. All students in practicum, whether they are at an external site or an ICC, can elect to receive individual supervision for any or all semesters of practicum. A list of approved supervisors is maintained by the ICP program office.

Additional LPCC Requirements
CIIS has been approved by the BBS as offering a qualified degree for those interested in pursuing licensure as an LPCC. The education and practicum requirements are quite specific and will require students to take courses (and semester units) beyond the standard curriculum of this department. Each student must select his or her license specialization(s) by the end of his or her first semester. Your academic advisor and the MCP staff will be happy to work with you as you make this decision, which should be documented in writing. The LPCC Track is open to students in both the ICP weekday and weekend programs. Please refer to the CIIS website for up-to-date LMFT and LPCC licensure requirements in California.

Integral Counseling Centers
Three Integral Counseling Centers serve as professional training facilities for students in the Integral Counseling Psychology program. The ICCs offer growth counseling services to the local community based on an integral perspective. Using didactic and experiential training sessions and group process exploration, the ICCs offer students the opportunity to explore different therapeutic modalities. The staff of each ICC is composed of a director, an administrative coordinator, and approximately 20 student counselors who are enrolled in either group or individual supervised practicum at the University. The time commitment for staff counselors is approximately 15 to 20 hours per week. This includes intake interviewing, client contact, phone shifts, committee work, case notes, training, and general staff meetings. Each student counselor works with a minimum of five clients (the mean is about seven) in individual, couples, family, or group counseling situations. Students work at the ICCs for at least three consecutive semesters and may petition for a fourth. Licensed counselors and psychotherapists from the professional community and University staff provide supervision. Counselors adhere to the licensing laws of the State of California and the ethical practices of relevant professional organizations.

The Integral Counseling Centers are at the following San Francisco locations:

- Church Street ICC  
  1782 Church Street  
  (415.648.2644)

- Pierce Street ICC  
  2140 Pierce Street  
  (415.776.3109)

- Golden Gate ICC  
  507 Polk Street, Suite 450  
  (415.561.0230)

Curriculum
MA in Counseling Psychology with a concentration in Integral Counseling Psychology  
Weekday program, MFT Track—60 units
I. Common Core Courses—16 units
MCP 5101 Professional Ethics and Family Law
MCP 5108 Psychopathology and Psychological Assessment
MCP 5201 Human Development Across the Lifespan
MCP 6102 Assessment and Treatment of Addiction Disorders
MCP 6233 Introduction to Community Mental Health and the Recovery Model
MCP 6401 Research Methods
MCP 6502 Child Therapy

II. Counseling Courses with emphasis in Integral Counseling Psychology—27 units
The following courses have equivalents in the Community Mental Health, Drama Therapy, Expressive Arts Therapy, and Somatic Psychology concentrations. These equivalent courses cover the same content, but from the perspective of their own concentrations.
MCPI 5501 Psychodynamics
MCPI 5602 The Clinical Relationship
MCPI 5604 Group Dynamics and Facilitation
MCPI 5615 Family Dynamics and Therapy
MCPI 5610 Therapeutic Communication
MCPI 6601 Couples Counseling
MCPI 6603 Multicultural Counseling and the Family
MCPI 7601 Supervised Clinical Practicum: Individual*
MCPI 7602 Supervised Clinical Practicum: Group*
MCPI 7604 Supervised Clinical Practicum: Individual (School Setting)*

III. Integral Counseling Psychology Concentration Courses—14 units
These courses do not have equivalents in the other concentrations.
ICP 5606 Gestalt Therapy
ICP 5621 Cognitive Behavioral Therapy
ICP 6501 Transpersonal Psychotherapy*
ICP 6577 Psychopharmacology and Human Sexuality
ICP 6830 Trauma
ICP 7702 Integrative Seminar
ICP 8606 Integral Psychology*

*Note: Students may choose to take one or both of these courses.

IV. Electives—3 units
Any CIIS course or approved independent study.

Licensed Professional Clinical Counselor Track—69 units
The courses designated in I, II, and III above and the following:
MCP 5023 Diagnosis and Treatment Addictions and Co-occurring Disorders
MCP 5109 Psychopharmacology
MCP 5646 Career Counseling Theory and Practice
MCP 5651 Advanced Ethics Seminar
PSY 6331 Psychological Assessment: Psychometric Theory

MA in Counseling Psychology with a concentration in Integral Counseling Psychology
Weekend cohort program, MFT Track only—60 units

I. Common Core Courses—16 units
ICPW 5103 Professional Ethics and Family Law I
ICPW 5104 Professional Ethics and Family Law II
ICPW 5108 Psychopathology and Psychological Assessment
ICPW 5201 Human Development and the Family
ICPW 6102 Alcohol and Chemical Dependency Counseling
ICPW 6401 Research Methods
ICPW 6502 Child Therapy
ICPW 6233 Community Mental Health and the Recovery Model
II. Counseling Courses with emphasis in Integral Counseling Psychology—27 units

The following courses have equivalencies in the Community Mental Health, Drama Therapy, Expressive Arts Therapy, and Somatic Psychology concentrations. These equivalent courses cover the same content, but from the perspective of their own concentrations.

- ICPW 5508 Psychodynamics I
- ICPW 5509 Psychodynamics II
- ICPW 5602 The Clinical Relationship
- ICPW 5604 Group Dynamics and Facilitation
- ICPW 5610 Therapeutic Communication
- ICPW 5615 Family Dynamics and Therapy
- ICPW 6601 Couples Counseling
- ICPW 6603 Multicultural Counseling and the Family
- MCPI 7601 Supervised Clinical Practicum: Individual*
- MCPI 7602 Supervised Clinical Practicum: Group*
- MCPI 7604 Supervised Clinical Practicum: Individual (School Setting)*

*Note: Students may choose to take one or both types of classes (group or individual).

III. Integral Counseling Psychology Concentration Courses—14 units

These courses do not have equivalencies in the other concentrations.

- ICPW 5606 Gestalt Therapy
- ICPW 5621 Cognitive Behavioral Therapy
- ICPW 6577 Psychopharmacology and Human Sexuality
- ICPW 6501 Transpersonal Psychotherapy
- ICPW 6830 Trauma
- ICPW 7702 Integrative Seminar

IV. Electives—1–2 units

Any CIIS course or approved independent study.

Licensed Professional Clinical Counselor Track—71 units

The courses designated in I, II, and III above and the following:

- MCP 5023 Diagnosis and Treatment Addictions and Co-occurring Disorders*
- MCP 5109 Psychopharmacology*
- MCP 5646 Career Counseling Theory and Practice*
- PSY 6331 Psychological Assessment: Psychometric Theory*
- ICPW 5109 Professional Ethics and the Law III

*Please note that the above marked courses are NOT offered during weekend sessions but must be taken during the regular weekday session.

Curriculum

MA in Counseling Psychology with a concentration in Integral Counseling Psychology
Weekend cohort program, MFT Track only—60 units

I. Common Core Courses—16 units
- ICPW 5103 Professional Ethics and Family Law I
- ICPW 5104 Professional Ethics and Family Law II
- ICPW 5108 Psychopathology and Psychological Assessment
- ICPW 5201 Human Development and the Family
- ICPW 6102 Alcohol and Chemical Dependency Counseling
- ICPW 6401 Research Methods
- ICPW 6502 Child Therapy
- ICPW 6233 Community Mental Health and the Recovery Model

II. Counseling Courses with emphasis in Integral Counseling Psychology—27 units

The following courses have equivalencies in the Community Mental Health, Drama Therapy, Expressive Arts Therapy, and Somatic Psychology concentrations. These equivalent courses cover the same content, but from the perspective of their own concentrations.
ICPW 5508 Psychodynamics I
ICPW 5509 Psychodynamics II
ICPW 5602 The Clinical Relationship
ICPW 5604 Group Dynamics and Facilitation
ICPW 5610 Therapeutic Communication
ICPW 5615 Family Dynamics and Therapy
ICPW 6601 Couples Counseling
ICPW 6603 Multicultural Counseling and the Family
MCPI 7601 Supervised Clinical Practicum: Individual*
MCPI 7602 Supervised Clinical Practicum: Group*
MCPI 7604 Supervised Clinical Practicum: Individual (School Setting)*
*Note: Students may choose to take one or both types of classes (group or individual).

III. Integral Counseling Psychology Concentration Courses—14 units
These courses do not have equivalencies in the other concentrations.
ICPW 5606 Gestalt Therapy
ICPW 5621 Cognitive Behavioral Therapy
ICPW 6577 Psychopharmacology and Human Sexuality
ICPW 6501 Transpersonal Psychotherapy
ICPW 6830 Trauma
ICPW 7702 Integrative Seminar

IV. Electives—1–2 units
Any CIIS course or approved independent study.

Licensed Professional Clinical Counselor Track—71 units
The courses designated in I, II, and III above and the following:
MCP 5023 Diagnosis and Treatment of Addictions and Co-occurring Disorders*
MCP 5109 Psychopharmacology*
MCP 5646 Career Counseling Theory and Practice*
PSY 6331 Psychological Assessment: Psychometric Theory*
ICPW 5109 Professional Ethics and the Law III

*Please note that the above marked courses are NOT offered during weekend sessions but must be taken during the regular weekday session.

Course Descriptions

MCPI 5501 Psychodynamics (3.00 Units) OP Grade Option
Presents a history of psychodynamic ideas and their application in clinical settings. Offers a historical perspective beginning with Freudian theory through the development of object relations theory. Covers basic theoretical and clinical concepts; clinical theories about the self and self-development; and the topics of transference, countertransference, and defense. Examines relationships between psychodynamic and other clinical theories. Prerequisites: ICP student; non-ICPW student.

MCPI 5602 The Clinical Relationship (3.00 Units) PF Grade Option
The relationship between therapist and client is one of the central concerns of contemporary theories of therapeutic change. This course explores the relationship between therapist and client from the perspectives of contemporary psychoanalysis, humanism, and self-psychology. Provides various perspectives on transference and countertransference, and how to work with these dynamics in the clinical setting. Prerequisites: MCPI 5501 Psychodynamics, MCPI 5610 Therapeutic Communication; ICP student.

MCPI 5604 Group Dynamics and Facilitation (3.00 Units) PF Grade Option
This class has two main purposes: to study itself as a group and to learn about group psychotherapy facilitation. The first focus is on addressing increasing empathy and interpersonal sensitivity in a way that will help students develop their therapeutic skills in a group context. The second focus is on learning about different kinds of therapy groups and the different kinds of group facilitation skills necessary to lead such groups. Prerequisite: ICP student, non-ICPW student.

MCPI 5610 Therapeutic Communication (3.00 Units) PF Grade Option
This course provides an overview of key concepts and methods in therapeutic communication, integrating psychodynamic, humanistic, and other approaches. Experiential portion includes role-play and simulations. Includes the experiential portion of Therapeutic Communication. Prerequisite: ICP student, non-ICPW student.

MCPI 5615 Family Dynamics and Therapy (3.00 Units) PF Grade Option
This course explores the various schools of family therapy, including the work of Whitaker, Satir, Bowen, and Minuchin, as well as strategic, narrative, internal family systems, and core-focused family therapy. There will be a strong experiential component involving in-depth study of each student’s family of origin through psychodramatic or monodramatic formats or sculpture, as well as through live demonstrations of therapy sessions with students’ family members.

MCPI 6601 Couples Counseling (3.00 Units) OP Grade Option
Theoretical and therapeutic approaches to working with couples, including object relations, ego analytic, cognitive-behavioral, existential, and transpersonal perspectives, as well as family system approaches. Students learn how to integrate the use of visual arts, music, movement, drama, and the language arts with these different theoretical approaches. Includes the experiential portion of Marriage and Couples Counseling. Prerequisite: ICP student, non-ICPW student.

MCPI 6603 Multicultural Counseling and the Family (3.00 Units) PF Grade Option
This course provides an overview of multicultural counseling through exploration of ethnic, social, and cultural mores and values of representative social groups and special populations. The content will focus on developing oneself as a student, therapist, and educator who understands the complexity of human diversity—ethnicity, race, religion, sexual orientation, gender, socioeconomic class, and color. We will look at the limitations of current psychological models in addressing the particularities of our clients’ diverse familial and cultural backgrounds. Students will be asked to do mindfulness practices, inquiry, and dialogue to explore experiences and cultural backgrounds to help uncover their own beliefs, unconscious assumptions, projections, countertransference, fears, and biases. The instructor will help create a safe space and offer appropriate exercises and communication tools to encourage authentic exploration and dialogue of an emotionally charged topic. Prerequisites: MCPI 5610 Therapeutic Communication, MCPI 5604 Group Dynamics; ICP student, non-ICPW student.

MCPI 7601 Supervised Clinical Practicum: Individual (2.00 Units) PF Grade Option
Presentation and discussion of case material. Emphasizes upon case formulation, the therapeutic relationship, and the development of clinical skills. Online registration not possible. Submit “Individual Practicum Registration Form.” An “NP” grade will be given if “Supervised Fieldwork Agreement” is not on file in the Field Placement Office by semester’s end. Prerequisite: ICP or ICPW student; criminal background check.

MCPI 7602 Supervised Clinical Practicum: Group (2.00 Units) PF Grade Option
Presentation and discussion of case material in a group setting. Emphasizes upon case formulation, group processing of clinical material, and the development of clinical skills. An “NP” grade will be given if “Supervised Fieldwork Agreement” is not on file in the Field Placement Office by semester’s end. Prerequisite: ICP or ICPW student; criminal background check.

MCPI 7604 Supervised Clinical Practicum: Individual—School Setting (3.00 Units) PF Grade Option
For MCP Practicum students working in schools. Presentation and discussion of case material. Emphasizes upon case formulation, the therapeutic relationship, and the development of clinical skills. Prerequisite: ICP or ICPW student; criminal background check.

MCPI 7605 Supervised Clinical Practicum: Group (School Setting) (3.00 Units) PF Grade Option
Presentation and discussion of case material. Emphasizes upon case formulation, the therapeutic relationship, and the development of clinical skills. We will be looking at clients from both a systems and a self-psychology understanding. This course will have an emphasis on students who are working with clients who are children or adolescents and their families. Students working with individual clients or couples are also welcome. Prerequisite: ICP student or ICPW student; criminal background check.

ICP 5606 Gestalt Therapy (3.00 Units) PF Grade Option
Gestalt therapy will be presented as an adjunct to Existential Philosophy and Therapy, and as a natural reflection of humanities psychology. The elements of Gestalt therapy will be demonstrated—i.e., contact boundaries, awareness, figure formation, the Gestalt theory of neurosis, and disturbances at the boundaries. The primary emphasis will be on working in the “here and now” with a process-oriented focus. Prerequisite: ICP student.

ICP 5621 Cognitive Behavioral Therapy (1.00 Unit) PF Grade Option
Cognitive Behavioral Therapy (CBT) has been so effective in clinical trials that it is the standard of care for many psychiatric disorders, including depression and anxiety, and all therapists are now expected to have at least some familiarity with it. This course provides an overview of CBT from its origins in Pavlov and Skinner, though its therapeutic success in Beck and Ellis, and its inclusion of mindfulness in third-wave behavioral treatments such as dialectical behavior therapy (DBT) and acceptance and commitment therapy (ACT). This class will combine theory presented in lectures and readings with experience in role-plays, demonstrations, and mindfulness exercises. Prerequisites: Non-ICPW student; priority to ICP students.
ICP 6396 Human Sexuality (0 Units) PF Grade Option
This online-only Canvas Human Sexuality course is a zero-unit course intended to supplement human sexuality content offered throughout the ICP/ICPW curriculum. It is an encouraged, but optional, course for all ICP and ICPW students.

ICP 6397 Psychopharmacology (0 Units) PF Grade Option
This online-only Psychopharmacology course is a zero-unit course intended to supplement the psychopharmacology content offered throughout the ICP/ICPW curriculum. It is required for all students who began the program between Fall 2012 and Spring 2014 and who have not already taken a Psychopharmacology course or an approved Psychopharmacology training.

ICP 6488 Clinical Practice Lab (1.00 Unit) PF Grade Option
This course is a practical exploration of the clinical relationship and employs “hands-on” learning techniques to build clinical skills. We will explore and deepen listening skills and empathy, working with feelings, and examining personal issues related to transference and countertransference. In addition, we will focus on working in the present moment, intention, and how it supports the therapeutic relationship. Prerequisites: MCPI 5610 or ICP 5610; priority to ICP and ICPW students; MCP student.

ICP 6501 Transpersonal Psychotherapy (3.00 Units) OP Grade Option
An overview of transpersonal psychology with an emphasis on integral approaches to psychotherapy. Focus upon specific clinical issues in the field and methods for working with clients. Prerequisites: Non-ICPW student; priority to ICP students.

ICP 6577 Psychopharmacology and Human Sexuality (1.00 Unit) PF Grade Option
Various specialized topics and themes relevant to the practice of psychotherapy will be presented and explored. Examples of subjects that may be covered include human sexuality, psychopharmacology, and particular modalities of psychotherapy.

ICP 6830 Trauma (3.00 Units) PF Grade Option
Assuming that “trauma is in the nervous system and not in the event,” this course will introduce students to the basic neuropsychology and treatment of trauma. The work of Bessel Van der Kolk, Judith Herman, Daniel Goleman, Peter Levine, Jim Kepner, and others will be summarized. Principles and methodology for treating trauma from a somato-emotional framework, based on understanding of the triune brain and ANS functioning, will be emphasized. Assessment and reporting of child abuse, and of elder and dependent adult and spousal/intimate partner abuse, will be covered.

ICP 7599 Clinical Practice Lab (2.00 Units) PF Grade Option
The focus of this course is to provide in-depth practical exploration of the clinical relationship and how it can deepen and enrich the therapeutic process. We will practice listening skills and working with feelings as well as examining personal issues related to transference, countertransference, and the deepening of empathy. The learning outcomes will be to recognize personal qualities in oneself that might contribute to a more effective clinical relationship, as well as those that could be problematic. In addition, students will learn how to work with one’s strengths and challenges to support the therapeutic process. We will be addressing how to identify specific ways of working in the clinical relationship that are useful to one’s practice. There will be mostly dyad work to facilitate the process of deepening the clinical relationships in this class. Prerequisites: MCPI 5610 Therapeutic Communication; priority to ICP and ICPW students; MCP student.

ICP 7702 Integrative Seminar (3.00 Units) PF Grade Option
This culminating course provides an opportunity for students to reflect on their processes of personal and academic integration in the ICP program. Equal attention is given to the deepening of one’s unique process of personal integration and to the integration of key learning from theoretical and conceptual standpoints and clinical experience. Prerequisites: Practicum; ICP student.

ICP 8601 Hakomi (2.00 Units) PF Grade Option
Hakomi body-centered psychotherapy is an elegant, deep, and gentle experiential and somatic approach to working with clients. The course, through both didactic and experiential material, will provide the basic knowledge and skills necessary to apply a variety of Hakomi interventions and principles to therapeutic encounters that will immediately inspire, enliven, and deepen your work. Prerequisites: Non-ICPW student; priority to ICP students.

ICP 8602 Psychosynthesis (3.00 Units) PF Grade Option
The basic principles of psychosynthesis, such as the dynamics of self-realization, the will, and the natural multiplicity and harmonization of the personality, will be taught. We will work with the translation of these principles into counseling practice, working with guided imagery, the therapeutic practice of presence, the role of intention and intentionality in the guiding process, and the steps in working with subpersonalities. Prerequisite: ICP student.

ICP 8606 Integral Psychology (3.00 Units) PF Grade Option
Sri Aurobindo’s Integral Yoga and integral philosophy, including Haridas Chaudhuri’s contributions, form the spiritual foundation of the Institute. As an integration of the major schools of Vedanta, Yoga, and Tantra, integral philosophy provides an integrative framework for the many divergent schools of Western psychology as well as a synthesis of Eastern psychological
perspectives. Integral psychotherapy is a psychospiritual method of working that is relational, embodied, and transformational. Prerequisite: Priority to ICP students.

ICP 8799 Independent Study (1.00–3.00 Units) PF Grade Option
Coursework that extends a student’s field of inquiry beyond current CIIS courses. Requires a syllabus and contract signed by the student and faculty member, and approved by the program chair.

ICP 8888 Special Topics (1.00–3.00 Units) LG Grade Option
A course of study not currently encompassed in the curriculum but relevant to evolving topics of growing importance in psychology.

ICPW 5103 Professional Ethics and Family Law I (1.00 Unit) LG Grade Option
Ethical standards for the practice of counseling and psychology. Review and discussion of ethical and legal aspects of marriage and family therapy practice. This course is restricted to Integral Counseling Psychology Weekend Program students. Prerequisite: ICPW student.

ICPW 5104 Professional Ethics and Family Law II (1.00 Unit) LG Grade Option
Ethical standards for the practice of counseling and psychology. Review and discussion of ethical and legal aspects of marriage and family therapy practice. Prerequisites: ICPW 5103; ICPW student.

ICPW 5108 Psychopathology and Psychological Assessment (3.00 Units) LG Grade Option
Comparative historical and contemporary views of the development of adult psychopathology and the categorization system of the Diagnostic and Statistical Manual. Prerequisite: ICPW student.

ICPW 5109 Professional Law and Ethics III (1.00 Unit) LG Grade Option
Professional Ethics and the Law III is a vignette-based course encouraging advanced ethical thinking and decision making. Issues of diversity, complex family and couples issues (including same-sex couples, issues with children, issues of divorce), working in a variety of clinical settings (nonprofits, community based centers, schools), issues of erotic transference and countertransference, and issues that therapists have difficulty discussing will be the focus of the class. Knowledge of California’s BBS licensing laws and MFT ethical standards are a prerequisite for this class. Prerequisite: ICPW 5104 or MCP 5101.

ICPW 5201 Human Development and the Family (3.00 Units) LG Grade Option
Theories and research in life transitions, stages of development, and rites of passage from prenatal conditions to adult experience to dying. Prerequisite: ICPW student.

ICPW 5302 Jungian Dreamwork and Psychotherapy (1.00 Unit) PF Grade Option
This course is an introduction to Jung’s analytical psychology and the practice of Jungian psychotherapy. Topics include Jung’s childhood and student years; the relationship between Freud and Jung; Jung’s “confrontation with the unconscious”; the personal and collective unconscious; libido (psychic energy); archetypes and myth; ego and complex; persona and shadow; anima and animus; the process of individuation; Jungian dream interpretation; psychological types; and Jung’s views on religion, myth, and alchemy. Students learn basic Jungian concepts and develop a deepening relationship to their own unconscious through dreamwork, mandala drawing, and reflection on personal myths and symbols. Prerequisite: ICPW student.

ICPW 5311 Sexuality and Spirituality (1.00 Unit) PF Grade Option
This course honors the sacredness of sexual, creative energy and explores a wide range of sexual expressions, behaviors, and concerns. The intent is to provide an overview of the subjects of adult human sexuality, sexual development, and sexuality and spirituality, in addition to current trends in sex therapy. The class is designed to help student therapists to get in touch with themselves in order to facilitate the sexual health of their clients. Through lecture, video, discussion, and experiential exercises, students will gain a basic understanding of sexuality. The topics of sexual physiology, social and multicultural issues associated with sexual identity, and behaviors and sexual disorders will be discussed. A primary focus of the class, sexuality and spirituality, will be explored. (This course meets and exceeds the requirement for 10 hours of training in human sexuality for California BBS licensure.)

ICPW 5508 Psychodynamics I (2.00 Units) LG Grade Option
Presents a history of psychodynamic ideas and their application in clinical settings. Offers a historical perspective, beginning with Freudian theory through the development of object relations theory. Examines relationships between psychodynamic and other clinical theories. This course is restricted to Integral Counseling Psychology Weekend Program students. Prerequisite: ICPW student

ICPW 5509 Psychodynamics II (1.00 Unit) OP Grade Option
Presents a history of psychodynamic ideas and their application in clinical settings. Offers a historical perspective, beginning with Freudian theory through the development of object relations theory. Examines relationships between psychodynamic and other clinical theories. Prerequisites: ICPW 5508; ICPW student.

**ICPW 5602 The Clinical Relationship (3.00 Units) PF Grade Option**
The relationship between therapist and client is one of the central concerns of contemporary theories of therapeutic change. This course explores the relationship between therapist and client from the perspectives of contemporary psychoanalysis, humanism, and self-psychology. Provides various perspectives on transference and countertransference, and how to work with these dynamics in the clinical setting. Prerequisites: ICPW 5610; ICPW student.

**ICPW 5604 Group Dynamics and Facilitation (3.00 Units) PF Grade Option**
This class has two main purposes: to study itself as a group and to learn about group psychotherapy facilitation. The first focus is on addressing increasing empathy and interpersonal sensitivity in a way that will help students develop their therapeutic skills in a group context. The second focus is on learning about different kinds of therapy groups and the different kinds of group facilitation skills necessary to lead such groups. Prerequisite: ICPW student.

**ICPW 5606 Gestalt Therapy (3.00 Units) PF Grade Option**
Gestalt therapy will be presented as an adjunct to Existential Philosophy and Therapy, and as a natural reflection of humanities psychology. The elements of Gestalt therapy will be demonstrated—i.e., contact boundaries, awareness, figure formation, the Gestalt theory of neurosis, and disturbances at the boundaries. The primary emphasis will be on working in the “here and now” with a process-oriented focus. Prerequisite: ICPW student.

**ICPW 5610 Therapeutic Communication (3.00 Units) PF Grade Option**
This course provides an overview of key concepts and methods in therapeutic communication, integrating psychodynamic, humanistic, and other approaches. Experiential portion includes role-play and simulations. Includes the experiential portion of MCPI 5610 Therapeutic Communication. Prerequisite: ICPW student.

**ICPW 5615 Family Dynamics and Therapy (3.00 Units) PF Grade Option**
This course explores the various schools of family therapy, including the work of Whitaker, Satir, Bowen, and Minuchin, as well as strategic, narrative, internal family systems, and core-focused family therapy. There will be a strong experiential component involving in-depth study of each student’s family of origin through psychodramatic or monodramatic formats or sculpture, as well as through live demonstrations of therapy sessions with students’ family members. In the lab, each student will have an opportunity to practice conducting a role-play family therapy session. Prerequisite: ICPW student.

**ICPW 5620 Integral Philosophy, Meditation, and Yoga (1.00 Unit) PF Grade Option**
This course introduces the philosophy of Integral Yoga as taught by Sri Aurobindo and Haridas Chaudhuri, and the practices of hatha yoga and meditation. Prerequisite: ICPW student.

**ICPW 5621 Cognitive Behavioral Therapy (1.00 Unit) PF Grade Option**
Cognitive behavioral therapy (CBT) has been so effective in clinical trials that it is the standard of care for many psychiatric disorders, including depression and anxiety, and all therapists are now expected to have at least some familiarity with it. This course provides an overview of CBT from its origins in Pavlov and Skinner, though its therapeutic success in Beck and Ellis, and its inclusion of mindfulness in third-wave behavioral treatments such as dialectical behavior therapy (DBT) and acceptance and commitment therapy (ACT). This class will combine theory presented in lectures and readings with experience in role-plays, demonstrations, and mindfulness exercises. Prerequisite: ICPW student.

**ICPW 5636 Group Facilitation and Counseling (2.00 Units) PF Grade Option**
This course will study the theory and practice of group psychotherapy, focusing on the principles of group dynamics, formation, and development, and understanding and developing advanced group leadership skills from various group leadership styles and approaches. Therapeutic factors of group work, group process components, developmental stage theories, and common critical incidents and special problems in group structure and development, including the recognition and management of conflict, “the antigroup,” will be addressed. Ethical, legal, and professional concerns and issues of diversity will be discussed, as well as the importance of recognizing, managing, and utilizing transference and countertransference in groups and therapist self-care during conflict and confrontation. Students will be offered both didactic and experiential presentations on group development, process, and dynamics through lecture, videos, class discussion, and demonstrations of select theoretical approaches by the instructor in which students may elect to participate as both “group members” and “co-therapists.” Among various theoretical approaches to be discussed and demonstrated are: transpersonal, psychodynamic, Gestalt, Adlerian, psychodrama, Rogerian, somatic approaches, art therapy, active dreamwork, and clinical hypnotherapeutic approaches. Pertinent research and literature, group counseling methods, and evaluation of effectiveness will be presented. There will be a final project highlighting the development of a group of the student’s preference, due one week after the last class meeting. Prerequisite: ICPW student.
ICPW 5638 Clinical Applications of Drama and Embodied Action for Non-Drama Therapists (1.00 Unit) PF Grade Option
This course provides a theoretical and practical foundation for psychotherapists and counselors of diverse training and backgrounds to understand the powerful clinical benefits of action- and drama-based interventions in therapy and, very importantly, parameters for their safe usage. Key elements of such approaches—such as role play, dramatic distancing, facilitated enactment, empty chair work, free association in action, sculpting, embodiment of inner states—will be explored experientially, explained theoretically, and critiqued in relation to clinical usage with diverse populations. Participants will develop a useful introductory tool kit along with an understanding of additional training requirements needed for those seeking advanced mastery of these methods. Prerequisite: ICPW student.

ICPW 6102 Alcohol and Chemical Dependency Counseling (1.00 Unit) LG Grade Option
Survey of current treatment approaches to chemical dependency and examination of humanist-transpersonal perspectives. Prerequisite: ICPW student.

ICPW 6233 Introduction to Community Mental Health and the Recovery Model (2.00 Units) LG Grade Option
This course is designed for students in MCP concentrations other than CMH. Students will learn the basic principles of the recovery model of mental health as described and supported by the California Mental Health Services Act of 2004. Students will learn and work with the “mental health recovery” models of service and treatment delivery, including key structural components. Evidence-based treatment interventions will be demonstrated and experienced, and effective strategies for working on integrated service teams and evaluation methodologies will be developed. Prerequisite: ICPW student.

ICPW 6401 Research Methods (3.00 Units) LG Grade Option
Overview of research methodologies with special focus on qualitative approaches, comparative ways of knowing, and the creation of an integral inquiry research project. Prerequisite: ICPW student.

ICPW 6501 Transpersonal Psychotherapy (3.00 Units) OP Grade Option
An overview of transpersonal psychology with an emphasis on integral approaches to psychotherapy. Focus on specific clinical issues in the field and methods for working with clients. Prerequisite: ICPW student.

ICPW 6502 Child Therapy (2.00 Units) LG Grade Option
Techniques to remedy or prevent problems in children and their families. Case material introduces strategies of intervention. Prerequisite: ICPW student.

ICPW 6545 Community Mental Health and the Recovery Model (2.00 Units) PF Grade Option
This course will introduce students to community mental health as expressed in the Wellness and Recovery Model and through Proposition 63, the Mental Health Services Act. Students will learn effective strategies to manage the complexities of delivering mental health services to marginalized populations in settings that go beyond private practice to include community-based clinics, hospitals, and agencies. The course will describe and evaluate service delivery using innovative approaches that engage clients where they are and how they can best integrate mental health resources. Recovery-based language, strength-based communication, resiliency, and the foundations of recovery and wellness will be discussed. Prerequisite: ICPW student.

ICPW 6546 Community Mental Health and the Recovery Model (3.00 Units) LG Grade Option
This course is designed for students in MCP concentrations other than CMH. Students will learn the basic principles of the recovery model of mental health as described and supported by the California Mental Health Services Act of 2004. Students will learn and work with the “mental health recovery” models of service and treatment delivery, including key structural components. Evidence-based treatment interventions will be demonstrated and experienced, and effective strategies for working on the integrated service teams and evaluation methodologies will be developed. Prerequisite: ICPW student.

ICPW 6577 Psychopharmacology and Human Sexuality (1.00 Unit) PF Grade Option
Various specialized topics and themes relevant to the practice of psychotherapy will be presented and explored. Examples of subjects that may be covered include human sexuality, psychopharmacology, and particular modalities of psychotherapy. Prerequisite: ICPW student.

ICPW 6579 Inquiry into True Nature: Exploring Body, Personality, and the Soul (1.00 Unit) PF Grade Option
In this experiential, spiritual elective you will learn and practice ways to more deeply explore, understand, and optimize your psychospiritual unfoldment. This course will introduce the idea of a multidimensional soul with essential qualities such as compassion, joy, strength, and love. In addition to meditative practices and somatic exercises, students will learn how to actively open these inner states through inquiry (sensing, feeling, speaking, hearing, and moving with the arising of one’s inner experience) to accelerate the inner journey. Inquiry also assists in clearly seeing and metabolizing our childhood experiences and personality patterns to help us mature into our unique wholeness. We will draw from various Jungian authors, A. H. Almaas, Ramana Maharshi, Krishnamurti, and possibly others to learn the art of deep listening, seeking intuitive guidance and opening to the moment-to-moment shifts in our consciousness. The Enneagram of personality types will assist in recognizing personality.
structures. The practices and perspectives taught in this course will have direct application to psychotherapeutic work. The instructor will do clinical demonstrations with students. Students will practice these methods with each other for personal growth and clinical development. Prerequisite: ICPW student.

ICPW 6601 Couples Counseling (3.00 Units) PF Grade Option
Theoretical and therapeutic approaches to working with couples, including object relations, ego analytic, cognitive-behavioral, existential, and transpersonal perspectives, as well as family system approaches. Students learn how to integrate the use of visual arts, music, movement, drama, and the language arts with these different theoretical approaches. Includes the experiential portion of Marriage and Couples Counseling. Prerequisite: ICPW student.

ICPW 6602 Gottman Couples Therapy (1.00 Unit) LG Grade Option
This class will cover the evidence-based Gottman Couples Therapy principles that were discovered from more than 30 years of ongoing research with more than 3,000 couples. The class will address the importance of using a research-based method and how the results of this study changed some of the prior marriage counseling assumptions of what makes couples happy and unhappy. The class will walk through how the research translates to actual assessment with the couple before treatment begins and how the research informs each therapeutic and educational intervention with the couple. Topics include Knowing Your Partner’s Inner World, Dealing Effectively With Emotional Intensity and Flooding, The Four Predictors of Divorce and the Antidotes, Enduring Vulnerabilities, Working With Fixable and Perpetual Problems, Repair Conversations, Building a Friendship System, Resolving Resentment, and The Stages of Infidelity Repair. Prerequisite: ICPW student.

ICPW 6603 Multicultural Counseling and the Family (3.00 Units) PF Grade Option
This course provides an overview of multicultural counseling through exploration of ethnic, social, and cultural mores and values of representative social groups and special populations. The content will focus on developing oneself as a student, therapist, and educator, who understands the complexity of human diversity—ethnicity, race, religion, sexual orientation, gender, socioeconomic class, and color. We will look at the limitations of current psychological models in addressing the particularities of our clients’ diverse familial and cultural backgrounds. Students will be asked to do mindfulness practices, inquiry, and dialogue to explore experiences and cultural backgrounds to help uncover their own beliefs, unconscious assumptions, projections, countertransference, fears, and biases. The instructor will help create a safe space and offer appropriate exercises and communication tools to encourage authentic exploration and dialogue of an emotionally charged topic. Prerequisite: ICPW student.

ICPW 6669 Multicultural Counseling: Gender Considerations in Psychotherapy (1.00 Unit) PF Grade Option
Is gender a cultural construction, a biological fact, or some of both? Or is it even fundamentally real? This course will look at these questions and at how our clients are influenced by their gender-related experiences throughout their lives. Gender roles and gender training across cultures will be discussed, and special attention will be paid to the particular issues that can arise, and particular approaches that can be helpful, in psychotherapy with men, with women, and with those who identify as other categories, or no category, of gender. Prerequisite: ICPW student.

ICPW 6683 Clinical Skills (1.00–3.00 Units) PF Grade Option
This course is an opportunity for students to take a step, or even a quantum leap, forward in their counseling abilities in a safe, supportive, mentoring classroom atmosphere. It features dyad practice with intensive, individual, and specific coaching and feedback from the instructor and classmates, as well as exploration of “growing edge” issues of greatest value to the student in their future work with clients. Wherever they are in their development, students are helped to strengthen and enhance their therapeutic skills and self-awareness, including building upon feedback they have received from instructors to this point.

ICPW 6830 Trauma (3.00 Units) PF Grade Option
Assuming that “trauma is in the nervous system and not in the event,” this course will introduce students to the basic neuropsychology and treatment of trauma. The work of Bessel Van der Kolk, Judith Herman, Daniel Goleman, Peter Levine, Jim Kepner, and others will be summarized. Principles and methodology for treating trauma from a somato-emotional framework, based on understanding of the triune brain and ANS functioning, will be emphasized. Assessment and reporting of child abuse, and of elder and dependent adult and spousal/intimate partner abuse, will be covered. Prerequisite: ICPW student.

ICPW 6846 Applied Spirituality (1.00 Unit) PF Grade Option
Integral psychotherapy includes a spiritual perspective about ourselves, our clients, and the world that informs and supports our therapeutic work. Each of us has a particular understanding and experience of, and relationship to, what we consider to be spiritual. In this online and in-the-world course, students will further explore this relationship by creating a program of activity such as developing or deepening spiritual practices, engaging in community service, or applying spiritual attitudes and principles in daily behavior. The course will include readings and assignments to help students more fully express and embody spirituality in their lives and work. Prerequisite: ICPW student.

ICPW 7702 Integrative Seminar (3.00 Units) PF Grade Option
This culminating course provides an opportunity for students to reflect on their processes of personal and academic integration in the ICP program. Equal attention is given to the deepening of one’s unique process of personal integration and to the integration of key learning from theoretical and conceptual standpoints and clinical experience. Prerequisite: ICPW student.

**ICPW 8799 Independent Study (1.00–6.00 Units) PF Grade Option**
Coursework that extends a student’s field of inquiry beyond current CIIS courses. Requires a syllabus and contract signed by the student and faculty member, and approved by the program chair. Prerequisite: ICPW student.
Somatic Psychology
MA in Counseling Psychology with a concentration in Somatic Psychology

Program Chair
Theresa Silow, PhD, LPCC

Core Faculty
Terese Gjernes, PsyD
Marsha Hiller, MSEd, LMFT
Don Hanlon Johnson, PhD, Program Founder
Seiji Ohno, MA, LMFT

Adjunct Faculty
Jean-Paul Eberle, MA, CMT, LMFT, PCCI
Laurie Phuong Ertley, MA, LMFT
Steuart Gold, MA, LMFT
Barbara Holifield, MSW, LMFT
Roger Kuhn, MA, LMFT
Becky McGovern, MA, LMFT
Susan Coto McKenna, MS, BC-DMT
Aaron Mishara, PhD, PsyD
Gary Raucher, MA, RDT, BCT, LMFT
Bill Say, MA
Gal Szekely, MA, LMFT
Cynthia Zecic, EdD, MFC

About the Somatic Psychology Concentration
The Somatic Psychology concentration at California Institute of Integral Studies is one of the few accredited academic programs in the United States that prepare students to use both conventional and body-oriented approaches to psychotherapy. Students participate in a vibrant academic community where learning includes both didactic and experiential practices, leading to the ability to work with clients holistically and effectively. After completing the program and other Board of Behavioral Sciences (BBS) requirements for licensure, graduates are prepared to do counseling psychology in both private practice and agency settings.

The Somatic Psychology program offers the following:

• Extensive training in psychotherapy that combines scholarship, best practices in counseling psychology, and experiential approaches to learning
• In-depth training in somatic psychotherapy theories, principles, clinical skills, and embodiment practices
• The learning of psychology theories and practices that integrates verbal and nonverbal work with body, mind, and spirit
• Opportunities to develop psychodynamic, systems, and sociocultural approaches to psychotherapy
• Attention to diversity and opportunities to work in practicum with a wide range of populations
• A community of learning fostered by weekly community meetings and a collaborative learning model
• Opportunities to participate in faculty-student research projects
• A wide variety of practicum opportunities, including the possibility to train at the program’s Center for Somatic Psychotherapy

Somatic Psychology at CIIS
Since its inception in 1980, the Somatic Psychology program has developed a unique learning environment that combines experiential work, rigorous academics, research, and a deep commitment to community. Students in the Somatic Psychology program at CIIS learn a counseling approach that combines traditional practice and understanding with attention to the crucial role of the body in the structure and process of the psyche. Somatic approaches to psychotherapy focus upon and work with the bodily organization of feeling and meaning. The underlying insight in these therapies is that we enact self-feeling, identity, and contact with others through bodily means. As we develop in families and communities, we construct embodied patterns of feeling, sensation, expression, movement, and emotion through which we know ourselves and make relationships in the world. Work, play, and other engagements with the world are enacted through the development of varying muscular states, emotional and feeling capabilities, and ranges of movement. For somatic psychology, the exploration of the historical patterns of bodily comportment we have developed and the explorations of new means of expression are useful tools in the development of self-
awareness and satisfaction in living. Students in the Somatic Psychology program learn a sociocultural perspective that explores how embodied affect, expression, identity, and interaction are developmentally formed both in families and in communities of participation outside of the family of origin. The program explores issues of gender, sexuality, ethnicity, and social justice. Somatic psychotherapies combine traditional approaches to counseling, including dream work, talk, interpretation, and reflection, with experiential explorations. Somatic psychotherapists are trained to help clients explore the bodily means by which they conduct their daily lives. Through the use of breathwork; movement exercises; touch; and explorations of feeling, sensation, posture, gesture, and expression, clients experience how they shape particular identities and interact with others. Somatic psychotherapies have been found to be particularly effective means of working with trauma, posttraumatic stress disorder (PTSD), dissociation, identity issues, and affect regulation. They are effective in both group and individual settings, and are especially useful as aids to self-reflection and the development of new ranges of affect, expression, and self-comportment.

Learning Environment
In preparing students for practice, the Somatic Psychology program at CIIS stresses the importance of self-knowledge and self-development. We believe that practitioners need to have knowledge of their own responses, reactions, and sense of meaning as they work with others. This emphasis on personal exploration requires students to enter deeply into their own bodily experience, exploring experientially the capacity for empathy, feeling, and expression. They are also asked to examine the familial, social, and cultural roots of their experience. In this way, students work at an appropriate level with the personal material they will bring to the therapeutic engagement. There is a strong emphasis on community in the Somatic Psychology program, and the experiential explorations of the program occur within a context of mutual self-inquiry. Attention is paid to group process and group learning. A program retreat begins the academic year, and there are weekly community meetings in which students, faculty, and staff participate.

The Somatic Psychology program also offers an environment of rigorous intellectual inquiry. Students are asked to develop a reflective approach to counseling psychology that includes skills in collaborative learning, knowledge of evidence-based approaches to psychotherapy, and a broad understanding of individual and family systems approaches to psychotherapy. Throughout the program, students write papers and present projects to hone their thinking, writing, and presentation skills. Faculty and students make presentations at national and international conferences concerned with body-oriented psychotherapy, the social sciences, and various aspects of somatic theory and practice.

Reflecting the founding vision of CIIS, the Somatic Psychology program is defined by its unique integration of various Western and non-Western philosophic and spiritual traditions. This integral approach challenges the separation of body, mind, and spirit that has dominated Western psychotherapy. Course offerings explore the relation between bodily processes and states of consciousness, and foster a dialogue between spiritual approaches such as yoga, meditation, and qigong; psychological approaches; and contemporary scientific understandings of the body and the brain.

Program Learning Outcomes
Program learning outcomes guide the development of the Somatic Psychology coursework and inform what our students learn. While in the program students will:

1. Develop skills sufficient to serve as professional psychotherapists and counselors at the MA level.
2. Gain a broad and deep knowledge of the scholarship associated with counseling and psychotherapy theories and approaches.
3. Integrate significant personal growth in the context of the program and commit to personal development for effective self-use in clinical practice.
4. Actively engage in an exploration of their own social attitudes and beliefs, seek to understand differences and their attending power dynamics, and develop competencies in applying diversity sensitivity to their clinical practice.
5. Gain a broad and deep knowledge of the scholarship associated with the field of somatic psychology, including an understanding of historical and contemporary issues, theories, and approaches. In addition, students will gain an in-depth understanding and capacity to apply somatic psychology theory to the clinical practice of somatic psychotherapy.

Curriculum Overview
The Somatic Psychology curriculum has the following three objectives: to give students a comprehensive knowledge base in both general counseling psychology and somatic approaches to psychotherapy; to assist students in developing their skills as counselors; and to encourage students in the personal development of sensitivity, feeling, and self-knowing required for the effective practice of psychotherapy. The Somatic Psychology curriculum provides students with a firm understanding of the theories, strategies, and transformational attitudes that are basic to psychotherapy. Coursework combines didactic and experiential modes of learning. In addition to traditional forms of assessment, the program teaches assessment of individual and family and group dynamics through the observation of body movement and nonverbal communication. Students learn both verbal and body-based methods of intervention to facilitate change for those in therapy.

Basic courses focus on the field of psychotherapy, with a strong emphasis on developmental theory, family systems theory and practice, and sociocultural and psychodynamic approaches. Coursework throughout the Somatic Psychology program includes
the study of a range of psychodynamic approaches, including drive theory, and object relations, self-psychology, Jungian, intersubjective, and relational theories. Students study family systems perspectives and contemporary understandings of attachment and affect. The curriculum includes the study of issues of cultural diversity, poverty, gender, sexual diversity, spirituality, and work. Students are introduced to various body-oriented approaches to psychotherapy, and the cultivation of body/psyche in a variety of non-Western modalities is also explored.

Practicum
The Somatic Psychology curriculum includes a carefully supervised practicum counseling experience. Students are able to start practicum after being approved by the program faculty. Approval is not automatic and is based upon an application and interview process. Students may apply for training at the Center for Somatic Psychotherapy, which is a community counseling center devoted to practicing body-oriented psychotherapy. Students at other practicum sites are supervised by program-approved supervisors. In the past, students have completed practicum training in a variety of settings, including city government, homeless outreach programs, work in prisons, and work participation in various agencies dealing specifically with children’s and women’s issues and addictions.

Center for Somatic Psychotherapy
The Center for Somatic Psychotherapy is a professional training facility for students at CIIS who are pursuing a somatic orientation in their therapeutic work. As a community service, the Center offers affordable psychotherapy based on an integral perspective. Using didactic and experiential training sessions and group process exploration, the Center provides students with an opportunity to integrate a body-oriented psychotherapy approach with other therapeutic modalities. Each student counselor works with a specified number of clients in individual, couples, family, or group counseling situations. Center outreach programs include work with homeless, school, and prison populations. Licensed counselors and somatic psychotherapists from the professional community and University faculty provide supervision. The Center for Somatic Psychotherapy is located in San Francisco at 220 Montgomery Street, Suite 600. Information about the Center can be found at http://www.ciis.edu/counseling-and-acupuncture-clinics.

Personal Psychotherapy Requirement
During their enrollment in the program, students must complete 50 hours of personal somatic psychotherapy. The program maintains a referral base of approved and licensed somatic psychotherapists who work in the Bay Area.

Admissions Requirements
Applicants must meet the general admissions requirements of the University. Two letters of recommendation (at least one from someone familiar with the applicant’s academic work) are also required. The program seeks highly motivated, creative, mature students who have already demonstrated a strong interest in human service work focused on the human body. This includes work in literature, humanities, the arts, and the social sciences. It is important for prospective students to have some experience with such somatic methods as Feldenkrais, Alexander, bioenergetics, Structural Integration, Rosen work, massage, shiatsu, acupuncture, martial arts, dance, yoga, and meditation. Nurses, physicians, physical therapists, and chiropractors also make successful candidates. Because of the experiential dimension of the program, it is necessary to be emotionally well grounded in order to cope with the strong feelings that often emerge at the same time that one is required to sustain serious intellectual work. Prerequisites include demonstrated experience with the field of somatics and some familiarity with somatic psychotherapies.

Additional LPCC Requirements
CIIS has been approved by the BBS as offering a qualified degree for those interested in pursuing licensure as an LPCC. The education and practicum requirements are quite specific and will require students to take courses (and semester units) beyond the standard curriculum of this department. Students are encouraged to decide no later than the end of their first year about adding the additional LPCC licensure track.

Please refer to the BBS website (http://www.bbs.ca.gov/) for up-to-date LMFT and LPCC licensure requirements in California.

Center for the Study of the Body in Psychotherapy
In the program’s Center for the Study of the Body in Psychotherapy, Somatic Psychology program faculty and students have conducted research regarding sexual identities and enactments, multicultural understandings of identity and interaction, early childhood approaches using somatic interventions with infants and parents, and work with staff and patients in a rehabilitation center using somatic interventions for recovery. Other work has included research in child and family yoga and work and somatic approaches in community mental health settings. This research-oriented center also develops conferences and research projects that look at somatic aspects of therapy that have been undertheorized.

Curriculum
MA in Counseling Psychology with a concentration in Somatic Psychology—60 units
Courses in the Somatic Psychology program are highly sequenced. Specific course exemptions are determined on an individual basis. Please contact the program for details about course sequences.

I. Counseling Courses—9 units
MCP 5101 Professional Ethics and Family Law
MCP 5108 Psychopathology and Psychological Assessment
MCP 6102 Alcohol and Chemical Dependency Counseling
MCP 6233 Community Mental Health and the Recovery Model

II. Counseling Courses with an emphasis in Somatic Psychology—33 units
The following courses have equivalencies in the Community Mental Health, Drama Therapy, Expressive Arts Therapy, and Integral Counseling Psychology concentrations. These equivalent courses cover the same content, but from the perspective of their own concentrations.
MCPS 5201 Human Development and the Family
MCPS 5501 Psychodynamics
MCPS 5602 The Clinical Relationship
MCPS 5605 Family Dynamics and Therapy
MCPS 5609 Therapeutic Communication
MCPS 5622 Group Facilitation—Group Therapy
MCPS 6101 Human Sexuality
MCPS 6104 Multicultural Counseling and the Family
MCPS 6401 Research Methods
MCPS 6601 Couples Counseling
MCPS 6605 Child Therapy
MCPS 7601 Supervised Clinical Practicum: Individual (minimum three semesters); OR
MCPS 7604 Supervised Clinical Practicum: Individual (3 units for two semesters of practicum placement at school site)

III. Somatic Psychology Concentration Courses—19 units
These courses do not have equivalencies in the other concentrations.
SOM 5201 The Body: Experienced, Conceptualized, and Verbalized
SOM 5607 Movement Approaches in Somatic Psychotherapy
SOM 6202 Somatics and Society
SOM 6476 Neuroscience for Somatic Psychology
SOM 6646 Theories and Techniques of Somatic Psychotherapy I
SOM 6647 Theories and Techniques of Somatic Psychotherapy II
SOM 6659 Somatic Approaches to Trauma and Posttraumatic Stress Disorder
SOM 7701 Integrative Seminar

IV. Electives—Any elective courses taken exceed the required 60 units
SOM 5606 Gestalt Therapy
SOM 6709 Phenomenology of the Body
SOM 8799 Independent Study
SOM 8888 Topics in Somatic Psychotherapy

Licensed Professional Clinical Counselor Track—71 units
The courses designated in I, II, and III above and the following:
MCP 5023 Diagnosis and Treatment of Addictions and Co-occurring Disorders
MCP 5109 Psychopharmacology
MCP 5646 Career Counseling Theory
PSY 6331 Psychological Assessment

Course Descriptions

MCPS 5201 Human Development and the Family (3.00 Units) OP Grade Option
Theories and research in life transitions, stages of development, and rites of passage, from prenatal conditions through adult experience to dying are explored from both theoretical and embodied practice. Students work individually and in groups exploring the entire lifespan, looking at both familial and social and cultural influences on development. Prerequisite: SOM student.
MCPS 5501 Psychodynamics (3.00 Units) OP Grade Option
This course presents a history of psychodynamic ideas and their application in clinical settings. It offers a historical perspective, beginning with drive theory through the development of relational theory, and covers basic theoretical and clinical concepts; clinical theories about the self and self-development; and the topics of transference, countertransference, and defense. The course examines relationships between psychodynamic and other clinical theories from both a traditional and an embodied stance using both text and experiential learning, such as work with movement and dreams. It takes an embodied sociocultural approach to psychodynamics, exploring cultural issues and sexuality, gender, work, creativity, ethnicity, and schooling. Prerequisite: SOM student.

MCPS 5602 The Clinical Relationship (2.00 Units) OP Grade Option
The relationship between therapist and client is one of the central concerns of contemporary theories of therapeutic change. This course explores the relationship between therapist and client from the perspectives of contemporary psychoanalysis, humanism, and self-psychology. Provides various perspectives on transference and countertransference and working with these dynamics in the clinical setting. Prerequisite: SOM student.

MCPS 5605 Family Dynamics and Therapy (3.00 Units) OP Grade Option
Covers the family life cycle, as well as the theories and methods of many of the major family theories, including strategic, brief systemic, narrative, solution-focused, family-of-origin, structural, and symbolic-experiential family therapy. Includes experiential learning processes and instructor-demonstrated family-of-origin interviews. Explores cultural difference and diversity in family dynamics. Prerequisite: SOM student.

MCPS 5609 Therapeutic Communication (3.00 Units) OP Grade Option
This course provides an overview of key concepts and methods in therapeutic communication, integrating psychodynamic, humanistic, and other approaches. Experiential portion includes role-play and simulations. Prerequisite: SOM student.

MCPS 5622 Group Facilitation—Group Therapy (2.00 Units) PF Grade Option
This course provides the basic theories and practice necessary to design and facilitate psychoeducational groups, special-topic groups, peer support groups, and other groups currently delivered in community mental health settings. In addition, basic theories and practice in group process, including holistic intervention skills, and nonverbal and dance/movement approaches, will be presented and experienced. Prerequisite: SOM student.

MCPS 6101 Human Sexuality (1.00 Unit) LG Grade Option
Utilizing the many strategies and theories of embodiment being developed within somatic psychology, this course explores personal, interpersonal, and social dimensions of sexual experience, including awareness, attitudes, meaning, expression, response, sexual counseling, gender identities, sexual orientations, and integration with personal development. Prerequisite: Priority to SOM students.

MCPS 6104 Multicultural Counseling and the Family (2.00 Units) LG Grade Option
This course provides an overview of counseling concepts and skills for working with diverse cultures, ethnic communities, social demographics, and embodiment practices. It looks at how cultural and racial experience forms psychological and somatic states. Students will develop an awareness of cultural variation and acquire the tools to address human difference, including consideration of sexual orientation, gender, class, race, language, immigration status, age, and ability. Prerequisite: Priority to SOM students.

MCPS 6401 Research Methods (3.00 Units) OP Grade Option
An introduction to the basic elements involved in clinical research: construction of surveys and basic analysis of results, qualitative interviews, tracking of the effects of interventions, reviewing the research literature related to a particular question. The model for the course is the National Institutes of Health’s agenda for translational research in which clinicians are trained to organize their work so that it is more readily accessible to academic researchers. Prerequisites: SOM or PDT student; priority to SOM students.

MCPS 6601 Couples Counseling (3.00 Units) OP Grade Option
Theoretical and therapeutic approaches to working with couples, including object relations, ego analytic, cognitive-behavioral, existential, and transpersonal perspectives, as well as family system approaches. Students learn how to integrate the use of visual arts, music, movement, drama, and the language arts with these different theoretical approaches. Cultural difference and diversity of lifestyle are explored. Prerequisite: SOM student.

MCPS 6605 Child Therapy (2.00 Units) OP Grade Option
Somatic, neurodevelopmental, and relationship-based therapy techniques for children and their families. Case material introduces strategies of intervention, from early childhood, school-aged, and adolescent through transition-aged youth. Settings include private practice, school-based, and community mental health models of treatment. A focus will be placed on trauma-informed care as well as on engaging the child’s systems of care to support resiliency and change. Modalities explored may include play...
therapy, sand tray, neurosequentially informed treatment, sensory-motor psychotherapy, and ARC (Attachment, Regulation, and Competency). Prerequisite: SOM student.

MCPS 7601 Supervised Clinical Practicum: Individual (2.00 Units) PF Grade Option
Presentation and discussion of case material. Emphases upon case formulation, the therapeutic relationship, and the development of clinical skills. Cannot be registered for online. Submit “Individual or Pre/Post Practicum Registration Form.” An “NP” (No Pass) grade will be assigned if “Supervised Fieldwork Agreement” is not on file by semester’s end. Prerequisite: SOM student; criminal background check.

MCPS 7602 Supervised Clinical Practicum: Group (2.00 Units) PF Grade Option
Presentation and discussion of case material in a small-group setting. Emphases upon case formulation, the therapeutic relationship, and the development of clinical skills. Prerequisite: SOM student; criminal background check.

MCPS 7604 Supervised Clinical Practicum: Individual (School Setting) (3.00 Units) PF Grade Option
For Somatic Psychology students pursuing practicum in schools. Presentation and discussion of case material. Emphases upon case formulation, the therapeutic relationship, and the development of clinical skills. Prerequisite: SOM student; criminal background check.

MCPS 7605 Supervised Clinical Practicum: Group (School Setting) (3.00 Units) PF Grade Option
For Somatic Psychology students pursuing practicum in schools. Presentation and discussion of case material in a small-group setting. Emphases upon case formulation, the therapeutic relationship, and the development of clinical skills. Prerequisite: SOM student; criminal background check.

SOM 5201 The Body: Experienced, Conceptualized, and Verbalized (3.00 Units) OP Grade Option
This course is an introduction to methods for navigating the dialectic between one’s experiences of the body and ideas about the body learned in one’s history. It is a basic introduction to the use of transformative practices of breathing, touching, sensing, and moving that have established the experiential foundations for revisioning the theory and practice of psychotherapy in somatic psychotherapy. Prerequisite: SOM student.

SOM 5606 Gestalt Therapy (1.00 Unit) PF Grade Option
Gestalt therapy will be presented as an adjunct to existential philosophy and therapy, and as a natural reflection of humanistic psychology. The elements of Gestalt therapy will be demonstrated — i.e., contact boundaries, awareness, figure formation, the Gestalt theory of neurosis, disturbances at the boundaries. The primary emphasis will be on working in the “here and now” with a process-oriented focus. Prerequisite: Priority to SOM students.

SOM 5607 Movement Approaches in Somatic Psychotherapy (2.00 Units) OP Grade Option
This course teaches the use of movement approaches such as authentic movement, dance therapy, and contact improvisation in the context of psychological theory and practice. Specific approaches are emphasized by each instructor. Prerequisite: SOM student.

SOM 6202 Somatics and Society (2.00 Units) OP Grade Option
A study of how individual bodies, as well as individual experiences of the body, are shaped from infancy by major social institutions (education, medicine, religion, science, the media, etc.), and how that shaping process anchors the power of those institutions in our perceptions and emotional responses to authority. Focuses on how people are coaxed to neglect the sources of wisdom and decision making within the social body, and to give authority to publicly designated experts and authorities. Particular attention is given to the question “What does it mean to be a somatic therapist or educator in a world characterized by widespread abuse of both the personal and political body?” Prerequisite: SOM student.

SOM 6476 Neuroscience for Somatic Psychology Practice (2.00 Units) OP Grade Option
This course is an overview of applied, clinical neuroscience research. Basic neuroanatomy of the central and peripheral nervous systems (sensory and motor) will be addressed. The course will look at the clinical relevance of the evolutionary development of the human nervous systems, with special emphasis on Polyvagal Theory (Porges). The interpersonal neuropsychology of attachment (Schore, Siegel) and the underlying neural mechanisms of trauma and PTSDs will also be addressed. Prerequisite: SOM student.

SOM 6646 Theories and Techniques of Somatic Psychotherapy I (3.00 Units) OP Grade Option
This course gives in-depth exploration of somatic approaches to psychotherapy. It provides a ground for understanding intervention, therapeutic process, and good counseling practice, as well as exploring parameters of somatic psychological practice. This course introduces the work of Wilhelm Reich and derivative therapies that have been influenced by his work. It also looks at sensing, feeling, and expressive approaches in psychotherapy, as well as work with tissue state, dream, and gesture. Sociocultural understandings regarding sexualities, emotional expression and interaction, gender, work, and ethnicities are a
focus of the class. Students study and work experientially with observation, breath, movement, and sound in psychotherapy, focusing on issues of transference, countertransference, attunement and resistance. Prerequisite: SOM student.

**SOM 6647 Theories and Techniques of Somatic Psychotherapy II (2.00 Units) OP Grade Option**
This is the second of a series of core courses that focus on various theories and techniques in psychotherapy. This course deals with a variety of approaches and other techniques, and continues the exploration of issues of transference, countertransference, and attunement, and resistance in the application of somatic and other experiential exercises in the practice of psychotherapy. Prerequisite: SOM 6646; SOM student.

**SOM 6659 Somatic Approaches to Trauma and Post-Traumatic Stress Disorder (2.00 Units) OP Grade Option**
This course provides an overview of somatic approaches to trauma. Major theorists and approaches using somatic approaches to trauma are discussed. Prerequisites: MCPS 5609, SOM 6646; SOM student.

**SOM 6709 Phenomenology of the Body (3.00 Units) OP Grade Option**
In this seminar, we will study and ourselves develop the heritage of Edmund Husserl and Maurice Merleau-Ponty, who made clear the crucial importance of a turn toward direct bodily experience. For textual underpinnings for our investigations, we will examine selected texts from Husserl and Merleau-Ponty, and from several contemporary scholars. These theoretical and practical works form a powerful corrective to the anti-body and anti-cosmos forces that are ravaging the planet. Each of you will be asked to engage in your own phenomenological investigations, taking cues from the readings in relation to areas of particular interest to you, converging upon some theme.

**SOM 7701 Integrative Seminar (3.00 Units) OP Grade Option**
This course is the final class that students take in the program. The course emphasizes the integration of somatic and other clinical approaches. Theoretical understandings of clinical applications are focused upon, and skills such as observation, diagnosis, treatment planning, and intervention are underscored and further developed. Students write a final paper and do a presentation on the theme “Toward a Theory and Practice of Somatic Psychotherapy.” Prerequisites: MCPS 7601 or MCPS 7602 or MCPS 7604 or MCPS 7605; SOM student.

**SOM 8799 Independent Study (1.00–3.00 Units) PF Grade Option**
Coursework that extends a student’s field of inquiry beyond current CIIS courses. Requires a syllabus and contract signed by the student and faculty member, and approved by the program chair. Online registration not possible.

**SOM 8888 Special Topics (1.00–3.00 Units) OP Grade Option**
A course of study not currently encompassed in the curriculum but relevant to evolving topics of growing importance in body-oriented psychotherapy.
Health and Sexuality

*Integrative Health Studies*

*Human Sexuality*

**Department Chair**
Meg A. Jordan, PhD, RN, CWP, ACC

**Core Faculty**
Meg A. Jordan, PhD, RN, CWP, ACC
Mirie Levy, DrPH, MSG, CHES
Michelle Marzullo, PhD
Natalie Metz, ND
Nicolle Zapien, PhD

**Adjunct Faculty**
(Listed on individual program pages)

**About the Department**
The Department of Health and Sexuality was formed in 2012–2013 to administer the following three academic programs:

**MA in Integrative Health Studies**

**PhD in Human Sexuality**

While the original intent of combining these academic programs into one department was to facilitate administrative efficiency, the advantages of interprofessional education grow increasingly apparent to faculty, clinicians, students, and policy makers. There is a recent trend among health sciences universities to provide common learning forums for various disciplines that have been traditionally isolated, such as medicine, psychology, neuroscience, health promotion, nursing, naturopathic medicine, behavioral science, and social work. At CIIS, the central mission of integral education already speaks to this goal of a rich and rigorous exchange of ideas and knowledge across disciplines, together with embodied learning and community service. These two programs, Integrative Health Studies and Human Sexuality, already interdisciplinary by nature, share similar raw material—they each study the body and its relationship to personal and social identity, cultural and political representations, healing and therapeutic expression. Students drawn to these studies will forge new connections as they question how bodies are constrained, compassionately held, and liberated. They will engage in critical inquiry, contribute to emerging theories, and prepare for future professional lives at the epicenter of social change.

While each academic program has a distinctive curriculum, a dedicated faculty, and specific learning outcomes, it is our departmental intent that prospects for collaborative education, research, and practice will emerge in the way of joint conferences, the showcasing of scholarly work, and opportunities for expanded service learning. The master’s and doctoral students in this department learn how to empower healthful choices; advocate for health access, human rights, and social justice; recognize gender as a continuum; support sexual literacy and women’s health; and skillfully work with body-mind awareness and somato-sensory attunement for whole-person therapy. This department puts into action the notion that to sustain positive change in society requires the hard work of individual transformation together with engaged struggle for cultural change. Individual degree descriptions and requirements are on the following pages.

**Admissions Requirements**
All applicants must meet the general admissions requirements of the University. At present, students are admitted to the Department of Health, and Sexuality via its concentrations.
Integrative Health Studies
MA in Integrative Health Studies

Program Chair
Meg A. Jordan, PhD, RN, CWP, ACC

Core Faculty
Natalie Metz, ND, MA

Adjunct Faculty
Leslie Davenport, MS, LMFT
Heidi Fraser, PhD
Atava Garcia-Swiecicki, MA, RH
Mirie Levy, DrPH, MSG, CHES
Megan Lipsett, MA
Laura Putnam, MA

About the Integrative Health Studies Degree
Integrative Health Studies (IHL) offers an in-depth course of study that focuses on health and healing, lifestyle medicine, health promotion and wellness, client-centered care, and collaborative practice among supportive networks. The educational philosophy combines time-honored perspectives on mind-body-spirit wholeness with evidence-based principles of primary prevention, utilizing integrative, complementary, and alternative therapies. IHL graduates are poised to work as integrative wellness coaches or integrative health practitioners with professionals and organizations who are actively resolving significant challenges, such as rising medical costs and fragmentation of care, through innovative models of integrative health care. Graduates bring their integrative health knowledge and competencies to a wide variety of settings such as community health centers, clinics, corporations, and nonprofit agencies, and as independent entrepreneurs.

IHL’s leading-edge program captures the essence of CIIS integral education through intellectual rigor, applied learning, community service, and embodied practice. Students build professional knowledge and skills, honor multicultural perspectives and multiple ways of knowing, address the needs of vulnerable populations, develop necessary competencies for integrative wellness program design and implementation, and expand their knowledge in emerging theories, from the quantum to the macrocosmic. The program’s mission supports and enhances the health of individuals and their communities through the provision of holistic, culturally sensitive education and training.

The program is delivered in a hybrid online format. Each semester includes a mandatory six-day retreat at EarthRise, located north of San Francisco. The retreat combines rigorous academic study with practices that support mind-body-spirit, such as yoga, meditation, hikes, and shared meals. Evening programs will introduce complementary medicine studies in subjects like HeartMath, sound healing, subtle energy medicine, and community health advocacy. In addition to the retreat, students study online, using a robust learning platform that creates collaborative learning environments through dialogue, text, images, and video.

Program Overview
Integrative Health Studies is a nonclinical master’s degree program of 36 units that can be completed in two years of full-time study. Embedded within the program are a Certificate in Guided Imagery and a Certificate in Integrative Wellness Coaching and Wellness Management.

Program Learning Outcomes
1. Demonstrate skill in scholarship, systematic inquiry, and critical thinking.
   1.1 Apply the use of scholarly resources and related materials understand the field of integrative health.
   1.2 Recognize health challenges and, through investigation and critical thinking, achieve appropriate integrative health responses and holistic, creative solutions.
   1.3 Describe the fundamental tenets, advantages, and roles of integrative health methods and solutions.
   1.4 Identify basic theories, concepts, and models from a range of CAM modalities.
   1.5 Demonstrate an ecologically oriented approach to optimum health.

2. Demonstrate a sociocultural sensitivity and ability to adapt health communications and programs to people of diverse populations, needs, and environments.
   2.1 Identify the causes of personal, social, and global factors that affect health.
2.2 Develop cultural sensitivity and cultural competence in serving specific diverse populations.

3. Demonstrate professional skills in caring, service, and leadership.
   3.1 Collaborate among integrative, holistic, and allopathic practitioners to explore solutions to clients’ health concerns.
   3.2 Extend integrative health tenets to team-centered models of client/patient care.
   3.3 Demonstrate the ability to be guided by ethical principles in integrative wellness coaching, client interaction, health information dissemination, and program design.
   3.4 Successfully complete internships in integrative health settings and apply learning to specific populations.

4. Demonstrate professional and interpersonal communication skills.
   4.1 Communicate effectively with colleagues, clients, and peers using correct language skills and appropriate verbal and nonverbal techniques.
   4.2 Apply psychosocial and communication skills in negotiating relations among diverse practitioners.
   4.3 Identify organizational assets, resources, and roadblocks for integrative health interventions.
   4.4 Apply multi-interventional approaches in the development and evaluation of integrative health care that emphasizes wholeness, balance, and multiple ways of knowing.
   4.5 Successfully employ a model of integrative wellness coaching and design, and implement an integrative wellness management program.

5. Demonstrate a capacity and willingness to adopt and role-model a holistic self-care practice, striving to integrate mind-body-spirit.
   5.1 Assess personal physical and psychological needs and develop a personal wellness program, and articulate an understanding of lifestyle choices and techniques related to development of holistic self-care practices.
   5.2 Identify the most useful approaches involving comprehensive educational, dietary, lifestyle, and stress-reducing strategies.

Integrative Wellness Coaching
A Certificate in Integrative Wellness Coaching and Wellness Management is embedded within the degree. The coursework provides the theoretical and practical skills for learning the art and science of health coaching, and for designing, implementing, and evaluating wellness programs for individuals and organizations. The CIIS health coaching certificate program is approved by the International Consortium for Health & Wellness Coaching (ICHWC); this means that graduates are eligible to sit for the National Health and Wellness Coaching certification. The program’s coaching certificate is also granted ACSTH training program status by the International Coach Federation.

Integrative wellness coaching is a rapidly growing profession that teaches proper diet, exercise, supportive relations, and stress management, but also creates an empowering relationship that reawakens and supports notions of belonging, spiritual connection, meaning, and purpose, which are recognized in health promotions research as necessary antecedents for improved self-care. Students also gain competencies in participant enrollment, assessment of needs and interests, program design and implementation, biometric marker collection, and program evaluation. The coaching curriculum is based on the best practices employed by Fortune 100 corporations and reviewed by the National Wellness Institute.

The CIIS Integrative Wellness Coach can either work independently or support the recommended regimens from licensed health professionals. For a society struggling with unaffordable models of health care, coaching provides support at accessible, bottom-up, strategic positions. Coaches offer a destigmatized means for friendly, level-playing-field support for the critical task of reducing lifestyle-generated illness among diverse populations. Many people recognize the need to change personal health habits in order to halt or reverse a chronic condition, but they don’t believe that medical or psychological counseling is warranted. However, they welcome a coach to help them demystify the steps required for successful change. Opportunities exist with the internship program for applied learning and professional skill development.

Transformative Imagery
By exploring a compelling and extensive body of research connected to the field of psychoneuroimmunology, this course teaches how conscious and unconscious images within us have a direct impact on our physiology. Guided imagery plays an important therapeutic role for a range of health-related conditions, including the ability to lower cholesterol and glucose levels, heighten short-term immune cell activity, lower blood pressure, reduce complications related to surgery, and offer anxiety relief and enhanced well-being. Students will learn an interactive-style of imagery facilitation that navigates the mind-body-emotions-spirit matrix and forge an understanding of its applications for a variety of health and lifestyle concerns. Upon successfully completing this course, students will receive a Certificate of Guided Imagery from CIIS.

Admissions Requirements
Applicants must meet the general admissions requirements of the University. These include academic transcripts, an autobiographical statement, a statement of professional and academic goals, a résumé, and two letters of recommendation.
IHL looks for prior involvement with personal growth, self-exploration, volunteerism, or spiritual development (e.g., meditation, yoga, or other holistic practice). Some courses may be waived for licensed or certified health-care providers, or those who have taken similar courses during licensed vocational training.

Curriculum

MA in Integrative Health Studies—36 units

Required Courses—36 units
IHL 6032 Integrative Wellness Management
IHL 6052 Advanced Wellness Coaching
IHL 6060 Integrative Wellness Coaching
IHL 6085 Complementary Medicine
IHL 6093 Transformative Imagery
IHL 6184 Stress Management and Fitness
IHL 6361 Mindfulness and Optimal Well-Being
IHL 6365 Sustainable Health and Ecology
IHL 6442 The Business of Wellness
IHL 6444 Integrative Body
IHL 6512 Indigenous Medicine
IHL 6550 Integrative Nutrition
IHL 6681 Interpersonal Neurobiology
IHL 6784 Healthy Aging
IHL 6992 Introduction to Academic Writing
IHL 6995 Integrative Seminar

Course Descriptions

IHL 6032 Integrative Wellness Management (2.00 Units) OP Grade Option
This course brings the foundational skills in coaching into a larger organizational setting and focuses on professional competencies for designing, implementing, and sustaining work-site wellness programs. The course will examine research in combination with real-world examples and case studies, so that students may explore wellness programs that are effective for both employees and organizations. Prerequisite: Priority to IHL students.

IHL 6052 Advanced Wellness Coaching (2.00 Units) PF Grade Option
This course advances and deepens the study and experience of being an integrative wellness coach. With a focus on health communications between client and coach, and coach and health-care providers, students will develop knowledge and skills for working with people with chronic disease who require lifestyle management strategies to improve their conditions. Prerequisites: IHL 6060; priority to IHL students.

IHL 6060 Integrative Wellness Coaching (3.00 Units) LG Grade Option
This course launches students’ study and experience of being an integrative wellness coach, and is targeted toward experiential practice of basic coaching skills. Students will engage in case studies, learn strategies for behavior change, and become familiar with basic practical guides and theoretical models. Other courses in the IHL curriculum are designed to supplement the students’ special knowledge in health and wellness. Prerequisite: Priority to IHL students.

IHL 6085 CAIM: Complementary, Alternative, and Integrative Medicine (3.00 Units) OP Grade Option
This course provides an overview of the holistic forms of medicine in use today, those considered complementary and alternative to allopathic medicine, and of the attempt to blend various forms of healing arts into the field known as integrative medicine or integrative health. Through the exploration of various CAIM modalities, existing structures for integration, and meetings with holistic practitioners, we will engage our own creative visions for the dynamic and potent field of integrative medicine. Prerequisite: Priority to IHL students.

IHL 6093 Transformative Imagery (3.00 Units) LG Grade Option
Through a compelling and extensive body of research connected to the field of psychoneuroimmunology, we have learned that conscious and unconscious images within us have a direct impact on our physiology, offering guided imagery an important role for a range of health-related conditions. Students will learn and practice an interactive style of imagery facilitation that navigates the mind-body-emotions-spirit matrix, along with an understanding of its applications for a variety of health and lifestyle concerns. Prerequisite: Priority to IHL students.

IHL 6185 Stress Management and Fitness (2.00 Units) OP Grade Option
This course will expose students to the concept of holistic stress management: the principles, theories, and skills needed to effectively manage personal stress, to understand the psychosomatic (mind-body-spirit) relationship, and to employ a holistic approach to stress management. The course presents hands-on skills training to professionally communicate and present comprehensive stress management information for individual clients or organizations. Prerequisite: Priority to IHL students.

**IHL 6361 Mindfulness and Optimal Well-Being (2.00 Units) OP Grade Option**
Students will learn the theoretical aspects of the integral health model and human flourishing (psychospiritual, biological, interpersonal, and worldly), and learn how to incorporate meditation and mindfulness practices into their personal and professional lives. The course will include an in-depth exploration of both traditional and modern scientific understandings about the relationship between mind and matter, and the relevance of mindfulness for lasting behavior change and optimal health. Prerequisite: Priority to IHL students.

**IHL 6365 Sustainable Health (2.00 Units) OP Grade Option**
This course utilizes systems theory to explore sustainable life practices that create optimal well-being, social equality, community building, and environmental renewal. This course offers practical skills in health lifestyle design, stress reduction, and self-care practices for social, emotional, and ecological intelligence. Prerequisite: Priority to IHL students.

**IHL 6442 The Business of Wellness (2.00 Units) LG Grade Option**
This course is designed for health and wellness practitioners who want to develop a successful practice, create sustainable programs, build increased leadership capacity, and generate social impact. Content will include setting the foundation of your business, brand identity, marketing, effective entrepreneurial skills and leadership, business organization and structures, program development, social change, and coaching style. Opportunities for students to receive individual mentorship may be available. Prerequisite: Priority to IHL students.

**IHL 6444 The Integrative Body (3.00 Units) LG Grade Option**
This course presents a new conceptual framework for understanding the complex, interdependent networks within the human body from an integrative and holistic perspective, while giving a concise overview of anatomy, physiology, and pathology. Students will look at the fundamental processes of homeodynamic health as well as the underlying causes that account for chronic disease and illness. Prerequisite: Priority to IHL students.

**IHL 6512 Indigenous Medicine (1.00 Unit) PF Grade Option**
This course is a cross-cultural introduction to the philosophy and practice of indigenous medicine. Students will study the tenets of indigenous science and discuss how they apply to indigenous medicine; explore different cultural systems of indigenous medicine to identify their commonalities and differences; and compare practices of indigenous medicine with those of the Western/biomedical model of medicine. Prerequisite: Priority to IHL students.

**IHL 6550 Integrative Nutrition (3.00 Units) LG Grade Option**
This course explores a holistic approach to the various ways in which we nourish ourselves, and to the dietary and functional medicine aspects of digestive health and wellness. Students will study the research, tools, and skills needed to make recommendations about food, nutrition, and wellness; learn how to identify and address nutrition-related acute and chronic conditions; and learn and apply clinical skills for comprehensive nutritional assessment. Prerequisites: IHL 6444; priority to IHL students.

**IHL 6681 Interpersonal Neurobiology (1.00 Unit) OP Grade Option**
This course explores the intersections of recent findings in neuroscience with social cognitive perspectives and attachment theory. It allows practitioners in integrative health and psychology to extend those findings to approaches for cultivating supportive relationships and stronger connections, mindfulness, meditation, and the cultivation of empathy and compassion. Prerequisite: Priority to IHL students.

**IHL 6784 Healthy Aging (2.00 Units) OP Grade Option**
This multidisciplinary course is designed to introduce the basics of aging and health, integrating a broad range of topics relating to personal, interpersonal, shared, and global aspects of aging. We will examine demographic trends and gerontological issues, including cognitive health and decline, physiology and pathology, functional performance and physical fitness, geriatric pharmacotherapy, housing, end-of-life care, and dying. Special emphasis on experiential learning in geriatric case management and interactive field experiences with older adults. Prerequisite: Priority to IHL students.

**IHL 6992 Introduction to Academic Research and Writing (1.00 Unit) LG Grade Option**
This course is designed to help students learn and practice academic writing for graduate-level scholarship, as well as learn how health research is constructed and applied. Students will have extensive practice in developing their academic voice by honing their capacity for organizing their thinking and therefore their writing. APA format will be taught along with use of library and online resources. Prerequisite: Priority to IHL students.
IHL 6995 Integrative Seminar (3.00 Units) LG Grade Option
This seminar course provides the support to prepare and write the modified thesis, and represents the final integration of professional, academic, and personal learning during the MA program. It is fashioned as a seminar-style exchange, with mentorship to examine evolving work, issues, and challenges as students complete the various components of the project. Prerequisite: IHL student.

IHL 8799 Independent Study (1.00–3.00 Units) PF Grade Option
Coursework that extends a student’s field of inquiry beyond current CIIS courses. Requires a syllabus and contract signed by the student and faculty member, and approved by the program chair.

IHL 8888 Special Topics (1.00–3.00 Units) LG Grade Option
A course of study not currently encompassed in the curriculum but relevant to evolving topics of growing importance in health.
Human Sexuality
PhD in Human Sexuality

Administrative Chair
Meg A. Jordan, PhD, RN, CWP, ACC

Founding Director
Gilbert Herdt, PhD

Program Chair
Michelle Marzullo, PhD

Core Faculty
Michelle Marzullo, PhD

Adjunct Faculty
Juan Camarena Jr., PhD
Susi Ferrarello, PhD
Gilbert Herdt, PhD
Heather S. Howard, PhD, MPH
Lisa L. Rapalyea, PhD, ATC

About the Human Sexuality Degree
This program is unique in providing a doctorate in the interdisciplinary field of human sexuality, the only one of its kind on the West Coast. The program draws master’s-level professionals from many disciplines interested in studying varying aspects of the holistic field of sexualities studies from the lenses of desire, intimacy, identity, gender, intersectionality, cultural influences, power and stigma, sexual response and practices, and reproduction. The program offers a rigorous scholarly environment to further the dialogue in support of expanded freedom, rights, and expression in human sexuality.

The Human Sexuality Doctoral Program consists of four semesters of coursework, two semesters of comprehensive exams, and a dissertation that contributes new knowledge to the field. The curriculum itself is designed to offer critical content knowledge on sexuality, research and analysis skills, theoretical and philosophical background, and professional skills. We embrace an ethical praxis, affirm critical discourse and a sex-positive view, and support a social justice approach informed by multiple positionalities. The goal of the program is to create and foster individual, group, and cultural change within the realm of human sexuality.

Logistics
This hybrid program (primarily residential with an online component) consists of two years of coursework, a minimum 36-credit requirement, comprehensive exams, and a dissertation (four-to-six-year estimated completion). During coursework, students will attend three academic residencies (long weekends) per semester with online coursework in between residencies. This program accepts students for the Fall semester of each year and expects students to continue coursework with their cohort. After coursework is completed, students begin a yearlong sequence of comprehensive examinations leading to the dissertation proposal. The examinations are completed in collaboration with faculty but do not require a residency component. After the completion of dissertation research, the dissertation defense is held in San Francisco on campus and in person.

Fundamental to the vision of this program is an intersectional and critical view of sexuality that includes other identities, such as ethnicity, race, gender, social class, ability, national origin, and so on. Foundational courses address theory, methodology, and applied skills appropriate for use in various clinical, educational, health communications, and policy settings.

Program Learning Outcomes
1. Knowledge and Scholarly Works
   1.1 Articulate foundational knowledge of human sexuality at a professional level in a variety of modes.
   1.2 Apply theory from a selected concentration in Human Sexuality to contemporary problems in the field.
   1.3 Apply and combine methods to appropriately address research questions in human sexuality.
   1.4 Carry out a research project that demonstrates professional theory, methodology, and skill in analysis of data.
2. Professional Development
   2.1 Develop the skills to build capacity in individuals and organizations to deal more effectively and respectfully with LGBTQ people and sexual and gender minorities.
   2.2 Participate in and facilitate respectful dialogue to enhance personal and professional leadership skills in the field of human sexuality.
   2.3 Show proficiency in the practice of critical policy evaluation and policy development or clinical skill sets and best practices involving reproductive health and rights and LGBTQ populations.

3. Communication
   3.1 Students will be able to communicate the results of their research to a broad range of audiences.
   3.2 Students will develop skill sets to be able to teach and train in the human sexuality field to a broad range of audiences.
   3.3 Students will be able to communicate sensitively with a variety of constituent groups on diverse issues of human sexuality.

4. Reflective Practitioner
   4.1 Integrate feedback from faculty and cohort to improve policy leadership and clinical skills.
   4.2 Write rigorous self-reflective essays that indicate how and why they are responsive to the needs of delivering care and/or policy analysis.
   4.3 Write original research and experiential papers that demonstrate the development of deeply reflective skills as practitioners.

5. Participation
   5.1 Function as competent interdisciplinary scholars.
   5.2 Initiate and participate in relevant professional dialogues in human sexuality.
   5.3 Develop skills and obtain practice to design and assess interventions in clinical and organizational settings.

Admissions Requirements
All applicants must have a master’s degree from an accredited university.

Terminal Master’s in Human Sexuality
The degree offered by the Human Sexuality program is the doctoral degree (PhD) in Human. In the case of a student who has completed all 36 units of coursework but leaves the program before completing the comprehensive exams, dissertation proposal, and/or defense, or who does not successfully complete their exams or dissertation within the allotted time of 10 years from the date of acceptance to the program, a terminal Master's degree in Human Sexuality may be awarded. Further, based on academic performance issues, even if the desired program stated in the Graduate Application was the doctoral program in Human Sexuality, the HSX department and CIIS reserve the right to award a student a terminal Master’s degree based on academic performance concerns such as poor/marginal overall grades and academic performance issues regarding writing, analysis, original graduate-level research and thinking, and demonstrated ability for evidence-based theorizing. The decision to award a terminal Master's in Human Sexuality will be made by the HSX Program Chair in consultation with the program faculty, Registrar, Dean of SPPH, and the Provost.

Curriculum

PhD in Human Sexuality—36–38 units
The curriculum for the PhD in Human Sexuality requires a minimum of 36 semester units over four full-time semesters or as a part-time student under guidance by a student’s academic advisor.

I. Common Core (30 units required)
   HSX 7170 Introduction to Human Sexuality (3 units)
   HSX 7173 Sexual Theory and Intersectionality (3 units)
   HSX 7175 Sexual Orientation and Gender Identity (3 units)
   HSX 7229 Sexual Function and Practices (3 units)
   HSX 7232 Problems and Professional Issues in Sexuality (3 units)
   HSX 7237 Methodology I (3 units)
   HSX 7238 Methodology II (3 units)
   HSX 7241 Sex, Love, and Intimate Relationships (3 units)
   HSX 7263 Sexual, Gender, and Reproductive Rights (3 units)
   HSX 7274 Gender and Queer Theory (3 units)

II. Electives (6–8 units required)
   HSX 7234 Sex Therapy Professional Skills (4 units)
   HSX 7236 Sex Education and Learning Theory (4 units)
HSX 7240 Technology, Sexuality, and Culture (3 units)

**Note:** Not all HSX electives are offered every year. Electives (2–3 unit courses) from other academic programs may be considered under faculty advisement. The curriculum listed above may be revised periodically. Please contact the program for the most up-to-date curriculum. Those interested in coordinating PhD coursework toward an AASECT Certification (see www.aasect.org) should do so in close consultation with their academic advisor.

**III. Comprehensive Exam (Two Required)**
HSX 7881 Comprehensive Exam I—Mastery of the Field (0 units)
HSX 7882 Comprehensive Exam II—Area of Interest/Dissertation Research (0 units)

**IV. Dissertation (Required)**
HSX 6900 Dissertation Proposal (0 units)
HSX 7900 Dissertation Seminar (0 units)

**Course Descriptions**

**HSX 6900 Dissertation Proposal Completion (0 Units) PF Grade Option**
Provides support for dissertation proposal writing after all coursework and research colloquia are completed. Prerequisites: HSX 9600; HSX student; not advanced to candidacy.

**HSX 7170 Introduction to Human Sexuality (3.00 Units) LG Grade Option**
This course offers an introduction to the interdisciplinary field of human sexuality and sexual literacy. It reviews theoretical, methodological, epistemological, historical, clinical, policy, and public health areas of knowledge in understanding the spectrum of sexual meanings and practices across time and space. The course also examines social and cultural theories of sexuality in the context of historical, psychological, media, and public health social changes in Western society since the time of the American Revolution, with emphasis on changes that have occurred since 1960. Additionally, major paradigmatic thinkers are contrasted in relation to sexual essentialism versus social constructionism. We will look at how changes in society, the self, the state, public health, the media, and science in the 19th and 20th centuries led to fixations and controversies surrounding medicalized sexuality and the disease model of sex, followed later by the social construction of sexuality. Course goals are: (1) mastering a body of scholarly knowledge, (2) becoming aware of the range or spectrum of sexuality across cultures and human development, (3) applying clinical and policy skills to understanding human sexual development, and (4) helping to support and transform the role of sexual literacy in society. Prerequisite: HSX student.

**HSX 7173 Sexual Theory and Intersectionality (3.00 Units) LG Grade Option**
This is a foundational course surveying the broad and diverse theories and conceptual frameworks developed in various places and times to account for the behaviors, experiences, identities, and expressions of sexuality and gender. The experience of sexuality and gender are co-located with other positionalities, such as various racial, ethnic, class, national, economic, age, religious, sexed, dis/ability status, and other salient social and cultural locations, identities, and ascriptions. Therefore, this course also integrates key literature on intersectionality and related scholarship in queer, feminist, postcolonial, and critical race theory. Throughout the course, we will examine instances of “strategic essentialism,” which is Gayatri Spivak’s term for describing moments not at all informed by social or cultural meaning systems. Students will be encouraged to find one conceptual thread (such as the ways that temporality or the body are considered in these works) to ground these theories in particular scholarly interests. Prerequisite: Priority to HSX students.

**HSX 7175 Sexual Orientation and Gender Identity (3.00 Units) LG Grade Option**
This course is a research-based state-of-the-art analysis of theoretical, methodological, clinical, policy, and sexual literacy aspects of sexual orientation and gender identity development and expression. Sexual orientation is the structure of a person’s sexual and/or romantic attractions in people of the same or opposite sex, or toward both sexes, while gender identity is a person’s basic sense of being a man or boy, a woman or girl, or another gender (e.g., transgender, bigender, or gender queer—a rejection of the traditional binary classification of gender). Researchers have found that there is a spectrum of diverse sexual orientations and gender identities in the United States and across cultures, including homosexual or lesbian, gay, bisexual, transgender, queer, and questioning. Also considered is the cultural and historical range of sexual orientation and gender identity. Attention is devoted to the theories, causes, contexts, and expressions of diverse sexualities and sexual fluidity. Policy and clinical processes related to being open and out; forming a family or family of choice; and dealing with issues of discrimination, stigma, homophobia, sexual and gender conforming and nonconforming behaviors, across the life course, will also be examined as they impact on society, the law, self-awareness, and interpersonal and social relations. Prerequisite: HSX student.

**HSX 7229 Sexual Function and Practices (3.00 Units) LG Grade Option**
This course represents the core knowledge that students are required to engage about sexuality practices and behaviors to be competent in the field. Topics covered include biopsychosocial developmental models of sexuality and gender identity, sociocultural and familial influences, LGBTQQIA identities and experiences, intimacy-enhancing skills, and diversities of sexual
expression, sexual anatomy and physiology, STIs, desire, arousal and orgams, and sexual health and pleasure. These content areas are aligned with AASECT’s course knowledge areas* and are part of the required content for sex therapy and sex educator certification. This course will be addressed from an inclusive and sex-positive perspective. *Core knowledge areas covered: B, C, D, E, F, G, H, I, K, and M; for more details, visit www.aasect.org. Prerequisite: Priority to HSX students.

**HSX 7232 Problems and Professional Issues in Sexuality (3.00 Units) LG Grade Option**
The focus of this course is to address issues of ethics, axiology, exploitation, abuse, harassment, assault, traumata, rape, rape culture, sex trafficking, problematic sex (e.g. compulsions, dysfunction, sexuality and substances, and disease) and other issues that can be thought of as problematic. While we will not necessarily be subscribing to a pathologizing or criminalizing view, these important issues will be thoughtfully considered in a historical, contextual, reflexive, and critical manner. Attention will be paid to the history of the field, ethics, philosophical issues and professional communication skills. This course, in conjunction with Sexual Attitude Reassessment and Sexual Function and Practices, completes the AASECT core knowledge areas.* This course together with Sexual Function and Practices completes the core knowledge required for sex therapy or sex educator certification. *AASECT core knowledge areas covered: A, I, J, N, O, P, and Q; for more details, visit www.aasect.org. Prerequisite: Priority to HSX students.

**HSX 7234 Sex Therapy Professional Skills (4.00 Units) LG Grade Option**
This practical and professional training builds on the core knowledge in HSX 7229 in an applied manner in services of the treatment of sexual issues. The course emphasizes multiple theoretical orientations to sex therapy, including medical, holistic, spiritual, and system views; sexual assessment and diagnostic skills; theory and methods of intervention; collaboration with clinical sexologists and sex medicine; working with interdisciplinary teams; treatment planning; ethical practice; and case conceptualizations. This course satisfies these AASECT sex therapy training areas: A, B, C, D, E, F, and G. For more details, visit www.aasect.org. Prerequisite: Priority to HSX students; clinical license or license-eligible.

**HSX 7236 Methodology I (3.00 Units) LG Grade Option**
This course introduces students to the basic techniques for conducting and analyzing qualitative research to answer questions in the field of sexuality studies as well as grounding in the purpose of qualitative research. Students will learn about qualitative selection criteria and ethical research practice, questions design, and modalities of data collection, description, and interpretation. The analysis of qualitative data will include thematic, structural and social discourse analysis and linguistic techniques, as well as epistemological techniques such as intersectionality, deconstruction driven by queer theory, feminist activist ethnography, phenomenology, hermeneutics, community-based participatory research, and grounded theory. Students will also learn about various software programs available to increase the power of qualitative data inquiry. Through exercises and writing assignments, students will apply many of these data collection and analysis techniques. Prerequisite: HSX 7237; Priority to HSX students.

**HSX 7240 Technology, Sexuality, and Culture (3.00 Units) LG Grade Options**
This course will explore the ways that sexuality and gender mediated by technology, modernity, and global economic commerce shape our practices and beliefs around intimacy, desires, authenticity, and reproduction. It will introduce students to the myriad
ways that technologies have been and are currently applied to impact sexuality, gender, and the body. We examine the ways that the Internet, biomedical devices, software/apps, medications, and interventions are applied to assist, stimulate, and/or control reproduction, sexual pleasure, fantasy, and arousal in the digital age. The course deeply considers how information-computer-technology (ICT) has altered the pace of our lives and the ways in which we date, flirt, relate, have sex, have children, and communicate. Special emphasis will be given to understanding the ways in which technologies influence sexual/gendered expression/identity and how global economic forces have changed reproduction and aging patterns grounded in modern, postmodern, and temporal theories. Prerequisite: Priority to HSX students.

**HSX 7241 Sex, Love, and Intimacy (3.00 Units) OP Grade Option**

This is a systematic advanced introduction to the philosophy, research, knowledge, clinical practice, and policy issues related to holistic sexuality and intimate relationships. Theories of love and attachment are explored in depth, including the relevance to diverse sexual and gender orientations. Students thus learn how to apply resourceful strategies in the areas of love and dating, couple formation, emotional literacy, and the nature of sexual dysfunction and optimal functioning, as well as exploring a variety of contemporary changes in couple formation, such as sexual fluidity, polyamory, and online dating. Prerequisite: Priority to HSX students.

**HSX 7263 Sexual, Gender, and Reproductive Rights (3.00 Units) LG Grade Option**

This seminar is an evidence-based state-of-the-art theory and practice overview of sexual, gender, and reproductive rights in the context of the culture and history of rights- and identity-based movements in the United States, including the law and public policy, the media, and society. Knowledge and skills focus upon individual as well as group-level discourse, policies, and praxis in medicine and public health, the law, government, scientific research, and the media. The historical introduction of rights since the American Revolution also highlights the link between society, the law, and rights-based discourse as applied to human sexuality. Organizational and media case studies are analyzed in the United States and globally—for example, in the areas of same-sex marriage rights, HIV/AIDS, contraceptives, and sex education—in relation to the cultural reasoning that affirms or challenges rights, including through study of moral and sex panics. Prerequisite: HSX student.

**HSX 7274 Gender and Queer Theory (3.00 Units) OP Grade Option**

This course will examine gender as a category of analysis alongside the ideas that together constitute queer theory. Particular attention will be paid to how gender theories and queer theory may be used to understand socialization, identity, behavior, and various power relations (such as between sexuality, gender, race, class, dis/ability, indigeneity, nation, and geographic location). Prerequisite: Priority to HSX Students.

**HSX 7881 Comprehensive Examination I: Mastery of the Field (0 Units) PF Grade Option**

Comprehensive examinations are designed to gauge a broad and deep competency of theoretical and practical frameworks, while explicitly preparing the student for formation of a dissertation proposal and subsequent successful completion of a dissertation, with special focus on a paper discussing the field as a whole, a literature review, and/or the methodology to be employed for the dissertation. The literature review must demonstrate a comprehensive knowledge of intended research. The methodology must explain why the particular methods were selected, where it is situated in the broad spectrum of available methodologies, and what its limitations are known to be or likely to be. Prerequisites: All HSX courses; HSX student.

**HSX 7882 Comprehensive Examination II: Area of Research/Dissertation Interest (0 Units) PF Grade Option**

The focus of the second exam will be to produce a literature review of the relevant scholarly work within the realm of human sexuality and of direct relevance to the dissertation topic of your choice in the field of human sexuality studies. By the end of Comprehensive Exam 2, students should articulate a dissertation question or begin to articulate the terrain of a research problem and/or gaps that the dissertation will engage. Students should use this exam to explore ideas informing the dissertation and refine their thinking on a topic by discussing how a focused area of interest fits within the current dialogue and research trends in human sexualities studies and/or related fields. Students may choose to build on the realms of literature identified in Comprehensive Exam 1 by focusing their writing on that literature more precisely on their dissertation problem, or they may choose entirely new realms that will inform the project. This exam will be a critique of specific methods, theories, and/or findings from the literature, to end with an articulation of the gaps in the literature to support the proposal of a new research study. It will identify important questions, theories, key dialogues, arguments, and challenges in the realms of literature that directly inform the student’s dissertation topic and interests. This exam is substantially differentiated from exam 1 in that it will serve as a demonstration of the student’s depth of knowledge as directly related to a dissertation topic/question within extant literature. Prerequisites: All courses; HSX student.

**HSX 7900 Dissertation Seminar (0 Units) LG Grade Option**

The student’s research and writing of a dissertation progresses with the mentorship of, and in close consultation with, his or her dissertation chair and committee. Prerequisites: HSX student; advanced to candidacy.

**HSX 8799 Independent Study (1.00–3.00 Units) PF Grade Option**

To register, submit “Independent Study Contract” to Registrar’s Office. With permission of their advisor, students may take up to 6 units of Independent Studies courses. These may be particularly useful to a doctoral student who is considering a topic of
special interest or who needs a particular advanced research methods course pertinent to the dissertation. They may serve any student who wishes to study with a particular faculty member (perhaps as part of a Women’s Spirituality Journey). Online registration not possible.
The School of Consciousness and Transformation (SCT) strives to embody spirit, intellect, and wisdom through the arts, humanities, and social sciences. SCT approaches the idea of integral education in two ways. First, SCT is distinct among liberal arts graduate schools in recognizing that scholarship should involve attention to profound issues of ultimate or essential concern. For this reason, SCT programs aim at social and personal transformation in service to individuals, communities, and the Earth. This vision is enacted through an integral pedagogy that sees means and ends as inseparable. Teaching and learning are not steps to transformation but are transformative processes themselves.

Second, SCT is committed to pedagogical and scholarly work that includes multiple ways of being, knowing, and acting. Accordingly, SCT programs embrace interdisciplinary, transdisciplinary, and integral approaches to knowledge and seek to include a plurality of methodological and social perspectives. Students graduate from the School of Consciousness and Transformation with a deepened sense of vocation, a rigorous approach to critical scholarship, and the ability to creatively engage their chosen fields.

Dean
Kathy Littles, PhD

The School of Consciousness and Transformation has the following programs and degrees:

**Anthropology and Social Change**
Master of Arts (MA) in Anthropology and Social Change
Doctor of Philosophy (PhD) in Anthropology and Social Change
Doctor of Philosophy (PhD) in Anthropology and Social Change, with Master of Arts (MA) in Contemporary China Studies

**East-West Psychology**
Master of Arts (MA) in East-West Psychology
Doctor of Philosophy (PhD) in East-West Psychology
Certificate in East-West Spiritual Counseling

**Integral and Transpersonal Psychology**
Doctor of Philosophy (PhD) in Integral and Transpersonal Psychology (online)

**Interdisciplinary Arts Department**
Master of Fine Arts (MFA) in Creative Inquiry, Interdisciplinary Arts
Master of Fine Arts (MFA) in Writing and Consciousness

**Philosophy and Religion**
Master of Arts (MA) in Philosophy and Religion with a concentration in Asian Philosophies and Cultures
Doctor of Philosophy and Religion (PhD) with a concentration in Asian Philosophies and Cultures
Master of Arts (MA) in Philosophy and Religion with a concentration in Ecology, Spirituality, and Religion
Doctor of Philosophy and Religion (PhD) with a concentration in Ecology, Spirituality, and Religion
Master of Arts (MA) in Philosophy and Religion with a concentration in Philosophy, Cosmology, and Consciousness (residential and online)
Doctor of Philosophy and Religion (PhD) with a concentration in Philosophy, Cosmology, and Consciousness
Doctor of Philosophy and Religion (PhD) with a concentration in Women’s Spirituality

**Transformative Inquiry**
Master of Arts (MA) in Transformative Leadership (online)
Doctor of Philosophy (PhD) in Transformative Studies (online)

**Women’s Spirituality**
Master of Arts (MA) in Gender, Spirituality, and Social Justice
Consciousness and Transformation
The following courses offered by the School of Consciousness and Transformation are not associated with a particular department and may be taken by students in any CIIS program.

Course Descriptions

**CT 6141 Academic Foundations: Academic Writing and Scholarship (1.00–2.00 Units) OP Grade Option**
This course is designed to demystify academic writing in English in a safe, supportive, and rigorous workshop environment. Such genres as the critical reflection essay, research paper, and stages of the dissertation will be discussed and explored. Additionally, this course will provide an opportunity for students to complete a substantial writing project related to their own scholarly work. An individual plan will be developed for each student to help them achieve their personal goals for the course, and they will receive feedback during the semester from the professor and fellow students. The course builds academic writing skills on four tracks: the writer (journals, strategies for writer’s block, getting organized, etc.), the community (peer review and response), the language (words, sentences, paragraphs, style, voice), and the discipline (e.g., anthropology, philosophy, women’s spirituality).

**CT 6364 Teaching Academic Writing: Theory, Practice, and Research (3.00 Units) OP Grade Option**
This course presents an overview of select theories and approaches to the teaching of writing in college settings (e.g., genre theory, process writing, language socialization, tutoring, and peer review) with special emphasis on how these can inform students’ practice as academic writing tutors, facilitators, and instructors in the Institute’s Center for Writing and Scholarship. Students will learn how to assess writing, establish and manage professional relationships with student writers, and design and assess interventions to improve academic literacy at all levels (listening, speaking, reading, writing, critical thinking). Key topics will include the psychological, developmental, and affective dimensions of academic writing; the socialization of scholars to communities-of-practice and disciplinary discourses; contrastive (cross-cultural) rhetoric; addressing the needs of diverse populations (such as nonnative writers); and effective response and feedback strategies. The final part of the course will involve a research component, and students will identify a research problem or issue in the teaching of academic writing and design an empirical (e.g., case study) or literature-based inquiry. Students will learn how to conduct and synthesize an in-depth literature review, critique existing studies, identify appropriate methods, gather data and analyze results, and connect contemporary research in writing with wider (trans)disciplinary conversations relevant to their academic or other professional goals.
Prerequisites: Center for Writing and Scholarship Fellow; consent of instructor.

**CT 6366 Teaching Academic Writing: Leading Classes, Workshops, and Groups with Integrative Research (3.00 Units) OP Grade Option**
This course applies current research to the practice of facilitating academic writing development in group sessions for Fellows in the Center for Writing and Scholarship. Drawing from a variety of pedagogical approaches and theories (language socialization, process approach, writers’ workshops, response theory, applied and critical linguistics), students will learn how to form writing groups and classes, establish rapport and working relationships with diverse students, and implement effective response strategies, including peer review. Topics include the social and political dimensions of writing instruction, scholarship as socialization to a community-of-practice, classroom management, and group dynamics. Genres to be emphasized include the literature review, the research paper, the reflective paper, the integrative paper, the dissertation proposal, and the dissertation. In the final part of the course, students will further their understanding of group facilitation and their research on effective tutoring practice by identifying a research problem or issue in the teaching of writing at the individual or group level, and will design and develop an original case-based study or inquiry for eventual publication. They will learn how to conduct a critical review of the relevant professional literature; and they will gather, analyze, and interpret data according to the professional standards of their target communities-of-practice. Prerequisites: Center for Writing and Scholarship Fellow; instructor consent.

**CT 6468 Academic Foundations: Composition and Communication Skills (2.00 Units) OP Grade Option**
Designed for all students interested in developing and honing their foundational writing skills, this course will utilize modern grammar, composition, and linguistic theories to assist writers in the clear communication of ideas and concepts. With a focus on supporting international students, nonnative speakers of English, and students cultivating their composition and writing skills, the course will utilize a descriptivist study of error patterns in order to surface the conscious and unconscious rules governing verbal and written communication. Students will have an opportunity to review and exercise the practices that form the foundation of effective writing in standard academic papers, including: critical reading, question posing, drafting thesis statements, organizing paragraphs and essays, creating transitions between ideas, citing texts, honing sentence-level grammar, and revising for clarity and depth. Students in this course will also explore how language, culture, and identity correlate in shaping the expression of ideas, while developing a self-awareness and confidence in regard to their practices as readers and writers.

**CT 6469 Academic Foundations: Integrative Research Methodology (2.00 Units) OP Grade Option**
The goal of integrative research methodology is to arrive at holistic knowledge. Integrative research strategies employ qualitative, quantitative, or mixed research methods within various modes of scholarship, such as single-discipline, multidisciplinary, or transdisciplinary approaches. After providing a general introduction to research methodology, this course outlines major
philosophical assumptions of the integral worldview and their implications for integral epistemology and integrative methodology. A number of specific integrative research designs and strategies will be examined.

CT 6470 International Student Language Exchange (2.00 Units) OP Grade Option
The ability to learn and use languages is one of the fundamental facets of the human experience; this ability is closely interrelated with our sense of personal and communal identity. Designed for international students, bilingual students, and nonnative speakers of English, this course will provide an opportunity to explore the richness of language diversity at CIHS by proposing a framework for bilingual students to become teachers of their first or arterial language. Such practices will be coupled with an exploration into the shaping powers of language and expression: How does language contribute to the creation and communication of meaning (semiotics)? How does an understanding of linguistic theory inform our understanding about culture and identity? What are some common conventions across languages, and how might these inform us about our common experiences? Language acquisition not only is about establishing fluency; it also demonstrates one’s willingness to reach out and meet other cultures nearer to their own terms, addressing communities in a way that honors their unique contributions of knowledge and expression. This course will provide a supportive space for those entering into an academic context in which their primary language is not spoken.

CT 6477 Academic Foundations: Integral Pedagogy (2.00 Units) OP Grade Option
An integral, interdisciplinary education invites students to enter into a cocreated, holistic, and anti-oppressive learning environment. How, as educators, can we create and facilitate such environments for our students? What does it mean to embody an integral pedagogy, in mind, body, and spirit? How can the dance of praxis—reflection and action—help us to surface an awareness of our pedagogical practices and values? Designed for students exploring professional teaching paths, as well as students invested in deepening their understandings of integral pedagogy, this course will explore a number of integral and experiential approaches to teaching and learning, while parsing the many meanings of “integral” in the context of a dynamic and cocreated educational space. In preparation for teaching careers, students will also have an opportunity to engage in teaching demonstrations, assemble teaching portfolios, receive substantial feedback, and develop teaching philosophies in dialogue with integral pedagogical approaches.

CT 6531 Justice as Healing, Healing as Justice (1.00 Unit) OP Grade Option
This course explores the relationship between justice and healing. Over four days, we will explore the following themes: How can we work tirelessly toward a more just world while still attending to and centering our personal health and well-being? What are the consequences of an exclusive focus on healing at a personal level when our society is plagued by injustice? What are our responsibilities as activists to healing? As healers to justice? The workshop will include discussions and studies on traditional healing practices as well as on restorative and transformative approaches to justice. In addition to discussions, the workshop will also integrate practices such as restorative justice circles, meditation, and healing exercises for an experiential and holistic inquiry. Readings and paper requirements will also apply for students taking this course for credit.

CT 6532 Holistic Movement Building (1.00 Unit) OP Grade Option
“Movement without love is reckless and abusive, while love without power is sentimental and anemic.” Dr. King, Gandhi, Chavez and others envisioned a movement that harnesses the power to change policies and institutions while cultivating the love it will take to transform relationships. What does it mean to build holistic movements for justice and healing? How do we build a movement grounded in love without giving up the power and the urgency of now? How do we dismantle systems of oppression without replicating those same patterns in our own relationships? How do we heal our wounds while transforming the systems that perpetuate them? How do we better cultivate the relationship between inner and outer transformation? What do holistic movements for justice and healing look like in terms of real practice and on the ground? This class will engage these questions, explore past and current movements, and envision paradigms and practices to build more holistic movements grounded in both justice and healing. This four-day inquiry will interweave theory, discussion, experiential exercises, and a collaborative approach. Readings and paper requirements will also apply for students taking this course for credit.

CT 6535 Discovering and Embracing Narratives of Justice and Reconciliation (1.00 Unit) OP Grade Option
The intention of this seminar is to approach the work of justice and reconciliation through the metaphor of narratives. We all live our lives inside of narratives. “Conflict” and “injustice” describe circumstances in which the narratives that we have consciously or unconsciously adopted are in some ways violated. Our search for justice and reconciliation often fails because we have not examined the narratives in which justice might be achieved. Through a series of didactic exercises, self-reflection, and theater-based activities, we will uncover some of the conscious and unconscious narratives that drive us and others in the search for justice and/or reconciliation. We will also learn how to begin to create narratives for a preferred future that support the work of justice. Readings and paper requirements will also apply for students taking this course for credit.

CT 6536 Diné and Mesoamerican Peacemaking Circles (1.00 Unit) OP Grade Option
What if for three generations we didn’t punish each other? This seminar will incorporate the use of traditional teachings, circle, silence, interactive activities, songs, and stories that shine light on the fundamental law of the Diné (Navajo people). Discussions will include integration of the teachings into our daily lives, practical visioning for our communities, and application to our current events—e.g., the movement to resist the Dakota pipeline. Participants should keep in mind that this workshop is taught
within an indigenous paradigm, which might challenge Western constructions of knowledge, time, relationships, and modes of inquiry. Readings and paper requirements will also apply for students taking this course for credit.

**CT 6605 Another World Is Possible: Building Autonomy in Chiapas (2.00–3.00 Units) OP Grade Option**
This intensive 10-day study trip to Chiapas, Mexico, explores historical and contemporary Zapatismo in the contexts of globalization and Mayan traditions of resistance. Students visit several autonomous centers of integral learning and healing; community arts; women’s cooperatives; and local NGOs doing human rights observation, accompaniment, and research. We will trace the development of ideas, symbols, methodologies, and communications that have brought worldwide attention to Other ways of seeing, being, and doing, which can help us out of our numerous global crises and work more effectively toward our intertwined liberation.

**CT 8799 Independent Study (1.00–3.00 Units) PF Grade Option**
Coursework that extends a student’s field of inquiry beyond current CIIS courses. Requires a syllabus and contract signed by the student and faculty member, and approved by the program chair.
Anthropology and Social Change
MA in Anthropology and Social Change
PhD in Anthropology and Social Change
PhD in Anthropology and Social Change, with MA in Contemporary China Studies

Program Director
Andrej Grubacic, PhD

Core Faculty
Michelle Glowa, PhD
Targol Mesbah, PhD

Adjunct Faculty
Chris Carlsson
Tony Gonzales
Ramsey Kanaan
Greg Landau, PhD
Sasha Lilley
David Martinez, MFA

Associated Faculty
Hodari Tourè, PhD
Fouzieyha Towghi, PhD

About the Anthropology and Social Change Program
The Anthropology and Social Change program offers a critical, advocacy approach to education. Anthropology at CIIS was originally founded in 1981. In 1997, the program expanded to include a doctoral track. In 1999, the program was re-envisioned as Social and Cultural Anthropology to prioritize issues of social and ecological justice in the context of a multicultural, postcolonial world. In 2012, the program was once again re-envisioned as Anthropology and Social Change to support and develop knowledges generated by contemporary social movements, with a particular emphasis on struggles that engage critically with capitalist globalization and that prefigure alternative practices. Anthropology and Social Change currently offers two degree programs (MA and PhD).

Integration of Academic and Grassroots: Our understanding of the integral mission of the Institute is distinctive in several key aspects. First, we attempt to integrate worlds of academic and grassroots knowledge. Taking our inspiration from the Popular University of Social Movements (PUSM)* we believe that universities and social sciences are, for the most part, isolated from new practices and new movements, as they keep insisting on concepts and theories that are not adequate in the context of new realities of creation and resistance. On the other side of this gap, activists are in serious need of new theories: theoretical knowledge(s) that can assist them in reflecting analytically on their practices, methods, and strategies for social change. The most important part of this process, we believe, is a construction of situations and contexts of translation and creative dialogue between academic knowledge and the knowledge held outside of higher education. It is only through the process of mutual learning and reciprocal exchange that we can hope to approximate another possible knowledge: one that is integral, relevant, and useful.

Integration of Social Change Themes: Second, our program reflects a rich integration of social, political, economic, and environmental themes and issues. Instead of analyzing them separately, we treat these themes as radically interconnected.

Activist Ethnography: Third, our understanding of integral relates to a specific research methodology, an activist ethnography that rests on the notion of activist research: a reflective and transformative practice that integrates the community of struggle at every step of the research process. Activist research is a practice of intellectual production that does not accept conventional distinction between researcher and research subjects. Rather, the aim of activist research is an integral relationship that transforms both the researcher and the community into active participants in producing knowledge and in transforming themselves. As contributors to the 2007 book Constituent Imagination suggest, research is an uncertain process wherein the researcher knows “how to start but not how to end,” an “open process that discovers new possibilities within the present, a collective wondering and wandering that is always difficult and never resolved in easy answers.”

Integral Epistemology: Finally, our vision of the social sciences is not simply interdisciplinary: instead of antagonistic epistemologies and disconnected disciplines, predicated on a split between “two cultures” (separation of science and philosophy/humanities), and the division of human experience into spheres of state, market, and society, together with our
We offer several forms of convivial spaces of knowledge communication: *Activist Oral History Workshop* is a long-term project in which faculty members support the recording and study of oral histories of activists and members of historically engaged movements in the Bay Area from the 1980s to the present day. Using an off-site office space, the core faculty members collaborate with students to record these oral histories and provide a space for conversation and reflection. *Emergency Library* is a space that affirms the original meaning of the library as a communal institution: It is a convivial space of exchange of books, poetry, and ideas. In this space, we exchange ideas, skills, and organizing knowledge with the communities outside the Institute. We are scholars on call, responding to the emergent needs of the communities in struggle, who might be in need of legal advice, activist companionship, scholarly input, or a media suggestion. We bring this information not as impositions but as gifts, in the spirit of exchange and mutual aid, learning from the communities in the process. *Political Laboratory* is held once each semester as a weekend-long convivial encounter of local or international scholars working on a particular project, students, and selected participants from the local community. Together they think collectively about a particular idea, book, concept, or project. *Atelier of Insurrectionary Imagination* is a space of occasional magic, where artistic production is combined with political imagination and subversive creativity. Here, artists inspire students and members of the community to dream collectively and explore the unsettling alchemy of art and social justice. *Autonomous Seminar* is an experimental class created convivially by MA and PhD students, a class where the world is turned upside down: Students become teachers, teachers become students, and graduate students autonomously design a class that they teach and self-manage over the course of one semester. This course is repeated three times for both MA and PhD students, and changes each semester, dependent on current events and student interests. *Guerrilla Workshop* is an improvised event-space where students, faculty, or students and faculty present on their current work. This includes papers to be presented at various conferences; report-backs from academic or activist events; and dialogues relevant to anthropology, social justice, and critical theory.
• **Dialogues and Interrogations**: Instead of interrogating people, in this public convivial gathering, coordinated by Sasha Lilley, we interrogate ideas. This takes form of a bimonthly conversation between activist journalists and prominent organizers and activist intellectuals.

• **Nomadic Cafe**: This is where we have nomadic discussions on spaces, places, and non-spaces.

• **Insight/Incite**: Our participatory cinema monthly event, in collaboration with Shaping San Francisco and New Nothing Cinema.

**Events, Workshops, Research Working Groups, and Visiting Scholars**

The program regularly hosts lectures, conferences, and workshops on variety of social justice issues that bring together scholars, activists and artists, both local and international. A one-day political laboratory on “Radical Pasts, Radical Futures” combined the intellectual and political experience of social movement theorists and activists Selma James, Peter Linebaugh, Andayie, Gustavo Esteva, George Katsiaficas, Ruth Reitan, and Scott Crow. Aymara feminist from Bolivia Julieta Paredes gave a workshop presentation of feminismo comunitario. Against the Grain producer Sasha Lilley interviewed Iain Boal on his book on communes in Northern California. Silvia Federici gave a lecture and organized a political laboratory around the issue of Reproductive Labor and the Commons. Anarchist anthropologist David Graeber gave a keynote lecture on the first 5,000 years of debt. Arturo Escobar presented on anthropology and postcapitalism. Our first visiting activist scholar was John Holloway. Our second visiting scholar was Silvia Rivera Cusicanqui. We cosponsor events such as American Indian Movement West conference, the Revolutionary Organizing Against Racism Conference (ROAR), the Western Workers Labor Heritage Festival, and the Institute for Social Ecology summer school. The Anthropology and Social Change program also has its own book imprint—Kairos—with the PM Press publishers.

The Anthropology and Social Change Department recently signed a specific agreement defining collaboration between the department and the Graduate Department of Sociology, part of the Institute for Humanities and Social Sciences, at the Autonomous University of Puebla (BUAP). The department is one of the finest social-movement, critical-theory-based programs in Latin America. According to this newly signed agreement, Anthropology and Social Change MA students who are fluent in Spanish would be able to continue their doctoral studies in Puebla’s flagship social science department. Students would be able to work with a number of celebrated figures of Latin American critical thought, including Raquel Gutierrez Aguilar, Sergio Tischler, John Holloway, and many others.

**About the MA Program in Anthropology and Social Change**

The Master of Arts in Anthropology and Social Change is unique among graduate programs in the United States due to its focus on activism and social justice. We recognize social movements as a key location of knowledge production alongside that of the University. The mission of the MA program is to generate a dialogue among agents active in these two locations of knowledge production. Our intention is to establish a particular kind of institutional space where social movement activists immersed in organizing would meet scholars primarily engaged in theoretical work. The program, inspired by the vision of the Popular University of Social Movements, created by the initiative of Boaventura de Sousa Santos, is envisioned as a space of translation of academic and grassroots knowledge and experiences, produced in the encounter among social scientists, artists, and activists from the Bay Area. Students will work with some of the most prominent activists in San Francisco Bay Area, as well as with core faculty from the department and the University. In this process of encounter and co-learning, students and faculty are expected to share ideas, debates, and practices of radical politics and social movements, as well as practical skills in research, organizing, campaigning, policy analysis, legal and environmental work, and activist media.

The MA in Anthropology and Social Change provides students with an opportunity to simultaneously engage with the world of prefigurative social struggles and with the world of social science and radical theory. As our program is located in an area that is unique in terms of diversity and richness of social struggles, we encourage students to establish a relationship with local social justice groups, organizations, movements, and campaigns. Activist ethnography with a focus on postcapitalist research makes this investigative experience rewarding both for students and for the local community.

Our MA program focuses on creating contexts and spaces of encounter among social scientists, theorists, artists, and activists (for a more detailed elaboration of this educational vision, visit [http://www.universidadepopular.org](http://www.universidadepopular.org)). We welcome students interested in becoming activists and scholars. The program offers three interrelated sets of courses. Required theoretical courses include Introduction to Theory, Global Social Movements, Contemporary Capitalism, and Anthropology of the Commons. Research courses include Activist Ethnography I and Activist Ethnography II. Activist skills include Media Skills (strategic filmmaking, writing and publishing, Web publishing, radical radio) and Organizing Skills (legal skills, policy analysis, environmental skills, economic skills, and campaigning and organizing skills). Students are expected to choose two out of the five activist organizing skills courses and two out of four activist media skills courses (producing radical radio, activist filmmaking, Web publishing, or activist writing). This is in addition to 3 units of Autonomous seminar and 4 units of general elective.

A key aspect of the MA program is a research-based portfolio. In the first year of the program, students are expected to begin to make contacts or seek out appropriate material for the completion of a research portfolio. Students are encouraged to do an
activist research practicum with a community group or organization in order to undertake original research. This work culminates in an integrative seminar course that students are expected to take in the last semester of their graduate study. The portfolio is composed of a project based on activist research (this could be a campaign report, research report, website, video, or radio document), a collection of essays from core courses in the program, and one shorter integrative essay.

Career Outcomes
The MA in Anthropology and Social Change offers an opportunity to develop research, theory, and skills that are relevant to careers in education and social justice work. Our program has been structured to respond to two related aims: The first is to provide a particular experience in training for research in education; and the second is to provide relevant knowledge and skills required by social movements, networks, and nonprofit/nongovernmental organizations. Like our sister programs in Leeds, Maynooth, Exeter, and Puebla, Mexico, the program will offer students extensive knowledge of critical theory and activist anthropology; academic skills needed for continuation of their graduate studies; engagement with the important debates in anthropology and other social sciences; experience in working with networks and community groups; competence in various activist research techniques; and organizing and media skills appropriate for employment in a range of progressive and social justice professional environments.

MA Program Learning Outcomes
1. **Activist Ethnographic Research:** Students train in the activist ethnographic research methodology: an integral anthropological approach that actively includes participants as co-researchers in a reciprocal process of knowledge production and emancipatory co-learning.
   1.1 Applies activist approach to anthropological research methodology (activist ethnography) focusing on a specific grassroots activist community of knowledge.
   1.2 Makes an original activist ethnographic research contribution to both the discipline of anthropology and the nonacademic (grassroots) community of knowledge and practice that is the focus of the research.

2. **Theoretical:** Students will develop a theoretical knowledge base in the activist anthropology.
   2.1 Demonstrates an integrated intellectual grasp of major theories of sociocultural anthropological theory and critical social theory.
   2.2 Demonstrates ability to critically evaluate and link theoretical ideas to contextualize and address specific issues of political, environmental, or social struggle.
   2.3 Demonstrates ability to practically apply intellectual and theoretical knowledge.
   2.4 Critically approaches conventional notions of the social sciences by engaging multiple epistemologies, methodologies, and theories.

3. **Professional Skills:** Students train in professional skills relevant and translatable to work in a variety of settings: educational, nonprofit, community, and social justice networks.
   3.1 Confidently applies at least three activist media production skills (e.g., strategic filmmaking, radio production, Web publishing, and writing/editing).
   3.2 Confidently applies at least three activist organizing skills (e.g., campaigning, environmental, legal, policy, organizing).
   3.3 Demonstrates professional integration of marketable attributes and skill sets for application in a variety of social justice or research settings.
   3.4 Demonstrates ability to write publishable scholarly (peer reviewed) articles and to present original research in a professional capacity.

4. **Anthropological Activist Scholarship:** The MA in Anthropology and Social Change is academically grounded in activist theory, skills, and research; during the course of the program, the student will develop a unique scholarly integration of these areas for practical application in the professional realm of activist anthropology and emerging social movements.
   4.1 Compiles a culminating integrative project document containing original, publishable activist research and scholarship.
   4.2 Demonstrates unique activist-scholar integration, applicable to many fields in the realm of social change or doctoral education.
   4.3 Approaches scholarship from a social justice perspective; approaches social justice activism from a social science perspective.
   4.4 Demonstrates ability to create real situations or spaces of contextual translation and creative dialogue between academic knowledge and knowledge held outside of higher education.

MA Program Admissions Requirements
Applicants must meet the general admissions requirements of the University. In addition, we require two letters of recommendation, one from an academic advisor or someone familiar with the applicant’s ability to do academic work, and one from a supervisor in a recent professional or volunteer setting. Applicants are also asked to include a recent sample of scholarly
The required autobiographical statement should describe significant events in the applicant’s life that have led to the decision to pursue admission to this department. A goal statement reflecting areas of academic interest should be included.

Applicants to the Anthropology and Social Change MA program need not have an undergraduate major in anthropology; however, it is necessary to have had at least three upper-division-level social science courses. If lacking, these courses can usually be taken concurrently with graduate courses, although they will not be counted toward required degree units. The Activism and Social Justice MA is a residential program.

Part-Time Curriculum
Students may pursue a part-time course of study in consultation with their academic advisor.

Taking Courses in a Particular Sequence
The graduate curriculum is designed in a particular sequence to help further student development. Students are expected to follow the MA Semester Curriculum in the order that it is structured, unless advised otherwise by their academic advisor.

Curriculum
MA in Anthropology and Social Change—36 units

I. Required Courses—25 units
ANTH 6148 Introduction to Theory (3 units)
ANTH 6152 Global Social Movements: Environment, Labor, and Racial Justice (2 units)
ANTH 6457 Media Ecologies and the Senses (2 units)
ANTH 6160 Activist Ethnography I (3 units)
ANTH 6161 Activist Ethnography II (3 units)
ANTH 6195 Theoretical Perspectives (3 units)
ANTH 6198 Contemporary Capitalism (3 units)
ANTH 6400 Autonomous Seminar (1 unit, to be repeated three times)
ANTH 6901 Integrative Seminar (3 units)

II. Required Activist Skills Courses—5 units (Combined Media and Organizing Skills)
Activist Organizing Skills (select two to three):
ANTH 6171 Campaigning for Social Justice (1 unit)
ANTH 6179 Organizing for Social Justice (1 unit)
ANTH 6180 Activist Environmental Skills (1 unit)
ANTH 6182 Activist Legal Skills (1 unit)
ANTH 6183 Activist Policy Analysis (1 unit)
ANTH 6197 Art, Activism, Social Justice (1 unit)
ANTH 6388 Violence and Nonviolence in Social Change (1 unit)
ANTH 6387 Introduction to Economic Activism: People’s Power and Corporate Greed (1 unit)

Activist Media Skills (select two to three):
ANTH 6174 Activist Writing Skills: Writing, Editing, and Getting Published (1 unit)
ANTH 6175 Activist Media Skills: Web Publishing and Digital Media (1 unit)
ANTH 6177 Activist Media Skills: Producing Radical Radio (1 unit)
ANTH 6178 Activist Media Skills: Introduction to Activist Videography and Strategic Filmmaking (1 unit)
ANTH 6382 Writing Grant Proposals for Anthropological Research (1 unit)

III. General Electives—5 units
Any CIIS courses with advisor approval.

About the PhD Program in Anthropology and Social Change
The Anthropology and Social Change doctoral program is unique among graduate programs in the United States due to its focus on exploring counter-hegemonic alternatives, postcapitalist cultures, and pre-figurative practices. In a certain sense, we are a program of postcapitalist studies. However, by this complicated word, postcapitalism, we do not wish to refer to some dreamed-up utopia, nor to a speculative exploration of futuristic scenarios. While we agree with Lewis Mumford on the “importance of building castles in the sky,” we see as an even more urgent necessity the study of politics of alternatives in the here and now: the need to engage with postcapitalist cultures that are already being built, and to understand other worlds that are already possible.

Together with the activists of the World Social Forum, we believe that “another world is possible.” The role of the new social movements, we are reminded, is not to conquer the world, but to make it anew. What, then, is the role and responsibility of
Anthropology and other social sciences? In a world riddled with so many crises, few things appear to be more relevant than systematic research of counter-hegemonic knowledge and practices. Social scientists should leave pessimism for better times. Anthropology, in particular, is well equipped to participate in the “nowtopian” task of constructing social scientific knowledge that looks beyond capitalism, hierarchy, and ecological disaster.

The practice and technique of ethnography provides an important model of a possible “postcapitalist” social science. As one contemporary anthropologist, a friend of our department, recently noted, when one “carries out an ethnography, one observes what people do, and then tries to tease out the hidden symbolic, moral, or pragmatic logics that underlie their actions; one tries to get at the way people’s habits and actions make sense in ways that they are not themselves completely aware of.” We ask our students to do precisely this: to look at those who are creating viable alternatives, to try to figure out what might be the larger implications of what they are already doing, and then to offer those ideas back, not as prescriptions, but as contributions, possibilities-as-gifts.

This program offers the space and the possibility to engage with many traditions of radical scholarship and emancipatory social science. We believe that anthropologists should analyze, discuss, and explore the possible; that they should research alternative institutions; that they need to collectively reflect and debate the dilemmas of activist anthropology. The collective effort of understanding “real utopias” takes the form of analytic and ethnographic study of real historical alternatives in the present. This, in turn, requires a serious engagement with social movements involved in the production of alternatives. Students are expected to have an excellent command of history, debates, and perspectives of contemporary social movements. These movements exist in the historical, social, and epistemological context of colonization, development, and globalization. As contributors to the book *Contesting Development* remind us, more than one in six humans now live in slums, over one billion in a world of jobless growth, or no growth. Solutions offered by mainstream social science are often the source of the problem, and our students are expected to have a good understanding of intertwined historical processes of colonization, development, and liberal modernity.

The doctoral program is distinctive for its focus on alternatives. What are some of them? Worker cooperatives in Oakland, social centers in Italy, autonomous systems of justice in Guerrero, community gardens in Detroit, occupied self-managed factories in Argentina, “good government” of the Zapatistas, *buen vivir* (good life) and pluri-nationalism in Bolivia, participatory democracy in Kerala, solidarity economics of Mondragon, participatory economics in Winnipeg, pedagogy of the block in African American communities, alternative environmentalism in Afro-Colombian river regions, legal pluralism, autonomy of migration, marginalized medical practices in South Asia, solidarity unionism in New York City, communal agriculture in Malawi, shack dweller democracy in South Africa, Copwatch in Los Angeles, biodiversity in Brazil, restorative justice in Ohio, knowledge commons and globalization, independent media, and autonomous food systems in Japan are only some of the examples of postcapitalist possibilities. There are many more; one of the responsibilities of our students is to discover them.

**The program is distinctive in its emphasis on the following:**

- Postcapitalist analysis of historical alternatives in the present
- Global social movements and lost revolutionary treasures
- Issues of colonialism, globalization, development
- Anarchist, Marxist, feminist theoretical perspectives
- Political ecology
- Integration of activism and scholarship: developing research skills in activist ethnography, intercultural translation, and emancipatory research

Many classes include a research component, and the doctoral dissertation is based on activist ethnographic research. Activist ethnographic frameworks include participatory and collaborative research approaches as well as more recent research techniques and strategies associated with militant research and co-research approaches (see “Distinctive Approach to Methodology” in the introduction).

**PhD Program Learning Outcomes**

1. **Activist Ethnographic Research:** Students will be trained in the activist ethnographic research methodology: an integral anthropological approach that actively includes participants as co-researchers in a reciprocal process of emancipatory knowledge production and co-learning.
   1.1 Demonstrates ability to develop a well-articulated research question in the field of emancipatory social sciences.
   1.2 Applies activist approach to anthropological research methodology (activist ethnography) with advanced ability to engage in participatory co-research.
   1.3 Makes an original scholarly activist ethnographic research contribution (dissertation) to both the discipline of anthropology and the larger social change discourse, focusing on counter-hegemony, postcapitalist cultures, or pre-figurative practices (study of alternatives).
   1.4 Demonstrates ability to translate or contextualize knowledge to specific communities and cultures (intercultural translation).
   1.5 Has advanced understanding of the philosophical and epistemological roots of activist ethnographic research.
1.6 Has sufficient command of various applied anthropological research methods; understands research methods practiced in other social science disciplines.

2. Theoretical: Students will develop a solid theoretical knowledge base in a variety of approaches to activist anthropology and emancipatory social science.
   2.1 Demonstrates an integrated intellectual grasp of major theories of sociocultural anthropological theory, critical social theory, and political economy.
   2.2 Has the ability to critically evaluate and link theoretical ideas to understand and address specific issues of power, political, environmental, or social struggle.
   2.3 Has the ability to critically approach conventional notions of the social sciences by engaging multiple epistemologies, methodologies, and theories (integral scholarship); demonstrates responsible use of knowledge from multiple social science disciplines, critically engaging with their literatures, epistemologies, assumptions, and theories.
   2.4 Demonstrates advanced understanding of major scholars, scholarly works, and peer-reviewed publications relevant to the field of activist anthropology and specific research topics.
   2.5 Engages evolving anthropological understanding of relatedness, sexuality, and kinship systems.

3. Professional and Scholarly Skills: Students will develop as trained scholars in the social science field of activist anthropology.
   3.1 Demonstrates skills applicable to teaching in higher education, publishing, scholarly research, or other professional social science work.
   3.2 Has the ability to write publishable scholarly (peer reviewed) articles, manuscripts, or research proposals; can present original research in a professional capacity both within the discipline of activist anthropology and within the larger field of social science.
   3.3 Demonstrates ability to write about scholarly or complex topics in a style that communicates to a general audience (written knowledge translation).
   3.4 Has the ability to work in collaborative, multicultural contexts, to contribute creatively to emancipatory social science.

4. Anthropological Activist Scholarship: The PhD in Anthropology and Social Change is grounded in ethnographic study of possible alternatives; during the course of the program, the student will develop a solid theoretical and research framework as activist-scholars or scholar-activists.
   4.1 Demonstrates strong ability to integrate theory with real-world practice (applied theory).
   4.2 Approaches scholarship from a social justice perspective; approaches social justice activism from a social science perspective.
   4.3 Approaches specific social issues (e.g., political, economic, environmental, social) with a scholarly recognition of their interconnections.
   4.4 Demonstrates ability to create situations or spaces of contextual translation and creative dialogue between academic knowledge and knowledge held outside of higher education (knowledge translation).
   4.5 Demonstrates scholarly ability to research the politics of alternative ways of being, knowing, and doing—historical or contemporary—that help prefigure postcapitalist alternatives; and to engage political and economic anthropology through the study of alternative political and economic systems.
   4.6 Has the ability to both critically evaluate social issues and use evidence-based knowledge to create/suggest viable social or political alternatives.
   4.7 Produces scholarly research that is both innovative and advances activist ethnography as research methodology.
   4.8 Demonstrates understanding of problematic historical trends in anthropology as a discipline and situates this understanding as a rationale for the turn that activist anthropological scholarship or emancipatory social science offers.
   4.9 Demonstrates understanding of activist anthropology in the context of an evolving sociocultural anthropology with changing approaches to fieldwork.
   4.10 Has the ability to engage multiple epistemologies, rival knowledges, and justice systems, simultaneously pursuing social and cognitive justice.

Part-Time Curriculum
Students may pursue a part-time course of study in consultation with their academic advisor.

Required Coursework
The PhD requires 36 units of coursework divided between required units and electives. Students should consult with their academic advisor when selecting their directed electives. The electives may be taken from outside the Anthropology program. The department of Anthropology and Social Change evaluates students' doctoral performance after their first academic year; if necessary, the department may recommend the student utilize the resources of the CIIS Center for Writing and Scholarship. In addition, the department reserves the right to evaluate students' academic performance and assess their capability to enter the dissertation-writing phase at any point during their coursework.
Comprehensive Examinations
After finishing doctoral coursework, the student will complete two comprehensive exams, each supported by an oral defense. Comprehensive exams are designed to demonstrate the student’s knowledge in their particular area of research interest. If a comprehensive exam is failed, it can be retaken once (without affecting financial aid eligibility) in the following semester. Upon passing the comprehensive exams, the student is required to register for Dissertation Proposal Completion (ANTH 6900) before advancing to candidacy. Both comprehensive exams are individualized, are taken at the end of the student’s coursework, and are in the form of written papers. Students are required to register separately for each comprehensive exam, and these must be completed before the student advances to the Dissertation Proposal Completion course; an incomplete is insufficient.

Language Examination
If students plan to conduct research in a country or in a culture with a language other than their own, they need to pass a written language examination to demonstrate competency in a second language before advancing to candidacy. The three-hour examination consists of translating scholarly work in the second language into English.

Dissertation Proposal Writing
Upon passing both comprehensive exams (Comp I and II), the student is required to write a 30-to-35-page dissertation proposal (ANTH 6900) and form a dissertation committee using the paperwork in the “PhD Student Forms Packet” (found on MyCIIS > Registrar > Registrar Office Forms). The dissertation committee (chair, committee member, external reviewer) evaluates the quality of the proposal, which may require revisions. All proposals must meet the standards of the Human Research Review Committee (HRRC) at CIIS (find the HRRC Application Packet on MyCIIS > Registrar > Registrar Office Forms). HRRC applications need to be submitted as one document via email by the first business day of the month. An official HRRC response will be given to the applicant within that month. (The committee meets on the second Thursday of each month. Applications are not processed in January and August.) Acceptance of the dissertation proposal—including complete paperwork—signifies the student’s advancement to candidacy; the Registrar’s Office will notify the student when he or she has officially advanced to candidacy.

Dissertation Research, Writing, and Defense
The PhD dissertation is based on relevant and applied research conducive to scholarship with an emancipatory interest. After advancing to candidacy, students are required to undertake applied research, followed by dissertation writing (ANTH 7900). The dissertation committee includes an external member. During the applied research and dissertation-writing phase, students are not expected to register for units but pay a flat fee toward maintenance of status. After the committee has approved the dissertation, students are expected to conduct and pass a public oral defense.

PhD Admissions Requirements
Entry into the PhD program in Anthropology and Social Change requires a master’s degree. Students with an MA from another school or from another department at CIIS may require up to one additional year of coursework as part of their PhD program. Students with an MA in Anthropology and Social Change from CIIS do not require additional coursework. The Anthropology and Social Change PhD concentration is a residential program. We are interested in creating a convivial community of scholars, not competitive academics; we believe in educating intellectuals and not professionals. We believe that professors and students are co-learners, and that learning, and knowledge production, is a participatory, inclusive, and horizontal process. Our program is probably not the best fit for those who want to be taught in the vertical space of a traditional classroom. Rather, this is a unique and inspiring place for activist scholars who are passionate about co-creating knowledge that is useful, relevant, and integral. Applicants must meet the general admissions requirements of the University. In addition, two letters of recommendation, one from an academic advisor or someone familiar with the applicant’s ability to do academic work and one from a supervisor in a recent professional or volunteer setting, are required. Applicants are also asked to include a recent sample of scholarly writing. The required autobiographical statement should describe significant events in the applicant’s life that have led to the decision to pursue admission to this department. A goal statement that includes areas of academic interest should be included.

Admission to the PhD Program without an MA in Anthropology from CIIS
Students entering the PhD program without an MA in Anthropology and Social Change from CIIS are required to take 12 to 15 units of specific MA-level coursework within the Anthropology and Social Change Program. These 12 to 15 units are part of, not in addition to, the total required 36 units of PhD coursework. Once students are admitted, advisors will facilitate the drafting of a tailored curriculum contract that both incorporates these specific additional courses and suggests a timeline. These additional courses include three of the following five courses:

• Introduction to Theory
• Media Ecologies and the Senses
• Anthropology of the Commons, Space, and Place
• Theoretical Perspectives
Contemporary Capitalism

PhD in Anthropology and Social Change after MA in Anthropology and Social Change from CIIS

Anthropology and Social Change (ANTH) MA students or recent graduates (within two years) who want to continue into the ANTH PhD program, after their ANTH MA, could apply as early as their second year of MA study and in consultation with their academic advisor. Provisional acceptance into the PhD program is not automatically guaranteed; the decision on PhD acceptance is determined by the Anthropology and Social Change core faculty. In this case, if provisionally accepted, the MA student would complete his or her ANTH MA degree requirements before entering as an ANTH PhD student. The MA graduate who has been provisionally accepted to the ANTH PhD program is required to only complete the following 18-unit PhD course sequence* before entering comprehensive exam and dissertation phases (see PhD in Anthropology and Social Change). Those 18 units include*:

**Fall**
- ANTH 6890 01 Social Research Methods (3 units)
- ANTH 6163 01 Alternative Economic Systems (3 units)
- ANTH 6166 01 Other Ways of Being Human (3 units)

**Spring**
- ANTH 6158 01 Alternative Political Systems (3 units)
- ANTH 6172 01 Other Ways of Knowing (3 units)
- ANTH 7890 01 Directed Seminar in Research (3 units)

*Three of these 18 units may be substituted, with department chair and academic advisor approval, with an independent study appropriate to their research focus. This policy also extends to all graduates within two years of receiving their ANTH MA degree. As for the applicants who have already earned their MA from another university, the Anthropology and Social Change PhD program requires 36 units of coursework as outlined below.

Curriculum

**PhD in Anthropology and Social Change—36 units**

I. Required Courses—27 units
- ANTH 6158 Alternative Political Systems (3 units)
- ANTH 6160 Activist Ethnography I (3 units)
- ANTH 6161 Activist Ethnography II with Practicum (3 units)
- ANTH 6163 Alternative Economic Systems (3 units)
- ANTH 6166 Other Ways of Being Human: Alternative Sexualities, Family, and Kinship Systems (3 units)
- ANTH 6172 Other Ways of Knowing: Alternative Epistemologies, Rival Knowledges, and Justice Systems (3 units)
- ANTH 6400 Autonomous Seminar (1 unit, to be repeated three times)
- ANTH 6890 Social Research Methods (3 units)
- ANTH 6900 Thesis/Dissertation Proposal Completion (0 units, maximum of three times)
- ANTH 7890 Directed Seminar in Research (3 units)
- ANTH 7900 Thesis/Dissertation Seminar (0 units)
- ANTH 9600 Comprehensive Examinations (0 units, exam I and II each take one full semester)

II. General Electives—9 units
Any CIIS course with advisor approval.

About the Anthropology and Social Change PhD with MA in Contemporary China Studies

Anthropology and Social Change (ANTH), in collaboration with Zhejiang University (ZJU) in Hangzhou, China, offers a rare new integral opportunity for activist-scholar doctoral studies: the ANTH PhD with China Studies Scholarship (ANTH-ZJU Scholarship). Starting in Fall 2017, this space-limited path is open to several prospective ANTH PhD students who demonstrate a desire to integrate an extra intensive China Studies year abroad at ZJU in addition to 36 units of ANTH PhD coursework. ZJU is an international school, so the students will be introduced to students attending from around the world. All the courses will be taught in English, but students will also have the option to take Chinese-language courses while attending ZJU.

The intensive experience abroad occurs during the student’s second year and results in an MA in Contemporary China Studies from ZJU. Travel, tuition, and living costs are covered by the scholarship for the ZJU year abroad only. The ANTH-ZJU scholar
then returns for a third year of coursework, where they complete their doctoral coursework before beginning comprehensive exams and doctoral dissertation research:

**Year 1:** First year ANTH PhD coursework (18 units)

**Year 2:** Full scholarship year Hangzhou, China, resulting in master's degree from ZJU

**Year 3:** Final year ANTH PhD coursework (18 units)

**Year 4:** Comprehensive exams phase (exams I and II)

**Years 5 to 7:** PhD candidacy phase (doctoral dissertation proposal, research, defense, and publication)

**Applicants**

The Anthropology and Social Change program seeks applicants for this scholarship who demonstrate a serious academic interest in combining contemporary immersive China Studies with an activist-scholar PhD program. These prospective students, in addition, will need to demonstrate preparedness and potential for success during the intensive educational year abroad in China. There are no Chinese-language requirements.

**Course Descriptions**

**ANTH 6148 Introduction to Theory (3.00 Units) OP Grade Option**

The purpose of this course is to introduce students to social theory for radical change. We will interrogate radical theoretical traditions and become acquainted with concepts relevant to political action. Students will gain familiarity with basic concepts of Marxist critiques of political economy, anarchist analyses of hierarchy, feminist approaches to intersectionality, and critical race theory. Additionally, this seminar explores the theory behind struggles against capitalism, coloniality, and neoliberal globalization that have taken place over the past few decades, and the theoretical alternatives and new forms of political expression that have emerged in countries throughout the Global South and Global North. We will look at new ideas, cultural practices and knowledge produced within the World Social Forum, indigenous movements, new anarchist and post-Marxist traditions, Quaker and liberation theology, feminist networks, and transnational coordinations like La Via Campesina, as well as concepts of “other theory,” solidarity economy, and participatory democracy. Prerequisite: Priority to ANTH students.

**ANTH 6152 Global Social Movements (2.00 Units) OP Grade Option**

This seminar examines moments and movements of social protest on a world scale, from the early centuries of capitalist development to the present. The course covers a broad history, ranging from periods of path-breaking revolutions (e.g., “the Age of Revolutions” in the late 18th century) through anarchist, Marxist, feminist, and anticolonial movements in the 20th century, to global outbreaks of social movements surrounding 1968, to antiglobalization, autonomous, and occupy movements. Our aim is nothing less than an understanding of how anti-systemic movements have successively challenged and changed the colonial/capitalist world-system over the last three centuries.

**ANTH 6158 Alternative Political Systems (3.00 Units) OP Grade Option**

This seminar is meant to explore alternatives to liberal representative democracy. Is politics equivalent to state action? Or can it be found in seemingly unlikely places, such as Egyptian social movements, Argentine neighborhood assemblies, or Roma settlements? As David Graeber (Graeber 2008) asks, is “democracy” an inherently Western concept? Does it refer to a form of governance (a mode of communal self-organization) or a form of government (one particular way of organizing a state apparatus)? Today, when politics is the preserve of statesmen and professors, experts and media mavens, and not the subject of widespread public debate, counter-hegemonic models of doing and thinking politics are well worth of examining—perhaps more than ever before. Prerequisite: Priority to ANTH students.

**ANTH 6159 Critical History of Social Sciences (2.00 Units) OP Grade Option**

Immanuel Wallerstein (2001), in his celebrated plea for “unthinking social science,” made a powerful case that social science divided the world into three arenas: politics, economics, and socio-culture. This distinction was an 18th-century invention of liberal political ideology, subsequently imposed upon the world of knowledge, and it now forms the basis of contemporary social science. According to Wallerstein and his colleagues in Fernand Braudel Center, the link between liberal ideology and the social science enterprise has been both essential and existential. Social scientists were urged to be “empirical,” “objective,” and “neutral,” in search of “universal” truths (Wallerstein 1997). This link is predicated on a split between what C.P. Snow (1957) calls “two cultures,” the so-called divorce between philosophy and science, or what would be better characterized as the separation of the quest for the true and the quest for the good and the beautiful (Lee 2011). This double epistemology has been seriously challenged only in the last decades. In this course, we will attempt to explore the ways of overcoming once and for all
the distinction between antagonistic epistemologies, and formulating an integral epistemology of knowledge that treats simultaneously and inextricably the issues of the true and the good (Wallerstein 1997). Prerequisite: Priority to ANTH students.

ANTH 6160 Activist Ethnography I (3.00 Units) OP Grade Option
This course will explore various approaches to activist ethnography and the complications presented by observant participation. Our goal will be to interrogate the tension between quantitative and qualitative methodologies by taking advantage of subaltern strategies of knowledge production. We will interrogate activist ethnography by examining more traditional approaches to participant observation and constructing fieldnotes against alternative, collective approaches to engaged knowledge production. Through critical review of selected secondary literature on ethnography and locally grounded fieldwork, we will examine critical ethnography, autoethnography, testimonio, and drifts, just to name a few, paying close attention to dilemmas in the field, the complications around representation, and more recent innovations in collective strategies of knowledge production. Priority to ANTH students.

ANTH 6161 Activist Ethnography II (3.00 Units) OP Grade Option
In this course, students will build on skills from Activist Ethnography I in conjunction with working with a local organization to develop their practicum. Prerequisites: ANTH 6160; priority to ANTH students.

ANTH 6163 Alternative Economic Systems (3.00 Units) OP Grade Option
This course offers a critical examination of economic possibilities, alternative production systems, and subjectivities that can be considered “postcapitalist” in that they strive to transcend what is conceivable within the current socioeconomic order. The critiques and experiments examined here include both past and present attempts to carve out autonomous spaces of noncapitalist production. We will embark on a journey through popular economic organizations, communal self-management of land, experiments in solidarity economy, community economy, and participatory economics, and self-organized workplaces and cooperatives. In doing so, we arrive at a very different notion of “development,” a perspective grounded in a number of noncapitalist or postcapitalist struggles in different parts of the world. Such struggles for dignity and alternative production systems are epistemic, critical, and prefigurative. At once challenging and reimagining development, those struggles contribute to an emerging sensibility that another world is possible (McMichael 2009).

ANTH 6166 Other Ways of Being Human: Alternative Sexualities, Family, and Kinship Systems (3.00 Units) OP Grade Options
Being human under the conditions of late capitalism has become increasingly more precarious as neoliberal forms of governmentality produce less viable forms of life and sociality. Yet we can qualify this statement with two observations. First, a longer history of oppression has been creating an extreme state of uncertainty or “state of emergency.” As Walter Benjamin famously wrote in 1940, “The tradition of the oppressed teaches us that the ‘state of emergency’ in which we live is not the exception but the rule.” Second, alongside the violent legacies of oppression—including colonialism, capitalism, sexism, and others—there have always been forms of resistance, survival, and even flourishing of lives lived otherwise. While human social relations have always been anthropology’s object of study, in this course we will focus on how critical, feminist, queer, and postcolonial theories and experiences have challenged and transformed anthropological engagements with human social and cultural formations. We will consider how categories of difference and experience are not static but shifting and mutually constitutive and always in relation to power. Therefore, much of the scholarship we will be reading thinks through different forms of social belonging, some tethered to normative privileges and others that move toward nonnormative or other ways of being. Our approach will be thematic, organized around specific topics, including transpolitics, homonationalism, biopolitics, posthumanism, and multispecies approaches, among others. Prerequisite: Priority to ANTH students.

ANTH 6171 Campaigning for Social Justice (1.00 Unit) OP Grade Option
What are the problems and challenges of working in the nongovernmental and nonprofit sector? What tactics and strategies work best? What skills and techniques are needed? What do people mean when they say that “revolution won’t be funded”? How do we write grants? This course will examine the theory and practice behind a range of campaigning tactics in conjunction with exploration of particular forms of social justice campaign work. These lessons form an important knowledge base for equipping students with the ideas, techniques, and skills useful for working alongside local nonprofit and campaign groups, providing mutual benefits to students and to the Bay Area community. Prerequisite: Priority to ANTH students.

ANTH 6172 Other Ways of Knowing: Alternative Epistemologies, Rival Knowledges, and Systems of Justice (3.00 Units) OP Grade Option
As sociologist and critical legal theorist Boaventura de Sousa Santos (2008) writes, there is no global social justice without global cognitive justice. According to this theorist, epistemicide was the other side of genocide. From a “postcapitalist” perspective, such recognition is crucial. The epistemological privilege granted to modern science from the 17th century onward, which made possible the technological revolutions that consolidated colonial/capitalist order, was also instrumental in establishing what de Sousa Santos calls “abyssal thinking”: drawing an abyssal line between scientific knowledge and other, nonscientific forms of knowledges (Sousa Santos 2008). Our intention is to show how the reinvention of social emancipation is premised upon replacing the “monoculture of scientific knowledge” by an “ecology of knowledges” (Sousa Santos 2008). Prerequisite: Priority to ANTH students.
ANTH 6174 Activist Media Skills: Writing, Editing, and Getting Published (1.00 Unit) OP Grade Option
I wrote something incisive and political, but who is going to publish it? This intensive course will integrate the “political economy” and practice of writing, editing, and publishing. We will explore the many issues that emerge in writing about social movements or causes that one is part of, or sympathetic to, and examine the multitude of questions related to the process of writing, editing, and publishing. Writing articles, essays, or opinion columns for progressive periodicals is an important (and frustrating!) craft, and so is editing and finding adequate publication outlets. Prerequisite: Priority to ANTH students.

ANTH 6175 Activist Media Skills: Web Publishing and Internet Media (1.00 Unit) OP Grade Option
This media skills course will address practical and technical aspects of designing a presence on the Internet. We will learn the latest technical strategies and resources for using Internet to publish content, create websites, facilitate activist communication, promote events and actions, build community or membership, and raise funds.

ANTH 6177 Activist Media Skills: Producing Radical Radio (1.00 Unit) OP Grade Option
This intensive course will integrate the theory and practice of producing radical radio. We will explore the many issues that emerge in covering movements or causes that one is part of, or sympathetic to, and examine the questions that arise from utilizing the radio medium. We will review the mechanics of radio production, preparation and research, interview technique, dissemination, and the challenges of presenting critical ideas to different audiences. Emphasis will be on producing in-depth analytical radio programming, rather than radio journalism and reportage. Prerequisite: Priority to ANTH students.

ANTH 6178 Activist Media Skills: Introduction to Activist Videography and Strategic Filmmaking (1.00 Unit) OP Grade Option
Critics and political activists often assume that nonfiction filmmaking merely serves to reflect upon political realities or serve as a tool for denouncing intolerable abuses or social situations. This is wrong. At numerous times throughout the last several decades, political filmmakers have used nonfiction filmmaking as a tool for community organizing and have used their films as effective tools to change political situations. From the agit-prop films of the Third Cinema movement in Latin America in the '60s to the Internet-based videos produced in Egypt that paved the way for the 2011 Egyptian Revolution, we will study several moments from recent history in which documentary and other nonfiction filmmaking practices became effective nonviolent weapons to transform society; identify and discuss diverse and crucial chapters from the history of political documentary filmmaking; articulate the way documentary films have formed part of the repertoire of strategies and tactics used by agents of social change in different parts of the world under diverse social conditions; and understand how to effectively distribute nonfiction videos online and offline to affect the outcome of social movements in which students might be involved. The course will also introduce successful examples of community video collective productions. Students will leave the media skills seminar with hands-on knowledge of camera use and video production. They will be asked to complete a video assignment to apply techniques covered during the course. Prerequisite: Priority to ANTH students.

ANTH 6179 Organizing for Social Justice (1.00 Unit) OP Grade Option
This course introduces activist policy analysis as a set of applied research practices and approaches undertaken within a diverse community of analysts and activists. Policy analysis contributes information useful for activist work. Its concepts and approaches derive from social sciences—in particular, political science, economics, sociology, and history. In this class, we cover the basic areas of policy analysis, including problem identification, generating policy alternatives, government impact on our lives, methods for judging various policy approaches, and making arguments for change. Prerequisites: Postcolonial Cinema; priority to ANTH students.
ANTH 6195 Theoretical Perspectives (3.00 Units) OP Grade Option
Theorists have only interpreted the world, in various ways; the point is to change it. Fair enough, but what is radical theory? What concepts and relations among concepts will facilitate our understanding of the modern world in the effort of changing it? What does radical theory tell us about societies and history? This two-part seminar traces the development of radical social theory from the classical ideas of Marx and Bakunin, through 20th-century debates in post/decolonial, neo-anarchist, autonomous/critical Marxist, queer, gender, feminist, and critical race theory, to an accessible review of contemporary theoretical controversies. Rather than giving a history of Great Thinkers, this seminar will introduce students to radical theory through a critical exposition of key concepts: nature, autonomy, hope, authority, identity, insurgency, war, orientalism, coloniality, community/commons, enclosure, dignity/desire, epistemology, composition, and biopower/biopolitics. We will not impose a radical canon of ideas and towering figures as much as collectively discover a complex history of competing conceptualizations and applications through the lens of our own struggles. Prerequisite: Priority to ANTH students.

ANTH 6197 Activist Skills: Art, Activism, and Social Justice (1.00 Unit) OP Grade Option
This course is both an activist media skills and activist organizing skills seminar. It examines the relationship between the arts, social science, social justice, and political theory. This 1-unit course is intended for master’s students but is also open to doctoral students. Prerequisite: Priority to ANTH students.

ANTH 6198 Contemporary Capitalism (3.00 Units) OP Grade Option
All you ever wanted to know about capitalism but were too exploited to ask. This course will offer an introduction to political economy from a Marxist perspective. It introduces students to radical approaches to political economy and offers a critical perspective that provides an alternative to conventional economic theory as well as to more economic determinist versions of Marxist political economy. Can there be such a thing as a free market? What is “globalization”? Does capitalism have an “outside”? And what on earth is “overdetermination”? This course provides an understanding of economic processes and larger contexts of exploitation and domination. Prerequisite: Priority to ANTH students.

ANTH 6263 Activist Organizing Skills: Social and Ecological History of San Francisco (1.00 Unit) OP Grade Option
This class will take students through a breathtaking tour of how San Francisco came to be what it is today. The original landscape of rolling sand dunes and wetlands (today’s CHS building sits where once 120-foot sand dune ridges crisscrossed the area) was literally flattened during early urbanization, a city-making process that took place in the throes of early industrialization. We’ll navigate local lost landscapes, and in virtual tours we’ll come to understand the ebb and flow of the bitter class war that has courses throughout San Francisco’s history, shaping the people, cultures, and landscapes in ways that helped obscure the very histories themselves. From the landfilling of shorelines and creek beds to the abiding racism of local labor movements, the deep roots of the City will be uncovered, putting to rest the self-congratulatory boosterism that characterizes all too much of local “history.” Prerequisite: Priority to ANTH students.

ANTH 6297 Readings in Radical Anthropology: Utopian and Political (Science) Fiction (1.00 Unit) LG Grade Option
In this course, students will read radical, eccentric, and exciting literature, and discuss the work of radical, interesting, and eccentric thinkers. This course considers notions of indigenous governance, temporary autonomous zones, and French critical geography. We will also study the anthropology of non-state spaces, utopian science fiction, radical fiction, non-fiction and revolutionary memoirs. This is a 1-unit course, open to students from all levels. Prerequisite: Priority to ANTH students.

ANTH 6372 Readings in Activist Scholarship: Antonio Negri (1.00 Unit) OP Grade Option
We are living at a critical moment in history when small actions can play a huge role in moving the human community toward emancipation and away from destructive competition and environmental degradation. The work of scholars and teachers—both within and outside of academia—is vital to global efforts for social change. Activist scholarship presents unique challenges and opportunities, inviting us to engage with transformative ideas and emancipatory perspectives. Readings in Activist Scholarship
courses aim to introduce students to some of the most exciting, relevant, and surprising topics and thinkers of our time. These conversations can help us to understand better our particular roles as activists and scholars, as well as strengthen our collective capacity to build movements for social transformation. Among the contemporary French intellectuals, Jean Baudrillard is less widely read than Foucault or Derrida. Some have placed him as an American intellectual because he uses the terminology of modern physics, which seduces some Americans, New Age thinkers, and artists. Baudrillard is a controversial thinker who has been quoted by both the political right and left to support their ideas. He has challenged Western intellectuals about the Gulf War and about the events of 9/11 by contending that these events were pure simulacra, or virtual reality. He is also a critic of Marxism, specifically historical materialism, which he finds too narrow. He proposes instead to look at the notion of alienation in global and cultural perspectives. To do this, he relies on the anthropology of Marcel Mauss, Georges Bataille, and Marshall Shalins. Using analogies from modern physics, Baudrillard believes that we are not able to see the real events of history as they “are”; rather, we see the effects of mediating ideologies on events. This class will be conducted as a seminar, where students’ readings, interpretations, and discussions of Baudrillard’s texts will form the major pedagogical approach to understanding his work.

ANTH 6381 Media Ecologies and the Senses (3.00 Units) OP Grade Option
Media ecology is the study of the materiality of media environments and their shaping both of sensory experiences of world events and of the daily realities of lived social relations. In this course, diverse theoretical orientations and media practices provide us with the means to explore mediated circuits of information, experience, and production.

ANTH 6382 Writing Research Grant Proposals (1.00 Unit) OP Grade Option
This 1-unit course will assist students in writing grant proposals for anthropological research. We will explore relevant steps involved in writing funded proposals, including identifying funding opportunities, managing a grant proposal project, and writing and editing. Special attention will be given to research, planning, and writing strategies. Prerequisite: Priority to ANTH students.

ANTH 6384 Political Ecology: Critical Approaches to Anthropology of the Environment and Socio-Ecological Change (3.00 Units) OP Grade Option
In the last century, we entered a period of unprecedented environmental transformations leading to what many scholars believe is the biosphere “on the brink.” In this landscape of uncertainty and change, heated debates over environmental conservation, land use, and livelihoods dominate the contemporary sociopolitical arena. This course explores political ecology as an interdisciplinary approach to understanding socio-ecological processes of change. We start with an examination of the political stakes and dynamics of environmental access, management, and transformation. Through critiques of scholars and communities, we will challenge understandings of nature, resource use, and degradation that have been a consequence of colonialism and uneven capitalist development. The class will play particular attention to political ecologies of our increasingly urbanized world, asking the questions: Where does society end and nature begin? And, how are movements and communities reframing and constructing socio-natures in resistance? In so doing, we intend to arrive at Robbins’s conclusion that “politics is inevitably ecological and ecology is inherently political” (2012).

ANTH 6385 Anthropology of the Commons, Space, and Place (2.00 Units) OP Grade Option
This course explores a range of contemporary theory of the commons, the social production of space, and the movements engaged in contesting privatization, enclosure, and commodification. We take as a starting point the argument that humans collectively and tangibly produce space, and that space is never neutral. In the last 30 years, two simultaneous movements, one based in academic theory and one in social movements practice, have simultaneously unfolded: the spatial turn and the reemergence of the commons. We will draw on activists and scholars such as Rachel Gutierrez, Henri Lefebvre, Stavros Stavrides, and Nicholas Blomley to consider the entanglement of social and spatial processes in the development of capitalist relations and the communities in struggle contesting and forming alternatives from the rural lands of Latin America to the inner cities of globalized urban centers. Prerequisite: Priority to ANTH students.

ANTH 6387 Introduction to Economic Activism: People’s Power and Corporate Greed (1.00 Unit) LG Grade Option
In the neoliberal globalized economy, corporations have amassed an overwhelming unchecked economic and political power. Led by profit, they have become some of the main drivers of exploitation, repression, and war around the world. However, the same profit motivation may make these corporations very sensitive to some forms of public pressure. In this course, we will study some of the main historical examples of successful economic activism campaigns, ranging from student divestment campaigns to responsible investment strategies, from consumer direct action to international union organizing. We will analyze the main strategies and tools available for social movement organizers in various situations and discuss the conditions for their effective use. Finally, using the prison industrial complex in the U.S. as our main example, we will practice strategic corporate research and campaign planning. Prerequisite: Priority to ANTH students.

ANTH 6388 Violence and Nonviolence in Social Change (1.00 Unit) OP Grade Option
Beginning with a critical reading of a range of definitions for violence and nonviolence, this course tracks the development of the theory and practice of nonviolent organizing strategies in the last century, from the suffragists through Gandhian-Kingian theories to the debates in the anti-nuclear, environmental, and anti-globalization movements leading to Occupy Wall Street and Black Lives Matter. We will discuss strategic campaign planning, including the questions of protest versus resistance, the role of
creative protest and humor, how to build leverage, and when to escalate. Students will be encouraged to analyze a current local social justice campaign of their choosing and participate in a hands-on workshop simulating preparation for a creative action. Prerequisite: Priority to ANTH students.

**ANTH 6393 Living at the Edges of Capitalism: Studies in Mutual Aid and Exile (1.00 Unit) OP Grade Option**

Since the earliest development of states, groups of people either escaped or were exiled. They often established self-governed communities (Scott 2010). As nation states and capitalism developed, and particularly as new regions were incorporated into the emerging capitalist world-system beginning in the 16th century, the problem was not simply how to escape states but also how to escape capitalist relations and processes of accumulation that were bundled up with state control. But people still did it. Well-known historical examples of escape include Russian Cossacks (Boeck 2009), pirates (Linebaugh and Rediker 2001), and escaped slaves or Maroons (Price 1996). Contemporary examples of territorial escape include the Zapatistas in Mexico (Earle and Simonelli 2005), land occupations, and even political prisoners (O’Hearn 2009). Structural escape has been identified in urban communities in the heart of Jamaica (Gray 2004), in the shack-dwelling areas of African cities (Pithouse 2006), and on the outskirts of large South American cities (Zibechi 2012). This course addresses the following questions: How do people leave the spaces, structures, and/or processes of world capitalism? Whom do they identify as “the enemy”? Do they practice mutual aid and solidarity in communities or organize mainly on a household basis? Are there rules of entry and exit? How are their practices located geographically and structurally with respect to states, the interstate system, and economic structures including markets, farms, and corporations? What kinds of bargains do exiles make and with whom, and how does this affect their ability to sustain political and economic autonomy (or provide dynamics that cause their recapture by states with which they make bargains)? And, finally, how are the outcomes of these questions affected by changes of global capitalism, including economic cycles, the rise of new leading sectors and worldwide divisions of labor, and the changing presence and experiences of anti-systemic movements?

**ANTH 6400 Autonomous Seminar (1.00 Unit) PF Grade Option**

Presentation of a topic that reflects broad understanding of anthropological ideas and modes of analysis with significance to current political, cultural, and social events. Through joint readings and discussion, ANTH students and faculty develop ideas relevant to the theme of the course. Students and professors are expected to share their work with the class. Topics vary from semester to semester. Prerequisite: Priority to ANTH students.

**ANTH 6453 Anarchist Anthropology (1.00 Unit) OP Grade Option**

Anarchist anthropology is an emerging field of inquiry concerned with the lived realities of non-state spaces and so-called stateless people. We say so-called stateless, as anarchist anthropology does not see the absence of the state as a lack, but as a strategic, and, why not, moral and political choice made by people throughout history. In this course we will study the comparative anthropology of the Atlantic pirate ships, Maroon societies, Cossack steppes, Zapatista communities, South Asian hill tribes, Balkan brigands, and other experiences of mutual aid, solidarity, and state-avoiding practices of those who have managed to escape the reach of the state and capital.

**ANTH 6454 Theoretical and Systems Tools for Social and Ecological Change (2.00 Units) OP Grade Option**

Systems analysis has become part of the established scientific and popular culture of our times. The purpose of this class is to apply systemic tools to practical problems of social and ecological change. Engineering and various areas of technology have utilized systems concepts for decades. Many authors have popularized the notion of interrelatedness and complexity, including ideas about chaos, fractals, and catastrophe theory. However, despite many efforts to create an integrated framework, systems thinking is not often put to use in the areas of social change. In this course, we will look at the historical and practical origins of several key concepts in systems theory. We will examine the ideas of innovation, organizational change, social change, feedback loops, and chaos theory. We will look into the application of these ideas in the areas of ecology, psychology, and politics. We will investigate the interdisciplinary character of systems thinking to include art and entropy, literature and philosophy, freedom and symmetry. Our focus will be integrative and holistic, yet practical.

**ANTH 6456 Image and Ethnographic Imagination (2.00 Units) OP Grade Option**

The ethnographic image has been closely tied to observing, categorizing, and knowing the other, but also to imagination, inspiration, and creativity. An expanding field, visual and media anthropology considers different forms of non-logocentric media to broaden and refine its conception of how we know the changing world. In this seminar, we will begin with the observational impulse in ethnographic and documentary images of the other, consider different approaches to the ethnographer’s representational strategies, and engage the scholarly debates surrounding them. We will examine examples from cinema verité, the militant image, experimental ethnography, essay films, sensory ethnography, and visual activism to consider different ways of addressing contemporary social issues with a particular focus on the conditions of globalization and war. Our approach in this seminar will be experimental as we think through together challenges and possibilities that an expanded sense of the ethnographic can offer.

**ANTH 6457 Media Ecologies and the Senses (2.00 Units) OP Grade Option**

This course draws on a range of theoretical orientations and media practices to examine media within circuits of information, experience, and production. “Media ecologies” here refers to the materiality of environments as well as the relationship between media and the environment in shaping experiences of world events and the daily realities of lived social relations.
ANTH 6458 New Media and Social Movements (1.00 Unit) OP Grade Option
In this course, we study media practices for recent social movements such as Black Lives Matter; teacher rebellions in Mexico; and uprisings in Iran, Tunisia, and Egypt, among others. We move beyond either overly deterministic conceptions of new media or a deprivation of their historical significance for social movements. Instead, we consider how new and old media (including social media, mobile phones, film, photography, and television) converge in the production of alternative spaces, both imagined and real. How do collective expressions across social media relate to mass occupation of real-time spaces? How do digital surveillance and military interventions miscarry revolutionary movements? What role do media play in radical moments of economic, political, and affective change? How do media help these changes persist or dissipate? We draw from critical media theories of spectacle, network, protocol, assemblage, and counter-visuality to guide us through these questions.

ANTH 6459 From Local to Global: Native American Community Organizing and Global Indigenous Politics (1.00 Unit) OP Grade Option
This seminar will address key issues related to the history of Native American activism in California and the United States. We will discuss matters of concern related to community organizing as viewed from Native American perspectives. The class will also focus on key issues of contemporary global indigenous politics and indigenous organizing strategies on the global level.

ANTH 6460 Hidden History in Plain Sight: Stories from Oakland to San Francisco (1.00 Unit) OP Grade Option
San Francisco and Oakland straddle the bay, and together hold dozens of histories, social and ecological. From general strikes to long-forgotten public transit systems, subterranean waterways, and decimated forests, from racially charged settlement patterns to government-sponsored mass evictions, the histories that lie hidden beneath today’s pulsing urban landscapes cast a very different light on notions of progress and even civilization! This weekend class will involve lengthy walking tours of both cities, and will introduce students to a critical historical understanding of urban development, urban ecology, and the way that land uses shape social possibilities.

ANTH 6461 Food Sovereignty, Climate Justice, and Cooperative Economy (1.00 Unit) OP Grade Option
In this course, we will explore the contemporary upsurge of food and climate activism through the lens of creating cultures of postcapitalist possibility. Students will investigate the emerging practices, institutions, and experiences of alternative economies of food and energy in projects such as community-supported agriculture, urban gardening, and community energy co-ops. We will ask how these alternatives are being constructed at the same time that movements are resisting fossil fuel development and exploitation of labor and land in industrial agriculture. In addition, we will examine how these movements construct relationships to nature, modes of production, and urban/rural spaces as practices of social-ecological transformation. While examining these relationships, we will ask: Where are communities changing or sparking sustainable, connection to the land, and emancipatory possibilities? We will take as our starting point the everyday praxis of movements developing a theory of change and a change in food systems today.

ANTH 6476 Making Climate Justice Now (1.00 Unit) OP Grade Option
In the last decade, we have seen an escalation and intensification of activist responses to climate change, with many organizers uniting under the banner of climate justice. In this 1-unit course we will examine how frontline communities and those working in solidarity with them are addressing this global and sometimes seemingly insurmountable problem. Students will critically explore a spectrum of international and national perspectives on the questions of immediate adaptation, policy, responsibility, and who is most at risk, as well as emerging movement strategies from direct action to stop further fossil fuel energy development to promoting veganism to reduce greenhouse gas emissions. We will use primary source materials from contemporary movements in order to understand their agendas and methods. In addition, students will be asked to develop hands-on projects that apply the knowledge developed in the course in the context of work of Bay Area organizations.

ANTH 6489 Art and Social Change in Latin America (3.00 Units) OP Grade Option
This interdisciplinary class will explore the Latin American cultural movements that developed to address relevant social and political issues. The course will focus on the way that cultural movements paralleled social and political movements in Latin America and have produced extraordinary examples of cultural expressions that provoke political discussions and challenge the dominant culture paradigm of consumerism. We will discuss reggae music and the rise of democratic socialism, Mexican muralism, magical realism, the golden age of Cuban art, and Latin American testimonial literature.

ANTH 6492 A Decolonial Turn: Disability Justice and Activist Anthropology (1.00 Unit) OP Grade Option
Dominant perspectives on disability in the social sciences have assumed incompetence and incapacity, thus infusing scholarly engagement with similar traits. The bulk of traditional anthropological inquiry on disability neglects the voices and expertise contributed by disabled scholars themselves, arguing that to do so would be to compromise scientific objectivity. Indeed, many of these materials are infused with rigorous social scientific perspectives influenced by cross-cultural understandings and representations of disabled bodies and are filtered through the eyes of able-bodied researchers. To address some of these gaps, this class will explore the mutual engagement of scholarly materials in disability studies and anthropology, as they have become increasingly available in the past two decades. One of the primary goals of this class is to better understand the ethical relevance of confronting single-handed approaches. Another goal is to understand how decolonial methodologies can inform and enrich our
work, all the while keeping in mind that our double role as social scientists and political allies entails careful self-reflection and accountability to embattled communities. Prerequisite: Undergraduate or master’s student.

ANTH 6599 Integrative Seminar (1.00 Unit) LG Grade Option
The integrative seminar is a process designed to demonstrate critical knowledge in the student’s area of study and activist research. This seminar is the culminating course for the MA program. It provides an opportunity for students to reflect critically upon all work accomplished during the course of the program, while clarifying professional goals. During the seminar, students will develop their portfolio, which consists of one paper based on their activist research, a collection of papers from core courses in the program, and a short integrative essay. These three parts are intimately linked, relating theory to practice. Prerequisites: ANTH MA student; registering for final semester.

ANTH 6675 Guest Seminar in Native American Studies: Women’s Red Power Movement: Remembering Wounded Knee (1.00 Unit) OP Grade Option
This guest seminar in Native American Studies explores the culture of resistance of Native American women. Prerequisite: Priority to ANTH students.

ANTH 6890 Social Research Methods (3.00 Units) OP Grade Option
This course will introduce students to a variety of strategies and methods that have informed social science research over recent decades. Particular attention is given to understanding the issues involved in constructing and developing theoretically informed, case-based, tractable research methodology. We will examine how to define a research question; how the nature of the research question informs the choice of research strategy; how practitioners negotiate the tensions between their own existing theoretical predilections and the demands of empirical case-based methodology; how empirical material is generated; and how empirical practice can be used to inform and transform existing theory. We will inquire into what defines a “case”; how an empirically tractable research problem is posed; issues of complexity reduction; and how the research question informs consideration of the proper temporal and spatial “scale” for investigation. Prerequisite: Priority to ANTH students.

ANTH 6900 Thesis/Dissertation Proposal Completion (0 Units) PF Grade Option
This course is taken after all coursework is completed. Students undertake the proposal writing in consultation with their thesis/dissertation mentor, meeting on a regular basis to discuss progress. This course may be taken for a maximum of four semesters. Prerequisites: ANTH 9600 (both exams); ANTH student; not advanced to candidacy.

ANTH 6901 Integrative Seminar (3.00 Units) PF Grade Option
The integrative seminar is a scholarly process designed to demonstrate critical knowledge in the student’s area of study. This seminar is the culminating course for the MA program. It provides an opportunity for students to reflect critically upon all work accomplished during the course of the program while clarifying professional goals. During the seminar, students will locate a particular area of specialization. The term paper will delineate the objectives and domains of the student’s area of work, drawing on key theoretical and methodological frameworks in anthropology.

ANTH 7650 Representations of the Other (3.00 Units) LG Grade Option
This course will look at some of the ways in which cultural others have been represented by varying academic interests, specifically ethnography and anthropology, literature, and popular media, including films and photography. We will examine how images and techniques of representation of the other function in a context of ideology and power. Postmodernism and poststructuralism will be among the frameworks used to discuss the different issues associated with representation, be they class, gender, or race. Prerequisite: Priority to ANTH students.

ANTH 7890 Directed Seminar in Research (3.00 Units) OP Grade Option
This seminar is taken by doctoral Anthropology students in the semester before comprehensive exams to help develop a dissertation research focus. Students will be working on cultivating their personal research question, identifying their fields of inquiry, and building toward their bibliography-in-progress. On the one hand, the course is highly individualized around each student’s research interest and process; on the other hand, we will be cultivating a research community engaged in peer-review and collaborative practices. Along the way, we will share and cultivate research, writing, technology, and organizational skills, as well as strategies for defining and practicing an integral approach that supports your scholarship and your sustainability. Prerequisite: ANTH PhD student.

ANTH 7900 Thesis/Dissertation Seminar (0 Units) PF Grade Option
The advanced student’s researching and writing of a thesis or dissertation progresses with the mentorship of, and in close consultation with, one’s thesis or dissertation chair and committee. Prerequisites: ANTH student; advanced to candidacy.

ANTH 8799 Independent Study (1.00–3.00 Units) PF Grade Option
To register, submit “Independent Study Contract” to Registrar’s Office. Coursework that extends a student’s field of inquiry beyond current CIIS courses. Requires a syllabus and contract signed by the student and faculty member, and approved by the department chair. Online registration not possible.
**ANTH 8888 Special Topics (1.00–3.00 Units) LG Grade Option**
A course of study relevant to evolving topics of growing importance in cultural anthropology and social transformation. Prerequisite: Priority to ANTH students.

**ANTH 9600 Comprehensive Examinations (0 Units) PF Grade Option**
The comprehensive examinations are taken after completion of all PhD coursework and prior to the PhD Specialization Seminar/Dissertation Proposal Writing. Completion of the comprehensive exams, the dissertation proposal, HRRC Approval, and, where applicable, the language exams allows the student to advance to candidacy. The comprehensive examinations require two essays: one essay to demonstrate mastery in the particular area of study relevant to the student’s dissertation topic, and the other to satisfy the requirements of the literature review. Each essay is 18 to 20 pages and is read by two core faculty members in the department. Students are required to register separately for each comprehensive exam. Prerequisites: 36 ANTH units; ANTH student.
East-West Psychology
MA in East-West Psychology
PhD in East-West Psychology
Certificate in East-West Spiritual Counseling
Certificate in Ecoresilience Leadership
Accelerated Tracks: BAC/MA or MA/PhD

Department Chair
Debashish Banerji

Core Faculty
Jorge N. Ferrer, PhD
Ishtar Kramer, MA
Helge Osterhold, PhD
Janis Phelps, PhD
Carol Whitfield, PhD

Adjunct Faculty
Francoise Bourzat, MA
Susana Bustos, PhD
Zayin Cabot, PhD
Jane Carleton, MA
Craig Chalquist, PhD
Marilyn Fowler, PhD
Heidi Fraser Hageman, PhD
Kimmy Johnson, PhD
Bia Labate, PhD
Samuel Malkemus, PhD
Sophia Reinders, PhD
Marina T. Romero
Malidoma Somé, PhD
Jan Edl Stein, PhD
Alessandra Strada, PhD
David Treleaven, PhD
Yi Wu, PhD

About the East-West Psychology Program
Founded in 1975, East-West Psychology (EWP) is a multidisciplinary department concerned with the meeting of Eastern, Western, and indigenous psychological and spiritual traditions. Through its unique combination of cognitive and experiential offerings, EWP grounds academic excellence and the acquisition of professional skills in both the personal transformation of students and the cultivation of a spiritually informed scholarship. As an academic field, EWP constitutes a larger context for many disciplines that explore the interface of psychology and spirituality, including transpersonal and integral psychology; Asian psychologies; modern consciousness studies; participatory spirituality; shamanic, Earth-based, and indigenous traditions; depth psychology (Jungian, archetypal, and psychoanalytic); contemplative psychology; religious comparative studies; and ecopsychology. Approaching the encounter among Eastern, Western, and indigenous worldviews in the spirit of dialogue, open inquiry, and mutual transformation, we actively explore the practical implications and professional applications of this convergence for our diverse and multicultural world. This commitment also entails bridging psychospiritual growth with social, cultural, and ecological transformation. The EWP department offers an MA, a PhD, and two Certificates for currently enrolled students—East-West Spiritual Counseling and Ecoresilience Leadership—and two accelerated tracks, all of which are described below.

Integral Transformative Education
The department of EWP offers an integral transformative education that encourages students to engage in the twin tasks of the integration of knowledge and the integration of multiple ways of knowing. The integration of knowledge concerns itself with building bridges between different fields of knowledge (for example, psychoanalysis and Buddhism). Additionally, at the doctoral level, it encourages the integration of various research methodologies (e.g., theoretical, phenomenological, narrative, and heuristic), standpoints (e.g., first-, second-, and third-person approaches to knowledge), and epistemologies (e.g., Eastern contemplative and Western scientific). With the integration of multiple ways of knowing, students develop inquiry skills that
engage a wide range of human faculties and experiences (e.g., somatic, emotional, vital, imaginal, intellectual, intuitive, contemplative). The acquisition of these skills is not only a catalyst for meaningful personal transformation, but also the foundation for both the elaboration of more holistic knowledge and the design of integral transformative approaches relevant to the needs of individuals and collectives in the contemporary world. We are dedicated to bringing spirituality into academia and to exploring the transformative elements of inquiry, learning, and writing.

**Collaborative Learning**

Collaborative learning is central to the pedagogical experience in all the EWP programs. Depending on particular course objectives, this includes the appropriate use of dialogical inquiry, class presentations and small-group discussions, Web-based learning and networking tools, group assignments and cooperative inquiry, as well as group work in daylong retreats. Collaborative learning trains students in the shared construction of human knowledge, fosters emotional and interpersonal competence, and teaches how to enter into fruitful exchange with people holding different views. These skills translate into multiple professional settings.

**Career Outcomes**

The department prepares graduates to function as university professors, college teachers, scholars, writers, consultants, researchers, workshop leaders, spiritual counselors, entrepreneurs, social change activists, and community organizers in a world that increasingly demands an integral perspective that encompasses the personal, interpersonal, cultural, ecological, and spiritual dimensions of human existence. In addition to helping students develop academic credentials for traditional teaching positions, the department supports students in envisioning creative applications of psychology outside academia and state licensure. Spiritual counseling and leadership, integral coaching, interreligious mediation, ecological activism, and organizational consulting are just a few of the potential fields for such creative work.

**Professional Internships**

The department provides students with a list of associated organizations in which professional internships are available (ask for the “East-West Psychology Department Internship Opportunities” list). Internships are a means for students to gain practical experience in their chosen field in a supervised professional work environment and can be carried out as fieldwork in both the MA and PhD degrees.

**EWP Scholarship Program**

The department offers a Scholarship Program to support EWP students’ presentation of their ongoing work at professional conferences. To qualify for the scholarships, candidates need to present official notification that the conference’s organizing committee has accepted their presentation.

**About the East-West Psychology MA Program**

Students complete 36 units of coursework, including an integrative seminar in their final semester in which students reflect on their learning by creating a portfolio of their most important work and envisioning professional goals. As they gain foundational knowledge in spiritual traditions, and East-West and other psychological approaches, students take electives inside or outside the program to either build an area of specialization or explore different areas of interest.

**East-West and Other Psychological Approaches**

Students may explore the following four approaches:

*Depth Psychology*

Depth Psychology is concerned with the totality of the psyche, the relationship between the conscious and unconscious mind, the ego and the self, and the spiritual and religious nature of the psyche. Depth psychological approaches include Jungian and post-Jungian schools of thought, archetypal psychology, and the psychoanalytically based schools of object relations, self-psychology, and interpersonal psychology. Depth-oriented feminist psychology and expressive arts also fall under this rubric. Many courses in this area of study take into consideration Eastern wisdom in relation to the particular school of psychology being studied.

*Transpersonal Psychology*

Transpersonal Psychology is concerned with the study of experiences and ways of being that transcend the limits of egoic identity, as well as with their psychological, philosophical, and social implications. Courses include topics such as classical and contemporary transpersonal paradigms, philosophy of transpersonal psychology, transpersonal developmental theories, comparative mysticism, transpersonal approaches to sexuality and relationships, transpersonal psychotherapy, spiritual epistemologies, social implications of transpersonal studies, and advanced seminars focused on the field’s contemporary developments.

*East-West Spiritual Counseling*
East-West Spiritual Counseling explores the meaning and purpose of spiritual counseling and the ways in which it complements, coincides with, and differs from psychological counseling. Courses explore the integration and use of Eastern and Western psychospiritual models of being in the spiritual counseling process; the counselor’s own values, beliefs, and practices; and the ways in which they influence the process of spiritual counseling.

Ecopsychology
Ecopsychology courses explore the relationship between the human mind and the natural world, as well as its implications for psychospiritual, social, cultural, and ecological harmony and wholeness. Ecopsychology is situated at the intersection of a number of fields of inquiry, including environmental philosophy, psychology, and ecology, but is not limited by any disciplinary boundaries. Courses cover topics such as planetary psychology, living systems theory, and wilderness rites of passage.

Culture and Psychology
These courses move beyond the purely personal focus of mainstream Western psychology to include the cultural dimension in which all human consciousness is embedded. Coursework focuses on understanding and appreciating a full range of diverse values and perspectives as they express themselves socially and psychologically. Social justice approaches are also included.

Spiritual Traditions
Students choose two out of three foundational courses (Eastern Theories of Self, Mind, and Nature; Western Mystical Traditions; and Indigenous and Shamanic Traditions) and optionally deepen their knowledge by selecting from the ample course offerings on spiritual traditions in EWP or other departments.

Psychospiritual Practice
Requirements can be met in the form of 1-, 2-, or 3-unit courses or workshops. Psychospiritual practice courses include Eastern (e.g., Advaita Vedanta, t’ai chi), Western (e.g., Christian contemplative techniques, Sufism), and indigenous disciplines (e.g., wilderness rites of passage, shamanism); contemporary participatory spirituality (e.g., Embodied Spiritual Inquiry, Holistic Sexuality); and socially engaged practices and service learning (e.g., the course Spirit, Compassion, and Community Activism).

Electives
Electives can be used to gain either depth through an area of specialization or breadth in different areas of interest. In addition to the East-West and other psychological approaches, and other areas of study available at the Institute, students can create specializations in areas such as Shamanic Studies or Consciousness Studies.

MA Integrative Seminar and Portfolio
Students are guided in the compilation of a portfolio, which includes their curriculum vitae, two papers of publishable quality, and an individually tailored set of documents or activities depending on their personal and professional goals. These might include a brochure or flier, business cards and stationery, the creation of a syllabus for a course offering, a PowerPoint presentation, the design of a workshop, the draft of a presentation at a conference, and/or a simulated teaching experience.

MA Admissions Requirements
Applicants must have earned a bachelor’s degree and meet the general admissions requirements of the Institute. Interested applicants who still need to complete their BA should be aware of the BA/MA accelerated track in EWP. For more information on the accelerated BA/MA track, visit [http://www.ciis.edu/academics/bachelors-completion-program.accelerated-ba-and-ma/mfa](http://www.ciis.edu/academics/bachelors-completion-program.accelerated-ba-and-ma/mfa).

Applicants complete an online application to initiate the admissions process. Two letters of recommendation are required from individuals familiar with the applicant’s academic work and preparation for graduate work, as are a writing sample, an autobiographical statement, a goal statement, and official transcripts. International applicants must have their transcripts evaluated by the World Education Services (WES, [http://www.wes.org/students/](http://www.wes.org/students/)) as part of their application. An undergraduate major in psychology is not necessary for submitting an application for the MA in EWP, but a strong interest in psychology and an interdisciplinary orientation are assumed. Successful candidates for admission to the program typically have the following qualifications: a vision that is compatible with the program’s mission, a path of personal and/or spiritual growth, sufficient maturity and stability to pursue independent inquiry, basic competence in communication and dialogical skills, demonstration of respect for a diversity of viewpoints, the ability to clearly articulate educational and professional goals, basic scholarly writing skills, and an openness to multiple ways of knowing and whole-person learning. Accepted students with insufficient background in psychology may be required by the Admissions Committee to take additional courses as prerequisites to the MA. These courses are drawn from the EWP program or other University programs.

Accelerated MA/PhD Option
Normally, completing an MA and then a PhD in EWP requires 72 units of coursework, not counting the dissertation. A 60-unit MA/PhD option is available for students who consistently produce advanced and accelerated academic work. The 24 PhD units
of pre-dissertation coursework required for this option focus primarily on research and advanced seminar courses, allowing fewer electives than the usual 36-unit program.

Admissions Process
All students applying for the accelerated MA/PhD track must first apply for and be accepted in the master’s program. Upon completion of a year of MA coursework, students interested in this track should contact their advisor to discuss their progress that year and their readiness for the accelerated track. During the second year of the MA, in the final semester, interested students will apply as a continuing student for the EWP accelerated PhD track and go through the traditional admissions process, wherein letters of recommendation, a goal statement, research/writing samples, and a graduate transcript are submitted, and faculty review applicant materials and conduct interviews. The student’s advisor must provide one of the two letters of recommendation. All students who wish to pursue this track must demonstrate PhD-level writing and research skills, superior self-direction, sufficient psychological maturity for PhD work, good grades, and a clear and workable dissertation topic.

Curriculum
MA in East-West Psychology—36 units

I. Core Requirements—6 units
EWP 6000 EWP Community Retreat (1 unit)
EWP 6001 Introduction to East-West Psychology (2 units)
EWP 6329 Conscious Diversity (2 units)
EWP 6015 MA Integrative Seminar (1 unit)

II. Directed Electives—18 units
A. East-West and Other Psychological Approaches—9 units
Students choose three foundational courses from within three of the following approaches. (Note: Alternative options to satisfy these requirements can be discussed with an academic advisor and must be approved by the department chair.)

1. Depth Psychology
   EWP 7311 Jungian Psychology and East-West Spirituality

2. Transpersonal Psychology
   EWP 6752 Transpersonal Psychology

3. East-West Spiritual Counseling
   EWP 7793 Spiritual Counseling Skills

4. Ecopsychology
   EWP 6112 Wilderness Rites of Passage OR
   EWP 6348 Ecotherapy

5. Culture and Psychology
   EWP 6466 Introduction to Chinese Philosophy and Psychology OR
   EWP 7011 Indigenous Traditions: Ancestral Consciousness and Healing

B. Spiritual Traditions—6 units
Select two courses from the following:
   EWP 6051 Eastern Theories of Self, Mind, and Nature
   EWP 6074 Western Mystical Traditions: Judaism, Christianity, Islam
   EWP 6496 Indigenous and Shamanic Traditions

C. Psychospiritual Practice—3 units
Note: Students may also discuss other options with an academic advisor.
   EWP 7510 The Psychology of Advaita Vedanta
   EWP 6362 Holistic Awareness: An Embodied Inquiry
   EWP 6220 Integrating Sex and Spirit

III. Electives—12 units
Students optionally create an area of specialization in one of the EWP approaches (above) or another area of study—for example:
A. Shamanic Studies
   EWP 6173 Ecopsychology and Shamanism
   EWP 6332 Expanded States of Consciousness and Psychotherapy
About the East-West Psychology PhD Program
Students complete 36 units of coursework and write a dissertation. The program of study consists of foundational courses, research methods courses, research colloquia, advanced seminars, a student-designed area of specialization, two comprehensive exams, and a dissertation. Students focus on a specific area of study and develop methodological skills. They work closely with their advisors to design an individualized curriculum and participate in research colloquia to articulate their dissertation research project.

PhD Admissions Requirements
Applicants must meet the general admissions requirements of the Institute, and have an MA in EWP or its equivalent (for example, academic background in humanistic, Jungian, or transpersonal psychology; psychology of religion; or religious studies). For those who do not have a background in East-West psychology, up to 12 units of courses drawn from the MA in East-West Psychology core requirements and directed electives may be required. Applicants complete an online application to initiate the admissions process. Two letters of recommendation are required from individuals familiar with the applicant’s academic work and preparation for graduate work, as are a writing sample (e.g., an outstanding essay, article, or selected chapter from a master’s thesis), an autobiographical statement, a goal statement, and official transcripts. International applicants must have their transcripts evaluated by the World Education Services (WES, http://www.wes.org/students/) as part of their application.

Successful candidates for admission in the program typically have the following qualifications: a vision that is compatible with the program’s mission; a path of personal growth and/or spiritual growth; sufficient maturity and stability to pursue independent self-inquiry and sustained research; competence in communication and dialogical skills; demonstration of respect for a diversity of viewpoints; an openness to multiple ways of knowing and whole-person learning; the ability to clearly articulate educational, professional, and research goals; outstanding scholarly writing skills; and a prospective specialization that is consonant with the program’s mission and faculty expertise. Many students enter the doctoral program with a clinical licensure degree (e.g., LMFT) with the goal of bringing philosophical and spiritual depth to their practice or becoming qualified for new professional opportunities such as teaching.

Alternative Multipaper Dissertation Format
In addition to the standard format for doctoral dissertations, the Department of East-West Psychology allows for the use of an alternative format that consists of three peer-reviewed papers (two of which are to have been published or accepted for publication; the other is to be published, accepted for publication, or under review) as the main basis for the dissertation. The faculty program committee on a case-by-case basis assesses students wanting to pursue the multipaper dissertation format. As with the traditional dissertation, a dissertation proposal is submitted, a committee of three members is formed, and a dissertation defense is held according to existing policies.

Curriculum
PhD in East-West Psychology—36 units

I. Core Requirements—5 units
EWP 6000 EWP Community Retreat (1 unit)
EWP 6001 Introduction to East-West Psychology (2 units)
EWP 6329 Conscious Diversity (2 units)

II. Research Courses—10–11 units
A. Required
EWP 7034 Qualitative Research Methods
EWP 8100 Research Colloquium A
EWP 8100 Research Colloquium B
EWP 8510 Theoretical Research Methods
(Research Colloquium B is used to fulfill comprehensive exam requirement.)
B. Research Electives
Select a minimum of one from among the following; discuss other options with an academic advisor:
EWP 7300 Narrative Research: Art-Based, Feminist, Queer, Terrapsychological, and Narrative Methods
EWP 7878 Research on Embodied Experience: Phenomenology, Heuristic, and Case Study
PARW 8012 Women’s Spirituality Research Methodologies

III. Advanced PhD Seminars — 6 units
Two of the following, one to fulfill comprehensive exam requirement; discuss other options with an academic advisor:
EWP 9104 Principles of Healing
EWP 9431 Jung
EWP 9566 Comparative Mysticism
EWP 9010 Integral Scholarship

IV. Area of Specialization — 15–17 units
Possibilities include:

• Depth Psychology
• Transpersonal Psychology
• East-West Spiritual Counseling
• Ecopsychology
• Shamanic Studies
• Consciousness Studies

(See MA for descriptions and course listings, and discuss options with an academic advisor.)

V. Dissertation Seminar — 0 units
EWP 6900 Dissertation Proposal Completion
EWP 7900 Dissertation Seminar

Advanced Certificate in East-West Spiritual Counseling
About the Certificate Program
The East-West Spiritual Counseling Certificate is a two-semester program that provides mental health professionals and pastoral counselors with the foundational background and skills in East-West spiritual counseling. The program enables therapists to broaden the scope of their practice to include the central role of spiritual and religious experiences and beliefs; and it teaches Eastern and Western meditative techniques and teachings that are helpful in bringing about a deep sense of well-being. The Certificate is offered to licensed professionals who are currently enrolled in an EWP degree program.

Certificate Learning Outcomes
After completing this program, participants will have the following:

• An understanding of the relationship between one’s spiritual “container” and psychological health.
• A realization of the importance of bringing to consciousness the underlying spiritual assumptions that hold us.
• Specific tools for facilitating the examination of spiritual assumptions.
• A working knowledge of Eastern and Western spiritual teachings that can be transformative to people seeking spiritual counseling, regardless of spiritual orientation.
• Development of the fundamental basis of their spiritual counseling practice.

Curriculum Overview
Students are required to complete 18 units, consisting of 3 units of core courses and 15 units of directed electives. The certificate is taken over two consecutive semesters.

Certificate Admissions Requirements
The goal of this program is to provide mental health professionals and pastoral counselors with the foundational background and skills in East-West spiritual counseling, thereby enabling them to broaden the scope of their practice. Licensure as a mental health professional or training and experience in pastoral counseling is thus a prerequisite for admission. Applicants who are not yet licensed but have training and experience in mental health or pastoral counseling will be considered on a case-by-case basis.
A personal interview with EWP core faculty members is part of the application process. For more details on the EWP’s Certificate Program in East-West Spiritual Counseling, visit http://www.ciis.edu/Academics/Graduate_Programs/East_West_Psychology_.html.

Curriculum
Certificate in East-West Spiritual Counseling—18 units

**Fall Semester**
EWP 7793 Spiritual Counseling Skills
EWP ____ Spiritual Counseling Directed Elective
EWP ____ Spiritual Counseling Directed Elective

**Spring Semester**
EWP ____ Spiritual Counseling Directed Elective
EWP ____ Spiritual Counseling Directed Elective
EWP ____ Spiritual Counseling Directed Elective

**Sample Spiritual Counseling Directed Electives**
EWP 6011 Nondual Perspectives in Spiritual Counseling
EWP 6261 The Psychology of Death and Dying
EWP 7311 Jungian Psychology and East-West Spirituality
EWP 7515 Holistic Sexuality
EWP 7592 Nonduality and the Self
EWP 6239 Conscious Diversity
EWP 6362 Holistic Awareness: An Embodied Inquiry

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Certificate in Ecoresilience Leadership

**About the Certificate**
This program offers current MA and PhD students knowledge acquisition and mentoring skills for psychologically addressing global ecological crises such as climate change. Students learn practices and models for helping people move from passivity, overwhelm, and other counterproductive states into responses that blend deep reflection with thoughtful action on behalf of Earth-honoring forms of ecoresilient community. Earth-honoring ways of relating to self, community, nature, and place depend ultimately on recovering a deep sense of reenchantment, of inhabiting an animate, wondrous world.

**Program Learning Outcomes**
Upon completion, students will be able to:

- Facilitate discussion circles for people concerned about climate change
- Offer tools for educating others about the psychodynamics of global ecological change
- Mentor others in how to feel more deeply at home where they live and work
- Pool and utilize knowledge geared toward fusing deep reflection with effective action

**Curriculum Overview**
Students are required to complete 12 units, consisting of 6 units of core courses and 6 units of directed electives. Students can spread the coursework over four or more semesters as they weave in the Certificate requirements with those of the MA or PhD degree. When students enroll in the Certificate program, Ecoresilience Leadership becomes their area of specialization.

**Dual MA/PhD and Certificate Students**
Courses taken for the East-West Spiritual Counseling Certificate can apply toward the East-West Psychology MA and PhD requirements.

**Certificate Admissions Requirements**
Current MA and PhD students are eligible for the Certificate and may take the required coursework. This certificate is available only for matriculated East-West Psychology and CIIS students whose degree programs allows for at least 12 units of electives in another program.

**Curriculum**

Certificate in Ecoresilience Leadership—12 units

**Fall Semester**
EWP 6165 Leadership, Evolution, and Transformative Change

**Spring Semester**
Sample Ecoresilience Leadership Directed Electives
EWP 6117 Ecopsychology and Creative Expression
EWP 6139 Science and Living Systems
EWP 6107 Ecopsychology and Expressive Arts
EWP 6112 Wilderness Rites of Passage

Course Descriptions

EWP 6000 East-West Psychology Community Retreat (1.00 Unit) PF Grade Option
This is an off-campus retreat for all new MA and PhD students. Emphasis placed on community building, storytelling, interactive exercises, and interpersonal communication skills. Prerequisite: EWP student.

EWP 6001 Introduction to East-West Psychology (2.00 Units) PF Grade Option
East-West Psychology (EWP) is concerned with the meeting of Eastern, Western, and indigenous psychological and spiritual traditions, as well as its transformative applications for our modern world. This foundational course encourages students to approach the encounter among such diverse worldviews in the spirit of respectful dialogue, cultural/ethnic sensitivity, open inquiry, and mutual transformation. To this end, the course provides an opportunity to discuss some central issues of the cross-cultural encounter, such as orientalism, East-West polarization, ideological universalism, cultural appropriation, and “going native.” The course also offers a brief overview of selected aspects of the East-West encounter, the interface between the modern West and shamanism, and emergent spiritualities. Through structured dialogue and small group work, participants will deepen their knowledge of group dynamics and interpersonal communication skills. Course includes a panel with EWP core faculty members and a guest presentation by Fellows of the CIIS Center for Writing and Scholarship. Prerequisite: EWP student.

EWP 6011 Nondual Perspectives in Spiritual Counseling (3.00 Units) OP Grade Option
Students explore traditional methods of directly apprehending nonduality, reflect on the effects on their own psychology, and integrate their understandings into therapeutic schools and methods. Prerequisite: Priority to EWP students.

EWP 6015 Integrative Seminar (1.00 Unit) OP Grade Option
Taken during their last semester of coursework, this seminar provides the opportunity for MA students to reflect on their learning experience in the program, to create a portfolio of their most important work, and to prepare future professional goals. Prerequisite: EWP MA student.

EWP 6041 A Transpersonal Approach to Neurobiology of Emotions—Memory—Learning (1.00 Unit) OP Grade Options
This course will explore fundamental brain structures and functions that are related to emotions, memory, and learning. The basic knowledge of the mind, body, and brain in this course creates the opportunity to enhance our abilities to learn, relearn, and alter the experiences of our memories. Furthermore, besides understanding the meaning of learning, we will also explore how to continue learning after the crucial years of early brain development. How does the act of learning, neurogenesis, and neuroplasticity correlate? Is it possible to extend and expand our capacities to learn as we age? The term learning involves many levels and layers of memory making, a very complicated and intricate process. At the same time, these complexities permit us to tap into alternate ways of knowing. As part of the course, we will conduct simple life experiments in class to understand how perceptions affect our learning. By examining theories on emotions and embedded memories that are stored in the body-brain, we will briefly review different healing modalities, which can help one toward personal transformation and growth. Lastly, it is important to understand how perceptions and learned behaviors are imprinted on and embedded in our psyche, a term that will be investigated from both Eastern and Western perspectives.

EWP 6042 The Myths of Romantic Love (1.00 Unit) OP Grade Options
This course will explore the myths and folk tales of romantic love, and how these myths have been playing out in romantic partnerships in the everyday lives and throughout history. We will explore the themes of sacrifice, the love's ability to transcend the issues of social injustice, separation of classes, gender inequality, taboos, true devotion, and many more. How did these myths capture, reflect, and express the system of values and beliefs of their current times? We will examine multiple myths, from the perspectives of depth and transpersonal psychology. Students are invited to inquire and explore personal and ancestral stories, themes, and patterns in romantic love and partnership through reading, writing, research, mindfulness exercises and hands-on creative exploration. At the end of the course, each student will have the opportunity to create their own personal myth; group collaboration is welcome.

EWP 6043 Introduction to Yoga Psychology (3.00 Units) OP Grade Option
Yoga is a term with both a broad and general meaning and a narrower and specialized meaning in the country of its origin. The West has its history of reception of the term, which has colored its meanings. In this course, we will look at the broader
understanding of yoga as a pervasive Indic cosmo-psychology and an occult anatomy with its archive of practices, cultural expressions, and goals related to life choices. Taking a historical approach, we will explore the roots of yoga practice in the Indus Valley; the cosmological and psychological maps of the Vedas and Upanishads; the occult world of deities and supernaturals; the psychology of ritual, soul, and reincarnation; the constitution of human nature; the psychology of knowledge; moksha and samadhi; the Gita’s synthesis; the will and its uses; bhakti or devotion; the Tantric system of kundalini and the chakras; siddhis or paranormal powers; and cultural expressions influenced by these understandings. Finally, we will consider attempts at integrating these structures and processes and the utilities of yoga psychology to (post-)human potential.

EWP 6044 Islamic Psychology and the Muslim Psyche: A Journey from Wholeness to Holiness (2.00 Units) OP Grade Option
This course is an invitation to explore the psyche from an Islamic perspective. It is also an invitation to trace the transcending spiritual path of the heart (qalb) from wholeness to holiness via a spiritual path called suluk. The course, then, is in fact about the journey of a spiritual hero during the 21st century. Will he or she end up victorious? The course is also an invitation to self-healing via the empowering of the heart. Hence, students will navigate through a series of self-healing processes that will allow them to master the art of full presence of their selves and live in a world of fully present consciousness.

EWP 6046 Jung, Nonduality, and Ecopsychology (3.00 Units) OP Grade Option
This course offers an interdisciplinary exploration into the transpersonal dimensions of ecopsychology. The course will take place off-site at a farm where we will learn nondual meditative practice and investigate the implications of applying these practices to depth and ecopsychological perspectives. There will be a strong experiential component to the course.

EWP 6051 Eastern Theories of Self, Mind, and Nature (3.00 Units) OP Grade Option
This course discusses the spiritual tenets common to religious traditions and disciplines originating in India, such as Advaita Vedanta, Samkhya Yoga, and Buddhism. It offers the foundation necessary to understand Eastern approaches to psychology and spirituality. The course includes experiential components centering on meditation and spiritual practice. Prerequisite: Priority to EWP students.

EWP 6074 Western Mystical Traditions: Judaism, Christianity, Islam (3.00 Units) OP Grade Option
This course explores mystical traditions and contemplative practices in Judaism, Christianity, and Islam. Although these traditions were born in the Middle East, they are often referred to as Western because of the profound influence they have had in the West. The course includes guest lecturers from each of the traditions and a Contemplative Practice Lab, where contemplative practices from each of these traditions are taught. Prerequisite: Priority to EWP students.

EWP 6088 The Song of the Body: Embodied Expressive Arts in the Unfolding of Soul (1.00 Unit) OP Grade Option
Transformation begins in our sensing, perceiving, feeling, and moving body, in which our psyche is embedded. The nonverbal language of the expressive arts invites us to give embodied creative expression to the soul’s images. Participants in this course give creative voice to the body in the healthful unfolding of the psyche through drawing and painting, movement, collage, voice, and other symbolic embodied practices.

EWP 6107 Ecopsychology and Expressive Arts: Reawakening the Wild Heart of Being (1.00 Unit) OP Grade Option
From deep within our perceiving, sensing, feeling, and imagining body arises the knowing of the intimate indwelling of our body within the Earth body. Students in this course engage in creative expressive modalities to evoke and celebrate an embodied, Earth-embracing consciousness. These practices unfold within an exploration of the growing field of ecopsychology and its urgent appeal to develop an ecological self. Prerequisite: Priority to EWP students.

EWP 6108 Ecopsychology: Foundations, Applications, Frontiers (3.00 Units) OP Grade Option
This course provides students with an overview of the field of ecopsychology. After explicating the foundations of the discipline, emphasis is placed on contemporary applications and challenges in light of the current ecological crisis. The course includes training in wilderness practices. Prerequisite: Priority to EWP students.

EWP 6112 Wilderness Rites of Passage (3.00 Units) PF Grade Option
Ancient cultures performed rites and ceremonies as a way of renewing their connection with the Earth and their communities. This course introduces ancient rites of passage while giving students the opportunity to experience the initiatory threshold in a safe yet challenging way with a solo vision quest in the wilderness. The ceremony follows the traditional stages of a rite of passage: severance (leaving behind what is familiar); threshold (the actual solitude and fasting); and reincorporation (return to the community with gifts and insights). Prerequisite: Priority to EWP students.

EWP 6117 Ecopsirituality and Creative Expression: Touching the Sacred Within and Without (1.00 Unit) OP Grade Option
Enlivening and embodying our deepest spiritual apprehensions of the cosmos and our place in it might be our most urgent task
indeed. This experiential course explores human intimate relationship with the fabric of the living Earth, in which spirit and matter take form in the unfathomable dance of being.

**EWP 6139 Science and Living Systems (3.00 Units) OP Grade Option**
This course introduces the systems paradigm, with emphasis on living systems theory and various excursions and explorations of cybernetics, general systems theory, family systems, the latest discoveries in neuroscience, chaos, fractals, and a dash of complexity theory. The course also looks at how all this applies to sense of self, family systems (including psychotherapy case examples), organizations, and ecosystems. A dominant image for this class will be the resonant archetype of the Web.

**EWP 6149 Animal Dreams: Visitations from the Wild Psyche (1.00 Unit) PF Grade Option**
This course suggests a shift from an anthropocentric to an eco-centric sensibility toward the dreaming psyche as a doorway to genuine care for the Earth. When at night in our dreams we are visited by other-than-human inhabitants of our planet, the Earth's psyche discloses itself to our own primal soul, our Earth-soul. Animal dreams help us to reflect on what the living Earth is asking of us today. Throughout our sessions, creative practices deepen our attunement to the animals and life forms who visit in our dreams.

**EWP 6165 Leadership, Integral Spirituality, and Evolutionary Change (3.00 Units) OP Grade Option**
This course is an experiential, hands-on exploration of leadership action that arises from deep spiritual wisdom and that fosters personal, professional, and planetary transformation. Students will study the following topics and apply them to a specific idea or project of their choice: (a) East/West psychology, evolutionary wisdom and the “Bodhisattva Vow” as a foundation for leadership that empowers self and others toward greater service, alleviation of suffering, and a more profound expression of self in one’s workplace, community, and the world. (b) Leadership competency that is sourced from compassion, integrity, and clarity of purpose, and that solves problems, shifts systems, and can design projects for personal, professional, and social well-being. (c) Tools for envisioning the future, creating new patterns, stories, and paradigms for the present and for manifesting desired results. (d) Leadership practices for enhancing courage, empowering and motivating others, creating conversations that generate possibility, transforming breakdowns into breakthroughs, walking our talk, and embodying our highest ideals in practical ways with visible results in the world.

**EWP 6204 The Body in the Transformation of Consciousness—Awakening Joy at the Heart of Being (1.00 Unit) OP Grade Option**
In this course, students will engage body, mind, emotions, and imagination in creative practices such as expressive movement, kinesthetic awareness practices, active imagination as dialogue with the body, poetic writing, enactment, and painting. They will reflect on the role of the body in psychotherapy and explore skills and practices to attend empathically to the movement of joy in the transformation in self and other.

**EWP 6220 Integrating Sex and Spirit (3.00 Units) PF Grade Option**
While sexuality is fundamental to bring us a sense of embodied vitality and organic growth, spirituality is central to fostering our evolution from an awareness that lies beyond mental understanding. In the spirit of embodied inquiry, this course explores the importance of integrating sex and spirit in order to foster the unfolding of our deepest potentials in our daily lives. The course includes “interactive embodied meditations,” which involve structured and respectful physical contact among participants. Prerequisite: Priority to EWP students.

**EWP 6245 Archetypal Psychology (3.00 Units) OP Grade Option**
James Hillman, founder of archetypal psychology, bases his explorations on a complex metaphorical strand derived primarily from many of C.G. Jung’s ideas, methods, and deeper attitudes. However, Jung often focuses his psychology using more structural and conceptual methods and assumptions, whereas Hillman speaks of his grounding as “soul-making” based upon imagination or a “poetic basis of mind.” In dream explorations, as well as in other interpretative work, one finds archetypal psychology to be polytheistic and radically multiplicitic, yet exact. “Stick to the image,” insisted Rafael Lopez-Pedraza, an early co-founder. “Save the phenomena!” cried Hillman in those earliest rollicking gatherings. These two mottos define and insist on a specific discipline of imaginal work. This course will focus on working with dreams using this archetypal approach. Assumptions, methodology, and further implications will be thoroughly explored using dream material brought to class by the participants. Prerequisite: Priority to EWP students.

**EWP 6248 Archetypal Mythology (3.00 Units) LG Grade Option**
This course explores the role, weight, and significance of life’s mythic dimension from the standpoint of depth psychology. Freud, Jung, Hillman, Campbell, Downing, and a host of theorists and thinkers and writers have claimed that mythic presences, events, and situations are not dead or extinct, but alive and addressing us continually. This course examines this claim through discussions, dreamwork, film, and other media that disclose deep myth-making layers of the psyche. Prerequisite: EWP PhD student.
EWP 6261 The Psychology of Death and Dying: An Integral Approach (3.00 Units) OP Grade Option
This course allows students to develop a deeper understanding of death and dying and, through that exploration, a more mindful experience of living. Emphasis on the study of East-West theories of death and dying, the spiritual potential of life-threatening illness, and psychospiritual counseling for the dying and their caregivers. Prerequisite: Priority to EWP students.

EWP 6329 Conscious Diversity: Inner and Outer—A Diversity Process Class (2.00 Units) OP Grade Option
We live in a diverse world and need to be able to respond appropriately, not just from the heart, nor just from the mind, but also from skillful means, in ways that enhance cross-cultural relationships, value differences, and deepen one’s ability to act responsibly, think critically, and negotiate borders that might otherwise divide. This course will draw upon the inspiration and work of Arnold Mindell and his application of Process Work (Process Oriented Psychotherapy), World Work, and Deep Democracy, in order to gain skills that will cultivate awareness, cultural sensitivity, and inclusivity, as well as tools and concepts designed to resolve tensions, utilize strengths, support collaboration, and create welcoming environments. Students will begin to learn how to become skillful practitioners, facilitators, and change makers, modeling the world they want by the way they work with themselves. It is up to each of us to contribute to a new tomorrow, a diverse rich world, where everyone feels at home!

EWP 6332 Expanded States of Consciousness and Psychotherapy (3.00 Units) OP Grade Option
This course explores the interconnectivity of expanded states of consciousness and Western models of psychotherapy. Students will consider how aspects of their lives have been affected by their own past experiences of expanded states of consciousness. Various techniques for accessing expanded states of consciousness will be discussed, as well as the ways they create opportunities for healing and growth. Emphasis will be placed on the importance of maximizing the benefits of the experience of expanded states of consciousness through preparation and integration. This course will also provide current practicing therapists with tools to better support their clients who are actively experiencing expanded states of consciousness.

EWP 6348 Ecotherapy (3.00 Units) OP Grade Option
The course will offer ways of navigating the emotional experience of climate change, the varied methods and techniques of facilitating a deeper connection with place, and creating a grounded context for ecoadvocacy. The course will consider what is demanded of a practitioner/guide in holding a capacity for ecogrief and constructively supporting environmental proaction while care-fully managing an encounter with very real environmental change. We will look at ways to manage the tension between despair and holding an integrity of response to a vast and changing system that far exceeds the personal experience. This course will draw upon the wisdom and perspective of a variety of guest presenters who offer a range of approaches from somatic or spiritual nature.

EWP 6362 Holistic Awareness: An Embodied Inquiry (3.00 Units) PF Grade Option
This course explores the different types of wisdom that inform human awareness. It explores how a cultivation of these different types can lead to a more coherent awareness of the holistic reality of human nature. This awareness is itself holistic and provides a perspective upon the whole as well as a unique perspective from each type of wisdom. Stepping out of a merely mental awareness and into the deeper rhythms of embodied life, we embark on a journey of holistic awareness, wherein body, vital, heart, mind, and spirit can flow together in mutually enhancing and creative relationships. This course engages an embodied inquiry into distinct forms of awareness—somatic, sexual, emotional, mental, and spiritual—that together make up the diversity of “human ecology.” It is proposed that this holistic perspective, by aligning itself with the holistic reality of Earth’s ecological systems, can help us to live in accord with the living breath of mother Earth. Based upon “interactive embodied meditations,” which involve structured and respectful physical contact among participants, this course consists of an informational gathering and three intensive weekend retreats. Prerequisite: Priority to EWP students.

EWP 6374 Applied Myth (3.00 Units) OP Grade Option
This online course will introduce you to mythology from a psychological standpoint. We will see how mythic motifs from around the world come back to life every day, inwardly and outwardly, and will trace their signature in current events. We will also entertain the question: What would a mythically based activism of storytelling be like?

EWP 6376 Dreams and Dreaming: Multiple Perspectives (3.00 Units) OP Grade Option
This course will ask: What is a dream? What is the act of dreaming? What are various types of dreams and ways of working with dreams as opportunities for transformative experiences? We will practice contemporary Western dream-working techniques and inquire into their applicability in a cross-cultural context; and we will look at whether dreaming views and techniques from non-Western cultures can be effectively and appropriately adopted by Westerners. The course will include the professor’s original inquiry into Balinese dreaming.

EWP 6378 Advanced PhD Seminar (3.00 Units) OP Grade Option
When you are deeply present with others, there is a communion that goes beyond words—a felt connection that touches, enlivens, and inspires. There are moments when you are fully immersed with a project, and the mind is quiet and clear. From a cognitive viewpoint these experiences are hard to explain, but from the standpoint of the body, they can be described in simple
terms: as different attention postures within the body. This course will introduce somatic phenomenology, an embodied way of describing and entering states of consciousness. With the language of somatic phenomenology, it becomes possible to describe states of consciousness in ways that may be useful for research in integral and transpersonal approaches to psychology, and complex states are easier access and to use. From a cognitive point of view, attention is concentrating awareness on some part of the available information. Yet this definition focuses only on where attention is directed, rather than where it comes from in the body. From an embodied stance, attention is not just a cognitive process—it is the one who is having a cognitive process; it is you, in a profound and direct way. Where attention sits in the body—that is, where and how you inhabit your body—changes the state of consciousness; each state can be described as an attention posture, or a unique way of inhabiting the body with your awareness. The course will include theoretical orientation as well as experiential work in cultivating states of quiet mental focus, including practices for resting silently in meditation. It will offer ways to understand and use interpersonal boundaries as structures within one’s personal presence in a way that supports healthy relationship connection. In addition, it will provide tools for accessing and cultivating the qualities of interpersonal presence that makes for deep connections with others.

**EWP 6379 Biofield Techniques for Healing (3.00 Units) OP Grade Option**
Traditional healers and shamans from various traditions use biofield techniques to engage with others in ways that support their wholeness and integration. This course will introduce the subtle anatomy of the biofield that such practitioners claim to work with in and around the human body, including the various layers and the processes that can be associated with them. This subtle field of presence is structured and complex, yet easy to work with. The course will include practices designed to enhance one’s ability to perceive the structures of the biofield. It will also offer skills and techniques for influencing biofield structures in gentle ways that reportedly affect the well-being of others. Chakras are organs of the biofield, and the possible anatomy and imbalances of chakras will be considered, along with interventions reported to restore them to greater wholeness. There are various accounts of the subtle structures of the biofield, a situation that provides opportunity for considering the goodness-of-fit of various philosophical and epistemological positions with respect to the reality of biofield phenomena.

**EWP 6464 Career Visioning (1.00 Unit) PF Grade Option**
This course is for master’s students and serves to assist them in developing a focus on practical skill building in the student’s chosen path. The course requires students to explore volunteer, internship, and publishing/research opportunities to gain experience, and to begin to articulate how they will use what they have been learning in the MA program to create a livelihood. Prerequisite: Priority to EWP MA students.

**EWP 6465 Entheogenic Integration (3.00 Units) OP Grade Option**
Directed to nonclinical students, this course is a co-participatory inquiry into theories and practices that support the process of metabolizing experiences of nonordinary states of consciousness, as well as the implementation of their transformational potential into daily life. With a stronger focus on the integration of entheogenic experiences in Westerners, this course explores the contributions to the topic of Western authors, such as Jung, Grof, and Assagioli; insights from psychedelic/entheogenic assisted psychotherapies and hybrid modalities; and knowledge from shamanistic traditions. Drawing from case studies and their own sharing, students will be introduced to a synthetic model of stages and levels in the integration process, challenges, pitfalls, cautions, and tools for differential diagnosis. Different modalities of integration work techniques will be presented and practiced upon generation of a safe container among students. Prerequisites: EWP 6332; priority to EWP students.

**EWP 6466 Introduction to Chinese Philosophy and Psychology (3.00 Units) OP Grade Option**
The purpose of this course is to study the key thoughts of Chinese philosophy (Confucianism, Taoism, and Cha’an [Zen] Buddhism), the methods of Chinese philosophy, and the integral life system of philosophy and psychology. After completing this course, students will understand the spirit of Chinese philosophy and psychology, and see that Chinese philosophy is also a kind of Chinese psychology; and they will be able to apply Chinese philosophy in their lives.

**EWP 6467 Ayahuasca, Spirituality, and Science (2.00 Units) OP Grade Option**
This course will systematize and reflect on the academic knowledge of ayahuasca from an anthropological perspective. An interdisciplinary understanding and comprehensive view of this Amazonian brew will be promoted, stimulating an exchange between academic knowledge and the knowledge of practitioners. The course will offer a historical and sociocultural overview of ayahuasca shamanism, ritual, and religion in multiple modalities. Analysis of contemporary expansion, and controversies and disputes related to the internationalization of shamanism and its uses in traditional societies and in urban settings, will be encouraged. In light of this, the legitimacy of neo-shamanism will be contemplated on its own terms. Students will be introduced to the field of health-related ayahuasca studies and its main concepts. This focus will lead us to explore the continuities and discontinuities between religion and healing, as well as between sacred and profane uses. This class will help students to understand cultural and social aspects of ayahuasca in relation to artistic productions such as songs and designs and patterns associated with visions. By its conclusions, methodological, ethical, and political aspects of research will be addressed. The ultimate aim of this course is to stimulate intellectual reflection and research on this topic and enhance the development of this emergent field of studies. Prerequisite: Priority to EWP students.
EWP 6485 The Spirit of Urban Farming (1.00 Unit) PF Grade Option
This course will explore the human relationship to the natural world in the context of gardening and farming with an emphasis on the local urban farming movement. It will take place at Urban Adamah, a Jewish urban farm in Berkeley. Using Urban Adamah as a situated starting point, students will inquire into the spiritual dimensions of farming and gardening. Readings will include selections from diverse perspectives, including local and global issues in agriculture; gardening, healing, and the sacred; the new agrarian movement and farming philosophy; biblical tradition and farming; indigenous farming approaches; and urban farming as a social justice movement. Multiple ways of knowing and learning will be incorporated throughout the course, including a service learning project at the farm, and engaging with meditation and ritual.

EWP 6496 Indigenous and Shamanic Traditions (3.00 Units) OP Grade Option
This course explores indigenous knowledge and traditions from the perspective of ancient and current life practices and beliefs of indigenous peoples from all over the planet. Shamanic techniques that arose from indigenous worldviews are studied along with modern-day neoshamanic practices. The animistic belief systems shared by most Earth-based peoples are explored as a way to understand not only indigenous spiritual traditions but also ourselves.

EWP 6537 Entheogenic Shamanism (3.00 Units) OP Grade Option
This course explores the fundamentals of shamanic traditions whose practices are based on sacred visionary plants, with a deeper focus on Amazonian ayahuasca shamanism. Cultural, philosophical, and psychological questions are addressed, concerning, for example, the “dark side” of entheogenic shamanic practices, the ontological status of visionary experiences, the spread of entheogenic shamanic practices into the West, and the issue of integration. Prerequisite: Priority to EWP students.

EWP 6752 Transpersonal Psychology (3.00 Units) OP Grade Option
Discusses the historical origins and theoretical foundations of transpersonal psychology, drawing from the main representative authors and models: Jung, Assagioli, Maslow, Grof, Wilber, Washburn, Almaas, and others. Students learn the nature and significance of transpersonal phenomena and work with experiential exercises to integrate this understanding. Prerequisite: Priority to EWP students.

EWP 6900 Thesis or Dissertation Proposal Completion (0 Units) PF Grade Option
Provides support for thesis or dissertation proposal writing after all coursework and research colloquia are completed. Prerequisites: EWP student; not advanced to candidacy.

EWP 7011 Indigenous Traditions: Ancestral Consciousness and Healing (3.00 Units) OP Grade Option
Indigenous traditional knowledge is every person’s birthright. This course provides students with an opportunity for reclaiming their indigenous heritages, allowing them to make breaks with beliefs, tradition, extended family, community, and homeland. Students focus on aspects of their individual ancestral heritages and family lineages that call for healing.

EWP 7034 Qualitative Research Methods (3.00 Units) LG Grade Option
This class offers an introduction to methods of qualitative research, with special emphasis on including the personhood of the researcher as an integral part of the research process. Heuristics, phenomenology, case study, and theoretical are a few of the approaches surveyed and explored through various exercises and work with film. Prerequisite: Priority to EWP PhD students.

EWP 7300 Narrative Research: Arts-Based, Feminist, Queer, Terrapsychological, and Narrative Methods (2.00 Units) LG Grade Option
Covers methods of working with narratives in research context—interviewing, analyzing, and reporting—and looks at the methodological, theoretical, and ethical issues of doing life-history research. Prerequisite: EWP 7034.

EWP 7311 Jungian Psychology and East-West Spirituality (3.00 Units) OP Grade Option
Examines Jung’s historic contribution to the study of East-West psychology and religion, and the significance of Jungian psychology for a contemporary understanding of spirituality.

EWP 7510 The Psychology of Advaita Vedanta (3.00 Units) LG Grade Option
Focuses primarily on the Vedantic concepts of self and mind, and the nature of bondage and liberation.

EWP 7516 Sexuality as a Transformational Path: Exploring the Holistic Dimensions of Human Vitality (3.00 Units) PF Grade Option
The aim of this course is to inquire into the role that sexuality, when understood as a creative force of life energy, plays in human development. The course introduces a holistic approach to human growth that begins not with factual information about sexuality but with an inquiry into the experience of sexuality itself. The course includes interactive embodied meditations, which involve structured and respectful physical contact among participants. Prerequisite: Priority to EWP students.
EWP 7731 Dreaming the Soul: Dancing the Dream—a Jungian Dream Catcher (1.00 Unit) PF Grade Option
This course offers a reflective and experiential exploration of dreamwork from a Jungian ecopsychological perspective, as a process of befriending the soul. The soul, in turn, is understood as world soul in which the human psyche dwells. Students engage their dream images through creative movement and painting, enactment, story making, active imagination, and a creative dream journal. Through such creative embodied engagement, dream images disclose new insights; evoke rich, intuitive resonances; and instill the experience of a deeper belonging.

EWP 7793 Spiritual Counseling Skills (3.00 Units) OP Grade Option
This course explores—through experience and reflection—the meaning, purpose, and practice of the transformative art of spiritual counseling. This inquiry unfolds within a creative dialogue about Eastern wisdom traditions, Jungian psychology, and the evolving perspectives of ecospirituality and integral spirituality, characterized by the celebratory awareness of human embeddedness in the community of Earth and the sacredness of being.

EWP 7878 Research on Embodied Experience: Phenomenology, Heuristic, and Case Study (2.00 Units) LG Grade Option
In-depth exploration of the phenomenological method applied to psychological inquiry, and other qualitative methods of research: heuristic, grounded theory, autoethnography, and case study. Prerequisite: EWP 7034.

EWP 7900 Thesis or Dissertation Seminar (0 Units) PF Grade Option
The advanced student’s research and writing of a dissertation progresses with the mentorship of, and in close consultation with, his or her dissertation chair and committee. Prerequisites: EWP PhD student; advanced to candidacy.

EWP 8100 Research Colloquium (1.00 Unit) PF Grade Option
Ongoing seminar with advisor. Students’ presentation of their work in progress leading to the completion of dissertation proposal. Prerequisite: EWP PhD student.

EWP 8510 Theoretical Research Methods (3.00 Units) LG Grade Option
Introduction to the logic of theoretical research and overview of different theoretical approaches, such as hermeneutics, comparative analysis, critical theory, integrative studies, deconstruction, and feminist research. Emphasis is placed on approaching research and writing as transformative spiritual practices. Prerequisite: Priority to EWP PhD students.

EWP 8600 Research as Art and Practice (2.00 Units) OP Grade Option
The goal of this course is to provide students with a complete overview of the research process as an art of inquiry, as well as a pragmatic process, involving stages, development of specific skills, and challenges for the researcher. As we review the research process through concrete examples of qualitative, theoretical, and mixed-method studies, students will formulate and develop a mini study of their own throughout the semester, thus experientially facing the different issues addressed in this course. Prerequisite: EWP 7034 or EWP 7300 or EWP 7815 or EWP 8100 or EWP 8510.

EWP 8799 Independent Study (1.00–3.00 Units) PF Grade Option
Coursework that extends a student’s field of inquiry beyond current CIIS courses. Requires a syllabus and contract signed by the student and faculty member, and approved by the program chair.

EWP 8990 Supervised Fieldwork (1.00–3.00 Units) PF Grade Option
Applied psychological work in an approved off-campus setting under individual professional supervision.

EWP 9004 Advanced Seminar: Jung and the East (3.00 Units) LG Grade Option
This seminar examines Jung’s writings on psychology and the East along with relevant secondary literature. Jung had an ambivalent relationship with the East. He was concerned that the Western psyche was not in a position to embrace its wisdom, and at the same time he acknowledged its profundity, saying that we had to come to the understandings of the East through a Western route. Prerequisite: EWP PhD student.

EWP 9010 Advanced PhD Seminar: Integral Scholarship (3.00 Units) LG Grade Option
This doctoral seminar explores progressive education models and distinguishes integral education at CIIS by examining the historical context and philosophical underpinnings. From this grounding, students will then develop for themselves what it means to be an integral writer, researcher, and educator. Prerequisite: PhD student; priority to EWP students.

EWP 9104 Advanced PhD Seminar: Principles of Healing (3.00 Units) LG Grade Option
An in-depth study of the principles of healing as practiced by therapists, shamans, artists, and spiritual counselors. Spiritual, emotional, philosophical, and psychological perspectives on healing are discussed. Students participate in a selected experiential healing method.

EWP 9406 Jung’s Red Book (3.00 Units) LG Grade Option
This is an online course. Started in 1914 when Jung entered a four-year spiritual crisis, the Red Book served Jung as a journal
containing dreams, fantasies, intuitions, calligraphy, artwork, and the seeds of what grew into Jungian psychology. This seminar offers a transdisciplinary tour of Jung’s Red Book, examining it from the vantage point of several fields, including depth psychology, Freudian psychoanalysis, complexity theory, deep ecology, history, mythology, and ecopsychology.

**EWP 9566 Advanced PhD Seminar: Comparative Mysticism (3.00 Units) OP Grade Option**

An examination of the different models in the field of comparative mysticism: perennialist, constructivist, feminist, contextualist, and participatory. Students select and compare two mystical traditions, applying one of these models or developing their own comparative approach. Prerequisite: Priority to EWP PhD students.
Integral and Transpersonal Psychology
PhD in Integral and Transpersonal Psychology

Department Chair
Glenn Hartelius, PhD

Core Faculty
Jorge N. Ferrer, PhD
Jenny Wade, PhD

Associated CIIS Faculty
Allan Combs, PhD
Frank Echenhofer, PhD
Renee Emunah, PhD
Don Hanlon Johnson, PhD
Barbara Morrill, PhD
Janis Phelps, PhD
Shoshana Simons, PhD
Steven Tierney, EdD, LPCC
Cassandra Vieten, PhD
Carol Whitfield, PhD

Associated Faculty
Eleanor Criswell, EdD
Ardaud Delorme, PhD
Harris L. Friedman, PhD
Judy Grahn, PhD
Stanley Krippner, PhD
B. Les Lancaster, PhD
Lora T. Likova, PhD
Frederic Michael Luskin, PhD
Aaron Mishara, PhD
Julia Mossbridge, PhD
Dean I. Radin, PhD
Ilene A. Serlin, PhD
Charles T. Tart, PhD
Christopher W. Tyler, PhD, DSc
Helane Wahbeh, ND, MCR

About the Integral and Transpersonal Psychology PhD Program
The online PhD in Integral and Transpersonal Psychology (ITP) is designed as a research-oriented half-time program with online coursework and two weeklong residential seminars per year. The program consists of core requirements, research courses, a focus area that includes advanced seminars, two comprehensive exams, and a dissertation. All courses in the ITP program are graded by letter grade; there is no Pass/Fail option. Students in the ITP PhD may elect, with advisor approval, to add a second 12-unit focus area to their program, thereby extending their program of study for an additional year.

ITP Program Learning Outcomes
1. Demonstrate the ability to produce doctoral-level scholarly work in integral/transpersonal psychology.
   1.1. Exhibit doctoral-level scholarly writing and critical thinking skills.
   1.2. Display expertise in a topic area within integral/transpersonal psychology.
   1.3. Employ interdisciplinary scholarship in a careful and rigorous way.
   1.4. Design and carry out scholarly research using an appropriate research method.
   1.5. Integrate creativity and embodiment in the processes of scholarship.

2. Engage in communities of scholarship in a professional and collegial manner.
   2.1. Present scholarship effectively in a group setting.
   2.2. Engage in respectful dialogue with scholars from other fields and backgrounds.
   2.3. Employ integral and transpersonal psychology concepts in teaching contexts.
   2.4. Practice inclusiveness with and appreciation of diverse and minority voices.
3. Demonstrate expertise in an area of integral and/or transpersonal psychology.
   3.1. Display command of the literature in an area of scholarship related to integral and/or transpersonal psychology.
   3.2. Participate in advancing scholarly research in the fields of integral and/or transpersonal psychology.

PhD Admissions Requirements
Applicants must meet the general admissions requirements of the University. Applicants must have an MA. Two letters of recommendation are required from individuals familiar with the applicant’s academic work and preparation for graduate work, as is a writing sample (e.g., an outstanding essay, article, or selected chapter from a master’s thesis). An autobiographical and goal statement, a CV, and all transcripts are to be submitted as well. For more information, check in with a member of the admissions team. Successful candidates for admission in the program typically have the following qualifications: a vision that is compatible with the program’s mission; a path of personal growth and/or spiritual growth; sufficient maturity and stability to pursue independent self-inquiry and sustained research; competence in communication and dialogical skills; demonstration of respect for a diversity of viewpoints; an openness to multiple ways of knowing and whole-person learning; the ability to clearly articulate educational, professional, and research goals; outstanding scholarly writing skills; and a prospective specialization that is consonant with the program’s mission and faculty expertise. Many students enter the doctoral program with a clinical licensure degree (e.g., LMFT) with the goal of bringing philosophical and spiritual depth to their practice or becoming qualified for new professional opportunities such as teaching. Applicants accepted to the Integral and Transpersonal Psychology PhD program (ITP) may apply up to 6 units of credit toward their degree from an already completed Master of Counseling Psychology degree, so long as this degree was awarded by CIIS no more than two calendar years prior to the date of commencing coursework in ITP. The date of successful completion of the prior degree shall be defined as the date of the graduation at which that degree was awarded.

Alternative Multipaper Dissertation Format
In addition to the standard format for doctoral dissertations, the Department of Integral and Transpersonal Psychology allows for the use of an alternative format that consists of three peer-reviewed papers (that have been published or accepted for publication by a refereed journal) as the main basis for the dissertation. The faculty program committee on a case-by-case basis assesses students wanting to pursue the multipaper dissertation format. As with the traditional dissertation, a dissertation proposal is submitted, a committee of three members is formed, and a dissertation defense is held according to existing policies.

Curriculum
PhD in Integral and Transpersonal Psychology (Online)—36 units

I. Core Requirements—10 units
   ITP 7184 Western/World Philosophies with History and Systems of Psychology
   ITP 7186 Critical Thinking with Integral/Transpersonal Psychologies
   ITP 7188 Scholarly Writing with Integral and Transpersonal Studies
   ITP 7189 Praxis with Integral and Transpersonal Sociology and Social Action

II. Research Courses—14 units
   ITP 7194 Research Design and Critique with Exceptional Human Experiences
   ITP 7196 Qualitative Research Methods with Somatic Psychology
   ITP 7228 Quantitative Research Methods with Neuroscience of Consciousness
   ITP 7197 Integral Research Methods with Creative Expression
   ITP 6899 Proposal Writing

III. Area of Focus—12 units
   Possibilities include:
   Integral and Transpersonal Psychology
   Somatic Studies
   Consciousness Studies and Contemplative Neuroscience
   Advanced Seminar in Area of Focus (3 units)
   Advanced Seminar in Area of Focus (3 units)
   Course in Focus Area (3 units)
   Course in Focus Area (3 units)

IV. Dissertation Seminar—0 units
   ITP 6900 Dissertation Proposal Completion
   ITP 7900 Dissertation Seminar
Course Descriptions

**ITP 6899 Proposal Writing (2.00 Units) LG Grade Option**
This course provides the student with an opportunity to write a preliminary research proposal under faculty supervision. A completed preliminary research proposal will include well-crafted drafts of an introductory chapter, a literature review chapter, and a methods chapter, in good APA style. Here the student will have opportunity to demonstrate the skills and knowledge of critical thinking, scholarly writing, and research design and critique gained at earlier stages of the program. Prerequisites: ITP student; priority to ITP students.

**ITP 6900 Thesis/Dissertation Proposal Completion (0 Units) PF Grade Option**
Provides support for thesis or dissertation proposal writing after all coursework is completed. Prerequisites: ITP student; not advanced to candidacy.

**ITP 7001 Residential Intensive I (0 Units) PF Grade Option**
To be taken in the student’s first Fall semester. During the coursework phase, all Integral and Transpersonal Psychology students meet twice a year in the Bay Area for five-to-seven day residential intensives to meet faculty and staff and to get to know one another in person. There are workshops, presentations, and advising, as well as introductions to coursework. The intensives are an essential aspect of the learning experience, and participation is mandatory. Prerequisite: ITP student.

**ITP 7002 Residential Intensive II (0 Units) PF Grade Option**
To be taken in the student’s first Spring semester. During the coursework phase, all Integral and Transpersonal Psychology students meet twice a year in the Bay Area for five-to-seven day residential intensives to meet faculty and staff and to get to know one another in person. There are workshops, presentations, and advising, as well as introductions to coursework. The intensives are an essential aspect of the learning experience, and participation is mandatory. Prerequisites: ITP 7001; ITP student.

**ITP 7003 Residential Intensive III (0 Units) PF Grade Option**
To be taken in the student’s second Fall semester. During the coursework phase, all Integral and Transpersonal Psychology students meet twice a year in the Bay Area for five-to-seven day residential intensives to meet faculty and staff and to get to know one another in person. There are workshops, presentations, and advising, as well as introductions to coursework. The intensives are an essential aspect of the learning experience, and participation is mandatory. Prerequisites: ITP 7001; ITP student.

**ITP 7004 Residential Intensive IV (0 Units) PF Grade Option**
To be taken in the student’s second Spring semester. During the coursework phase, all Integral and Transpersonal Psychology students meet twice a year in the Bay Area for five-to-seven day residential intensives to meet faculty and staff and to get to know one another in person. There are workshops, presentations, and advising, as well as introductions to coursework. The intensives are an essential aspect of the learning experience, and participation is mandatory. Prerequisites: ITP 7003; ITP student.

**ITP 7005 Residential Intensive V (0 Units) PF Grade Option**
To be taken in the student’s third Fall semester. During the coursework phase, all Integral and Transpersonal Psychology students meet twice a year in the Bay Area for five-to-seven day residential intensives to meet faculty and staff and to get to know one another in person. There are workshops, presentations, and advising, as well as introductions to coursework. The intensives are an essential aspect of the learning experience, and participation is mandatory. Prerequisites: ITP 7004; ITP student.

**ITP 7006 Residential Intensive VI (0 Units) PF Grade Option**
To be taken in the student’s third Spring semester. During the coursework phase, all Integral and Transpersonal Psychology students meet twice a year in the Bay Area for five-to-seven day residential intensives to meet faculty and staff and to get to know one another in person. There are workshops, presentations, and advising, as well as introductions to coursework. The intensives are an essential aspect of the learning experience, and participation is mandatory. Prerequisites: ITP 7005; ITP student.

**ITP 7184 Western/World Philosophies with History and Systems of Psychology (3.00 Units) LG Grade Option**
This course is designed to situate the fields of integral and transpersonal psychologies in global and historical contexts. Students will be invited to consider how the history and systems of psychology have been shaped by the context of Western philosophy. The course will pose the question of how psychology might be transformed in the context of other world philosophies such as Advaita Vedanta, Integral Yoga, Buddhism, shamanism, and integrative Western philosophies that attempt to reflect values of interconnectedness. The course also introduces embodiment practices for use in the scholarly context. Prerequisite: Priority to ITP students.

**ITP 7186 Critical Thinking with Integral/Transpersonal Psychologies (3.00 Units) LG Grade Option**
This course offers tools and processes of critical thinking in the context of an overview of integral and transpersonal approaches to psychology. The major concepts and theorists and developments of the transpersonal field will be considered. The student will
have opportunity to learn and practice both intellectual discrimination and intuitive discernment in thinking about whole-person approaches to psychology. Prerequisite: Priority to ITP students.

**ITP 7188 Scholarly Writing with Integral and Transpersonal Studies (3.00 Units) LG Grade Option**
This course engages students in processes of enhancing their scholarly writing skills in relationship to an overview of integral and transpersonal studies. The holistic, transformative lens of integral and transpersonal approaches has applications well beyond psychology, in such fields as anthropology, shamanism, parapsychology, spirituality, black psychology, ecopsychology, sociology, social activism, feminism, sexual orientation and gender identity, ecology, medicine, leadership, literature, and the arts. A consideration of such applications will provide context for learning and applying scholarly writing skills. Prerequisite: Priority to ITP students.

**ITP 7189 Praxis with Integral and Transpersonal Sociology and Social Action (1.00 Unit) LG Grade Option**
This course provides students with an opportunity to find and engage in social applications of integral and transpersonal principles within their own communities. Given the transformative orientation of whole-person approaches, these fields carry an implicit call to participate in social healing and change. Guided by readings in transpersonal sociology and social action, the student will design and carry out a community-oriented project. Prerequisite: Priority to TIP students.

**ITP 7194 Research Design and Critique with Exceptional Human Experiences (3.00 Units) LG Grade Option**
This course helps students to develop tools for literature review and research design while offering an overview of research literature on exceptional human experiences such as those associated with mysticism, spirituality, and psychic phenomena. Such topics are often difficult to research, and for this reason studies in these areas provide informative examples for analysis. Through examination of the strengths and limitations of specific studies, the student will be invited to cultivate skills in analyzing and critiquing research designs. Prerequisite: Priority to ITP students.

**ITP 7196 Qualitative Research Methods with Somatic Psychology (3.00 Units) LG Grade Option**
This course considers the strategies of qualitative research methods in the context of an overview of somatic approaches to psychology. Qualitative research inquiries into qualities of lived experience, and somatic psychology, seeks to draw on lived experience as the data for constructing approaches to the mind that are finely attuned to how people actually inhabit their bodies and their lives. The student will have opportunity to examine how qualitative research can inform somatic and other whole-person approaches to psychology.

**ITP 7197 Integral Research Methods with Creative Expression (3.00 Units) LG Grade Option**
This course examines research methods that draw together various strategies in the context of creative expression approaches to psychology. Integral methods include approaches such as grounded theory, mixed methods, theoretical research, and somatic phenomenology; and creative expression considers artistic expressive activity as meaningful participation in the healing and revealing processes of transformation. The student will have opportunity to consider potentials for creative applications of integral research approaches through examining research in creative-expression approaches to psychology. Prerequisite: Priority to ITP students.

**ITP 7228 Quantitative Research Methods with Neuroscience of Consciousness (3.00 Units) OP Grade Option**
This course introduces quantitative methods of research in the context of neuroscientific approaches to the study of consciousness. Neuroscience seeks to understand aspects of the mind by measuring activity and change in various dimensions of the human nervous system, and quantitative methods are used to identify and describe potentially meaningful patterns in experimental results. The student will be invited to consider the value of quantitative approaches in whole-person approaches to psychology. Prerequisite: Priority to ITP students.

**ITP 7888 Advanced Seminar—Special Topics (3.00 Units) LG Grade Option**
This course will offer advanced content related to a focus area in integral and transpersonal psychology in a seminar format. Prerequisite: Priority to ITP students.

**ITP 7900 Thesis/Dissertation Seminar (0 Units) PF Grade Option**
This advanced student’s research and writing of a dissertation progresses with the mentorship of and in close consultation with his or her dissertation chair and committee. Prerequisites: ITP student; advancement to candidacy.

**ITP 8799 Independent Study (1.00–3.00 Units) PF Grade Option**
Coursework that extends a student’s field of inquiry beyond current CIIS courses. Requires a syllabus and contract signed by the student and faculty member, and approved by the program chair.
Philosophy and Religion

Asian Philosophies and Cultures
Ecology, Spirituality, and Religion
Philosophy, Cosmology, and Consciousness

Department Chair
Robert McDermott, PhD, Concentration Director, Philosophy, Cosmology, and Consciousness

Core Faculty
Elizabeth Allison, PhD, Concentration Director, Ecology, Spirituality, and Religion
Steven Goodman, PhD, Concentration Director, Asian Philosophies and Cultures
Sean Kelly, PhD
Robert McDermott, PhD
Jacob Sherman, PhD
Brian Swimme, PhD
Richard Tarnas, PhD

Adjunct Faculty
Hilary Anderson, PhD
Nahid Angha, PhD
Alka Arora, PhD
Christopher Bache, PhD
Kerry Brady, MA
Blair Carter, MA
Rebecca Kneale Gould, PhD
Stanislav Grof, MD, PhD
Madhu Khanna, PhD
Joanna Macy, PhD
Sam Mickey, PhD
James Ryan, PhD
Matthew T. Segall, PhD
Kathren Murrell Stevenson, PhD
Anne Teich, PhD
Kirk Templeton, PhD
Kerri Welch, PhD
Yi Wu, PhD

About the Philosophy and Religion Department

Composed of a transdisciplinary array of distinguished scholars, the Department of Philosophy and Religion at CIIS is dedicated to the critical study of, and contemporary engagement with, the diverse philosophical and religious inheritances of our world, including both majority and underrepresented (esoteric, contemplative, Earth-based, and subaltern) traditions. Oriented toward a vision of liberation and planetary healing, the department affirms the value of multiple ways of knowing. In our rapidly globalizing and often volatile world, the study of philosophy and religion can no longer be treated merely as a luxury or a kind of marginal academic interest. Rather, questions about meaning and life’s ultimate values—including the way these concerns have been addressed by various communities of tradition and inquiry—are not only personally fascinating but also politically urgent and socially relevant. Consequently, there is a tremendous need for an integral approach to philosophy and religion, considering them in both their historical and their contemporary aspects.

The Department of Philosophy and Religion at CIIS is nonsectarian and welcomes the diverse religious, spiritual, and philosophical identities of our students and faculty. Our faculty is committed to academic excellence, the cultivation of wisdom, and the careful interdisciplinary study of the religious and philosophical traditions of the world, and is equally distinguished by its integral and participatory approach to philosophy and religion as it seeks to address the demands, crises, and opportunities of our own day. Currently, the Department of Philosophy and Religion offers the MA and the PhD in three areas: Asian Philosophies and Cultures; Ecology, Spirituality, and Religion; and Philosophy, Cosmology, and Consciousness. Although each concentration enjoys its own curriculum and community, the concentrations are not isolated from one another, and students in each concentration are encouraged to benefit from the rich resources spread throughout the Department of Philosophy and Religion. Moreover, some of our courses—especially those that are deemed to be of widespread interest to students in various concentrations—are now offered through PAR in general.
The Department of Philosophy and Religion is rapidly expanding its offerings and vision as it prepares itself to meet the challenges of our new century. In addition to the excellence already visible in our existing concentrations, the department is actively cultivating new sources of expertise and offerings in the field of Contemplative Studies, and the study of Religion, Pluralism, and Peace.

**Admissions Requirements**
See each concentration for specific considerations.
Philosophy and Religion: Asian Philosophies and Cultures

MA in Philosophy and Religion with a concentration in Asian Philosophies and Cultures

PhD in Philosophy and Religion with a concentration in Asian Philosophies and Cultures

About the Asian Philosophies and Cultures Concentration

The Asian Philosophies and Cultures program is committed to integrative, cross-cultural study and research in Asian religions and philosophies as they have developed regionally and impacted each other and the world from the classical period through the present and into the future. In keeping with this commitment, the program brings together both traditional and contemporary approaches to classical Asian material and, within an integrative framework, brings these approaches to bear on issues of contemporary relevance. Such issues include but are not limited to: Asian religions and conflict, Asian philosophical perspectives and ecology, traditional Asian practices and well-being, and cross-cultural hermeneutics.

The program is distinctive in its recognition that spiritual discovery and practice can contribute to academic rigor in the study of Asian religious and philosophical traditions and their application to contemporary challenges. Its scope includes study of Buddhism, Hinduism, Islam, and Chinese philosophy, both within their own internal development and in their continuing global impact in the modern world. Students examine sacred texts and writings, practices and disciplines, historical contexts, and issues of wider contemporary relevance, such as the contribution of Asian traditions to psychology, cognitive science, modern and postmodern philosophy, and contemporary society at large. Courses in interdisciplinary research methods and optional language study complete the curriculum. Through their engagement with the curriculum and collaboration with faculty mentors, students gain an in-depth understanding of philosophical and religious thought as well as a range of contemporary issues to which such thought may be applied. Students are also encouraged to include an experiential component as an important adjunct to their intellectual development. The curriculum focuses on practical skills in interdisciplinary research and teaching as well as cross-cultural communication as preparation for research and teaching in the fields of comparative philosophy and religion and religious studies. Students are also encouraged and mentored in envisioning creative applications of Asian thought that may provide employment in areas outside academia.

Admissions Requirements

Prospective students must meet the general admissions requirements of the Institute. Applicants should send a two-to-four-page autobiography, a two-to-four-page statement of educational goals, college transcripts, and a research writing sample. Doctoral applicants must also submit two letters of recommendation. The statement of educational goals should describe the applicant’s academic objectives as specifically as possible. It should also explain why the applicant is pursuing graduate studies in the Philosophy and Religion Department, and should indicate how her or his own growth will be advanced through a commitment to sustained academic work. Master’s-degree applicants are asked to furnish a sample of previous work (an outstanding essay or article, for example). For the MA program, preference is given to those with a BA in philosophy or religion, though applicants with a BA in the humanities or in social science or with a science or professional degree are also encouraged to apply. Information regarding the student’s own involvement in the practice of any of the traditions offered for study is welcomed by the Admissions Committee as evidence of practical involvement in the field. Evaluation is conducted without regard to religious affiliation. For the PhD program, it is recommended that applicants have an MA in religion, philosophy, anthropology, or appropriate area studies. A master’s degree in Asian or comparative literature is also encouraged. Students, however, are accepted from a wide variety of backgrounds other than those listed above.

About the MA Program

The Asian Philosophies and Cultures MA program seeks to create and sustain an academic environment in which students gain a broad foundation in Asian philosophy, religion, and culture, through engaging critically with textual, historical, sociological/anthropological, and practical applications of Asian thought and culture.

MA Program Student Learning Outcomes

Students in the MA program in Asian Philosophies and Cultures are expected to critically reflect upon, synthesize, and apply knowledge and skills in the disciplines of comparative philosophy and Asian religions. Upon completion, students will be expected to demonstrate proficiency in the following:

1. Demonstrate a critical understanding of the scholarship in religious studies and philosophy. Learn and apply research skills.
   1.1 Identify and access appropriate resources and critically analyze and evaluate material.
   1.2 Apply existing research methodologies, techniques, and technical skills and evaluate research in the field.
   1.3 Communicate in a style appropriate to the disciplines.

2. Demonstrate engagement with current advances within the field and related areas.

3. Demonstrate ability to work with multiple perspectives and theoretical traditions.
4. Demonstrate the principles of integral education by thinking critically and deeply across paradigms, traditions, worldviews, and ways of knowing.

5. Demonstrate professional skills in relation to career development.
   5.1 Adhere to ethical standards within these disciplines.

Curriculum

MA in Philosophy and Religion with a concentration in Asian Philosophies and Cultures—36 units

The master’s program requires two years of full-time coursework for the 36-unit curriculum. The coursework consists of (1) 12 units of required courses within the program, including a culminating Integrative Seminar; (2) 12 units in Asian-themed electives; and (3) 12 units in general electives.

I. Required Courses—9 units
Choose three of the following four courses:
PARA 5100 Introduction to Hinduism: Classical Sources and Modern Themes
PARA 5102 Introduction to Buddhism: Classical Sources and Modern Themes
PARA 5104 Introduction to Islam: Classical Sources and Modern Themes
PARA 5501 Introduction to Chinese Philosophy: Classical Sources and Modern Themes

II. Asian-Themed Electives—12 units

Indian:
PARA 5100 Introduction to Hinduism: Classical Sources and Modern Themes
PARA 6091 Eco-literature and Eco-art in South Indian Tradition
PARA 6448 Integral Yoga: Theory and Practice
PARA 6449 The Bhagavad Gita: Its Philosophy and Yogas
PARA 6482 Aesthetics, Performance, Emotion, and Consciousness in Hindu Tradition
PARA 7001 Integral Perspectives on Vedanta

Buddhist:
PARA 5102 Introduction to Buddhism: Classical Sources and Modern Themes
PARA 7190 Buddhist Meditative Traditions in India and Tibet
PARA 7200 Buddhism Meets Shamanism
PARA 6357 Death, Dying, and Beyond: Buddhist Perspectives
PARA 6447 Embodied Presence and the Sacred Imaginal: Western and Asian Perspectives
PARA 6478 Spiritual Transformation: Western and Buddhist Approaches
PARA 6479 Interdependence: The Spiritual and Ecological Crisis in Buddhist and Western Perspectives
PARA 7554 Buddhist and Western Philosophies: The Search for Meaning

Chinese and East Asian:
PARA 5501 Introduction to Chinese Philosophy: Classical Sources and Modern Themes
PARA 7018 Life and Transformation in Chinese Philosophy
PARA 7344 Confucianism and Neo-Confucianism
PARA 7605 Life Wisdom of Lao Tzu and Chuang Tzu
PARA 7654 The Divination and Wisdom of the I Ching (I Ching I)
PARA 7331 The I Ching II—Metaphysics and Cosmology

Islam:
PARA 5104 Introduction to Islam: Classical Sources and Modern Themes
PARA 6481 Islam, the Alchemical Tradition, and Jungian Psychology
PARA 6268 Islamic Philosophy

Art:
PARA 7005 Visual Imagination of India
PARA 6687 Buddhist Art of Asia
PARA 6689 Modern Asian Art

Modernity:
PARA 7258 Asian Wisdom in Contemporary Contexts
PARA 6451 Women, the Subaltern, and Unorthodoxy in Indian Traditions
III. General Electives—12 units
12 units from any CIIS program. Students are encouraged to take at least 6 of these units in professional skills-related courses from programs throughout CIIS, such as the following:
ANTH 6174 Activist Writing Skills: Writing, Editing, and Getting Published
ANTH 6175 Activist Media Skills: Web Publishing and Digital Media
Students are also encouraged to explore Asian-themed course offerings from other programs.

IV. Culminating Coursework—3 units
PARA 6997 MA Integrative Seminar

V. Thesis (optional)—0 units
PARA 6900 Thesis/Dissertation Proposal Completion
PARA 7900 Thesis/Dissertation Seminar

About the Doctoral Program
The Asian Philosophies and Cultures doctorate offers intensive study in the spiritual and philosophical traditions of South Asia, China, and the Himalayan regions, with respect to both classical and contemporary contexts. The PhD consists of 36 semester units of coursework, plus two comprehensive examinations and a dissertation. The coursework consists of 12 units within the program, 12 units in Asian-themed electives, and 12 units in general electives.

Doctoral Program Student Learning Outcomes
1. Make an original and substantive contribution to the disciplines of Asian religion or philosophy.
   1.1 Think independently to develop questions, concepts, and methodologies.
   1.2 Identify new research opportunities within these fields.
   1.3 Reflect critically upon the histories, tenets, and traditions in their major field.
   1.4 Keep abreast of current advances within these fields and related areas.
2. Demonstrate advanced research and writing skills.
   2.1 Synthesize existing knowledge, identifying and accessing appropriate resources and other sources of relevant information, and critically analyzing and evaluating their own findings and those of others.
   2.2 Master application of existing research methodologies, techniques, and technical skills.
   2.3 Understand the range of issues in the comparative approach to religion and philosophy.
   2.4 Demonstrate ability to write about complex ideas and research in a professional and nuanced manner.
3. Demonstrate commitment to participation in the community of scholars.
   3.1 Show commitment to personal professional development through engagement in professional societies, publication, and other knowledge transfer modes.
   3.2 Show commitment to supporting and promoting learning through teaching, collaborative inquiry, or professional practice.
4. Demonstrate ability to situate scholarship in relationship to social and personal transformation.
   4.1 Situate self in relationship to work and multiple perspectives.
   4.2 Build upon internal passion and vision toward external career and action.
5. Demonstrate professional skills.
   5.1 Adhere to ethical standards in the discipline and in relation to the communities studied.
   5.2 Listen, give, and receive feedback effectively.
   5.3 Communicate in a style appropriate to the discipline and setting.
   5.4 Appropriately use media for the dissemination of work.

PhD Language Recommendation
PhD students may be required to demonstrate proficiency in one foreign language if it is deemed essential for the student’s dissertation research. Language proficiency may be demonstrated by having passed two years of coursework in the study of a language, or additional language study depending on the dissertation topic. Independent study units taken to fulfill the language recommendation do not count toward the independent study maximum of one-sixth of a graduate student’s total units (see general independent study policies in the “Registration and Grading Policies” section of the catalog).

Curriculum
PhD in Philosophy and Religion with a concentration in Asian Philosophies and Cultures—36 units

I. Core Asian Philosophies and Cultures Required Courses—12 units
A. PARA 7003 Interdisciplinary Methods in the Study of Religion and Philosophy
B. Students without an MA in Asian Philosophies and Cultures or the equivalent must select three of the following four courses:
   PARA 5100 Introduction to Hinduism: Classical Sources and Modern Themes
   PARA 5102 Introduction to Buddhism: Classical Sources and Modern Themes
   PARA 5104 Introduction to Islam: Classical Sources and Modern Themes
   PARA 5501 Introduction to Chinese Philosophy: Classical Sources and Modern Themes

Students with an MA in Asian Philosophies and Cultures or the equivalent select 9 units from the following:

Indian:
   PARA 5100 Introduction to Hinduism: Classical Sources and Modern Themes
   PARA 6091 Eco-literature and Eco-art in South Indian Tradition
   PARA 6448 Integral Yoga: Theory and Practice
   PARA 6449 The Bhagavad Gita: Its Philosophy and Yogas
   PARA 6482 Aesthetics, Performance, Emotion, and Consciousness in Hindu Tradition
   PARA 7001 Integral Perspectives on Vedanta

Buddhist:
   PARA 5102 Introduction to Buddhism: Classical Sources and Modern Themes
   PARA 7190 Buddhist Meditative Traditions in India and Tibet
   PARA 7200 Buddhism Meets Shamanism
   PARA 6357 Death, Dying, and Beyond: Buddhist Perspectives
   PARA 6447 Embodied Presence and the Sacred Imaginal: Western and Asian Perspectives
   PARA 6478 Spiritual Transformation: Western and Buddhist Approaches
   PARA 6479 Interdependence: The Spiritual and Ecological Crisis in Buddhist and Western Perspective
   PARA 7554 Buddhist and Western Philosophies: The Search for Meaning

Chinese and East Asian:
   PARA 5501 Introduction to Chinese Philosophy: Classical Sources and Modern Themes
   PARA 7018 Life and Transformation in Chinese Philosophy
   PARA 7344 Confucianism and Neo-Confucianism
   PARA 7605 Life Wisdom of Lao Tzu and Chuang Tzu
   PARA 7654 The Divination and Wisdom of the I Ching (I Ching I)
   PARA 7331 The I Ching II—Metaphysics and Cosmology

Islam:
   PARA 5104 Introduction to Islam: Classical Sources and Modern Themes
   PARA 6481 Islam, the Alchemical Tradition, and Jungian Psychology
   PARA 6268 Islamic Philosophy

Art:
   PARA 7005 Visual Imagination of India
   PARA 6687 Buddhist Art of Asia
   PARA 6689 Modern Asian Art

Modernity:
   PARA 7258 Asian Wisdom in Contemporary Contexts
   PARA 6451 Women, the Subaltern, and Unorthodoxy in Indian Traditions
   PARA 6594 Postcolonial and Postmodern Legacies of Tagore, Gandhi, and Aurobindo

II. Asian-Themed Electives—12 units
Select 12 units either within the Asian Philosophies and Cultures courses listed above or from among select courses in other programs at CIIS.

III. General Electives
Select 12 units from any program. Students are encouraged to take at least 6 of these units in professional skills-related courses from any program at CIIS, such as the following:
   ANTH 6174 Activist Writing Skills: Writing, Editing, and Getting Published
ANTH 6175 Activist Media Skills: Web Publishing and Digital Media

IV. Foreign Language Proficiency—Noncredit (recommended depending on dissertation topic)
Proficiency demonstrated by one of the following:
A. Two years of successful college coursework
B. Additional language study (depending on dissertation topic)

V. Comprehensive Exams—0 units
PARA 9600 Comprehensive Exam (two exams)

VI. Dissertation—0 units
PARA 6900 Thesis/Dissertation Proposal Completion (three times maximum)
PARA 7900 Thesis/Dissertation Seminar
Philosophy and Religion: Ecology, Spirituality, and Religion
MA in Philosophy and Religion with a concentration in Ecology, Spirituality, and Religion
PhD in Philosophy and Religion with a concentration in Ecology, Spirituality, and Religion

About the Concentration in Ecological, Spirituality, and Religion

Vision
Earth is in the midst of a great transition: Humanity, having become a planetary force, is now shaping both its own future and the long-term future of millions of living species. The magnitude of this process demands broad societal transformation—a challenge that occupies many of the world’s most vibrant thinkers and visionaries. Spiritual traditions, too, are engaged in the transformation of consciousness and society. As the moral force of the world’s religions joins with the insights of the ecological sciences, humanity finds itself at the very center of the deeply mysterious process by which the Earth community is revitalizing itself.

Mission
Global ecological crises, including mass extinction of species, climate change, desertification, and poverty, mark the 21st century as a time of unprecedented change and challenge. This ecological devastation calls forth scientific, economic, and policy responses. Yet such standard responses are inadequate to the scope and urgency of the crisis. The ecological crisis is, in fact, a crisis of human consciousness that requires a fundamental revision of cultural values. The pace of global change calls for a reexamination of our ways of thinking and being in the world. The world’s religious and spiritual traditions offer deep insight into the human condition. They provide profound teachings about how humans should relate to one another and to earthly life. Questions about the role and meaning of the human have illuminated religious quests for millennia; these same questions inspire and inform the contemporary search for ecological sustainability. The concentration in Ecology, Spirituality, and Religion at CIIS is designed to help students to address these and related questions with rigor, insight, and efficacy. Taking inspiration from such visionaries as geologian Thomas Berry, His Holiness the Dalai Lama, systems theorist Joanna Macy, Nobel Laureate and Green Belt Movement founder Wangari Maathai, World Resources Institute founder Gus Speth, Forum on Religion and Ecology founders Mary Evelyn Tucker and John Grim, and many other leading thinkers, the Ecology, Spirituality, and Religion concentration invites students into the emerging discourse of the field of religion and ecology, in which they will generate new knowledge and contribute to a growing field of academic inquiry and activism.

Through the Ecology, Spirituality, and Religion concentration in the Philosophy and Religion Department at CIIS, master’s and doctoral students explore the role of worldviews, philosophies, and religion in understanding and responding to interconnected global ecological crises. Students gain facility with ecological principles and practices. They develop the knowledge and wisdom to respond to ecological devastation from healing integral and transdisciplinary perspectives. Students acquire skills and insight to transform practices, worldviews, and consciousness in service of a more just, sustainable, and flourishing future.

The uniquely integrated curriculum of the Ecology, Spirituality, and Religion concentration explores such questions as these:

• What is the role of religion, spirituality, and culture in the ecological crises of our time?
• What ecological insights does the world’s religious heritage offer?
• How can exploring worldviews help us to understand and address ecological trauma?

MA Program Learning Objectives
1. Commit to a flourishing future: To acquire skills and insight to transform practices, worldviews, and consciousness in service of a more just, sustainable, and flourishing future.
   1.1 Students will be able to identify articulate some of the conditions contributing to ecological crises, and will be able to propose healing alternatives.
   1.2 Students will be able to investigate the current ecological crises from within the perspectives of religions and spiritualities, and will be able to critically analyze religious and spiritual traditions through ecological lenses.

2. Generate insight into current conditions: To contribute to the emerging field of religion and ecology by participating in this growing field of academic inquiry and activism.
   2.1 Students will be able to write well-argued papers that engage with the deep insight into the human condition held by the religions, to analyze the gaps and distortions in consciousness that lead to environmental and social degradation.
   2.2 Students will be able to produce academic papers and conference presentations that connect ideas and practices within the world’s religions and spiritualities with ecological manifestations.
   2.3 Students who choose the thesis option will be able to make an original contribution to the scholarship of the emerging field of religion and ecology through the research and writing of a master’s thesis.
3. Practice transdisciplinarity: To develop the knowledge and wisdom to respond to ecological devastation from healing integral and transdisciplinary perspectives.
3.1 Students will understand and navigate the epistemological challenges in studying religion and ecology together.
3.2 Students will be able to integrate research approaches from a diversity of perspectives (e.g., religious and spiritual traditions, historical, and social and biophysical scientific perspectives) applied to specific ecological situations.

4. Application and integration of knowledge: To apply and integrate topics and issues studied in the ESR program into a coherent theoretical and/or activist stance.
4.1 Students will be able to articulate connections between their spiritual and intellectual journeys, and the larger goal of global well-being.
4.2 Students will be able to engage in the process of social transformation through participation in a fieldwork experience.
4.3 Students will be able to assess and share their fieldwork experiences in appropriate forms of reflective communication.

The master’s program in Ecology, Spirituality, and Religion explores the role of worldviews, philosophies, and religion in the interconnected global ecological crises through 36 units of coursework.

The curriculum progression includes the following:

- two introductory courses;
- coursework in ecological issues, religion, philosophy, and spirituality;
- a fieldwork practicum;
- electives; and
- a capstone experience.

MA Integrative Seminar
The master’s Integrative Seminar is structured to help graduating students discover and consolidate what they have learned in their studies. Through a process of collaborative inquiry, students refine their unique perspectives and their ability to bridge various bodies of knowledge, while developing plans for their next steps after graduation. The course culminates with a public presentation of the students’ key insights to the assembled community. Integrative Seminar is offered only in the Spring semester. Therefore, students who plan to graduate in the Summer or Fall semester should plan to take the Integrative Seminar in the preceding Spring.

MA Thesis Option
In consultation with their advisor, MA students may elect the thesis option, if they expect to continue their studies in a doctoral program. The thesis option requires excellent writing and research skills, and may delay the student’s graduation by a semester or more.

MA Admissions Requirements
Applicants must meet the general admissions requirements of the University. ESR master’s students are motivated by their deep concern for the state of the Earth and their determination to find healing solutions for the future. Prospective students should be committed to examining ecological issues from a variety of interdisciplinary perspectives and to an appreciation of diverse perspectives. Applicants with a variety of backgrounds will be considered, provided that the applicant possesses demonstrated interest in the subject matter of the concentration, and strong writing, analytical, and critical thinking skills developed during undergraduate study at an accredited institution.

Curriculum
MA in Philosophy and Religion, Program in Ecology, Spirituality, and Religion—36 units

I. Foundational Courses—6 units
PAR 6078 Theory and Method in the Integrative Study of Religion and Ecology
PAR 6079 Ecology in a Time of Planetary Crisis

II. Philosophy Electives—3 units
Select from the following courses (course offerings may vary):
PAR 6071 Philosophy and Ecology: Toward a Green Metaphysics, Phenomenology, and Epistemology
PAR 6089 Myth, Imagination, and Incarnation: Barfield, Tolkien, Lewis, and the Oxford Inklings
PAR 6472 The Colors of American Philosophy: Pluralism, Pragmatism, and Political Transformation
PAR 8799 Independent Study
PARA 7605 Life Wisdom of Lao Tzu and Chuang Tzu
III. Ecology Electives—3 units
Select from the following (course offerings may vary):
- ANTH 6454 Theoretical and Systems Tools for Social and Ecological Change
- PAR 6292 Next of Kin: Perspectives on Animal Ethics and Biodiversity
- PAR 8799 Independent Study
- PARP 6120 Cosmology of Literature
- PARP 6147 Modern Cosmology Through the Media
- PARP 6392 Plants and People: Understanding the Plant World Through Relationships
- PARP 6506 The Great Turning
- PARP 6522 Science, Ecology, and Contested Knowledge(s)
- PARP 6523 Environmental Ethics
- PARP 6525 Toward an Integral Ecological Consciousness
- PARP 6569 Earth Law: Toward a Flourishing Earth Community
- PARP 6587 Earth Law in Praxis
- PARP 6667 Radical Mythospeculation: Cosmic Evolution and Deep History
- PARP 6682 Ecologies of Liberation
- PARP 6743 Hill of the Hawk I
- PARP 6748 Nature and Eros

IV. Religion Electives—6 units in one tradition
Select from the following (course offerings may vary):
- PAR 6091 Eco-literature and Eco-art in South Indian Tradition
- PAR 6369 Judaisms and Ecology: Visions, Voices, and Practices
- PAR 8799 Independent Study
- PARA 5100 Introduction to Hinduism
- PARA 5102 Introduction to Buddhism
- PARA 5104 Introduction to Islam
- PARA 5501 Introduction to Chinese Philosophy
- PARA 6087 The Sri Yantra: Theory and Practice
- PARA 6357 Death, Dying, and Beyond: Buddhist Perspectives
- PARA 6367 Gandhi, Tagore, Aurobindo
- PARA 6383 Death and Beyond: Buddhist and Steinerian Insights
- PARA 6447 Embodied Presence and the Sacred Imaginal: Western and Asian Perspectives
- PARA 6449 The Bhagavad Gita: Its Philosophy and Yogas
- PARA 6483 Hinduism and Ecology
- PARA 6560 Buddhist Cosmology
- PARA 7003 Methods in the Study of Religious and Spiritual Traditions
- PARA 7200 Buddhism Meets Shamanism
- PARA 7210 Mahayana Buddhist Themes
- PARA 7230 Studies in the Upanishads
- PARA 7255 Yoga Sutras of Patanjali
- PARA 7260 Ecology and Yoga
- PARP 6532 Christianity and Ecology
- PARP 6538 Krishna, Buddha, and Christ
- PARP 6563 Buddhism and Ecology
- PARW 6426 The Spirit and the Flesh: Christianity and Paganism in Comparative Perspectives
- PARW 6548 Women and World Religions
V. Feminism, Globalization, and Justice—3 units
Select from the following (course offerings may vary):
PARP 6431 Martin Luther King Jr.—Justice, Cosmology, and Interconnection
PARW 6047 Critical and Liberatory Methods of Inquiry
PARW 6167 Gender, Power, and Spirit in Indigenous Cultures
PARW 6419 Transformative Philosophies of Justice: Local and Global Perspectives
PARW 6425 Gender, Power, and Spirit in Indigenous Cultures
PARW 6428 Ecological Consciousness and Climate Justice
PARW 6429 Spiritual Responses to Gender-Based Violence
PARW 6441 Liberation Dharma: Gender, Buddhism, and Social Justice
PARW 6446 Nature as Sacred Text
PARW 6658 Spiritual Activism and Transformative Social Change
PARW 7002 Ecofeminist Philosophy and Activism
PARW 7609 Womanist, Feminist, and Decolonial Worldviews

VI. General Electives—9 units
9 units from any CIIS program.

VII. Ecology Practicum—3 units
PARP 6533 Touch the Earth: Ecology Practicum

VIII. Culminating Coursework—3 units
PARP 6897 Integrative Seminar

IX. Optional Culminating Coursework—0 units
Advisor approval required.
PARP 6900 Thesis/Dissertation Proposal Completion
PARP 7900 Thesis/Dissertation Seminar

PhD Program
Drawing on the fields of ecology, philosophy, religion, and spirituality, the PhD program invites students into advanced study and analysis of the relationships between ecological issues and the world’s religious and spiritual traditions. PhD students complete nine (9) units of foundational coursework; 21 units of focused electives in the fields of ecology, religion, and philosophy; and six (6) units of general electives taken anywhere throughout CIIS. Following the completion of 36 units of coursework, doctoral students complete two written comprehensive exams, a dissertation proposal, and a doctoral dissertation.

Students pursuing the accelerated option as described below, available only to students with an MA from ESR, must have completed six (6) units of foundational coursework in the course of their MA. These students take at least three (3) units of research methods courses and fifteen (15) units of focused electives in the fields of ecology, religion, and philosophy. Not all ESR MA students will be eligible for this option. Depending on the nature of the proposed doctoral study, some students may be required to complete the full 36 units of doctoral coursework before beginning comprehensive exams.

PhD Program Goals
Doctoral students in Ecology, Spirituality, and Religion will develop advanced research, writing, and inquiry skills to prepare them for roles in higher education and public sector leadership. They will become skilled in transdisciplinary thinking and will produce original scholarship that advances the field of religion and ecology.

Program Learning Outcomes
1. Commit to a flourishing future: To acquire skills and insight to transform practices, worldviews, and consciousness in service of a more just, sustainable, and flourishing future.
   1.1 Students will be able to identify articulate some of the conditions contributing to ecological crises, and will be able to propose healing alternatives.
   1.2 Students will be able to investigate the current ecological crises from within the perspectives of religions and spiritualities, and will be able to critically analyze religious and spiritual traditions through ecological lenses.

2. Generate insight into current conditions: To contribute to the emerging field of religion and ecology by participating in this growing field of academic inquiry and activism.
   2.1 Students will be able to write well-argued papers that engage with the deep insight into the human condition held by the religions, to analyze the gaps and distortions in consciousness that lead to environmental and social degradation.
   2.2 Students will be able to produce academic papers and conference presentations that connect ideas and practices within the world’s religions and spiritualities with ecological manifestations.
3. Practice transdisciplinarity: To develop the knowledge and wisdom to respond to ecological devastation from healing integral and transdisciplinary perspectives.

3.1 Students will understand and navigate the epistemological challenges in studying religion and ecology together.

3.2 Students will be able to integrate research approaches from a diversity of perspectives (e.g., religious and spiritual traditions, historical, and social and biophysical scientific perspectives) applied to specific ecological situations.

4. Application and integration of knowledge: To apply and integrate topics and issues studied in the Ecology, Spirituality, and Religion program into a coherent theoretical and/or activist stance.

4.1 Students will be able to articulate connections between their spiritual and intellectual journeys, and the larger goal of global well-being.

5. Advance scholarly inquiry: To contribute to the emerging field of religion and ecology, in which they will generate new knowledge, enriching a growing field of academic inquiry and activism.

5.1 Students will be able to demonstrate thorough knowledge of an ecological theme or issue, contextualized in a religious, spiritual, and/or philosophical milieu, by passing a comprehensive exam.

5.2 Students will be able to demonstrate in-depth knowledge of a religious, spiritual, or philosophical tradition, broadly defined, in relation to ecology, by passing a comprehensive exam.

5.3 Students will be able to create scholarly papers and public presentations appropriate to multiple audiences (scholarly, religious, government, professional, activist).

6. Offer original contribution: To produce an original work of publishable quality scholarship that advances ideas from a transdisciplinary perspective, demonstrating mastery of relevant fields in both religious/spiritual studies, and in ecological studies.

6.1 Students will be able to present the research and ideas at the core of the dissertation in a well-organized and persuasive public presentation within the CIIS community, and at a public conference or events outside of CIIS.

6.2 Students will be able to make an original contribution to scholarship in the emerging field of religion and ecology, by writing a dissertation that offers a substantial and original contribution to scholarship, and is certified as such by at least two ESR faculty members. Dissertation is not to exceed 250 pages.

**PhD Language Recommendation**

PhD students may be required to demonstrate proficiency in one foreign language if it is deemed essential for the student’s dissertation research. Language proficiency may be demonstrated by having passed two years of coursework in the study of a language or by achieving a satisfactory score on the ETS.

**PhD Comprehensive Examinations**

The two required comprehensive exams are taken after all other coursework is completed, one per semester, in two consecutive semesters. Each comprehensive exam must be completed in one semester. The first comprehensive exam will demonstrate thorough knowledge of an ecological theme or issue, contextualized in a religious, spiritual, and/or philosophical milieu. The second comprehensive exam will demonstrate in-depth knowledge of a religious, spiritual, or philosophical tradition, broadly defined, in relation to ecology. To complete the comprehensive exams, the student devises a reading list of 20 to 30 texts, including books, articles, and chapters, in consultation with his/her advisor. Upon reaching agreement on the reading list, the student reads the texts and writes an essay of about 35 pages, making an argument that ties together the various works and situates the student’s perspective within the field of religion and ecology.

**PhD Dissertation**

After successfully completing both comprehensive exams, the student may begin working on the dissertation proposal. The dissertation proposal must be finished in two semesters. Once the proposal is completed and approved by a three-person committee, the student may begin writing the dissertation proper. The dissertation is a document of 200–250 pages that presents original research and advances understanding of the intersections of ecology, spirituality, and religion. The dissertation is supervised, and must be approved by, a committee of three recognized experts in the field, one of whom must be external to CIIS. Doctoral students must publicly present their research findings at least twice during the course of their doctoral studies at relevant conferences, at least one of which must be outside of CIIS. Throughout the dissertation writing process, the student registers for 0 (zero) units/flat fee. A complete draft of the doctoral dissertation must be provided to the dissertation committee members at the beginning of the semester prior to the semester in which the student wishes to graduate (e.g., for the student to participate in Spring graduation, a full draft of the dissertation must be completed and supplied to committee members at the beginning of the previous Fall semester).

**PhD Admissions Requirements**

Doctoral students wishing to specialize in Ecology, Spirituality, and Religion should display excellent research and writing skills and must possess a master’s degree in a discipline relevant to the program (e.g., anthropology, biology, ecology, environmental
history, environmental studies, geography, literature, philosophy, religion) from an accredited graduate institution. Admission to the Ecology, Spirituality, and Religion PhD program is independent of admission to the MA program and requires a separate admissions application. Applicants to the doctoral program should identify two core faculty members whose expertise closely matches the student’s proposed course of study and research project. Doctoral applicants should demonstrate research preparation suggestive of their motivation to completing a doctoral dissertation. Those admitted into the doctoral concentration who do not have an MA from CIIS in Ecology, Spirituality, and Religion may be required to complete up to an additional 18 units of coursework (minus equivalencies) from the core section of the MA curriculum.

**PhD in Ecology, Spirituality, and Religion after MA in Ecology, Spirituality, and Religion from CIIS**

The PhD program is designed to encompass and build upon work at the master’s level. ESR students who want to continue from the MA into the PhD in the same program apply during their second year of master’s study for entrance into the PhD program. Acceptance into the PhD program is not guaranteed. The applicant’s qualifications for study at the doctoral level will be assessed by the program faculty who make the final decision for acceptance. Students wishing to pursue the accelerated PhD must apply for the accelerated program in their first year of doctoral study. With the approval of the ESR faculty, an MA student accepted into the accelerated doctoral program will need to complete 18 units of coursework (beyond the 36 units of the master’s degree), comprehensive examinations, dissertation proposal, and a dissertation. Admission to the accelerated doctoral program is not guaranteed for ESR MA graduates, and depends on the nature and course of the doctoral student’s proposed study. A CIIS graduate may apply for this track within two years after receiving the MA. Depending on the nature of the proposed doctoral study, some students may be required to complete the full 36 units of doctoral coursework before beginning comprehensive exams and may not be eligible for this accelerated program. Applicants entering a CIIS PhD program with an MA degree earned at another institution should expect to be required to complete 36 units of coursework, comprehensive exams, and a dissertation. Depending upon their background, some applicants may be required to complete more than 36 units of coursework; this will be specified at acceptance. Applicants to the PhD program must be determined to be qualified for doctoral study by the program faculty.

**Curriculum**

**PhD in Philosophy and Religion with a concentration in Ecology, Spirituality, and Religion—36 units**

**I. Foundational Courses—9 units**

- PAR 6078 Theory and Method in the Integrative Study of Religion and Ecology
- PAR 6079 Ecology in a Time of Planetary Crisis

3 additional units of research methods course(s), chosen from among School of Consciousness and Transformation (SCT) offerings.

**II. Ecology, Spirituality, and Religion Focused Electives—21 units**

Select from the following courses (course offerings may vary):

- ANTH 6454 Theoretical and Systems Tools for Social and Ecological Change
- PAR 6071 Philosophy and Ecology: Toward a Green Metaphysics, Phenomenology, and Epistemology
- PAR 6089 Myth, Imagination, and Incarnation: Barfield, Tolkien, Lewis, and the Oxford Inklings
- PAR 6091 Eco-literature and Eco-art in South Indian Tradition
- PAR 6292 Next of Kin: Perspectives on Animal Ethics and Biodiversity
- PAR 6369 Judaisms and Ecology: Visions, Voices, and Practices
- PAR 6472 The Colors of American Philosophy: Pluralism, Pragmatism, and Political Transformation
- PARA 5100 Introduction to Hinduism
- PARA 5102 Introduction to Buddhism
- PARA 5104 Introduction to Islam
- PARA 5501 Introduction to Chinese Philosophy
- PARA 6087 The Sri Yantra: Theory and Practice
- PARA 6357 Death, Dying, and Beyond: Buddhist Perspectives
- PARA 6367 Gandhi, Tagore, Aurobindo
- PARA 6447 Embodied Presence and the Sacred Imaginal: Western and Asian Perspectives
- PARA 6449 The Bhagavad Gita: Its Philosophy and Yogas
- PARA 6483 Hinduism and Ecology
- PARA 6560 Buddhist Cosmology
- PARA 7003 Methods in the Study of Religious and Spiritual Traditions
- PARA 7200 Buddhism Meets Shamanism
III. General Electives—6 units
Select 6 units from any CIIS program.

IV. Foreign Language Proficiency—Noncredit (recommended depending on dissertation topic)
Proficiency demonstrated by one of the following:
A. Two years of successful college coursework
B. Satisfactory score on the ETS Foreign Language Reading Exam
C. Additional language study (depending on dissertation topic)

V. Comprehensive Exams—0 units
PARP 9600 Comprehensive Exam (two times maximum)
VI. Dissertation—0 units
PARP 6900 Dissertation Proposal Completion (two times maximum)
PARP 7900 Dissertation Seminar

PhD in Philosophy and Religion with a concentration in Ecology, Spirituality, and Religion—18 units

I. Foundational Courses—3 units
3 units of research methods, relevant to the student’s proposed dissertation research, from anywhere in SCT (or beyond, as necessary, in discussion with his or her advisor).

II. Ecology, Spirituality, and Religion Focused Electives—15 units
Select from the following courses (course offerings may vary):
ANTH 6454 Theoretical and Systems Tools for Social and Ecological Change
PAR 6071 Philosophy and Ecology: Toward a Green Metaphysics, Phenomenology, and Epistemology
PAR 6089 Myth, Imagination, and Incarnation: Barfield, Tolkien, Lewis, and the Oxford Inklings
PAR 6091 Eco-literature and Eco-art in South Indian Tradition
PAR 6292 Next of Kin: Perspectives on Animal Ethics and Biodiversity
PAR 6369 Judaisms and Ecology: Visions, Voices, and Practices
PAR 6472 The Colors of American Philosophy: Pluralism, Pragmatism, and Political Transformation
PARA 5100 Introduction to Hinduism
PARA 5102 Introduction to Buddhism
PARA 5104 Introduction to Islam
PARA 5501 Introduction to Chinese Philosophy
PARA 6087 The Sri Yantra: Theory and Practice
PARA 6357 Death, Dying, and Beyond: Buddhist Perspectives
PARA 6367 Gandhi, Tagore, Aurobindo
PARA 6383 Death and Beyond: Buddhist and Steinerian Insights
PARA 6447 Embodied Presence and the Sacred Imaginal: Western and Asian Perspectives
PARA 6449 The Bhagavad Gita: Its Philosophy and Yogas
PARA 6483 Hinduism and Ecology
PARA 6560 Buddhist Cosmology
PARA 7003 Methods in the Study of Religious and Spiritual Traditions
PARA 7200 Buddhism Meets Shamanism
PARA 7210 Mahayana Buddhist Themes
PARA 7230 Studies in the Upanishads
PARA 7255 Yoga Sutras of Patanjali
PARA 7260 Ecology and Yoga
PARA 7605 Life Wisdom of Lao Tzu and Chuang Tzu
PAR 6120 Cosmology of Literature
PAR 6147 Modern Cosmology Through the Media
PAR 6278 Integral Ecologies
PAR 6283 Merleau-Ponty: The Body and the Earth
PAR 6392 Plants and People: Understanding the Plant World Through Relationships
PAR 6403 Spirit and Nature
PAR 6407 Biography and Karma
PAR 6422 Aurobindo, Steiner, Teilhard
PAR 6431 Martin Luther King Jr.—Justice, Cosmology, and Interconnection
PAR 6436 Sri Aurobindo and Teilhard de Chardin
PAR 6438 Dante—Cosmology, Poetry, and Metaphysics
PAR 6500 History of Western Worldviews I: From the Greeks to the Enlightenment
PAR 6506 The Great Turning
PAR 6522 Science, Ecology, and Contested Knowledge(s)
PAR 6523 Environmental Ethics
PAR 6525 Toward an Integral Ecological Consciousness
PAR 6532 Christianity and Ecology
PAR 6538 Krishna, Buddha, and Christ
PAR 6540 A History of Western Worldviews II: From the Romantics to the Postmodern
PAR 6563 Buddhism and Ecology
PAR 6569 Earth Law: Toward a Flourishing Earth Community
PAR 6587 Earth Law in Praxis
III. Foreign Language Proficiency—Noncredit (recommended depending on dissertation topic)
Proficiency demonstrated by one of the following:
A. Two years of successful college coursework
B. Satisfactory score on the ETS Foreign Language Reading Exam
C. Additional language study (depending on dissertation topic)

IV. Comprehensive Exams—0 units
PARP 9600 Comprehensive Exam (two times maximum)

V. Dissertation—0 units
PARP 6900 Dissertation Proposal Completion (two times maximum)
PARP 7900 Dissertation Seminar
**Philosophy and Religion: Philosophy, Cosmology, and Consciousness**

MA in Philosophy and Religion with a concentration in Philosophy, Cosmology, and Consciousness (residential or online)

PhD in Philosophy and Religion with a concentration in Philosophy, Cosmology, and Consciousness

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**About the Philosophy, Cosmology, and Consciousness Program**

Philosophy, Cosmology, and Consciousness (PCC) is a graduate program dedicated to reimagining the human species as a mutually enhancing member of the Earth community. The heart of the PCC program is its focus on knowledge that is transformative—of ourselves and of our civilization. It attracts intellectually engaged individuals who are to varying degrees dismayed by what they see happening in industrial societies and who are striving to find meaningful ways to develop their gifts to serve the future of the world. Inspired by Alfred North Whitehead’s view that the function of the university is to enable the future to appear, initially in conceptual thought, the PCC faculty and graduate students hold in mind three fundamental goals:

1. To open our consciousness, through learning and imagination, to those creative and evolutionary energies suffusing the Earth, the Universe, and the deep psyche that will enable us to participate fully in the regeneration of human communities and their enveloping life systems.

2. To analyze the current devastation of planetary life and to strive to liberate ourselves and our communities from the underlying causes of alienation, consumerism, militarism, androcentrism, and unsustainable modes of life.

3. To draw from the deep wells of philosophical and spiritual wisdom together with other scholarly and scientific insights in order to bring forth a profound vision of a vibrant planetary era.

Scientists, scholars, and visionaries recognize that the Earth community is facing an unprecedented evolutionary challenge, the most severe degradation of life in the last 65 million years. This multifaceted crisis requires a fundamental reorientation of our civilization, one in which a compassionate humanity becomes a mutually enhancing presence within Earth’s complex systems of life. Cultural historian Thomas Berry has called this task “the Great Work.” The PCC program is committed to shaping the leadership necessary for profound, progressive transformation of social institutions and individual consciousness. Drawing upon some of the most powerful ideas found in Western intellectual and spiritual traditions, together with insights from Asian spiritual philosophies and indigenous worldviews, the faculty has constructed a multidisciplinary course of study to help accelerate each student’s journey into his or her particular leadership role within this work:

**Philosophy:** To free philosophy from its contemporary limitations—narrowly analytic, reductionist, and cosmologically alienated—and revive the original essence of Western philosophy as the love of wisdom. Philosophy in PCC explores new ways of thinking and being that are both visionary and pragmatic, and resist the paradigm of fragmentation that continues to dominate Western thought and culture.

**Cosmology:** To pursue a multidisciplinary study of cosmology with a focus on the evolutionary unfolding of the Universe and the Earth community. Cosmology in PCC includes reflection on the discoveries of the natural sciences, as well as cosmological and ecological perspectives emerging in contemporary culture, including especially the arts and religion.

**Consciousness:** To explore consciousness and the deep psyche, particularly by research concerning archetypal structures and their formative expression in individual lives and culture. Consciousness studies in PCC focus on transpersonal and Jungian psychology, the evolution of consciousness, Western esotericism, and new paradigm studies. In the end, the perspectives studied and developed within the PCC community are tested in the fire of each student’s experience. PCC offers students a challenging and supportive learning community in which to find their vision and voice as leaders.

**Integral Ecology Track**

The residential MA and PhD programs offer the option of an integral ecology track, in which students study the complex character of the Earth community, the factors that threaten it, and possibilities for a better way forward. They explore some of the vital links between ecology and such fields as philosophy, religion, psychology, and cosmology, and learn strategies for a sustainable future in a creative community of planetary citizens. The word “integral” here suggests, to begin with, that ecology is relevant to the full range of human knowledge and action. All human endeavors—from food production and resource use to economics, politics, and education—need to be ecologized, in the sense that implications for the fate of the entire Earth community need to be taken into consideration. Conversely, ecology needs to draw from the whole spectrum of human inquiry—this is the second sense of integral—not only from the natural sciences, but from the human and social sciences, from the world’s spiritual traditions (Asian, Western, and indigenous), and from collective wisdom and individual insights. Residential MA students can also enroll in the integral ecology track offered as part of the online MA degree (note that residential MA students can earn no more than 49 percent of their units online).
MA Degree Program

Goals and Student Learning Outcomes
The Philosophy, Cosmology, and Consciousness MA program supports students in the cultivation of both intellectual rigor and sympathetic imaginative capacities that will better enable them to enter fruitfully into a plurality of worldviews, historical eras, and cultural sensibilities. By understanding transformative historical and contemporary ideas, students will develop the ability to discern creative possibilities for bringing about life-enhancing futures.

Goal 1: Agents of Change: To generate creative and effective thinking and action in response to the unprecedented evolutionary challenge of the ecological, cultural, and spiritual crises that are currently facing the human and nonhuman members of the Earth community.

Student Learning Outcome 1: Students will be able to articulate sophisticated critiques of the causes and consequences of the current planetary crises.

Student Learning Outcome 2: In response to the dominant worldview, students will be able to generate alternatives that promote a socially and ecologically just future for the entire Earth community.

Goal 2: Sophisticated Evaluation: To develop and apply appreciative and critical evaluations of major transitions in worldviews, including those that have contributed to the current planetary situation.

Student Learning Outcome 3: Students will be able to speak and write cogently about the nature of worldviews for a variety of scholarly and popular audiences.

Student Learning Outcome 4: Students will be able to engage confidently as public intellectuals in conversation regarding the history of and interaction between Western, Asian, and Indigenous perspectives, remaining sensitive to the dangers of appropriation while also developing an appreciation for the potential of newly emerging hybridizations of these perspectives.

Goal 3: Transdisciplinarity: To critique, evaluate, and apply transdisciplinary scholarship.

Student Learning Outcome 5: Students will demonstrate competence in transdisciplinary thinking by integrating content and frameworks from a variety of disciplines to create scholarly products.

Student Learning Outcome 6: Students will be able to engage critically and constructively with a diverse array of research topics (e.g., religious, spiritual, and esoteric traditions, historical and scientific paradigms, and other, marginalized perspectives and ways of knowing).

Goal 4: Inner and Outer Evolution: To clarify and expand the relevance of ideas studied to one’s personal life and aspirations, with an eye to their implications for the transformation of culture and society at large.

Student Learning Outcome 7: Students will be able to build connections between their studies, their personal lives, and the larger communities in which they are embedded.

Student Learning Outcome 8: Students will be able to tap into and express individual creativity through personal and/or scholarly communication.

MA Integrative Seminar
The master’s Integrative Seminar is structured to help graduating students discover and consolidate what they have learned in their studies in PCC. Through a process of collaborative inquiry, students refine their unique perspectives and their ability to bridge various bodies of knowledge while developing plans for their next steps after graduation. The course culminates with a public presentation to the assembled PCC community of the students’ key insights. Students who plan to graduate in the Summer or Fall semester should plan to take the Integrative Seminar in the preceding Spring.

MA Thesis Option
An MA Thesis Option is available under exceptional circumstances to be determined in consultation with your advisor. Requirements for approval to write an MA thesis:

1. A proposal for an MA thesis must secure the agreement of a PCC faculty member to serve as thesis mentor. The student and mentor must also secure the agreement of a PCC or appropriate CIIS faculty member to serve as the second reader. Both agreements should reflect a strong alignment between the student’s proposed thesis topic and the faculty member’s scholarly expertise and interests.
2. A PCC faculty member will be unlikely to serve as mentor for a thesis that does not issue from the student’s positively evaluated coursework with the professor in question.
3. The student and topic must be at an advanced MA level.
4. The proposed topic must be able to be adequately treated within the proper thesis length, namely 60–80 pages.

**MA Admissions Requirements**

For Philosophy, Cosmology, and Consciousness, applicants from a variety of academic backgrounds will be considered. Applicants should be familiar with the PCC curriculum, the published writings of at least one PCC core faculty member, and a selection of videos on the PCC website.

**Curriculum**

**MA in Philosophy and Religion with a concentration in Philosophy, Cosmology, and Consciousness—36 units**

<table>
<thead>
<tr>
<th>I. Foundational Course—3 units</th>
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<tr>
<td>PARP 6060 Introduction to Philosophy, Cosmology, and Consciousness</td>
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<tr>
<th>II. Philosophy, Cosmology, and Consciousness Electives—15 units</th>
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<tr>
<td>Select from the following courses (course options may vary):</td>
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<tr>
<td>PARP 6110 Cosmological Powers</td>
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<td>PARP 6120 Cosmology of Literature</td>
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<td>PARP 6131 Speculation and Adoration: Introduction to the Study of Medieval Christian Mysticism</td>
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<td>PARP 6132 Philosophies of Becoming: Ancient, Medieval, and Early Modern Western Traditions</td>
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<td>PARP 6133 Whitehead’s Adventure in Cosmology: Toward a Physics of the World-Soul</td>
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<td>PARP 6134 Process Approaches to Consciousness</td>
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<td>PARP 6135 Process and Difference in the Pluriverse</td>
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<td>PARP 6137 Love, Death, and Annihilation in Contemporary Fiction and Cinema</td>
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<td>PARP 6140 Philosophies of Becoming: Late Modern and Postmodern Western Traditions</td>
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<td>PARP 6141 Evolutionary Cosmology and Process Philosophy</td>
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<td>PARP 6142 Archetypal Research: Writing and Methods for the Archetypal Biographer and Historian</td>
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<td>PARP 6143 The Red Books of C.G. Jung and J.R.R. Tolkien: An Archetypal Perspective</td>
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<td>PARP 6144 Jung on Astrology</td>
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<td>PARP 6145 The Way of the Archetypes or Archetypal Astrology and Individuation</td>
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<td>PARP 6147 Modern Cosmology Through the Media</td>
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<td>PARP 6170 Dark Night, Early Dawn: LSD Psychotherapy and Collective Transformation (2 units)</td>
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<td>PARP 6275 Plato and Platonism</td>
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<td>PARP 6278 Integral Ecologies</td>
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<td>PARP 6283 Merleau-Ponty: The Body and the Earth</td>
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<td>PARP 6249 Romanticism and Philosophy</td>
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<td>PARP 6315 Epic of the Universe</td>
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<td>PARP 6339 Subtle Activism: The Role of Consciousness in Planetary Transformation</td>
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<td>PARP 6393 Mind and Nature in German Idealism</td>
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<td>PARP 6403 Spirit and Nature</td>
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<td>PARP 6407 Biography and Karma</td>
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<td>PARP 6422 Aurobindo, Steiner, and Teilhard</td>
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<td>PARP 6431 Martin Luther King Jr.: Justice, Cosmology, and Interconnection</td>
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<td>PARP 6499 A Brief History of Western Thought (1 unit)</td>
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<td>PARP 6506 The Great Turning</td>
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<td>PARP 6517 History of Western Thought and Culture: An Archetypal Perspective</td>
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<td>PARP 6522 Science, Ecology, and Contested Knowledge(s)</td>
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<td>PARP 6525 Toward an Integral Ecological Consciousness</td>
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<td>PARP 6532 Christianity and Ecology</td>
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<td>PARP 6533 Touch the Earth: Integral Ecology Practicum</td>
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<td>PARP 6538 Krishna, Buddha, and Christ</td>
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<td>PARP 6563 Buddhism and Ecology</td>
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<td>PARP 6569 Earth Law: Toward a Flourishing Earth Community (1 unit)</td>
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<td>PARP 6587 Earth Law in Praxis (1 unit)</td>
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<td>PARP 6650 Advanced Seminar: A. N. Whitehead’s <em>Process and Reality</em></td>
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<td>PARP 6651 Integral Gaia</td>
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<td>PARP 6667 Radical Mythospeculation: Cosmic Evolution and Deep History</td>
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PARP 6682 Ecologies of Liberation
PARP 6691 Integral Permaculture (1 unit)
PARP 6743 Hill of the Hawk I
PARP 6744 Hill of the Hawk II
PARP 6746 The Earth Journey
PARP 6748 Nature and Eros
PARP 6762 Steiner and Jung
PARP 6821: Archetypal Process: Whitehead, Jung, and Hillman
PARP 6822 Hegel, Wilber, and Morin: Foundations of Integral Theory (advanced seminar)
PARP 6829 Integral T’ai Chi
PARP 6833 The Evolution of Religious Consciousness: From the Paleolithic to the Axial Age
PARP 6834 The Evolution of the Modern Self: From Axial Roots to Postmodern Threshold
PARP 6842 Cosmological Epics
PARP 7001 Psyche and Cosmos I: Transpersonal Psychology and Archetypal Astrology
PARP 7002 Psyche and Cosmos II: Transits in Depth (Practicum)
PARP 7007 American Philosophy
PARP 7008 James Hillman and Archetypal Psychology: An Introduction (1 unit)
PARP 7105 Archetypes, Art, and Culture
PARP 7400 Psyche and Spirit: From the Psychology of Religion to Transpersonal Theory
PARP 9568 The Planetary Era: Toward a New Wisdom Culture

III. General Electives—15 units
15 units from any CIIS program.

IV. Culminating Coursework—3 units
PARP 6897 Integrative Seminar

V. Optional Thesis—0 units
Advisor approval required.
PARP 6900 Thesis/Dissertation Proposal Completion
PARP 7900 Thesis/Dissertation Seminar

Curriculum
MA in Philosophy and Religion with a concentration in Philosophy, Cosmology, and Consciousness
Integral Ecology Track—36 units

I. Required Courses—6 units
PARP 6060 Introduction to Philosophy, Cosmology, and Consciousness
Select one of the following courses:
PARP 6278 Integral Ecologies
PARP 6525 Toward an Integral Ecological Consciousness
PARP 6651 Integral Gaia

II. Philosophy, Cosmology, and Consciousness Electives—7 units
Select from the courses listed in the PCC electives list above.

III. Integral Ecology Electives—6 units
Select from the following (course options may vary):
PARP 6110 Cosmological Powers
PARP 6120 Cosmology of Literature
PARP 6159 Plants and People: Understanding the Plant World Through Relationships (1 unit)
PARP 6278 Integral Ecologies
PARP 6315 Epic of the Universe
PARP 6393 Mind and Nature in German Idealism
PARP 6403 Spirit and Nature
PARP 6431 Martin Luther King Jr.: Justice, Cosmology, and Interconnection
PARP 6506 The Great Turning
PARP 6522 Science, Ecology, and Contested Knowledge(s)
PARP 6525 Toward an Integral Ecological Consciousness
PARP 6532 Christianity and Ecology
PARP 6533 Touch the Earth: Integral Ecology Practicum
PARP 6563 Buddhism and Ecology
PARP 6569 Earth Law: Toward a Flourishing Earth Community (1 unit)
PARP 6587 Earth Law in Praxis (1 unit)
PARP 6682 Ecologies of Liberation
PARP 6691 Integral Permaculture (1 unit)
PARP 6743 Hill of the Hawk I
PARP 6744 Hill of the Hawk II
PARP 6746 The Earth Journey
PARP 6748 Nature and Eros
PARP 6822 Hegel, Wilber, and Morin: Foundations of Integral Theory
PARP 9568 The Planetary Era: Toward a New Wisdom Culture

IV. General Electives—12 units
12 units from any CIIS program.

V. Integral Ecology Practicum—3 units
PARP 6533 Touch the Earth: Integral Ecology Practicum.
This course combines a semester-long Integral Ecology fieldwork experience of the student's own choosing with a discussion seminar.

VI. Culminating Coursework—3 units
PARP 6897 Integrative Seminar

VII. Optional Culminating Coursework—0 units
Advisor approval required.
PARP 6900 Thesis/Dissertation Proposal Completion
PARP 7900 Thesis/Dissertation Seminar

New Online MA Degree Program
As of the Fall 2017 semester, the Philosophy, Cosmology, and Consciousness program is offering an online MA degree. As with the residential MA, students enrolled in the online MA program are required to complete 36 units of coursework. Online students are encouraged to choose one of three curricular tracks to focus their studies. These tracks include archetypal cosmology, integral ecology, and process philosophy (curricula are described below). In consultation with a faculty advisor, students may pursue a less specialized curricular path. Along with the introductory and culminating integrative seminar course, students can select courses from any of the three tracks as well as from general PCC electives.

Residential students are welcome to enroll in online courses, but at least 51 percent of their coursework must be earned from residential courses.

Residential Intensives
In addition to coursework, online students are also required to participate in three residential intensives in the San Francisco Bay Area. The first two intensives take place at the start of the Fall semester in late August, while the third intensive takes place at the end of the final Spring semester in mid-May and coincides with commencement.

While every effort is made to facilitate a sense of embodied presence in the online learning environment, the required residential intensives provide online students with an opportunity to deepen their learning experience in community with others. The Fall intensives include keynote lectures by PCC faculty, advising sessions, community-building events, skill-building workshops, and the initial class meeting of student courses for that semester. The culminating Spring intensive provides students with an opportunity to integrate their learning experience and to reflect on the next steps in their personal and professional paths. Students will also prepare a seminar-style presentation about their journey for the PCC community.

Online MA Student Learning Outcomes
The Philosophy, Cosmology, and Consciousness program’s online master’s degree supports students in the cultivation of both intellectual rigor and sympathetic imaginative capacities that will better enable them to enter fruitfully into a plurality of worldviews, historical eras, and cultural sensibilities. By understanding transformative historical and contemporary ideas, students will develop the ability to discern creative possibilities for bringing about life-enhancing futures.
Goal 1: Agents of Change: To generate creative and effective thinking and action in response to the unprecedented evolutionary challenge of the ecological, cultural, and spiritual crises that are currently facing the human and nonhuman members of the Earth community.

Student Learning Outcome 1: Students will be able to articulate sophisticated critiques of the causes and consequences of the current planetary crises.

Student Learning Outcome 2: In response to the dominant worldview, students will be able to generate alternatives that promote a socially and ecologically just future for the entire Earth community.

Goal 2: Sophisticated Evaluation: To develop and apply appreciative and critical evaluations of major transitions in worldviews, including those that have contributed to the current planetary situation.

Student Learning Outcome 3: Students will be able to speak and write cogently about the nature of worldviews for a variety of scholarly and popular audiences.

Student Learning Outcome 4: Students will be able to engage confidently as public intellectuals in conversation regarding the history of and interaction between Western, Asian, and indigenous perspectives, remaining sensitive to the dangers of appropriation while also developing an appreciation for the potential of newly emerging hybridizations of these perspectives.

Goal 3: Transdisciplinarity: To critique, evaluate, and apply transdisciplinary scholarship.

Student Learning Outcome 5: Students will demonstrate competence in transdisciplinary thinking by integrating content and frameworks from a variety of disciplines to create scholarly products.

Student Learning Outcome 6: Students will be able to engage critically and constructively with a diverse array of research topics (e.g., religious, spiritual, and esoteric traditions, historical and scientific paradigms, and other, marginalized perspectives and ways of knowing).

Goal 4: Inner and Outer Evolution: Depending on their chosen curricular track and background, students will be able to apply ideas and skills learned to catalyze personal, cultural, and institutional transformation.

Student Learning Outcome 7: Students enrolled in the Integral Ecology Track will cultivate a transdisciplinary understanding of the planetary ecological crisis, learn the foundations and emerging varieties of integral ecology, develop innovative practical solutions for addressing the crisis, and find their voice as scholar-activists committed to social and ecological justice.

Student Learning Outcome 8: Students enrolled in the Archetypal Cosmology Track will enhance their capacity for personal and interpersonal psychological exploration, will be able to identify and analyze broad trends in cultural history, and will cultivate a deeper recognition of and practical relation to their embeddedness in a meaningful cosmos.

Student Learning Outcome 9: Students enrolled in the Process Philosophy track will gain an appreciation for the history and contemporary application of the process-relational mode of thought while also developing the creative, flexible, and transdisciplinary scholarly skill set that is essential to thinking through and engaging with the complex conceptual entanglements typifying our planetary moment.

Three Online Curricular Tracks
Students are encouraged to select one of the three curricular tracks described below. Students also have the option, in consultation with their faculty advisor, to design an interdisciplinary course of study incorporating courses from each track, elective courses from within PCC, and electives from other online programs at CIIS.

Archetypal cosmology: This track supports students in developing several invaluable skills relevant for personal and cultural knowledge, as well as professional development. In the personal domain, the depth psychological orientation of the archetypal cosmology track facilitates greater awareness of what archetypal energies and complexes are at work, at what time, in what combinations, both as lifelong predispositions with multivalent potentials and as ever-shifting dynamics—and in turn how these individual potentials are embedded in and influenced by collective archetypal dynamics influencing entire eras, such as our current decade. In addition, knowledge of archetypal cosmology provides a powerful source of insight and nurtures skills for effectively pursuing cultural, literary, and historical analysis, as modeled by PCC faculty member Richard Tarnas’s *Cosmos and Psyche: Intimations of a New World View* (2006). PCC faculty member and founder of transpersonal psychology Stanislav Grof considers archetypal cosmology to be the single most important discipline for the future of psychology and psychotherapy, including the psychedelic medicines about which Dr. Grof is the acknowledged world expert and that are the focus of the new
Center for Psychedelic Therapies and Research at CIIS. And beyond this, participation in this track will cultivate a powerful recognition of our human embeddedness in an ensouled, inspired cosmos, which has healing and transformative ramifications in itself.

**Integral Ecology:** This track allows students to study the complex character of the Earth community, the factors that threaten it, and possibilities for a better way forward. Students explore vital links between ecology and such fields as philosophy, religion, psychology, and cosmology, and learn strategies for building a regenerative and ecologically just future. The gravity and complexity of the planetary ecological crisis calls for an integral approach to ecology, one that broadens and deepens the study of ecology through active engagement with the humanities and social sciences. The integral ecology track thus draws upon the whole spectrum of human inquiry, from the sciences (human, social, and natural), from the world’s spiritual traditions (Asian, Western, and indigenous), and from collective wisdom and the insights of individual experience. The search for solutions to ecological problems must include as a core concern the transformation of human conceptual, psychological, and cultural patterns that have become an imminent danger to the health of the entire Earth community, and the cultivation of new structures of human experience and action that are more harmoniously aligned with the natural world and the larger cosmic order within which we dwell. That said, part of the task of transforming the human to meet the challenges of the ecological crisis will require becoming re-attuned to the needs and values of the nonhuman community of life on this planet. The integral ecology track therefore also enters into conversation with deep ecological perspectives that recognize the intrinsic value of every member of the Earth community and remains open to learning from nonhumans about how our species might less destructively inhabit this planet.

**Process Philosophy:** This track invites students into an evolutionary view of the cosmos and a relational way of knowing. Process philosophy was articulated primarily by Alfred North Whitehead (1861–1947) but has been creatively carried forward by contemporary philosophers like Catherine Keller, Isabelle Stengers, Donna Haraway, Karen Barad, Bruno Latour, William Connolly, and Roland Faber, among others. It offers a compelling transdisciplinary perspective bridging science, art, and spirituality into a comprehensive and integral cosmological vision. Process philosophy allows for a return to metaphysics and big-picture thinking, but without dogmatically or violently collapsing alternative points of view into its own. This is because pluralistic and creative relationality in the context of irreducible difference, as well as open-ended and pragmatic conceptual experimentation, are core features of the approach (unlike traditional Western metaphysics, which tends to value monological, substance-based, and self-enclosed systematization). Process philosophy has been present since the beginning of the Western tradition in ancient Greece, with its roots traced to Heraclitus’s famous statement “All things flow.” There are also many conceptual parallels with Buddhist thought (e.g., dependent origination, impermanence, etc.). While it has been present since the origins of the Western tradition, the process approach has nonetheless been a heretical and marginalized stream until quite recently. This is because it challenges the dominant substance ontology and representationalist epistemology of the mainstream Western tradition. In general, in the dominant paradigm, reality is thought to be composed of static, isolated beings, rather than fluid, interpenetrating becoming, and knowledge is limited to the conceptual recognition of static essences to the exclusion of other, nonrational ways of knowing (e.g., aesthetic, affective, and sympathetic relationships with living processes). In the last several years, interest and appreciation for process philosophy has exploded in the English-speaking world, Europe, and especially in China, largely due to the perception that the ecological crisis is severe enough to warrant a ground-up reevaluation of the modern modes of thought that have contributed to it.

**Curriculum**

**MA in Philosophy and Religion with a concentration in Philosophy, Cosmology, and Consciousness (Online)—36 units**

I. **Residential Intensives**—0 units

Students are required to participate in three intensives at CIIS in San Francisco. The first two intensives occur at the start of each Fall semester in late August; the third intensive takes place at the end of the final Spring semester in mid-May.

- PARP 6700 Intensive I (Fall)
- PARP 6700 Intensive II (Fall)
- PARP 6700 Intensive III (Spring)

II. **Introductory Course**—3 units

PARP 6060 Introduction to Philosophy, Cosmology, and Consciousness

III. **Curricular Tracks**—15 units

Students are encouraged to select one of the three 15-unit curricular tracks below: Archetypal Cosmology, Integral Ecology, or Process Philosophy. Alternatively, in consultation with their faculty advisor, students can design an interdisciplinary course of study that includes courses from multiple tracks, from other PCC electives, and from electives offered by other online programs at CIIS. A student choosing this option must take a minimum of 15 units (not including Introduction to PCC and Integrative Seminar) within PCC, leaving 15 units of electives to be taken either within or outside of PCC.
A. Archetypal Cosmology
1. Foundations (3 units, required)
   PARP 7001 Psyche and Cosmos I: Transpersonal Psychology and Archetypal Astrology

2. Philosophy and History (choose 3–6 units)
   PARP 6517 History of Western Thought and Culture: An Archetypal Perspective
   PARP 6821 Archetypal Process: Whitehead, Jung, and Hillman
   PARP 6142 Archetypal Research: Writing and Methods for the Archetypal Biographer and Historian
   PARP 6144 Jung on Astrology
   PARP 7008 James Hillman and Archetypal Psychology: An Introduction (1 unit)

3. Psychology (choose 3 units)
   PARP 7002 Psyche and Cosmos II: Transits in Depth (Practicum)
   PARP 7400 Psyche and Spirit: From the Psychology of Religion to Transpersonal Theory
   PARP 6145 The Way of the Archetypes or Archetypal Astrology and Individuation

4. Arts, Literature, and Music (choose 3–6 units)
   PARP 7105 Archetypes, Art, and Culture
   PARP 6143 The Red Books of C.G. Jung and J.R.R. Tolkien: An Archetypal Perspective

B. Integral Ecology
1. Foundations (choose 6 units)
   PARP 6278 Integral Ecologies
   PARP 6525 Toward an Integral Ecological Consciousness

2. Practicum (3 units, optional)
   PARP 6533 Touch the Earth

3. Electives (choose 6–9 units)
   PARP 6071 Philosophy and Ecology: Toward a Green Metaphysics, Phenomenology, and Epistemology
   PARP 6110 Cosmological Powers
   PARP 6283 Merleau-Ponty: The Body and the Earth
   PARP 6292 Next of Kin: Perspectives on Animal Ethics and Biodiversity
   PARP 6392 Plants and People: Understanding the Plant World Through Relationship
   PARP 6393 Mind and Nature in German Idealism
   PARP 6369 Judaisms and Ecology: Visions, Voices, and Practices (1 unit)
   PARP 6403 Spirit and Nature
   PARP 6506 The Great Turning
   PARP 6522 Science, Ecology, and Contested Knowledge(s)
   PARP 6523 Environmental Ethics
   PARP 6532 Christianity and Ecology
   PARP 6563 Buddhism and Ecology
   PARP 6569 Earth Law: Toward a Flourishing Earth Community (1 unit)
   PARP 6587 Earth Law in Praxis (1 unit)
   PARP 6651 Integral Gaia
   PARP 6682 Ecologies of Liberation
   PARP 6691 Integral Permaculture (1 unit)
   PARP 6746 The Earth Journey
   PARP 6748 Nature and Eros

C. Process Philosophy
1. Historical Context (choose 3–6 units)
   PARP 6132 Philosophies of Becoming: Ancient, Medieval, and Early Modern Western Traditions
   PARP 6140 Philosophies of Becoming: Late Modern and Postmodern Western Traditions
   PARP 6393 Mind and Nature in German Idealism
   PARP 6822 Hegel, Wilber, and Morin: Foundations of Integral Inquiry

2. Whitehead’s Thought (choose 3–6 units)
   PARP 6133 Whitehead’s Adventure in Cosmology: Toward a Physics of the World-Soul
   PARP 6650 Advanced Seminar: A.N. Whitehead’s Process and Reality
3. Electives (choose 3–9 units)
   - PARP 6110 Cosmological Powers
   - PARP 6134 Process Approaches to Consciousness
   - PARP 6135 Process and Difference in the Pluriverse
   - PARP 6141 Evolutionary Cosmology and Process Philosophy
   - PARP 6821 Archetypal Process: Whitehead, Jung, and Hillman

IV. General Electives—15 units
Choose 15 units from general PCC courses or from any CIIS program offering online courses.

V. Culminating Coursework—3 units
   - PARP 6897 Integrative Seminar

VI. Optional Thesis—0 units
   - Advisor approval required.
   - PARP 6900 Thesis/Dissertation Proposal Completion
   - PARP 7900 Thesis/Dissertation Seminar

New PCC Certificates in Archetypal Cosmology, Integral Ecology, and Process Philosophy
Also beginning in Fall 2017, the Philosophy, Cosmology, and Consciousness program is offering three 12-unit MA-level certificates. Students can apply for a PCC certificate in archetypal cosmology, integral ecology, or process philosophy (these tracks are described above). The certificate curricula are designed for students who are seeking a deeper understanding of these areas but for a variety of reasons are unable to commit to a full 36-unit MA degree. The following policies apply:

- Certificate students are not eligible for federal financial aid. Federal financial aid is only available for PCC’s degree programs.
- Certificate courses are offered in both residential and online formats.
- Certificate students are invited but not required to attend on-campus intensives alongside online PCC MA students.
- Students can earn a maximum of one certificate in PCC.
- Students can take up to two years to complete the 12 units required for their certificate.
- Certificate students must enroll in at least 1 unit every Fall and Spring semester (Summer enrollment is optional). Students who do not enroll in at least 1 unit in a given semester must apply for a Leave of Absence through the Registrar’s office.
- Students can decide to apply to PCC’s MA program at any point during their certificate. Any units earned while a student is in a certificate program are transferable to the MA degree (up to 12 units).
- Students applying to the online PCC MA degree program after earning a PCC certificate are required to participate in three on-campus intensives (two at the beginning of Fall semesters, one at the end of the final Spring semester). It is recommended that certificate students considering the online PCC MA participate in at least one intensive while still a certificate student (thus facilitating their completion of the MA intensive requirements).
- Students in the PCC MA program may also be awarded a certificate upon completion of the required coursework (one certificate per student).
- Students in other MA programs at CIIS may also earn a PCC certificate, so long as their degree program grants them enough elective units to complete the required certificate coursework. Certificate courses taken outside this elective allotment are not eligible for federal financial aid.

Curriculum
Certificates in Philosophy, Cosmology, and Consciousness: Archetypal Cosmology, Integral Ecology, or Process Philosophy (Online and Residential)—12 units

Certificate students can choose one of the three tracks listed below.

A. Archetypal Cosmology
   1. Foundations (3 units, required)
      PARP 7001 Psyche and Cosmos I: Transpersonal Psychology and Archetypal Astrology

   2. Philosophy and History (choose 0–6 units)
      PARP 6517 History of Western Thought and Culture: An Archetypal Perspective
      PARP 6821 Archetypal Process: Whitehead, Jung, and Hillman
      PARP 6142 Archetypal Research: Writing and Methods for the Archetypal Biographer and Historian
      PARP 6144 Jung on Astrology
3. Psychology (choose 0–6 units)
   PARP 7002 Psyche and Cosmos II: Transits in Depth (Practicum)
   PARP 7400 Psyche and Spirit: From the Psychology of Religion to Transpersonal Theory
   PARP 6145 The Way of the Archetypes or Archetypal Astrology and Individuation

4. Arts, Literature, and Music (choose 0–6 units)
   PARP 7105 Archetypes, Art, and Culture
   PARP 6143 The Red Books of C.G. Jung and J.R.R. Tolkien: An Archetypal Perspective

B. Integral Ecology
1. Foundations (choose 3–6 units)
   PARP 6278 Integral Ecologies
   PARP 6525 Toward an Integral Ecological Consciousness

2. Practicum (3 units, optional)
   PARP 6533 Touch the Earth

3. Electives (choose 3–9 units)
   PAR 6071 Philosophy and Ecology: Toward a Green Metaphysics, Phenomenology, and Epistemology
   PARP 6110 Cosmological Powers
   PARP 6283 Merleau-Ponty: The Body and the Earth
   PAR 6292 Next of Kin: Perspectives on Animal Ethics and Biodiversity
   PARP 6392 Plants and People: Understanding the Plant World Through Relationship
   PARP 6393 Mind and Nature in German Idealism
   PAR 6369 Judaisms and Ecology: Visions, Voices, and Practices (1 unit)
   PARP 6403 Spirit and Nature
   PARP 6506 The Great Turning
   PARP 6522 Science, Ecology, and Contested Knowledge(s)
   PARP 6523 Environmental Ethics
   PARP 6532 Christianity and Ecology
   PARP 6563 Buddhism and Ecology
   PARP 6569 Earth Law: Toward a Flourishing Earth Community (1 unit)
   PARP 6587 Earth Law in Praxis (1 unit)
   PARP 6651 Integral Gaia
   PARP 6682 Ecologies of Liberation
   PARP 6691 Integral Permaculture (1 unit)
   PARP 6746 The Earth Journey
   PARP 6748 Nature and Eros

C. Process Philosophy
1. Historical Context (choose 3–6 units)
   PARP 6132 Philosophies of Becoming: Ancient, Medieval, and Early Modern Western Traditions
   PARP 6140 Philosophies of Becoming: Late Modern and Postmodern Western Traditions
   PARP 6393 Mind and Nature in German Idealism
   PARP 6822 Hegel, Wilber, and Morin: Foundations of Integral Inquiry

2. Whitehead’s Thought (choose 3–6 units)
   PARP 6133 Whitehead’s Adventure in Cosmology: Toward a Physics of the World-Soul
   PARP 6650 Advanced Seminar: A.N. Whitehead’s Process and Reality

3. Electives (choose 3–6 units)
   PARP 6110 Cosmological Powers
   PARP 6134 Process Approaches to Consciousness
   PARP 6135 Process and Difference in the Pluriverse
   PARP 6141 Evolutionary Cosmology and Process Philosophy
   PARP 6821 Archetypal Process: Whitehead, Jung, and Hillman

PhD Degree Program
Goals and Student Learning Outcomes
The Philosophy, Cosmology, and Consciousness doctoral program supports students in the cultivation of both intellectual rigor and sympathetic imaginative capacities that will help them to enter fruitfully into a plurality of worldviews, historical eras, and cultural sensibilities. By understanding transformative historical and contemporary ideas, students will develop the ability to discern creative possibilities for bringing about life-enhancing futures.

**Goal 1: Agents of Change:** To generate creative and effective thinking and action in response to the unprecedented evolutionary challenge of the ecological, cultural, and spiritual crises that are currently facing the human and nonhuman members of the Earth community.

- **Student Learning Outcome 1:** Students will be able to articulate sophisticated critiques of the causes and consequences of the current planetary crises.
- **Student Learning Outcome 2:** In response to the dominant worldview, students will be able to generate alternatives that promote a socially and ecologically just future for the entire Earth community.

**Goal 2: Sophisticated Evaluation:** To develop and apply appreciative and critical evaluations of major transitions in worldviews, including those that have contributed to the current planetary situation.

- **Student Learning Outcome 3:** Students will be able to speak and write cogently about the nature of worldviews for a variety of scholarly and popular audiences.
- **Student Learning Outcome 4:** Students will be able to engage confidently as public intellectuals in conversation regarding the history of and interaction between Western, Asian, and indigenous perspectives, remaining sensitive to the dangers of appropriation while also developing an appreciation for the potential of newly emerging hybridizations of these perspectives.

**Goal 3: Transdisciplinarity:** To critique, evaluate, and apply transdisciplinary scholarship.

- **Student Learning Outcome 5:** Students will demonstrate competence in transdisciplinary thinking by integrating content and frameworks from a variety of disciplines to create scholarly products.
- **Student Learning Outcome 6:** Students will be able to engage critically and constructively with a diverse array of research topics (e.g., religious, spiritual, and esoteric traditions, historical and scientific paradigms, and other, marginalized perspectives and ways of knowing).

**Goal 4: Inner and Outer Evolution:** To clarify and expand the relevance of ideas studied to one’s personal life and aspirations, with an eye to their implications for the transformation of culture and society at large.

- **Student Learning Outcome 7:** Students will be able to build connections between their studies, their personal lives, and the larger communities in which they are embedded.
- **Student Learning Outcome 8:** Students will be able to tap into and express individual creativity through personal and/or scholarly communication.

**Goal 5: Historical Knowledge:** To analyze the evolution of Western thought through the ideas of major figures of Western intellectual and spiritual history in relation to the challenges of the present moment.

- **Student Learning Outcome 9:** Students will be able to pass two comprehensive exams, one of which will demonstrate comprehension of principal ideas and themes in the development of Western thought as reflected in the “PCC Guide to Important Texts” (available in the PCC office or on MyCIIS, [https://my.ciis.edu/ICS/Academics/Philosophy_Cosmology_and_Consciousness.jnz](https://my.ciis.edu/ICS/Academics/Philosophy_Cosmology_and_Consciousness.jnz)).
- **Student Learning Outcome 10:** Students will be able to demonstrate familiarity with the relevant developments in the history of Western thought in the formal treatment of the dissertation topic.

**Goal 6: Original Contribution:** To produce a work of original scholarship of publishable quality that engages ideas from a transdisciplinary perspective, including a sufficient mastery in depth of at least one subject area, with an eye to the paradigmatic assumptions and implications for the transformation of culture and society at large.

- **Student Learning Outcome 11:** Students will be able to present the research and ideas that will form the basis of a dissertation in a well-organized and persuasive public lecture to the PCC community of faculty and students.
**Student Learning Outcome 12:** Students will be able to write a dissertation that offers a substantial and original contribution to scholarship, and is certified as such by at least two PCC faculty members. Dissertation is not to exceed 250 pages.

**PhD Language Recommendation**
PhD students may be required to demonstrate proficiency in one foreign language if it is deemed essential for the student’s dissertation research. Language proficiency may be demonstrated by having passed two years of coursework in the study of a language, or by achieving a satisfactory score on the ETS.

**PhD Comprehensive Examinations**
The standard format consists of an annotated bibliography along with a discussion paper that forms the basis for a dialogue between the student and the mentor. At least one of the exams must be taken with a PCC faculty member. Ideally, all other coursework must be completed (though it is possible to do one of the examinations concurrently with a last course). Each comprehensive exam must be completed in one semester. See the “PCC Program Handbook” for more details. The PCC general comprehensive exam consists of a 20-to-25-page essay drawing from the PCC recommended reading list and other relevant sources, situated in the context of the first and/or second of the PCC PhD learning goals. With the recommendation of the student’s PCC faculty mentor and the PCC chair, a student may opt for an oral comprehensive exam as an alternative to the written exam. The second/specialized comprehensive exam prepares the student for the framing of the dissertation proposal by reviewing the literature of the student’s field of interest. The exam consists of a reading list and a 20-to-25-page essay, to be followed up by a discussion with faculty.

**PhD Dissertation**
The PCC faculty directs dissertations in two broad specializations: Integral Ecology and Cosmology, and Archetypal and Consciousness Studies. After successfully completing both comprehensive exams, the student may begin working on the dissertation proposal. The dissertation proposal must be finished in three semesters; a student may petition his or her mentor in writing for an extra semester, but it should not be assumed that such an extension will be granted. If an extension is granted, the student will elect one semester of the supervised Proposal Completion Seminar (PARP 6900). Once the proposal is completed and approved by a three-person committee, the student may begin writing the dissertation proper. Throughout the dissertation writing process, the student registers for 0 (zero) units/flat fee.

**PhD Admissions Requirements**
Admission to the Philosophy, Cosmology, and Consciousness PhD program is increasingly selective. It is independent of admission to the MA program and requires a separate admissions application. An applicant for the PhD must have done outstanding work at the MA level (see “MA Program Goals and Student Learning Outcomes,” above). In addition, the PhD applicant must (1) identify at least one PCC core faculty member who would be appropriate to serve as a mentor in the PhD program and a second faculty member who would be able and willing to serve on the dissertation committee; (2) show close familiarity with that faculty member’s particular area of expertise; and (3) demonstrate the necessary preparation and motivation for specializing in that area (or areas), especially with respect to research leading to the dissertation. The materials required for application are an autobiography, a two-to-four-page statement of goals, a writing sample, two letters of recommendation, and transcripts. Those admitted into the doctoral concentration who do not have an MA from CIIS in Philosophy, Cosmology, and Consciousness may be required to complete up to an additional 18 units of coursework (minus equivalencies) from the core section of the MA curriculum.

**Curriculum**

**PhD in Philosophy and Religion with a concentration in Philosophy, Cosmology, and Consciousness—36 units**

I. PARP 6060 Introduction to Philosophy, Cosmology, and Consciousness—3 units
Not required for graduates of the MA in Philosophy, Cosmology, and Consciousness program, who should fulfill this unit requirement with an alternate.

II. Philosophy, Cosmology, and Consciousness Electives—18 units
Select from the following courses (course options may vary):
PARP 6110 Cosmological Powers
PARP 6120 Cosmology of Literature
PARP 6131 Speculation and Adoration: Introduction to the Study of Medieval Christian Mysticism
PARP 6132 Philosophies of Becoming: Ancient, Medieval, and Early Modern Western Traditions
PARP 6133 Whitehead’s Adventure in Cosmology: Toward a Physics of the World-Soul
PARP 6134 Process Approaches to Consciousness
III. General Electives—15 units
Select 15 units from any CIIS program.

IV. Foreign-Language Proficiency—Noncredit (recommended depending on dissertation topic)
Proficiency demonstrated by one of the following:
A. Two years of successful college coursework.
B. Satisfactory score on the ETS Foreign Language Reading Exam.
C. Additional language study (depending on dissertation topic).

V. Comprehensive Exams—0 units
PARP 9600 Comprehensive Exam (two times maximum)

VI. Dissertation—0 units
PARP 6900 Dissertation Proposal Completion (two times maximum)
PARP 7900 Dissertation Seminar

Curriculum

**PhD in Philosophy and Religion with a concentration in Philosophy, Cosmology, and Consciousness (Integral Ecology Track)—36 units**

I. PARP 6060 Introduction to Philosophy, Cosmology, and Consciousness—3 units
Not required for graduates of the PCC MA program.

II. Philosophy, Cosmology, and Consciousness Electives—18 units
Select from the courses listed in the PCC electives list above.

III. Integral Ecology Electives—9 units
Select 9 units from the following (course options may vary):
PARP 6110 Cosmological Powers
PARP 6120 Cosmology of Literature
PARP 6159 Plants and People: Understanding the Plant World Through Relationships (1 unit)
PARP 6278 Integral Ecologies
PARP 6249 Romanticism and Philosophy
PARP 6315 Epic of the Universe
PARP 6393 Mind and Nature in German Idealism
PARP 6403 Spirit and Nature
PARP 6431 Martin Luther King Jr.: Justice, Cosmology, and Interconnection
PARP 6506 The Great Turning
PARP 6522 Science, Ecology, and Contested Knowledge(s)
PARP 6525 Toward an Integral Ecological Consciousness
PARP 6532 Christianity and Ecology
PARP 6533 Touch the Earth: Integral Ecology Practicum
PARP 6563 Buddhism and Ecology
PARP 6569 Earth Law: Toward a Flourishing Earth Community (1 unit)
PARP 6587 Earth Law in Praxis (1 unit)
PARP 6682 Ecologies of Liberation
PARP 6691 Integral Permaculture (1 unit)
PARP 6743 Hill of the Hawk I
PARP 6744 Hill of the Hawk II
PARP 6746 The Earth Journey
PARP 6748 Nature and Eros
PARP 6822 Hegel, Wilber, and Morin: Foundations of Integral Theory
PARP 9568 The Planetary Era: Toward a New Wisdom Culture

IV. General Electives—6 units
Select 6 units from any CIIS program.

V. Comprehensive Exam—0 units
PARP 9600 Comprehensive Exam
PARP 9600 Comprehensive Exam (on an Integral Ecology topic)

VI. Dissertation—0 units
PARP 6900 Thesis/Dissertation Proposal Completion (two times maximum)
PARP 7900 Thesis/Dissertation Seminar

**Philosophy, Cosmology, and Consciousness PhD Program after MA in PCC from CIIS**
The PCC program offers an accelerated PhD curriculum for qualified graduates of the PCC MA program. Beginning in their second year, students in the PCC MA can apply for the accelerated PhD program upon completion of the MA. Admission into the accelerated PhD program will be decided by core faculty.

**PhD in Philosophy and Religion with a concentration in Philosophy, Cosmology, and Consciousness, accelerated curriculum—18 units**

1. Philosophy, Cosmology, and Consciousness Electives—9 units
   Select from the following courses (course options may vary):
   - PARP 6110 Cosmological Powers
   - PARP 6120 Cosmology of Literature
   - PARP 6131 Speculation and Adoration: Introduction to the Study of Medieval Christian Mysticism
   - PARP 6132 Philosophies of Becoming: Ancient, Medieval, and Early Modern Western Traditions
   - PARP 6133 Whitehead’s Adventure in Cosmology: Toward a Physics of the World-Soul
   - PARP 6134 Process Approaches to Consciousness
   - PARP 6135 Process and Difference in the Pluriverse
   - PARP 6137 Love, Death, and Annihilation in Contemporary Fiction and Cinema
   - PARP 6140 Philosophies of Becoming: Late Modern and Postmodern Western Traditions
   - PARP 6142 Archetypal Research: Writing and Methods for the Archetypal Biographer and Historian
   - PARP 6144 Jung on Astrology
   - PARP 6145 The Way of the Archetypes or Archetypal Astrology and Individuation
   - PARP 6146 Birth of the Diamond Soul
   - PARP 6147 Modern Cosmology Through the Media
   - PARP 6170 Dark Night, Early Dawn: LSD Psychotherapy and Collective Transformation (2 units)
   - PARP 6275 Plato and Platonism
   - PARP 6278 Integral Ecologies
   - PARP 6283 Merleau-Ponty: The Body and the Earth
   - PARP 6249 Romanticism and Philosophy
   - PARP 6315 Epic of the Universe
   - PARP 6339 Subtle Activism: The Role of Consciousness in Planetary Transformation
   - PARP 6393 Mind and Nature in German Idealism
   - PARP 6403 Spirit and Nature
   - PARP 6407 Biography and Karma
   - PARP 6422 Aurobindo, Steiner, and Teilhard
   - PARP 6431 Martin Luther King, Jr.: Justice, Cosmology, and Interconnection
   - PARP 6499 A Brief History of Western Thought (1 unit)
   - PARP 6506 The Great Turning
   - PARP 6517 History of Western Thought and Culture: An Archetypal Perspective
   - PARP 6522 Science, Ecology, and Contested Knowledge(s)
   - PARP 6525 Toward an Integral Ecological Consciousness
   - PARP 6532 Christianity and Ecology
   - PARP 6533 Touch the Earth: Integral Ecology Practicum
   - PARP 6538 Krishna, Buddha, and Christ
   - PARP 6563 Buddhism and Ecology
   - PARP 6569 Earth Law: Toward a Flourishing Earth Community (1 unit)
   - PARP 6587 Earth Law in Praxis (1 unit)
   - PARP 6650 Advanced Seminar: A.N. Whitehead’s *Process and Reality*
   - PARP 6651 Integral Gaia
   - PARP 6652 Science, Ecology, and Contested Knowledge(s)
   - PARP 6654 The Evolution of Religious Consciousness: From the Paleolithic to the Axial Age
II. General Electives—9 units
Select 9 units from any CIIS program.

III. Foreign-Language Proficiency—Noncredit (recommended depending on dissertation topic)
Proficiency demonstrated by one of the following:
A. Two years of successful college coursework.
B. Satisfactory score on the ETS Foreign Language Reading Exam.
C. Additional language study (depending on dissertation topic).

IV. Comprehensive Exams—0 units
PARP 9600 Comprehensive Exam (two times maximum)

V. Dissertation—0 units
PARP 6900 Dissertation Proposal Completion (two times maximum)
PARP 7900 Dissertation Seminar

PhD in Philosophy and Religion with a concentration in Philosophy, Cosmology, and Consciousness (Integral Ecology Track)—18 units
Students who graduated from the PCC MA but did not complete the Integral Ecology MA Track must complete the following curriculum.

I. Required Courses—3 units
Students who graduated from the PCC MA but did not complete the Integral Ecology MA Track must select one of the following courses:
PARP 6278 Integral Ecologies
PARP 6525 Toward an Integral Ecological Consciousness
PARP 6651 Integral Gaia

II. Integral Ecology Electives—6 units
Select 3 units from the following (course options may vary):
PARP 6110 Cosmological Powers
PARP 6120 Cosmology of Literature
PARP 6159 Plants and People: Understanding the Plant World Through Relationships (1 unit)
PARP 6278 Integral Ecologies
PARP 6315 Epic of the Universe
PARP 6393 Mind and Nature in German Idealism
PARP 6403 Spirit and Nature
PARP 6431 Martin Luther King, Jr.: Justice, Cosmology, and Interconnection
PARP 6506 The Great Turning
PARP 6522 Science, Ecology, and Contested Knowledge(s)
PARP 6525 Toward an Integral Ecological Consciousness
PARP 6532 Christianity and Ecology
PARP 6533 Touch the Earth: Integral Ecology Practicum
PARP 6563 Buddhism and Ecology
PARP 6569 Earth Law: Toward a Flourishing Earth Community (1 unit)
PARP 6587 Earth Law in Praxis (1 unit)
PARP 6682 Ecologies of Liberation
PARP 6691 Integral Permaculture (1 unit)
PARP 6743 Hill of the Hawk I
PARP 6744 Hill of the Hawk II
PARP 6746 The Earth Journey
Parp 6748 Nature and Eros
Parp 6822 Hegel, Wilber, and Morin: Foundations of Integral Theory (advanced seminar)
Parp 9568 The Planetary Era: Toward a New Wisdom Culture

III. General Electives—9 units
Select 9 units from any CIIS program.

IV. Comprehensive Exam—0 units
Parp 9600 Comprehensive Exam
Parp 9600 Comprehensive Exam (on an Integral Ecology topic)

V. Dissertation—0 units
Parp 6900 Thesis/Dissertation Proposal Completion (two times maximum)
Parp 7900 Thesis/Dissertation Seminar

PhD in Philosophy and Religion with a concentration in Philosophy, Cosmology, and Consciousness (Integral Ecology Track)—18 units

Students who graduated from the PCC MA in the Integral Ecology Track must complete the following curriculum.

I. Integral Ecology Electives—9 units
Select 9 units from the following (course options may vary):
Parp 6110 Cosmological Powers
Parp 6120 Cosmology of Literature
Parp 6159 Plants and People: Understanding the Plant World Through Relationships (1 unit)
Parp 6278 Integral Ecologies
Parp 6315 Epic of the Universe
Parp 6393 Mind and Nature in German Idealism
Parp 6403 Spirit and Nature
Parp 6431 Martin Luther King Jr.: Justice, Cosmology, and Interconnection
Parp 6506 The Great Turning
Parp 6522 Science, Ecology, and Contested Knowledge(s)
Parp 6525 Toward an Integral Ecological Consciousness
Parp 6532 Christianity and Ecology
Parp 6533 Touch the Earth: Integral Ecology Practicum
Parp 6563 Buddhism and Ecology
Parp 6569 Earth Law: Toward a Flourishing Earth Community (1 unit)
Parp 6587 Earth Law in Praxis (1 unit)
Parp 6682 Ecologies of Liberation
Parp 6691 Integral Permaculture (1 unit)
Parp 6743 Hill of the Hawk I
Parp 6744 Hill of the Hawk II
Parp 6746 The Earth Journey
Parp 6748 Nature and Eros
Parp 6822 Hegel, Wilber, and Morin: Foundations of Integral Theory (advanced seminar)
Parp 9568 The Planetary Era: Toward a New Wisdom Culture

II. General Electives—9 units
Select 9 units from any CIIS program.

III. Comprehensive Exam—0 units
Parp 9600 Comprehensive Exam
Parp 9600 Comprehensive Exam (on an Integral Ecology topic)

IV. Dissertation—0 units
Parp 6900 Thesis/Dissertation Proposal Completion (two times maximum)
Parp 7900 Thesis/Dissertation Seminar

Course Descriptions
PAR 5028 Religion and Contemporary Society: Diversity, Challenge, and Opportunity (3.00 Units) OP Grade Option
This course is designed to introduce students to the critical challenges and opportunities facing the world’s religions today. Set within the new global recognition of the irreducibility of religious diversity, this course is organized topically around a series of six key themes facing religions in the 21st century: ethics, conflict, gender, ecology, dialogue, and spirituality. The course will address such questions as: What is the role of religion in democratic societies? How do we make sense of religious violence? Can the religions collaborate in the service of the good? What is the relation between religion and human rights? How do religions reinvent themselves? What is the relation between religion and spirituality?

PAR 6070 Violence and the Sacred (3.00 Units) OP Grade Option
The sacred has a shadow, one that continues to haunt our contemporary world. In this course, we will address the complex, fascinating, intimate, and sobering relationship that exists between the human experience of the sacred and our own acts of individual, collective, and imaginal violence. Focusing especially (but not exclusively) on the legacy of Western spiritual and religious traditions, we will consider this relationship from historical, cultural, philosophical, psychoanalytic, and religious lenses. Students not only will be introduced to key theories about sacrifice, scapegoating, the religious marginalization of strangers, and so forth, but also will consider ways in which appeals to the sacred may also open pathways of peaceful transformation, reconciliation, and cooperation.

PAR 6071 Philosophy and Ecology: Toward a Green Metaphysics, Phenomenology, and Epistemology (3.00 Units) OP Grade Option
The purpose of this course is both to introduce and to deepen students’ awareness of important work within the growing field of environmental philosophy. Although environmental philosophy is sometimes treated as if it were reducible to environmental ethics, the questions raised by the ecological crisis go beyond the merely ethical and prompt us to consider many of our deepest philosophical accounts and commitments. Throughout this course, students engage with the way a diverse set of environmental philosophers have sought to employ and sometimes to revise metaphysical, phenomenological, and epistemological issues in the light of green concerns. The course begins by considering the historical background of the emergence of environmental philosophy and then moves on to consider the state of the field in recent decades. Works emerging from within analytic, continental, and process/pragmatist traditions are considered, as are key works from within the philosophical sides of both deep ecology and ecofeminism.

PAR 6073 Animal Ethics: Spiritual, Ecological, and Philosophical Perspectives (2.00 Units) OP Grade Option
Ancient spiritual wisdom and contemporary scientific findings both refute Descartes’ assertion that nonhuman animals are automatons devoid of consciousness or feeling. Nonetheless, the view of animals as machines undergirds many of our modern practices, such as factory farming and animal experimentation. How have Western philosophical trajectories, economic systems, and linguistic practices led to our ethical myopia concerning animals? What is the relationship between sexism, racism, and “speciesism”? How can we better align our spiritual, philosophical, and ecological wisdom with our actual practices toward our fellow species?

PAR 6078 Theory and Method in the Integrative Study of Religion and Ecology (3.00 Units) OP Grade Option
Scholarship that crosses disciplinary boundaries requires a unique set of tools and strategies. This course is devoted to exploring theoretical and methodological lenses that allow rigorous, imaginative, and sympathetic engagement with interlocutors from the diverse fields represented in the Ecology, Spirituality, and Religion concentration. Following a historical and critical introduction to the fields of religion and ecology, we investigate a range of methodological approaches, and conclude with the application of these approaches to specific ecological case studies.

PAR 6079 Ecology in a Time of Planetary Crisis (3.00 Units) OP Grade Option
Ecology is the study of oikos, Greek for “household” or “home.” What does it mean, existentially, to find that our home, Earth, is under threat as a result of human actions? This course provides a broad overview of the human imbrication in planetary systems. Beginning with an exploration of the patterns and processes identified by ecological science, such as emergence, chaos, competition, cooperation, and self-organization, we broaden into an examination of critical planetary issues, including climate change, biodiversity loss, deforestation, freshwater depletion, agriculture, fisheries collapse, and globalization. Framings of ecological issues are placed in dialogue with religious and spiritual views, allowing students to discuss the complex interconnected ways that worldviews, biophysical science, institutions, ethics, and justice have shaped the current state of the Earth.

PAR 6081 Awakening to the World—Buddhist Explorations of Inner and Outer Landscapes (3.00 Units) OP Grade Option
Being in this world at this time calls for extraordinary courage, compassion, and wisdom. The temptation to despair, to give up the vital impulse to seek meaning and fulfillment, is strong. This course will explore from the Buddhist perspective the material and spiritual forces that have shaped us and that continue to offer possibilities of a positive response. Drawing on primary and secondary sources in the Buddhist traditions, the course will investigate traditional practices of personal transformation with the
The escalating loss of biological diversity, or biodiversity, on Earth has been identified as a scientific problem of great urgency. Human life is inextricably interdependent on other planetary life—for food, shelter, clean water, clothing, and medicine. Beyond this material dependence, however, lies the profound influence of diverse life on human systems of thought, including aesthetics, symbolism, communication, and spirituality. Because human beings evolved over millennia in tandem with other species, scientists have suggested that humans have an innate affinity for life and life-like processes, termed “biophilia.” The implication of this theory is that human well-being cannot be sustained in the absence of a rich diversity of other species. In this course, we will investigate the status of biodiversity loss, current actions to stanch this accelerating “death of birth,” and potential implications for the human spirit.

PAR 6292 Next of Kin: Perspectives on Animal Ethics and Biodiversity (3.00 Units) OP Grade Option

Ancient spiritual wisdom and contemporary scientific findings both refute Descartes’ assertion that nonhuman animals are automatons devoid of consciousness or feeling. Nonetheless, the view of animals as machines undergirds many of our modern practices, such as factory farming and animal experimentation. Beyond practices that impose harm on particular animals, human misapprehension of interconnection has allowed the reduction of the richness and diversity of other forms of life. This
accelerating biodiversity loss has been identified as a scientific problem of great urgency. Nonhuman and human life are inextricably interdependent. Interdependence includes the profound influence of diverse life on human systems of thought, including aesthetics, symbolism, communication, and spirituality. How can we expand our philosophical frameworks to encompass the interrelationships among humans, animals, and the biosphere? How can we extend frameworks of justice to include nonhuman beings? What is the relationship between sexism, racism, and “speciesism”? How can we better align our spiritual, philosophical, and ecological wisdom with our actual practices toward other species?

PAR 6369 Judaism and Ecology: Visions, Voices and Practices (1.00 Unit) LG Grade Option
Jewish visions of nature are as plural and dynamic as Judaism itself! This course will introduce students to that dynamism and offer windows into thinking about the many interpretations of the human–nature relationship that have evolved over a long span of time and a wide range of social, political, historical and bioregional contexts. We will look at biblical, rabbinic, medieval, modern, and contemporary sources, paying attention to those voices and moments where ideas of nature have been emphasized and debated. At the same time, we will pay considerable attention to what many call “eco-Judaism” today. What does it mean to farm “Jewishly”? How are ideas of keeping kosher being debated and reinterpreted in the context of “green,” ethical eating, and climate change? How is “eco-Judaism” being deployed politically? Given that many understand Judaism as a tradition of practice more than “belief,” we will examine how, in the 21st century, sacred texts, home-based practices, and holidays are being reconceived by those whose Jewish identities are deeply interwoven with their ecological commitments. Our scholarly work will be deepened and supplemented by experiential exercises and contemplative practice.

PAR 6472 The Colors of American Philosophy: Pluralism, Pragmatism, and Political Transformation (3.00 Units) OP Grade Option
This course will introduce and examine core thinkers and themes in the American philosophical tradition, with a particular focus on the unique importance of pluralism. In line with this focus, course readings will emphasize the influences and perspectives on Native Americans, African-Americans, and female Americans on this tradition. Course participants will be invited to situate themselves in relation to the themes explored and to present on a relevant text of their choosing that is reflective of their own background. The aim of the course is to provide participants with a conceptual grounding in the diverse histories of American thought in the hope that this grounding is of service to social and political transformation in the present.

PAR 8799 Independent Study (1.00–3.00 Units) PF Grade Option
To register, submit “Independent Study Contract” to Registrar’s Office. Coursework that extends a student’s field of inquiry beyond current CIIS courses. Requires a syllabus and contract signed by the student and faculty member, and approved by the department chair. Online registration not possible.

PARA 5100 Introduction to Hinduism (3.00 Units) OP Grade Option
This course will survey the basic philosophical, religious, and cultural aspects of Hinduism. Hinduism has had a profound influence on the conversation between the East and the West. Knowing a broad scope of Hindu religious and philosophical traditions as well as what is currently known to us as Hinduism benefits our understanding of other cultures as well as ourselves, deepening the consciousness crucial to integral studies. After completing this course, a student will be able to understand the major Hindu philosophical concepts, such as “unity in diversity,” “Brahman and Atman,” and “Shakti”; know the major trends in Indian traditions such as the Vedas, Vedanta, the epics, bhakti, goddesses, modern Hindu thinkers; and develop inclusive perspectives in understanding other cultures.

PARA 5102 Introduction to Buddhism (3.00 Units) OP Grade Option
This course explores Buddhist philosophy and practice from its roots in ancient India and its spread throughout Asia to its introduction to the West. Emphasis will be placed on social forms of Buddhist practice and philosophy.

PARA 5104 Introduction to Islam (3.00 Units) OP Grade Option
This course offers an analysis of Islam as a civilization as well as one of the contemporary world’s most powerful religious, political, and cultural forces, with special attention to its historical background, the life of the Prophet, theological aspects, and the Golden Age with an emphasis on Andalusia. This course will also examine the geographical presence, global effects, diversities, sects, cultures, and political values within the Islamic lands and the people who embody them.

PARA 5501 Introduction to Chinese Philosophy (3.00 Units) OP Grade Option
This course comprehensively traces the evolution of Chinese philosophy, including Confucianism, Taoism, Ch’an (Chinese Zen) Buddhism, and other relevant systems of thought, and evaluates its development with an integral perspective.

PARA 6086 The Mother (Mirra Alfassa/Richard) and the Integral Tradition (3.00 Units) OP Grade Option
This course will focus on the spiritual biography of the Mother, the cocreator of the Integral Yoga with Sri Aurobindo. It will trace the crucial Western esoteric influences on her and highlight the extraordinary confluence of her longtime spiritual practice with the India-rooted practices of Aurobindo Ghosh, who became known as Sri Aurobindo. The course will include the details of
Sri Aurobindo’s practice, outline the Mother’s spiritual trajectory, detail their co-yoga, and conclude with focus upon Haridas Chaudhuri, as his path relates to the yoga of the Mother and Sri Aurobindo.

**PARA 6087 The Sri Yantra: Theory and Practice (1.00 Unit) OP Grade Option**
This course will present the thealogy/theology of the Sri Yantra, the logo of the California Institute of Integral Studies, and discuss its philosophical and religious significance. The course will include Sanskrit chanting of the names of Sri Lalita, of whom the Sri Yantra is the subtle form. The meditation methods used in the worship of Sri Yantra will also be elaborated, including student participation.

**PARA 6112 Integral Community: An Auroville Experience (2.00–3.00 Units) PF Grade Option**
Founded in 1968 by Mother Mirra Alfassa, the spiritual partner of Indian philosopher-sage Sri Aurobindo, Auroville is an international intentional community in South India where the needs of the spirit take precedence over material desires and all life is engaged with a view to the integration of body, mind, spirit, environment, and world culture. This two-week immersion experience will consist of living in the contemplative space of Auroville and being introduced to its holistic culture of deep ecology, spiritual economy, shared governance, integral health and education, and creative spiritual lifestyles. You will also be introduced to the integral psychology, which forms the subjective core of Auroville life, and take guided outstation trips to some of the awe-inspiring artistic monuments of South India, such as the cave temples of Mamallapuram and the dancing Shiva temple of Chidambaram. This course has three interrelated components: Integral Intentional Community, Integral Psychology, and Hindu Art of India and is available for 2–3 academic units.

**PARA 6201 Beginning Tibetan I (3.00 Units) OP Grade Option**

**PARA 6202 Beginning Tibetan II (3.00 Units) OP Grade Option**

**PARA 6203 Intermediate Tibetan I (3.00 Units) LG Grade Option**

**PARA 6204 Intermediate Tibetan II (3.00 Units) OP Grade Option**

**PARA 6205 Advanced Tibetan I (1.00–3.00 Units) OP Grade Option**
Special topics in selected readings; philosophical texts (grub mtha.), poetry and songs of realization. Meditation texts focused on Avalokiteshvara and Tara. Emphasis on translation. Prerequisite: PARA 6204.

**PARA 6206 Advanced Tibetan II (1.00–3.00 Units) OP Grade Option**
Special topics in selected readings (chosen according to background of students). Prerequisite: PARA 6205.

**PARA 6207 Advanced Tibetan III (1.00–3.00 Units) LG Grade Option**
Special topics in selected readings (chosen according to background of students). Prerequisite: PARA 6206.

**PARA 6208 Advanced Tibetan IV (1.00–3.00 Units) LG Grade Option**
Special topics in selected readings (chosen according to background of students). Prerequisite: PARA 6207.

**PARA 6301 Beginning Sanskrit I (3.00 Units) OP Grade Option**
Introduction to Sanskrit. Includes introduction to the Devanagari script and the English transliteration scheme for Sanskrit,
learning of the thematic verbal classes, learning of the active and middle present verbal forms, introduction to the paradigms of nouns ending in short “a,” and introduction to 14 of 27 basic sandhi rules (rules of word combination).

PARA 6302 Beginning Sanskrit II (3.00 Units) OP Grade Option
Continuing Sanskrit. Includes learning of rules 15 through 27 of basic sandhi rules (rules of word combination), learning of nominal paradigms for the following nouns: those ending in short “i,” nouns ending in long “a,” nouns ending in long “i,” nouns ending in consonants (except “s” and “r”), and nouns ending in vocalic “r.” Students will also learn the paradigms for the imperfect active and middle and the main pronouns. Prerequisite: PARA 6301.

PARA 6303 Intermediate Sanskrit I (3.00 Units) OP Grade Option
Continuing Sanskrit grammar. Includes learning of secondary pronouns “ayam” and “asau” and the relative/correlatives, the active and middle optative and imperative, and the following nominal paradigms: nouns ending in short “u” (masculine, feminine, neuter), nouns ending in “s” (masculine, feminine, and neuter), and the formation of compounds. Prerequisite: PARA 6302.

PARA 6304 Intermediate Sanskrit II (3.00 Units) OP Grade Option
Continuing Sanskrit grammar. Introduction to the athematic verbal classes. Learning of the possessive suffixes. Learning of the present participle in the active and middle. Formation of the present passive, the causative, and past passive and past active participles. Prerequisite: PARA 6303.

PARA 6305 Advanced Sanskrit I (1.00–3.00 Units) OP Grade Option
Completion of the Sanskrit grammar and selected readings in Sanskrit texts. Prerequisite: PARA 6304.

PARA 6306 Advanced Sanskrit II (1.00–3.00 Units) OP Grade Option
Selected readings in Sanskrit texts. Prerequisite: PARA 6305.

PARA 6307 Advanced Sanskrit III (1.00–3.00 Units) OP Grade Option
Selected readings in Sanskrit texts. Prerequisite: PARA 6306.

PARA 6308 Advanced Sanskrit IV (1.00–3.00 Units) OP Grade Option

PARA 6350 Sanskrit Language and Consciousness (3.00 Units) OP Grade Option
Edward Sapir and Benjamin Lee Whorf, basing their work on study of Native American languages, developed a theory that suggested that language is a condition or thought process. This class will begin by examining this theoretical realm in preparation to looking closely at the Sanskrit theories of language that developed over many centuries. This course will examine Sanskrit grammatical theory, its polysemic and polygonal lexical structure, theories of the relationship between the world and language (including the notion that the universe is nothing but Sanskrit!), and theories of mantra to explore the unique linking of language and consciousness in the traditions and theories of Sanskrit language.

PARA 6357 Death, Dying, and Beyond: Buddhist Perspectives (3.00 Units) OP Grade Option
In this course, we explore through texts and exercises both Western and Indo-Tibetan Buddhist understandings of bodily impermanence, decay, old age, dying, and postmortem (after death) experiences. What is, if any, the religious/spiritual meaning of such processes? How does a consideration of dying and death itself foster a deep valuing of living? We examine Western cultural formations, medieval traditions, Todestanz (Dance of Death), Heidegger’s Sein-zum-Tode (Being toward [one’s own] Death), and Bynum’s Fragmentation and Redemption, as examples. From the Buddhist perspective, we examine the body in its frail, impermanent modes, as well as its resilient luminous modes of being. The death process is explored in detail, with attention to the Tibetan Book of the Dead. Finally, we explore rebirth, going to heaven (or hell), and the ethical edge that such death-focused traditions invoke.

PARA 6367 Gandhi, Tagore, Aurobindo (3.00 Units) OP Grade Option
Mohandas Karamchand (Mahatma) Gandhi (1869–1948), Rabindranath Tagore (1861–1941), and Sri Aurobindo (1872–1950), Indian thinkers in the first half of the 20th century, are a source of philosophical, cultural, and spiritual insight. This course will look at the thoughts of these three world-class thinkers as expressed in their lives, their major texts, and their enduring legacies with a view to understanding their contemporary global relevance.

PARA 6383 Death and Beyond: Buddhist and Steinerian Insights (3.00 Units) OP Grade Option
What is death? What might await us after death? Nothing? Rebirth? Liberation? We shall explore these deep questions from the twin perspectives of Rudolf Steiner and the teachings of the Buddha. In this course, we will study Steiner’s lectures on the journey of the soul after death, and core Buddhist teachings on the death process and beyond. Integral to this course will be experiential exercises drawn from Steiner’s lectures and the Tibetan Book of the Dead. Topics will include karma and rebirth, the bardo, dream yoga, and nirvana.
PARA 6447 Embodied Presence and the Sacred Imaginal: Western and Asian Perspectives (3.00 Units) OP Grade Option
How do cultural shapings of embodiment affect notions of illness and well-being? Is the body physical, imaginal, or divine? All three modes of envisioning “body” will be explored. We will investigate these themes: the body as putrefaction, playground of divine forces, ongoing embodiment, performance space, cosmic instantiation.

PARA 6448 Integral Yoga: Theory and Practice (1.00 Unit) OP Grade Option
The Integral Yoga was the spiritual practice of the founder of California Institute of Integral Studies, Haridas Chaudhuri. This course will present material, some of it rarely looked at, from Sri Aurobindo and the Mother, the originators of the yoga, and from the works and accounts of Haridas Chaudhuri. This represents the theoretical level. No one can really teach the practice, properly speaking, because of its special character. Each individual, truly, must find her/his own way in this. And by its nature, there is no set of rules or steps that govern what is called “The Yoga.” This special, extremely flexible, profound, and mysterious yoga, however, does come to bear in myriad forms of practice for those who follow its call. The “practice” part of this class will involve discussion and some demonstration of various practices with the emphasis on examining the practices (or non-practices!) of the participants to try to point ourselves toward the “integral ideal.”

PARA 6449 The Bhagavad Gita: Its Philosophy and Yogas (1.00 Unit) OP Grade Option
This will be a brief but concentrated encounter with the Bhagavadgita in popular translation. Emphasis will be on how the principles of the Gita can contribute to a more balanced and harmonious life and existence. There will be some chanting of the Gita by the instructor and others and some chanting participation.

PARA 6451 Women, the Subaltern, and Unorthodoxy in Indian Traditions (3.00 Units) OP Grade Option
Indian tradition has sometimes been characterized as simply caste bound, tradition bound, and anti-women. Yet India emerged in modernity as the postcolonial world’s most robust democracy, with socialist governmental principles and a woman prime minister. This course examines Indian spiritual traditions and cultural forms, historically, with a focus on women, the outcast (and out-caste), and the unorthodox to show how there have always been powerful counter-currents in this part of South Asia to orthodoxy, to patriarchy, and to other repressive elements of the social order. The course, in short, seeks to tell part of the often-untold story of subaltern and anti-establishment actors in Indian civilization.

PARA 6478 Spiritual Transformation: Western and Buddhist Approaches (3.00 Units) OP Grade Option
In this course, we will explore a variety of Western psychological and Buddhist meditational approaches to spiritual transformation. Western traditions of existential inquiry, Jungian and Gestalt dream work, and Gendlin’s method of “focusing” will be compared with Buddhist practices of simple mindfulness, imagination-based visualizations, and somatic awareness practices in the Buddhist traditions of India and Tibet.

PARA 6479 Interdependence: The Spiritual and Ecological Crisis in Buddhist and Western Perspectives (3.00 Units) OP Grade Option
Our current crisis and the challenge to sustainability for quality of life on our planet will be explored through a close reading of Western and Buddhist sources on “interdependence”—Western science, deep ecology, and a variety of Buddhist perspectives. The aim of this course is to imagine how such perspectives can engender ethical responses to this crisis.

PARA 6480 The Coming Social Revolution: Western and Buddhist Approaches to Terrible Times (3.00 Units) LG Grade Option
We live in a time of great conflicts and terrors—global displacements both economic and demographic, massive movements of stateless refugees. Ours is a time of unprecedented upheaval and discontent. In response to this time of challenge, we will explore the writings of social thinkers—in the West and in India (primarily Buddhist)—on conceptions of social and economic justice and meaningful social agency in times of conflict. We will explore Greek and Roman foundational notions of the city-state and modernist revolutionary responses to suppressive exclusionary hegemonic rule. We will compare such approaches with emergent “engaged Buddhism” perspectives, especially those of the Vietnamese Thich Nhat Hanh and the Tibetan H.H. Dalai Lama. Such comparative work may engender hopeful responses to the question “What might we then do?”

PARA 6481 Islam, the Alchemical Tradition, and Jungian Psychology (3.00 Units) OP Grade Option
It was the psychologist C.J. Jung who recognized in the symbolism of alchemy an expression of inner psychic transformation, which was essentially a forerunner of modern depth psychology and what it defines as the process of individuation. In this course, we will trace this powerful and important current of thought back to the alchemical and Hermetic traditions of Islamic civilization. A particular focus of our study will be the reception of Islamic Hermeticism by Western Europe in the Middle Ages. Our goal will be an increased understanding of the development of the specifically Western model of self-transformation by investigating it within a comparative historical and cultural context. Throughout this exploration we will take as our guide the mysterious and potent historical figure of al-Khidr, the Green One, the master of esoteric wisdom who comes to instruct Moses in the Qur’an.
This course will take a historical approach to introduce the philosophical ideas and religious and yogic practices of India, viewed as a cultural conversation stretching from 2700 BCE to modern times. Major texts considered will include the Vedas; the

**PARA 6482 Aesthetics, Performance, Emotion, and Consciousness in Hindu Tradition (3.00 Units) OP Grade Option**

Most of the traditional Indian yogas, whether Hindu, Jain, or Buddhist, emphasize a detachment wherein emotion is to be completely eschewed on the liberatory path. However, in other very important realms of Indian culture there is a completely different approach to spiritual engagement that contrasts sharply with the “emotionless” yogic views. In Hindu tantraism and the Indian aesthetical theories that derive from it, in Indian high culture, literature, and performance, and in much substratum non-elite literature and performance, the life of the emotions is a central focus of spiritual engagement. Transcendence, in this context, is accessed via the senses themselves, not by detachedly denying them. This course will survey important elements of Indian philosophy, aesthetical theory, dance-drama and musical performance, and literatures to evidence this.

**PARA 6483 Hinduism and Ecology (3.00 Units) OP Grade Option**

Indian tradition preserves cultural features that sometimes date back to the Neolithic. As a result, though India in modernity may often succumb to destructive views toward the Earth that belong to industrialized modernity, it also preserves rich strands of culture and tradition with strong resonances of much earlier ecological views that emphasize human embeddedness in nature and a holistic sense of existence in the cosmic and earthly context. This course will survey both folk and classical traditions, as well as elements of literature, art, and culture from 3600 BCE to the present, in order to show the presence of powerful ecological views at the core of Indian culture. These perspectives can be a rich resource for reimagining ecological understandings in the face of the world’s modern ecological crisis.

**PARA 6560 Buddhist Cosmology (3.00 Units) OP Grade Option**

An introduction to a variety of Buddhist cosmologies, including Abhidharma, Avatamsaka, Kalacakra, and Dzogchen.

**PARA 6594 Postcolonial and Postmodern Legacies of Tagore, Gandhi, and Aurobindo (3.00 Units) OP Grade Option**

This course will contextualize three stalwart Indian nationalists in terms of their critiques of modernity, leading to responses that continue to have relevance and can be thought of as their postmodern and postcolonial legacies. The course will introduce the commonalities and differences of the three activists and stimulate reflection on whether we can adapt any or all of their ideas for our time.

**PARA 6601 Beginning Chinese I (3.00 Units) OP Grade Option**

**PARA 6602 Beginning Chinese II (3.00 Units) OP Grade Option**

Continuing Mandarin. Three different uses of the word “Chao” and two different pronunciations of “Cho.” Exercises using “Tao,” “Li,,” and “Ts‘ung.” Particles illustrating direction, and the particle “Li.” Adverbs, adjectives, sentence structure, and word order. Passive voice, special expressions, and the expression of “Ch‘i-lai.” Numeratives, Chinese verbs, the uses of “Te.” Prerequisite: PARA 6601.

**PARA 6603 Intermediate Chinese I (3.00 Units) OP Grade Option**

Beginning classical Chinese grammar. Traditional versus simplified characters, word order, lexical ambiguity, optional precision, and exposure. Including tenses, copula, numerals, personal pronouns, demonstratives, relationship of group nouns, adverbs and modal verbs, and structure and methodology. Prerequisite: PARA 6602.

**PARA 6604 Intermediate Chinese II (3.00 Units) OP Grade Option**

Continuing classical Chinese grammar. Beginning with adverbs, none, all and some, types of relative clauses, prepositions and adverbials, interrogatives and exposure. The 16 classical Chinese function characters will be discussed, followed by selective examples from the classics. Prerequisite: PARA 6603.

**PARA 6605 Advanced Chinese I (1.00–3.00 Units) OP Grade Option**

Completion of classical Chinese grammar and selected readings in Chinese texts. Prerequisite: PARA 6604.

**PARA 6606 Advanced Chinese II (1.00–3.00 Units) OP Grade Option**

Selected readings in Chinese texts. Prerequisite: PARA 6605.

**PARA 6607 Advanced Chinese III (1.00–3.00 Units) OP Grade Option**

Selected readings in Chinese texts. Prerequisite: PARA 6606.

**PARA 6608 Advanced Chinese IV (1.00–3.00 Units) OP Grade Option**

Selected readings in Chinese texts. Prerequisite: PARA 6607.

**PARA 6666 Indian Wisdom Traditions (3.00 Units) LG Grade Option**

This course will take a historical approach to introduce the philosophical ideas and religious and yogic practices of India, viewed as a cultural conversation stretching from 2700 BCE to modern times. Major texts considered will include the Vedas; the
Upanishads; the Bhagavad Gita; Shaiva, Vaishnava, and Shakta literature; heterodox medieval thinkers; and modern spiritual figures.

PARA 6686 Art and Identity Formation in China and Japan (3.00 Units) OP Grade Option
This course treats China and Japan as related regions. It explores the historical idea and nuances in the formation of a Han Chinese cultural identity by looking at the manifestations of the art of China. The discourse of victimized exile and the constructs of inside and outside and of civilization and barbarism will be highlighted as expressed through visual culture from China’s photo-historical beginnings to modern times. The course will also study the art of Japan in relation to Chinese culture and politics. It will proceed through a consideration of the art of Japan from its early roots in Shinto and the authorization of an imperial dynastic line through the swings in affiliation from Sinophilic to internal models and their syntheses, leading up to Japan’s troubled engagement with modernity.

PARA 6687 Buddhist Art of Asia (3.00 Units) OP Grade Option
This course will study the sectarian and cultural nuances of Buddhism as manifest through the varieties of Buddhist art stretching through regional traditions of India, Sri Lanka, Tibet, Pakistan, Afghanistan, Central Asia, Myanmar, Thailand, Kampuchea, Vietnam, and Japan.

PARA 6688 Art of the Islamic Cosmopolis (3.00 Units) OP Grade Option
This course will study the art of the Islamic world stretching culturally from Arabia through North Africa, Spain, and Persia to South Asia, Central Asia, and Turkey; and historically from the seventh to the 18th centuries, with a view to understanding the exchange and adaptation of ideas and styles through the Islamic cosmopolis.

PARA 6689 Modern Asian Art (3.00 Units) OP Grade Option
This course studies the art of modern Asia as a region made up of distinct cultures tied through a long history of cultural and political exchanges and of a common experience of forced modernization. The kinds of adaptation and the unique contributions of these cultures to a global modernity will be explored.

PARA 6692 The Bengal Renaissance and the Birth of an Indian Modernity (3.00 Units) OP Grade Option
This course will explore the movement of cultural politics that arose in the 19th and early 20th centuries in Calcutta, Bengal, as a response to British colonialism with an eye to understanding how it can be thought of as the foundation of an alternative indigenous modernity.

PARA 6693 Integral Yoga Psychology of Sri Aurobindo (3.00 Units) OP Grade Option
This course will look at the writings and yoga teachings of the modern yogi of India, Sri Aurobindo, with a view to arrive at both structural and process psychologies resulting in human transformation. In attempting this, it will also compare this psychology with other forms of alternative psychologies.

PARA 6694 Integral Philosophy and Postmodern Perspectives (3.00 Units) OP Grade Option
In the academic world, mention of postmodernism can be met with rather fierce disapprobation. It is common for “opponents” to view postmodern thought as mere nihilism, where no fact or no “truth” is allowed to exist, and anarchy and danger reign. This course may give a counter to these strongly felt views. There are those in the Integral “tradition” and those who study it who feel that it is defined and delimited by the views of Sri Aurobindo and the Mother and that those who don’t center their discourse and practice on the August guidance of these two teachers can’t possibly be doing the Integral Yoga. (And how could the Integral Yoga, a well-defined “tradition” in their understanding, possibly have a connection to postmodern thought, an obvious secular enemy?)

PARA 6900 Thesis/Dissertation Proposal Completion (0 Units) PF Grade Option
Proposal completion is not to exceed three semesters of work. Prerequisites: ACS student; not advanced to candidacy.

PARA 6997 Integrative Seminar (2.00 Units) PF Grade Option
The Integrative Seminar is intended for students to reflect upon and write about their academic and personal transformative work in the master’s program of Asian and Comparative Studies. Students will bring to the class the papers written during their coursework in the program and also bring journal notes on their learning experiences during each semester. Students will work to clarify lessons learned and integrate the strands of their work and experiences in ACS. Prerequisite: ACS MA student.

PARA 7001 Integral Perspectives on Vedanta (3.00 Units) OP Grade Option
This course comprises the study and discussion of the major philosophical issues that emerge in the Upanishadic texts, and the works of the traditional commentators on them. Included will be discussion of some modern works of Western literature, some works of Western Christian saints, and the poetry of Rumi in regard to their relation to, or expression of, various Upanishadic views.
PARA 7003 Methods in the Study of Religions and Spiritual Traditions (3.00 Units) OP Grade Option
Major modern approaches to the study of religions and spiritual traditions.

PARA 7005 Visual Imagination of India (3.00 Units) OP Grade Option
This online course (with a few museum visits) takes a novel approach to the introduction of Indian art history by isolating the major philosophemes (seed philosophical ideas) manifesting in the visual culture of India and its aesthetics. In this, it treats the history of Indian art and culture as an expanding discourse, where continuity and change are assimilated and often undergo transformations in terms of these ideas. The time period covered by the course stretches from 2700 BCE to the modern period.

PARA 7018 Life and Transformation in Chinese Philosophy (2.00 Units) OP Grade Option
This course is a study of the Chinese integral life philosophy and its methods of life transformation in various systems such as Confucianism, Taoism, and Buddhism, as well as Chinese literature and Chinese psychology. Students will gain valuable insight into Chinese philosophy and culture, and learn how to practice these life-transformation methods in their studies and daily lives.

PARA 7019 Eastern Spirituality (3.00 Units) OP Grade Option
The object of this course is to explore the varieties of Buddhist and Taoist thought in historical and cultural contexts, including the cultural milieu of the Chinese and the cultural milieu of the Indian subcontinent. The course will include an introduction to the philosophical and ethical systems of the Chinese and Indian subcontinents, as well as an exploration of the religious and cultural traditions of these societies.

PARA 7020 Buddhism meets Shamanism (3.00 Units) OP Grade Option
An introduction to the varieties of Buddhist-shamanic religious contexts, including those of South Asia (India, Sri Lanka), Southeast Asia (Thailand, Burma), the Himalayas (Nepal, Ladakh, Bhutan), and Inner Asia (Siberia, Mongolia, Tibet). This course will provide a solid introductory knowledge base in the religious traditions of actual Buddhist communities in interaction with the folk shamanic cultures of North, South, and Southeast Asia, with special attention to issues of interpretation: methodological, historical, and anthropological.
PARA 7210 Mahayana Buddhist Themes (3.00 Units) OP Grade Option
General introduction to the topic of contemplation and meditation, according to the Mahayana traditions of India and Tibet, especially practices of calm (shamatha) and insight (vipashyana).

PARA 7214 Mahayana Buddhism: The School of the Middle Way (3.00 Units) OP Grade Option
The Madhyamaka critique of philosophic systems; the radical “nonconceptual” approach to reality; the altruistic bodhisattva path.

PARA 7215 Mahayana Buddhism: The School of Mind Only (3.00 Units) LG Grade Option
Cittamatra epistemology and description of perception; Indian idealism as karma-based psychology; and the altruistic bodhisattva path.

PARA 7216 Buddha Nature in Mahayana Buddhism (3.00 Units) LG Grade Option
An exploration of the permanent, luminous nature of inherent spirituality, called “Buddha Nature” (tathagatagarbha), which underlies all temporary conflict and confusion. Readings in the Mahayana Buddhist spiritual classics that highlight this indwelling nature: Srimaladevisinha Sutra, Lankavatara Sutra, Uttaratrantra, and others.

PARA 7224 Tibetan Art and Iconography: Symbols of Enlightenment (3.00 Units) OP Grade Option
In this course, we will investigate the meaning behind the rich symbolism of the Tibetan artistic tradition. We will explore the philosophical and spiritual implications of the images while focusing specifically on thangka, or scroll, paintings.

PARA 7230 Studies in the Upanishads (3.00 Units) OP Grade Option
The Upanishads are the spiritual touchstone for most of later Hinduism. In them are contained the most profound insights on the nature of reality. Richly diverse and profound, they present not a single philosophy, but an array of possibilities to guide thinking and meditation that highlight the theme of divine unity.

PARA 7235 The Bhagavad Gita: Ancient and Modern Perspectives (3.00 Units) OP Grade Option
The Bhagavad Gita is a source book of ontological, ethical, and religious theories of Indian thought with practical applications in the modern world. The course looks in depth at the Gita itself and then surveys the traditional ancient commentaries and the modern commentators and interpreters.

PARA 7255 Yoga Sutras of Patanjali (3.00 Units) OP Grade Option
Study of the Yoga Sutras of Patanjali in the context of commentaries and subcommentaries, with an emphasis on the diversity of interpretation.

PARA 7260 Ecology and Yoga (3.00 Units) OP Grade Option
Study of the yoga tradition in India with reference to its roots in ancient Earth-based views, with the aim of creating effective ecological practices rooted in yogic attitudes.

PARA 7275 Orthodoxy, Heterodoxy, and Dissent in Indian Traditions (3.00 Units) LG Grade Option
This course examines the tension between orthodoxy and heterodoxy in Indian spiritual movements in India beginning from about 1500 BCE until the 20th century. Dissent and challenge to orthodoxy are central dynamics in the development of Indian society over the ages, but these are often ignored or glossed over in favor of superficial understandings of Indian social and historical dynamics.

PARA 7280 The Hindu Goddess (3.00 Units) OP Grade Option
This course offers a survey of the goddesses in the Indian tradition. The special aspect of this class is its reference not only to the “great” goddesses of the pantheon, but also to several important local and cult goddesses.

PARA 7285 Hindu Tantrism (3.00 Units) OP Grade Option
This course will survey the basic historical and social background of Hindu Tantrism; touch on basic Tantric concepts such as mantra, yantra, Shiva-Shakti, and diksha; and discuss the subtler elements of Tantric philosophy as shown in the Kashmir Shaiva
systems. Tantra speaks of the eternal love affair between the phenomenal and the nonphenomenal, which infuses everything. Anyone who can develop the tantric poise of consciousness can affect the world in every way, while being nothing but a powerhouse of delight. This course will acquaint students with the basic theoretical conceptions of Hindu Tantra and provide a foundation from which students may embark on deeper experiential processes.

PARA 7331 The I Ching II—Metaphysics and Cosmology (3.00 Units) OP Grade Option
This course is a study of both part 2 of the Book of Changes and the Great Commentary (The Ten Wings). Students will gain an understanding of Chinese metaphysics and cosmology and also of how to integrate these with daily life through the I Ching’s philosophy.

PARA 7340 The Poetics of Enlightenment: Indo-Tibetan Siddha Tradition (3.00 Units) OP Grade Option
In this course, we will explore the dynamic, creative play of the Enlightened State, according to the Mahasiddha traditions of India and Tibet, with a focus on caryagiti (songs of experience). This adventurous play was memorialized in story and song, retold in Indic vernacular dialects, and translated into classical Tibetan. We will engage this literature and compare “ancient” (Vedic), “traditional” (Buddhist), and “modern/postmodern” (20th century American and European) poetic praxis. Such poetic questing gives rise to these questions: How can enlightenment be seen as a performance of continual creativity and not a bounded mode of quiescence? What does it mean to say that there is an “enlightenment realm,” some mode of being from which creative and spiritually transformative energies emerge? How are saints or great adepts emblematic of such modes of being? We will also explore these questions: What is the moral purpose of such works of art, and how does the study of spiritual biographies of these poetic artists engender an environment that invites creative responses?

PARA 7344 Confucianism and Neo-Confucianism (3.00 Units) OP Grade Option
The Chinese humanist worldview as expressed by Confucius, Mencius, Hsuntzu, Chu Hsi, and Wang Yang-Ming.

PARA 7554 Buddhist and Western Philosophies: The Search for Meaning (3.00 Units) OP Grade Option
A critical inquiry into the encounter between Western philosophical and Buddhist traditions.

PARA 7570 The Life of Chinese Philosophical Terms (3.00 Units) OP Grade Option
A study of the key terms and their different meanings and practices in Confucianism, Taoism, and Chinese Ch’ an (Zen) school.

PARA 7600 Ch’an Buddhism (Chinese Zen) (3.00 Units) OP Grade Option
The origins and development of this school; its influence on the philosophy, social systems, and arts of China.

PARA 7605 Life Wisdom of Lao Tzu and Chuang Tzu (3.00 Units) OP Grade Option
This course will study the Tao Te Ching of Lao Tzu and the Book of Chuang Tzu, the two major foundational texts of Taoist philosophy, exploring the philosophy and development of Taoism, the original meanings and key principles in the texts, as well as the practice of Taoist thought in daily life.

PARA 7654 The Divination and Wisdom of the I Ching (I Ching 1) (3.00 Units) OP Grade Option
Study of the Book of Changes with its commentaries and its philosophies.

PARA 7655 Confucianism: Classic Texts and Philosophy (3.00 Units) OP Grade Option
The teachings of China’s great philosopher and teacher, drawn from the Analects, the Great Learning, the Doctrine of the Mean, and the Works of Mencius.

PARA 7900 Thesis/Dissertation Seminar (0 Units) PF Grade Option
The advanced student’s research and writing of a thesis or dissertation progresses with the mentorship of, and in close consultation with, one’s thesis or dissertation chair and committee. Prerequisites: ACS student; advanced to candidacy.

PARA 8030 Seminar on Chinese Philosophy (3.00 Units) OP Grade Option
Taoist and Buddhist texts will be studied and discussed. Course content varies.

PARA 8799 Independent Study (1.00–3.00 Units) PF Grade Option
Coursework that extends a student’s field of inquiry beyond current CIIS courses. Requires a syllabus and contract signed by the student and faculty member, and approved by the program chair.

PARA 9600 Comprehensive Examination (0 Units) PF Grade Option
For students who entered the program in Spring 2004 or after. The first comprehensive requires a student to trace the history and development of her/his major field (Buddhism, Hinduism, or Chinese Philosophy) in a paper of approximately 50 pages, excluding bibliography. A student may use a topical “thread” for this project to frame its presentation. Students have written about women, yoga practice, or even ecology in tracing the history and development of their field from its earliest beginnings.
through its many schools and philosophies. (On rare occasions a student may have a major field other than the three major fields mentioned, and then, of course, this field or an associated field would be focused on for this “history and development” project.) Obviously, when tracing the complex histories of these large fields, it is understood that these will be historical sketches, not fuller pictures, and there may be elements or schools that need to be covered in a very brief manner. The second comprehensive is a literature review on a topic that will possibly become the dissertation topic. It is expected to be between 10 and 20 pages in length without bibliography. The literature review comprehensive project requires a review of dissertations, books, and journals in the field(s) covered by the project. This literature review is not like a book report, telling the contents of various sources, but an argument for a research project showing that there are good bases for beginning research and showing that other sources are inadequate, incorrect, or nonexistent to cover the topic and project proposed. Prerequisite: ASC PhD student.

PARA 9601 Comprehensive Examination (1.00 Unit) PF Grade Option
For students who entered the program in Spring 2004 or before. To register, submit “Comprehensive Examination Contract” to Registrar’s Office. The first comprehensive requires a student to trace the history and development of her/his major field (Buddhism, Hinduism, or Chinese Philosophy) in a paper of approximately 50 pages, excluding bibliography. A student may use a topical “thread” for this project to frame its presentation. Students have written about women, yoga practice, or even ecology in tracing the history and development of their field from its earliest beginnings through its many schools and philosophies. (On rare occasions a student may have a major field other than the three major fields mentioned and, then, of course, this field or an associated field would be focused on for this “history and development” project.) Obviously, when tracing the complex histories of these large fields, it is understood that these will be historical sketches, not fuller pictures, and there may be elements or schools that need to be covered in a very brief manner. The second comprehensive is a literature review on a topic that will possibly become the dissertation topic. It is expected to be between 10 and 20 pages in length without bibliography. The literature review comprehensive project requires a review of dissertations, books, and journals in the field(s) covered by the project. This literature review is not like a book report, telling the contents of various sources, but an argument for a research project showing that there are good bases for beginning research and showing that other sources are inadequate, incorrect, or nonexistent to cover the topic and project proposed. Prerequisite: ASC PhD student.

PARP 6020 Archetypal Cosmology: Past and Present (3.00 Units) LG Grade Option
An overview of the long intellectual tradition as well as the contemporary academic field of archetypal cosmology. The course will begin by tracing the lineage from its roots in archaic astrology, cosmology, and Platonic-Pythagorean philosophy, through its integration with depth psychology in the 20th century, and then focus on recent developments in the field with guest lectures by current practitioners and scholars. There are no formal prerequisites, but the courses Psyche and Cosmos I or II (PARP 7001 or PARP 7002) or some familiarity with astrology is recommended. Prerequisite: Priority to PCC students.

PARP 6060 Introduction to Philosophy, Cosmology, and Consciousness (3.00 Units) PF Grade Option
This course is the required introduction for all master’s and doctoral PCC students in their first year of coursework. It has three goals: First, it allows students to become familiar with the scholarly work and worldviews of the several core PCC faculty, each of whom presents the key ideas and insights that teacher most wishes to emphasize as his or her contribution to the academic content and larger vision of the PCC program. Second, students meet each other at the start of their journey in the program and gain a sense of their cohort and the PCC community. Third, the course includes an introduction to essential skills in research, writing, and strategies for enhancing their learning experience throughout the course of the program. Prerequisite: Priority to PCC students.

PARP 6110 Cosmological Powers (3.00 Units) OP Grade Option
The Universe uses a variety of processes, laws, and powers that are identified within modern scientific discourse as electromagnetic interaction, the second law of thermodynamics, and gravity. These fundamental and ultimately mysterious activities of the Universe have given rise to all the complex beings throughout 14 billion years of evolution. The human being, from this perspective, is a new, holistic blending of these processes and powers. This course examines the way in which humanity can be understood as a “hominized” form of cosmological processes.

PARP 6120 Cosmology of Literature (3.00 Units) OP Grade Option
Poets, novelists, and writers of epic literature are among our finest philosophers, for they present penetrating metaphysical principles within the dramatic and concrete actions of particular characters in context. This course is a journey through Earth’s literary cosmologies, stretching from the earliest epics to the literature of the 21st century.

PARP 6131 Speculation and Adoration: Introduction to the Study of Medieval Christian Mysticism (3.00 Units) OP Grade Option
In the popular imagination, mysticism and the Middle Ages are almost inseparably joined. There is reason for this. The medieval period, for better and for worse, was a God-intoxicated epoch, a characteristic that often both troubles and allures us when we think about it today. This course is an introduction to the key texts, themes, and transformations of the Christian mystical—or,
more properly, contemplative—tradition from the end of antiquity through to its flowering in the high Middle Ages. Throughout the course, we will attend to recent scholarly and popular debates about the meaning and nature of mysticism; engage in both critical and charitable readings of key primary texts in translation from the fifth to the 15th centuries; place such texts in their spiritual, theological, social, and economic contexts; and endeavor to relate our readings to contemporary spiritual concerns.

PARP 6132 Philosophies of Becoming: Ancient, Medieval, and Early Modern Western Traditions (3.00 Units) LG Grade Option
Although process philosophy is often associated with key 19th- and 20th-century figures, it is possible to trace a much richer metaphysical and theological history for the tradition that ultimately gave rise to thinkers like Schelling, Bergson, and Whitehead. In order to do so, this course will attend to key philosophies of becoming from throughout the premodern and early modern periods. Representative thinkers will include Heraclitus, Plato, and Aristotle from the ancient world; Plotinus, the Stoics, and Pseudo-Dionysius from antiquity; Eriugena, Bruno, and Cusa from the Middle Ages; and Cudworth, Conway, and Leibniz from early modernity.

PARP 6133 Whitehead’s Adventure in Cosmology: Toward a Physics of the World-Soul (3.00 Units) OP Grade Option
This course invites students to explore the relevance of Alfred North Whitehead’s philosophy of organism for contemporary scientific cosmology. The course begins with key historical influences, including Friedrich Schelling’s Naturphilosophie, William James’s “world of pure experience,” and Henri Bergson’s Creative Evolution. The course then examines Whitehead’s journey from mathematics and logic through the philosophy of science and finally into the adventure of full-blown cosmological speculation. Following the collapse of the Newtonian paradigm in the early 20th century, Whitehead was compelled to imagine a more adequate and comprehensive philosophical background for the increasingly specialized and fragmented natural sciences. The course unpacks how Whitehead’s novel interpretations of relativity, quantum, evolutionary, and complexity theories makes it possible to reenchant and ensoul the cosmos while still remaining consistent with the latest scientific findings.

PARP 6134 Process Approaches to Consciousness (3.00 Units) OP Grade Option
Building on the work of Michel Weber and Anderson Weekes in Process Approaches to Consciousness in Psychology, Neuroscience, and Philosophy of Mind (2009), this course unpacks the implications of process-relational philosophy for consciousness studies, psychology, and neuroscience. Contemporary consciousness studies and its related fields have run up against what philosopher David Chalmers has called the “hard problem” of consciousness. This course offers a way around the so-called hard problem by examining the alternative ontological and cosmological perspectives offered by Alfred North Whitehead, William James, and other process thinkers. These alternative approaches reject mind/matter dualism by arguing for the intrinsically experiential nature of all physical processes, thereby providing a novel way forward for consciousness studies.

PARP 6135 Process and Difference in the Pluriverse (3.00 Units) OP Grade Option
This course aims to address the challenge of thinking and acting with creativity and compassion in an increasingly complex and pluralistic set of social and ecological contexts. It draws upon an array of diverse process, poststructuralist, and pragmatist thinkers, including William James, W.E.B. DuBois, Gilles Deleuze, Michel Weber, William Connolly, Catherine Keller, Isabelle Stengers, Bruno Latour, and Donna Haraway. The ideas and methods of these thinkers provide a means of reimagining classical liberal constructs (like atomistic individualism) by offering a more relational form of identity and a more receptive way of encountering difference (whether based in race, class, gender, religion, or political ideology).

PARP 6136 Life and Work of Rudolf Steiner (3.00 Units) OP Grade Option
This course covers the life (1861–1925) and work of Rudolf Steiner, including the biography by Henry Barnes and the instructor’s book, The New Essential Steiner. The course will conclude with a book on biodynamic agriculture and one on Waldorf education.

PARP 6137 Love, Death, and Annihilation in Contemporary Fiction and Cinema (3.00 Units) OP Grade Option
Out of 30 million species of life on Earth, Homo sapiens is singular in its need for imaginative works in order to complete the movement from infancy to maturity. When we reflect on the devastation taking place throughout the Earth Community at this time, we need to ask the obvious question: Why have our symbolic works failed so spectacularly? Part of the answer can be seen in the shift in our universities from communities focused on awakening the deep qualities of humanity to training camps for attaining the particular cognitive skills required by our corporations. Departments of philosophy throughout America are emblematic of this devolution. Instead of fostering the quest for truth, our academic philosophers convinced themselves that they should make their field “scientific” by avoiding such, for them, embarrassing topics as “wisdom” or “the meaning of life.” The human impulse to reflect upon the deep questions of our existence does not cease because of the hyperspecialization and fragmentation of the modern university. If philosophers are going to abandon this quest, the novelists, filmmakers, and other artists will take up the challenge to provide the works of the imagination necessary for human development. In this course, our search for wisdom will draw from such titles as Henry Miller’s Tropic of Cancer, D.H. Lawrence’s Lady Chatterley’s Lover, Suzan-Lori Parks’s Venus, Leo Tolstoy’s Anna Karenina, Mary Gaitskill’s Bad Behavior, Georges Bataille’s The Story of the Eye, Abha Dawesar’s Babyji, Don DeLillo’s The Names, Alice Munro’s The Lives of Girls and Women, Denzel
PARP 6138 Sources of Wisdom—East and West (3.00 Units) OP Grade Option
This course explores the religious and ethical worldviews of the following foundational texts: Confucius, The Analects; Buddha, The Dhammapada; Bhagavad Gita; Plato, Five Dialogues; Aristotle, Nicomachean Ethics; Marcus Aurelius, Meditations; Gospel of John.

PARP 6147 Modern Cosmology Through the Media (3.00 Units) OP Grade Option
Each era of human history has had its unique manner of expressing its deepest knowledge of the world. In southern Africa beginning some 100,000 years ago, the earliest humans used cave paintings; in the Neolithic cultures and then in classical civilizations, our ancestors employed ritual and theater or else captured their cosmologies in literary masterpieces. In the 20th century, yet another mode of expression has appeared, that of electronic media, in which a number of presentations of our modern understanding of the universe now exist, including Carl Sagan’s Cosmos, Jacob Bronowski’s Ascent of Man, James Burke’s Connections, and Brian Swimme’s Journey of the Universe. David Kennard was either director or producer of these as well as five other cosmological productions, all of which, taken together, make up the central subject matter of this course.
Prerequisite: Priority to PCC students.

PARP 6159 Plants and People: Understanding the Plant World Through Relationships (1.00 Unit) OP Grade Option
This class provides an opportunity for you to learn about the plant world from an interdisciplinary, relationship-based perspective. Over the course of two days we will travel through redwood, riparian, and oak woodland ecosystems, developing relationships with local, native plants. Field lectures, discussion, and experiential exercises will be allow you to (1) deepen your connection to nature, (2) cultivate your own unique relationship with the plant world, and (3) express your relationship in creative and embodied ways.

PARP 6249 Romanticism and Philosophy (3 units) OP Grade Option
What is the imagination and what is its relationship to truth, goodness, and beauty? One of the most astonishing developments of modernity is the new literary, philosophical, and cultural role that Western society gave to the imagination. In this course, we will trace how the imagination emerged from its previous role as a subordinative cognitive faculty into the creative organ of meaning, the summit of artistic creation, and the mediator between spirit and matter that it seems to be today. Through a reading of key texts by figures such as Vico, Hume, Kant, Coleridge, Blake, Shelley, and Barfield, students will be led to consider not only the history of the creative imagination but also its relevance for continuing questions in contemporary philosophy and religion.

PARP 6275 Plato and Platonism (3.00 Units) OP Grade Option
This course is an exploration of the writings, thought, and legacy of Plato, from its roots in his encounter with Socrates through the development of his own writings, and into the continuous tradition that his writings inspired, a tradition that continues to be debated in philosophy and other disciplines to this day. The first half of the course is devoted to a careful reading of and philosophical engagement with central Platonic dialogues. In the latter half of the course, attention turns to the consideration of some of Plato’s Neoplatonic successors, before concluding by considering the ways that Plato’s thought continues to be debated, appropriated, and creatively retrieved as a means of addressing central concerns of our own day. Prerequisite: Priority to PCC students.

PARP 6278 Integral Ecologies (3.00 Units) OP Grade Option
Ever since it began (approximately 150 years ago), ecology has been the site of an ongoing emergence of new social movements and schools of thought, which have transformed not only laws and policies but also hearts and minds. Ecology is much more than simply the scientific study of relationships between organisms and environmental conditions. Today, there is a great abundance and diversity of ecologies, ranging from scientific to spiritual, personal to political, activist to academic, urban to wild, local to global, theoretical to practical, and everything in between. It is the task of integral approaches to ecology to engage and coordinate that multiplicity of ecologies, facilitating integration where there is fragmentation (e.g., academics ignoring activists, restoration ecologists ignoring religious worldviews, policymakers ignoring climate science, etc.). Integral approaches to ecology open possibilities for building alliances between different (and even contradictory) ecological perspectives so that they can enhance one another and facilitate comprehensive responses to ecological issues. In recent decades, many integral ecologies have emerged in response to the need for a big picture—a cosmological and spiritual context within which multiple ways of ecological knowing can ground a common vision and shared values for a peaceful, sustainable, and just Earth community. Along these lines, the cultural historian Thomas Berry spoke of the “integral ecologist as spiritual guide” for our current historical moment. This course is an exploration of the variety of integral ecologies, including Berry’s integral approach, which is rooted in the new cosmology, as well as approaches coming from complexity theory, liberation theology, postmodern and contemporary philosophy, ecofeminism, engaged Buddhism, and our own collaborative efforts to develop ideas and methods for becoming integral ecologists, becoming guides for our emerging Earth community. Prerequisite: Priority to PCC and ESR students.
PARP 6315 The Epic of the Universe (3.00 Units) OP Grade Option
In the modern form of consciousness, the connotation of “Universe” is “stars and galaxies and planets and life.” But this objectivism no longer serves to orient us in the quantum evolutionary Universe we have discovered through contemporary scientific methods. Though it is approximately true to say that we can store within us an objective knowledge of a Universe out there, it is even more accurate to say that our knowledge of the Universe is one of the ways in which the Universe awakens to its own ongoing creative development. In our post-Heisenberg, post-Einstein world, each human is the autobiography of the Universe. Similarly, each rosebud is the epic of the Universe. This course is an inquiry into the ways in which the Universe has developed. Our overall aim is to participate in the awakening of a nondual, integral form of humanity.

PARP 6339 Subtle Activism: The Role of Consciousness in Planetary Transformation (3.00 Units) OP Grade Option
Set within our current context of unparalleled planetary crisis and the call to participate in the Great Turning toward a life-sustaining civilization, this course considers the historical, scientific, and spiritual dimensions of the emerging field of subtle activism. Traditional methods of front-line activism (e.g., marches, demonstrations, putting one’s body in front of bulldozers, etc), essential as they are, represent only the most immediate and direct expressions of activism. A synchronized global meditation and prayer event, in which thousands or millions of people around the planet unite in silence and prayers for world peace, is a prime example of subtle activism. Along with the lectures, shared readings, and dialogue, this course includes practice in Gaiafield Attunement, a subtle activism practice that has emerged from several years of experimentation by members of the Center for Subtle Activism at CIIS.

PARP 6392 Plants and People: Understanding the Plant World Through Relationships (3.00 Units) OP Grade Option
Through this course you will learn about the plant world from an interdisciplinary, relationship-based perspective. Doorways into relationship include gardening, farming, conservation, and restoration; philosophies rooted in indigenous wisdom, bioregionalism, deep ecology, and Gaia; and celebrations of these relationships found in imaginal practices, Earth-based rituals, and direct communion/meditation with the plant world. The above relationships and philosophies form a rich tapestry of experience from which we will draw inspiration and tools for connecting to ourselves and the Earth. Explored concepts will find embodied expression as you cultivate your own unique relationship with the plant world and express that relationship through direct engagement and creative expression.

PARP 6393 Mind and Nature in German Idealism (2.00–3.00 Units) OP Grade Option
The German Idealist movement, beginning with the publication of Kant’s Critique of Pure Reason in 1781 and climaxing with Hegel’s Phenomenology of Spirit in 1806, is considered by many to be the most inspired period of philosophical activity since Socrates, Plato, and Aristotle. Indeed, this period has been referred to simply as “the 25 years of philosophy” by one recent commentator, as it was Kant who claimed that real philosophy had not even begun until his discovery of the transcendental method, and Hegel who, perfecting this method, claimed to have brought philosophy to its end. This course reevaluates aspects of this standard narrative by highlighting the contributions and critiques offered by other major figures of the time, most notably Schelling and Goethe, both of whom sought to bring balance to the heights claimed by idealist rationality by pointing to Reason’s utter dependence upon and emergence out of the unfathomable depths of Nature.

PARP 6403 Spirit and Nature (3.00 Units) OP Grade Option
This course explores the application to nature of an anthroposophical worldview and practice. It is situated within the broadly Romantic tradition and esoteric research advanced by Goethe and Emerson in the 19th century and by Rudolf Steiner and his followers in the 20th century. It includes a study of the Aristotelian-Aquinas-Steiner tradition, Steiner’s spiritual ecology, Pogacnik’s esoteric Gaia research, Zoeteman’s Gaiasophy, and Steiner’s directions for biodynamic farming. The course will include a visit to one or more biodynamic farms and one or more guest classes by biodynamic gardeners or farmers.

PARP 6407 Biography and Karma (3.00 Units) PF Grade Option
This course will join the study of karma to the biographies and autobiographies of individuals who were influential in the 20th century and whose lives reveal an ideal blend of thinking, writing, spiritual striving, and activism. The class will attempt to find critical destiny moments in the lives of each individual studied. The final paper will be a 30-page spiritual-intellectual autobiography.

PARP 6422 Aurobindo, Steiner, and Teilhard (3.00 Units) OP Grade Option
This course considers Sri Aurobindo (1872–1950), Rudolf Steiner (1861–1925), and Pierre Teilhard de Chardin (1881–1955), the three major 20th-century exponents of the evolution of consciousness. It studies these thinkers both comparatively and in their own right. It also introduces some of the assumptions, terminology, and leading ideas of three distinct methodologies: the Neo-Hindu mysticism of Sri Aurobindo, the esoteric philosophy of Rudolf Steiner, and the scientific/biological mysticism of Teilhard. The course will use two books edited by the instructor, The Essential Aurobindo and The New Essential Steiner. The section of the course devoted to Teilhard will use Ursula King, ed., Pierre Teilhard de Chardin, Human Energy.
PARP 6431 Martin Luther King Jr.: Justice, Cosmology, and Interconnection (1.00 Unit) OP Grade Option
This course examines the life, work, and worldview of Martin Luther King Jr., from his roots in African-American traditions and the black freedom struggle to his culminating vision of a planetary movement linking racial justice, economic justice, and peace. Despite King’s status as a global icon, the deeper dimensions of his thought and the radical directions of his later years have often been obscured. To move beyond the superficial images of King presented in education and media, we will return to the primary sources, engaging his speeches, sermons, and writings. This class will also explore new approaches to King as an ecological, cosmological, and early “systems” thinker, as well as the links between his social justice activism and his holistic worldview, which emphasized the “interrelated structure of all reality.” We will place King’s work within the context of the civil rights movement of the 1950s and 1960s, and discuss the contemporary relevance of his vision, which was ahead of its time in linking cosmology, social justice, and ecological consciousness.

PARP 6435 Nonviolence to Forgiveness: Gandhi to Tutu (3.00 Units) OP Grade Option
This course examines the insights concerning nonviolence and forgiveness by four spiritual teachers committed to social justice activism: M.K. Gandhi, leader of the Satyagraha (nonviolent activism campaign) in South Africa (1893–1914) and India (1914–1947); Reverend Martin Luther King Jr., leader of the civil rights campaign in the United States (1955–1968); His Holiness the Dalai Lama, lifelong leader of Tibet in exile; and Archbishop Desmond Tutu, with Nelson Mandela, leader of the campaign against apartheid in South Africa (c. 1976–1996).

PARP 6436 Sri Aurobindo and Teilhard de Chardin (3.00 Units) OP Grade Option
This course treats Sri Aurobindo (1872–1950), neo-Hindu mystical philosopher and visionary, and Pierre Teilhard de Chardin (1881–1955), scientist and Roman Catholic mystic, two of the major 20th-century exponents of spiritual evolution. It studies these thinkers both comparatively and in their own right.

PARP 6438 Dante: Cosmology, Poetry, and Metaphysics (3.00 Units) OP Grade Option
This course is an introduction to and exploration of one of the most astounding works of the Latin West, Dante Alighieri’s Divine Comedy. Dante’s epic is, at one and the same time, a work of exquisite poetic beauty, spiritual vitality, political protest, and cosmological insight. Dante is an explorer and a lover both of the cosmos and of the soul. This remarkable tale chronicling his journey through the medieval worlds of hell, purgatory, and heaven—from the very nadir of the world through the celestial empyrean that contains all things to final union with the love that moves the sun and the other stars—not only introduces us to much of the best within premodern, Christian theological, spiritual, and philosophical traditions, but has inspired and continues to inspire countless poets, thinkers, lovers, activists, and seekers of all sorts. This seminar-style course primarily focuses on a close reading of Dante’s Inferno, Purgatorio, and Paradiso (in English translation), although certain key 20th- and 21st-century commentaries will also be consulted. Students will be led both to understand Dante’s poem in its historical setting and to wrestle with continuing questions of contemporary relevance, such as the role of the imagination in understanding reality, the relationship of cosmology and spirituality, and the nature of human violence and the possibility of its being overcome in the realization of justice and community.

PARP 6439 A Brief History of Western Thought (3.00 Units) OP Grade Option
This course presents a brief introductory survey of the evolution of the Western worldview, beginning with its roots in Greco-Roman culture and the Judeo-Christian religious traditions. Following its development through the medieval period to the Renaissance, the Reformation, and the Scientific Revolution, the course explores the gradual transformation of the modern worldview, established during the Enlightenment and counterbalanced by Romanticism, into the radically pluralistic postmodern sensibility and increasingly global civilization of the present period. Familiarity with the grand lines of Western intellectual and spiritual history was long considered the mark of an educated person in the West, and to a crucial extent this is still the case. Such knowledge is a necessary part of what we require to comprehend the larger context of our own critical moment in history, which has been fundamentally shaped, for better and for worse, by the powerfully dynamic character of the Western mind and its evolution.

PARP 6506 The Great Turning (2.00 Units) PF Grade Option
We live in a time of radical transformation, where the fate not only of humanity but of the biosphere itself lies in question. It is a time of “great unraveling” of the structures of modern civilization and of the very fabric of life upon which civilization depends. At the same time, however, millions of people across the planet are actively engaged in a more hopeful, though still uncertain, “Great Turning” devoted to the creation of life-sustaining societies and cultures in harmony with the long-term interests of the wider Earth community. Lectures and dialogue consider the relation of the Great Turning to the wider field of the evolution of consciousness and to the creative synergy that can emerge in the dialogue between traditional religious, spiritual, and leading-edge scientific views of self, the cosmos, and our collective history. Experiential exercises allow for greater insight into, and embodied participation in, the singular character of our current planetary moment; stimulate moral and intellectual competencies for serving life in a time of social and ecological breakdown; and help cultivate an expanded and vitalized sense of the present and a creative relationship to ancestors and future beings.
PARP 6517 History of Western Thought and Culture: An Archetypal Perspective (3.00 Units) PF Grade Option
This course explores and analyzes the history of Western thought and culture from the ancient Greeks to the present. Using the narrative provided by The Passion of the Western Mind as the basic text, we will examine the major figures, ideas, and eras of Western intellectual and cultural history both on their own terms and as aspects of a larger unfolding drama that has shaped our own historical moment. To help illuminate that history, this course will apply the insights of archetypal astrological analysis, examining the correlations between planetary alignments and the archetypal patterns of history and biography. Each week we will explore a particular era (such as the Hellenistic age, the Renaissance, or the Scientific Revolution) in terms of the major planetary cycles of the time, the birth charts of leading figures (Descartes, Nietzsche, de Beauvoir), and personal transits for major turning points (Augustine’s conversion experience, Petrarch’s climbing Mont Ventoux, Galileo’s turning his telescope to the heavens). We will also strive to discern the deeper significance of this long historical trajectory when seen through the lens of an archetypal evolutional perspective.

PARP 6522 Science, Ecology, and Contested Knowledge (3.00 Units) LG Grade Option
To understand the current ecological crisis, we need to investigate the ontological and epistemological foundations of our knowledge about the environment. The science of ecology, in its social and biophysical permutations, is a dominant way of understanding the natural environment. Examining the social construction of scientific and ecological knowledge will shed light on how we know and what we know about the natural environment. In this course, we will critically examine the social construction of scientific and ecological knowledge, coming to see Western scientific knowledge as a particular cultural phenomenon. We will examine countervailing epistemological understandings, such as situated knowledge and traditional ecological knowledge, that challenge the idea of a dispassionate and omniscient scientific viewpoint. We will investigate the compatibility of religious and spiritual insights with ecological knowledge. Applying feminist and non-Western epistemologies to environmental issues, we will seek to generate alternative ways of understanding ecological crises, which may, in turn, generate healing alternatives.

PARP 6523 Environmental Ethics (3.00 Units) LG Grade Option
This course surveys ethical approaches to the natural environment, with particular focus on the American context. It will trace the ways in which the natural environment has been theorized over time and the ethical approaches that derive from various views of the natural environment. The goal of the course is for students to construct, articulate, and defend a theoretically rigorous environmental ethics.

PARP 6525 Toward an Integral Ecological Consciousness (3.00 Units) LG Grade Option
The scale of the global ecological crisis requires the development of new understandings of the human-Earth relationship. This course introduces transdisciplinary approaches that broaden and deepen the study of ecology. Following a review of the state of the Earth and human participation in planetary well-being, lectures and discussion engage such topics as deep ecology, social ecology and green politics, ecofeminism, environmental justice, political ecology, and the relation of ecology to religion and spirituality. Embodied practices guide students in cultivating a personal relationship with nonhuman beings and the living Earth. Prerequisite: Priority to PCC students.

PARP 6532 Christianity and Ecology (3.00 Units) OP Grade Option
What is the relationship between Christianity and ecology? How have various aspects of Christian thought and theology contributed to the present ecological crisis? In what ways might Christian thought and practice help to heal our present crisis? By focusing on the scriptural, theological, and spiritual background as well as on recent articles and monographs, this course seeks to provide students with an introduction to the ways that Christians respond to the current concern over the human relationship to the Creation in order to come to a fuller understanding of some of the spiritual, philosophical, social, and economic forces that have shaped that relationship and to imagine how Christian wisdom might contribute to answering many of the pressing ecological concerns of our time.

PARP 6533 Touch the Earth: Integral Ecology Practicum (3.00 Units) OP Grade Option
Through practical engagement with the larger San Francisco Bay Area socio-ecological community, students apply theoretical tools developed during coursework and gain experience in the practice of integral ecology. Students receive guidance in selecting a practicum site that suits their unique gifts and interests, and spend most of the semester engaged with projects at the practicum site. Monthly seminar meetings offer an opportunity to analyze experience in the context of literature on leadership, social change, service-learning, activism, compassion, ecological restoration, and resilience. Prerequisite: Priority to PCC and ESR students.

PARP 6538 Krishna, Buddha, and Christ (3.00 Units) PF Grade Option
This course provides an opportunity for students to deepen their relationship to Krishna, to Buddha, and to Christ. To this end, the course includes a study of the Bhagavad Gita according to Sri Aurobindo; His Holiness the Dalai Lama on Tibetan Buddhism and in dialogue with Catholic contemplatives; a Jungian interpretation of Christ as a symbol of the Self; and Rudolf Steiner’s lectures on esoteric relationships among Krishna, Buddha, and Christ. Prerequisite: Priority to PCC students.
PARP 6563 Buddhism and Ecology (3.00 Units) OP Grade Option
What wisdom can a 2,500-year-old tradition offer in the context of contemporary environmental devastation? In the search for more ecologically sustainable worldviews, some have suggested that Buddhism offers a positive alternative to destructive aspects of the Western worldview. Others claim that the association of Buddhism with ecology is based on strategic geopolitical positioning or on facile assumptions about Asian traditions. In this course, we will examine Buddhist perspectives on nature, along with Buddhist responses to Asian and global environmental issues. We begin with historical texts that frame the Buddhist perspective on nature. We examine Buddhist foundations for ecological thought, the role of Buddhism in the development of the American environmental movement, and challenges in reconciling Buddhist positions with modern science. Works by Buddhist leaders and scholars, including His Holiness the Dalai Lama, Thich Nhat Hanh, Sulak Sivaraksa, Joanna Macy, and poet Gary Snyder, illuminate the role of modern Buddhism in environmental discourse.

PARP 6667 Radical Mythospeculation: Cosmic Evolution and Deep History (3.00 Units) PF Grade Option
This course essentially combines and brings into dialogue two longtime core courses of the PCC curriculum, Brian Swimme’s Epic of the Universe and Richard Tarnas’s Brief History of Western Thought. The lecture course will be interdisciplinary and transdisciplinary, as we examine both the evolution of our cosmos and the evolution of our civilization’s cosmology. “Radical mythospeculation” is the term that the sociologist and historian Robert Bellah, drawing on an insight of Eric Voegelin, used to describe an important phenomenon in the history of human thought, when the evolution of symbolic consciousness in certain societies reached a degree of critical reflexivity that transcended the traditional social-religious world of the archaic civilizations but did not reject the mythic-narrative mode of cognition, and thereby led to the emergence of the Axial Age. We will consider whether a new axial age might be emerging out of our own late-modern and postmodern era. The two primary texts for the course will be Swimme and Thomas Berry’s Universe Story and Tarnas’s Passion of the Western Mind. Prerequisite: Priority to PCC students.

PARP 6682 Ecologies of Liberation (1.00 Unit) OP Grade Option
Throughout the history of the environmental movement, women have contributed important perspectives to understanding the human relationship with other life, and the actions that threaten this relationship, and indeed, the web of life itself. From Rachel Carson’s clarion call that awakened citizens to the dangers of uncontrolled pesticide use to Terry Tempest Williams’s meditations on place and family, the insights and moral clarity of women authors have been central to understanding and repairing socio-ecological relationships. This course delves into the contributions of five significant authors, as we read and discuss one environmental classic each week. We will examine each author’s perspectives on questions of morality, liberation, and freedom. Prerequisite: Priority to ESR and PCC students.

PARP 6743 Hill of the Hawk I (1.00 Unit) PF Grade Option
What does it mean to participate as conscious, responsible, ethical human beings in food production and consumption, individually and collectively? What is our responsibility, as citizens of planet Earth, to beings who give their lives for our nourishment? How do we ethically, philosophically understand the intimate relationships that we enter into when we consume food? This course does not suggest that there is a single correct answer but proposes that it behooves each of us, as citizens of Earth, to consider this question. Experiencing the land for a weekend at Hill of the Hawk Farm, an inspiring family farm in Big Sur, will allow us to participate in the agro-ecological rhythms of rural farm life during the harvest season. During the weekend, hands-on farm work and food preparation; instruction in Spacial Dynamics®; and reading and reflection on texts by leading thinkers on food and farming will allow us to consider, in practice and theory, our roles in the larger Bay/Delta bioregion as consumers and, to a lesser and individual degree, producers of food.

PARP 6744 Hill of the Hawk II (1.00 Unit) PF Grade Option
These two courses will take place on the Hill of the Hawk, an inspiring farm and retreat center between Route 1 and the ocean in Big Sur. The surrounding farmland and coast will provide students with a context for the content of the course over the weekend intensive. The course will be a study of David Abram’s ecophilosophy, Rudolf Steiner and Goethe, Waldorf principles, and Spacial Dynamics (conscious movement). Students will learn from the land, lectures, and discussion. Both of these one-weekend, 1-unit courses are independent of each other but are also continuous.

PARP 6746 The Earth Journey (3.00 Units) LG Grade Option
The major contribution of modern science to the emergence of a planetary civilization is the detailed articulation of the evolutionary sequence beginning with the cosmic flaring forth 13.7 billion years ago and continuing through the appearance of the stars and galaxies and all the adventures of our living planet. This new empirically based creation story is simultaneously a radical expansion of our knowledge base and a deconstruction of the very form of consciousness that gave birth to it. The dualistic, reductionistic, univocal modern consciousness can now be understood as the scaffolding that enabled the construction of an integral awareness capable of feeling in the ordinary events of one’s day the vast unfolding of the Earth Journey.

PARP 6748 Nature and Eros (2.00 Units) PF Grade Option
This course is an engagement in holistic education. During the industrial era, education was understood primarily as the transfer
of knowledge and information from teacher to student. The widely assumed worldview of the industrial era regarded nature as something out there, something inferior to the human, something that humans learned about in their classrooms. But in the new evolutionary cosmology, nature is understood as both our primary matrix and our primary teacher. Nature is the source of existence and is an ongoing wellspring of wisdom for what it means to be human. This six-day intensive retreat employs conceptual, emotional, experiential, and intuitive learning processes in order to embrace nature as the multidimensional matrix, not only of our bodies, minds, and souls, but of our civilization as well.

PARP 6762 Steiner and Jung (3.00 Units) OP Grade Option
This course explores the foundational contributions of two prophetic visionaries of the 20th century: Rudolph Steiner (1861–1925) and C.G. Jung (1875–1961). Situating both figures in the wider Christian, Romantic-Idealist, and esoteric traditions from which they drew and which they also advanced, the course aims to facilitate a creative dialogue between these two great figures. Major themes include: multiple ways of knowing, the evolution of consciousness, the problem of evil, the influence of archetypal and spiritual powers, and a diagnosis of the ills of late-modern culture. Prerequisite: Priority to PCC students.

PARP 6822 Hegel, Wilber, and Morin: Foundations of Integral Inquiry (3.00 Units) LG Grade Option
This seminar explores selected works of three highly influential integral thinkers. Hegel’s “Science of Wisdom,” both a system of complete knowledge and a method for its (re)creation, played a generative role in such subsequent movements as existentialism, phenomenology, Marxism, and poststructuralism. Ken Wilber, though more popular in tone than Hegel, has produced a still-evolving “theory of everything” with equal pretensions to systematic completeness. While both Wilber and Edgar Morin acknowledge their debt to Hegel, Morin nevertheless renounces the possibility of such completeness, choosing instead to cultivate a “method” or way of knowing that might prove adequate to the complexity of the real. All three thinkers are essential to any serious student of integral inquiry seeking to understand the complex landscapes of science, politics, and culture at large in this most critical phase of the planetary era.

PARP 6829 Integral T’ai Chi (3.00 Units) PF Grade Option
T’ai chi ch’uan (taiji quan) is a subtle and profound “internal art” that, through embodying the Chinese concepts of yin and yang, tao (dao), and ch’i (qi), promotes greater health and vitality, psychological equanimity, and spiritual alignment. This course will introduce students to t’ai chi ch’uan as an integral, embodied, psychospiritual discipline. The core of the course will consist of expert instruction in the first section of Yang Ch’en-hu’s original version of the Yang style Long Form. Students will also learn the fundamentals of Taoist cosmology, chi kung (qi gong), and standing meditation (zhan zhuang), and of t’ai chi as a method of self-defense.

PARP 6833 The Evolution of Religious Consciousness: From the Paleolithic to the Axial Age (3.00 Units) OP Grade Option
This course will trace the emergence and evolution of human religious consciousness beginning with early Homo sapiens against the background of mammalian and primate evolution; continuing, through the major forms it has taken in primal or tribal societies from the Paleolithic era onward, the revolution wrought by the major archaic civilizations in Mesopotamia and Egypt; and climaxing in the great Axial Age transformation of the first millennium BCE, marked by the near-simultaneous appearance of the major world religious and philosophical traditions in ancient Israel, Greece, China, and India. We will use a close reading of Robert Bellah’s masterwork Religion in Human Evolution as the principal course text. Emphasis throughout will be on a sensitive transdisciplinary engagement with the complex historical developments being studied, drawing on not only history and religious studies but anthropology, sociology, biology, depth psychology, and philosophy. This course is an advanced participatory seminar and is open only to doctoral students, and to master’s degree students with the permission of the instructor. Prerequisite: PCC PhD student.

PARP 6834 The Evolution of the Modern Self: From Axial Roots to Postmodern Threshold (3.00 Units) OP Grade Option
This course will trace the long gradual forging of the modern self and its dramatic evolution, beginning with its roots in ancient Greek and Judeo-Christian developments; emerging rapidly in the course of the Renaissance, Reformation, Scientific Revolution, and Enlightenment; and then undergoing a major deepening and complication with Romanticism, literary-artistic modernism, and the postmodern era. We will use a close reading of Charles Taylor’s Sources of the Self as the principal course text. Emphasis throughout will be on a sensitive transdisciplinary engagement with the complex historical developments being studied, drawing on not only history and philosophy but also depth psychology, religious studies, the history of science, and literature and the arts. We will seek to understand the intricate connections between the moral aspirations of modernity—its strong valuation of self-responsible reason, individual autonomy, universal justice and equality, affirmation of ordinary life, and expressive freedom—and modern reason’s instrumental objectification and disenchantment of the natural world. The course will conclude with a consideration of where we are today in this evolutionary journey, marked throughout by paradox, peril, and hope. This course is a sequel to The Evolution of Religious Consciousness from the preceding semester, though it can be taken independently. It is, however, an advanced participatory seminar and is open only to doctoral and master’s degree students who have taken Brief History of Western Thought, Radical Mythospeculation, or Archetypal History of Western Thought and Culture; or with the permission of the instructor. Prerequisite: PARP 6499 or PARP 6517 or PARP 6667 or PARP 6833.
PARP 6842 Cosmological Epics (3.00 Units) PF Grade Option
The discovery of number altered the evolution of human consciousness. Among the unforeseen consequences is the fragmentation of modern scientific knowledge into an ever-increasing array of hyperspecializations. The primal and archaic sense of wholeness now seems to be an almost impossible dream. And yet, even so, the artistic impulse to speak to the whole of things continues to burn brightly. This course will examine the integral cosmologies of some traditional and contemporary works of literature as a way of wondering over the possibility that new planetary epics are emerging in our time. Prerequisite: Priority to PCC students.

PARP 6897 PCC and ESR MA Integrative Seminar (3.00 Units) LG Grade Option
The PCC and ESR MA Integrative Seminar is the capstone to the PCC and ESR journeys, required of all graduating MA students. The course is structured as a guided excavation of your journey through PCC or ESR, culminating in a public talk that displays your knowledge and unique perspective, presented before the PCC and ESR communities, faculty, and invited guests. The course includes intensive practice and refinement of public speaking skills, writing exercises oriented at excavating and synthesizing your knowledge, explorations of your PCC or ESR journey in relation to questions of karma, and activities to assist you in planning your life after graduation. Through review of subjects and texts studied, and reflection upon classroom and community experiences, you will draw together an integrated and integral conclusion to your PCC or ESR education. Prerequisite: ESR or PCC student.

PARP 6900 Thesis/Dissertation Proposal Completion (0 Units) PF Grade Option
This course is taken after all coursework is completed. Students undertake the proposal writing in consultation with their thesis/dissertation mentor, meeting on a regular basis to discuss progress. This course may be taken for a maximum of three semesters. Prerequisites: PCC or ESR student; not advanced to candidacy.

PARP 7001 Psyche and Cosmos I: Transpersonal Psychology and Archetypal Astrology (3.00 Units) PF Grade Option
This course examines an emerging understanding of the relationship between the human psyche and the cosmos, based on observed correlations between psychological conditions and transformations and specific planetary positions. Topics include the extended cartography of the human psyche suggested by modern consciousness research and experiential therapies, analysis of birth charts and planetary transits, archetypal and perinatal patterns in art and culture, and the relevance of this evidence to both the larger tradition of depth psychology and the cultural emergence of a radically integrated worldview. Prerequisite: ACS, APC, ESR, EWP, PCC, or WSE student.

PARP 7002 Psyche and Cosmos II: Transits in Depth (Practicum) (3.00 Units) PF Grade Option
This seminar is a practicum designed to help students become skillful in the use of archetypal astrological methods of analysis for understanding the timing and character of a wide range of psychological conditions and biographical events. Classes will be devoted to detailed weekly analyses of one’s own personal transits as well as representative transits for significant cultural figures and their major biographical experiences. The course focuses on the archetypal dynamics of human life, expressed both psychologically and in external events, and reflected in the coinciding planetary alignments.

PARP 7007 American Philosophy (1.00 Unit) LG Grade Option
The first of five classes is given to a reading of Emerson’s Nature and a brief consideration of the biographies of a few of Emerson’s contemporaries given in Menand’s Metaphysical Club. The middle three classes are given to a study of the core writings of three classic American philosophers—Peirce, James, and Dewey—along with Menand’s thorough account of their entwined biographies. The last class is devoted to a discussion of essays on pragmatism in the second half of the 20th century.

PARP 7008 James Hillman and Archetypal Psychology: An Introduction (1.00 Unit) PF Grade Option
This brief course offers an introduction to the ideas of James Hillman, the principal founder of archetypal psychology and one of the most influential thinkers in contemporary psychology and culture. From its beginnings in the late 1960s, archetypal psychology has called for depth psychology to move beyond the consulting room to engage the larger cultural, historical, and ecological issues of our time.

PARP 7105 Archetypes, Art, and Culture (3.00 Units) LG Grade Option
Informed by the insights of Jungian, archetypal, and transpersonal psychology, this course uses lecture presentations and works of music, film, and literature to explore and understand the meanings of the planetary archetypes in natal charts and transits. In turn, the archetypal astrological perspective is used to illuminate and more deeply understand the deeper dimensions of major works of art and cultural epochs, from Beethoven’s symphonies and the French Revolution to Fellini, the Rolling Stones, and the 1960s.

PARP 7400 Psyche and Spirit: From the Psychology of Religion to Transpersonal Theory (3.00 Units) LG Grade Option
This course explores the relation of psyche to spirit—that is, to religion, spirituality, and spiritual philosophies and worldviews—through a consideration of the development that leads from classic representatives of the psychology of religion to the principal
paradigms of contemporary transpersonal theory. Readings include primary texts, set in their appropriate contexts, by William James, C.G. Jung, Stanislav Grof, and Ken Wilber.

**PARP 7900 Thesis/Dissertation Seminar (0 Units) PF Grade Option**
This individual seminar is selected by students who have advanced to candidacy after proposal completion. Students work on their dissertation manuscript in close consultation with the dissertation committee. Prerequisites: PCC or ESR student; advanced to candidacy.

**PARP 8799 Independent Study (1.00–3.00 Units) PF Grade Option**
Coursework that extends a student’s field of inquiry beyond current CIIS courses. Requires a syllabus and contract signed by the student and faculty member, and approved by the program chair.

**PARP 8888 Special Topics (3.00 Units) OP Grade Option**
A course of study not currently encompassed in the curriculum but relevant to evolving topics of growing importance in philosophy, cosmology, and consciousness.

**PARP 9568 Advanced PhD Seminar: The Planetary Era: A New Wisdom Culture (3.00 Units) LG Grade Option**
With the mounting threat of climate change, a mass extinction of species, and increasingly volatile geopolitical relations, the Earth community has entered a most critical phase of the Planetary Era. Beginning with a survey of major theories of globalization, the seminar proceeds to consider the contributions of such contemporary “big picture” thinkers as Edgar Morin, Jeremy Rifkin, and Peter Sloterdijk, as well as insights from Joanna Macy, Naomi Klein, and various indigenous leaders. The main goal of the seminar is to cultivate a transdisciplinary engagement with the phenomenon of globalization and to participate in the creation of a Wisdom culture worthy of the Planetary Era. Prerequisite: Priority to PCC students.

**PARP 9600 Comprehensive Examination (0 Units) PF Grade Option**
The two required comprehensive exams are taken after all other coursework is completed, one per semester, in two consecutive semesters. Each comprehensive exam must be completed in one semester. The first comprehensive exam will demonstrate thorough knowledge of an ecological theme or issue, contextualized in a religious, spiritual, and/or philosophical milieu. The second comprehensive exam will demonstrate in-depth knowledge of a religious, spiritual, or philosophical tradition, broadly defined, in relation to ecology. To complete the comprehensive exams, the student devises a reading list of 20 to 30 texts, including books, articles, and chapters, in consultation with his/her advisor. Upon reaching agreement on the reading list, the student reads the texts and writes an essay of about 35 pages, making an argument that ties together the various works and situates the student’s perspective within the field of religion and ecology. Prerequisite: PCC student.
Women’s Spirituality Department
MA in Women, Gender, Spirituality, and Social Justice
PhD in Philosophy and Religion with a concentration in Women’s Spirituality

Program Chair
Annette Williams, PhD

Core Faculty
Alka Arora, PhD
Mara Lynn Keller, PhD
Arisika Razak, RN, NM, MPH

Adjunct Faculty
Asoka Bandarage, PhD
Jennifer Bereznaz, MA
Carolyn Brandy, BA, Initiated Elder
Susan G. Carter, PhD
Carol P. Christ, PhD
Lisa Christie, PhD
Vivian Deziak, PhD
May Elawar, PhD
Anne Key, PhD
Mary Mackey, PhD
Reanue McNeal, MA
Sandra Pacheco, PhD
Sara Salazar, PhD
Miriam “Starhawk” Simos, MA
Camille “Afia Walking Tree” Thomas, MA
Elizabeth Ursic, PhD
Karen Villanueva, PhD
Sara Webb, BA, CMT

About the Women’s Spirituality Program
Founded in 1992 by internationally known trailblazers in the women’s spirituality movement, the Women’s Spirituality program offers an interdisciplinary, multicultural, decolonial feminist approach to the study of spirituality and religion. Our curriculum incorporates scholarship from women/gender studies, ethnic studies, religious studies, philosophy, and other related fields. We are the first PhD-granting graduate program in the United States to integrate a study of the sacred feminine with an examination of contemporary social, political, and ecological issues. Faculty and students generate innovative ways to combine rigorous academic scholarship with the passionate pursuit of personal transformation and social justice.

Our scholarship has evolved over the years to incorporate broad, multicultural perspectives on topics related to women, gender, spirituality, and social justice. Some of the questions explored in our curriculum include:

- How can we recover the religious and spiritual voices of women and other historically marginalized groups?
- How do our religious and symbolic systems both shape and reflect gendered, classed, and racialized hierarchies of power?
- What roles have spirituality and religion played in resisting oppression?
- What wisdom can ancient Goddess-centered, matristic, and matriarchal traditions offer today’s efforts to create more just and peaceful communities?
- How do we integrate ecological justice and reverence for the Earth into our spiritual and political practices?

Flexible Formats
Courses are delivered in flexible formats that include weekday, weekend, evening, hybrid, and online courses for both the MA and PhD degrees. We offer a semi-distance option for students who live outside the Bay Area. Students who select this option may take up to 17 of the required 36 units online to complete their degrees. The rest of the required units must be taken at CIIS in face-to-face courses. To help semidistance students meet their face-to-face requirements, we offer six-to-eight-day intensives each semester, as well as additional weekend courses. Semi-distance students should plan to come to face-to-face classes at least twice a semester. Some required classes for residential students also take place during the intensives. In addition, students may
take up to 6 units of independent study courses, including those taken as Women’s Spirituality Journeys with WSE core and adjunct faculty. These count as face-to-face units. With the approval of their advisor, incoming students may also transfer up to 6 units of courses taken at another accredited graduate university, provided that those units were not applied toward another degree. Please note that all semi-distance students must be available to attend at least part of the intensive during their first two semesters in the program.

**Integral Feminist Pedagogy**

Our program provides a unique and dynamic synthesis of feminist and integral pedagogies. Feminist pedagogy focuses on education as a site of liberatory praxis, where faculty and students co-create knowledge that can further both women’s liberation and wider movements for social justice. Integral pedagogy, on the other hand, emphasizes the integration of traditional academic knowledge with knowledge derived from embodied experiences, including experiences considered sacred or spiritual. Although feminist and integral pedagogies derive from distinct intellectual traditions, they share an emphasis on the multidimensional nature of knowledge and the importance of reflective inquiry.

Our faculty weave together both feminist and integral pedagogies in the classroom. Students are invited to examine issues of power and privilege within spiritual traditions, and also to see social justice work as a form of sacred practice. Both the spiritual and political are examined through rigorous, critical lenses that eschew easy answers in favor of deep study, reflection, and dialogue. Students’ embodied experiences, including their emotional and spiritual lives, are seen as inseparable from their social and political experiences. A commitment to social justice and liberation is seen as a project that requires an analysis of how the hearts and spirits of both oppressor and oppressed are affected by patriarchy, racism, and unrestrained capitalism. The concept of liberation is broadened in this model to include a focus on both inner transformation and collective societal healing.

**Commitment to Diversity**

In the Women’s Spirituality program at CIIS, we believe that diversity is linked to academic excellence. We speak with womanist, feminist, mujerista, sisterist, queer, and postcolonial voices and are committed to an engaged spirituality that includes an ecosocial vision of peace, justice, and sustainability. While we are a program that focuses on the roles, activities, and spiritual practices of individuals and groups who identify as women, the Women’s Spirituality program explicitly acknowledges the many difficulties that arise from heteronormativity in spirituality and from hierarchical dual or binary gender systems in various social institutions throughout the world. We welcome individuals of diverse sexualities, diverse sexual orientations, and diverse gender identities. Appreciation for diversity is a primary premise of each class. Diversity is highly valued by our core and adjunct faculty who represent diverse spiritual traditions, academic disciplines, artistic practices, ethnic and cultural groups, class perspectives, countries of origin, sexual orientations, ages, abilities, and various other identities. Syllabi for our courses include both Western and non-Western academic sources. Methodologies discussed and utilized in Women’s Spirituality courses are sourced in multiple ways of knowing. These methodologies draw from ancient and contemporary worldviews, written texts, scholarly elaborations, religious studies, creative artistic endeavors, and embodied praxis reflecting the contributions of ethnically diverse working-class and professional-class scholars. We recognize and honor the contributions of pre- and postcolonial societies in Africa, Asia, Europe, and North and South America, as well as indigenous and immigrant cultures in the United States.

**Student Diversity**

We value religious and spiritual, ethnic and racial, economic, sexual and gender, age, and abilities diversity in our program, and we make a concerted effort to recruit and retain students who come from communities that reflect these diversities. We support diverse students through hiring diverse faculty, incorporating diverse perspectives throughout the curriculum, and involving diverse students in our recruitment efforts. We pay particular attention to issues of diversity in our advising and mentoring, recognizing that students’ positionality, family and work commitments, and health maintenance are often part of what shapes and directs their academic and career goals.

**About the MA Degree**

Our MA degree was designed to serve students who are passionate about integrating social justice and spiritual transformation. We honor the spiritual impulses that have guided movements for equality and justice across the globe, and we believe that activism can be a form of sacred practice. This MA degree is best suited to those who are interested in developing a visionary approach to their work as activists, educators, healers, facilitators, artists, and socially conscious entrepreneurs.

**The MA degree emphasizes the following areas of scholarship:**

- Ecofeminism/Ecology
- Women in World Religions
- Mysteries, Sacred Arts, and Healing
- Diversity and Social Justice
- Spiritual Activism and Leadership
Students are invited to develop an individualized focus of study within these broad areas. For example, an individualized focus of study may be “ecofeminism and the Abrahamic religions,” “multicultural women’s spiritual leadership,” or “the role of sacred arts in movements for social justice.” Students should also consider their future career goals when developing a focus of study, and should consult with their advisor to ensure that their coursework and extracurricular activities are designed to support their focus. Some areas of focus may involve independent studies courses or coursework from our sister programs in the School of Transformation and Consciousness.

**MA Program Learning Outcomes**

1. Synthesize and apply knowledge from the transdisciplinary field of Women, Gender, Spirituality, and Social Justice.
   1.1 Analyze the connections among women’s studies, gender studies, spiritual traditions and movements, and social justice movements.
   1.2 Evaluate systems of knowledge construction using a critical spiritual feminist lens.
   1.3 Create scholarly papers and presentations that demonstrate an in-depth knowledge of the foundational concepts in the field.

2. Create scholarly work that reflects upon personal and social transformation.
   2.1 Analyze relative privilege, power, oppression, and marginalization within various local and global communities.
   2.2 Evaluate and articulate one’s spiritual and social transformation.
   2.3 Synthesize the role of history, politics, and culture in shaping one’s positionality.

3. Apply learning toward professional and/or community contexts.
   3.1 Analyze how scholarly knowledge can be applied to real-world problems
   3.2 Create papers that demonstrate proficient academic writing skills.
   3.3 Apply effective presentation and facilitation skills in the classroom.
   3.4 Create papers and projects that demonstrate digital research skills and media literacy.
   3.5 Create and present a culminating body of work that demonstrates ability to present one’s knowledge in professional and scholarly contexts.

**MA Career Outcomes**

The MA in Women, Gender, Spirituality, and Social Justice prepares students with the research, theory, and skills to work in organizations dedicated to social and spiritual transformation. Our graduates may work in nonprofit or religious/spiritual organizations, particularly those with a focus on women, gender, and/or the environment. Some become visionary social entrepreneurs who work as teachers, artists, healers, and workshop leaders. Many write and publish books and other media. Other graduates go on to doctoral-level work and pursue careers in academic teaching.

**MA Admissions Requirements**

Applicants must meet the general admissions requirements of the University (CIIS) and demonstrate the potential to be successful in this academically rigorous program. Application materials include a goal statement; an academic writing sample; an autobiographical statement; two letters of recommendation, preferably from former professors; and transcripts. Successful candidates for admission into this MA program typically have the following qualifications: a vision that is compatible with the program’s mission; a commitment to personal and social transformation; scholarly research and writing skills; the ability to think critically and creatively; respect for a diversity of viewpoints; and sufficient maturity and stability to succeed in a rigorous academic program.

**MA Curriculum**

**MA in Women, Gender, Spirituality, and Social Justice—36 units**

**I. Required Foundation Courses—14 units**
A. PARW 6027 Foundational Elements of Academic Research and Writing (1 unit)
B. PARW 6047 Critical and Liberatory Methods of Inquiry (2 units)
C. PARW 6286 Building Conscious Allyship (1 unit)
D. PARW 6500 Sacred Lineages: Goddesses, Foremothers, and Activists (3 units)
E. PARW 7585 Spirit, Compassion, and Community Activism (1 unit)
F. PARW 7609 Womanist, Feminist, and Decolonial Worldviews (3 units)
G. PARW 6835 Spiritual Activism and Transformative Social Change (3 units)

**II. Directed Electives—12 units**
With consultation of the academic advisor, students are to take 12 units of PARW courses that support their individualized area of emphasis, as described above.

**III. General Electives—7 units**
8 units from any program (a maximum of 3 from Public Programs workshops for academic credit).

**IV. PARW 6800 MA Integrative Seminar—3 units**

**About the PhD Degree**

Our PhD degree is designed for students who seek to deepen their knowledge in the emergent academic field of women’s spirituality, especially as it relates to philosophy and religion, women’s studies, and ethnic studies. Students develop advanced skills in transdisciplinary women’s spirituality research and writing and are prepared to make an original contribution to the field.

The Women’s Spirituality, Philosophy and Religion, doctoral program focuses on three broad and deepening areas of study: Women and World Religions; Feminist and Ecofeminist Philosophies and Activism; and Women’s Mysteries, Sacred Arts, and Healing. The multiple epistemological frameworks emphasized by our faculty and students include women’s spiritual ways of knowing; philosophical worldviews; religious belief systems; theology/thealogy; and womanist, feminist, mujerista, sisterist, indigenous, and decolonial lenses.

**Areas of Emphasis**

PhD students select two of the three following areas of emphasis:

1. **Women and World Religions**
   
The study of women and world religions begins with an examination of the evidence for the transmission of signs and symbols of reverence for a dark mother of Africa to all continents of the world. We explore sacred iconographies and diverse spiritual roles of women around the world and across time, focusing on elemental powers, sacred mothers, Goddess(es), divine ancestors, and other female deities. We survey women’s spiritual roles, rituals, and leadership in historical and contemporary expressions of Judaism, Christianity, and Islam; Hinduism; Buddhism; Taoism; Shinto; paganism; contemporary Goddess spirituality; and more. Canonical and orthodox religious beliefs are studied alongside the subterranean, submerged, and heretical streams that run beneath the accepted doctrines of established religions and are found in the folklore, heresies, and everyday rituals of diverse subaltern and colonized/decolonizing cultures. Women’s spiritual quests and Goddess-God interfaith dialogues are encouraged, and the “sacred feminine” of many traditions is reclaimed and honored, through Goddess studies, modern matriarchal studies, women’s spiritual quests, and sacred pilgrimages.

2. **Feminist and Ecofeminist Philosophy and Activism**
   
We reclaim the original meaning of philosophy as love of wisdom. Feminist philosophy has long emphasized a relational approach to key philosophical issues. This approach seeks to be holistic, moving beyond reductionist and mechanistic, absolute hierarchical dualisms to reconstitute and generate a worldview of dynamic interconnectedness in the web of life. Ecofeminist philosophy explores the embodied, embedded, ecocultural context of philosophical issues, with attention to the evolving field of relational or holistic thought. Courses include topics such as diverse ecological/indigenous feminisms; spiritual activism and models of justice; animal rights and ethics; multicultural feminist theory; womanist/feminist philosophers, mystics, and wisdom teachers; and process philosophy and process theology/thealogy. We combine feminist and womanist analysis and vision—in regard to social, political, and economic systems—with an engaged spirituality that draws on active compassion to create a more equitable, caring, and sustainable world.

3. **Women’s Mysteries, Sacred Arts, and Healing**
   
The experiential as well as intellectual study of diverse sacred arts is intended to evoke one’s innate creativity, revealing personal and cultural sources of mystical insight, embodied healing, and artistic blossoming. Our program includes an emphasis on the embodied wisdom of women and other subaltern populations, and we focus on the vernacular history that preserves the role of women and other oppressed genders who have served as seers, healers, and nurturers of life. Many elements of language, ritual, and the arts have roots in cultural responses to the elemental powers of nature, the ineffable mysteries of the cosmos, and the primal characteristics of the female body. We honor the mysteries of birth, sexuality, death, and rebirth. Courses include modes and powers of healing utilized by women, populations of color, queer peoples, and other subaltern populations from a variety of spiritual, sociocultural, and geographic traditions. Topics include issues in women’s health, healing, and wellness; diverse views on women’s and other marginalized genders’ embodiment and sexualities; and experiential studies in movement and bodywork from a variety of traditions.

**PhD Program Learning Outcomes**

1. **Create a work that makes an original and substantive contribution to the field of women’s spirituality.**
   
   1.1 Develop and engage an original and substantive research question for the dissertation that advances the field of women’s spirituality.
   
   1.2 Produce rigorous and critical scholarship that reflects currency with the themes and issues in the field.
   
   1.3 Apply diverse ways of knowing and multiple theoretical frameworks and methodologies, including those that contest dominant paradigms and theories—e.g., feminist, womanist, postcolonial, indigenous, queer, critical, participatory, etc.
2. Apply advanced research skills to scholarly work.
   2.1 Analyze how the transdisciplinary field of women’s spirituality is related to: (a) at least one other academic discipline, such as women’s studies/gender studies, religion, philosophy, and/or ethnic studies; by engaging the knowledge of primary and secondary texts, voices, themes, and debates in the literature(s); and/or (b) local and global social, spiritual, and political discourses and movements.
   2.2 Integrate traditional research/methodological approaches with feminist, embodied, critical, reflective, transpersonal, and/or collaborative community-based approaches.
   2.3 Integrate research from multiple spiritual/wisdom traditions, sacred knowledges, scriptures, myths, rituals, and practices.
   2.4 Critically analyze and evaluate both one’s own and others’ standpoints, frameworks/worldviews, and findings.

3. Develop personally and socially relevant scholarship.
   3.1 Synthesize and evaluate multiple and diverse philosophies, theologies/thealogies, and/or theoretical frameworks in the field of women’s spirituality.
   3.2 Develop a complex and critical understanding of diversity and pluralism, including, but not limited to, issues of (a) gender, gender identity, sexual orientation; (b) race, ethnicity, nationality, and culture; and (c) ecological, spiritual, and religious identities.
   3.3 Apply one’s academic inquiry with real-world concerns of communities outside academia.
   3.4 Synthesize personal reflections that exhibit growth in self-awareness (including one’s sociopolitical standpoint), emotional intelligence, and spiritual/philosophical/religious development.
   3.5 Evaluate one’s growth in cultural sensitivity/humility and awareness of one’s relationship to other humans and to the rest of the natural world.
   3.6 Understand and apply one or more modalities of healing, creative production, and/or spiritual practice.

4. Develop professional skill.
   4.1 Develop teaching skills grounded in womanist/feminist and integral pedagogies.
   4.2 Articulate ideas in clear academic writing, to be communicated using complex and nuanced language appropriate to the venue.
   4.3 Create papers and projects that demonstrate digital research skills and media literacy.
   4.4 Understand how to apply scholarship toward potential career paths.

PhD Career Outcomes
The PhD in Philosophy and Religion with a concentration in Women’s Spirituality prepares students with the advanced research and writing skills needed for work in higher education or nonprofit organizations. Many of our graduates teach in philosophy, religion, or women’s studies programs. Others are independent scholars who write and publish books and other forms of media. Some find that the PhD enriches their work as organizational leaders, social entrepreneurs, artists, and health-care professionals.

PhD Admissions Requirements
Applicants to the PhD in Philosophy and Religion with a concentration in Women’s Spirituality must meet the general admissions requirements of the University (CIIS). They must also display excellent academic writing skills. Required application materials include an autobiographical statement, a goal statement, an academic writing sample, two letters of recommendation from former professors or employers, and all undergraduate and graduate transcripts. The goal statement should include a prospective area of emphasis and/or intended dissertation topic that is consistent with the program’s mission and the expertise of the faculty. Candidates must have a master’s degree from an accredited graduate university. The Women’s Spirituality doctoral program is located at the intersection of women’s/gender studies, ethnic studies, philosophy, and religion; ideally, applicants should have an MA from one of these disciplines. For those who do not have a background in a related field, up to 12 additional units of courses drawn from the WSE curriculum may be required, minus equivalencies. (Equivalency for university courses previously taken is determined by the WSE Admissions Committee on an individual basis.) Additionally, successful candidates typically have the following characteristics: a vision that is compatible with the program’s mission; a commitment to personal and social transformation; demonstrated ability to think critically and creatively; excellent academic research and writing skills; respect for a diversity of viewpoints; sufficient maturity and stability to pursue independent academic inquiry; and the ability to clearly articulate educational, professional, and research goals.

Curriculum
PhD in Philosophy and Religion with a concentration in Women’s Spirituality—36 units
I. Foundation—21 units
PARW 6047 Critical and Liberatory Methods of Inquiry
PARW 6286 Building Conscious Allyship
PARW 6500 Sacred Lineages: Goddesses, Foremothers, and Activists
PARW 6548 Women and World Religions
PARW 7609 Womanist, Feminist, and Decolonial Worldviews
PARW 8012 Women’s Spirituality Research Methodologies
PARW 6697 Women’s Mysteries, Sacred Arts, and Healing

II. Feminist and Ecofeminist Philosophy and Activism—3 units
Select one of the following options or courses chosen in consultation with advisor:
PARW 6835 Spiritual Activism and Transformative Social Change
PARW 7002 Ecofeminist Philosophy and Activism
PARW 7006 Women Philosophers, Mystics, and Wisdom Teachers

III. Areas of Emphasis—6 units, 3 units in each of two of the following areas.
Please note that course offerings vary from year to year; some courses are on a three-year rotation, and new courses may be added in future years.

1. Women and World Religions
PARW 6426 The Spirit and the Flesh: Christianity and Paganism in Comparative Perspective
PARW 6440 Liberation Dharma: Gender, Buddhism, and Social Justice
PARW 6167 Gender, Power, and Spirit in Indigenous Cultures
PARW 6600 Goddesses of Prehistory: An Archaemythology
PARW 6671 Lady Wisdom, Hagia Sophia
PARW 6787 Sacred Women of Africa and the African Diaspora
PARW 6798 Women and Tantra
PARW 6548 Women and World Religions
PARW 7510 Cultures in Balance: Women at the Center
PARW 7560 Thealogy/Theology: Goddess/God, Humanity, Nature, and Ethics

2. Feminist and Ecofeminist Philosophy and Activism
PARW 6419 Transformative Philosophies of Justice: Local and Global Perspectives
PARW 6429 Spiritual Responses to Gender-Based Violence
PARW 6428 Ecological Consciousness and Climate Justice
PARW 6073 Animal Ethics: Spiritual, Ecological, and Philosophical Perspectives
PARW 6080 Holistic Perspectives on Sexual and Reproductive Rights and Freedoms
PARW 6292 Teaching to Transform: Liberatory Feminist Education
PARW 6446 Nature as Sacred Text
PARW 6658 Spiritual Activism and Transformative Social Change
PARW 7002 Ecofeminist Philosophy and Activism
PARP 6682 Ecologies of Liberation
TLD 7562 The Power of Partnership

3. Women’s Mysteries, Sacred Arts, and Healing
PARW 6697 Women’s Sacred Mysteries, Arts, and Healing
PARW 6424 Mirrors: Reflections on Consciousness, Empowerment, and Spirituality
PARW 6432 Women’s Visionary Poetry and Fiction
PARW 6075 Gender, Sacred Sexuality, and Healing
PARW 6336 Curanderismo: Ancestral Spiritual Healing Traditions
PARW 6427 Eleusinian Mysteries and Greek Goddess Traditions
PARW 6450 Women’s Visionary Film: Magic, Myth, and Mystery
PARW 6575 The Art of Conscious Dreaming
PARW 6780 Sacred Women of the African Diaspora: Goddesses, Queens, Priestesses, and Other
PARW 6781 Orisha: Indigenous Philosophy—Experienced Through Song, Drum, and Dance
PARW 6788 Embodying Praise: Sacred Traditions of Movement
PARW 6793 Embodied Earth Wisdom: Healing and Percussion in the African Diaspora
PARW 7199 Coming Alive: Rosen Method Movement and Bodywork
PARW 7202 Peace Is in Our Hands: Rosen Method Bodywork and Movement
PARW 7420 The Healing Ecstasy of Sound

IV. Electives—6 units
6 units from any program (a maximum of 3 from Public Programs workshops for academic credit). Students are encouraged to take electives in their area of emphasis.

V. Foreign Language Proficiency—Noncredit
Knowledge of a foreign language is highly recommended for all Women’s Spirituality PhD students as a demonstration of multicultural awareness in an extremely diverse and pluralistic world. Knowledge of a foreign language is required for Women’s Spirituality PhD students if, and only if, it is inherent to the research necessary for the dissertation (e.g., the necessity to read primary sources in the language in which they were written rather than depending on translations).

VI. Comprehensive Exams—3 units
PARW 7880 Comprehensive Exam: Literature Review (3 units)
PARW 7881 Comprehensive Exam: Advanced Research Methods (0 units)

VII. Culminating Coursework—0 units
PARW 7809 Dissertation Proposal Writing (0 units)
PARW 6900 Dissertation Proposal Completion (0 units) (only if needed; two times maximum)
PARW 7900 Dissertation Writing Seminar (0 units)

PhD in Women’s Spirituality after MA in Women, Gender, Spirituality, and Social Justice
The PhD program is designed to encompass and build upon work at the master’s level. WSE students who want to continue from the MA into the PhD in the same program apply during their second year of master’s study for entrance into the PhD program. Acceptance into the PhD program is not guaranteed. The applicant’s qualifications for study at the doctoral level will be assessed by the program faculty who make the final decision for acceptance. With the consent of the faculty, a WGS or WSE MA student accepted into the doctoral program will need to complete 18 units of coursework (beyond the 36 units of the master’s degree), comprehensive examinations, a dissertation proposal, and a dissertation. A graduate of our master’s program may apply for this track within two years after receiving the MA. Depending on the nature of the proposed doctoral study, some students may not be eligible for this accelerated program. Applicants entering our PhD program with a master’s degree from another department or institution are required to complete 36 units of coursework, comprehensive exams, and a dissertation. Students without a master’s degree in a related field (e.g., women’s studies, religious studies) may be required to take supplemental units in addition to their 36 units of coursework, depending upon the specific nature of their master’s coursework. The number of supplemental units required will be specified at acceptance.

PhD Curriculum, Accelerated Program following the Women, Gender, Spirituality and Social Justice MA
PhD in Philosophy and Religion with a concentration in Women’s Spirituality—18 units

I. Foundations—9 units
PARW 6548 Women and World Religions
PARW 8012 Women’s Spirituality Research Methodologies
PARW 6697 Women’s Sacred Mysteries, Arts, and Healing

II. Feminist and Ecofeminist Philosophy and Activism—3 units
Select one of the following options.
PARW 6835 Spiritual Activism and Transformative Social Change
PARW 7002 Ecofeminist Philosophy and Activism
PARW 7006 Women Philosophers, Mystics, and Wisdom Teachers
Note: If these courses were taken during student’s MA coursework, they should be substituted with a different course in the same area of emphasis for the PhD coursework.

III. Electives—3 units
Three units from any program (a maximum of 3 from Public Programs workshops for academic credit, with approval of advisor and program chair; if student took three Public Programs workshops during their MA, then another 3 units are not permitted).

IV. Foreign Language Proficiency—Noncredit
Knowledge of a foreign language is highly recommended for all WS PhD students as a demonstration of multicultural awareness in an extremely diverse and pluralistic world. Knowledge of a foreign language is required for WS PhD students if, and only if, it is inherent to the research necessary for the dissertation (e.g., the necessity to read primary sources in the language in which they were written rather than depending on translations).

V. Comprehensive Exams—3 units
PARW 7880 Comprehensive Exam: Literature Review—3 units
PARW 7881 Comprehensive Exam: Advanced Research Methods—0 units

VI. Culminating Coursework—0 units
PARW 7809 Dissertation Proposal Writing—0 units
PARW 6900 Dissertation Proposal Completion—0 units
PARW 7900 Dissertation Writing Seminar—0 units

Course Descriptions

PARW 6018 Water Across Spiritual Traditions: Rituals, Symbols, and Meaning (2.00 Units) OP Grade Option
Water is one of the primary elements of Mother Earth and necessary for all life to continue and thrive. As such, in most world religions and spiritual traditions, water is considered sacred and is associated with a wide variety of myths, divine beings, and ceremonial practices. Drawing upon world mythology, sacred texts, and purification rites (past and present), this multidisciplinary course offers students the opportunity to explore symbols and imagery, engage in their own personal rituals of renewal and healing, and read and interpret narratives involving water across diverse spiritual traditions.

PARW 6027 Foundational Elements of Academic Research and Writing (1.00 Unit) LG Grade Option
We begin by covering important information and learning about how to utilize library resources and conduct research using the wealth of catalogs and online databases available to the CIIS community. We explore what constitutes primary and secondary sources, and what distinguishes appropriate from inappropriate Internet resources for use in scholarly research. We review research paper guidelines and rubrics, which include clear templates for the structure of a paper, as well as instructions on format and footnoting. We discuss what constitutes doing “original” research, and we clarify how to distinguish and do such original research as opposed to simply reporting on the literature that is already out there. This course discusses scholarship related to the MA degree in Women, Gender, Spirituality, and Social Justice but is open to students from other programs.

PARW 6047 Critical and Liberatory Methods of Inquiry (2.00 Units) LG Grade Option
This course strengthens students’ critical-thinking skills and provides an introductory-level understanding of graduate methodologies. Critical thinking exercises will strengthen academic skills for analyzing texts, constructing well-designed and cogent research papers, and engaging in dialogue and debate regarding ideas and beliefs. Students will learn about differing worldviews and methodologies from the humanities, and social sciences, and reflect on what it means to develop an interdisciplinary approach to research. This includes an exploration of standpoint theory and critically situating the personal perspective within a broader social and cultural context. Research methodologies from a number of scholarly traditions will be introduced, including feminism and women’s spirituality, integralism, critical theory, postmodernism, indigenous and postcolonial scholarship, queer theory, and participatory research.

PARW 6073 Animal Ethics: Spiritual, Ecological, and Philosophical Perspectives (2.00 Units) OP Grade Option
Ancient spiritual wisdom and contemporary scientific findings both refute Descartes’ assertion that nonhuman animals are automatons devoid of consciousness or feeling. Nonetheless, the view of animals as machines undergirds many of our modern practices, such as factory farming and animal experimentation. How have Western philosophical trajectories, economic systems, and linguistic practices led to our ethical myopia concerning animals? What is the relationship between sexism, racism, and “speciesism”? How can we better align our spiritual, philosophical, and ecological wisdom with our actual practices toward our fellow species?

PARW 6117 Sustainability and the Soul: Social Justice and Ecology (2.00 Units) OP Grade Option
In this course, we will look at the ways that two of the major issues of our times, social justice and ecology, are connected in consciousness, society, and our own lives. A way of thinking that repudiates our own earliest sense of other creatures—from trees to animals to rivers to clouds—as alive and sentient also creates divisions in society through racism, misogyny, and other prejudices. The same approach that threatens to destroy the Earth as we know it, through climate change, damages the human spirit. While delineating the false separations that Western culture has made, we will explore the work of artists, thinkers, and scientists; indigenous and pagan cosmologies; and our own dreams, intuitions, and experiences that restore deep relatedness to a soulful world. Prerequisite: Priority to WSE students.

PARW 6265 Return of the Goddess: Literature of the Goddess Spiritual Movement (3.00 Units) OP Grade Option
The return of the Goddess in modern Western cultures is a phenomenon of the late 20th and 21st centuries. Sparked by the feminist movement and the feminist critique of inherited patriarchal traditions, women and men are seeking images of Goddess and God-She that affirm the female body, mind, and spirit to be in the image of divine power. Rejecting classical dualisms of mind and body, nature and spirit, many are also seeking immanent Earth-based images of divinity that speak to the need to preserve the conditions of life on planet Earth. A widespread grassroots countercultural movement that draws inspiration from
ancient prepatriarchal and living tribal traditions is complemented by efforts to reintroduce female and Earth-based imagery and understandings into Judaism and Christianity. This course will explore the literature of these movements.

PARW 6286 Building Conscious Allyship (1.00 Unit) OP Grade Option
This course introduces students to some of the basic frameworks that support engagement with diversity in respectful and transformative ways. We will provide a safe space in which students will have the opportunity to review their own social/historical location and explore the connections between spirituality, liberation, and knowledge. Using a diversity of tools and techniques, we will create a forum in which students will deepen their ability to effectively dialogue across difference and begin the process of building meaningful alliances.

PARW 6292 Teaching to Transform: Liberatory Feminist Education (3.00 Units) OP Grade Option
This course will provide students with the tools needed to foster transformative learning experiences in academia as well as sites of popular education. We will engage with feminist and critical pedagogies, integral and embodied learning, intergroup dialogue, and deep education. This course will emphasize practical skills for applying these theoretical frameworks to actual classroom or workshop settings. We will pay particular attention to facilitating difficult conversations related to gender, diversity, and social justice. Students will develop a statement of teaching philosophy, create an original syllabus, deliver presentations, and lead group activities. Prerequisite: Priority to WSE students

PARW 6328 Writing Spiritual Memoir (2.00 Units) OP Grade Option
This course will focus on memoir as a spiritual and literary genre that supports reflection and transformation. Students will engage in a process of deep inner inquiry as they construct their own unique spiritual memoirs and read the memoirs of others. This course will involve a great deal of writing (including in-class writing exercises) with ample opportunities for both peer and instructor feedback.

PARW 6336 Curanderismo: Ancestral Spiritual Healing Traditions (1.00 Unit) OP Grade Option
Curanderismo is a healing tradition that dates back to colonial Mexico. It is influenced by Catholicism and indigenous healing traditions, at times weaving seemingly competing ways of being. This class will cover the social, cultural, historical, and political context in which curanderismo emerged and persists to this day as an often-preferred practice that draws on multiple modalities for promoting health and well-being. Some of the modalities that will be explored in the class include the complex and integral use of plants, eggs, prayer, floral waters, and massage. Students will also learn about related contemporary and local spiritual healing traditions in the Bay Area with an opportunity to explore their own respective cultural ancestral healing traditions. Prerequisite: Priority to PARW students.

PARW 6418 Lady Wisdom, Hagia Sophia (3.00 Units) OP Grade Option
Research into ancient Mediterranean and later European cultures has uncovered thriving wisdom traditions centered on the celebration and presence of sacred feminine Divine Wisdom. Goddesses of Wisdom were praised in Egypt, Israel, Mesopotamia, Anatolia, Greece, and Rome, where they were addressed by many names: Isis, Hohma, Ishtar, Cybele, Artemis, Demeter-Persephone, Athene, Minerva, Thunder-Perfect-Mind, and Sophia. Although it is often assumed that Christianity had little to do with earlier Goddess traditions, they were in fact preserved, transmitted, and transformed through the important Christian figure of Hagia Sophia. We have forgotten much of this history today, but Sophianic themes played an important part in the early and medieval church, in esoteric Jewish and Christian movements that sometimes flourished and were sometimes suppressed, and in a number of the most dynamic theological and spiritual developments of the 20th and 21st centuries. Although modernity tended to deny her presence, we are in the midst of a renaissance of Sophianic thought and culture, as Hagia Sophia, Holy Lady Wisdom, begins to reemerge once more.

PARW 6419 Transformative Philosophies of Justice: Local and Global Perspectives (3.00 Units) OP Grade Option
This class will explore a diversity of philosophical paradigms and religious beliefs that inform and justify various contemporary concepts and practices of transformative and restorative justice. Drawing on indigenous, Afro-centric, and other non-Western philosophies and spiritualities, this course presents a body of knowledge on transformative justice. This is an interdisciplinary course that will integrate the philosophical constructs of justice with an analysis of contemporary social issues. Readings will address research justice, gender justice, racial justice, and so on. In addition, an exploration of ancient and contemporary examples of restorative justice practice will allow students in this course to develop some practical restorative facilitation tools and skills.

PARW 6424 Mirrors: Reflections on Consciousness, Empowerment, and Spirituality (2.00 Units) OP Grade Option
Mirrors are much more than mere tools of vanity. Throughout the ages, they are believed to have predicted the future, captured and transported souls, and reflected far more than the user’s image. Mirrors have served as metaphors with myriad meanings, as symbols of divinity and power, implements of distortion, and tools for self-reflection. The mirror, in its variety of forms and applications, has truly captured the human imagination. This course is an interdisciplinary, selective cross-cultural exploration of the mirror (from c. 7,000 BCE to the present). Students will explore the mirror in a variety of contexts: in world religions and...
spiritual traditions (such as Japanese Shinto, the Afro-American religion of Yoruba, medieval Christianity, or the Aztec religion of Mesoamerica); mythology and folklore from ancient Greece to Africa to Asia; and literature and the visual arts from various historical periods to modern times. Students are encouraged to study an aspect of the mirror in a historical-cultural context of their choosing, and also examine the roles that mirrors play in their contemporary lives. With faculty support, students may explore psychological, scientific, and cosmological perspectives on mirrors as an optional aspect of the course.

PARW 6425 Gender, Power, and Spirit in Indigenous Cultures (2.00 Units) OP Grade Option
This class will explore the legacy of indigenous women throughout the world on a path of power (leaders, healers, shamans, ceremonialists) and the spiritual images and stories of the cultural contexts in which they exist. A unique opportunity presents itself to understand the sacred through their spirituality, leadership, practices, and activism. The emphasis of the class will be on exploring indigenous women’s lives, worldviews, transformations, narratives, and values to uncover recurring indigenous themes that have global relevance today for our planet and all living beings. These themes will be elucidated didactically and experientially, and there will be opportunities to dialogue and relate in a manner consistent with indigenous oral traditions and kinship paradigms.

PARW 6426 The Spirit and the Flesh: Christianity and Paganism in Comparative Perspectives (2.00 Units) OP Grade Option
This course examines the historical development and current relationship between Christian and pagan traditions. During this course we will explore the pagan origins of Christian sacred stories, beliefs, and traditions. We will also analyze the Christian versus pagan rhetoric used during the medieval and modern periods to justify prejudice and violence based on gender, class, and ethnicity. Further, we will look at Christianity and paganism today, including contemporary expressions of the neopagan movement and Christian celebrations of a feminine divine. This course will also examine the opportunities and challenges of bi spirituality, which describes the experience of those who identify with both traditions.

PARW 6427 Eleusinian Mysteries and Greek Goddess Traditions (2.00–3.00 Units) OP Grade Option
As both transcendent and immanent powers, Demeter and Persephone embodied the powers of generative nature, procreation, provisioning food for all people, and the descent into suffering and its transcendence. By participating in the Eleusinian Mysteries, initiates enacted and witnessed the sacred mythos of the Mother and Daughter and were inducted into a deeper experience of the Mysteries of birth and sexuality, death, and rebirth. These Mysteries, as portrayed in Diotima’s teaching to Sokrates (in Plato’s Symposium), are erotic and cosmic mysteries of love. Transformed by their experience, initiates received a new way of seeing, a new way of living in kinship with the divine Source of all. As Cicero wrote, they found “greater joy in this life, and hope for life beyond death.” Two units online explore the Eleusinian Mysteries and their significance. An optional third unit involves an abridged reenactment of the Eleusinian Mysteries rites of Demeter and Persephone, cocreated by course participants in collaboration with the instructor, during a weekend intensive. This course is graded on a Pass/Not Pass basis only.

PARW 6428 Ecological Consciousness and Climate Justice (3.00 Units) OP Grade Option
This course explores the philosophical shifts needed to bring about widespread ecological consciousness. At the root of both the current climate crisis and social collapse is a paradigm based on human domination of nature and of each other. Sustainability and well-being require a shift from the prevailing system of domination and extremism to a global consciousness and a socioeconomic system based on interdependence and partnership. This course will examine contemporary social movements, particularly those arising out of the Global South, that are leading efforts toward social justice and planetary survival.

PARW 6429 Spiritual Responses to Gender-Based Violence (2.00 Units) OP Grade Option
This course explores movements to end gender-based violence that are based in spiritual and/or transformative frameworks. Across the globe, foundational religious texts as well as customs have been used as justifications to support violence against women and LGBTQI individuals. In response, spiritual feminists and queer leaders are tackling this problem using spiritual foundations that inspire gender and sexual equality, inclusion, and respect. Healing from the trauma of violence is also a key concern of spiritual feminists, who are drawing from a range of healing traditions to support survivors. This course will address responses to gender-based violence ranging from individual healing to global social change.

PARW 6432 Women’s Visionary Poetry and Fiction (2.00 Units) OP Grade Option
In their poetry, novels, and short stories, as in the ancient traditions of priestesses and mystics, women poets and fiction writers tell us about women’s other worlds, inner and outer, past and future; worlds of imagination, prayer, prophecy, and vision. We consider works by Isabel Allende, Janine Canan, Ella Deloria, Chitra Banerjee Divakaruni, Linda Hogan, Susan Griffin, Audre Lorde, Mary Mackey, Mary Oliver, Adrienne Rich, Starhawk, and Alice Walker, among others, as we explore the following questions: What is Women’s Visionary Poetry and Fiction? How do women writers make their invisible inner experiences visible to their readers? How do they use the crucible of language to tell the truth? How do they interweave fiction and memoir? Creative writing exercises draw students directly into the process of creating women’s visionary poetry and fiction.
PARW 6441 Liberation Dharma: Gender, Buddhism, and Social Justice (3.00 Units) OP Grade Option
Using the wisdom of Buddhist teachings, this course examines spiritual awakening as liberation from oppressions based in gender, race, class, and sexuality. The concept of “liberation” is explored as an experience of freedom and healing from both personal and collective suffering. We will examine the role of women in Buddhism, both historically and in contemporary times; social movements based in engaged Buddhism; tantric Buddhism; Ecobuddhism; and struggles for racial justice in Western sanghas. This course will include experiential activities such as meditation, reflective dialogue, and embodied practices. These practices will complement the course texts and provide tools for students to more authentically engage with each other within spiritual and social justice environments.

PARW 6446 Nature as Sacred Text (2.00 Units) OP Grade Option
Whether we are looking to heal and transform our personal hurts or the huge wounds our society inflicts on the Earth and other human beings, the Earth herself is our greatest teacher and healer. The ancient Goddess traditions had no sacred texts or dogmas: Instead, their mystics learned how to read the book of nature. Understanding how the Earth’s cycles work, how change occurs in nature, and how mother Earth designs coevolving, interdependent systems can help us to be better designers of the changes we want to see in our own life and the world. Our connection to Earth is our deepest source of hope, renewal, and strength. This course weaves together readings, lectures, and experiential practices from Earth-based ritual traditions with insights from permaculture and nature awareness, to open our ears to nature’s communications, to help us connect more deeply with her great transformative powers, and to bring those creative energies fully alive in our lives, homes, and communities.

PARW 6450 Women’s Visionary Film: Magic, Myth, and Mystery (1.00–3.00 Units) OP Grade Option
Women’s sacred experience and beliefs too rarely find expression in contemporary culture via film. The inspiring new genre of women’s visionary films, created primarily by women about women from diverse cultures of our global community, will be viewed or read for their discussion of sacred themes. The mystical vision of many of these works is embodied in the daily lives and sacred stories of ordinary persons as well as mystical beings. Films such as Goddess Remembered, Sorceress, Daughters of the Dust, Monsoon Wedding, Frida, Blossoms of Fire, and Whale Rider will be reviewed.

PARW 6493 Women’s Visionary Poetry and Fiction (3.00 Units) OP Grade Option
In their poetry, novels, and short stories, as in the ancient traditions of priestesses and mystics, women poets and fiction writers tell us about women’s other worlds, inner and outer, past and future—worlds of imagination, prayer, prophecy, and vision. We consider works by Isabel Allende, Janine Canan, Ella Deloria, Chitra Banerjee Divakaruni, Lina Hogan, Susan Griffin, Audre Lorde, Mary Mackey, Mary Oliver, Adrienne Rich, Starhawk, and Alice Walker, among others, as we explore the following questions: What is women’s visionary poetry and fiction? How do women writers make their invisible inner experiences visible to their readers? How do they use the crucible of language to tell the truth? How do they interweave fiction and memoir? Creative writing exercises draw students directly into the process of creating women’s visionary poetry and fiction.

PARW 6497 Gender, Sacred Sexuality, and Healing (3.00 Units) OP Grade Option
How does the sacred inform our sexual practice, gender identity, and physical embodiment? Based on the lives and experiences of diverse populations, this course offers a multicultural exploration of some of the various strategies for individual and community healing employed by contemporary women and other oppressed genders in their search for liberation and wholeness. We will use memoirs, theoretical essays, personal narratives, films, and new findings from medical research to explore a variety of sexual and gender identities, spiritual and transcendent sexual experiences, and practical links between the body, sexuality, healing, and spirituality.

PARW 6500 Sacred Lineages: Goddesses, Foremothers, and Activists (3.00 Units) OP Grade Option
This course traces the lineage of the women’s spirituality movement and how it has intersected with the development of feminism, womanism, and ecofeminism. Course themes also include feminist transformations of patriarchal religions, sacred sexuality, reproductive justice, and women’s spiritual leadership and activism. The central project in this course asks students to research their maternal lineage and place it within historical, political, and spiritual contexts. The development of a strong learning community is integral to this course. Students are expected to participate actively in both face-to-face and online modules; to take leadership in building community; and to show up fully for their peers during paired or small-group activities.

PARW 6548 Women and World Religions (1.00–3.00 Units) OP Grade Option
Beginning with the spiritual traditions of Mother Africa, we trace the cultural evolution of religions and the spiritual roles of women around the world, with an emphasis on women’s roles in the rites of passage of birth, marriage, and death/rebirth; sacred stories/scriptures about women; and women’s spiritual leadership. The course has three modules: I. Women and World Religions in Historical Perspective; Nature-Embedded Indigenous and Goddess/God Traditions. II. Abrahamic Religions: Judaism, Christianity, Islam. III. Asian Religions: Hinduism, Buddhism, Taoism, Confucianism, Shinto. Each module constitutes 1 unit of credit. The 3-unit course is a requirement for Women’s Spirituality doctoral students and is to be taken for a letter grade. Other students may opt for 1–3 units; grading is student’s option.
PARW 6697 Women’s Sacred Mysteries, Arts, and Healing (3.00 Units) OP Grade Option
Women have served the deities and Spirit in many ways, invoking the divine, celebrating the change of seasons, fostering agricultural rites and urban rituals, stimulating healing, and inspiring the next generations. We learn how women in diverse cultures participate in the Mysteries of life, as priestesses and priests, healers, dancers, praise singers, midwives, daughters, mothers, grandmothers, artists, writers, and actresses of many media. These include sacred song, dance, visual arts, poetry, fiction, theater, and film. We reflect upon the themes that arise from women’s profound rites of passage, including the mysteries of menstruation and conception, sacred sexuality, the sacrament of birth and motherhood, and death/rebirth. We also study various methods and methodologies used in these practices.

PARW 6698 Vocation, Passion, and Action: Creative Career Design (2.00 Units) OP Grade Option
Students with a degree in Women’s Spirituality or in Women, Gender, Spirituality, and Social Justice pursue careers in a wide variety of fields, including teaching, writing and publishing, healing, the arts, social and environmental activism, and social entrepreneurship. In this course, you will draw upon your sense of vocation and purpose, career management best practices, and spirituality informed research methods to imagine your work in the world and then learn tangible career-planning and career-management skills to support you in actualizing your vision. These skills include inventorying your knowledge, skills, and passions; identifying and researching possible career objectives; developing your materials (c.v., résumé, marketing brochure, and/or website); and building and growing your communications platform through social media, presentations, articles, books, and other activities. Other topics to be discussed include teaching, writing and publishing, and introduction to social entrepreneurship. Guest speakers will share how they crafted their unique career paths in areas of interest to students in the course.

PARW 6779 Embodied Healing Traditions (2.00 Units) LG Grade Option
This class surveys diverse spiritual and healing modalities for working with traumatic experience—whether it is our own or someone else’s. It reviews Buddhist meditation techniques, ritual practices, movement modalities, and sound healing, as well as writing, art, and storytelling, to help us move through experiences of suffering with grace as we invoke our own health and healing.

PARW 6780 Sacred Women of the African Diaspora: Goddesses, Queens, Priestesses, and Other (1.00 Unit) OP Grade Option
This class explores contemporary and historic examples of female power as manifested in selected African/diasporan communities. We review the attributes and iconography of Ibo and Yoruba goddesses; the institution of sacred queenship among the Ashanti; the complexity and fluidity of gender roles in various African cultures; and the Afrocentric integration of spirituality, sexuality, and female power. Using film, novels, oral literature, and womanist prose and scholarly writing from the field of Africana studies, we will identify African cultural tropes and their transformation and retention in selected areas of the diaspora.

PARW 6781 Orisha: Indigenous Philosophy—Experienced Through Song, Drum, and Dance (1.00 Unit) OP Grade Option
In this class, we will explore the philosophy and mythology of Orisha as they were brought to the New World, and especially to Cuba, from Nigeria, during the 19th-century slave trade. Orisha are powers of nature: the ocean, rivers, mountains, wind, thunder and lightning, and others. The practice of Orisha worship is an indigenous way of life, and its survival through colonialism is an awesome story preserved through song, drumming, dance, art, and divination. It is a philosophy that has been passed down for centuries and has traveled the globe. We will study this philosophy through the songs, rhythms, and dances that accompany the Orisha.

PARW 6787 Sacred Women of Africa and the African Diaspora (3.00 Units) OP Grade Option
This course explores the lineage of sacred women of power found in the cultural history, spiritual practices, feminine iconography, and ordinary and extraordinary rituals of diverse peoples of Africa and the African diaspora. We begin with the late-Paleolithic and early-Neolithic cave paintings of northern and southern Africa, tracing the goddesses, divine queens, and holy priestesses of ancient kingdoms in North, West, and Central Africa. We explore the sacred ancestors, holy mothers, ritual leaders, healers, and market women of the Yoruba, Ibo, San, and other African peoples, reviewing the similarities and differences exhibited in images, practices, and concepts of the African divine feminine. Luisah Teish, contemporary author and Ifa priestess and chief, leads us in embodied practices from a variety of ancient and modern African traditions. Contemporary writings, novels, films, and scholarly narratives are used to review modern controversies in African women’s empowerment, rituals, roles, and feminism.

PARW 6788 Embodying Praise: Sacred Traditions of Movement (1.00 Unit) LG Grade Option
This course is a personal, experiential, and multicultural exploration of historic and contemporary sacred dance traditions. It does not require dance experience or aptitude, just the desire to move together in a safe space. We will review the movements and worldviews of selected African and Asian dance traditions, the praise dance tradition of the modern black Christian church, and
common roots in the subordination of women and nature? Whatever happened to the reverence once paid to Mother Earth? Do

PARW 6792 Women and Tantra (1.00 Unit) OP Grade Option
This course is an experiential exploration of Tantra, a sacred embodied tradition. We will review Sakti, the feminine energy; trace her immanence in creation, the Earth, and our bodies through sacred art and yantras; learn how presence, sensuality, and ecstasy are doorways to the Divine; and explore the role of women in Tantra from historical through contemporary times. We will engage with practices of mantra, mudra, and movement to deepen our presence and embodiment.

PARW 6793 Embodied Healing Through African Diasporic Percussion, Song, and Movement (1.00 Unit) OP Grade Option
In this course, we will theoretically contextualize why the healing traditions of Africa—based in live percussive music, movement, storytelling, shamanism, village circle games, and belly laughter—have now become central to the embodied healing that we humans seek in our lives and planet today. In the last 15 years, we have been seeing an increased popularization of drumming, as there is more need for immense ethnocultural vibrational healing essential to our wellness as a species. Through embodied hands-on exploration, everyone in the course will participate together in the creation of traditional and contemporary movement-based live percussive music rhythms, and call and response chants, that support the connection of body, mind, and spirit naturally relaxing into congruent and elevating frequencies. From this embodied place, each person will be able to find his or her own voice and perhaps more entryways for connection, collaboration, and creativity. Bring your drums or use ours.

PARW 6795 Kundalini Energy, the Tree of Life, and Cosmic Consciousness (1.00 Unit) OP Grade Option
Using the Kabbalistic Tree of Life as a way to connect to our Earth and cosmic consciousness, this course begins with an explanation of kundalini (the life force) and its implications for spiritual awakening. The course will consist of guided meditation, movement, drumming, and an academic exploration aimed toward an understanding of kundalini energy and spiritual awakening. The course is designed to deepen the awareness of our connection to the Earth and to the cosmos.

PARW 6798 Women and Tantra (2.00 Units) OP Grade Option
This course is an experiential exploration of Tantra, a sacred embodied tradition. We will review Sakti, the feminine energy; trace her immanence in creation, the Earth, and our bodies through sacred art and yantras; learn how presence, sensuality, and ecstasy are doorways to the Divine; and explore the role of women in Tantra from historical through contemporary times. We will engage with practices of mantra, mudra, and movement to deepen our presence and embodiment.

PARW 6800 MA Integrative Seminar (3.00 Units) OP Grade Option
MA students are mentored in the preparation of a portfolio or advanced research paper. Students draw together the knowledge, insights, and skills of their coursework and especially their chosen area of study, and work with the library to refine their research skills. They review relevant methodologies and issues of epistemology in preparation for the completion of the MA degree.

PARW 6835 Spiritual Activism and Transformative Social Change (3.00 Units) OP Grade Option
This course will explore how our connection to embodied, spiritual wisdom can inform our efforts to create a more socially and ecologically just world. Feminist/womanist analyses of gender, power, and social change will be integrated with insights from diverse spiritual and social justice traditions. While drawing inspiration from social change movements and leaders of the past, we will also explore the need to develop new strategies and visions to meet the challenges of our current historical moment. In this highly participatory class, students will be encouraged to raise questions and issues draw from their own personal, professional, and activist experiences. Prerequisite: Priority to WSE students.

PARW 6840 Women Rising: Conference Planning and Development (3.00 Units) OP Grade Option
Gain theoretical knowledge and practical experience in conference planning and production through directed readings and by participating in the planning, design, and development of the biannual Women’s Spirituality program conference. Students participate in the overall conference planning team and gain in-depth practical experience in one or more of the following areas: writing and publishing calls for papers, panels, workshops, and other activities; evaluating proposals; organizing conference logistics; and marketing and promotion. For each 1 unit taken, students complete 45 hours of in-service learning.

PARW 6900 Thesis/Dissertation Proposal Completion (0 Units) PF Grade Option
Students who have not completed their thesis or dissertation proposal within the Proposal Writing Seminar may sign up for Proposal Completion with their chair, for up to two more semesters. Prerequisites: WSE student; not advanced to candidacy.

PARW 7002 Ecofeminist Philosophy and Activism (3.00 Units) OP Grade Option
This course will explore the following questions: Does feminism need ecology? Does ecology need feminism? What are the common roots in the subordination of women and nature? Whatever happened to the reverence once paid to Mother Earth? Do
women or feminists have crucial roles to play in the struggle to save the Earth? Is the perceived relation between women and nature simply a product of gender binaries and sex-role stereotyping?

PARW 7006 Women Philosophers, Mystics, and Wisdom Teachers (3.00 Units) OP Grade Option
This course provides an overview and in-depth study of women philosophers, mystics, and wisdom teachers from around the world and across the millennia. Women’s wisdom has served to create and shape individual lives and cultures from the beginning of time, focusing on loving-kindness, nurture, and the practical needs for living a good and happy life. Students help determine the contents of the course by selecting texts from the list provided and preparing one teaching presentation, for each 1-unit module. This course satisfies the Women’s Spirituality doctoral degree requirement for 3 units in the area of Feminist and Ecofeminist Philosophy and Activism.

PARW 7020 Sacred Music of the World: Traditional and Contemporary (1.00 Unit) OP Grade Option
This is an experiential class exploring traditional and contemporary sacred music from various cultures with a focus on women’s expressions—including traditions of chant, song, shamanistic healing, women drummers, ecstatic practices, and contemporary explorations. The class is an exploration of the power of music to heal, create, and strengthen community; tell the story of a people; and connect to the divine.

PARW 7050 Goddesses of Prehistory: An Archaeomythology (3.00 Units) LG Grade Option
This course explores archaeological and mythological evidence of the veneration of female deities in cultures of the ancient world within Africa, Old Europe, Anatolia, Mesopotamia, the Middle East, Crete and Greece, Asia, and the New World. Slides from the collection of archaeologist Marija Gimbutas are a special resource for the class, providing an in-depth view of the iconography, social structure, and rich ceremonial life of the earliest farming peoples of Europe, Anatolia, and the Mediterranean. As a working framework of research and interpretation, we incorporate the worldview and methodologies of women’s spirituality with archaeomythology, a methodology that combines archaeology, mythology, cultural history, ethnology, linguistics, genetics, and other disciplines to craft a multidimensional investigation of female iconography and rituals in the prehistoric eras.

PARW 7199 Coming Alive: Rosen Movement and Bodywork (1.00 Unit) PF Grade Option
Developed by internationally renowned somatics pioneer Marion Rosen, the Rosen Method allows us to access unconscious energies and patterns in new ways, to see connections between our emotions, our posture, and the spiritual attitudes we carry. Effortless movement to music opens the breathing, lubricates the body’s joints, stretches and strengthens muscles, and awakens an aliveness and enjoyment in the body. Relaxing hands-on work with chronic muscle tension invites the comfortable acceptance of one’s body, dissolves mind-body dualism, and creates an opening for the surfacing of emotions that had been obscured within the holding patterns of the body.

PARW 7202 Peace in Our Hands: Rosen Method Bodywork (1.00 Unit) PF Grade Option
Rosen Method bodywork bridges the disjunction between mind and body to find peace where there has been troubled conflict. Students will learn how to exchange nonintrusive, hands-on bodywork and learn flexibility exercises that invite the relaxation of tension and the dismantling of body armoring. Students will also gain an understanding of posture and breathing patterns that can improve communication skills. As we gradually allow harmony among the different aspects of our inner being, we generate the potential for more peaceful relationships and positive effective action in the larger world.

PARW 7420 The Healing Ecstasy of Sound (3.00 Units) OP Grade Option
Exercises and practice in toning, changing rhythm and drumming traditions, musicality, song, sound healing rituals, and various musical spiritual practices, both traditional and contemporary, will be shared. Students apply their knowledge to cocreating a final presentation that serves as a spring music and healing event for the community, where they will share their original creations.

PARW 7510 Cultures in Balance: Women at the Center (3.00 Units) LG Grade Option
Drawing its title from the groundbreaking work of Peggy Reeves Sanday and her book Women at the Center: Life in a Modern Matriarchy, this course presents the body of knowledge that is developing about contemporary and historical societies where women are seen as the center of culture and where women and men collaborate to create balanced, sustainable societies. These societies show markedly different social customs, artistic expressions, and religious beliefs and practices when compared with cultures where women are disrespected and excluded from leadership roles. The underlying assumptions, biases, and expectations of researchers investigating the beliefs, rituals, and social structures of societies—especially those in the distant past—influence the interpretation of data, often with dramatically different results.

PARW 7585 Spirit, Compassion, and Community Activism (1.00 — 3.00 Units) PF Grade Option
Through selective readings, class discussion, and personal reflection, this course supports students in putting their spiritual values and beliefs into action in the larger community. Students have the opportunity to integrate their academic study with practical transformative experience. Students may deepen and broaden their concepts of compassion, spirit, and activism, and explore their
educational and lifework goals and visions through community engagement and service. This course can be taken for 1–3 units, with each unit requiring 30 hours of community service work. The course fulfills the Women’s Spirituality program’s community service practicum requirement.

**PARW 7609 Womanist, Feminist, and Decolonial Worldviews (3.00 Units) OP Grade Option**

This class examines a diversity of womanists, feminist, mujerista, indigenous, and postcolonial worldviews, theories, and activism in the U.S. and internationally. It reviews contemporary international dialogues and postcolonial discourses, along with modern-day and historical womanist-feminists controversies. The reading, discussions, and writing assignments will focus especially on issues related to conflict, race, agency, survival, resistance, intervention, difference, sexuality, class, womanhood, disability, nationality, religion, spirituality, gender, transformation, spiritual activism, and alliance building. Our topics will be explored through diverse texts, including letters, essays, poetry, stories, dance, prayers, and documentary films. This course is centered on the following questions: How have diverse women theorized and resisted systems of sexism, heterosexism, racism, classism, colonialism, and violence? What are the possibilities of dialogue, collaboration, and solidarity among women and men with vastly different backgrounds and worldviews? How is women’s spirituality linked to women’s social and political lives?

**PARW 7640 Goddess and God Civilization of Ancient Crete (2.00–3.00 Units) OP Grade Option**

In ancient Crete, the central divinity was a Nature Goddess or Goddesses who shared powers in partnership with a Nature God or Gods. We question how Crete’s nature religion influenced this extraordinary culture, including gender relations of women and men and the social roles each sex played in family, economic, political, and religious life; the naturalistic and exuberant art; and expressions of relative harmony and peace in contrast to violence and warfare in neighboring cultures. Using methodologies of archaeology, mythology, history of religion, and archaeomythology, we trace evidence for ritual activity and for Goddesses and God iconography in Neolithic and Bronze Age Crete from c. 7000 BCE to c. 1100 BCE. Interrelations are situated in the specific eras of cultural history on the fabled isle of Crete.

**PARW 7809 Thesis/Dissertation Proposal Writing (0 Units) PF Grade Option**

MA and PhD students are taught the basics for writing a good thesis or dissertation proposal. Institute and program guidelines for the thesis and dissertation—as articulated in the “Proposal Rubric,” University and WSE program policies and procedures, the Human Research Review Committee application, conscientious work relations and timelines, committee chair and membership, technical review, library requirements, and graduation requirements—will be discussed.

**PARW 7880 Comprehensive Examination: Literature Review (3.00 Units) PF Grade Option**

This comprehensive exam asks doctoral students to demonstrate in-depth knowledge of the key authors, texts, theories, and debates in one of their chosen areas of emphasis in the Women’s Spirituality curriculum: Women and World Religions; Feminist/Ecofeminist Philosophy and Activism; and/or Women’s Mysteries, Sacred Arts, and Healing. Students will write a 35- to 50-page essay with subsections to be negotiated with their comp supervisor. This 3-unit comp is taken after the completion of approximately 33 units. Consult with the program handbook as well as your advisor, and then submit the “Comprehensive Examination Contract” in order to register. Please note that this cannot be registered for online. If the student has not passed the exam after one semester, they can attempt it once more. Prerequisite: WSE student.

**PARW 7881 Comprehensive Examination: Advanced Research Methods (0 Units) PF Grade Option**

Students will write a 35- to 50-page paper that demonstrates their mastery of a chosen set of research methodologies applicable to one of their two areas of emphasis: Women and World Religions; Feminist and Ecofeminist Philosophy and Activism; and/or Women’s Mysteries, Sacred Arts, and Healing. Please note that this cannot be registered for online. Consult with the program handbook as well as your advisor, and then submit the “Comprehensive Examination Contract” in order to register. Prerequisite: WSE student.

**PARW 7900 Thesis/Dissertation Seminar (0 Units) PF Grade Option**

The advanced student’s researching and writing of a thesis or dissertation progresses with the mentorship of, and in close consultation with, one’s chair and thesis or dissertation committee. The dissertation is to be a minimum of 200 and a maximum of 300 pages. Prerequisites: WSE student; advanced to candidacy.

**PARW 8012 Women's Spirituality Research Methodologies (3.00 Units) LG Grade Option**

Women’s spirituality is a transdisciplinary field that draws from women/gender studies, religious studies, philosophy, ethnic studies, and related disciplines. This course will provide students with an overview of the multidisciplinary epistemologies, methodologies, and methods used in women’s spirituality scholarship. This course is designed to provide doctoral students with both the conceptual frameworks and practical tools necessary to conduct original and meaningful research in this field. It places particular emphasis upon: (1) the integration of interior/intuitive ways of knowing with traditional academic frameworks that are more externally oriented; and (2) the potential of research to contribute to social justice and collective transformation. We will explore the theoretical frameworks and methodologies emerging out of political movements including feminism/womanism, antiracism, indigenous resistance movements, postcolonial activism, and queer studies.
PARW 8799 Independent Study (1.00–3.00 Units) PF Grade Option
With permission of their advisor, students may take up to 6 units of Independent Studies courses. These may be particularly useful to a doctoral student who is considering a topic of special interest or who needs a particular advanced-research-methods course pertinent to the dissertation. They may serve any student who wishes to study with a particular faculty member. Online registration not possible. To register, submit “Independent Study Contract” to Registrar’s Office.

PARW 8888 Special Topics (1.00–3.00 Units) LG Grade Option
A course of study not currently encompassed in the curriculum that addresses a topic relevant to women, gender, spirituality, and social justice.

PARW 9600 Comprehensive Examination (0 Units) PF Grade Option
Cannot be registered for online. Submit “Comprehensive Examination Contract.” Taken at the end of the PhD coursework, the comprehensive exams are composed of two take-home bibliographic essays in the doctoral student’s two chosen areas of emphasis: Women and World Religions; Feminist and Ecofeminist Philosophy and Activism; and/or Women’s Mysteries, Sacred Arts, and Healing. The two 35-to-50-page take-home exams must demonstrate an understanding of theoretical frameworks, scholarly debates, and the evolution of knowledge in the particular area of each comprehensive exam. The exams ask the student to explore primary texts in the two areas of emphasis, and to demonstrate the cultivation of broad and deep knowledge in these areas before proceeding to the dissertation. The exams also serve to develop a student’s areas of competency for teaching. In consultation with their comprehensive exam supervisors, students negotiate approval for three major subtopics in each area of emphasis, and they agree on a list of at least 30 key texts to be reviewed and discussed for each essay. These texts must be deeply researched. Each bibliographic essay needs to be well crafted and must meet the standards of the program. The student has one or a maximum of two semesters to pass the exam. If the exam is not passed, the student cannot continue toward the dissertation and may wish to opt for an MA degree in Women’s Spirituality instead. Prerequisite: WSE student.
Transformative Inquiry
MA in Transformative Leadership (online)
PhD in Transformative Studies (online)

Director
Kathy Littles, PhD

Core Faculty
Leslie Combs, PhD
Daniel Deslauriers, PhD
May Elawar, PhD
Joanne Gozawa, PhD
Constance A. Jones, PhD
Alfonso Montuori, PhD
Jennifer Wells, PhD

Adjunct Faculty
Susan Carter, PhD
Carey Clark, PhD
Dan Crowe, PhD
Riane Eisler, JD
Urusa Fahim, PhD
Jane Horan, EdD
Gary Lachman
Greg Landau, PhD
Philip McAdoo, PhD
Chip McAuley, PhD
Carol Oberg, PhD
F. David Peat, PhD
Christine Pelosi, JD
Michael Raffanti, EdD, JD
Peter Reason, PhD
Roxanne Reed, PhD
James R. Rolling, PhD
Linda Shepherd, PhD
Charlotte Saenz, MA, MFA
Shoshana Simons, PhD, MFA

About the Transformative Inquiry Program
These innovative degrees are designed for individuals who wish to be thought leaders as well as action leaders. The PhD in Transformative Studies focuses on the creation of original, leading-edge research in a context where academic research, self-inquiry, and our global context are intimately related. The MA in Transformative Leadership is designed for students who have a passion for creating positive change in the world and want to work in a community of like-minded individuals to develop the skills and personal qualities needed to make their vision a reality. Following CIIS’s educational mission, both programs stress an integral perspective in which self-reflection, self-inquiry, and personal growth are combined with rigorous academic inquiry. Both the MA in Transformative Leadership and the PhD in Transformative Studies are offered entirely online. All students in both programs meet in person twice per year, once in August and once in January. At these intensives, students and the faculty gather at a retreat setting in the San Francisco Bay Area. Participation in all the intensives is mandatory.

About the MA in Transformative Leadership
In an era of increasing complexity and ambiguity, with ever-multiplying challenges and opportunities, there is a critical need for skilled leaders in a wide array of settings, from education and the environment to businesses and local communities. The MA in Transformative Leadership program has been created for individuals who want to take the initiative and find ways to express their passion for making a contribution to the world. The program creates a context where they can prepare themselves in a community of like-minded individuals, exploring their own mission in life and developing the skills needed to make it a reality. Learners approach leadership from four interrelated perspectives: (1) through an immersion in the literature on leadership and change; (2) by exploring their own personal growth, their values, their ethical and spiritual commitment, and their personal
capacities to be leaders; (3) through the interaction of a community of learners and the development of the ability to learn how to learn together; and (4) by grounding their work with an action project, where they can apply their learning on a continuing basis, culminating in a capstone project. The mission of the TLD program is to prepare individuals who want to facilitate positive social change. The program is designed for people who recognize that effective leadership requires specific skills in areas ranging from conflict resolution to group dynamics to creative thinking, but also the ability to reflect on why change is needed, how it is conducted, and who is engaged in the process. The TLD program invites students to engage in a profound questioning of the assumptions about these key issues, along with their implications and applications to practice. Reflection and theory are united with practice by focusing on the development of capacities to envision, initiate, and engage in transformative change processes.

**Program Learning Outcomes**
Graduates of the MA in Transformative Leadership will have attained the following:

1. The ability to actively create one’s leadership style, to assess one’s strengths and weaknesses, to engage in an ongoing process of learning and development, and to articulate one’s leadership philosophy.
2. The capacity to take the initiative, design and manage a meaningful project, and follow it through to completion.
3. The capacity to learn through collaborative reflection and interaction, and to facilitate groups and organizations that learn.
4. A knowledge base and basic skills in group dynamics, conflict resolution, influence, and interpersonal communication.
5. A knowledge base in the theory and practice of leadership and transformation, an understanding of one’s own implicit theories, and the ability to challenge and expand one’s understanding and practice of leadership in dialogue with the research literature.
6. The ability to assess a system’s current practices, design alternative futures, and foster adaptive change.
7. Systems and complex thinking, and the ability to approach complex issues from a plurality of perspectives and metaphors.
8. Understanding and developing strategies to address the psychological and organizational dynamics of power and change in human systems.
9. Understanding and developing strategies to leverage creativity in diversity.

**MA Admissions Requirements**
Applicants to the MA in Transformative Leadership must meet the general admissions requirements of the University. In addition, applicants must submit the following: two letters of recommendation, preferably one from an academic advisor or someone familiar with the applicant’s ability to do academic work, and one from a supervisor in a recent professional or volunteer setting; a résumé of relevant experiences; and a sample of recent scholarly writing. Applicants should have a demonstrated capacity to learn and work both independently and collaboratively. The program admits students in Fall and Spring. Students must follow the course sequence.

**Curriculum**
**MA in Transformative Leadership—36 units**

**I. Required Courses—27 units**

1st Semester (Fall)
- TLD 6001 Residential Intensive I
- TLD 6125 Introduction to Leadership: Models, Maps, and Metaphors
- TLD 6130 Ways of Relating: Interpersonal and Group Dynamics
- TLD 6300 Ways of Knowing: Systems and Metaphors
- TLD 7996 Integrative Seminar I

2nd Semester (Spring)
- TLD 6002 Residential Intensive II
- TLD 6555 Residential Intensive (required in person before every semester begins)
- TLD 6145 Leadership, Pluralism, and Creativity: Diversity in Action
- TLD 6325 The Leadership Experience: Understanding the Will to Lead
- TLD 7997 Integrative Seminar II

3rd Semester (Fall)
- TLD 6003 Residential Intensive III
- TLD 6555 Residential Intensive (required in person before every semester begins)
- TLD 6349 Creating Communities and Coalitions
- TLD 6635 Transformative Leadership: Leading Ourselves Among Others
- TLD 7998 Integrative Seminar III

4th semester (Spring)
TLD 6004 Residential Intensive IV
TLD 6555 Residential Intensive (required in person before every semester begins)
TLD 7999 Capstone: Action Project

II. Electives—9 units
Electives may be taken from both the Transformative Leadership and Transformative Studies programs. Possible electives include the following:
TLD 6287 Cultivating Conscious Leadership Among Women
TLD 6394 Metacognition and Arts Integration: Contemporary Perspectives on Leadership

About the PhD in Transformative Studies
The primary focus of the doctoral program in Transformative Studies is to develop thought leaders who are committed to exploring leading-edge issues in innovative ways, combining scholarship, creativity, and self-inquiry. The program places great value on developing the ability to participate in the scholarly discourse through publication, and on the importance of viewing academic inquiry as an opportunity for personal and social transformation, while grounding transformative processes in academic depth, rigor, and imagination. The program focuses on the development of the following capacities: (1) making an original transdisciplinary research contribution in a chosen area of inquiry; (2) engaging in inquiry as a creative and collaborative process in the context of a community of learners; (3) engaging inquiry as an integral, spiritual, and transformative process of personal and social transformation; and (4) applying one’s research to real-world problems, articulating and embodying one’s values, and skillfully putting theory into practice.

The course of study is transdisciplinary. It is inquiry driven rather than driven exclusively by the purview of a single discipline. Students develop a solid grounding in research on transformative studies, in the complexities of transdisciplinary research, and in the knowledge base of their topic. Research draws on a plurality of relevant disciplines as students select and focus on a topic they are passionate about. The program is also meta-paradigmatic: Students are exposed to a plurality of perspectives and disciplines, and learn how to excavate the underlying assumptions and paradigms informing them. Students learn ways of inquiry that connect and contextualize in order to integrate different, even divergent, perspectives in a coherent way.

The program stresses the role of the knower in the process of knowing. The psychology of knowledge, which addresses such issues as perception, assumptions, projection, creativity, habits of mind, error and illusion, and imagination, is considered central to the process of inquiry, as is the sociology of knowledge, which contextualizes inquiry in its social, cultural, and political milieu. Every academic inquiry is viewed as an opportunity for and exploration of the roots and matrices of knowledge in self and society. All inquiry is viewed as an opportunity for self-inquiry. Self-inquiry in turn is supported by, and informs, increasing academic depth and sophistication. Students are encouraged to understand the biases, assumptions, aspirations, and emotional investment that they bring to the process of inquiry. Academic inquiry is framed as an opportunity for personal and social transformation, as a spiritual practice, and as an opportunity to cultivate creativity.

The program stresses the interrelationship between theory and practice. Thought leaders as well as action leaders, students develop skills that allow them to participate in scholarly discourse, write for publication, and, if they choose to, conduct action-oriented research and interventions in applicable contexts. Graduates of the program have the opportunity to teach in a discipline related to their area of interest, as well as to conduct action-oriented research and interventions in human systems at the individual, group, and organizational levels.

As part of the course of study, advanced students in the program will be required to take on a learning assistant role in at least one course to develop their mentoring, teaching, and organizational skills. Students will also work together in Learning Community, a not-for-credit required course designed to provide an opportunity for community building, personal exchange, collaborative exploration, and reflection on the learning process and the quest for personal growth and development.

Curriculum Overview
The PhD in Transformative Studies program consists of a minimum of 36 semester units (two years of full-time coursework), plus dissertation. Twenty-one of these units are for foundation courses, and 9 are for electives, which may be taken from both the Transformative Leadership and Transformative Studies programs. Coursework concludes with two comprehensive exams (6 units) in the form of essays, one addressing the knowledge base of the student’s area of inquiry, and the other the chosen research methodology for the dissertation.

Program Learning Outcomes
Graduates of the PhD in Transformative Studies program will be able to do the following:

1. Make an original contribution to their chosen area of inquiry.
2. Demonstrate the ability to write publishable articles and participate in the scholarly discourse of their area of inquiry.
3. Approach scholarship and research as a creative process and an opportunity to create themselves as scholars.

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4. Understand and apply a systems/cybernetic perspective to inquiry.
5. Engage in transdisciplinary research and create a knowledge base that is pertinent for their specific area of inquiry.
6. Understand how knowledge is constructed, and draw on cybernetic epistemology and the psychology and sociology of knowledge to apply them to the academic discourse and their own inquiry process.
7. Apply, evaluate, and synthesize multiple theoretical approaches, and understand the ways in which differing approaches structure knowledge.
8. Make responsible use of knowledge from multiple disciplines, critically engaging with their literatures, approaches to knowledge, underlying assumptions, and theories.
9. Have sufficient command of methodology to be able to apply an appropriate method to a research question and to evaluate the appropriateness of various methods in the exploration of different kinds of questions.
10. Work in a collaborative context, creating and evaluating groups to support learning and change, and also be self-motivated, self-directed inquirers who take responsibility for their own learning process.

**PhD in Transformative Studies with a focus in Consciousness Studies**

The Consciousness Studies Focus allows the student to explore the many aspects of human consciousness, including its evolution through time; its growth and transformation in each individual; and its expressions in art, science, and society. The focus requires two specific courses designed to provide a conceptual foundation for the study of consciousness, a dissertation that addresses some question concerning consciousness, and participation in an ongoing noncredit seminar where current issues about consciousness will be discussed. The range of possibilities for an acceptable dissertation topic is broad and flexible.

This program is not purely theoretical. Students graduating from it will be prepared to become future leaders seeking employment in a wide range of settings, from politics to business to resilience initiatives, that require a transdisciplinary perspective and complex thinking. They will also be qualified to take leadership roles in new initiatives that combine the growth of reflective self-awareness with practical action. Examples of such initiatives include new contemplative circles in large firms that explore innovative ideas about combining business practices with environmentally progressive and humanly sustainable plans for the future. Contemplative leadership is becoming widely accepted and is emphasized in a growing number of educational and business communities. In a world of growing crises, clear-minded intelligent and reflective leadership capable of applying complex thought to wicked problems, and competent in self-knowledge and the understanding of others, will play an increasing role. We are pleased to offer this focus. Since its beginnings in the 1950s, CIIS has been a center for international interest in the study of consciousness, an interest that continues to this day.

**PhD Admissions Requirements**

Applicants to the Transformative Studies doctoral program must submit an autobiographical statement and two letters of recommendation, with at least one from an academic advisor or someone familiar with the applicant’s ability to do advanced academic work. Applicants are also asked to provide a recent example of scholarly writing, a résumé of relevant experiences, and, of particular importance, a one-to-three-page statement of how the resources of this curriculum will be used to advance a chosen inquiry. The successful applicant will have demonstrated skills and competencies in his or her field of work, which might be in such areas as education, health care, the arts, social activism, psychology, organizational development, or corporate management. Applicants should have a demonstrated capacity to learn and to work both independently and collaboratively. All students must have consistent access to a computer with the capacity to navigate the Internet and the Web, and the ability to use the online medium for ongoing dialogue. The program admits students in fall only. Students must follow the course sequence.

**Curriculum**

**PhD in Transformative Studies—36 units**

**I. Required Courses—27 units**

1st Semester (Fall)
- TSD 6001 Residential Intensive I
- TSD 8005 Introduction to Transformative Studies
- TSD 8120 Learning Community I
- TSD 8125 Creative Inquiry: Scholarship for the 21st Century
- TSD 8210 Self, Society, and Transformation

2nd Semester (Spring)
- TSD 6002 Residential Intensive II (required in person, before every semester begins)
- TSD 8130 Transdisciplinarity: Complex Thought and the Pattern That Connects
- TSD 8215 Varieties of Scholarly Experience
- TSD 8220 Learning Community II

3rd Semester (Fall)
TSD 6003 Residential Intensive III (required in person, before every semester begins)
TSD 6526 The Ecology of Ideas
TSD ____ Directed Research Course (permission of advisor required)
TSD 8320 Learning Community III

4th Semester (Spring)
TSD 6004 Residential Intensive IV (required in person, before every semester begins)
TSD 8420 Learning Community IV
TSD 9610 Comprehensive Exam: Essay—Dissertation Literature Review
TSD 9611 Comprehensive Exam: Essay—Dissertation Research Methodology

II. Electives—9 units
Possibilities include the following:
TSD 6134 Depth Psychology in Creative Process
TSD 6155 Social Transformation and Nonviolent Conflict
TSD 6235 Integral Approaches to Dreams
TSD 6252 Cultivating Discernment on the Spiritual Path
TSD 6254 Exploring Beliefs and Reweaving the Fabric of Our Reality
TSD 6302 Art as a Mirror of Evolving Consciousness
TSD 6303 Art, Science, and the Sacred
TSD 6316 Consciousness and the Brain: An Integral Study of the Brain and the Mind
TSD 6370 Transformative Influence of Art in Public and Community Spaces
TSD 6473 Music as a Source of Healing and Stress Relief
TSD 6474 Creating Transformative Media
TSD 6491 The Lost Knowledge of the Imagination
TSD 6567 Synchronicity: The Bridge Between Matter and Mind and the Resurrection of Spirit in the World
TSD 6593 Film and Transformation of the Imaginary
TSD 6640 Integral Growth and Development: Individual Growth and the Evolution of Consciousness
TSD 6660 Narrative Research
TSD 6818 Phenomenology as a Mystical Discipline
TSD 6843 Science Fiction, Fantasy, and Transformation
TSD 7046 Goodness, Evil, Politics, and Change
TSD 7047 Integral Sustainability: Personal and Social Transformation in a World on the Brink
TSD 7070 A Flickering Reality: Cinema and the Nature of Reality
TSD 7098 Integral Research: Art and Imagination-Based Methods
TSD 7099 Mysticism and Esotericism in the West
TSD 7129 Theory and Methods for Feminist and Critical Inquiry
TSD 7419 Self-Inquiry: Using Awareness and Attention for Transformation
TSD 8004 The Feminine Face of Science
TSD 8014 Creativity and Personal Transformation
TSD 8132 Emerging Spiritual Traditions
TSD 8218 Basic Qualitative Research
TSD 8221 From Certainty to Uncertainty: Dancing with the New Sciences
TSD 8225 Evolution of Consciousness

III. Dissertation—0 units
TSD 6900 Thesis/Dissertation Proposal Writing Completion
TSD 7900 Thesis/Dissertation Seminar
TSD 8720 Thesis/Dissertation Proposal Support (required for students enrolled in TSD 6900)
TSD 8820 Thesis Dissertation Completion Support (required for students enrolled in TSD 7900)

Curriculum
PhD in Transformative Studies with a focus in Consciousness Studies—36 units

I. Required Courses—27 units
1st Semester (Fall)
TSD 6001 Residential Intensive I
TSD 8005 Introduction to Transformative Studies
TSD 8120 Learning Community I
TSD 8125 Creative Inquiry: Scholarship for the 21st Century
TSD 8210 Self, Society, and Transformation
2nd Semester (Spring)
TSD 6002 Residential Intensive II (required in person, before every semester begins)
TSD 8130 Transdisciplinarity: Complex Thought and the Pattern That Connects
TSD 8215 Varieties of Scholarly Experience
TSD 8220 Learning Community II

3rd Semester (Fall)
TSD 6003 Residential Intensive III (required in person, before every semester begins)
TSD 6526 The Ecology of Ideas
TSD ___ Directed Research Course (permission of advisor required)
TSD 8320 Learning Community III

4th Semester (Spring)
TSD 6004 Residential Intensive IV (required in person, before every semester begins)
TSD 8420 Learning Community IV
TSD 9610 Comprehensive Exam: Publishable Essay—Dissertation Literature Review
TSD 9611 Comprehensive Exam: Essay—Dissertation Research Methodology

II. Consciousness Studies Focus Courses—6 units
TSD 6370 Introduction to Consciousness Studies
TSD 6316 Consciousness and the Brain: An Integral Study of the Brain and the Mind

III. Electives—3 units
Possibilities include the following:
TSD 6134 Depth Psychology in Creative Process
TSD 6155 Social Transformation and Nonviolent Conflict
TSD 6235 Integral Approaches to Dreams
TSD 6252 Cultivating Discernment on the Spiritual Path
TSD 6254 Exploring Beliefs and Reweaving the Fabric of Our Reality
TSD 6302 Art as a Mirror of Evolving Consciousness
TSD 6303 Art, Science, and the Sacred
TSD 6370 Transformative Influence of Art in Public and Community Spaces
TSD 6473 Music as a Source of Healing and Stress Relief
TSD 6474 Creating Transformative Media
TSD 6491 The Lost Knowledge of the Imagination
TSD 6567 Synchronicity: The Bridge Between Matter and Mind and the Resurrection of Spirit in the World
TSD 6593 Film and Transformation of the Imaginary
TSD 6640 Integral Growth and Development: Individual Growth and the Evolution of Consciousness
TSD 6660 Narrative Research
TSD 6818 Phenomenology as a Mystical Discipline
TSD 6843 Science Fiction, Fantasy, and Transformation
TSD 7046 Goodness, Evil, Politics, and Change
TSD 7047 Integral Sustainability: Personal and Social Transformation in a World on the Brink
TSD 7070 A Flickering Reality: Cinema and the Nature of Reality
TSD 7098 Integral Research: Art and Imagination-Based Methods
TSD 7099 Mysticism and Esotericism in the West
TSD 7129 Theory and Methods for Feminist and Critical Inquiry
TSD 7419 Self-Inquiry: Using Awareness and Attention for Transformation
TSD 8004 The Feminine Face of Science
TSD 8014 Creativity and Personal Transformation
TSD 8132 Emerging Spiritual Traditions
TSD 8218 Basic Qualitative Research
TSD 8221 From Certainty to Uncertainty: Dancing with the New Sciences
TSD 8225 Evolution of Consciousness

IV. Comprehensive Exams—6 units
TSD 9610 Comprehensive Exam: Essay—Dissertation Literature Review
TSD 9611 Comprehensive Exam: Essay—Dissertation Research Methodology

V. Dissertation—0 units
TSD 6900 Thesis/Dissertation Proposal Writing Completion
Course Descriptions

TSD 6001 Residential Intensive I (0 Units) PF Grade Option
To be taken in the student’s first Fall semester. During the coursework phase, all Transformative Inquiry students meet twice a year in the Bay Area for five-to-seven-day residential intensives to meet faculty and staff and to get to know one another in person. There are workshops, presentations, and advising, as well as introductions to coursework. The intensives are an essential aspect of the learning experience, and participation is mandatory. Prerequisite: TSD student.

TSD 6002 Residential Intensive II (0 Units) PF Grade Option
To be taken in the student’s first Spring semester. During the coursework phase, all Transformative Inquiry students meet twice a year in the Bay Area for five-to-seven-day residential intensives to meet faculty and staff and get to know each other in person. There are workshops, presentations, and advising, as well as introductions to coursework. The intensives are an essential aspect of the learning experience, and participation is mandatory. Prerequisites: TSD 6001; TSD student.

TSD 6003 Residential Intensive III (0 Units) PF Grade Option
To be taken in the student’s second Fall semester. During the coursework phase, all Transformative Inquiry students meet twice a year in the Bay Area for five-to-seven-day residential intensives to meet faculty and staff and to get to know one another in person. There are workshops, presentations, and advising, as well as introductions to coursework. The intensives are an essential aspect of the learning experience, and participation is mandatory. Prerequisites: TSD 6002 or TSD 6555; TSD student.

TSD 6004 Residential Intensive IV (0 Units) PF Grade Option
To be taken in the student’s second Spring semester. During the coursework phase, all Transformative Inquiry students meet twice a year in the Bay Area for five-to-seven-day residential intensives to meet faculty and staff and to get to know each other in person. There are workshops, presentations, and advising, as well as introductions to coursework. The intensives are an essential aspect of the learning experience, and participation is mandatory. Prerequisites: TSD 6003 or TSD 6555; TSD student.

TSD 6005 Residential Intensive V (0 Units) PF Grade Option
To be taken in the student’s third Fall semester. During the coursework phase, all Transformative Inquiry students meet in the Bay Area for five-to-seven-day residential intensives to meet faculty and staff and to get to know one another in person. There are workshops, presentations, and advising, as well as introductions to coursework. The intensives are an essential aspect of the learning experience, and participation is mandatory. Prerequisites: TSD 6004 or TSD 6555; TSD student.

TSD 6006 Residential Intensive VI (0 Units) PF Grade Option
To be taken in the student’s third Spring semester. During the coursework phase, all Transformative Inquiry students meets twice a year in the Bay Area for five-to-seven-day residential intensives to meet faculty and staff and to get to know one another in person. There are workshops, presentations, and advising, as well as introductions to coursework. The intensives are an essential aspect of the learning experience, and participation is mandatory. Prerequisites: TSD 6005 or TSD 6555; TSD student.

TSD 6134 Depth Psychology in Creative Process (3.00 Units) LG Grade Option
Charting the development of psychodynamic psychology from its roots in German idealism to the present day, students will explore how the idea of “the unconscious” has given rise to new ways of thinking about mind. The course will begin with an overview of the work of Freud and Jung, before turning to consider some of the major themes preoccupying American psychoanalysis in the last 40 years. Particular attention will be paid to the emergence of the relational movement, to the nature of belief in the clinical setting, and to the challenges of cultural and theoretical pluralism. Students will discover how depth psychology can be interpreted as an emancipatory discourse concerned with fostering change not only in individuals, but also in the wider society.

TSD 6155 Social Transformation and Nonviolent Conflict (3.00 Units) LG Grade Option
The course content is designed to introduce students to the diversity of ideas, personalities, debates, dynamics, misconceptions, and critiques and concerns informing the use of nonviolent conflict for social transformation.

TSD 6235 Integral Approaches to Dreams (3.00 Units) LG Grade Option
This course provides a foundation for an integral approach to dreams and dream work, in both theory and practice. It explores traditional and contemporary approaches to dreams as well as investigating models that attempt to integrate both. We inquire on
the transformative role of dreams with integral philosophy. The course calls for a strong experiential component that addresses body, mind, and spirit in an integral perspective.

TSD 6252 Cultivating Discernment on the Spiritual Path (3.00 Units) LG Grade Option
The spiritual path is like any other road—it’s going to have its share of potholes and detours. Safe travel requires a quality rarely taught yet critically important in today’s world: discernment. In this class, we learn how to cultivate the acute judgment and discrimination that will help us to live spiritual lives of intelligence, clarity, and authenticity. In learning how to navigate this “labyrinth of increasing subtlety,” we will address topics such as these: Is enlightenment less about fireworks and bliss and more about dismantling illusions? How do we fully integrate our practice into daily living? What is ego, and how is it effectively worked with? What is the role of the body in spiritual integration? What are the cutting-edge insights about the integration of psychological and spiritual practice in Western culture? How do we navigate the complexity of the question of the spiritual teacher? What’s the best way to work with the ego and the shadow? How can we avoid the subtle traps of spiritual bypassing?

TSD 6254 Exploring Beliefs and Reweaving the Fabric of Our Reality (3.00 Units) LG Grade Option
Voltaire said, “If they can make you believe in absurdities, they can make you commit atrocities.” What do you believe? Where did those beliefs come from? This online course explores the scientific, psychological, and spiritual origins of belief, as well as the neurology and the sociological consequences of beliefs. Beliefs are ideas and agreements about reality; they can be renegotiated and changed. Beliefs create the world you meet. Healing involves reinterpreting what you believe about what happened to you. But many of our beliefs are unconscious or unquestioned, part of the zeitgeist. One aspect of transformation is becoming aware of unconscious beliefs and prejudices, reexamining old beliefs, and considering new possibilities.

TSD 6302 Art as a Mirror of Evolving Consciousness (3.00 Units) LG Grade Option
Art tells us what we were, what we are, and what we are becoming. Explore the superstructure of expanding consciousness through the lens of art and artifacts shaped by the magical, mystical, modern, and postmodern mind. Wilber, Combs, Gebser, and others create compelling frameworks from which to interpret the meaning of mankind’s works of art. Students will use these frameworks to arrive at a deep understanding of the consciousness of the artisans who created these works and the times in which they lived. Utilizing the learning domains of both cognitive understanding and affective feeling, the class will enter the worldview of other stages of consciousness to develop a new sense of appreciation and wonderment for what has gone before, and a hopeful anticipation for where the path of expanding consciousness is leading.

TSD 6303 Art, Science, and the Sacred (3.00 Units) LG Grade Option
This course will explore the universal nature of the sacred and the sense of wonder, awe, and respect in the face of the cosmos that is experienced even by those who could call themselves agnostics. Instruction will include a visit to Siena, Italy, to see the Cuccio altarpiece The Virgin Enthroned and discuss symbolism in religious art.

TSD 6316 Consciousness and the Brain: An Integral Study of the Brain and the Mind (3.00 Units) LG Grade Option
This course offers an introduction to the larger issues concerning the nature of consciousness and the brain. It will survey the most prominent theories of how the brain and consciousness are related and how they interact. It will also explore current topics such as consciousness in the left and right hemispheres; mirror neurons and the social brain; and the nature of emotion, thought, memory, and perception, much of this through fascinating case studies such as those by Oliver Sacks, Vilayanur Subramanian, and Michael S. Gazzaniga. The course will use a variety of readings, including Alan Combs’s book in preparation, The Protean Brain: A Metaphoric Tour of the Multifaceted Machinery of Thought, Reason, and Feeling. No experience in the study of the brain is required, but it is recommended that students have some background or comfort with biological ideas.

TSD 6370 Introduction to Consciousness Studies (3.00 Units) LG Grade Option
This course will examine the many ways in which the word consciousness has been used in professional and popular literature, and the hidden as well as explicit assumptions held by consciousness scholars about the nature of consciousness. It will explore the field from diverse approaches: cognitive science, neuroscience, cross-cultural studies, existential-phenomenological methodologies, and other related disciplines. It is designed to provide students with the opportunity to gain a comprehensive understanding of consciousness studies. In doing so, it will examine the most widely celebrated theories and problems concerning the nature of consciousness, and will encourage students to examine their personal beliefs about consciousness based on their individual experiences. The course was created for the Consciousness Studies Focus. It should be taken during the student’s second term, or as soon as she or he can schedule it.

TSD 6389 Transformative Influence of Art in Public and Community Spaces (3.00 Units) LG Grade Option
Art in the public sphere offers an opportunity to examine how art changes our awareness of self, and our relationship and interaction with others, and how we navigate space and the environment. We will examine public art in historical context and consider the stasis of public art as contemporary art and, subsequently, its ability to comment on and influence contemporary society. Another area of exploration we will undertake in this course is how public art gains meaning beyond a museum
aesthetic—for example, how public art becomes markers of space and placement, both geographically/physically and intellectually/figuratively.

**TSD 6473 Music as a Source of Healing and Stress Relief (3.00 Units) LG Grade Option**

Since ancient times, human beings have known about the healing and mind-altering power of sound to motivate or soothe and transform behavior, whether it was patterned sound we call music produced by our voices or sounds produced by instruments or beautiful sounds found in nature. Recent studies have confirmed that music has the power to shift consciousness, to accelerate learning, and to heal and reduce stress. Cutting-edge research is now demonstrating that music has quantum healing properties, and music is being recognized as an authentic therapeutic agent in hospital settings, in mental health clinics, in dental offices, and as an anesthetic adjunct before and after surgery to speed recovery. This course will explore the global healing and stress-reducing properties of music within the broader historical context up through modern times. Students will be encouraged to explore the cross-cultural, theoretical, vibrational, and practical implications of music in society as it is used more prominently as a therapeutic agent. This includes a review of using music as medicine and as a method for preventing and ameliorating disease. The course will be divided into a number of discussion sections. Each section will begin with background readings on a particular topic and then move to a discussion of one or more aspects of music from that section. These readings will also be supplemented by relevant music-related articles and recordings given to students via email to read, listen to, and review.

**TSD 6744 Creating Transformative Media (3.00 Units) LG Grade Option**

In the 21st century, competence in creating lively visual media and the ability to be a compelling storyteller are fundamental tools for communication, transformation, and thought leadership. This course will introduce students to the fundamentals of conceptualizing, structuring, writing, funding, and creating both short and long video pieces for use on the Internet, on television, and on cinema screens. It will also lay out strategies for using these videos as part of live personal presentations to funders, decision makers and the community, helping students to communicate to and transform the world in a spirit of inspiration and leadership. Students will be expected to create a highly focused one-page synopsis; then a three-to-five-minute video and/or a highly imaginative and compelling PowerPoint document on their chosen topic, using their own resources; and finally, an online on-camera presentation of their project.

**TSD 6491 The Lost Knowledge of the Imagination (3.00 Units) LG Grade Option**

When we hear the word *imagination*, what do we think? Mostly we tend to see the imagination as a substitute for reality, a form of wishful thinking, a pleasant alternative to the hard facts of life. Or we see it as a means of developing novel ideas, of being on the cutting edge of technology, a way of making things bigger and better. But this is not the only way to understand the imagination. For poets and scholars like Kathleen Raine, Henry Corbin, and Owen Barfield, the imagination is not a substitute for reality but a way of grasping its essence. For them, imagination isn’t a form of make believe but a faculty of cognition, a way of knowing things that would otherwise remain unknown. This knowledge was accessible at an earlier time, but in recent centuries it has been minimized, if not vigorously rejected, by our emphasis on hard, scientific thinking. This course will look at the imagination as a faculty for grasping the invisible realities that surround us and at the tradition of knowledge rooted in it—a knowledge that if lost can still be recovered.

**TSD 6526 The Ecology of Ideas (3.00 Units) LG Grade Option**

All inquiry is situated in an ecology of ideas. This course will help students identify, situate, and orient themselves in their ecology. It will also address the role of theory in inquiry, and prepare students to develop and articulate their own theoretical orientation. Prerequisites: TSD 8130, TSD 8215; TSD student.

**TSD 6567 Synchronicity: The Bridge Between Matter and Mind and the Resurrection of Spirit in the World (3.00 Units) LG Grade Option**

Synchronicities are those mysterious and inexplicable coincidences that occasionally erupt into a life. At times we may feel that those around us are confined to a narrow world of logic and physical law, a world that admits no hint of mystery. This can give rise to a feeling of isolation within an indifferent universe and an increasingly complex society whose members are reduced to ciphers. Synchronicities, by contrast, offer a doorway into a very different world—a world that also has resonances with the deep insights that have been revealed by the new sciences. We will explore a number of connections between our subjective, internal world and the objective, external world. One route will be to reflect on the metaphor of alchemy as a pathway to inner transformation. This will include an exploration of the deep links between art and alchemy.

**TSD 6593 Film and Transformation of the Imaginary (3.00 Units) LG Grade Option**

This class focuses on a diverse set of important films from the last 100 years, exploring the imaginary of social transformation, and the transformation of the social imaginary. We draw on film theory as it relates to our current era of profound poetic, social, and planetary transformation. No former experience is necessary. All CIIS students are welcome. Students are expected to subscribe to Netflix or secure other access to the films for the duration of the class.
TSD 6640 Integral Growth and Development: Individual Growth and the Evolution of Consciousness (3.00 Units) LG Grade Option
This course explores basic ideas about spiritual and psychological growth and development from childhood through advanced stages of adult maturation. It will give special attention to personal growth beyond the ordinary (“conventional”) level of adult functioning. The course will be centered in, but not limited to, the integral philosophies of Sri Aurobindo and Ken Wilber.

TSD 6660 Narrative Research (3.00 Units) LG Grade Option
The course follows the premise that stories are pivotal in constructing and expressing one’s personal, cultural, and transformative experiences. We will explore the philosophical and methodological foundations for the conduct of narrative research. Students will gain basic skills in narrative research by conducting a small pilot study that includes collecting, analyzing, and interpreting personal narratives. Contemporary views of narratives, including arts-based approaches, will be discussed in relation to students' topics of inquiry.

TSD 6818 Phenomenology as a Mystical Discipline (3.00 Units) LG Grade Option
The philosophical method known as phenomenology, founded by Edmund Husserl in the early 20th century, is associated with existential thinkers like Heidegger, Sartre, and Merleau-Ponty. But phenomenology has a long and varied history, and its roots lie in the Romantic response to the “disenchantment of the world” brought about by the rise of the scientific method. In essence, phenomenology is an investigation into the structures and processes of consciousness. Its fundamental insight is that, rather than a passive mirror reflecting reality, consciousness is an active grasping of the world. Perception, Husserl argued, is intentional.

TSD 6843 Science Fiction, Fantasy, and Transformation (3.00 Units) LG Grade Option
This is a course that will look at important questions regarding transformation: How do inner and outer transformation take place? How do we transform society into one that reflects what is socially just? It will also address such questions as: What is human? What is real? What is consciousness? How are humans connected to the Earth? How might the thematics of science fiction and fantasy be used as tools in our own transformative processes? To do this, seminal works in the field of science fiction and fantasy literature and film will be utilized. Science fiction and fantasy are often viewed as countercultural genres that help society look at itself in new ways. Prerequisite: Priority to TSD students.

TSD 6900 Thesis/Dissertation Writing Proposal Completion (0 Units) PF Grade Option
Students have four semesters—two academic years—to complete the proposal. Students cannot enroll in TSD 6900 unless they complete all required TSD coursework. Students must be concurrently enrolled in TSD 6900 for Learning Community V and TSD 7900 for Learning Community VI. Prerequisites: TSD 9610, TSD 9611; TSD student; not advanced to candidacy.

TSD 7046 Goodness, Evil, Politics, and Change (3.00 Units) LG Grade Option
Current political rhetoric seeks to mobilize constituents against “evil” others. In this course, while reflecting on readings related to the diversity of cultural understandings of morality, students critically explore how social psychology and depth psychology each frame good and evil. Through this transdisciplinary approach, students critically assess their own relationship to a good/evil duality and their susceptibility to ideological and political rhetoric that dehumanizes the other and constructs the enemy.

TSD 7047 Integral Sustainability: Personal and Social Transformation in a World on the Brink (3.00 Units) LG Grade Option
Students will engage in readings and dialogue about sustainability while engaging in personal and community projects that promote sustainability at personal, social, and global levels. At the same time, through readings and discussions, students will be introduced to ecophilosophy and green psychology while exploring lifestyles that integrate body, mind, and spirit in a sustainable whole.

TSD 7057 Integral Methodology: Integral Methodology Pluralism (3.00 Units) LG Grade Options
This course begins with a survey of the wide range of research methodologies, or approaches to knowledge, suggested by Wilber’s AQAL model. In particular, it will examine methodologies from all four quadrants and in each case from both inner and outer perspectives. For example, the upper left (UL) quadrant concerns the inner life and can be seen from its own inner perspective (heuristic inquiry, phenomenology), or it can be seen objectively from an outer perspective (“structural” approaches such as Piaget’s developmental psychology, Loevinger’s ego development, etc.). Likewise, the lower left (LL) quadrant can be studied in its own interior (Socratic dialog, Buber’s “I and thou,” hermeneutics) or objectively from outside (Spiral Dynamics’ “value memes,” linguistics, European structuralism). The course surveys these methodologies, emphasizing those that deal with inner experience and social realities. Then students will concentrate on one or two methods of particular interest, developing a deeper knowledge of them and working in small groups to carry out and report a study using their method of choice.

TSD 7070 A Flickering Reality: Cinema and the Nature of Reality (3.00 Units) LG Grade Option
From quantum theory to chaos theory, from Freud to Jung, from manipulated memories to parallel universes, our sense of reality has been sent reeling. And where better to explore these radical changes than cinema? The course will explore the radical
changes in our understanding of ourselves and illustrate them via a variety of highly creative and imaginative films that explore the limits of our world of experience.

**TSD 7098 Integral Research: Art and Imagination-Based Methods (3.00 Units) LG Grade Option**
Art-based inquiry and “image work” are ways of knowing and perceiving that often precede, complement, or de-center literal description most commonly attached to qualitative inquiry. This course explores some of the modalities of art-based and image-based methods of inquiry through theory and the study of exemplars. Methodological issues discussed include the role of critical subjectivity, the nature of knowledge and its relationship to modes of discourse and presentation; and the applications of art-based or image work for studying psychospiritual phenomena.

**TSD 7099 Mysticism and Esotericism in the West (3.00 Units) LG Grade Option**
Esoteric movements in the West, from antiquity to the present, constitute an “underground stream” of thought and practice that is remarkably similar across venues and centuries. We will examine the nature of esoteric movements, their defining characteristics, their similarities and differences, and the social and cultural milieu that surround their emergence. Using a transdisciplinary lens, this course will augment findings in the sociology of religion by including perspectives from intellectual history and comparative religion to explore the relationship between esotericism and mysticism. The relationship between esoteric and exoteric religion will be a focus, as we attempt to discover how these respective forms of thought and practice function in society and culture. Students will research one movement in depth and will share their research with the class in a learning community.

**TSD 7129 Theory and Methods for Feminist and Critical Inquiry (3.00 Units) LG Grade Option**
An inquiry into feminist, womanist, and postcolonial theory and practices with emphasis on qualitative research. Elements of inquiry, including worldview (cognitive ordering principles), epistemology (theories of knowledge), ontology (theories of reality), paradigm (templates for viewing the world), method (techniques for gathering information), methodology (theory and analysis of how research should proceed), and theory building, will be discussed in relation to feminist goals of inquiry and social change. A framework of critical thinking from a cross-cultural, comparative, and transdisciplinary perspective will be integrated into feminist analysis. The class will be organized around a feminist/womanist pedagogy and will be oriented toward evolving a learning community within the class. Community inquiry will include experiential processes, shared dialogue, and appreciation of women’s worldviews and cross-cultural perspectives. The instructor and teaching assistants conduct a course that involves co-creation and shared leadership by instructors and students.

**TSD 7419 Self-Inquiry: Using Awareness and Attention for Transformation (3.00 Units) LG Grade Option**
A collaborative exploration of how to use attention and self-awareness to expand personal development and understanding of self and others. The class will include exercises that provide skills for increasing awareness, including self-observation, class discussion, and interpersonal dialogue (developed by David Bohm and J. Krishnamurti) toward the aim of discovering how exploration of self is integral to both personal and social transformation. The course will draw on theoretical and practical contributions from J. Krishnamurti, David Bohm, Jeanne de Salzmann, and Edward Said.

**TSD 7900 Thesis/Dissertation Seminar (0 Units) PF Grade Option**
The advanced student’s researching and writing of a thesis or dissertation that progresses with the mentorship of, and in close consultation with, one’s thesis or dissertation chair and committee. Prerequisites: TSD student; advanced to candidacy.

**TSD 8003 The Grand Integral Vision: An Introduction to Integral Thought and Action (3.00 Units) LG Grade Option**
Integral visionaries and practitioners from Sri Aurobindo to Ken Wilber have provided the most comprehensive, relevant, controversial, and practical attempts to synthesize ancient, modern, and even postmodern understandings of the cosmos. This course examines the deep thought and practices of the most important of these with an emphasis on coming to a full appreciation of the radically new cosmos disclosed by the Grand Integral Vision. We examine this great vision while at the same time exploring its implications for spiritually informed personal growth and effective action in the world.

**TSD 8004 The Feminine Face of Science (3.00 Units) LG Grade Option**
This course briefly reviews the development of science as a masculine philosophy, examines the impact of feminism on it, and then expands on the qualities and ways of seeing offered by what Jung calls “the feminine principle.” We will explore the role for feeling, nurturing, receptivity, subjectivity, cooperation, relatedness, and intuition in the questions, methods, and goals of science. It is the instructor’s conviction that the feminine in both men and women can infuse science with a new spirit of cooperation and compassion. It can change long-held ideas about progress and about what makes “good science.”

**TSD 8005 Introduction to Transformative Studies (3.00 Units) LG Grade Option**
This course addresses the relationship between academic inquiry and personal transformation, as well as the transformation of inquiry. Applying insights from Jungian, feminist, and complexity theories, we will explore the role of the inquirer in every inquiry, how psychological factors and gender influence what and how we inquire, and the implications of the new science for our understandings of knowledge. Prerequisite: TSD student.
TSD 8014 Creativity and Personal Transformation (3.00 Units) LG Grade Option
In this course, we’ll explore the personal and social implications of seeing the entire Universe, including our own life, as a creative process. We’ll explore creativity from the stars above us to Nature all around us, from our cities to our institutions, our personal relationships, and our innermost selves. What are the implications for our expression of who we are as human beings, our everyday experience, and our process of self-creation? What would it be like to live life as participants in the cosmic creative process, and to experience ourselves as part of it? We’ll study the foundations of this perspective and the personal and social implications of a creative worldview. Topics will include articulating the old and the new view of creativity; the mysteries of “creation,” “creatures,” and “creators”; the connection between creativity, love, consciousness, and spirituality; humanity’s struggles with creativity and control; and how creativity might help us change our relationship to the planet and to ourselves. The course will combine a strong experiential dimension with an immersion in a variety of sources, from the great spiritual traditions to the most recent scientific developments. The course is designed as an adventure, a combination of play, study, and personal growth.

TSD 8120 Learning Community I (0 Units) PF Grade Option
This course serves multiple purposes. It is designed to develop a community of online learners; to foster dialogue, reflection, and exploration about the coursework and its relationship to individual and collective interests; to develop or improve basic scholarly skills; and to integrate the material from the coursework. It also serves as an online homeroom. Prerequisite: TSD student.

TSD 8125 Creative Inquiry: Scholarship for the 21st Century (3.00 Units) LG Grade Option
This course provides an introduction to research as a creative and transformative process. It will address issues such as the relationship between the academic and the transformative; what it means to be a scholar in the 21st century; how to get in touch with one’s research passion and integrate it into one’s coursework; how to think about research in a way that integrates personal reflection and personal growth with solid, grounded scholarship in an academic context; what the role of the literature review is and how to approach it; and how to develop one’s academic voice. The knowledge base is drawn from the philosophy of social science, educational and developmental psychology, creativity research, complexity, and inter- and transdisciplinarity theories and research. Prerequisite: TSD student.

TSD 8130 Transdisciplinarity: Complex Thought and the Pattern That Connects (3.00 Units) LG Grade Option
It is becoming increasingly clear that complex issues often cannot be addressed from the perspective of a single discipline. This course focuses on how research is conducted across disciplines. We will briefly explore the history of disciplines and inter- and transdisciplinarity, and study a number of exemplars that draw from disparate disciplines to assess a variety of possible strategies. Transdisciplinarity will be presented as an approach that is driven by inquiry rather than discipline; is meta-paradigmatic rather than intra-paradigmatic; requires a form of complex thought to organize knowledge in a way that connects and contextualizes, rather than separates and reduces; and acknowledges the central role of the knower in all-knowing. How can we learn how to think across disciplines in a way that is inquiry based, when we have been taught to think inside our disciplinary silos? The work of a number of transdisciplinary exemplars will be studied in depth. Topics include how to develop a knowledge base in a multidisciplinary approach; how to research, review, and integrate perspectives from different sources relevant for the student’s research topic; how to develop a solid understanding of the dominant discourse(s) in one’s area of inquiry and address its limitations; and how to develop a theoretical framework for inquiry. The course will also cover how to integrate the knower in the known—how to reflect on how who we are and our values, assumptions, and blind spots play a role in our inquiry. Students will be able to ground all the work in this class in their chosen areas of inquiry. Prerequisites: TSD 8005, TSD 8125; TSD student.

TSD 8132 Emerging Spiritual Traditions (3.00 Units) LG Grade Option
The growth of religious and spiritual movements, both imported from other societies and originating in the United States, has implications for the way in which Americans address the sensibilities of spirituality and religiosity. This course offers several theoretical models for understanding the categories of new religions and provides a context for inquiry into why new religions are prominent in American society today. In addition, each student will select one new religious movement (NRM) to study in depth. Students will learn how to describe and analyze new religions demographically, ethnographically, and phenomenologically. Throughout the course, students will be required to examine their own assumptions, beliefs, and personal stances regarding NRMs. At the end of the semester, each student will have grounding in the literature on NRMs, some sophistication in conducting online research, and a capacity for reporting others’ religious experiences.

TSD 8210 Self, Society, and Transformation (3.00 Units) LG Grade Option
This course examines the relationship between self and society in a planetary context. It will address the nature of interconnectedness; examine new ways of understanding our planetary predicament; and introduce interpretive frameworks from the sociology of knowledge, the sociology of social change, and the study of cultures. Throughout the course, students will be invited to look at their own research inquiry through these particular lenses. Prerequisite: TSD student.
TSD 8215 Varieties of Scholarly Experience (3.00 Units) LG Grade Option
This course provides a general introduction to research methods, models of research, and research design. It includes an overview of the epistemological and ontological foundations of research, a survey of research methods, and the basics of research design. Students will reflect on the ways in which the human sciences have addressed very basic philosophical questions that have a profound influence on our research and our everyday existence. Students will learn how inquiry questions and values are related to specific methods and research designs. Prerequisites: TSD 8005, TSD 8125; TSD student.

TSD 8218 Basic Qualitative Research (3.00 Units) LG Grade Option
This course is designed to give students an overview of basic qualitative research and to help them develop skills required to conduct qualitative research. Students will select a research question and use it to design a basic qualitative research project. Students will work independently on developing their research design. Assignments in this course will include experiential exercises for skill development that students will do offline, written assignments, and library research.

TSD 8220 Learning Community II (0 Units) PF Grade Option
This course serves multiple purposes. It is designed to develop a community of online learners; to foster dialogue, reflection, and exploration about the coursework and its relationship to individual and collective interests; to develop or improve basic scholarly skills; and to integrate the material from the coursework. It also serves as an online homeroom. Prerequisite: TSD student.

TSD 8221 From Certainty to Uncertainty: Dancing with the New Sciences (3.00 Units) LG Grade Option
This course explores the revolutionary transformations in the Western worldview from the early Middle Ages to the present day—including pre-Renaissance worldviews; the rise of science with Bacon, Descartes, and Newton; the world of chaos theory; and the complementary postmodern vision of literature and society—and introduces the ideas of David Bohm, who believed that underlying the appearances of the world is a deeper “implicate order.” The course also explores the implications for individuals and society of this transformation from certainty to uncertainty.

TSD 8225 Evolution of Consciousness (3.00 Units) LG Grade Option
Through art, literature, archaeology, and history, this course explores the evolution of human consciousness from its pre-human origins through the Neolithic and Paleolithic periods, through ancient history, and on down through the Renaissance to modernity. It will begin with the origins of the human mind as depicted in the writings of Merlin Donald and David Lewis-Williams and continue with an inquiry into cultural and historical structures of consciousness with Jean Gebser, Ken Wilber, and Allan Combs. The course will be based in an ongoing dialogue and exploration of these topics on the Web, as well as requiring midterm and end-of-term papers.

TSD 8320 Learning Community III (0 Units) PF Grade Option
This course serves multiple purposes. It is designed to develop a community of online learners; to foster dialogue, reflection, and exploration about the coursework and its relationship to individual and collective interests; to develop or improve basic scholarly skills; and to integrate the material from the coursework. It also serves as an online homeroom. Prerequisite: TSD student.

TSD 8420 Learning Community IV (0 Units) PF Grade Option
This course serves multiple purposes. It is designed to develop a community of online learners; to foster dialogue, reflection, and exploration about the coursework and its relationship to individual and collective interests; to develop or improve basic scholarly skills; and to integrate the material from the coursework. It also serves as an online homeroom. Prerequisite: TSD student.

TSD 8720 Dissertation Proposal Support (0 Units) PF Grade Option
This course serves multiple purposes. It is designed to continue the growth of the community of learners established during coursework to foster dialogue and reflection about dissertation and its relationship to the individual and collective interests. (Required for all students who have completed all courses but not yet advanced to candidacy.) Prerequisites: TSD student; not advanced to candidacy; 36 units.

TSD 8799 Independent Study (1.00–3.00 Units) PF Grade Option
Coursework that extends a student’s field of inquiry beyond current CIIS courses. Requires a syllabus and contract signed by the student and faculty member, and approved by the program chair.

TSD 8820 Dissertation Completion Support (0 Units) PF Grade Option
This course provides an integral support space during dissertation writing. A wide range of issues covering mind, body, and spirit, and known to play a crucial role in timely dissertation completion, are addressed. Topics addressed will include stress management, self-creation, life-work balance, creativity and creative blocks, writing for publication, writing skills, community support, preparing for life after the dissertation, and more. Overall the focus is on framing the dissertation as a transformative process and ensuring that students receive the integral support to remain focused and on track with their work and thrive during
the process. The course will include numerous guest teachers. (Required for all students who have advanced to candidacy.)
Prerequisites: TSD student; advanced to candidacy.

TSD 8888 Special Topics (1.00–3.00 Units) LG Grade Option
A course of study not currently encompassed in the curriculum but relevant to evolving topics of growing importance in Transformative Studies.

TSD 9610 Comprehensive Exam: Essay—Dissertation Literature Review (3.00 Units) LG Grade Option
This course focuses on writing a literature review for the student’s dissertation. This review must be written in such a way that it can be submitted as a publishable article to a journal relevant to the student’s interest area. Prerequisites: TSD 6526, TSD 8210, TSD Directed Research; TSD student.

TSD 9611 Comprehensive Exam: Essay—Dissertation Research Methodology (3.00 Units) LG Grade Option
The second comprehensive exam outlines and articulates the methodology the student will use for the dissertation or equivalent. As well as showing how the student intends to apply the methodology, the paper must, among other things, explain why this particular methodology was chosen, where it is situated in the broad spectrum of available methodologies, and what its limitations are. Prerequisites: TSD 6526, TSD 8210, TSD Directed Research; TSD student.

TLD 6001 Residential Intensive I (0 Units) PF Grade Option
To be taken in the student’s first Fall semester. During the coursework phase, all Transformative Inquiry students meet twice a year in the Bay Area for five-to-seven-day residential intensives to meet faculty and staff and to get to know one another in person. There are workshops, presentations, and advising, as well as introductions to coursework. The intensives are an essential aspect of the learning experience, and participation is mandatory. Prerequisite: TLD student.

TLD 6002 Residential Intensive II (0 Units) PF Grade Option
To be taken in the student’s first Spring semester. During the coursework phase, all Transformative Inquiry students meet twice a year in the Bay Area for five-to-seven-day residential intensives to meet faculty and staff and to get to know one another in person. There are workshops, presentations, and advising, as well as introductions to coursework. The intensives are an essential aspect of the learning experience, and participation is mandatory. Prerequisite: TLD 6001; TLD student.

TLD 6003 Residential Intensive III (0 Units) PF Grade Option
To be taken in the student’s second Fall semester. During the coursework phase, all Transformative Inquiry students meet twice a year in the Bay Area for five-to-seven-day residential intensives to meet faculty and staff and to get to know one another. There are workshops, presentations, and advising, as well as introductions to coursework. The intensives are an essential aspect of the learning experience, and participation is mandatory. Prerequisite: TLD 6002 or TLD 6555; TLD student.

TLD 6004 Residential Intensive IV (0 Units) PF Grade Option
To be taken in the student’s second Spring semester. During the coursework phase, all Transformative Inquiry students meet twice a year in the Bay Area for five-to-seven-day residential intensives to meet faculty and staff and to get to know one another in person. There are workshops, presentations, and advising, as well as introductions to coursework. The intensives are an essential aspect of the learning experience, and participation is mandatory. Prerequisites: TLD 6003 or TLD 6555; TLD student.

TLD 6005 Residential Intensive V (0 Units) PF Grade Option
To be taken in the student’s third Fall semester. During the coursework phase, all Transformative Inquiry students meet twice a year in the Bay Area for five-to-seven-day residential intensives to meet faculty and staff and to get to know one another in person. There are workshops, presentations, and advising, as well as introductions to coursework. The intensives are an essential aspect of the learning experience, and participation is mandatory. Prerequisites: TLD 6004 or TLD 6555; TLD student.

TLD 6006 Residential Intensive VI (0 Units) PF Grade Option
To be taken in the student’s third Spring semester. During the coursework phase, all Transformative Inquiry students meet twice a year in the Bay Area for five-to-seven-day residential intensives to meet faculty and staff and to get to know one another in person. There are workshops, presentations, and advising, as well as introductions to coursework. The intensives are an essential aspect of the learning experience, and participation is mandatory. Prerequisites: TLD 6005 or TLD 6555; TLD student.

TLD 6125 Introduction to Leadership: Models, Maps, and Metaphors (3.00 Units) LG Grade Option
This course provides an introduction to the larger body of knowledge and research in the area of transformative leadership. A key aspect of this course involves uncovering, exploring, and challenging students’ implicit assumptions about leadership and change in the context of the literature, and beginning the ongoing process of articulating their own vision of how they may best act as leaders in today’s global context.
TLD 6130 Ways of Relating: Interpersonal Collaboration Skills and Group Dynamics (3.00 Units) LG Grade Option
This course addresses the fundamental nature of how human beings relate to each other, and how this affects the discourse and practice of leadership and systems change. Is the quest for domination inescapable? Are there other ways of conceptualizing human relations? If so, how do they manifest in practice? Students will explore the implications and applications of a plurality of ways of relating. The course focuses on the development of basic skills in group dynamics and team leadership, interpersonal communication, and self-understanding in a team context.

TLD 6145 Leadership, Pluralism, and Creativity: Diversity in Action (3.00 Units) LG Grade Option
The purpose of this course is to understand and experience the ways in which diversity can be a source of creativity and strength; to explore the challenges and opportunities confronted by leaders working toward creating productive, vibrant organizational environments that embrace differences; to learn how to move with increasing ease across and among diverse cultures in our work as leaders and in our daily lives in a multicultural, global society; to understand the theoretical and practical constructs that are helpful in this journey; and to deepen understanding of the impact of our own race, culture, gender, differing abilities, social class, and “sexual affectional” preference on leadership practices.

TLD 6287 Cultivating Conscious Leadership Among Women (3.00 Units) LG Grade Option
This course is for students seeking an understanding of women’s leadership styles as well as the opportunities and challenges in their path as women leaders. The purpose of this course is to facilitate the development of leadership skills among women through active engagement in the process of examining of their beliefs about leadership and its influence on their performance; the cultivation of conscious leadership by studying successful women leaders; and through the practice of coaching and mentorship. This course is based on an action research model that requires students to be fully immersed in the practice of leadership as well as in the study of women’s leadership as scholars.

TLD 6300 Ways of Knowing: Systems and Metaphors (3.00 Units) LG Grade Option
Ways of Knowing addresses the ways in which leaders and change agents know and make sense of the world. The course explores the foundations of systems and complexity theories and their applications. The ways in which metaphors can create different understandings of phenomena will be illustrated through the exploration of metaphors of organization.

TLD 6325 The Leadership Experience: Understanding the Will to Lead (3.00 Units) LG Grade Option
This course explores the leadership experience through film, biography, and case study. It examines the leadership experiences of individuals who have demonstrated a will to lead. A focus of the course will be to consider common experiences shared by those who choose to lead.

TLD 6349 Creating Communities and Coalitions (3.00 Units) LG Grade Option
Leaders must be able to inspire, influence, and communicate effectively with others to make their vision a reality. This course addresses the role of communities, coalitions, and tribes in creating change. Topics covered will include the use of language; creating a vision; inspiration, influence, and creativity; communicating effectively; bringing people together; and setting an agenda for change.

TLD 6394 Metacognition and Arts Integration: Contemporary Perspectives on Leadership (3.00 Units) LG Grade Option
The work of Malcolm Gladwell, author of best-selling works Blink, The Tipping Point: How Little Things Can Make a Big Difference, Outliers: The Story of Success, What the Dog Saw and Other Adventures, and most recently, David and Goliath: Underdogs, Misfits, and the Art of Battling Giants, explores intellectual curiosities pertinent to everyday people living their everyday lives. Gladwell’s is a contemporary voice that articulates in common parlance thinking about how we think. Psychologists have termed this concept metacognition—awareness of one’s own processes toward the end of maximizing knowledge and operational strategy. Although distinctively non-arts in scope, Gladwell’s metacognitive approach aligns with the primary tenets of arts integration thinking and methodologies. It is our aim in this course to explore the intersection of metacognition in its psychological context and arts integration in its arts context to arrive at transformational strategies that inform leadership in everyday roles: the home business entrepreneur, the small-business owner, startups, the homeschool teacher, and the general working professional, among others.

TLD 6635 Transformative Leadership: Leading Ourselves Among Others (3.00 Units) LG Grade Option
This course serves as the first capstone project in the program. It provides students the opportunity to articulate their leadership philosophy, gives them feedback on their actual practice of leadership through a 360 feedback process, teaches them the skills to give (and receive) a 360 feedback, and teaches them how to develop their own vision of their role as leaders.

TLD 7996 Integrative Seminar I (1.00 Unit) LG Grade Option
The Integrative Seminar leads up to the capstone project in the final semester. It is designed to develop an ongoing learning community in which students can integrate their work from other courses, learn how to learn and work together, and provide each other with support for work toward a capstone project. Prerequisite: TLD student.
TLD 7997 Integrative Seminar II (1.00 Unit) LG Grade Option
The Integrative Seminar leads up to the capstone project in the final semester. It is designed to develop an ongoing learning community in which students can integrate their work from other courses, learn how to learn and work together, and provide each other with support for work toward a capstone project. Prerequisites: TLD 7996; TLD student.

TLD 7998 Integrative Seminar III (1.00 Unit) LG Grade Option
The Integrative Seminar leads up to the capstone project in the final semester. It is designed to develop an ongoing learning community in which students can integrate their work from other courses, learn how to learn and work together, and provide each other with support for work toward a capstone project. Prerequisite: TLD 7997; TLD student.

TLD 7999 Capstone Action Project (3.00 Units) LG Grade Option
This course involves putting into action what the students have learned during their two years in the program, integrating theory, reflection, and experience. Students complete work begun in Integrative Seminar courses through the design, implementation, and assessment of a capstone project. This is the second and culminating capstone course in the MA in Transformative Leadership. The following sentence is from the program description: “This program has been created for individuals who want to take the initiative and find ways to express their passion for making a contribution to the world.” This course allows students to take that initiative and to find ways to express their passions. Prerequisite: TLD student.

TLD 8799 Independent Study (1.00–3.00 Units) PF Grade Option
Coursework that extends a student’s field of inquiry beyond current CIIS courses. Requires a syllabus and contract signed by the student and faculty member, and approved by the program chair.
Interdisciplinary Arts Department

MFA in Creative Inquiry, Interdisciplinary Arts
MFA in Writing and Consciousness
MFA in Theater-Performance Making (with the University of Chichester, UK) (on hiatus)

Department Chair
Cindy Shearer, PhD

Core Faculty
Anne Bluethenthal, MFA
Carolyn Cooke, MFA

Adjunct Faculty
Randall Babtkis, MFA
Christian L. Frock, MA
Mary Guzman, MFA
Stephanie Anne Johnson, PhD
Tomiko Jones, MFA
Brynn Saito, MFA
Pireeni Sundaralingam, PhD
Deidre Visser, MFA
Zara Zimbardo, MA

Recent mentors and guest artists include:
Indira Allegra (multidisciplinary artist); Mark Bamuthi Joseph (poet/dancer/playwright); Natalie Baszile (novelist); Jason Bayani (writer); Sita Bhaumik (artist/activist); Larry Bogad (performance artist/activist); Liz Boubion (dancer/choreographer); Victor Cartagena (visual artist); Geneva Chao (writer); Ching-In Chen (writer); Jaime Cortez (artist/writer); D’Lo (performer); Ali Dadgar (artist/activist); Annie Danger (artist/activist); Zhenzan Dao (writer); Jezebel Delilah X (writer/performer/educator); Melanie DeMore (solo artist/musician); Duane Deterville (visual studies); Stephen Elliott (writer); Omar Foglio (filmmaker); Amy Franceschini (artist/activist); Thaisa Frank (writer); Lisa “Tiny” Gray-Garcia (organizer/publisher/spoken word artist); Mary Guzman (filmmaker); Joanna Haigood (performer/choreographer); Marisa Handler (writer/activist); Keith Hennessy (performer/choreographer); Jay-Marie Hill (musician/educator/organizer); Mildred Howard (visual artist); Chris Johnson (artist/activist); Rhodessa Jones (performer/writer/activist); Debby Kajiyama (choreographer); Bhanu Kapil (writer); Lynne Kaufman (playwright); Alonzo King (choreographer); Keiko Lane (writer); Ajuan Mance (visual artist); Sean Labrador y Manzano (writer/performer); Shinichi Momo Iova-Koga (dancer/theater director); Luz Mena (cultural geographer); Cheena Marie Lo (writer); Catherine Long (performance artist/dancer); Regina Louise (writer); Rick Lowe (visual artist/organizer); Mari Naomi (graphic memorist/cartoonist); Jason Magabo Perez (writer/performance-maker); Monica Mody (poet); Lidell Montague (spoken word artist); Nayomi Munaweera (writer); Ahsati Nu (musician/sound engineer); Jenni Olson (filmmaker); Soham Patel (writer); Jai Arun Ravine (multidisciplinary artist); Margaret Rhee (robotics poet); MG Roberts (poet); Charlotte Saenz (activist/writer); David Solnit (artist/activist); Rebecca Solnit (writer); Kal Spettelitch (machine artist); Sage Stargate (visual artist); Aimee Suzara (poet); Michael Swaine (interdisciplinary artist); Amara Tabor-Smith (performance artist/activist); Ryan Tacata (performance studies); Truong Tran (visual artist/poet); Deborah Vaughan (dancer/choreographer); Ronaldo Wilson (poet); Sabaa Zareena (organizer/dancer); Natalie Zimmerman (filmmaker); Lidia Yuknavitch (writer).

If writing is thinking and discovery and selection and order and meaning, it is also awe and reverence and mystery and magic.
—Toni Morrison, “The Site of Memory”

MFA Focus in Art and Social Justice
Whether through street-level theater, acts of material resistance small and large, or the re-envisioning of more just and sustainable social and ecological models, artistic strategy and creative intervention are partners in changing the world. The MFA Focus on Art and Social Justice is centered on the multiple intersecting themes and questions that propel artists—past and present—in pursuit of their vision for change: the collision of artistic and political action; the ways in which art has permeated, communicated, and galvanized social movements; and the rich legacy of art in service of social justice. In a dynamic balance of practice informed by history and cultural theory, Art and Social Justice student artists emerge with ample artistic resources.
preparing them for engaged and effective social practice. Our inquiry-based coursework will deploy an interdisciplinary approach to past and present, exposing anecdotal experience from the local to the global. Crucial to considerations of art and social justice will be a critical analysis of power relations, collaborative models, and strategies of entering community.

Requirements for focus in Art and Social Justice (ASJ)

- Introduction to ASJ—1 unit
- Pre- or corequisite with pursuit of ASJ emphasis
  - Art Matters—3 units
  - Resistance—3 units
  - Catalyst—3 units

Each course will include attention to:
- Interdisciplinarity
- History and theory
- Power analyses
- Strategies, tactics

Interdisciplinary Arts Department (MFA)

The Department of Interdisciplinary Arts houses the MFA in Creative Inquiry, Interdisciplinary Arts; the MFA in Writing and Consciousness; and the MFA in Theater-Performance Making with the University of Chichester/UK. A curriculum of four interconnected Art and Social Justice courses is available within the elective program. The MFA programs in Writing and Consciousness and Creative Inquiry are designed as two-year, 48-unit degrees, accomplished almost entirely through six weekend intensives per semester and supplemental online work and discussion. The structure of the MFA in Theater-Performance Making is slightly different, including a two-week summer intensive in August of the first year, an exchange in the UK in August of the second year, and courses scheduled generally all day Mondays, with 10 additional hours per week of required residence on campus for rehearsals.

Artists in all our programs commit to making frequent small works during their time at CIIS, in constant conversation with artists across disciplines. From these many works they refine one or two large-scale projects, in close conversation with artist mentors, advisors, and colleagues. Through courses in historical movements, theory, and cultural identity, they develop frameworks for understanding a range of works of art, values, techniques, and processes. Through workshops and arts practice courses, they make and share work—individually and in collaboration. They learn how to articulate their lineage and process and name the artists and historical moments that have made their own work possible.

Our department values the complex range of human experience and encourages artists to be problem-namers, problem-solvers, and risk-takers. We welcome artists of all disciplines (literary, visual, performing, media, and interdisciplinary) into an innovative laboratory for individual and collaborative projects. Working in small groups, individually with faculty and mentors, and with partner organizations in San Francisco and the Bay Area, students emerge as a community of artists, with valuable connections and relationships.

On weekends we present Friday evening Do-It-Yourself Workshops and open studios in such topics as Basics of Video Creation, Performance Poetry, and Art and Survival at Burning Man. Saturday nights are devoted to Saturday Night @ CIIS, a guest-artist series open to the entire community. These lively events include panels on sustaining life as an artist and the intersections between art and social justice; salon talks on artistic collaboration; and readings and performances by invited guests, students, alumni, and faculty. We know that most artists will live a hybrid life, so we offer professional development courses in liberatory teaching, engaging art in community, professional portfolio, and editing and publishing our own inter-arts journal, Mission at Tenth.

Admissions Requirements

Applicants must meet the general admissions requirements of the University. Information about application procedures, deadlines, and transfer of credit can be found in the CIIS catalog. Individual questions can be addressed in a phone call or visit with the MFA Admissions Counselor, Skylar Hall, in the Admissions Office, shall@ciis.edu. Students must complete their bachelor’s degree before beginning the programs or be accepted into the Accelerated BA/MFA (http://www.ciis.edu/academics/bachelors-completion-program/accelerated-ba-and-ma/mfa); there is no requirement as to the field of study of the undergraduate degree. The programs all admit students in the Fall semester (beginning in late August). Creative Inquiry, Interdisciplinary Arts, and Writing and Consciousness also admit students in the Spring semester (beginning in early January). We welcome students from all backgrounds; however, the Admissions Committee may ask students with limited arts or writing experience to supplement their degrees with some additional CIIS coursework. Applicants must submit the following:

- Academic transcripts.
• An intellectual autobiography (usually about five pages) incorporating any or all of the following questions: What experiences, interests, goals, and preparation do you bring to the MFA at CIIS? What projects are you currently working on? How would you describe yourself as a writer, artist, performer, or performance-maker, or community arts activist? What influences and experiences have been central for you? What do you hope to accomplish during your time with us? Where do you see yourself five years after graduation? What do you hope to achieve artistically and professionally?
• Two letters of recommendation from academic advisors or from professional artists familiar with your practice. One letter may be from a supervisor in a recent professional or volunteer setting.
• Art sample: Depending on your practice, please submit a 15-to-40-page manuscript or collection of writing (fiction, nonfiction, poetry, mixed-genre) or CDs or links to performances or artworks. You can also arrange to submit work samples via Dropbox.

These items and the personal interview, held either on campus or by phone or Skype, are all considered in the Admission Committee’s decision. The Graduate Record Examination (GRE) is not required.

**Curriculum Overview**

This 48-unit MFA degree results from two full-time years of coursework, which can be accomplished almost entirely through weekend intensive and online work. (The MFA in Theater-Performance Making has slightly different requirements. Please check with the department for particulars at mfa@ciis.edu.) All the programs culminate in the completion of a substantial artistic, literary, performance, or community arts project, developed with and supervised by an MFA faculty member. The Writing and Consciousness and Creative Inquiry, Interdisciplinary Arts curricula offer students four kinds of educational experiences:

1. MFA Workshop (either the Writing Workshop or the Workshop for Interdisciplinary Artists).
2. Discussion of cultural identity and cultural fluency/humility, including history and theory.
3. Seminars in writing, performing, arts practice, and interdisciplinary arts.
4. Professional development coursework, including any of the following: portfolio development and professional presentation, pedagogy, community arts practice, and editing and publishing.

All courses are graded as Pass/No Pass.

**Core Requirements**

All students complete the minimum units in each category (see below). All students complete 18 units of workshop (includes MFA Workshop and MFA Project).

**Program Learning Outcomes**

MFA in Writing and Consciousness and the MFA in Creative Inquiry, Interdisciplinary Arts

1. **Subject Knowledge/Work Production**
   1.1 Students demonstrate understanding of several genres and styles of work in one or more artistic disciplines.
   1.2 Students develop a critical consciousness of diverse cultural theories and epistemologies, and of current problems and insights in professional arts practices.
   1.3 Students place their creative inquiry in a context that reflects the pluralism of contemporary arts locally, nationally, and internationally.
   1.4 Students produce a culminating work of art within a professional context: a book-length work, a full-length performance, a gallery exhibition, or an interdisciplinary project.

2. **Intellectual/Practical Skills**
   2.1 Students demonstrate technical maturity and artistic awareness.
   2.2 Students use academic and art-based research to explore new ideas and approaches for art-making.
   2.3 Students engage in critical discourse about art-making and arts practice, including the role of the arts in society as modes of advocacy and resistance.

3. **Transferable Skills**
   3.1 Students use analytic tools and critical analysis.
   3.2 Students demonstrate ingenuity, resourcefulness, and cultural fluency in tackling problems in complex and unpredictable situations.
   3.3 Students develop organizational skill in the administration of artistic projects, managing both human and material resources appropriately and meeting deadlines while working independently and collaboratively.
   3.4 Students develop a five-year professional plan.

**Curriculum**

**MFA Creative Inquiry, Interdisciplinary Arts—48 units**
I. Interdisciplinary Arts Workshop and MFA Project—18 units
MFA 7091 MFA Workshop I
MFA 7092 MFA Workshop II
MFA 7712 MFA Project: Two semesters

II. Creative Inquiry—6 units
MFA 7071 Movements and Frameworks
MFA 7105 Cultural Identity

III. Interdisciplinary Arts Seminars: Inquiry and Practice—9–12 units
A. MFA 7223 Interdisciplinary Arts Seminar (3 units) AND/OR
B. Arts Practice Seminars—6–9 units
Select at least one from the following:
MFA 7202 Arts Practice: Inter-Arts
MFA 7203 Arts Practice: Performance Arts
MFA 7204 Arts Practice: Sound Arts
MFA 7205 Arts Practice: Visual Arts

IV. Professional Development—6–12 units
MFA 7128 The Artist in the World: Preparing the Artist’s Portfolio
MFA 7038 Interdisciplinary Pedagogy
MFA 7085 Editing and Publishing the Interdisciplinary Arts Journal Mission at Tenth
MFA 7172 Art Matters
MFA 7183 Catalyst
MFA 7179 Resistance

V. Sample Electives—9 units
MFA 7223 Interdisciplinary Arts Seminar
MFA 7104 Creative Inquiry for Interdisciplinary Artists
MFA 6996 Art of Writing Workshop
MFA 7192 Art and Survival: Radical Creation at Burning Man
MFA 7087 Writing as Art: Text and Image
MFA 7300 Internship
MFA 8799 Independent Study
MFA 8888 Special Topics (1–3 units)
TPM 7305 Intro to Performance Making (3 units)
TPM 7718 Intro to Cultural Theory in Performance (3 units)
TPM 7334 UK Exchange (6 units)

Sample special topics include: Site-Specific San Francisco, Experimental Drawing, The Graphic Novel, Dance and the Politics of Space, The Art of the Uploadable Video, The Craft of Choreography, Performance and Social Change. Students may also take courses from the “Writing and Consciousness” and “Elective” categories of the MFA in Writing and Consciousness curriculum, and up to 6 units from other CIIS programs as approved by their advisor.

MFA in Writing and Consciousness—48 units

I. Writing Workshop and MFA Project—18 units
MFA 7093 MFA Workshop I
MFA 7094 MFA Workshop II
MFA 7712 MFA Project: Two semesters

II. Writing and Consciousness—6 units
MFA 7071 Cultural Identity
MFA 7105 Art and Culture: Movements and Frameworks

III. The Art of Writing—9–12 units
Select from the following:
MFA 7087 Writing as Art: The Art of Text/Image
MFA 7138 Invention and Revision: The Art of Fiction
MFA 7142 Re-creating the Real: The Craft of Nonfiction
MFA 8888 Special Topics (1–3 units)

IV. Professional Development: The Artist in the World—6–9 units
The following courses are required:
MFA 7128 The Artist in the World: Preparing the Artist’s Portfolio
MFA 7038 Interdisciplinary Pedagogy
MFA 7085 Editing and Publishing the Interdisciplinary Arts Journal *Mission at Tenth*
MFA 7172 Art Matters
MFA 7179 Resistance
MFA 7183 Catalyst

V. Electives
MFA 6996 Art of Writing Workshop
MFA 7192 Art and Survival: Radical Creation at Burning Man
MFA 7081 Creative Inquiry for Writers: Writing and Consciousness
MFA 8888 Kearny Street Workshop/Interdisciplinary Writers Laboratory
MFA 8888 Naked in the Digital Age
MFA 8799 Independent Study
MFA 8888 Special Topics (1–3 units) (including Cinematic Writing, Basics of Video Production)
TPM 7305 Intro to Performance Making (3 units)
TPM 7718 Intro to Cultural Theory in Performance (3 units)
TPM 7334 UK Exchange (6 units)

Sample special topics include: Radical Poetics: Literature from the Margins, Poetry and Performance, Memoir, Structure of Stories, Poetry and the Neuroscience of Perception, Interdisciplinary Writers’ Lab. Students with interdisciplinary arts interest or experience can substitute courses offered in the MFA in Creative Inquiry, Interdisciplinary Arts curriculum for some Art of Writing requirements. Students may also take up to 6 elective units from any graduate CIIS program with advisor approval.

MFA in Theater-Performance Making with the University of Chichester/UK—48 Units (not currently accepting students)

Program Learning Outcomes
MFA in Theater-Performance Making

1. Support the development of an immediate and a long-term (five-year) creative mission.
2. Place the creative mission of the individual or collective performer maker at the forefront of a contemporary performance/theater context within both a U.S. and UK professional sector.
3. Produce a major performance, which can be placed within a professional context.
4. Develop a critical understanding of the responsibilities for individual and collective forms of creativity.
5. Develop critical understanding of key cultural theory and specific research methodology in realizing individual and collective creative focus.
6. Develop a sustainable five-year business plan in relation to a professional community.
7. Subject knowledge.
   7.1 Autonomous application of analytical tools to produce critical analysis pertinent to the individual or collective mission.
   7.2 Comprehensive understanding of several genres and styles of theater/performance, appreciating them in relation to the individual or collective mission, within a wider professional context.
   7.3 Systematic understanding of current problems and insights in the processes and practices of professional theater making.
8. Intellectual/practical skills.
   8.1 Intervention in the multiple contexts of theater production as creative professionals, demonstrating technical maturity and artistic awareness.
   8.2 Comprehensive understanding of techniques applicable to advanced scholarship applicable to both individual and collective creativity.
   8.3 Recognition of research as a form of accumulated knowledge, using references found as a focus for new ideas and aesthetics approaches.
   8.4 Critical and creative commitment, during the production process, as a means of realizing the individual (or collective) identity and the development of a solid and consistent performance.
   8.5 Ability to debate and reflect upon artistic projects in an articulate way.
9. Transferable skills.
   9.1 Recognition of individuality as a performer and as an original contributor within a community or collective.
   9.2 Originality in tackling problems in complex and unpredictable situations.
   9.3 Organizational skill in the administration of artistic projects, managing both human and material resources appropriately while meeting required deadlines for the successful execution of deadlines at different stages.
Delivery Schedule
Fall Semester, Year 1 (12 Units)
TPM 7305 Introduction to Performance Making—two-week August Intensive (3 units)
TPM 7306 Production I (6 units)
TPM 7718 Cultural Identity in Performance (3 units)

Spring Semester, Year 1 (9 Units)
TPM 7307 Production II (6 units)
TPM 7308 Professional Portfolio (1–3 units)

Summer Semester, Year 1 (12 Units)
TPM 7324 Developmental Project I (6 units)
TPM 7334 UK Exchange (6 units)

Fall Semester, Year 2 (9 Units)
TPM 7309 Professional Portfolio II (3 units) OR 3 units of graduate-level electives
TPM 7325 Developmental Project II (6 units)

Spring Semester, Year 2 (6 Units)
TPM 7735 Professional Project (Festival)

Total: 48 Units

Course Descriptions

MFA 6385 Structure of Stories (3.00 Units) PF Grade Option
Of what materials are great fictions made? How does the unit of the sentence or the structure of a story convey information, experience, and atmosphere? How can fiction change and enlarge our consciousness as writers and readers? Through close reading of a diverse, international group of short stories and novellas, students will explore form, style, voice, tone, character, action, tension, momentum, and time. Coursework includes a craft annotation or a structural analysis of one work of short fiction from the course reader and writing an original short story under its influence.

MFA 6996 The Art of Writing Workshop (1.00 Unit) PF Grade Option
This course is offered as a prerequisite for coursework in the MFA in Writing and Consciousness. Students who wish to take MFA writing courses must successfully complete this course first. In this workshop, students develop their own writing by learning new techniques for writing and how to reflect on their writing and others’ in a workshop setting. Students also learn how to read and respond to work as writers, develop skills in self-editing, and expand their writing range. Because this course offers students the chance to see how readers respond to their work, it is particularly helpful for writers interested in learning how to write for wide-ranging and diverse audiences. Prerequisite: Not taken MFA 7093, MFA 7094, WRC 7093, or WRC 7094.

MFA 7032 Art of the Essay (3.00 Units) PF Grade Option
In At Large and At Small, Anne Fadiman shares the following about the “state” of the essay. “Today’s readers encounter plenty of personal—very personal—essays (from heart rather than brain), but not many familiar essays (equal measures of both).” In this class, students will get the chance to write essays in a wide variety of forms and explore how the essay-creating process requires them to look within their own heads and hearts so that they insightfully engage their readers emotionally and intellectually. Students will also read personal, lyrical, historical, critical, familiar, and experimental essays and will examine the role of research in essay writing.

MFA 7038 Interdisciplinary Pedagogy (3.00 Units) PF Grade Option
Learning environments are cocreated. Socially engaged pedagogy works to connect life inside the classroom with the many worlds that students inhabit, bringing critical consciousness to issues of relevance outside the classroom. As we explore ways to cultivate an integral teaching community, this course will focus on how teachers can be agents of empowering change, fostering critical thinking, compassion, and curiosity. It will introduce students to a wide range of pedagogical theories, practices, and tools. Taking a hands-on approach to professional development, we will engage throughout the semester in collective praxis, cycles of action and reflection on teaching styles and facilitation techniques. We will consider how to actively engage multiple intelligences and create educational containers in which diverse modes of learning and expression can shine. Prerequisite: MFA student.
MFA 7051 Unlocking the Voice (1.00–3.00 Units) PF Grade Option
“Writing has laws of perspective. ... If you are born knowing them, fine. If not, learn them.”—Truman Capote. Fling open the door. Create something out of nothing. In this course, you are required to pick up your pen, improvise. Prompts from the instructor will help you to reach deep inside to generate new work. Writing makes us smarter than we are and helps sharpen reflexes. Students are encouraged to approach, conceptualize, and produce creative work that sharpens and intensifies the lived experience. Accident, experimentation, impulse, dream, intuition—all are part of the creative process. Each workshop session will include creative problem solving, revision, invention, and critique. Interdisciplinary work is welcome—though not necessarily the goal of this workshop. Students make new work, ask questions, and work in an atmosphere of confidence building and mutual support. Student writing is further supported by an individual conference during the semester. Except for assigned readings and a writing portfolio, all course requirements will be completed in class.

MFA 7071 Cultural Identity (3.00 Units) PF Grade Option
Building on the foundation initiated in Creative Inquiry: Movements and Frameworks, we will explore the visual and cultural bases of our identities, shared and individual. Beginning from the historical reservoir of images that Allan Sekula named the shadow archive, we’ll trace a trajectory within contemporary visual culture from 1960 to the present, grappling with theories of postmodernism, postcolonial theory, and (post) structuralism, as well as the implications of cultural (mis)appropriation and the dynamic exchange between art and mainstream media. Balancing art history, cultural theory, and art practice, we’ll explore the ways in which the cultural phenomena named by these theorists shape our art practices and how we strategically insert our voices into the fray. During the semester, we’ll be joined by guest lecturers Targol Mesbah and Duane Deterville, both scholars of visual studies. Prerequisite: MFA student.

MFA 7085 Editing and Publishing I (3.00 Units) PF Grade Option
In this course, students will have the opportunity to produce the MFA inter-arts journal, Mission at Tenth. Acting as the editorial board, students will solicit new work, make editorial decisions, prepare work for publication, interact with authors and artists, oversee print production, host a publication party with featured artists, and engage with booksellers for distribution. Prerequisite: MFA student or instructor consent.

MFA 7087 Writing as Art: Text and Image (3.00 Units) PF Grade Option
Much contemporary teaching about writing focuses on the writing process as a tool for self-discovery and personal growth or on writing as a process of effective communication. We’ll examine the relationship between word and image work in writing—and you will complete projects that allow you to develop writing as art objects and writing pieces that actively make use of aesthetic elements. Students develop and create various writing as art objects—such as postcards, visual/written maps, illustrated “books,” and boxes built from text and image. Prerequisite: MFA or TLD or TSD student.

MFA 7090 MFA Interdisciplinary Arts Workshop: Practice (3.00 Units) OP Grade Option
This course provides an immersive workshop setting in which students can develop a particular project or work more generally on their creative practice. In each class meeting, students will present works-in-progress and receive feedback in a supportive, rigorous, and cross-disciplinary setting, benefiting from the dialogue with artists working in multiple disciplines. All students will develop their critical vocabularies to address the visual, material, and conceptual dimensions of the work. Students will also get practice making work together in an intensive workshop format. Prerequisite: Priority to MFA students.

MFA 7091 MFA Interdisciplinary Arts Workshop I (6.00 Units) PF Grade Option
In this workshop, students explore how the arts intersect, interrelate, and rely on each other by using their own artwork as the primary course text. Topics covered include the formal applications used in a variety of art forms, techniques each artist has drawn on, artistic process, and influences. Students keep journals, study texts from a variety of art forms, and begin to develop a vocabulary and a method for responding to each other’s work. Expert mentors introduce additional interdisciplinary perspectives on art practice and work with each student to develop an individual art. Prerequisite: MFA student.

MFA 7092 MFA Interdisciplinary Arts Workshop II (6.00 Units) PF Grade Option
A follow-up to MFA Interdisciplinary Arts Workshop I, this course allows students to build on the skills and expertise of the first semester, while offering a new perspective and approach. Students’ work continues to be the primary course text, and students continue to work with outside mentors, keep online journals, and read and reflect on texts from a variety of art forms as they develop a body of their own work and a plan for the MFA project. Prerequisite: MFA student.

MFA 7093 MFA Writing Workshop I (6.00 Units) PF Grade Option
This workshop helps students to find and name the ambitions expressed in their work, and to significantly advance a book-length project—a literary work of art. To that end, critique will focus on technical and craft decisions that enhance or limit the effects that the writer hopes to produce. During this course, students will articulate the terms for a strong MFA project. They will learn how to speak with a degree of confidence about their ambitions for their work, and about their influences and predecessors. Students will practice techniques for reviewing, critiquing, and capturing the essence of the work of their peers. In addition, the
workshop requires attendance at the Saturday Night @CIIS series, which features cross-disciplinary work and conversation, as well as exposure to a variety of guest artists. Prerequisite: MFA student.

MFA 7094 MFA Writing Workshop II (6.00 Units) PF Grade Option
A follow-up to MFA Workshop I, this course allows students to build on the skills and expertise of the first semester by offering a new perspective or approach. Students’ work continues to be the primary course text, and students continue to work with outside mentors, keep online journals, and read and reflect on texts from a variety of art forms as they develop a body of their own work and a plan for the MFA project. Prerequisite: MFA student or instructor consent.

MFA 7105 Art and Culture: Movements and Frameworks (3.00 Units) PF Grade Option
This course helps students to discover their artistic heritages and to locate the social, political, historical, psychological, and spiritual factors at the center of their art making. Students learn how to turn these factors into creative inquiry, a discovery-oriented process that ultimately expands and deepens their art practice. They explore a variety of questions: What do I care about as an artist? What are the concerns embedded in my work, and how can I be curious/learn more about them? Who are my artistic ancestors and peers—and what can their creative inquiry/artwork teach me? Creative inquiry may also include exploration of myth, dreams, reality, illusion, and the roles of trust, confidence, and taking risks in creative work. Prerequisite: MFA student.

MFA 7128 The Artist in the World: Preparing the Artist’s Portfolio (3.00 Units) PF Grade Option
All cultural producers (visual artists, writers, performers, et al.) must discover methods for bringing their ideas into the public realm; they must also determine how they want their work to engage with the world politically and socially. Through the examination of models from varied disciplines, students will formulate individual strategies to present their work autonomously. Coursework places a strong emphasis on examining methods of practice at work in the world and considers the varied approaches artists take as strategic models. Work includes external research in this area, alongside the development of personalized foundation materials, such as artist statements, narrative biographies, and résumés, and an action plan for garnering emotional and financial support. Coursework also develops the communication skills and materials necessary for self-promotion, including visual presentations, written materials, and tools for the Web. The course is designed in the spirit of a think tank, and course work will be tailored to the creative pursuits of enrolled students.

MFA 7131 Poetic Forms: The Art of Poetry (3.00 Units) PF Grade Option
Poets have actively used writing as a means to change our perceptions and society. From the disruptive mosaics of the modernists to the mathematical permutations of the oulipo, the avant-garde has sought change through the reshaping of form, thereby disrupting meaning’s tendency toward rhetoric and the curtain of its untruth. This class offers an intense survey of poetics designed to give writers (whether or not they have experience with poetry) more tools for approaching the sound, rhythm, and adhesive nature of language, with attention to the strategies of contemporary experimental and avant-garde poetics.

MFA 7166 Theater-Performance Making Intensive (1.00 Units) PF Grade Option
This weeklong, full-time intensive will bring together emergent artists from the Bay Area with those from the UK for an extensive series of activities in devising and performance making, which will culminate in a public showing. The Summer Intensives are an opportunity for established and emerging theater practitioners, as well as university-level students who are interested in dynamic theater making. One or both intensives may be taken; this course may be repeated. Prerequisite: Priority to MFA students.

MFA 7167 Art, Survival, and Radical Creation at Burning Man (3.00 Units) PF Grade Option
The Burning Man Event is one of the most vibrant hubs of creative thinking and making in the United States. This 3-unit course offers students an opportunity to deepen their artistic practice in an extraordinary setting. Informed by the 10 principles of Burning Man, students will create a series of interdisciplinary performative art pieces on the playa. The 10 principles are: radical self-expression, radical self-reliance, radical inclusion, immediacy, communal effort, participation, de-commodification, gifting, civic engagement, and leave no trace. Students with an interest in any arts medium are encouraged to register; no performance experience is required. Before Burning Man, students will organize and plan projects in a workshop setting. Students will also read some of the existing academic literature that describes the performance-making culture at Burning Man, view a slideshow of the art of Burning Man, 1986–present, with special guests, and explore the lineage of radical Bay Area artists, from the Dadaists through the Diggers through the Pranksters through the Cacophony Society. During the event, students will rehearse and perform group and solo site-specific work, responding to the unique challenges and opportunities of the environment, and tour the major artworks with associated faculty at Burning Man. After the event, students will create a reflection or response, in any medium. This course is recommended for people who have previously attended Burning Man and have experience camping in extreme conditions. This course is not open to students who have CIIS scheduling conflicts with the Burning Man dates. Prerequisite: Priority to MFA students.

MFA 7172 Art Matters (3.00 Units) PF Grade Option
On the street, and in schools, community centers, town squares, and prisons, locally and internationally, artists are partnering
with community members to create works of art, whether performed or material, out of the fabric of participants’ lives. Artists in this expanded field often work across cultural, educational, or economic difference, developing skills and strategies that extend well beyond the particular training of their individual artistic disciplines. Working from the belief that art has the potential to meaningfully impact the human condition, we will together envision and explore a wide range of potential practices not limited by studio-based approaches to making art. Students will investigate the history and theoretical context of community arts as well as current examples and trends in the field through reading, video viewing, guest artists, discussion, field trips, and hands on experience. Prerequisite: Priority to MFA students.

MFA 7179 Resistance (3.00 Units) PF Grade Option
What role does contemporary art play as catalyst and provocateur? Conservative political moments are often coincident with moments of radical cultural production, as artists stake out a place for resistance and possibility. In this class, we’ll look past and present at everything from street theater to poster making to performative acts of civil disobedience. Building on the foundation of the Movements and Frameworks course, we’ll explore contemporary cultural history with a particular focus on art and resistance. Both in and out of the studio, artists are destabilizing outmoded representational vocabularies, rethinking the human relationship with our environment, and collaborating with those outside the arts to propose innovative solutions to lived challenges. We’ll take up this exploration in dialogue with local artists and activists, informing the present with historical context, and bridging theory and practice. Prerequisite: Priority to MFA students.

MFA 7183 Catalyst (3.00 Units) PF Grade Option
Building from the historical and philosophical foundation formed in the Art and Social Justice course sequence, Catalyst students will craft, develop, and document a community arts project. Though students will continue to investigate the history and practice of community arts, this is primarily a practicum class; students will instigate a collaborative project within a community and evaluate their strategies, successes, and challenges on the basis of the critical discourse they’ve cultivated within the emphasis. We will meet as a group to offer resources in the development and execution of project work; to support and problem-solve as student-artists work in their identified communities; and to guide the reflective and evaluative piece of the Community Projects. Additionally, we will consider how students can articulate their work as community artists through marketing, promotion, and fundraising. We will look at the landscape of community arts funding and networking both locally and nationally so that students may be prepared to expand their work in the world as they emerge from their MFA program. Prerequisite: Priority to MFA students.

MFA 7202 Arts Practice: Inter-Arts (3.00 Units) PF Grade Option
This course, offered on a rotating basis with other arts practice courses, fosters students’ aesthetic and skill development in their inter-art practice through arts instruction, intensive artwork, class sessions, and individual and/or small-group meetings (with faculty or mentors), as well as readings on the history and practice of inter-art forms. Students will integrate at least two art disciplines and/or develop collaborative work with another artist. Focus is on artistic process, purpose, and discipline and/or specific craft elements (across genres), as well as essential techniques and current practices. Prerequisite: MFA student.

MFA 7203 Arts Practice: Performing Arts (3.00 Units) PF Grade Option
This course, offered on a rotating basis with other arts practice courses, fosters students’ aesthetic and skill development in performing arts (movement, dance, theater, and other dramatic arts) through arts instruction, intensive artwork, class sessions, and individual and/or small-group meetings (with faculty or mentors) as well as readings on the history and practice of performance. Students may examine choreography or performance, exploring, challenging their patterns of expression, increasing their movement/performance “tools,” and expanding their movement/performance technique and style. Focus is on artistic process, purpose, and discipline, and/or specific craft elements (across genres), as well as essential techniques and current practices. Prerequisite: MFA student.

MFA 7204 Arts Practice: Sound Arts (3.00 Units) PF Grade Option
This course, offered on a rotating basis with other arts practice courses, fosters students’ aesthetic and skill development in uses of sound (voice, tone, music, electronic, or others) through arts instruction, intensive artwork, class sessions, and individual and/or small-group meetings (with faculty or mentors), as well as readings on the history and practice of performance. Students develop their voices or their ability to make, capture, or manipulate sound in their work. Focus is on artistic process, purpose, and discipline and/or specific craft elements (across genres), as well as essential techniques and current practices. Prerequisite: MFA student.

MFA 7205 Arts Practice: Visual Arts (3.00 Units) PF Grade Option
This course, offered on a rotating basis with other arts practice courses, fosters students’ aesthetic and skill development of a visual or craft object through arts instruction, intensive artwork, class sessions, and individual and/or small-group meetings (with faculty or mentors), as well as readings on the history and practice of visual arts. Students explore uses of image, symbol, or
theme in their work or expand their technical skills. Focus is on artistic process, purpose, and discipline and/or specific craft
elements (across genres), as well as essential techniques and current practices.

MFA 7206 Editing and Publishing: Mission at Tenth Inter-Arts Journal (3.00 Units) PF Grade Option
In this course, students will have the opportunity to produce the MFA inter-arts journal, Mission at Tenth. Acting as the editorial
board, students will solicit new work, make editorial decisions, prepare work for publication, interact with authors and artists,
oversee print production, host a publication party with featured artists, and engage with booksellers for distribution.

MFA 7223 Interdisciplinary Arts Seminar (3.00 Units) PF Grade Option
This interdisciplinary seminar takes a topic, concept, issue, or theme (offered on a rotating basis) and asks students to reflect on it
through multiple disciplines and artistic exploration. In this course, students get the chance to engage academic perspectives as a
way to launch the artistic process. As students examine the topic together, they also create interdisciplinary art together. Students
will write short critical works and develop individual and group art projects. Work generated in this seminar may be presented to
the public. Sample topics include Intersection of the Arts, Science, and Spirituality; Western Concert Dance: Modernism,
Postmodernism; and Memoir as an Interdisciplinary Art Form.

MFA 7281 Art and Social Justice: An Introduction (1.00 Unit) PF Grade Option
Open to the University as whole, this course provides an introductory framework for understanding the principles and practices
of collaboration. We will examine how values and power relationships are manifest within conversational, collaborative, and
interventionist models, a fundamental question when we focus our work on issues of justice and equity in any medium. We will
also explore listening as an invested person in the room—engaged listening for possibility, raw material, or imagery for your
creative practice. A prerequisite for an Arts and Social Justice emphasis, this course offers a broad historical survey of the way
arts and social justice have intersected within activist and public art, and prepares students for entering community in any field
where such engagement is involved. Prerequisite: Priority to MFA students.

MFA 7300 Internship (2.00 Units) PF Grade Option
Students in this course will have a chance to develop their professional art and/or writing skills through an internship with CIIS’s
Communications Department or another organization. Prerequisites: MFA student; 24 units.

MFA 7302 Art and Social Justice: Introduction (3.00 Units) PF Grade Option
Open to the University as whole, this course provides a critical and dialogic framework for collaborating with and within
communities. We will examine how values and power relationships are manifest within conversational, collaborative, and
interventionist models, a fundamental question when we focus our work on issues of justice and equity in any medium. A
prerequisite for an arts and social justice emphasis, this course offers a broad historical survey of the way arts and social justice
have intersected within activist and public art, and prepares students for entering community in any field where such engagement
is involved.

MFA 7504 Interdisciplinary Writers Lab (3.00 Units) OP Grade Option
 Kearny Street Workshop and the MFA Programs at CIIS partner in hosting the Interdisciplinary Writers Lab: a unique,
multigenre master class for local emerging writers of color. Take the next step in your writing life! Explore and develop your
writing in 12 workshops led by three established, community-based writers. Work across genres, share and perform your work,
publish in an online and print anthology, and create a communal network of writing peers in this unique, innovative, and
interdisciplinary writing lab.

MFA 7505 Interdisciplinary Writing (3.00 Units) PF Grade Option
In this course, we’ll ask: What is the interdisciplinary nature of writing, and why does it matter? How can understanding it add to
our capacities as writers and open new doors for engagement with readers? We’ll focus on nonfiction writing and the
interdisciplinary art of the essay. In At Large and At Small, Anne Fadiman says, “Today’s readers encounter plenty of critical
essays (more brain than heart) and plenty of personal—very personal—essays (more heart than brain), but not many familiar
essays (equal measures of both).” We’ll look at how embracing writing’s inherent interdisciplinary inquiry invites us to bring
head or heart or equal measures of both to the writing process—and encourages us to take on new, unexpected, and innovative
ways of creating writing. We’ll read a wide variety of nonfiction work and will examine the interdisciplinary approach used by
writers. You’ll conduct your own interdisciplinary inquiry and research and write in multiple forms.

MFA 7712 MFA Project (3.00 Units) PF Grade Option
In MFA Project, students have the chance to significantly advance a large-scale work that reflects their core values and
obsessions as an artist. The project will develop from the proposal presented to and accepted by the department. Students will
draw on their arts lineage, the contexts that inform their work, and discoveries from the first year, as well as conversations and
insights generated by the class and during individual meetings with the project advisor. Students will complete a large-scale
project and prepare an essay situating the work within a cultural, aesthetic, or other framework, and describing the ambitions, challenges, and supports in the process. Prerequisites: MFA student; 24 units.

MFA 8799 Independent Study (1.00–3.00 Units) PF Grade Option
Students will complete a large-scale project and prepare an essay situating the work within a cultural aesthetic or other framework, and describing the ambitions, challenges, and supports in the process. Prerequisite: TPM student.

MFA 8888 Special Topics (1.00–3.00 Units) PF Grade Option
A course of study not currently encompassed in the curriculum but relevant to the topics of writing and consciousness, creative inquiry/interdisciplinary arts, art and social justice, or theater-performance making.

TPM 7305 Intro to Performance Making (3.00 Units) PF Grade Option
The class serves as an intensive introduction to the MFA in Performance Making, introducing the ethics of performance making and the values of such practice in a professional context. Students will follow a range of task-based, studio-based, and site-based exercises to generate material, which will then be critiqued in individual and collective cultural contexts. A range of UK and U.S.-based performance artists will be considered and discussed in relation to the notion of translation and exchange. In addition, during the first week, there will be daily reading groups, considering shared critical reading that informs practice and culture. Students will come together in small groups to develop a short, 15-minute piece of performance, which may be considered as a work in progress but should be ready to be seen externally. These pieces will be performed to a public audience and will be reflected upon by the group as a whole. Students are encouraged to move on from this project into a period of auditing—of ideas, performance practices, skills—and of reflection of this work in response to forthcoming performance classes. Prerequisite: TPM student.

TPM 7306 Production I (6.00 Units) PF Grade Option
This course offers a significant opportunity to produce a defining representation of the ideas of the student as artist. This is the key product that will emerge during the program and should serve as a tangible springboard onto the next stage of the artist’s identifiable mission. In these terms, the production should be placed within the long-term goals outlined in the professional portfolio and developmental project. It is expected that the creative product will be well served by the artist’s managerial skills, ensuring that the overall product/event is confidently publicized and appropriately placed within an external professional “market.” Individual students may use the opportunity presented by the community of the program to create shared practice; and, in such cases, the individual will be encouraged to identify the nature of the process and record this in a portfolio that analyzes his or her particular role. Prerequisite: TPM student.

TPM 7307 Production II (6.00 Units) PF Grade Option
The Production module offers a significant opportunity to produce a defining representation of the ideas of the student as artist. This is the key product that will emerge during the program and should serve as a tangible springboard onto the next stage of the artist’s identifiable mission. In these terms, the production should be placed within the long-term goals outlined in the professional portfolio and developmental project. It is expected that the creative product will be well served by the artist’s managerial skills, ensuring that the overall product/event is confidently publicized and appropriately placed within an external professional “market.” Individual students may use the opportunity presented by the community of the program to create shared practice; and, in such cases, the individual will be encouraged to identify the nature of the process and record this in a portfolio that analyzes his or her particular role. Prerequisite: TPM student.

TPM 7308 Professional Portfolio (3.00 Units) PF Grade Option
This module will provide insight and experience in the management and organization of a small-scale/independent theater/performance. Students will work with an original piece of work to market (preexisting and/or based on their work elsewhere on the program), develop, and manage a fully realized “tour.” The emergent creative artist is predicated on self-management and freelance structures informed by key creative and cultural industry organizations. Crucial to the program is the way an international dimension can inform the personal decision making involved in defining a professional strategy: Students participate in regular online forums, discussing the differences in management and methodology of arts practice in the UK and the U.S., allowing the development of perspective and best practice to inform the working documents. Prerequisite: TPM student.

TPM 7309 Professional Portfolio II (3.00 Units) PF Grade Option
The class is concerned with the professional sustainability of the student, exploring strategies toward developing an empowering career path. The emergent creative artist is predicated on self-management and freelance structures informed by key creative and cultural industry organizations. Crucial to the program is the way an international dimension can inform the personal decision making involved in defining a professional strategy: Students participate in regular online forums, discussing the differences in management and methodology of arts practice in the UK and the U.S., allowing the development of perspective and best practice to inform the working documents. Prerequisite: TPM student.
TPM 7324 Developmental Project I (6.00 Units) PF Grade Option
Developmental Project, across both classes, identifies, in academic contexts, what the student artist does and, through practice-led exploration in the studio and rigorous academic writing, identifies how they do it. While the Production module offers a significant and immediate indication of the ideas of the student, Developmental Project allows space for longer-term thinking and, as such, reflects the business plan expected as part of the Professional Portfolio module. It could be argued that the long-term creative mission of the student is as important to his/her survival as the business plan—if not more so: Without a sense of creative/cultural consistency, the artist is likely to become a reactive—rather than responsive—freelance professional. In Developmental Project 1, students move toward writing a short mission statement; during an intensive workshop period at the beginning of Semester 3 (Summer), students develop a practice-as-research performance. This performance represents processes of creativity in relation to the aims and objectives articulated in the mission statement. Prerequisite: TPM student.

TPM 7325 Developmental Project II (6.00 Units) PF Grade Option
Developmental Project, as a whole, identifies, in academic contexts, what the student artist does and, through practice-led exploration in the studio and rigorous academic writing, identifies how they do it. While the Production module offers a significant and immediate indication of the ideas of the student, Developmental Project allows space for longer-term thinking and, as such, reflects the business plan expected as part of the Professional Portfolio module. In Developmental Project II, students work over an extended period to develop their reading, in relation to critical ideas emerging from Developmental Project I, with the intention of writing an extended academic paper that shapes, defines, and analyzes their practice within an academic context. This is an important exercise, reflecting the likelihood of students’ recognizing the value of an academic career in parallel with a creative artist career. Prerequisite: TPM student.

TPM 7334 Exchange (6.00 Units) PF Grade Option
Students will be based in Chichester: The intention is for the exchange to happen during the summer so that student accommodation will be available. The exact program for the exchange will be determined on a year-by-year basis, but it is extremely likely that students will spend a week in Edinburgh, working with and supporting—as well as understanding—the work of significant associated U.K.-based artists and arts organizations. It is expected that students will show their recently created production in a U.K. context, preferably in Edinburgh. At the end of the Exchange, students will offer presentations and a short portfolio on their experience, specific to their own creative practice and professional context. Prerequisite: TPM student.

TPM 7718 Cultural Identity in Performance (3.00 Units) PF Grade Option
Students will explore the concept of cultural identity, interrogating how such individual and collective identities impact the process and production of performance(s). During the two-week intensive, a series of shared events and discussions will steer students toward individually and collectively “mapping” a geographical/historical/political place. A series of artworks will be made and shared, and these, in turn, will stimulate debate on the theoretical ideas relating to culture, space, and place. A wider consideration of these ideas in direct relation to performance practice will be encouraged, particularly in relation to site-specific work: Seminal performance works by artists like Lone Twin will encourage students to consider radical and deflected modes of performance making. Toward the end of the intensive period of teaching, students will be given support to instigate an independent research project that relates identity to both individual and professional practice. Students will be expected to contextualize their work in the light of contemporary developments in arts practice, arts research, and cultural identity. Prerequisite: TPM student.

TPM 7735 Professional Project (Festival) (6.00 Units) PF Grade Option
Students will spend the final semester of the program planning together a festival in conjunction with a professional partner-organization. The festival should reflect the students’ creative practice developed through the program as well as the cultural agenda of developing opportunities for contemporary performance within San Francisco, reflecting a commitment to radical-arts practice as an accessible and shared experience within the community. The students program their own (new) work and promote work that complements a shared agenda from communities outside San Francisco, with the express intention of developing a culture of radical festival sharings. The wider purpose of the festival is to offer a clear “exit” strategy for the students, and therefore they are encouraged to use the “portfolio” of practice developed for the festival as a starting point for further paid/funded creative practice. Students will be offered some funding from the program for the delivery of the festival and will be expected to offer a professional standard evaluation of the project as part of the assessment of the module. Prerequisite: TPM student.
General Information and Policies

Admissions Policies
CIIS actively seeks a culturally and socially diverse student population. Decisions regarding admission are based on consideration of (1) potential for success in the chosen field of study based upon past academic or professional achievement, personal qualification, and motivation for educational and personal development; and (2) the congruence of the applicant’s interests with the philosophy, pedagogy, and purpose of the program and University. Admissions decisions are made independent of need for financial aid.

Applying to CIIS
The Admissions Office welcomes applications to all four of its schools. Applicants who are intrigued by several programs are encouraged to carefully explore each one, prior to submitting their application. Applicants may apply to only one graduate program at a time. If an applicant is accepted to one graduate program and wishes to apply to another, the applicant must first decline acceptance to the original program in order to be eligible to apply to the new program. Upon declining acceptance to one program and applying to another, acceptance to the original program is invalidated.

We offer a dual admission and accelerated program track for applicants interested in the undergraduate BA degree completion program in Interdisciplinary Studies and one of the following five graduate programs: (1) Anthropology and Social Change (MA), (2) Creative Inquiry, Interdisciplinary Arts (MFA), (3) East-West Psychology (MA), (4) Writing and Consciousness (MFA), (5) Women, Gender, Spirituality, and Social Justice (MA). Students can indicate their interest in this dual-admission track on the undergraduate student application.

Academic Prerequisites and Requirements
Individual program admissions requirements can be found in greater detail on the individual program “Apply” pages on the University website.

Undergraduate Program
1. Applicants to the School of Undergraduate Studies must have earned a minimum of 60 semester units of transferable credit from an accredited college. Up to 30 of these units may have been earned through satisfactory test results from the College-Level Examination Program (CLEP), Advanced Placement Exams, or the Excelsior College Examinations (ECE). The maximum number of total units a student can transfer is 84, with 75 being the maximum for lower-division units. Coursework marked by a grade of C–, D, D–, or F, or coursework falling under the rubric of “physical education,” is not transferable. Coursework taken twice for credit will be counted only once. Developmental or remedial coursework that cannot be applied toward a bachelor’s degree will also not be accepted.

2. Applicants must demonstrate a readiness to explore and develop their life direction or vocation, a commitment to learning that incorporates significant personal growth, a willingness to work within a group setting, and college-level communication skills.

Graduate Programs
1. Applicants to MA programs in SPPH and SCT must have a BA or BS from a regionally accredited institution.
2. Applicants to ACTCM at CIIS’s MSTCM and DACM programs must have completed 90 semester units (or 135 quarter units) from a regionally accredited institution. These units must be at the college level and be applicable toward a degree program such as an associate’s or bachelor’s degree.
3. Applicants to ACTCM at CIIS’s DAOM program must have a master’s degree from an accredited program in Chinese medicine, Oriental medicine, or the foreign equivalent (to be determined by the admissions committee).
4. Those applying to PhD programs must have an MA or its equivalent from a regionally accredited institution in an appropriate discipline.
5. Students with an MA in an unrelated field may be admitted to a PhD program with additional course requirements, depending on the degree and program to which a student is applying.
6. Applicants to the Clinical Psychology doctoral program must have earned a BA or BS for regular standing, and an MA or MS degree in psychology (or equivalent) with a GPA of 3.25 and completed 500 practicum hours for advanced standing (see the academic programs section for details).
7. A grade-point average of 3.0 or higher from previous academic institutions is required by all programs, with the exception of the Doctor of Psychology program, which requires a 3.0 grade-point average in the final two years of undergraduate study for regular standing and a 3.25 average for advanced standing. See the individual program descriptions for additional requirements. A request for exception to the policy will be considered if a student can demonstrate that the current cumulative GPA is not a true reflection of academic abilities. Applicants with a GPA below 3.0 who want to be considered need to submit an addendum, outlining any extenuating circumstances explaining their GPA and specifying the steps they have taken to ensure that they can succeed academically.
Application Materials
Application requirements and materials vary by program. General requirements and guidelines across programs are detailed below. Please see each program’s individual “Apply” page on the University website for the applicable list of materials to include in the application.

Required applications materials for all programs include:
1. Online application.
2. Nonrefundable $65.00 application fee, payable via the online application portal.
3. Official transcripts from all postsecondary institutions attended, including non-U.S. universities, where the applicant has earned 7 units or more. U.S. and Canadian transcripts sent via postal mail must arrive in their official, sealed envelopes; sent via electronic mail, the sending institution should transmit them to materials@ciis.edu. Degrees must be earned from regionally accredited institutions.
4. Foreign credential evaluation for schooling completed outside of the United States or Canada (at foreign institutions not regionally accredited in the United States). All transcripts from schools outside the United States and Canada must be sent, at the applicant’s expense, to World Education Services (WES), a foreign credential evaluation service. A course-by-course report is required for all programs and will be used in lieu of the CIIS application requirement for original transcripts. CIIS accepts the WES “Basic” report, but applicants may wish to complete the “ICAP.”
5. English-language-proficiency test report for applicants for whom English is not their native language or who did not earn a bachelor’s degree or master’s degree from an English-language university. Minimum score required:
   • TOEFL: 80 test score
   • Pearson’s Test of English Academic (PTE): 53 test score
   • IELTS: 6.0 band score

Common application materials include the items listed below, but not all programs require these in the listed form. Please see the program’s individual “Apply” page for program-specific prompts and questions for each application requirement.

   • Autobiographical statement: Includes a personal history and introspective discussion addressing your values, emotional and spiritual insights, aspirations, and life experiences that have led to your decision to apply to CIIS and to the program of choice. Length dependent on program.
   • Statement of educational and professional goals and objectives: One page unless otherwise stated in the program description.
   • Résumé or CV of relevant work, volunteer experience, and community activities.
   • Two letters of recommendation from recommenders who can directly speak to an applicant’s ability to successfully complete the program of study (e.g. instructors, academic advisors, professional supervisors, etc.). Recommenders should use standard business format and include full contact information (name, email, phone number, and mailing address) and email letters of recommendation to materials@ciis.edu.
   • Academic writing sample demonstrates the applicant’s capacity to think critically and reflectively and write at the appropriate level (undergraduate or graduate level). Applicants may submit academic papers, articles, or reports that reflect scholarly ability and include proper citations. Length dependent on program, but commonly 8–10 pages.

Submission of Application Materials
All materials should clearly state the applicant’s full legal name and the program the applicant is applying to. Please inform the Admissions Office if your transcript is listed under a different name. Please submit only an individual program’s required application materials. Materials submitted and not required by an individual program will be discarded.

CIIS will accept electronic materials in Microsoft Word .doc or Adobe .pdf versions emailed to materials@ciis.edu. Hard-copy materials can be mailed to:

CIIS Admissions Office
1453 Mission St.
San Francisco, CA 94103

CIIS cannot print artwork, art samples, photographs, etc. Art samples should be sent via a file-sharing link to materials@ciis.edu. Application materials submitted to CIIS become the property of CIIS and will not be returned to the applicant, irrespective of application outcome. Materials will be retained on file for one year from the time of application. Upon successful application, official transcripts, test scores, and acceptance letters will be transferred to the Registrar’s Office. Other materials, such as letters of recommendation, résumé, writing sample, autobiography, professional goal statement, etc., will be destroyed.

Personal Interviews
All application materials must be received by the Admissions Office before a personal interview is offered. After all application materials have been received, qualified applicants will be contacted to arrange an interview (if required by the program). Many of our MA, PsyD, and PhD programs conduct interviews for fall admissions during the months of February and March, but
Interviews may also be available after this date, depending on the admissions cycle of each individual graduate program. Interviews for the BA Completion program will be conducted on an ongoing basis for fall and spring admissions. The interview structure and format vary according to program. An in-person interview is preferred by several programs, whereas others prefer online or phone interviews. For those programs that prefer in-person interviews, an interview by phone or online may suffice for students living outside a 500-mile radius of the University or for students in exceptional circumstances. Please consult with the admissions counselor for your program of interest on specifics of the interview format.

**Admissions Application Deadlines**
Applications may be accepted after these priority deadlines, pending availability of space.

**Fall**
All CIIS programs admit students for the Fall semester. The priority application deadline for entrance into the Fall semester for all graduate programs is February 1 (unless indicated otherwise on the CIIS website). Applicants will be notified of the admissions decision by April 1. The Fall priority application deadline for the BA program is April 1.

**Spring**
The following programs also admit students in the Spring semester. The application priority deadline for Spring is October 15.

- **School of Undergraduate Studies**
  - BA in Interdisciplinary Studies

- **School of Professional Psychology and Health**
  - MA in Counseling Psychology with a concentration in Community Mental Health
  - MA in Counseling Psychology with a concentration in Integral Counseling Psychology (weekday track only)
  - PsyD in Clinical Psychology

- **School of Consciousness and Transformation**
  - MA in Asian Philosophies and Cultures
  - MA in East-West Psychology
  - MA in Philosophy and Religion with a concentration in Ecology, Spirituality, and Religion
  - MA in Philosophy, Cosmology, and Consciousness
  - MA in Transformative Leadership
  - MA in Women, Gender, Spirituality, and Social Justice
  - MFA Creative Inquiry, Interdisciplinary Arts
  - MFA Theater-Performance Making
  - MFA Writing and Consciousness
  - PhD in East-West Psychology
  - PhD in Philosophy and Religion with a concentration in Ecology, Spirituality, and Religion
  - PhD in Philosophy and Religion with a concentration in Philosophy, Cosmology, and Consciousness
  - PhD in Philosophy and Religion with a concentration in Women’s Spirituality

- **School of Acupuncture and Chinese Medicine**
  - MS in Traditional Chinese Medicine
  - Doctorate in Acupuncture and Chinese Medicine
  - Doctorate in Acupuncture and Oriental Medicine
  - Transitional Doctorate in Acupuncture and Chinese Medicine

**Admissions Status**

**Full Admission**
Full admission to CIIS programs is based on consideration of (1) the applicant’s potential for success in the chosen field of study based upon past academic/professional achievement, maturity, and motivation for educational and personal development; (2) the congruence of the applicant’s interests with the philosophy and purpose of the program and University; and (3) a complete application with all supporting documentation. Only upon completion of all requirements and submission of all materials can full acceptance be granted.

**Provisional Admission**
CIIS may admit graduate applicants provisionally when the institution the applicant is currently attending has yet to confer the degree. CIIS will convert this to full admission only upon receipt of an official transcript showing that the degree has been conferred. CIIS may admit undergraduate applicants provisionally when the institution that the applicant is currently attending has yet to post final grades. CIIS will convert this to full admission only upon receipt of an official transcript with all grades posted. Provisionally admitted students are not eligible to receive financial aid and may only register for one semester. Students
who still hold provisional status by the first day of classes need to understand the financial implications of this status if they
should not be able to meet all outstanding requirements by the provisional admission deadline. Students should speak with the
appropriate admissions counselor if they have questions.

Conditional Admission
CIIS may admit applicants conditionally when the program believes the applicant has the potential to complete the program
successfully but the applicant does not meet all of the program admissions criteria. Conditionally admitted graduate students are
required to receive grades of P or B or higher in their first 9 units. Conditionally admitted undergraduate students are required to
receive grades of P or C or higher in their first 12 units. I (Incomplete) grades are insufficient. Depending upon the applicant’s
record, the program may require additional conditions to be met. CIIS will convert the status from conditional to full admission
only when these conditions have been met. Should the applicant not meet all the conditions of acceptance by the end of the first
semester, the offer of admission will be rescinded. Conditionally admitted students are eligible to receive financial aid. These
policies apply to newly admitted students.

Enrollment Deposit (Nonrefundable)
Upon notification of acceptance into a degree program and to secure a place in the program, students are required to submit a
nonrefundable enrollment deposit within 30 days of acceptance. Admitted students who do not pay a deposit will not be
guaranteed enrollment in their respective program. The deposit is credited to the student’s account and is applied toward tuition.

Students who submit an enrollment deposit will have it forfeited if they do not enroll in the intended term.

Reaplication: Previously Accepted Applicant
The admissions acceptance offer is valid for one semester. Students not accepting our offer of admissions for the Fall or Spring
semester may reapply to the same program within one year. Applicants will be required to submit a new admissions application
and a one-page statement describing the reasons for not enrolling previously and addressing any circumstances that have changed
and will now permit them to enroll. All other application materials are waived, with the exception of official transcripts if the
student attended another institution of higher education since originally applying to CIIS.

This policy will NOT guarantee admission; students may be re-interviewed by the program. All application and deposit fees, if
previously paid, are waived.

Rejected Applications
An applicant denied admission by a program may contact the appropriate admissions counselor to discuss the steps needed to
bolster the application and reapply in the future. However, please keep in mind that the Admissions Office cannot answer
questions concerning the specific reasons an application was rejected. All admissions decisions are final.

Readmission to Active Status
Students who have become inactive because of a break in attendance must apply for readmission. Applicants for readmission are
required to meet current admissions requirements. Students must submit the application for readmission by the deadlines listed by
the Admissions Office. Students must pay the regular $65 application fee at the time the application is submitted.

Applicants for readmission should be prepared to submit a full set of application requirements. Each academic program has the
option of waiving the requirement to resubmit all previously submitted transcripts, but is not required to do so. The program chair
may place conditions on the readmission or deny it. Students applying for readmission are notified by an official letter from the
Office of Admissions of the decision. At the same time, the Admissions Office will forward to the admitted student and the
Registrar’s Office the program’s list of conditions placed on readmission, if any, and its list of which current degree requirements
have yet to be met.

Students who left in a warning or probation status, or who are considered by the Associate Provost to have special circumstances,
must have the approval of the program and the Academic Standards Committee to return to the University. The application for
readmission is first reviewed by the program. The program chair may specify special conditions or requirements and must
describe which units are accepted for the current degree and which requirements have yet to be met. If the program is
recommending readmission, it forwards the file to the Academic Standards Committee along with a plan specifying how the
student will return to satisfactory academic standing.

Special attention should be paid to doctoral students who had been admitted to candidacy prior to becoming inactive. Doctoral
candidates who fail to register continuously and who have not been granted a leave of absence must be readmitted to candidacy
as well as to the graduate program. The program should notify the Associate Provost and the Registrar’s Office regarding the
status of the dissertation committee, the current relevance of the dissertation topic, whether the proposal meets current standards,
the age of the coursework, any conditions to be placed, and the means of monitoring progress. The program may impose additional coursework for the program of study prior to readmitting the student to candidacy.

Transfer Credit
CIIS has established criteria to evaluate work submitted for consideration for transfer credit, and the applicant or student must demonstrate that the learning experience meets these criteria. The following policies pertain to transfer credit for both undergraduate and graduate programs:

• Credits, not grades, transfer.
• Credit will only be granted if the subject matter is applicable to the individual’s degree objective.
• Credits are not accepted for transfer to CIIS certificate programs.
• Credit must be college level—developmental or college-preparatory courses are not accepted for transfer.
• Continuing Education Units (CEU) are not accepted for transfer.
• Units taken in audit status are not accepted for transfer.
• The same transfer credit will not be applied toward more than one CIIS program; this holds true even if the credit was graduate level and applied toward a CIIS undergraduate program—it will not later be applied to a CIIS graduate program.
• Credit from non-U.S. institutions may be accepted for transfer provided that acceptable documentation demonstrates that these institutions and their courses are equivalent to CIIS requirements; this documentation can be obtained by submitting non-U.S. transcripts for a course-by-course evaluation to World Education Service.
• Transfer credit is not evaluated for students whose academic status is inactive.

Undergraduate Transfer Credit
The School of Undergraduate Studies (SUS) accepts up to 84 units of transfer credit and must be able to accept up to 60 for an applicant to be fully admitted. These units may be earned through any combination of the following:

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<tr>
<th>Source Restrictions</th>
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<tr>
<td>Accredited community or junior colleges*</td>
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<tr>
<td>Accredited four-year institutions</td>
</tr>
<tr>
<td>Accredited university extension programs for professional development</td>
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<tr>
<td>Advanced Placement (AP) examinations; College Level Examination Program (CLEP); Excelsior College Examination (ECE)</td>
</tr>
<tr>
<td>Professional Military Education (PME)</td>
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* Community or junior college credit is accepted for transfer in accordance with the Intersegmental General Education Transfer Curriculum (IGETC). All California community and junior colleges participate in IGETC, and most indicate IGETC-approved courses in their course catalogs. The responsibility for the selection of the proper courses for transfer credit, however, rests with the student.

The following are further policies pertaining to undergraduate transfer credit:
• Courses must be completed with a grade of C or better to be accepted for transfer.
• Transfer credit will not be accepted more than once for identical or significantly similar courses of study. For instance, if the individual has taken two introductory biology courses, CIIS will accept only one for transfer credit. CIIS may require course descriptions to determine course content overlap.
• Graduate-level courses may be accepted in transfer for undergraduate credit.
• Courses taken in correspondence are acceptable for transfer.
• The following credits will not be accepted for transfer:
  ° Life experience credit (i.e., learning portfolio) granted by other institutions.
  ° Physical education units except in these specifically defined areas: dance, yoga, some forms of martial arts.

ACTCM at CIIS Transfer Credit
Transfer Credit for Courses That Satisfy the General Science Requirements
• Transfer credit will be granted for individual courses that meet ACTCM’s general science requirements only if the coursework was completed at a U.S. institution accredited by a U.S. Department of Education recognized accrediting agency,
or at a foreign institution evaluated by an agency approved by ACTCM at CIIS and found to be equivalent to an accredited U.S. institution.

• Only courses that are demonstrably equivalent to ACTCM’s requirements are acceptable. (A course description or syllabus is generally required to substantiate equivalency.)

• Transfer credit will be granted only for courses completed with a grade of C (70 percent) or better.

• Transfer courses taken at another institution more than five (5) years prior to the application date will be considered for transfer only if the applicant is able to demonstrate current knowledge of the subject matter. ACTCM may require a challenge or placement examination for courses taken more than five years prior to the application date, or may require the student to retake the course.

• All transfer credit for general sciences must be awarded prior to taking the first-level comprehensive examinations.

Transfer Credit for Courses That Satisfy MSTCM Requirements

• Only courses taken at the graduate level at an accredited U.S. higher education institution or its foreign equivalent may be considered for transfer credit to satisfy MSTCM program requirements.

• Only courses that are demonstrably equivalent to ACTCM’s requirements are acceptable. (Course descriptions or syllabi are generally required to substantiate equivalency.)

• Transfer credit will be granted only for courses completed with a grade of C (70 percent) or better.

• Transfer credit may be granted for up to 100 percent of the required biomedical courses.

• Transfer credit may be granted for up to 100 percent of the required didactic coursework in acupuncture and Chinese medicine from an accredited college approved by the California Acupuncture Board. Transfer credit may be granted for up to 50 percent of the required didactic coursework in acupuncture and Chinese medicine from an accredited college that is not approved by the California Acupuncture Board.

• Transfer credit will not be granted for clinical courses, with the exception of clinical observation courses that are demonstrably equivalent to ACTCM’s observation courses. (A course description or syllabus is generally required to substantiate equivalency.)

• Transfer courses taken at another institution more than five (5) years prior to the application date will be considered for transfer only if the applicant is able to demonstrate current knowledge of the subject matter. ACTCM may require a challenge or placement examination for courses taken more than five years prior to the application date, or may require the student to retake the course.

• All transfer credit must be awarded prior to a student’s matriculation at ACTCM at CIIS.

Graduate Transfer Credit

The School of Professional Psychology and Health and the School of Consciousness and Transformation both accept graduate-level transfer credit. These units must:

• be no more than one-sixth of the total units required for the student’s program;
• have been completed at an accredited institution;
• have been earned at the graduate level with a grade of B or better;
• not have been used to satisfy requirements for a previously earned academic degree; and
• be approved for transfer by the candidate’s academic advisor after being evaluated for content and quality.

The MA programs in Counseling Psychology require that one year of practicum training be taken at CIIS. Practicum training units will not be accepted in transfer.

The following further policy pertains to graduate transfer credit:

• Professional Military Education (PME) or training courses evaluated by the American Council on Education (ACE) may qualify for transfer credit. In considering the ACE recommendation, CIIS assesses the level and determines the amount of credit.

This policy also pertains to credit transferred from a CIIS degree program from which a student has graduated.

Unit Applicability Between Changed Programs

A student changing from one program to another may be eligible to have CIIS units already earned apply toward the degree requirements of the new program. The number of these units is not subject to the one-sixth rule that applies to credit transferred from a degree program from which a student has graduated (see “Graduate Transfer Credit”). The chair of the program to which the student is requesting to be changed determines which units, if any, are accepted in transfer. The program is responsible for notifying the student and the Registrar’s Office of this information, of which requirements the student must fulfill, and of any other conditions the student must meet. If any units from the original program are to be used in another program, such units cannot be used again in the original program if the student completes the second program and then returns to the original program.

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Special Students (Non-degree)
Individuals who wish to take courses without enrolling in a degree or certificate program may request to register as a Special Student through the Registrar’s Office. See “Special Student Registrations” in “Registration and Grading Policies” for further information.

International Applicants
International applicants have an earlier admissions deadline and are encouraged to apply by the priority deadline. In addition to meeting the general requirements for admission, international applicants must have a foreign-credential evaluation service evaluate the transcript reflecting the latest degree conferred. (Students who have obtained a degree from a Canadian university are exempted from the policy.) Please visit the International Students’ Web page at http://www.ciis.edu/international for credential evaluation services and links to the online applications.

Applicants for whom English is not their native language are required to submit an English-language-proficiency score. Exceptions are made for students who have earned their bachelor’s degree from an English-language university. Admission to CIIS requires a minimum score of

• TOEFL: 80 test score. TOEFL is an Internet-based test. The CIIS TOEFL code is 4807. Visit the TOEFL website (http://www.ets.org/toefl).
• IELTS: 6.0 band score. Visit the IELTS website (http://www.ielts.org/default.aspx).

It is the applicant’s responsibility to make arrangements to take this test.

Aside from meeting the admissions requirements, international applicants must also demonstrate that they have the financial resources necessary to cover one year’s costs for tuition and living expenses. This amount varies by degree and is likely to change from year to year. The costs associated with study at CIIS are reflected on the Certificate of Funding, which must be submitted by the applicant along with corroborating financial documents upon admission. Please contact the international student advisor and recruitment manager for more information at 415.575.6157 or international@ciis.edu.

A SEVIS Form I-20 for use in obtaining an F-1 student visa will be issued after the student has been admitted to a program of study and has submitted proof of financial support for one year of study. Students who enter the United States on an F-1 student visa must maintain full-time student status by carrying a minimum of 12 units per semester at the BA level, 9 units per semester for graduate students, or as otherwise defined by the University.

Financial Aid Policies
CIIS maintains a broad-based financial aid program of grants, scholarships, assistantships, loans, and part-time employment for students who require financial assistance. Administered by the Financial Aid Office, these resources help bridge the gap between the cost of attendance and what the student and his or her family can be expected to contribute. The Expected Family Contribution (EFC) is a measure of the student’s and his or her family’s financial strength and is calculated according to a formula established by law. The student’s and his or her family’s taxed and untaxed income, assets, and benefits (such as unemployment or Social Security) are all considered in the formula. Also considered are the student’s family size and the number of family members who will attend college during the year. The information the student reports on the Free Application for Federal Student Aid (FAPSA) is used to calculate the student’s EFC. The Financial Aid Office uses the EFC to determine the student’s federal student aid eligibility and financial aid award.

Awards of scholarships, loans, and grants are based on need, or merit, or both. Financial aid eligibility policies are set in accordance with federal and state requirements and with definitions of academic standards at CIIS. While complying with all applicable governmental and donor regulations, a serious attempt is made to extend a personalized, concerned approach to a student’s financial needs. The Financial Aid Office offers financial planning workshops during orientation sessions and throughout the year to new and continuing students.

The Financial Aid office’s main channels of communication to students are by email, by phone, or in person. We encourage students to keep their email address updated in MyCIIS. We send information to students by email regarding their financial aid status, any missing documents in their financial aid package, or any latest Financial Aid News. Therefore, we urge students to check their personal email inbox for updated information.

We encourage everyone to read the financial aid website for complete information about aid sources and policies at http://www.ciis.edu/Admissions_and_Financial_Aid/Financial_Aid.html.
Need Determination
In determining the cost of attending the University, students should consider not only tuition and fees but personal expenses as well. For tuition costs and information, go to the "Tuition and Fees" section in this catalog, or go to http://www.ciis.edu/Admissions_and_Financial_Aid/Tuition_and_Fees.html.

Consult the table below to draw up a realistic estimated personal budget. If this exercise indicates a need for financial assistance to attend our school, information about such assistance is available in the “Applying for Financial Aid” section, or you can go to http://www.ciis.edu/Admissions_and_Financial_Aid/Financial_Aid/Apply_for_Fin_Aid.html. We offer financial planning counseling to students who need further assistance in how to budget their educational expenses at CIIS during open house events, in new student orientations, and on a one-on-one basis.

### Nontuition Expenses per Semester, 2017–2018 Rates

<table>
<thead>
<tr>
<th></th>
<th>Housing and Food</th>
<th>Books and Supplies</th>
<th>Transportation</th>
<th>Personal</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall and Spring Semesters</td>
<td>$19,326</td>
<td>$1,791</td>
<td>$1,104</td>
<td>$4,832</td>
<td>$27,053</td>
</tr>
<tr>
<td>Summer Semester (SPPH, SCT)</td>
<td>$6,011</td>
<td>$560</td>
<td>$345</td>
<td>$1,510</td>
<td>$8,426</td>
</tr>
<tr>
<td>Summer Semester (SUS)</td>
<td>$9,618</td>
<td>$896</td>
<td>$552</td>
<td>$2,416</td>
<td>$13,482</td>
</tr>
<tr>
<td>Summer Semester (ACTCM)</td>
<td>$9,618</td>
<td>$896</td>
<td>$552</td>
<td>$2,416</td>
<td>$13,482</td>
</tr>
</tbody>
</table>

Tuition and fees are due and payable at the time of registration. Sufficient funds are needed as well to cover the cost of books at the start of the semester. For many financial aid recipients, tuition and fees are paid automatically from approved student aid funds. Financial aid recipients should note that checks and direct deposits for loans in excess of school charges will be available after the Add/Drop period each semester. For details on direct deposit and checks dates and registration deadlines, please refer to the Academic Calendar at http://www.ciis.edu/Academics/Academic_Calendar.html.

### Applying for Financial Aid
Generally, to be eligible for financial aid, a student must meet all of the following requirements:

- Be fully admitted to a CIIS degree program.
- Be enrolled at CIIS at least half-time.
- Demonstrate satisfactory academic progress (SAP).

Note: Some financial aid programs have additional requirements (for example, Military Education Benefits). These requirements are monitored in the Registrar’s Office. For undergraduate students, please file your FAFSA before March 2 each year for Cal Grant consideration.

### Eligibility
Financial aid eligibility is determined by each student’s need, which is defined as the difference between the estimated cost of attendance and the expected family contribution (EFC). The EFC is derived by a formula determined by the U.S. Department of Education.

### Satisfactory Academic Progress
Per federal regulations, all students must maintain minimum satisfactory academic progress (SAP) each semester in order to remain eligible for financial aid:

1. Must maintain a cumulative GPA of 3.0 or above (2.0 or above for undergraduates).
2. Must maintain at least half-time enrollment status each semester.
3. Must not exceed two unsatisfactory grades in overall transcript:
   - Graduate level: B– through F, NS, NP, I, IN, AW
   - Undergraduate level: C– through F, NS, NP, I, IN, AW
4. Maximum timeframe:
   - May not exceed the time limits for coursework, such as thesis or dissertation proposal, or thesis or dissertation seminar.
   - May not exceed the time limit to advance to candidacy.
• May not exceed 150 percent of your program’s required units (for undergraduate students only); 150 percent formula: (Total Attempted / Total Completed) x 100. Note: Total Attempted includes IN, I, and unsatisfactory grades. Total Completed includes W grades.
• May not exceed the maximum number of years required of your program.

If you fail to make SAP, you will receive a Financial Aid Warning and receive aid for one more semester. The Registrar’s Office may place you on probation in your next enrolled semester. The terms of your probation require that you follow up to the Registrar’s Office with a new academic plan approved by the academic advisor and program chair. If you fail to maintain academic standards, you will be unable to receive financial aid.

In addition, if there are any extenuating circumstances related to your not making SAP, you may appeal to the Financial Aid Appeal Committee. Appeals may be submitted via mail (must be signed) or email (no signature is needed). Please submit your appeal to the Financial Aid Appeal Committee and provide supporting documents.

Loan Disbursement Procedures
Funds are sent to the University by the U.S. Department of Education electronically and will be posted to your account after the Financial Aid Office verifies your enrollment and SAP. Excess funds should be disbursed to you during the refund period. You can check MyCHS to confirm that your aid has been disbursed to your account.

Note: Aid is disbursed for a use in a specific term. If your account has charges from a prior term and you receive aid for the current term, only eligible charges for the current term are paid automatically.

Excess Funds
If your financial aid results in funds in excess of what is required for your tuition and fees, you must retrieve these funds from the Business Office. You may retrieve them in person, or request that the Business Office mail the funds to you by check or directly deposit them into your personal bank account (preferred method). If you do not, these funds will be returned to the Department of Education. The date when the excess funds become available can be found in each semester’s Schedule of Classes.

Bookstore Vouchers
If you are eligible for financial aid in excess of tuition, you may be eligible for a book credit for necessary books and supplies. Your vouchers for use at the CHS Bookstore will be available if your aid has been approved (awarded) and you’ve registered for the term. You must pick up the vouchers from the Financial Aid Office. Vouchers are typically available two weeks before the start of classes.

Return of Title IV Funds
According to federal guidelines (Section 668.22 of the Higher Education Amendments of 1998), withdrawing students who have received Title IV financial aid will have their financial aid recalculated according to the following guidelines:

• Only the amount of refundable institutional charges (tuition and fees) will be set by school policy. The University’s treatment of tuition and other fees related to student withdrawal may be found in the Schedule of Classes. If there is a balance due resulting from the calculation of unearned aid, the student may be responsible for payment.
• For students who have received federal financial aid, any refundable portion of tuition and fee costs that has been covered by a Federal Stafford Loan will be refunded directly to the lender, who will credit it against the student’s outstanding balance (unsubsidized loans will be offset before subsidized loans). Any portion of federal grants (e.g., Pell, FSEOG) that has not been earned will be returned to the appropriate fund; if this results in an “overpayment” situation (i.e., the student has received a federal grant that has not been fully earned), the student may be required to return those funds.
• The Financial Aid Office determines specific amounts according to applicable federal regulations. If the calculation shows that the student had eligibility for aid that had not yet been disbursed, the student will be given the option of receiving those funds.

Electronic Access for Financial Aid
Students can access their financial aid information online; go to http://finaid.ciis.edu. You need your CIIS ID to access the site, and a separate PIN set up through the http://finaid.ciis.edu website.
Students must have a financial aid record already established at CIIS in order to use this system. They can check the status of their application, view a list of documents received and a list of the documents still outstanding, view financial aid awards, view student loan history, and check the status of student loans for the current year.

**Sources of Financial Aid**
The following financial aid programs are available at CIIS. For more current information about any of these programs, go to [http://www.ciis.edu/Admissions_and_Financial_Aid/Financial_Aid/Types_of_Aid.html](http://www.ciis.edu/Admissions_and_Financial_Aid/Financial_Aid/Types_of_Aid.html).

**Scholarships**
Our scholarship programs are designed to encourage and support outstanding students, and are available to all students. Scholarship awards are based on financial need and are designed to support diversity.

**Facts About Scholarships**
- Scholarships are gift aid; you don’t have to repay.
- CIIS scholarships only cover tuition.

**New Undergraduate and Graduate Students**
We consider all applicants to CIIS for scholarships, so by applying for admission and completing the admission application, you have taken the first step in applying for a CIIS scholarship. In addition, domestic students must complete the most recent FAFSA online at [http://www.fafsa.ed.gov/](http://www.fafsa.ed.gov/).

**Continuing Students**
If you are in the dissertation phase of your degree, you may be eligible to apply for a research scholarship. For more information about CIIS scholarships: [http://www.ciis.edu/Admissions_and_Financial_Aid/Financial_Aid/Scholarships.html](http://www.ciis.edu/Admissions_and_Financial_Aid/Financial_Aid/Scholarships.html).

**Student Employment**
Student employment, available for both federally eligible and international students, is reserved for students with demonstrated need.

Domestic students may work up to 25 hours per week, and international students may work up to 20 hours per week, during the Fall and Spring semesters. International students are eligible to work up to 40 hours per week during the breaks and Summer semester. International students cannot work off-campus. Only federal aid students have the option to work off-campus. You can find more information by logging in to [https://my.ciis.edu/ICS/Financial_Aid/](https://my.ciis.edu/ICS/Financial_Aid/) and choosing “Federal Work Study and Student Employment.”

Note: The amount of student employment is limited and dependent upon funds and the availability of jobs.

**Teaching and Research Assistantships**
A small number of teaching and research assistantships are available each year.

*Teaching assistantships* provide an opportunity for students to gain related experience under the guidance of faculty mentors. Teaching assistants must complete a contract for every class they assist prior to starting to work to receive payment of their work.

Research assistantships provide an opportunity for students to acquire experience in diverse areas of research and writing projects. The research assistant must complete a contract per semester or per year, depending on the length of the appointment. The student must also complete a timecard to receive payment of his or her work. The research assistant may work only up to five hours per week.

International students must check with the international student advisor for eligibility to work.

**Consumer Information**
In accordance with federal regulations set forth by the Higher Education Act of 1965, as amended, we provide a summary of consumer information that must be made available to all students at CIIS. You can visit our Consumer Information Web page at [http://www.ciis.edu/About_CIIS/Consumer_Information.html](http://www.ciis.edu/About_CIIS/Consumer_Information.html).

**Questions**
Please contact the Financial Aid Office for more information at 415.575.6122 or finaid@ciis.edu, or visit our website at [http://www.ciis.edu/Admissions_and_Financial_Aid/Financial_Aid.html](http://www.ciis.edu/Admissions_and_Financial_Aid/Financial_Aid.html).
Registration and Grading Policies

Administrative Withdrawal
CIIS reserves the right to administratively withdraw students from courses who fail to:

- meet their financial obligations with the University; or
- meet the course prerequisites; or
- adhere to academic or administrative policies.

An AW (Administrative Withdrawal) grade is assigned. An AW grade does not affect the grade point average but is considered to be an unsatisfactory grade for academic probation purposes. (See “Academic Probation” in the “Academic Policies” section.) The date of the withdrawal is the last date of attendance. The student remains responsible for remitting the course’s tuition. If the student received any form of federal financial aid for the semester in which he or she is being withdrawn, and the withdrawal reduces the semester’s enrollment status to below half-time, the student must return that funding to the lender.

Auditing
Any student may audit a class with the instructor’s written approval. A student who audits is not required to participate or to take examinations and does not receive credits or a letter grade. An AU is recorded on the transcript instead of a grade, which has no effect on the grade point average. Audited courses do not allow a student to maintain active student status or retain eligibility for financial aid. Students may register for a course in audit status, or change the registration of a course from academic status to audit status, starting on the first day of the semester up through the Add/Drop Deadline. It is not possible to change from audit status to academic status after the Add/Drop Deadline, even with the instructor’s permission. Students only auditing courses within a semester are not required to pay the Late Registration Fee.

Authorized Early Registration
Authorized Early Registration allows a student to secure a seat in a class before regular registration opens. Authorized Early Registration must be approved in writing by the academic advisor and is reserved for students who are registering either in their final semester or, for Counseling Psychology students, the semester they must complete all pre-practicum courses. Only required courses may be registered for—not electives. It is not possible to conduct Authorized Early Registration online. Obtain the “Authorized Early Registration” form outside the Registrar’s Office or on MyCIIS.

Canceled Courses
While CIIS makes every effort to plan semester schedules to accurately meet the demand for courses, it does happen that enrollments into certain courses fall short of projection. With some exceptions, if a course taught by one instructor has fewer than nine students registered in it by the Late Registration Deadline, it is canceled. A course taught by two instructors must have 12 students. (Two auditors are equivalent to one student.) Course-cancellation decisions are made between the semester’s Late Registration Deadline and the Add/Drop Deadline. Students are notified by phone and/or email when a course for which they are registered is canceled. Every effort will be made by the University to provide another alternative. Students are not charged the Late Registration Fee if they register for another course. If a course is canceled, its tuition charge is fully reversed.

Certificate Completion
This policy applies to certificates awarded by the University, as opposed to a program. The former are found in the catalog; the latter are not.

To be eligible to be awarded a certificate, a student must fulfill all academic requirements and submit a “Certificate Completion” form and fee. Students cannot be awarded a certificate with missing or I (Incomplete) grades for the courses that are applicable to the certificate. Both the form and the fee must be submitted by the semester’s graduation application deadline for the student to be eligible to be awarded the certificate in that semester. If the student fulfills the academic requirements but fails to submit the form by the semester’s deadline, the certificate is not awarded in that semester. Similarly, if the student submits the form by the semester’s application deadline but fails to fulfill the academic requirements by the end of that semester, the certificate is not awarded in that semester.

The “Certificate Completion” form remains valid for three consecutive semesters (Summer included). Students who fail to fulfill the academic requirements by the end of those three semesters must resubmit the form and fee. The form is invalid without the fee payment. The fee covers the cost of evaluating the fulfillment of the academic requirements, a certificate cover, an official transcript, and delivery and administrative-related expenses. The fee is nonrefundable, even if it is determined that the student is ineligible to be awarded the certificate. CIIS has three certificate award dates per year: the final day of the reporting semester, which covers both the SUS/ACTCM and SPPH/SCT calendars. The degree date will not be earlier in a semester, even if all academic requirements are met and the “Certificate Completion” form and fee are submitted.
The certificate and one copy of the official transcript are issued approximately three and a half months after the semester of completion. The certificate appears on the transcript approximately two months after the semester of completion. Students wanting additional copies of the transcript must submit a “Transcript Request” form and applicable fee. CIIS does not release the official transcript or certificate or verify the student’s certificate completion to third parties if the student has any outstanding financial obligations with CIIS and, if the student is not concurrently enrolled in a degree program, any outstanding library materials.

The earning of a certificate does not qualify a student to be eligible to participate the commencement ceremony.

**Class Attendance Policy**
Students are expected to attend all class meetings regularly and punctually. Students may be assigned an F (Failure) or NP (No Pass) grade if they are absent for more than 20 percent of a course. This maximum includes both excused and unexcused absences. Three instances of tardiness or leaving early are considered equivalent to one absence. Instructors may permit a student to deviate from this rule on the grounds of illness necessitating confinement for 24 hours or more, a death in the family, or other extreme emergencies. The instructor may request verification of these circumstances by a letter from a medical professional, the Dean of Students, or the Provost as appropriate. Due to the nature of some courses, individual programs, departments, and instructors may enforce stricter policies than these. Check the program handbook and/or the syllabus of a course to see these policies.

**Dropping and Withdrawing**
A drop is conducted before the semester’s Drop Deadline. Students may drop online through MyCIIS or by submitting a “Registration” form to the Registrar’s Office. Notification of a drop, written or otherwise, to the instructor, program staff, or any other CIIS office is insufficient. A drop results in a 100 percent reversal of the course’s tuition charge. It does not reverse fee charges.

After the Drop Deadline, students may no longer drop courses. This is true even for courses that begin after the Drop Deadline. They may withdraw if they have the instructor’s written consent. ACTCM students require the academic advisor’s permission. A withdrawal results in a W on the transcript. To withdraw, submit a “Registration” form to the Registrar’s Office, signed by the instructor. The official date of withdrawal is the date the form is received by the Registrar’s Office. The Registrar’s Office does not process add or withdrawal requests submitted after the last class meeting. This is true even if the class finishes prior to the Drop deadline. A partial reversal of the tuition charge may be possible depending on the date of the withdrawal. See the academic calendar for these dates. These dates are applicable regardless of the dates when the course begins and ends.

**Enrollment Maximums**

<table>
<thead>
<tr>
<th>Student’s School</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
<th>Approver of Exception</th>
</tr>
</thead>
<tbody>
<tr>
<td>American College of Traditional Chinese Medicine at CIIS</td>
<td>24 units</td>
<td>24 units</td>
<td>24 units</td>
<td>Academic advisor</td>
</tr>
<tr>
<td>Consciousness and Transformation</td>
<td>13 units</td>
<td>13 units</td>
<td>10 units</td>
<td>Academic advisor or department/program chair</td>
</tr>
<tr>
<td>Professional Psychology and Health</td>
<td>13 units</td>
<td>13 units</td>
<td>10 units</td>
<td>Academic advisor</td>
</tr>
<tr>
<td>Undergraduate Studies</td>
<td>16 units</td>
<td>16 units</td>
<td>16 units</td>
<td>Academic advisor</td>
</tr>
</tbody>
</table>

Approval to exceed these maximums must be submitted in writing. International students also need written approval from the international student advisor. These are school-wide semester maximums. Individual programs may have maximums lower than these. Noncompliance may result in being administratively withdrawn from the semester. Units taken in audit status are not included in these limits.

**Enrollment Status Classifications**
A student’s enrollment status is dependent upon his or her academic division and either (1) the number of units registered for within the semester or (2) the type of course registered for.

<table>
<thead>
<tr>
<th>Fall or Spring</th>
<th>½ Time</th>
<th>¾ Time</th>
<th>Full Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>6–8 units</td>
<td>9–11 units</td>
<td>12 units or more</td>
</tr>
<tr>
<td>Non-ACTCM Graduate</td>
<td>6–8 units OR one of the following courses:</td>
<td>N/A</td>
<td>9 units or more OR one of the courses listed in the “1/2 Time” section plus three additional units OR</td>
</tr>
</tbody>
</table>
Clinical Psychology Half-Time Internship
PSY 9695, PSY 9696
Clinical Psychology Practicum PSY 6776, PSY 6777, PSY 6778
Counseling Psychology Individual Practicum
MCPC 7601, MCDP 7601, MCPE 7601, MCPI 7601, MCPS 7601, MCPS 7604
Counseling Psychology Group Practicum
MCPC 7602, MCPC 7606, MCDP 7602, MCPE 7602, MCPE 7604, MCPI 7602, MCPI 7605, MCPS 7602, MCPS 7605
Integral Health Studies Internship
IHL 6990 Internship

one of the following courses:
Clinical Psychology Full-Time Internship
PSY 9699
Comprehensive Examination
ANTH 9600, HSX 9600, PARA 9600, PARP 9600, PARW 7880, PARW 7881, PARW 9600, TSD 9610, TSD 9611
Thesis/Dissertation Proposal Writing or Completion
ANTH 6900, EWP 6900, HSX 6900, ITP 6900, PARA 6900, PARP 6900, PARW 7809, PARW 6900, PSY 7000, TSD 6900
Thesis/Dissertation Seminar, Research or Continuance
ANTH 7900, EWP 7900, HSX 7900, ITP 7900, PARA 7900, PARP 7900, PARW 7900, PSY 7901, PSY 7902, PSY 7903, PSY 9999, TSD 7900
Transformative Leadership Capstone Action Project
TLD 7999

<table>
<thead>
<tr>
<th>MSTCM or DACM</th>
<th>6–11.99 units</th>
<th>N/A</th>
<th>12 units or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAOM</td>
<td>N/A</td>
<td>N/A</td>
<td>4–6 units or more</td>
</tr>
<tr>
<td>DACMt</td>
<td>6–9.99 units</td>
<td>N/A</td>
<td>10 units</td>
</tr>
<tr>
<td>Summer</td>
<td>1/2 Time</td>
<td>3/4 Time</td>
<td>Full Time</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>6–8 units</td>
<td>9–11 units</td>
<td>12 units or more</td>
</tr>
<tr>
<td>Non-ACTCM Graduate</td>
<td>3–5 units OR one of the courses listed in the “1/2 Time” section above</td>
<td>N/A</td>
<td>6 units or more OR one of the courses listed in “Full Time” above OR one of the courses listed in the “1/2 Time” section plus 3 additional units</td>
</tr>
<tr>
<td>MSTCM or DACM</td>
<td>6–11.99 units</td>
<td>N/A</td>
<td>12 units or more</td>
</tr>
<tr>
<td>DAOM</td>
<td>3–5.99 units</td>
<td>N/A</td>
<td>6 units or more</td>
</tr>
</tbody>
</table>

**Grade and Coursework Evaluation Deadlines**
All instructors and teaching assistants are to return assignments back to students with written comments by the following deadlines:

<table>
<thead>
<tr>
<th>Feedback</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments on midsemester assignment</td>
<td>Three weeks</td>
</tr>
<tr>
<td>Comments on final academic project</td>
<td>Three weeks</td>
</tr>
<tr>
<td>Comments on thesis/dissertation proposals or chapters</td>
<td>Three weeks*</td>
</tr>
<tr>
<td>Grade</td>
<td>Ten business days after semester ends</td>
</tr>
</tbody>
</table>

* During the Summer semester, the student and the thesis/dissertation chair and committee members are to agree upon the feedback deadline. Faculty are to be available by email, by phone, or in person if possible.

**Grade Changes and Appeal Procedure**
Grading requires the instructor to evaluate a student’s academic performance both objectively and subjectively. CIIS assumes that this evaluation has integrity and requires a student appealing the grade to supply evidence that the instructor made an error or was biased. Students may appeal a grade no later than the last day of the semester following the one in which the course was completed (excluding Summer). The appeals process is completed by the end of the semester following the one in which the appeal was filed (excluding Summer). Procedure:

1. Students should address a concern about a grade to the instructor. Normally, grade appeals are resolved this way. If the instructor agrees to change the grade, the student should submit the “Grade Change” form to the instructor, who should submit it to his or her department/program chair along with an explanation of the reasons for the change. If the chair approves of the change, he or she signs the form and submits it and the explanation to the chair of the Academic Standards Committee (ASC). If
the ASC chair approves of the change, the student’s record is updated. The registrar informs the student, the instructor, and the chair of the decision either way.

2. If the student does not resolve the concern with the instructor, he or she should write a statement explaining why he or she believes the grade was based on instructor error or bias, attach supporting factual evidence, and submit it, along with the “Grade Change” form, to the chair of the program in which the course is housed. If the instructor and the chair are the same person, then the appeal documentation is submitted to the Associate Provost. The Associate Provost will bring it to the school’s program chairs, who will designate one within their group to respond.

3. The department/program chair may contact both parties to determine whether informal resolution is possible. If resolution is not achieved this way, the chair forwards the appeal to the Program Committee (or to an ad hoc Appeal Committee of faculty within the program or the school). The instructor whose grade is under dispute is not part of the Committee.

4. The Committee decides whether or not to change the grade, and contacts the student and instructor. If the decision is made to change the grade, the Committee determines the new grade and forwards the “Grade Change” form to the Registrar, who updates the student’s record. The program chair notifies the student and the faculty member of the decision either way.

5. The decision of the Program Committee or ad hoc Appeal Committee is final; no appeals will be considered by deans, the Provost, or the President.

Grade Option Request Procedure

Some courses are offered only for letter grades, some only for Pass/No Pass (P/NP), and some for either. Students may elect their option when they register online. This option may be changed up through the Add Deadline, but it is not possible to do so online; submit either a “Grade Options Change” form to the Registrar’s Office or an email to registrar@ciis.edu. Emailed requests must originate from the email address the University has on record for the student. Students may not change a grade option past the Add/Drop Deadline, even with the instructor’s permission.

Grade Scale

Only CIIS courses are used to compute the GPA, not courses transferred in from other schools. The University uses a four-point scale to calculate a grade point average (GPA). Grade point values are assigned as follows:

Undergraduate Grade Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Indication</th>
<th>Quality Points Per Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Outstanding</td>
<td>4.0</td>
</tr>
<tr>
<td>A–</td>
<td>Outstanding</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>Good</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.0</td>
</tr>
<tr>
<td>B–</td>
<td>Good</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>Average</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>2.0</td>
</tr>
<tr>
<td>C–</td>
<td>Average</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>Poor</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>Poor</td>
<td>1.0</td>
</tr>
<tr>
<td>D–</td>
<td>Poor</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Graduate Grade Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Indication</th>
<th>Quality Points Per Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Outstanding</td>
<td>4.0</td>
</tr>
<tr>
<td>A–</td>
<td>Very Good</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>Good</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>Average</td>
<td>3.0</td>
</tr>
<tr>
<td>B–</td>
<td>Below Average, but Passing</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>Failure</td>
<td>0.0</td>
</tr>
<tr>
<td>C</td>
<td>Failure</td>
<td>0.0</td>
</tr>
<tr>
<td>C–</td>
<td>Failure</td>
<td>0.0</td>
</tr>
<tr>
<td>D</td>
<td>Failure</td>
<td>0.0</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.0</td>
</tr>
</tbody>
</table>

These are University grade indications. Departments and programs may have indications that are stricter than these. For instance, a B, not a B–, may be required to pass a course. Consult the program handbook.
The following have no quality point value and are not used in the calculation of the GPA:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Indication</th>
</tr>
</thead>
<tbody>
<tr>
<td>AU</td>
<td>Audit</td>
</tr>
<tr>
<td>AW</td>
<td>Administrative Withdrawal</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>IN</td>
<td>Permanent Incomplete</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress</td>
</tr>
<tr>
<td>NP*</td>
<td>No Pass</td>
</tr>
<tr>
<td>NS</td>
<td>Not Satisfactory</td>
</tr>
<tr>
<td>P**</td>
<td>Pass</td>
</tr>
<tr>
<td>TR</td>
<td>Transfer Credit</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
</tr>
<tr>
<td>X</td>
<td>Grade Not Received from Instructor</td>
</tr>
</tbody>
</table>

* NP equivalent to C– or below for undergraduate student; B– or below for graduate student.
** P equivalent to C or higher for undergraduate student; B or higher for graduate student.

The following grades are considered unsatisfactory grades for probation purposes (see “Academic Probation” in the “Academic Policies” section): AW, I, IN, NP, and NS.

## Holds

<table>
<thead>
<tr>
<th>Type of Hold</th>
<th>Applied When Student…</th>
<th>Owner</th>
<th>Transaction(s) Prevented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Probation</td>
<td>Exceeds limits to be in good academic standing</td>
<td>Registrar’s Office</td>
<td>Registering; graduating</td>
</tr>
<tr>
<td>Business Balance</td>
<td>Has outstanding financial obligation</td>
<td>Business Office</td>
<td>Registering; receiving official transcript and diploma</td>
</tr>
<tr>
<td>Business Office</td>
<td>Has outstanding financial obligation</td>
<td>Business Office</td>
<td>Registering; receiving official transcript and diploma</td>
</tr>
<tr>
<td>Enrollment Deposit Required</td>
<td>Hasn’t submitted enrollment deposit</td>
<td>Admissions Office</td>
<td>Registering</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Hasn’t completed exit interview</td>
<td>Financial Aid</td>
<td>Receiving official transcript and diploma</td>
</tr>
<tr>
<td>Graduation Survey</td>
<td>Hasn’t submitted graduation survey</td>
<td>Institutional Research</td>
<td>Receiving official transcript and diploma</td>
</tr>
<tr>
<td>Leave of Absence</td>
<td>Goes on a Leave of Absence (LOA)</td>
<td>Registrar’s Office</td>
<td>Registering (lifted when students notify Registrar’s Office they want to register)</td>
</tr>
<tr>
<td>Library</td>
<td>Has outstanding library materials and/or fines</td>
<td>Library</td>
<td>Registering; checking out library materials</td>
</tr>
<tr>
<td>Library Grad Clearance</td>
<td>Has outstanding library materials and/or fines</td>
<td>Library</td>
<td>Receiving official transcript and diploma</td>
</tr>
<tr>
<td>Provisional Admission</td>
<td>Hasn’t submitted official transcript from graduating institution</td>
<td>Admissions Office</td>
<td>Receiving financial aid; registering for more than one semester</td>
</tr>
<tr>
<td>Readmission Required</td>
<td>Falls inactive</td>
<td>Registrar’s Office</td>
<td>Registering</td>
</tr>
<tr>
<td>Program Change</td>
<td>Applies to a program while in another</td>
<td>Registrar’s Office</td>
<td>Registering online (hard-copy registration permitted)</td>
</tr>
<tr>
<td>Registrar’s Office</td>
<td>Various</td>
<td>Registrar’s Office</td>
<td>Various—contact Registrar’s Office</td>
</tr>
</tbody>
</table>

## Incompletes: Policies Regarding Faculty Granting Incompletes

Students anticipating being unable to complete a course may request permission from the instructor to receive an I (Incomplete) grade; students who have not completed the work required for a course are not to be given a passing grade in the course without completing the required work. CIIS courses are expected to be organized in a way that allows work to be completed during the semester when the course is being offered. Below are the policies related to incomplete grades:

1. Permission to be given an I grade is given only in the following circumstances:
   a. medical reasons documented by a health-care professional;
   b. a family emergency verified with supporting documentation; or
c. decision by faculty member based on exceptional pedagogical reasons.
2. The instructor has the right to refuse to grant an I grade.
3. The Registrar’s Office does not record an I grade without receiving an “Incomplete Grade Request” form signed by the student and the instructor by the grade submission deadline. This form stipulates what coursework is remaining and its due date.
4. The instructor, not the student, determines the deadline for the remaining coursework. This deadline cannot exceed two semesters (including summer) from the last day of the semester in which the course took place, and can be earlier. (For example, if the course is in Fall 2016, the student has until the last day of the Summer 2017 semester to submit the work unless the instructor specifies an earlier deadline.) The maximum deadline for an Incomplete given for exceptional pedagogical reasons is one semester. This deadline is not extended for students who are on a leave of absence, become inactive, or refrain from registering for any semester while the work remains outstanding.
5. If the student does not submit the coursework by this deadline, the I grade converts to an IN (Permanent Incomplete). An IN is irreversible.
6. Students may not graduate with an I grade on their record even in an elective course. Students may graduate with an IN grade on their record, provided that if the IN was for a required course, the student later successfully repeated the course.
7. The submission of an I grade by an instructor does not imply that that instructor will be a CIIS employee in a subsequent semester. It is the student’s responsibility to maintain current contact information for this instructor.
8. Students may not sit in on a subsequent semester’s offering of the same course in order to make up the coursework.
9. When submitting the remaining coursework, the student must include a signed “Grade Change” form. The instructor uses this form to notify the Registrar’s Office of the final grade.

Independent Study
An independent study is defined as coursework designed to meet a program requirement or to extend a student’s field of inquiry beyond current University courses. To register, submit an Independent Study Contract with the syllabus attached to the Registrar’s Office. This contract can be obtained in the Registrar’s Office and online on MyCIIS. ACTCM MS in Traditional Chinese Medicine students and Doctor of Acupuncture and Chinese Medicine students are ineligible to register for independent studies.

The following are the policies governing independent studies:

1. Graduate students must have a cumulative grade point average of 3.0 or higher; undergraduates, 2.0 or higher.
2. The faculty member’s field of interest must be compatible with the proposed area of study.
3. No faculty member is under obligation to accept independent study students.
4. An independent study that has content similar to a course already offered in the current CIIS catalog will not be approved except in unusual circumstances. Approval is given by the department or program chair, not the instructor.
5. A maximum of one-sixth of a graduate student’s total unit requirements may be satisfied by independent study credit (Asian Philosophies and Cultures students needing to fulfill the language requirement are exempt from this limit); a maximum of 9 units of an undergraduate student’s total unit requirements may be satisfied by independent study credit.
6. A maximum of 3 units of independent study credit may be taken in any one semester.
7. An independent study may be taken for a pass/no pass grade only.
8. The “Independent Study Contract” must include the plan of study and the specific responsibilities of the student and the instructor. The student is expected to complete a minimum of 45 hours of work for each unit of credit awarded.
9. The contract must be signed by the chair of the student’s program.
10. It is the student’s responsibility to submit the original of the completed contract to the Registrar’s Office and a copy to his or her academic program’s office by the semester’s regular registration deadlines.
11. An independent study is subject to the same registration, grading, and other deadlines and policies as regular classes.

International Students Enrollment Minimums
The U.S. Citizenship and Immigration Service (USCIS) requires international students on F-1 visas to carry a full-time course of study to remain in status. Any exceptions for less than a full-time load must be approved by the international student advisor. See “Enrollment Status Classifications” above.

Internship Registration
The following applies only to students in the Clinical Psychology program who may register for internship. To register, submit a “Registration” form to the Registrar’s Office or register online through MyCIIS. A signed Internship Agreement must be on file with the PsyD Department two weeks before the student starts at the site. Hours acquired before this two-week window or without a contract will not be counted toward the required predoctoral internship hours.

IP Grades
An IP grade indicates “In Progress.” It is a temporary grade. IP grades are given only in courses for which the student needs to register more than once to complete its requirements. Such courses include, but are not limited to, thesis or dissertation proposal
writing; thesis or dissertation writing; PsyD practicum; and PsyD internship. The final grade is assigned upon completion of the entire course sequence. The instructor assigns an IP grade if the student’s work in the semester is deemed satisfactory and an NS (Not Satisfactory) if not.

For instance, a student registers for dissertation proposal completion in the Fall semester. She doesn’t complete the proposal, and the dissertation chair deems the work she has done so far to be satisfactory. The grade for Fall would be IP. The student registers for proposal completion again in the Spring semester and finishes. Again the instructor assigns an IP. The Registrar’s Office then converts the IP grades to P once the advancement to candidacy paperwork is processed. The IP, therefore, reflects the work done in the semester; the P reflects that the proposal was completed satisfactorily.

IP grades are not given in courses that have requirements that are expected to be completed within one semester. For such courses, if the student does not complete the requirements by the end of the semester, he or she may request the instructor to give an I (Incomplete) grade. See the Incomplete Grade policy.

**Leave of Absence**

Students not planning to enroll for a semester should review the “Maintaining Active Student Status” section below to determine whether or not a leave of absence (LOA) is necessary.

To be granted an LOA, submit a “Leave of Absence” form, signed by the academic advisor, to the Registrar’s Office. Financial aid recipients also need the signature from the Financial Aid Office, and F-1 or J-1 visa holders also need the signature of the international student advisor.

The following policies apply to an LOA:

1. Students are not eligible to take an LOA until they have completed at least one semester.
2. A student must be in good academic standing to be granted an LOA.
3. An LOA must be approved by the academic advisor and is granted only for extenuating circumstances, such as medical, job, or family issues. An approval is granted based on the confidence that these circumstances can be resolved and the student will resume the program.
4. An LOA is not granted for more than one year at a time. An extension may be granted at the end of an LOA, but the total cumulative amount of time on an LOA from one program may not exceed two years. For financial aid recipients, an LOA may not exceed 180 days in any 12-month period, and this 12-month period begins on the first day of the student’s initial LOA.
5. The period on an LOA is included in the calculation of elapsed time under the time limits for degree requirements. An LOA does not extend these limits.
6. An LOA does not extend the deadline for the completion of an I (Incomplete) grade.
7. Currently registered students who submit the LOA form to the Registrar’s Office after the semester’s Add/Drop Deadline must also submit a “Registration” form to withdraw from classes. This form must be signed by the instructor(s).
8. An LOA automatically cancels CIIS-sponsored health insurance coverage on the date that the LOA (and “Registration” form) is submitted.
9. While on an LOA, students are restricted in their use of the library; though they may visit the library, they may not check out materials, reserve student study rooms, have full access to all library services, or have remote access to electronic resources provided by the library. Restrictions also apply to faculty response; while on LOA, students may not request that faculty review their written work.
10. Students must register for the semester immediately following the LOA. Those who do not are administratively withdrawn and need to be readmitted to be eligible to resume.
11. Before registering for courses after the LOA, students need to contact the Registrar’s Office and request that the LOA hold be lifted. It is permissible to return from an LOA prematurely.

**Maintaining Active Student Status**

“Active” students maintain the degree requirements under which they were most recently admitted, are eligible to register, and have access to University resources, including the library, computer labs, academic advising, thesis/dissertation committee support, etc. Students who fall inactive are administratively withdrawn and must be readmitted to be eligible to register again. If readmitted, they must meet the degree requirements in effect upon readmission, not the requirements in effect at the time of their original admission. Students’ active or inactive status is determined by their registration activity.

Students lose their active student status under the following conditions, unless they are on a leave of absence:

1. BA and ACTCM at CIIS students lose their active student status if they do not register every semester, including Summer.
2. PsyD students lose their active student status if they do not register every semester, including Summer. Once they advance to candidacy, however, registration in Summer is not required to maintain active status.
3. All other students lose their active student status if they do not register every semester, excluding Summer.
Students on a leave of absence lose their active student status if they do not register in the semester immediately following the leave of absence. Summer registration is only required in the conditions outlined above. (See the “Leave of Absence” section.) It is possible to maintain active student status and still be placed on academic probation for exceeding the University’s advancement to candidacy and/or graduation time limit. See the “Academic Policies” section for these limits.

**Pass/No Pass**
Courses that are graded with a P (Pass) or NP (No Pass) are not included in the GPA calculation; however, an NP is an unsatisfactory grade (see the “Grade Requirements” policy in the “Academic Policies” section). Courses that are graded with a P count toward degree requirements; those with grades of NP do not. Undergraduate students must earn the equivalent of C or higher to receive a P; graduate students, a B or higher. Courses offered for Pass/No Pass status are indicated with “P/NP” in the Class Schedule and on MyCIIS. Courses marked “OP” offer either the P/NP option or the letter-grade option. (See “Grade Option Request Procedure” above.) Note that the grading option of Pass/No Pass may be shown as either P/NP or PF in the catalog, schedule, transcript, and various reports. P and NP are the actual grades.

**Practicum Registration Procedure**
Students must be registered for practicum or pre/post practicum every semester they are conducting their practicum. Counseling Psychology students must submit a “Supervised Fieldwork Agreement” to CIIS’s Field Placement Office signed by their site supervisor, clinic director, and academic advisor. Clinical Psychology students must submit a “Practicum Contract” to the PsyD Department Office signed by their site supervisor, clinic director, and academic advisor. The agreement or contract must be submitted before the semester begins or as early in the semester as possible. If it’s not on file by the end of the semester, the student receives an NP (No Pass) grade and is required to repeat the practicum. Counseling Psychology students may register for Group Practicum online. They must register for Individual Practicum using the hard-copy registration form, as approvals by the student’s practicum supervisor, his or her program chair, and the Field Placement Office are required.

**Program Priority Registration**
Registration into some courses is restricted to students in certain programs until the Program Priority Registration Deadline, after which registration becomes open to all students. For instance, only students in the Anthropology and Social Change (ANTH) program may register into ANTH 6099 before the Program Priority Deadline; after the deadline, registration becomes available to both ANTH and non-ANTH students. Such courses are marked “Priority to...” in the Class Schedule.

**Registering After the Late Registration Deadline and the Add Deadline**
Students registering for the first time for a semester after the Late Registration Deadline must pay the Late Registration Fee. Students registered before the Late Registration Deadline may add and drop classes after the Late Registration Deadline without paying the Late Registration Fee. See the “Tuition and Fees” section of this catalog for current fee rates. First-semester degree-seeking students and students who are only auditing are exempt from this fee.

All students must complete their registration activity by the semester’s add deadline, including for any courses that begin after this deadline. If serious extenuating circumstances occur, they may register after the add deadline if they obtain the written approval of the instructor and their department/program chair. These approvals do not guarantee that financial aid will be issued for the course’s tuition. Students must submit to the Registrar’s Office (1) a hard-copy registration form with the instructor and student’s department/program chair’s signature; (2) an attached explanation as to why an exemption to the add deadline is warranted, the circumstances which caused the deadline to be missed, and the necessary steps that will be taken to avoid a similar occurrence in the future, and, if appropriate, supporting documentation such as a letter from a physician.

**Registration Fee Policy**
A registration fee is charged at the time of initial registration. It is charged once per semester regardless of the number of courses registered for. It is not refunded to students who drop or withdraw from all or any courses, with the exception of applicants who drop all of their courses before their first semester. See the “Tuition and Fees” section for the current registration fee rate.

**Registration Maintenance**
Registration Maintenance is a “placeholder course” (REG 700) that bestows no units or grades. It serves two functions:

1. **To avoid the Late Registration Fee.**
   Students may register for Registration Maintenance before the Late Registration Deadline, and then register for courses after that deadline and avoid the Late Registration Fee. Once the student registers for a course, the Registrar’s Office drops the Registration Maintenance course from the student’s record, the charge is reversed, and any payment made is applied to the tuition balance. (If the student never registers for a course, the Registration Maintenance course remains on the student’s record and the charge is not reversed.) This option is used by students who know they want to register for the semester but don’t know what courses they want before the Late Registration Deadline.
2. For thesis and dissertation students to remain in active student status in their final semester without registering for Thesis/Dissertation Seminar.

Students may register for Registration Maintenance if all members of the Thesis/Dissertation Committee have signed the “Thesis/Dissertation Approval” form except for the committee chair, who requires additional work to be done. Only one semester may pass in this particular status. If the chair has not signed after one semester, the student must register for Thesis/Dissertation Seminar. Registration Maintenance does not qualify as half-time enrollment, so the student will not be eligible for financial aid or to defer financial aid loan payments.

Registration Methods

Students may add and drop courses in person at the Registrar’s Office on the fourth floor of 1453 Mission Street, online via MyCIIS, by mail, or by fax. The fax number is 415.575.1267. Students may not add or drop a class by telephone. All registration requests must come from the student, list the specific courses wanted (including section numbers), and be signed and dated. The date the registration request is received in the Registrar’s Office is considered the official registration date.

Repeated Courses

This policy applies only to repeated courses in which the initial course was taken in or after fall 2011. A student’s academic history prior to fall 2011 is not taken into consideration. Prior to fall 2011, the grades and units for each instance of a repeated course contribute to the GPA and unit total.

1. A student may earn credit for a course only once, with the following exceptions:
   a. Special Topics (___ 8888) courses, which are designed to have changing content and so may be repeated with different subject matter;
   b. Supervised Clinical Practicum (MCP 7601, 7602, 7603, 7605);
   c. Arts Practice courses (MFA 7202–7205) and Master of Fine Arts Project courses (MFA 7712); and
   d. Courses in which enrollment reflects participation in ongoing research (e.g., SOM 6717, PSY 7000, PSY 7900).

2. A student who does not earn a passing grade in a required course must either repeat the course or otherwise satisfy the requirement as prescribed by the student’s advisor or department/program chair.
   a. Undergraduate students may repeat an elective or general education course once in which they received a grade of D, F, or NP. Both the original and repeated course appear on the transcript, but only the repeated grade is calculated into the grade point average (even if that grade was lower the second time) and counts as units toward graduation. Undergraduate students who receive a grade of NP in one or more of the linked core courses taken during a semester must repeat all of the linked core courses in a subsequent semester.
   b. Graduate students may repeat a course once in which a grade of B– or lower was received in order to meet graduation requirements (the Clinical Psychology and Anthropology and Social Change Departments require that all courses in which a student receives a grade of B– or lower be repeated). Repeating a course does not expunge the earlier attempt from the student’s record but may improve the grade point average if the second grade was an improvement over the first. Both grades remain on the transcript, but only the second grade is calculated into the grade point average and counted as credit earned toward graduation.

Retreat/Intensive Fees

Many CIIS academic programs host off-campus residential programs that are considered part of the student’s academic requirements and afford the opportunity for close interaction among students and faculty and experiential learning in an intensive setting. Retreat fees for lodging and meals are charged as separate fees. Because CIIS must arrange advance contracts with retreat sites, exceptions for these fees can be considered only in situations where students have a medical reason or family emergency, supported by licensed professional documentation, to decline lodging and/or meals at the retreat site. Requests to decline lodging and/or meals must be submitted in advance of the retreat to the program manager/coordinator. Requests for refunds of lodging or meal fees must be submitted to the Financial Petition Committee (FPC) within 90 days of the last day of the retreat. Approval by the manager/coordinator for an exemption from retreat site lodging and/or meals does not guarantee approval by the FPC of an exemption from fee payment. Programs reserve the right to enforce stricter polices than those detailed above, as long as they are made known to students prior to participation in the retreat.

Sitting In on Courses

Students may not sit in on a course for which they are not registered. The only exception is during the first week of the class and only with the instructor’s permission. Students may not sit in on a course in order to make up coursework for a course for which they’ve received an I (Incomplete) grade in a previous semester.

Special Student Registrations

Individuals who wish to take courses for credit and are not enrolled in a program may apply for a Special Student status. This applies to someone who may want to apply for a degree program at a later time, or to someone enrolled in a degree program at
another school who wishes to take a specific course at the University or someone simply wanting to take a course for personal enrichment. Students may request a “Special Student Application” by contacting the Registrar’s Office. The following policies apply to Special Students:

1. Special Student registration does not constitute admission to CIIS.
2. Students registered in Special Student status are not eligible for financial aid.
3. Students registered in Special Student status are not eligible to register for independent studies.
4. Students registered in Special Student status are not eligible to earn an academic certificate. Those seeking an academic certificate must submit an Application for Admission.

5. Special Student status remains active for one semester. Special Students must resubmit the Special Student Application every semester that they intend to register.
6. Special Students are allowed to choose between credit and audit for each course they register for.
7. Special Students must have their registration approved by a department/program chair each semester. Special Students are encouraged to bring copies of transcripts to help establish their eligibility for enrollment in courses.
8. Special Students must have earned a high school diploma or GED to be eligible to take undergraduate courses, and their diploma/GED must be declared on the Special Student Application. Special Students may take elective undergraduate courses only, not courses reserved for undergraduate cohort students.
9. Special Students must have earned a bachelor’s degree to be eligible to take graduate courses, and this degree must be declared on the Special Student Application.
10. Special Students may take graduate courses in audit status without having earned a bachelor’s degree if permission is given by the department/program chair in which the course is housed.
11. Special Students are required to be in satisfactory academic standing to enroll and to remain enrolled. Evidence of satisfactory academic standing is determined in the following manner:
   a. Undergraduate students: No more than two grades of C−, D+, D, D−, F, NP, I, IN, NS, or AW.
   b. Graduate students: No more than two grades of: B−, C+, C, C−, D, F, NP, I, IN, NS, or AW.

   Students who fall below this standard are not permitted to register.

The maximum number of credit hours taken as a Special Student that may apply to a program upon admission to CIIS is limited to one-sixth of the credits required for the program.

Special Student Alumni Discount

Special Students who had previously been matriculated in a CIIS degree or certificate program are eligible for the Alumni Discount if they completed at least 18 units in that program with satisfactory grades. A satisfactory grade is defined as a P or, for graduate students, a B or higher and, for undergraduate students, a C or higher. It is not necessary to have graduated from the program. This definition of alumni is applicable to this particular discount only; consult Alumni Services for eligibility criteria on other offerings. See “Tuition and Fees” for the Alumni Discount rate.

Student ID Cards and Stickers

The CIIS student ID card shows the student ID number and allows students to (a) gain entrance to the campus, (b) gain entrance to the computer labs, (c) check out books from the CIIS Library and other libraries, and (d) be given discounts at certain businesses. Students should have the ID card at all times when on campus, and be ready to present it to any CIIS personnel if asked. Cards are obtained from the Registrar’s Office by presenting a government-issued photo ID, such as a driver’s license or passport. The card features the student’s photograph, which is taken in the Registrar’s Office. Students who cannot come into the Registrar’s Office will be issued a non-photo card, mailed to the address that the Registrar’s Office has on file for the student. There is no charge for the initial ID card. See the “Tuition and Fees” section for the replacement fee amount.

The ID card is invalid without a current sticker. The student must be registered for courses in order to receive a sticker. Stickers are issued by the Registrar’s Office every semester and show the date that the student falls inactive if not reregistered. The Registrar’s Office does not mail stickers automatically but will do so upon individual request. To make a request, send an email to registrar@ciis.edu or call 415.575.6126.

Technology Fee Policy

A technology fee is charged at the time of initial registration. It is charged once per semester regardless of the number of courses registered for. It is not refunded to students who drop or withdraw from all or any courses, with the exception of applicants who drop all of their courses before their first semester. See the “Tuition and Fees” section for the current registration fee rate.

Like most universities, CIIS relies on technology to conduct our operations and fulfill our mission. While some of this is readily apparent—the computer lab, the website, MyCIIS, wireless access, online library materials, and cyber courses—the bulk of it is behind the scenes in the form of staffing, training, computers, servers, firewalls, backups, licenses, upgrades, and consultants. Technology evolves rapidly and has come to undergird many processes. This fee allows CIIS to stay congruent with current standards and student needs.
Transcripts

Students in active status may view their unofficial transcripts via MyCIIS at no cost. Log in, click the “Registrar” tab, and in the left-hand menu, click the “View Grades and Transcript” link. Unofficial transcripts have identical information as official ones but include a watermark to indicate they are unofficial. CIIS does not issue hard-copy unofficial transcripts. Unofficial transcripts are made available only to active students as a way for them to verify the accuracy of their record while they are still eligible to dispute it, which is up through the following semester. Access to the unofficial transcript closes three months after a student stops attending unless he or she is on a Leave of Absence. The information in unofficial transcripts is live and identical to official transcripts except for the addition of an “unofficial” watermark. Students with holds are able to view and print their unofficial transcripts.

Official transcripts are available for a fee (see the “Tuition and Fees” section of the catalog) that is charged upon the fulfillment of the request. Fees are not refunded for canceled requests. CIIS has contracted with the National Student Clearinghouse to provide our official transcript ordering services. Both electronic and hard-copy transcripts may be ordered. Before ordering an electronic transcript, check with the recipient as to whether or not they accept them. Hard-copy official transcripts are printed on security paper and delivered in a sealed envelope. Electronic transcripts are issued within two business days. Hard-copy transcripts are issued within 10 business days. A rush hard-copy order is processed within two business days. For both regular and rush service, the transcript is mailed via first-class U.S. Postal Service delivery (not overnight). One order of 10 or more hard-copy transcripts is charged at a reduced bulk rate. The bulk rate is not available for rush orders.

Transcripts are issued in their entirety only; CIIS does not process requests asking to exclude a degree program or academic level. We do not release official transcripts for students with outstanding tuition balances, uncompleted financial aid exit interviews, unreturned library materials, unmet practicum site obligations, or, for spring ’09 graduates onward, those who have not completed the graduation survey. You will be notified if such a hold exists. If you do not resolve the matter, the request is not processed and the fee is not charged.

Waitlist Procedure

Students remain on waitlists until either: (1) they drop themselves from them, which can be done online or by submitting a hard-copy “Registration” form; or (2) the waitlist is purged after the semester’s Add/Drop Deadline; or (3) a seat opens up in the course and they are added.

Students on waitlists should check their schedules via MyCIIS regularly to see if they have been moved from the waitlist into the class. The Registrar’s Office will notify students if this happens, but this notification could be thwarted. Once added, a student becomes responsible for the course’s tuition and academic requirements. Ignorance of being added is not accepted as a reason for waiving these requirements.

Students who have not been added by the course’s start date may attend the first class meeting with the instructor’s permission. They should bring a “Registration” form. If they receive permission to be added, they should have the instructor sign the form, and bring it to the Registrar’s Office prior to the Add/Drop Deadline. Students should not assume that the instructor will notify the Registrar’s Office of his or her consent. It is the student’s job, not the instructor’s, to conduct registration transactions. Students should also not assume that they won’t be added to the course if they do not attend the first class meeting, and should continue to check their schedules via MyCIIS up through the Add/Drop Deadline.

Withdrawal from CIIS Procedure

Students may withdraw from the University by submitting the “Withdrawal from CIIS” form to the Registrar’s Office. They should also notify their academic advisor and program coordinator; confirm with the library that there are no outstanding materials or fines; and confirm with the Business Office that there are no outstanding financial obligations. If a financial aid recipient, conduct an exit interview with the Financial Aid Office; and if an international student, confirm with the international student advisor the impact that the withdrawal will have on the visa status.

Upon receiving the form, the Registrar’s Office notifies the student’s academic advisor, department/program chair, and program coordinator; the library; the Business Office; the Financial Aid Office; the Dean of Students Office; and, for international students, the international student advisor. If the student has any unmet obligations, the relevant office contacts him or her to achieve resolution. CIIS does not release official transcripts of students who have outstanding financial obligations or library materials or fees, or financial aid recipients who have not conducted a financial aid exit interviews.

The Dean of Students Office contacts the student to offer an opportunity to explain the reasons for withdrawing so that CIIS may assess any needed areas of improvement and to be sure that the student is aware of all CIIS resources that might allow him or her to continue.
Per Department of Education regulations, higher education institutions must return a student’s loans within 45 days of the student’s notifying any University official of the decision to withdraw. Any CIIS staff or faculty member who receives such a notification contacts the Registrar’s Office, who contacts the student to request verification of this decision. If the student confirms or does not respond within one week, the Registrar’s Office withdraws the student from the University, including any courses for which he or she is registered.

Public Programs & Performances Policies
Public Programs & Performances produces a year-round series of talks, conversations, workshops, and performances for the public on subjects that reflect CIIS’s mission. These events further personal and social transformation by bringing together the diverse voices of visionaries, artists, changemakers, and scholars to share compelling experiences, offer new perspectives, and expand creative horizons. A subset of the courses that Public Programs & Performances offers may be taken for academic credit by students in degree or certificate programs at the University. Such courses require the student to complete readings and a paper that noncredit participants will not have to do. Such courses, like regular CIIS courses, will appear on the transcript and be included in determining enrollment status, grade point average, satisfactory academic progress, and financial aid eligibility.

Registration
To register for Public Programs & Performances courses for academic credit, register through the Registrar’s Office (not through Public Programs & Performances). To register for a Public Programs & Performances event as a public participant, call 415.575.6175 or go to http://www.ciis.edu/publicprograms.

Registration Deadlines
Registration deadlines for Public Programs & Performances courses offered for academic credit align with registration for all other CIIS classes. Refer to the University's academic calendar for registration and add/drop dates.

Tuition
Tuition is charged at the student’s academic division rate. For example, doctoral students are charged the doctoral tuition rate. Community discounts do not apply toward tuition.

Grade Option
All Public Programs & Performances courses offered for academic credit are graded only on a Pass/No Pass basis.

Cancellations
CIIS reserves the right to cancel a Public Programs & Performances course up to three days before it is scheduled to begin if the number of people registered does not meet our minimum requirement. Should this happen, students will be given the opportunity to register for another available workshop.

Attendance
Students are required to attend all hours of a Public Programs & Performances workshop. Attendance will be taken and will be part of the grading criteria. Check in with the workshop assistant when arriving and departing. The instructor has the right to fail a student who does not attend the entire course. If a student knows in advance that he or she will miss part of the course, he or she is to call Public Programs & Performances at 415.575.6175 before the first class meeting.

Paper Requirements
To obtain academic credit, students must write a paper synthesizing the topics discussed in the course with their own personal experience and required readings. The specific requirements are derived through conversation with the instructor. Any questions not answered by the instructor can be directed to the Public Programs & Performances department. Below are the policies regarding this paper:

- Students planning to graduate in the current semester should NOT register for a course that has a due date for its paper past the semester’s end. Otherwise, the student’s graduation date will be moved to the following semester.
- Papers must be at least six pages, double-spaced, for all master’s and undergraduate students, and eight pages, double-spaced, for doctoral students.
- Papers are due three weeks from the day after the course ends. See the syllabus or call the Public Programs office for the exact due date. If the paper is not submitted by the due date, a grade of NP (No Pass) will be assigned and recorded on the student’s transcript.
• Public Programs & Performances does not grant extensions to the due date. An “Incomplete” grade is not available. If an emergency prevents a student from turning in the paper on time, he or she should call Public Programs at 415.575.6175 before the due date.
• Students should submit papers via the Canvas online course space—NOT to the instructor via email.
• If the student wants the graded paper, he or she is to enclose a self-addressed envelope when submitting it or pick up the paper from the office. Papers will be held in the Public Programs office until the end of the semester following the course.

Credit Applicability
Most Public Programs & Performances courses offered for academic credit supply credit to the electives portion of the degree requirements. Each degree program has a limit on the number of units in Public Programs & Performances courses that may be credited toward its requirements. Please consult with your academic advisor before registering.

Noncredit Registration for Degree and Certificate Students
Students in degree and certificate programs at CIIS are free to register for any Public Programs & Performances course as a “public participant,” meaning that they are not taking the course for academic credit. Such a course will not appear on the CIIS transcript and will have no bearing on their enrollment status, grade point average, satisfactory academic progress evaluation, or financial aid eligibility. Any student wishing to register as a “public participant” must do so through Public Programs & Performances (not the Registrar’s Office) and pay the general fee listed in the Public Programs & Performances brochure. Most public courses are eligible for discounts for CIIS students (see below). Please contact the Public Programs & Performances Office with questions regarding student discounts.

Discounts
Active CIIS students are eligible for a 50 percent discount to most workshops and onsite talks. Students are also eligible for a 20 percent discount to most offsite events. Contact the Public Programs & Performances office for the current discount code. Questions about these policies should be directed to Public Programs & Performances at publicprograms@ciis.edu or 415.575.6175. Questions about registering for academic credit should be directed to the Registrar’s Office at 415.575.6126.

Course Descriptions

WKS 015 Tibetan Compassion Practices: Terror, Trauma, and Transcendence (1.00 Unit) PF Grade Option
While experiences of fear and some degree of trauma are part of the human condition, the meaning we give to these experiences and the way we integrate them into our lives varies widely. Likewise, when a terrifying experience lingers as trauma, a person’s response often manifests paradoxically as an unconscious yearning for transcendent experience. Tibetan Buddhist compassion practices offer natural ways of accepting and integrating negative material into a confident and responsive way of living. In this intensive experiential workshop, participants explore various practices—calming relaxation, mindful awareness, and Tantric visualization—that can help create a context for identifying and integrating painful, emotionally conflicted aspects of the psyche.

WKS 016 Rosen Method Bodywork (1.00 Unit) PF Grade Option
Marion Rosen was the founder of Rosen Method, a somatic practice that develops the ability to decipher body language and to see through the outer layers of a person into the innermost workings of the human heart. In this workshop, participants learn how to interpret muscle tension and to support the release of this tension through gentle touch. Students explore how muscle tension, breath, and body postures interface with emotion. Participants also develop greater sensitivity in their touch and increase their ability to see subtle changes in the breath that indicate a person is speaking the truth or having a long-forgotten memory well up from the past. The spiritual and emotional dimensions of the breath are clarified, as well as the physiological foundations of breathing and the connection of breath to the unconscious. The workshop is a wonderful opportunity to study with Marion Rosen’s close colleagues and experienced senior teachers. Each teacher brings a different perspective to Rosen’s far-reaching and broad-based somatic approach to the whole person.

WKS 022 The Art and Science of Lucid Dreaming (1.00 Unit) PF Grade Option
Lucid dreaming, awareness in dreams while we are dreaming, is a powerful practice of awakening to the great dimensions of our creative mind. The practice of lucid dreaming challenges our perception and habitual patterns and can lead to the practice of lucid waking. In this public program, we will focus on historical, scientific, and phenomenological research on lucid dreaming. We will explore the topic in the context of spiritual experiences, creative inspirations, problem solving, and nightmare, and will discuss lucid dreaming as a practice to prepare for dying. Through innovated methods, the participants will learn awareness techniques in waking and dreaming and learn practical and creative tools with which to view their dreams.

WKS 025 The Trickster in Tibetan Buddhism (1.00 Unit) PF Grade Option
The trickster is an important aspect of any spiritual tradition, providing levity, humor, and creative mischief to the process of awakening. Comparing Buddhist approaches with Western mythic and psychological tales of the trickster, this workshop will
focus on three different aspects of the trickster: (1) The Buddha as Trickster—participants will explore the story of Buddha's quest for enlightenment as a tale of provocation and paradox, and learn a variety of Buddhist practices that stimulate spiritual growth; (2) the Ego as Trickster—Buddhist practices will reveal the humor of egocentric emotional rigidity and make clear that the ego is both our closest friend and our worst enemy; and (3) the Teacher as Trickster—a destroyer of illusion, the teacher gleefully goads us to grow beyond hope and fear, and shows us how to laugh at death. We will explore Buddhist practices of union with the guru, or learning how to be with the trickster within.

WKS 029 The Upanishads (1.00 Unit) PF Grade Option
The Upanishads include some of the earliest mentions of yoga. Dating from nearly 3,000 years ago, these seminal Sanskrit masterpieces helped shape the civilization of India. We will begin with the earliest image from the Brihadaranyaka Upanishads: the sacrifice of the cosmic horse and the related creation of the world through desire. From the Chandogya Upanishad we will explore the primacy of the breath, and the contest between gods and demons that leads not to good and evil but to the profound understanding of the fourfold complexity of human presence in this reality, the world of dreams, and beyond. We will consider the role of animals and the elements in the story of Satyakama and examine the early practice of yoga in the Maitri and Svetasvatara Upanishads. A grand collection of dialogues between guru and disciple, stories, and philosophical assertions, the Upanishads hold an important key for understanding the wisdom of yoga.

WKS 030 Yoga and Psyche—Psychological Integration Through Yoga (1.00 Unit) PF Grade Option
Have you noticed that no matter how many times you chant a mantra or how often you return to the breath, relationship difficulties, anxiety, depression, and other self-defeating behaviors persist? By learning how to use our yoga practice to work with psychological issues and trauma stored in the body, and how to integrate the benefits of yogic practice and philosophy into our therapy practice, a new breadth and depth of knowledge and tools become available to us. Therapists and other healing professionals learn skills to deepen their work with clients and their own resilience. Through light physical yoga practice, somatic exercises, and partner and group practice, participants discover (1) why psychological work is relevant to yoga practice; (2) somatic psychotherapy techniques that allow you to intelligently process trauma and emotion in the body, and help clients process trauma safely; (3) how to feel your emotions in your body and how to use yoga practice to access your unconscious more deeply; (4) how to do “emotional adjustments” during yoga practice; (5) how to cultivate self-love and self-acceptance for all parts of yourself. Those new to yoga, or with physical challenges, are welcome to attend.

WKS 034 Tantric Yoga as a Psychology of Enlightenment: A Practical Workshop in Tantric Wisdom (1.00 Unit) PF Grade Option
Tantra is the science of aligning the human with the divine, the physical with the subtle. Offering one of the world’s most sophisticated practical technologies for enlightening the body, the emotions, and the mind, tantra has become a profound influence on contemporary yogic practice and theory. This workshop will explore the tantric paradigm for enlightenment, both philosophically and experientially. We’ll map the tantric journey as described in such key texts as the Shiva Sutras and Spanda Karikas. We’ll work deeply with tantric techniques for awakening, including processes for opening the subtle body, transforming emotional states, and generating shakti, or spiritual energy. The workshop includes sutra practice as well as meditation, contemplative writing, and voice dialogue.

WKS 036 Wisdom Healing Qigong: Ancient Science of Energy Healing (1.00 Unit) PF Grade Option
Wisdom Healing Qigong (Zhineng) is one of the most powerful systems of self-healing from China. It has been clinically researched in the largest Qigong Healing Center in China for 25 years, achieving a 95 percent success rate on 200,000 patients and over 185 diseases. Master Gu will teach the powerful tools prescribed by the Center in China for improving health and opening to spiritual dimensions. This workshop will empower people of all faiths and with all levels of healing need. It will strengthen your connection to the True Source of Creative Energy—being called by different names under different traditions, including science and spirituality. Qigong can empower you to experience healing energy with every cell in your body and to transmit it for the highest purpose of healing yourself and others.

WKS 037 Creativity in Tibetan Buddhism: The Poetics of Enlightenment (1.00 Unit) PF Grade Option
Join us for an experiential celebration of the enlightened arts of Tibet. We will explore the radiant mysteries of the heart, using the elemental energies of sound and light, as well as their magical displays: poetry, music, dance, and painting. We will learn about the “crazy wisdom” traditions of India and Tibet and how they can open us to delight and amazement. Through guided practices, we will experience ways of moving beyond the bounds of the ordinary—and into open spontaneous presence.

WKS 042 Shadows of the Enneagram Personality Types (1.00 Unit) PF Grade Option
Projection shapes what reality looks like from different type perspectives. Eights report a world of potential conflicts to control, while Twos feel bombarded by other people’s needs. Each type’s reality is subjectively true, but when emotions run high, our conditioned focus of attention “in here” shapes what we actually see “out there.” Then we are caught in an unrecognized illusion where You are the source of my well-being or You are causing my distress. This series highlights projection in relationships that
matter. Taught with panelists who can verbalize their self-reflections, we can internally replicate the placements of attention that lead them from truth to projection in relating. This level of inner practice allows us to enter the worldview held by different types of people, while also revealing how our own projected reality affects our significant others.

**WKS 046 Hakomi (1.00 Unit) PF Grade Option**
Hakomi body-centered psychotherapy is an elegant, deep, and gentle experiential and somatic approach to working with clients. The course, through both didactic and experiential material, will provide the basic knowledge and skills necessary to apply a variety of Hakomi interventions and principles to therapeutic encounters that will immediately inspire, enliven, and deepen your work.

**WKS 048 Active Hope: How to Face the Mess We’re in Without Going Crazy (1.00 Unit) PF Grade Option**
In this workshop, Joanna Macy will guide us in the Work That Reconnects. She will offer teachings and interactive processes that enliven our understanding of the hidden promise in the planetary crisis, and of our own power and authority to act on behalf of life on Earth. Drawn from deep ecology, living systems theory, and spiritual traditions, this group work grows our courage, resilience, and solidarity for the healing of our world. It helps us to clarify the survival skills needed for navigating the challenging times ahead, as well as the unique and particular roles we each want to play in the Great Turning. This experiential workshop is appropriate for all who wish to engage deeply with themselves and others, regardless of any prior experience with the Work That Reconnects.

**WKS 053 Internal Family Systems Therapy (1.00 Unit) PF Grade Option**
This two-day workshop provides a dynamic introduction to one of the fastest-growing approaches to psychotherapy. Day 1: Introduction to the Internal Family Systems (IFS) Model—this workshop presents the principles and methods of the IFS model. IFS is a way to understand and work with individuals, couples, and families that helps people quickly find and differentiate their self—a key to developing leadership qualities—and to harmonize their internal family of subpersonalities or “parts.” IFS synthesizes two paradigms—systems thinking and the multiplicity of the mind—and brings together concepts and methods from many schools of family therapy. Day 2: The Treatment of Trauma and the IFS Model—IFS offers both a conceptual umbrella under which a variety of practices and different approaches can be grounded and guided, and a set of original techniques for creating safety and fostering self-to-self connection in couples and families. This workshop will focus on the IFS model and its use with attachment and trauma. Clinical applications as well as a live demonstration will be presented.

**WKS 066 Creating Great Relationships Through Family Constellations (1.00 Unit) PF Grade Option**
Whether you’re single or in a relationship, this workshop is designed to get to the heart of what prevents you from having the closeness you desire. Come experience Family Constellations, a three-dimensional learning process designed to reveal hidden dynamics and unconscious family loyalties that limit your ability to have successful relationships. You will learn what influences relationship choices on a subconscious level, 20 invisible dynamics that can erode true intimacy, three ways in which relationships can be significantly damaged, and how to preserve aliveness and establish your full weight with a partner. Family Constellations allow you to break destructive patterns so that you can live a more fulfilled life. The results can be life-changing. Thousands of people throughout the world have benefited from this insightful and intuitive approach.

**WKS 067 Ecotherapy and Foundational Attachment: Remaking Therapy with Nature in Mind (1.00 Unit) PF Grade Option**
From the viewpoint of ecopsychology, much of our psychological dysfunction can be traced to our alienation from nature. In this era of increasing ecological imbalance, ecotherapists are responding with innovative perspectives and approaches that reframe the context, purpose, and measures of success for therapy and social work. This experiential, skills-based workshop offers healing arts practitioners an introduction to the emerging field of ecotherapy. When the psyche is considered to be part of nature, human nature may be understood and worked with in an entirely different way. Participants will learn a variety of ecotherapeutic interventions and resources, including an introduction to nature-based psychology for use in assessment, treatment planning and intervention, management of the therapist’s inner state to enhance ecotherapeutic effectiveness, and ecotherapeutic interventions with clients during sessions and as client homework assignments.

**WKS 068 Collaborative Couples Therapy: Turning Fights into Intimate Conversations (1.00 Unit) PF Grade Option**
Conversation concealed by the flames of the couple’s fight or buried in the ashes of their withdrawal are revealed. Students learn how to create an intimate conversation by bringing out the haunting feelings that each partner struggles with alone and to provide a glimpse into the rarely revealed inner life of the couples therapist. Descriptions are given of the specific interventions of Collaborative Couples Therapy, and demonstrations are shown of its principal tasks: helping partners find their voice, turning fights into intimate conversations, creating a perspective above the fray, finding a way to empathize with the less likable partner, and appealing to partners as consultants in dealing with the problems that arise in the therapy.

**WKS 075 iRest Personal Practice Immersion (1.00 Unit) PF Grade Option**
iRest Personal Practice Immersions (iPPI) offer extended sessions of dynamic dialogue and experiential practices exploring iRest
Yoga Nidra Meditation, a research-based protocol grounded in ancient Eastern teachings and Western neuroscience. Research shows iRest enhances resiliency and well-being while supporting healing of issues including PTSD, chronic pain, insomnia, stress, depression, and anxiety. Developed over 48 years by Richard Miller, iRest promotes health, healing, and awakening by recovering and nourishing your innate ground of indestructible wholeness and well-being. iRest is endorsed by the U.S. Army Surgeon General and Defense Centers of Excellence as a complementary and alternative medicine (CAM).

**WKS 077 Building a Vocal Community (1.00 Unit) PF Grade Option**
There is an awesome power in the human voice, and when uncommon voices are blended for the common good, they become a vocal community at its best. Masterfully led by Ysaye M. Barnwell, singers and nonsingers alike will share the common experience of learning in the oral tradition. We sing rhythms; chants; traditional songs from Africa and the diaspora; and a variety of songs from African American culture including spirituals, ring shouts, hymns, gospels, and songs from the civil rights movement. The historical, social, and political context will be provided as an introduction to the songs. Throughout this experience, the group will explore the values imbedded in the music; the nature of cultural responses to, and influences on, political and social struggle; and finally, the significance of a shared communal experience in our personal lives. This all-levels workshop is designed to help develop confidence through creating a positive musical experience. All that is required is a willingness to sing.

**WKS 078 Creating the Work You Love (1.00 Unit) PF Grade Option**
The Bengali poet Rabindranath Tagore said, “God respects me when I work, but loves me when I sing.” If “singing” exemplifies the life of the soul, why do we keep our nose so close to the grindstone? Why have we allowed our souls to be collared and colonized by such a brutal economy: Is this really the life that we were meant to live? Creating the Work You Love shows you how to honor your soul first, to make quality time for your being, to follow the call of your heart, and to align your work with its power. You will be inspired to live from your core and still thrive in this world—not by magic, but through choices you make on a regular basis, your ability to receive support, and your willingness to put your heart on the line and do what you really came here to do. Working with a meditative format based on the chakra system, you’ll receive a practical and available model that aligns the core vocational issues of abundance, family history, goal-based focusing, and community building with the creative life of the spirit and its full manifestation in the world.

**WKS 089 Filosofía Caribena: Music as Identity and Resistance (1.00 Unit) PF Grade Option**
The Creole nature of Latin jazz—and Caribbean culture in general—is in many ways a template for diversity, respect, and understanding for the entire planet. It tells an urgent story that is a beautiful testament to human perseverance, but it is not a pretty story. Genocide, slavery, apartheid, and continued colonial mentality are the results of the American experiment and clash of cultures. Identities lost and found also epitomize American history and are the basis of great turmoil and passion for the individual and collective mind. The Caribbean region plays a central role in American history, reminding us that it is the heart of the Americas both historically and culturally. The Afro-Latin music that emanates from the Caribbean is a powerful manifestation of self-determination and education within working-class communities. This series is based on the music of the Spanish-speaking Antilles—music that documents and embodies the American saga as well as any.

**WKS 090 Healing the Soul Wound: Indigenous People and the Colonial Template (1.00 Unit) PF Grade Option**
Part one focuses on how colonialism and historical trauma have affected indigenous peoples. The workshop will bring out parallels between Native Americans and African Americans by analyzing the soul wound through indigenous epistemologies. Archetypal ideas will also be integrated into the discussion in order to facilitate cultural bridging. Part two focuses on the area of clinical applications of therapies that are relevant in healing the soul wound and the effects of colonialism. Preparation of the therapist as well as case material will be part of the workshop. Archetypal concepts will be used in order to facilitate understanding within a Western framework.

**WKS 091 Culturally Appropriate Therapeutic Models: Understanding Post-Traumatic Slave Syndrome (1.00 Unit) PF Grade Option**
This workshop focuses on the suffering and trauma associated with the African experience in America inclusive of the periods of capture, transport, enslavement, emancipation, and leading up to current times. Multigenerational patterns of adaptive behaviors passed along through generations will be explored, with an emphasis on assessment and interventions using evidence-based, culture-specific, and social-justice models. A relationship-based approach with a particular focus on strategies that inform practice will be presented. The goal of this workshop is to expose students to the historical events and policies that have led to contemporary social problems and structural inequalities that continue to negatively affect African Americans. The workshop will provide practical tools to inform practice and empower individuals, families, groups, organizations, and communities throughout the change process. A crucial aspect of counseling involves sensitivity and competence in working with African Americans as an underserved population. This course is designed to enable students to develop a knowledge base and critical awareness of issues specifically affecting African Americans in practice and policy.
WKS 092 Restorative Justice Practices (1.00 Unit) PF Grade Option
Restorative justice is quickly emerging as a desired set of principles and practices to mediate conflict, strengthen community, and repair harm in multiple contexts. It is currently practiced in schools, in community groups, and along the entire continuum of the justice process, whether as an alternative to incarceration, as an in-custody education program, or for reentry. It is used by social workers, students, justice advocates, professors, schoolteachers, psychologists, community activists, and others in the United States and around the globe, most notably in South Africa and New Zealand. This is a two-day workshop of experiential learning about restorative justice theory and applications in school, justice, and community settings. In this workshop, you will also hear from a few cutting-edge practitioners in the field who have successfully used circles and other restorative practices to change the culture of their schools, as well as those doing restorative conferences as an alternative to mass incarceration strategies. This is an exciting opportunity to learn about these principles and explore how you might apply them in your own personal and professional contexts.

WKS 093 Heal Yourself with Writing (1.00 Unit) PF Grade Option
Our lives may be determined less by past events than by the way we remember them. You are invited on an inner adventure, a journey of discovery and re-visioning through focused journaling. Throughout the sessions, you will be guided through focused journaling exercises designed to facilitate healing and transformation from within. Remembering our story through focused journaling enables us to make meaning out of memory and to put the past in perspective. Healing then takes place, one individual, one tribe, at a time. What story are you living? How do you choose to remember your story?

WKS 094 Feeling at Home Facilitating Groups (1.00 Unit) PF Grade Option
Providing psycho-education and support in group settings is an important and often powerful tool for personal and professional learning, yet not all clinicians feel competent to facilitate group process. Working with focused small groups is an excellent way to get comfortable with the practice. In this workshop, participants will be able to enhance their abilities in their role as a facilitator in small, psycho-educational groups. Theories, approaches, and understandings of group structure and process will be introduced via readings, discussions, media, and simulated group formation. The multiplicity of culture and diversity will be considered as well as the competency standards for legal and ethical group leadership. Together we will explore, practice, and reflect upon leader development and skill-building exercises within the learning community of the classroom.

WKS 096 Healing with Holotropic Breathwork: The Adventure of Self Discovery (1.00 Unit) PF Grade Option
Consciousness research conducted in the second half of the 20th century brought revolutionary changes into psychology and psychotherapy regarding the nature of consciousness and its relationship to matter, dimensions of the human psyche, the roots of emotional and psychosomatic disorders, and therapeutic strategy. The new findings showed that the roots of emotional problems reach much deeper than postnatal biography, to domains not yet recognized by mainstream theoreticians and clinicians (perinatal and transpersonal). They also revealed new effective healing strategies that can reach these deep domains of the psyche. In this workshop, we will explore Holotropic Breathwork, a psychospiritual experiential method developed by Stan and Christina Grof that is based on these new principles. It uses a combination of breathing, evocative music, focused bodywork, and mandala drawing to explore realms of the psyche ordinarily hidden from awareness. Holotropic sessions mediate access to emotionally relevant childhood memories and other biographical issues, sequences of psychological death and rebirth, and a broad spectrum of transpersonal experiences. Participants will alternate in the roles of experiencers and “sitters,” and the group will be supported by a team of experienced trained facilitators.

WKS 097 The Ecology of Awakening: A Weekend Journey (1.00 Unit) PF Grade Option
This weekend workshop is an invitation to remember our natural inheritance as an intricate part of the larger unfolding web of life. The opportunity is to begin to shift our center of gravity: out of what is conditioned and separate into what is ever becoming and connected to all life. Through deep nature connection and group and individual reflection, we will learn to listen and respond to the way life continually evokes us forward. By re-remembering our place within the unfolding fabric, we support our ability to live in a more conscious and mutually enhancing way with all life. The weekend is designed to support you in tapping this creative force, to unlock your unique gifts and participate more fully in this extraordinary moment of planetary transformation. Through intimate and conscious encounters—with our inner impulses and the larger Earth community that awaits—you will be supported in further discovering and exploring the fertile edge of your own deepest creativity. To support this journey, the weekend will be held in Bolinas at the Commonweal Garden, a unique permaculture farm surrounded by the Pt. Reyes National Seashore.

WKS 101 The Business of Healing (1.00 Unit) PF Grade Option
You clearly have a gift if you choose to work in the wellness field. Now learn the skills to make your business viable as a career. In the first Saturday of this experiential course, we’ll explore the fundamentals of starting a successful private practice in wellness. Demystify the business world and build confidence in offering your talents. Designed for therapists, artists, coaches, and healers of all kinds who want to create a business of healing, this intensive, physical workshop is filled with creative exercises, dyad work, and fun group challenges to empower your vision to succeed. Create an authentic roadmap to launch your
private practice with confidence. The second Saturday of this course offers advanced tools you can use to grow your private practice. Take your business to the next level by learning how to enrich the client experience, build rapport in minutes, create authentic marketing, and expand your network so that you stand out in your profession. At the end of the course, you’ll know how to unite personal healing with your professional work; approach business as a spiritual path; embody practices for authenticity in your work; discover your niche and articulate your vision in the healing arts; understand the power of storytelling for a compelling brand; use tools for speaking with confidence; clarify boundaries on work, clientele, and money; understand the secret to growing by word of mouth; develop a growth strategy for you and your practice; and apply inside tips and practices to build your blog.

**WKS 102 Embodying Shakti: Awakening Sacred Power in Your Body, Mind, and Sound (1.00 Unit) PF Grade Option**
In this highly practical workshop, two powerful teachers reveal core sacred technologies from the tantric traditions of goddess wisdom. We’ll work with myth, sound, meditation, and other practices that strengthen your physical and subtle bodies, dissolving energetic blocks and opening your capacity for flow. In the course of this weekend, you’ll also have the opportunity to discover your personal energetic connections to goddesses such as Saraswati (sacred inspiration and flow), Durga (warrior strength), Lalita (fully empowered sacred sexuality), and Chinnamasta (pure awareness).

**WKS 104 Nondual Wisdom Conference (1.00 Unit) PF Grade Option**
Nonduality derives from the Sanskrit word advaita, which means “not-two,” referring to the fundamental consciousness that underlies the apparent distinction between perceiver and perceived. From the nondual perspective, the split between self and other is a purely mental construct. This understanding, rooted in the direct experience of countless sages through millennia, is at the heart of Hindu Vedanta; Judaism; Islam; and many schools of Buddhism, Taoism, and mystical Christianity. Nonduality points to “That” which is before and beyond the projections of a separative, self-reflexive mind. As nondual awareness emerges in the West in both therapists and clients, the practical and theoretical implications for psychotherapy are far-reaching. This annual cutting-edge conference hosts leading therapists and teachers who are exploring the confluence of nondual wisdom and psychotherapy. How does psychotherapy change when therapists and clients awaken to and embody their true nature as open, lucid awareness that is essentially not separate from the whole of life?

**WKS 105 Writing and Performing from Your Roots (1.00 Unit) PF Grade Option**
Writing and performing from your roots—from the deepest parts of your identity—is an act of courage, transgression, and discovery. It’s a first step toward coming out as an artist and making your life your work. This weekend workshop incorporates intensive writing and solo work culminating in live performances of new works in progress. Students choose one of three strands: the five-minute play, the five-minute solo performance, or the three-minute spoken-word piece. Develop your skills and confidence as a writer and performer. Deepen your work, or explore and experiment in a new form.

**WKS 106 Understanding Advances Toward Full LGBT Equality (and What It Means for You) (1.00 Unit) PF Grade Option**
The movement for equality for lesbian, gay, bisexual, and transgender (LGBT) people is one of the most successful in recent history. In the United States, even though LGBT people and same-sex-couple families experience inequality and exclusion in a wide range of state and federal policy arenas, significant policy advances have occurred. These include the repeal of “Don’t Ask, Don’t Tell”; the adoption of transgender nondiscrimination laws in 16 states; the extension of marriage equality in 13 states; and support for same-sex marriage by President Obama, the Democratic Party, a growing minority of Republicans, and the U.S. Supreme Court. This workshop examines the history of urban LGBT communities in the United States since the 1920s, and the pro- and anti-gay political forces that coalesced in the late 1940s and emerged onto the national stage in the 1960s and early 1970s. We will look at the incredible successes of LGBT rights activism in the United States and globally, and the treatment of LGBT people in several policy areas, including family recognition, elder issues, youth policy, and health policy. Group projects will grapple with key policy discussions currently under way, such as how to increase collection of sexual orientation and gender identity data in clinical settings and on health and demographic surveys, and how to implement pre-exposure chemoprophylaxis for HIV prevention with gay and bisexual men and transgender women. We will also examine debates within the United States, look at LGBT movement between progressives/liberals and conservatives, look at gay voting behavior, analyze trends in public opinion toward LGBT issues, and examine the status of LGBT people around the world and in global policy and funding bodies.

**WKS 107 African American Multigenerational Trauma and Issues of Violence (2.00 Units) PF Grade Option**
This course focuses on the suffering and traumas associated with the African experience in the United States inclusive of the periods of capture, transport, enslavement, and emancipation leading up to current times. Multigenerational patterns of adaptive behaviors passed along through generations will be explored, with an emphasis on assessment and interventions using evidence-based, culture-specific, and social-justice models. A relationship-based approach with a particular focus on strategies that inform practice will be presented. The goal of this course is to expose students to the historical events and policies that have led to contemporary social problems and structural inequalities that continue to negatively affect African Americans. The course will provide practical tools that will inform practice and empower individuals, families, groups, organizations, and communities
throughout the change process. A crucial aspect of social work involves sensitivity and competence in working with African Americans as an underserved population. This course is designed to enable students to develop a knowledge base and critical awareness of issues specifically affecting African Americans in practice and policy. It will include the development of techniques useful for practice.

**WKS 109 Medicine Melodies: Songs That the Healer Hears (1.00 Unit) PF Grade Option**
This class explores the use of music to clear and free energetic constraints, and as a gateway for inner work and the therapeutic processes. Through guided sound-centered contemplative practices, drumming, and chanting, participants gather an original repertoire of medicine melodies to use in shamanic, psychotherapy, and healing sessions. Participants experience the emotional magic that comes from singing the Icaros of the Peruvian Amazon, and traditional indigenous music from India, Tibet, Tuva, Africa, Brazil, and beyond. Through a multimedia presentation and case studies, the class will examine the implementation of music to support sound healing and psychotherapy sessions, and the effect of rhythm entrainment in shamanic healing journeys.

**WKS 110 Restorative Justice and Trauma Healing Modalities in Prison (1.00 Unit) PF Grade Option**
This experiential workshop is grounded in an understanding that the growth of the prison industrial complex has compromised the health and well-being of communities of color and impoverished communities in the United States, and that there is a need for a national movement to end mass incarceration. Over the course of the weekend, we will explore hands-on trauma healing modalities for men, women, and young people in prisons and jails through the use of restorative justice practices, including the Victim Offender Education Groups (VOEG); yoga; meditation; mindfulness; and strategies for addressing trauma on individual, community, and systems levels. Faculty will include members of the staff and facilitators of Insight Prison Project.

**WKS 111 Ritual, Death, and Transformation: Lessons from Burning Man and the Zen Hospice Project (1.00 Unit) PF Grade Option**
Workshop participants will explore the role of temporal art and ritual in their own lives; Burning Man’s tradition of the Temple; and Zen Hospice’s spiritual practice of sitting with impermanence. Participants will bundle personal objects to mark a passage or honor a deceased loved one, and the workshop will culminate in a ritual to burn participants’ creations. Zen Hospice Project began helping people in 1987 and continues to offer programs and trainings that blend spiritual practice with service to the dying. Burning Man is world famous for its fire art, and offers an annual tradition of building and burning a temple that honors those lost in the previous year. In this workshop, participants will create offerings to loved ones who have passed; discuss and meditate on the meaning of death in their lives; and explore art making and burning as a transformative experience.

**WKS 112 Introduction to Chinese Medicine (1.00 Unit) PF Grade Option**
In this workshop, students will learn about “qi” (the life force), acupuncture, Chinese herbs, tongue and pulse diagnosis, yin and yang, Five Elements, and the Chinese concept of internal organs. Discover more about this traditional medicine, which has provided health and relief for over 2,500 years.

**WKS 113 Creative Music Therapy and Improvisation (1.00 Unit) PF Grade Option**
An intimate connection exists in music between composition and improvisation. Both use similar structural resources, such as formal procedures of harmonic progression, melodic construction, and rhythmic order. Composition, however, is free from any demands of immediacy, whereas improvisation is the creation of music in the moment and from moment to moment—composed in the living now. To practice “creative music therapy” is to live at the threshold of artistic and developmental potential. It invites therapists to trust music making—“music-ing”—as a means of reaching out and searching within, and as an instrument of clinical research. Learn how intuition determines the clinical approach and inspiration for using music in therapy, the significance of the quality of expression achieved, and the importance of order in its form.

**WKS 114 The Interpersonal Neurobiology of Trauma: Working with the Therapeutic Spiral Model (1.00 Unit) PF Grade Option**
This workshop teaches participants the state of the art research on interpersonal neurobiology and attachment theory as it relates to treating PTSD and other stress-related illnesses with experiential psychotherapy. Using the evidenced-based system of the Therapeutic Spiral Model (Hudgins & Toscani, 2013), we will use experiential education to present the “Brain in Action” so that the complexities of interpersonal neurobiology, with its brain patterns, feelings, and defenses, which are both chemically and psychologically internalized in trauma, become immediately clear. Participants can then easily take away and use this demonstration in their own practices, clinics, classrooms, and organizations. Additionally, participants will learn the “Body Double,” a clinically modified psychodramatic intervention that teaches trauma survivors how to self-soothe and calm the overactive amygdala and right brain from the experience of trauma. Supervised skill practice guarantees hands-on skills that are immediately transferrable to many settings. This workshop is appropriate for physicians, psychologists, mental health counselors, marriage and family therapists, social workers, spiritual counselors, body workers, energy healers, shamanic practitioners, drama therapists, psychodramatists, Playback conductors, educators and teachers, social activists, community developers, and business
organizations who want to learn about the impact of trauma on the brain in their own settings, and, of course, people interested in their own recovery from PTSD.

**WKS 119 Spiritual and Religious Competencies for Therapists and Healers (1.00 Unit) PF Grade Option**
This workshop will provide you with practical tools for working with your clients’ spiritual and religious beliefs and practices (SRBP) in the therapy room. Following 16 research-based guidelines as described in her 2015 book with the same title as this course, Shelley Scammell, PsyD, will guide you through multiple exercises to enhance your awareness, knowledge, and skills on a number of important topics. These will include how to take an oral, written, or visual history of your client’s SRBP; understanding your client’s lived experience with SRBP; exploring religious and spiritual diversity; lifespan development of SRBP; recognizing harmful involvement in SRBP; how to differentiate spiritual and religious experiences from psychopathology; helping clients recognize and access their religious and spiritual resources; becoming aware of legal and ethical issues and boundaries when working with SRBP, including when to make referrals if issues are beyond your scope of practice; and learning how meditation and other practices may impact brain functioning. Enhance your confidence in working with clients who meditate, practice yoga, or engage in other practices from which unexpected consequences, challenging as well as wonderful, may arise.

**WKS 120 Money Matters: Personal Finance for Creative Individuals (1.00 Unit) PF Grade Option**
The main reason most artists and writers stop pursuing their creative goals is lack of money. Learn how to make your money work for you in support of your creativity. This course will help you understand your money personality and how to work with it. Be unstoppable! Learn the principles of sound financial management by developing a working knowledge of budgets. Design a financial roadmap for your creative work. At the conclusion of this course you will be able to define common money terms; identify common legal structures that artists and writers use to run their creative enterprises; understand financial structures used to “house” money, such as banks, credit unions, and CDFIs; define common real estate types; understand basic tax principles; and hire and manage professional support for your creative enterprises, such as lawyers, accountants, and financial planners. Strategies to access professional services affordably will be highlighted.

**WKS 121 NTU: An African-Centered Approach to Healing and Wellness (1.00 Unit) PF Grade Option**
NTU psychotherapy is an approach to working with families that allows them to recognize and tap into their inner strength for healing and oneness, understanding that healing is a natural process. NTU interventionists use spirituality-focused, culturally competent interventions to facilitate the healing process. This workshop will introduce participants to the basic elements of the NTU approach, and through didactic and experiential delivery show its application to a range of human service practices. Additionally, the presenters will share empirical data that demonstrate positive outcomes for individuals and families served. Finally, participants will be exposed to practical tools and examples that will make the content relevant and useful in practice with urban communities.

**WKS 122 What Is Coaching? (1.00 Unit) PF Grade Option**
Coaching is a rapidly growing profession that is not about offering advice or providing therapy, but is a way for people to be in a supportive relationship that results in a more effective and meaningful lived experience or the attainment of desired goals. This workshop provides the initial steps toward acquiring a foundational level of knowledge and skills in coaching psychology, along with evidence-based methods for supporting sustained behavioral and attitudinal change. Professional coaches work in business, executive, life, or health and wellness fields. Often, a “coach approach” can supplement the professional work of business employers, managers, sales and marketing directors, mental health counselors, psychologists, medical doctors, registered nurses, allied health professionals, massage therapists, bodyworkers, fitness trainers, yoga instructors, social workers, activists, and thought leaders from every field.

**WKS 123 Awaken the Untapped Mind (1.00 Unit) PF Grade Option**
Attention Dynamics teaches you how to get out of the part of your mind that holds you back and into the part that creates transformation. You will learn how to navigate your inner presence in a tangible way so that you can consciously choose your emotional state, invite close connections, and regulate your boundaries with others in ways that are specific, effective, and sensately real. You will practice direct, effective ways to sense the subtle dynamics of awareness and attention, both within yourself and in others, through well-illustrated exercises that lead to precise and solidly repeatable skills. Discover the anatomy of your mind, and how to gain direct access to your attention, creativity, and intuition for self-healing, personal development, and relationship building. Learn how to access your inner resources easily and powerfully, distilling intuitive gifts you already have into focused competencies that you can master and use again and again.

**WKS 124 Fundamentals of Ayurveda Medicine: A Systematic Introduction to Indian Medicine (1.00 Unit) PF Grade Option**
Ayurveda medicine is a complex, yet elegantly integrated, health and healing tradition from ancient India that is now experiencing resurgence and growing popularity in the fields of complementary and integrative medicine. This course introduces
students to Ayurveda’s unique theoretical-conceptual foundation and develops a thorough understanding of its holistic science, philosophy, and one-of-a-kind spirituality. It will focus on Ayurveda as a multidimensional medical discipline that addresses body, mind, and consciousness and directly works upon optimizing health through a unique 24-hour lifestyle in a six-season paradigm. Students will explore Ayurveda medicine’s indigenous heritage; its cultural, philosophical, and historical background, and also its fundamental healing principles that are said to work with nature’s own laws. Students will learn how the ancient sages of India integrated Vedic spiritual laws such as adwaita (nonduality), karmayoga (right action), dharma (universal ethics), etc. into a holistic model of a healthy body, mind, and spirit. This program is excellent for students who wish to integrate knowledge of Ayurveda with existing health philosophy and health-care courses, other holistic fields, or conventional medicine. The workshop covers the following topics: (1) Introduction to Ayurveda—definition, branches, scope, applications, and current status worldwide; (2) Introduction to Ayurveda history—pre-Vedic, Vedic, Buddhist, Islamic, British and modern period; (3) Fundamental principles—macro- and microcosm integration, Five-Element theory, Tridosha principle, etc.; (4) Brief overview of the six systems of Vedic philosophy that influence Ayurveda—Samkhya Yoga, Nyaya, Vaisheshika, Vedanta, and Mimaamsa; (5) Preventive health—daily and seasonal lifestyle routines; (6) Social ethics and environmental health; (7) Ayurveda physiology (including body types); (8) Ayurveda psychology (including mind types); (9) Ayurveda food rules and concept of superfoods; (10) Ayurveda therapeutics—a broad overview including garden herbs.

WKS 125 Myths We Live By (1.00 Unit) PF Grade Option
A myth is a lie on the outside and a truth on the inside. Human beings are storytelling creatures. It is how we understand our lives. This class explores the major myths and timeless narratives that have shaped Western consciousness. Major themes to be considered include: The Hero’s Journey, The Holy Grail, Death and Resurrection, Romantic Love, and The Great Goddesses. We will study and discuss the myths and then explore how they illuminate our daily lives. Lectures are augmented by video excerpts from a number of sources, including the acclaimed PBS series Joseph Campbell and the Power of Myth, a series of conversations between renowned mythologist Joseph Campbell and journalist Bill Moyers. Sessions are co-taught by Steve and Lynne Kaufman, who were close friends and colleagues of Joseph Campbell. Although Campbell died 30 years ago, his work becomes ever more relevant. In a world increasingly dominated by power and wealth, Campbell’s work guides us on a mythically illuminated path to a deeper understanding of ourselves and the world.

WKS 126 Yoga Psychology (1.00 Unit) PF Grade Option
This workshop will consider the transpersonal psychology of yoga as it has developed historically, from its beginnings to its extant modern forms. It tries to answer the question, what relational models of cosmos and personality do we find in yoga practice through the ages and what transformative goals and processes has it generated? Evidence of what we know today as “yoga” begins to be found from the archaeological records of the Indus Valley civilization (c. 2700–1500 BCE). Later, the early wisdom literatures of India, such as the Vedas, Upanishads, Sankhya, Bhagavad Gita, and Tantra, articulate explicit models of a self-conscious universe and human psychology along with methods of transcendence and/or realization of human potential, which they refer to as yoga. We will consider these various models and methods. At the end of the workshop, the attendee will be able to identify the elements of a psychology of the whole person conducive to experiences of creativity and transcendence and be equipped with a toolbox of transformative practices for understanding and accessing various approaches to yoga.

WKS 127 How to Cultivate Qi (1.00 Unit) PF Grade Option
The human body is perceived as a dynamic yin-yang system in traditional Chinese medicine and philosophy. Qi (the vital force) plays a pivotal role in the balance of the yin-yang system and is therefore the foundation of health and vitality. Qi flows inside the body through meridians and connects the body and mind. Consequently, both body and mind functions rely on the harmonious state of qi; the body cannot relax until the mind is quiet. In this two-day workshop, students will learn the classical cultivating qi movements, or Yi Jin Jing, based on a deeper understanding of the fundamental concepts and principles of Chinese body-mind energetic exercise. Yi Jin Jing is a popular form of qigong exercise that dates back at least several hundred years. In addition, the 12 movements are closely related to the 12 internal organ meridians and the 12-muscle meridian system of traditional Chinese medicine.

WKS 128 How to Use Movement as a Healing Resource (1.00 Unit) OP Grade Option
Explore how dance and movement can be used as powerful resources for ourselves and in working with others. We begin in our own bodies, allowing ourselves to move freely and exploring our innate movement patterns. As we cultivate and tune in to our embodied movements, a deeper connection to self, others, spirit, and a sense of freedom and joy may arise. This work is based on Gabrielle Roth’s 5Rhythms, a dynamic movement practice of being in the body that can catalyze deep healing, connection, and creative expression. The primary teaching is: If you put your psyche in motion, it will heal itself. This workshop also teaches how to support deeper body movement and energetic attunement with others, and how to regulate and re-ground ourselves within the context of a group. This includes discussion about how to bring beginning movement exercises to groups and individuals less comfortable with movement, as well as practice integrating voice with authentic movement and an exploration of confident leadership. Whether you’re an experienced somatic practitioner, dancer, body worker, therapist, social worker, or are brand new to dance/movement, this workshop is accessible to all.
WKS 129 Transforming Patriarchy: From Gender Oppression to Beloved Community (1.00 Unit) OP Grade Option

Gender inequality and patriarchal institutions have long plagued society, leading to the disastrous global reality of gender injustice. To help transform these afflictions, the Gender Equity and Reconciliation International (GERI) process, developed on six continents over 25 years, has introduced a practical innovative methodology that creates safe forums for women and men of all sexual orientations to collaborate skillfully to reach a place of mutual resolution, healing and, often, forgiveness. While the GERI work is primarily focused on transforming the longstanding patriarchal oppressions and injustices between women and men, we affirm and welcome all gender identities to participate in this workshop. We invite you to join co-founders Rev. Cynthia Brix, PhD, and Will Keepin, PhD, with other skilled professional facilitators to participate in a powerful three-day group process and experience the transformative power of gender equity and reconciliation for yourself. This course is especially relevant for professional facilitators, NGO leaders, social justice workers, spiritual or religious leaders, mental health professionals, activists, therapists, teachers, and social change agents.

WKS 130 Indian Wisdom Traditions (1.00 Unit) OP Grade Option

This workshop will take a historical approach to introduce the philosophical ideas, wisdom texts, major personalities, and practices of Hinduism and early Buddhism, viewed as a cultural conversation and synthesis stretching from 2700 BCE to modern times. The development of the major bodies of knowledge and practice of Indian Wisdom Traditions will be covered, with an eye to the internal movements and currents of spiritual wisdom generated within and between these systems, leading into our times. Major texts considered will include the Vedas; the Upanishads; the Gita; early Buddhism; Shaiva, Vaishnava, and Shakta literature; heterodox medieval thinkers; and modern spiritual figures such as Ramakrishna, Vivekananda, Ramana Maharshi, Rabindranath Tagore, and Sri Aurobindo.
# 2017–2018 Tuition and Fees

## Tuition

<table>
<thead>
<tr>
<th>Undergraduate Division Students (SUS)</th>
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<tbody>
<tr>
<td><strong>Per Unit</strong></td>
<td>$809</td>
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<td><strong>Package Price (12–18 units)</strong></td>
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<th>Master’s Division Students (SPPH and SCT)</th>
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<td><strong>Per Unit</strong></td>
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<td><strong>MCP 7603: Pre/Post Practicum</strong></td>
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<td><strong>Thesis Seminar</strong></td>
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<td><strong>EXA 6970: Expressive Arts Therapy and Movement and Metaphor Therapy</strong></td>
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<td><strong>EXA 6971: Expressive Arts Therapy and Poetry Therapy</strong></td>
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<td><strong>EXA 6972: Expressive Arts Therapy and Beginning Sandplay Therapy</strong></td>
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<td><strong>EXA 6973: Expressive Arts Therapy and Dreams</strong></td>
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<tr>
<td><strong>EXA 6974: Music and Dance for Social Change in South Africa and Beyond</strong></td>
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<td><strong>EXA 6975: Expressive Remix Workshop: Using Digital Media Art as Therapeutic Intervention</strong></td>
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<td><strong>EXA 6976: EXA Workshop: Ecopsychology</strong></td>
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(EXA courses offered above are subject to change)

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<th>Doctoral Division Students (SPPH and SCT)</th>
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<tr>
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<td><strong>Transformative Inquiry Proposal Support</strong></td>
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## Special Students (nonmatriculated)

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<th>Auditors (SUS, SPPH, and SCT)</th>
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<td><strong>Students (per unit)</strong></td>
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## Public Program Classes

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<tr>
<td><strong>Not for Academic Credit</strong></td>
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Tuition and fees are subject to change each semester.

## Fees—All Fees Are Nonrefundable

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<td><strong>Application Fee</strong></td>
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<td><strong>Enrollment Deposit (applied to tuition charges)</strong></td>
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| **Certificate Completion** | $30 |

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<td><strong>Deferred Tuition Payment Plan</strong></td>
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### Registration Fees

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<td>Student Wellness Fee</td>
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**Registration Maintenance:**
- Undergraduate | $150
- Master's or Doctoral (except ACTCM) | $450

### Course Fees or Retreat Accommodations Fees (subject to change)

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<th>Course Description</th>
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<td>EWP 6000: East-West Psychology Community Retreat</td>
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<td>Clinical Psychology (PsyD) Fall New Student Retreat at IONS</td>
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<td>Fall 2015 single occupancy</td>
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<td>Integral Counseling Psychology Weekend Program Retreat (double occupancy)</td>
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<tr>
<td>Single occupancy available for a $218 supplement.</td>
<td>TBD</td>
</tr>
<tr>
<td>Day use only available for a $510 credit.</td>
<td>TBD</td>
</tr>
<tr>
<td>MCPI 5604: Group Dynamics (double occupancy)</td>
<td>TBD</td>
</tr>
<tr>
<td>Single occupancy available for a $94 supplement.</td>
<td>TBD</td>
</tr>
<tr>
<td>SOM retreat</td>
<td>TBD</td>
</tr>
<tr>
<td>SOM retreat 2</td>
<td>TBD</td>
</tr>
<tr>
<td>PARP 6748: Nature and Eros</td>
<td>TBD</td>
</tr>
<tr>
<td>PARP 6416: The Texture of Time</td>
<td>TBD</td>
</tr>
<tr>
<td>PDT 7700: Integrative Seminar (varies per student; contact program for information.)</td>
<td>$112-$337</td>
</tr>
<tr>
<td>TLD/TSD 6001, 6002, 6003, 6004: Residential Intensive (double occupancy)</td>
<td>TBD</td>
</tr>
<tr>
<td>Single occupancy available for a $670 supplement.</td>
<td>TBD</td>
</tr>
<tr>
<td>TSD 6363: Dialogues on Consciousness</td>
<td>$290</td>
</tr>
</tbody>
</table>

### Service Fees

<table>
<thead>
<tr>
<th>Description</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change of Degree Program Fee</td>
<td>$100</td>
</tr>
<tr>
<td>Returned-Check Fee</td>
<td>$30</td>
</tr>
<tr>
<td>ID Card Replacement Fee</td>
<td>$10</td>
</tr>
<tr>
<td>Diploma or Transcript Apostille Fee</td>
<td>$50</td>
</tr>
</tbody>
</table>

### Transcript Fees (per transcript)

<table>
<thead>
<tr>
<th>Description</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electronic Transcript (processed within two business days)</td>
<td>$5</td>
</tr>
<tr>
<td>Hard-Copy Transcript</td>
<td></td>
</tr>
<tr>
<td>Regular Service (processed within 10 business days)</td>
<td>$10</td>
</tr>
<tr>
<td>Bulk Service (one order of 10 or more)</td>
<td>$3.30</td>
</tr>
<tr>
<td>Rush Service (Bulk Service not available for Rush Service)</td>
<td>$20</td>
</tr>
</tbody>
</table>

### ACTCM at CIIS Tuition

<table>
<thead>
<tr>
<th>Description</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSTCM/DACM/DMACM Tuition</td>
<td>$495 per unit</td>
</tr>
<tr>
<td>DAOM Tuition</td>
<td>$4,782 per term</td>
</tr>
<tr>
<td>ACTCM Student Audit</td>
<td>$150 per unit</td>
</tr>
<tr>
<td>ACTCM Alumni Audit</td>
<td>$125 per unit</td>
</tr>
<tr>
<td>ACTCM Herbal Sample Fee</td>
<td>$199 (onetime fee)</td>
</tr>
<tr>
<td>ACTCM Malpractice Insurance Fee</td>
<td>TBD per term</td>
</tr>
<tr>
<td>ACTCM Capstone Completion Fee (DAOM program only)</td>
<td>TBD per term</td>
</tr>
<tr>
<td>ACTCM Clinical Externship Completion Fee (DAOM only)</td>
<td>TBD per term</td>
</tr>
</tbody>
</table>

### Payment Policies

#### Payment Methods
CIIS accepts payments by cash, check, money order (made out to “CIIS”), or credit card (VISA and MasterCard). To make a payment online, log on to MyCIIS at https://my.ciis.edu and click the “eBiz” tab.

#### Payment Deadlines
Tuition and fees are charged upon registration and are due at that time. Financial aid recipients whose aid covers only a portion of the total charges must pay the balance at the time of registration. Any balance that will be covered by aid should not be paid in advance. Students seeking exceptions to this deadline should contact the Financial Aid Office at least one week prior to registration.
Deferred Payment Plan
The Deferred Payment Plan allows students to pay their total semester charges in equal installments. A $50 fee is charged for this service.

The installment payment due dates are as follows:

**School of Professional Psychology and Health and School of Consciousness and Transformation**

<table>
<thead>
<tr>
<th>Installment</th>
<th>Fall 2017</th>
<th>Spring 2018</th>
<th>Summer 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>Sep 1</td>
<td>Jan 24</td>
<td>June 6</td>
</tr>
<tr>
<td>Second</td>
<td>Oct 2</td>
<td>Feb 26</td>
<td>July 6</td>
</tr>
<tr>
<td>Final</td>
<td>Nov 2</td>
<td>Mar 26</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**School of Undergraduate Studies and American College of Traditional Chinese Medicine**

<table>
<thead>
<tr>
<th>Installment</th>
<th>Fall 2017</th>
<th>Spring 2018</th>
<th>Summer 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>Sep 13</td>
<td>Jan 17</td>
<td>May 15</td>
</tr>
<tr>
<td>Second</td>
<td>Oct 13</td>
<td>Feb 20</td>
<td>June 15</td>
</tr>
<tr>
<td>Final</td>
<td>Nov 13</td>
<td>Mar 19</td>
<td>N/A</td>
</tr>
</tbody>
</table>

A $25 fee is added to the student’s account each time an installment is not paid by its due date. The Deferred Payment Plan is not available to registrants who are not admitted to a CIIS academic program (i.e., Special Students).

Late Payment Fees
The following late payment fees are applied to students who have an outstanding balance on the following dates:

**School of Professional Psychology and Health and School of Consciousness and Transformation**

<table>
<thead>
<tr>
<th>Late Payment</th>
<th>Fall 2017</th>
<th>Spring 2018</th>
<th>Summer 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>$110</td>
<td>Sep 1</td>
<td>Jan 24</td>
<td>June 6</td>
</tr>
<tr>
<td>$50</td>
<td>Oct 2</td>
<td>Feb 26</td>
<td>July 6</td>
</tr>
<tr>
<td>$50</td>
<td>Nov 2</td>
<td>Mar 26</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**School of Undergraduate Studies and American College of Traditional Chinese Medicine**

<table>
<thead>
<tr>
<th>Late Payment</th>
<th>Fall 2017</th>
<th>Spring 2018</th>
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<tr>
<td>$110</td>
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<tr>
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<td>Oct 13</td>
<td>Feb 20</td>
<td>June 15</td>
</tr>
<tr>
<td>$50</td>
<td>Nov 13</td>
<td>Mar 19</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Students receiving financial aid or who have signed up for the Deferred Payment Plan are exempt from late payment fees.

Refund Deadlines
One hundred percent of a course’s tuition charge is reversed if it is withdrawn from on or before the Add/Drop Deadline. Seventy-five percent is reversed if it is withdrawn from through the third week of the semester. Fifty percent is reversed if it is withdrawn from through the seventh week (the fifth week for summer). No percentage is reversed for courses withdrawn from after the seventh week (the fifth week for summer). Refer to the “Academic Calendar” for the specific deadlines. These deadlines apply regardless of the actual start and end dates of the course.

For students who received any form of federal financial aid, the amount that will be returned to the financial aid programs is determined by federal guidelines and may be different than the amount calculated by CIIS’s refund policy. Contact the Financial Aid Office for more information about this calculation.

All fees are nonrefundable. This includes the registration fee, which is not refunded even if all courses are dropped or withdrawn from.

Refunds Granted After Refund Deadlines—Financial Petition Process
Students who believe they have extenuating circumstances warranting a credit, refund, or adjustment of tuition and/or fees may present a petition to the Financial Petition Committee (FPC). The petition form is available from the Registrar’s Office on MyCIIS.

The FPC considers a request only if all of the following are in place: (1) The student experienced a serious extenuating circumstance beyond his or her control; and (2) the student includes an explanation of this circumstance along with supporting
The petition and its attachments will remain confidential and be seen only by members of the FPC, which is composed of representatives from the following offices: Academic Affairs, Dean of Students, Registrar, Business, and Financial Aid. The FPC may, with the petitioner’s permission, consult with any faculty, staff, students, or other parties who may have relevant information. The FPC may request additional supporting materials from the student or, if the student consents, from other parties. The student is not present when the FPC meets. The FPC issues its decision within 30 calendar days of receiving all documentation, informs the student and any University personnel who need to take action to implement the decision, and places documentation of the petition and the decision in the student’s file maintained in the Registrar’s Office.

The decision of the FPC is final. Reconsideration is granted only if significant information not contained in the original petition becomes available. Students do, however, have the option of seeking further consideration of a petition through the CIIS General Student Complaint Procedure.

Questions
Please contact the Business Office for more information at 415.575.6132 or by email at businessoffice@ciis.edu.

Academic Policies

Maximum Time Limits to Degree Completion
These time limits start from the semester when the student is admitted to the program. A leave of absence does not extend them; see the LOA policies in the “Registration and Grading Policies” section for more information.

School of Undergraduate Studies
• Interdisciplinary Studies (with or without a minor)—3 years

School of Professional Psychology and Health
• Clinical Psychology—10 years. Must advance to candidacy within first 3 years. Any requests for exceptions to this policy must be addressed directly with the program.
• Counseling Psychology—6 years.
• Human Sexuality—10 years; must advance to candidacy within first 6 and must graduate within 4 after advancing.
• Integrative Health Studies—5 years.

School of Consciousness and Transformation
• MA—4 years; 7 if pursuing a thesis (must complete coursework within 4 years and thesis within 3 after coursework).
• MFA—4 years.
• PhD—10 years; must advance to candidacy within first 6 and must graduate within 4 after advancing.

American College of Traditional Chinese Medicine
• MS in Traditional Chinese Medicine—8 years.
• Doctor of Acupuncture and Oriental Medicine—4 years.
• Doctor of Acupuncture and Chinese Medicine—8 years.

Grade Requirements
For graduate students to remain in good academic standing, they must have no more than two grades of B–, C+, C, C–, D, F, NP, NS, I, IN, AW, or WN.

For undergraduate students to remain in good academic standing, they must have no more than two grades of C–, D+, D, D–, F, NP, NS, AW, or WN, and have no more than 7 units with a grade of I or IN. Additionally, standing is monitored each semester by the student’s submission of an integrative essay that is evaluated by the instructor, and the instructor’s submission of narrative assessments for interdisciplinary core courses, which evaluates the students on their work, participation, attendance, preparation, group engagement, ability to reflect, different ways of thinking, and critical thinking.

Academic Probation
A student is placed on academic probation for any of the following reasons:

• Failure to maintain the grade requirements (see above)
• Exceeding the limits on the number of times to register for Thesis/Dissertation Proposal Completion (see the “Proposal Approval” part of the “Thesis and Dissertation Policies” section) or the time limit to advance to candidacy (see above)
• Exceeding the time limit to graduate (see above)
• Exhibition of a need for remedial work in a specific area

Students are notified when they are placed on academic probation, the reason(s) they were put on probation, and what they need to do to return to good academic standing. Typically, students are directed to submit a plan written in conjunction with their academic advisor and endorsed by their department/program chair to the Associate Provost. The student is forbidden to register until the Associate Provost has approved the plan. The student is returned to good academic standing and removed from probation upon meeting the terms of the plan.

Students who do not fulfill the terms of their plan have their records reviewed by the Academic Standards Committee (ASC), which decides whether (1) the probation is extended to allow for additional registrations, (2) the student is suspended, or (3) to recommend a dismissal to the Provost (PRV). If option 3 is chosen, the PRV conducts a review and notifies the student regarding the final outcome. The student is invited to meet with the ASC; and the student, the student’s advisor, and the department/program chair are invited to submit statements, which the ASC carefully considers in making its decision.

A student on probation is not eligible to graduate.

Catalog Rights
Students acquire “catalog rights” with respect to the requirements of a degree program and are expected to fulfill the program requirements in effect at the time of their entrance into the program. Those who fall out of active student status must reapply for admission and, if readmitted, will fall under the degree requirements in effect at the time of readmission. Catalog rights refer to the program requirements: by contrast, the policies in the most current catalog replace all previous ones and apply to students regardless of the year in which they were admitted.

Program Agreements
Each academic advisor and student will complete a Program Agreement at the time the student first enters the program. The Program Agreement is based on the current curriculum in the program. Fulfillment of the program agreement is tracked in the degree audit of the student information system, to which the student and the academic advisor have continuous access.

Any change to the Program Agreement needs to be documented with the date and signatures by both the student and the advisor and filed in the program office. A “Program Modification” form, signed by the student and the department/program chair, is submitted to the Registrar’s Office so that the amendments are recorded in the student information system. The Program Agreement, and its amendments, becomes the basis for the Registrar’s Office report to the National Student Clearinghouse, which determines eligibility for financial aid.

Program Completion
CIIS strives to create and maintain a student-centered and effective learning environment so that students may achieve their learning goals in the desired timeframe. Although CIIS faculty and staff will make available appropriate advising, resources, and support toward the goal of assisting every student to succeed, admission is not a guarantee of completion. Successful completion of an academic program is ultimately determined by the student’s ability to meet academic requirements, abide by academic policies, follow University procedures, and meet financial obligations. Faculty and administrators reserve the right to determine a student’s capability to progress in a program, including suitability for placement in a clinical setting.

Changing Degree Programs
To request to change your program:

1. Obtain a “Change of Degree Program” form from the Admissions Office.
2. Submit this form and the Change of Degree Program Fee to the Business Office. The fee is nonrefundable, even if the request to change programs is denied.
3. The academic program will ask for any additional materials it will need, such as goal statements, etc. These materials become the property of CIIS and will not be returned.
4. The Admissions Office notifies the student of the decision.

Submit an admission application instead of the “Change of Degree Program” form if any of the following apply:

• It’s before the Add/Drop Deadline of your very first semester at CIIS (contact Admissions and request that the application be updated).
• You’ve fallen inactive.
• You’re finishing one CIIS program and intend to start another.
• You want to add a certificate program.

A request for a change of degree program is evaluated based upon the following criteria:

1. The student has enrolled and completed courses within the semester prior to submitting the request.
2. The student has met all requirements that would apply to an admissions applicant (consult the catalog for these requirements).
3. The student is in good academic standing. If not, but he or she qualifies under point 2 above, additional requirements may need to be fulfilled if the student is accepted into the new program.
4. International students must be in good status with all visa requirements. A new I-20 will be issued once the program has been changed. Before submitting the “Change of Degree Program” form, international students should discuss their plans with the CIIS international student advisor.
5. If the change of degree program request is approved, the student becomes subject to the academic requirements of the catalog year associated with the semester he or she begins the new program, not the requirements of the catalog year of original admission.
6. Any units earned in the current program will be applied to the new program, contingent upon the approval of the new program director.

If the acceptance decision from the new program is made after the Add/Drop Deadline of a semester, the student officially begins the new program in the immediate subsequent semester. If the acceptance decision is made before the Add/Drop Deadline but after the student has registered for courses, the student may be required to drop these courses and to reregister, which may result in the student’s losing a seat he or she had formerly occupied in a course if that course was full and had a waitlist.

Obtaining a Master’s Degree When Enrolled in a PhD Program
There are circumstances under which a student who leaves a CIIS PhD program (voluntarily or involuntarily) may be eligible to have a master’s degree conferred to his or her record. Such a student must meet the following conditions:

1. has completed at least 36 units of coursework;
2. is in good academic standing;
3. has completed any additional requirements (e.g., a culminating project) specified by the department awarding the degree; and
4. if he or she has earned a master’s degree already, that degree must have been in a different field of study than the CIIS doctoral program.

A student who leaves a PhD program and receives a master’s degree in lieu of the PhD may not return to pursue a PhD in the same field of study.

Obtaining a Master’s Degree When Enrolled in the PsyD Program
The CIIS PsyD program only admits students seeking the doctoral degree. These students may earn a Master of Arts (MA) degree in Clinical Psychology, however, by meeting the following requirements:

1. complete two years of full-time coursework;
2. be in good academic standing;
3. pass the first-year integrative paper;
4. pass the second-year research oral examination; and
5. pass the second-year faculty review.

The MA will be conferred on the last day of the semester in which all of the above requirements have been met and the student has submitted an application. Students receiving this degree are not eligible to participate in the commencement ceremony. The degree will not be rescinded should the student not complete the PsyD degree program.

Obtaining a Psychological Studies Degree When Enrolled in the Counseling Psychology Program
The Master of Arts in Psychological Studies (MAPS) is a nonclinical degree in the Counseling Psychology Department. It does not qualify individuals to seek licensure in California as a Marriage and Family Therapist, Licensed Professional Clinical Counselor, Registered Drama Therapist, or Registered Expressive Arts Therapist, and may not qualify them for licensure in states other than California. Faculty offer it to students who they conclude would not be successful in a clinical setting. Students cannot apply to be admitted to the MAPS, nor can they request to change to it. However, they may refuse it if offered to them. If they refuse, they are academically disqualified. A MAPS conferral is final; no appeals for its rescission are considered by programs,
deans, the Provost, or the President. Both academic disqualification and the MAPS make students ineligible for readmission to the same or a different counseling psychology program at CIIS.

The requirements for MAPS recommendation are:

1. The student is in good academic standing; and
2. has successfully completed at least 48–50 units (excluding practicum units); and
3. has successfully completed all requirements as determined by the student’s academic advisor.

The student is changed to the MAPS program once the student, the advisor, and the program chair have signed the “Approval to Change Program to MA in Psychological Studies” form. The MAPS degree is conferred on the last day of the semester that the student has completed the requirements as listed above and submitted the graduation application.

**Number of Units Required for a Doctoral Student Who Has Completed an MA in the Same Program**

This policy goes into effect for students beginning their degree program in the Fall 2015 semester. This policy applies to the following degree programs:

1. Anthropology and Social Change
2. Philosophy and Religion with a concentration in Ecology, Spirituality, and Religion
3. Philosophy and Religion with a concentration in Philosophy, Cosmology, and Consciousness
4. Philosophy and Religion with a concentration in Women’s Spirituality

The CIIS School of Consciousness and Transformation offers degrees at the master’s and PhD levels. While students may enter these graduate programs at either level, the PhD programs are designed to encompass and build upon work at the master’s level. The master of arts programs are designed to be 36-unit, two-year (four semesters of full-time work) programs of study. CIIS students who want to continue from the MA into the PhD in the same program apply during their second year of master’s study for entrance into the PhD program. Acceptance into the PhD program is not guaranteed. The applicant’s qualifications for study at the doctoral level will be assessed by the program faculty who make the final decision for acceptance.

If accepted for admission into the doctoral program, the student graduating from the MA in the same program will need to complete 18 units of coursework (beyond the 36 units of the master’s degree), comprehensive examinations, a dissertation proposal, and a dissertation. A CIIS graduate may apply for this track within two years after receiving the MA.

Applicants entering a CIIS PhD program with an MA degree earned at another institution should expect to be required to complete 36 units of coursework, comprehensive exams, and a dissertation. Depending upon their background, some applicants may be required to complete more than 36 units of coursework; this will be specified at acceptance. Applicants to the PhD program must be determined to be qualified for doctoral study by the program faculty.

**Concentrations, Emphases, Foci, Graduate Certificates, and Tracks**

**Concentration**

A 36-to-48-unit specialization or major within a larger degree curriculum (e.g., Expressive Arts and Somatics are concentrations in MACP). Prospective students apply for admission directly to the concentration.

**Designated Emphasis (PhD level)**

A designated emphasis is a PhD-level specialization that may combine courses from different programs (12–18 units total) and a capstone project to indicate mastery of a particular academic domain that spans existing programs (e.g., “ecology”).

**Focus**

An organized emphasis of 9–12 units within a curriculum that may be optional for students in the program (i.e., all students do not need to designate a focus).

**Graduate Academic Certificate**

A structured sequence of courses in a specialty or area of expertise offered within a regular graduate degree program. Graduate Academic Certificates are administered by academic departments or programs. They constitute an alternative
sequence of training for graduate students. Graduate Academic Certificates must be approved by the Curriculum and Academic Review Committee (CARC) and consist of a minimum of 12–18 units of graduate-level instruction.

**Track**

An emphasis within a curriculum that helps students, in consultation with their faculty advisors and program committees, to pursue courses and research areas tailored to their interests.

**Earning Academic Credit Outside the Classroom**

**Transfer Credit**
See the “Transfer Credit” part of the “Admissions Policies” section.

**Test Credit**
Under certain circumstances, applicants to a program may wish or need to demonstrate that certain academic requirements have been met by taking an examination:

1. Applicants to the PsyD program will be asked to demonstrate the expected proficiency by taking the GRE examination.
2. A student who seeks to have a required program course waived must show on her/his transcript that an equivalent graduate-level course has been taken. If unable to produce documentation, the student may request that the program director and the instructor who usually teaches that course at the University schedule an examination on the subject. Having demonstrated proficiency either by transcript or examination, the student may be excused from taking the required course, but such waiver does not reduce the total number of units to be taken to complete the degree program at the University.

**Unit of Credit Policy**
At California Institute of Integral Studies, one credit hour is defined as a minimum of three hours of work by an average student for a 15-week semester (i.e., 45 hours for a full semester). That work is to be supervised by an instructor, represented in intended learning outcomes, and verified by evidence of student achievement. An hour of direct faculty instruction is defined as being the equivalent of 50 minutes of classroom time. CIIS’s definition of a credit hour is consistent with federal regulation (CFR section 600.2), which defines a credit hour as “an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than—

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or
2. At least an equivalent amount of work as required in paragraph (1) of this definition above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.”

This work can be fulfilled in a variety of ways, including, but not limited to: direct faculty instruction and systematic outside reading; research under the supervision of an instructor; studio, field, clinical, or laboratory work; internships, service learning, or directed study. One credit hour would be granted for specific types of courses as follows (this list is not intended to be exhaustive):

- At least 15 contact hours of lecture, discussion, or seminar, as well as a minimum of 30 hours of student work outside the class are required for each unit of student credit.
- For courses in which classroom time does not apply (e.g., online or hybrid courses), one hour of direct faculty instruction is expected each week along with two hours of additional student work each week.
- For courses wholly occupied with studio, field, clinical or laboratory work, internships, service learning, or directed study, the amount of student work for the semester should constitute 45 hours for a 15-week semester, supervised by an instructor.
- For courses in which direct faculty instruction is less than 50 minutes per week but is supplemented with additional student work (e.g., outside reading, directed research or projects, or experiments) so that the total is at least 45 hours for a 15-week semester.
- For courses offered in fewer than 15 weeks, the same number of total hours must be completed as during the standard 15-week semester (i.e., 45 hours of combined direct faculty instruction plus student work per unit).
- For workshops that have at least 15 contact hours and sufficient student work outside the workshop to make up a total of at least 45 hours of work.
It is understood that the hour requirements specified above represent minimums for average students and that considerable deviation in excess of these requirements may occur, particularly at the graduate level.

**Academic Sanctions**
Deficiencies, misconduct, or other inappropriate action in or related to coursework, practicum/internship and research activity, or other University activities may result in student discipline in the form of probation, suspension, or dismissal. The University will in some cases give the student written notice of the nature of the deficiency, misconduct, or other inappropriate action prior to imposition of the sanction, where such notice is appropriate in the University’s view.

**Academic Integrity**
As an academic community dedicated to the application, dissemination, and creation of knowledge, CIIS is committed to fostering an intellectual and ethical environment based on the principles of academic integrity. Academic integrity is essential to the success of the University’s mission. Violations of academic integrity constitute serious offenses against the entire academic community. This academic integrity policy is designed to guide students as they prepare assignments, take examinations, write papers and perform the work necessary to complete their degree requirements.

The principles of academic integrity require that a student do the following:

- Properly acknowledge and cite all use of the ideas, results, or words of others.
- Properly acknowledge all contributors to a given piece of work.
- Make sure that all work submitted as the student’s own work in a course or other academic activity is produced by the student without the aid of unsanctioned collaboration.
- Obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student’s interpretation or conclusions or fabricating sources, citations, or data.
- Not submit essentially the same material in more than one course without prior authorization by the faculty member.
- Treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress.
- Uphold the canons of the ethical or professional code of the profession for which the student is preparing.

Failure to uphold these principles of academic integrity threatens both the reputation of CIIS and the value of the degrees awarded to its students. Every member of the community therefore bears a responsibility for ensuring that the highest standards of academic integrity are upheld.

**Faculty Members’ Responsibility**
The faculty holds responsibility for educating students about the importance and principles of academic integrity. Faculty members are expected to inform students of how assignments will contribute to the final grade in a course and of particular requirements regarding academic integrity within specific courses and programs. Faculty members are expected to make reasonable efforts to minimize academic dishonesty, and to respond appropriately to violations of academic integrity. Faculty members are strongly encouraged to provide a statement concerning academic integrity and a link to the “Academic Integrity Policy” on their course syllabi and in program handbooks.

**Students’ Responsibility**
Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at CIIS.

Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.

**Procedures for the Resolution of Violations of Academic Integrity**

**Step 1:** When a faculty member has reason to believe that a student has violated the policy on academic integrity, the faculty member should:

- Make an academic assessment of the work, including the evidence that an academic integrity violation has occurred, and assign an appropriate grade. The faculty member notifies the student of the sanction and the reason for it. The faculty member decides on the severity of the violation and of the sanction to be applied (e.g., failing grade for the exercise, remedial work, another exercise, failing grade for the course).
- The faculty member submits the relevant information (a written statement of the incident with supporting evidence) to the program chair. All alleged cases of academic dishonesty must be reported.
Step 2: The program chair should conduct an informal hearing, contacting the student and asking that the student make an appointment with the chair within five days. The student has the right to bring a support person whose only role is to accompany the student to the hearing. At the appointment, the student should be informed of rights and options, of the charge and of the evidence from the faculty member. The chair shall encourage the student to provide a full explanation of the situation to ensure due process. The chair, in consultation with the program committee, considers the seriousness of the case and previous charges of academic dishonesty, if any.

Step 3: The chair makes a recommendation regarding action to the Provost, including a written statement of the incident with supporting evidence. The action may be academic or administrative and will vary depending upon the severity of the case, any previously recorded offenses, and any mitigating circumstances. Academic sanctions range from adjusting the grade given for the course to requiring a rewritten paper or assigning additional work. Administrative sanctions range from administrative probation to dismissal from CIIS. If the decision is to put the student on administrative probation or to suspend or dismiss the student from CIIS, the Provost sends a letter to the student within 10 days of receiving and reviewing the recommendation from the chair. The student is granted another 10 days to appeal the decision and to provide the Provost with mitigating information.

Examples of Violations of Academic Integrity
This section describes various ways in which the principles of academic integrity can be violated. Examples of each type of violation are given, but neither the types of violations nor the lists of examples are exhaustive. The list has benefited from those prepared by many other universities.

Plagiarism: Plagiarism is the use of another person’s words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation, and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are:

- Copying word for word (i.e., quoting directly) from an oral, printed, or electronic source without proper attribution, whether in a paper or in an online class posting.
- Paraphrasing without proper attribution—i.e., presenting in one’s own words another person’s written words or ideas as if they were one’s own.
- Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
- Incorporating into one’s work graphs, drawings, photographs, diagrams, tables, spreadsheets, or other nontextual material from other sources without proper attribution.

Cheating: Cheating is the use of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results and reports, analyses, etc., as one’s own work when they were, in fact, prepared by others. Some common examples are:

- Receiving research, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted.
- Copying another student’s work or answers on a paper or examination.
- Using or possessing books, notes, calculators, cell phones, or other prohibited devices or materials during an examination.
- Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved.
- Acquiring a copy of an examination from an unauthorized source prior to the examination.
- Having a substitute take an examination for one.
- Having someone else prepare a term paper or other assignment for one

Fabrication: Fabrication is the invention or falsification of sources, citations, data, or results, and recording or reporting them in any academic exercise. Some examples are:

- Citing a source that does not exist.
- Making up or falsifying evidence or data or other source materials.
- Falsifying research papers or reports by selectively omitting or altering data that do not support one’s conclusions or claimed experimental precision.

Facilitation of Dishonesty: Facilitation of dishonesty is knowingly or negligently allowing one’s work to be used by other students without prior approval of the instructor or otherwise aiding others in committing violations of academic integrity. A student who intentionally facilitates a violation of academic integrity can be considered to be as culpable as the student who receives the impermissible assistance, even if the facilitator does not benefit personally from the violation. Some examples are:

- Collaborating before a quiz or examination to develop methods of exchanging information.
• Knowingly allowing others to copy answers to work on a quiz or examination or assisting others to do so.
• Distributing an examination from an unauthorized source prior to the examination.
• Distributing or selling a paper to other students.
• Taking an examination for another student.

Academic Sabotage: Academic sabotage is deliberately impeding the academic progress of others. Some examples are:

• Intentionally destroying or obstructing another student’s work.
• Stealing or defacing books, journals, or other library or University materials.
• Removing posted or reserve material or otherwise preventing other students’ access to it.

Violation of Research or Professional Ethics: Violations in this category include both violations of the code of ethics specific to a particular profession and violations of more generally applicable ethical requirements for the acquisition, analysis, and reporting of research data and the preparation and submission of scholarly work for publication. Some examples are:

• Violating a canon of the ethical or professional code of the profession for which a student is preparing.
• Using unethical or improper means of acquiring, analyzing, or reporting data in a project, a master’s or doctoral research project, or research submitted for publication.
• Misuse of grant or institutional funds.
• Violating professional ethics in performing one’s duties as a teaching assistant.
• Conducting research without appropriate Human Subjects review.

Violations Involving Potentially Criminal Activity: Violations in this category include theft, fraud, forgery, or distribution of ill-gotten materials committed as part of an act of academic dishonesty. Some examples are:

• Stealing an examination from a faculty member’s or University office or from electronic files.
• Selling or distributing a stolen examination.
• Forging a change-of-grade form.
• Falsifying a University transcript.
• Hacking the University’s digital resources, including email.

Suspension and Dismissal
Program committees may establish criteria for student suspension or dismissal in accordance with specific professional or disciplinary standards, subject to review by the Provost. Students should consult their program handbook for an explanation of the criteria.

Imposition of such sanctions may be initiated by the program committee, the Academic Standards Committee, or the Provost. The student will be notified of this decision by letter and will be ineligible to register during the period of time specified in the letter. All the rights and privileges normally accorded University students in good standing are also suspended.

If a student is dismissed from the University, it is the program committee’s determination as to whether the student will be allowed to reapply to the program, subject to review by the Provost. If readmission is allowed, application may be made only after at least one academic semester has passed following dismissal. Program committees may consider extenuating circumstances in recommending exceptions to this rule for approval by the Provost.

Policy Updates
Visit http://www.cii.edu/Academics/Policies_and_Procedures.html for the most up-to-date CIIS policies.

Thesis and Dissertation Policies
Content and Subject
The thesis or dissertation is to be an independent scholarly contribution to knowledge and present research/analysis conducted by the student under the supervision of the thesis/dissertation committee chair. The student must be the sole author of the manuscript; a coauthored thesis or dissertation is not permitted. In addition, the dissertation should exhibit originality in the sense that it does not duplicate someone else’s work.

The role and nature of theses and dissertations vary in the different academic disciplines. Each academic program at CIIS provides information on its expectations and requirements in its program handbook. Handbooks are on MyCIIS on each program’s page under the “Academics” tab. Thesis and dissertation forms for students in the School of Consciousness and
Transformation can be found under the “Registrar” tab of MyCIIS, in the Registrar’s Office forms page; for students in the Clinical Psychology program, they can be found in that department’s program page.

**Use of Previously Published Material**
The thesis or dissertation should not have been published previously in its entirety. A student may include previously published material in the thesis or dissertation with the approval of the program and the committee chair. When the inclusion of such material is permitted, several conditions apply:

- The published material must be the product of research conducted by the student while enrolled in the program, and must not have been used to obtain another degree.
- The published material must be logically and coherently integrated into the thesis or dissertation.
- Publication references for the published material must be included. In the case of coauthored material, written permission from all copyright owners must be obtained.

**Alternative Multipaper Dissertation Format**
In addition to the standard format for doctoral dissertations, the School of Consciousness and Transformation (SCT), at the option of each department/program, allows for the use of an alternative format that consists of three peer-reviewed papers (two of which have been published; the other can be published or under review) as the main basis for the dissertation. This option is currently offered by the Department of East-West Psychology and the Department of Transformative Inquiry.

**Dissertation Proposal Rubric**
CIIS faculty in the School of Consciousness and Transformation have created a rubric for the evaluation of dissertation proposals. The rubric is used by dissertation committee members in determining when a proposal is ready for approval and in giving feedback to the student. The rubric also serves to guide students in building their understanding of quality standards for dissertations and as an assessment tool for reviewing the quality of CIIS dissertation proposals. The rubric is on these two forms, which can be found on MyCIIS under the “Registrar tab,” on the Registrar’s Office Forms page: “Thesis/Dissertation Assessment by External Member” and “Thesis/Dissertation Assessment by Committee Chair.”

**Advancement to Candidacy**
Advancing to candidacy requires successful completion of all course and comprehensive exam requirements and the thesis or dissertation subject (i.e., the proposal) being approved by the student’s thesis/dissertation committee, the Human Research Review Committee if the research involves human subjects (see the “Application for HRRC Approval” on the Registrar’s Office Forms page of MyCIIS), the student’s department/program chair, and the Provost. For PhD students, approval of the proposal is reported to the Registrar’s Office via submission of the “Proposal Assessment” and the “Proposal Approval” forms. The Registrar’s Office then requests confirmation from the program that all other academic requirements have been fulfilled. Upon receiving this, they record the advancement to candidacy status on the student’s transcript and notify the student by letter and by email.

PhD students must register for Proposal Completion every Fall and Spring until they receive this notification. Summer registration is contingent on approval of the dissertation chair. (PsyD students may enroll in Dissertation Proposal Writing: see the program handbook). For those PhD programs which require an initial proposal writing course, this must proceed registering into Proposal Completion. If the student advances to candidacy after the semester’s add/drop deadline, the Registrar’s Office will drop the student from Proposal Completion and register them into Dissertation Seminar. This will not incur additional tuition or fee charges.

Each program has designated a maximum number of semesters in which their students may enroll in Proposal Completion. If exceeded, the student is placed on academic probation. (See the “Academic Probation” policies in the “Academic Policies” section). These limits are:

- Asian Philosophies and Cultures—3
- East-West Psychology—2
- Ecology, Spirituality, and Religion—3
- Human Sexuality—3
- Integral and Transpersonal Psychology—3
- Philosophy, Cosmology, and Consciousness—3
- Anthropology and Social Change—4
- Transformative Studies—4
- Women’s Spirituality—2
The Clinical Psychology program has designated a maximum of three semesters in which its students may enroll in Dissertation Proposal Writing.

After advancement to candidacy, PhD students must register for Thesis/Dissertation Seminar, and PsyD students must register for Dissertation Research. These registrations must occur every Fall and Spring semester until the oral defense. Summer registration is optional for PhD students, contingent on the approval of the dissertation chair. After defending, students must register for Registration Maintenance until the dissertation is published.

**Committee Composition and Responsibilities**
Prior to advancing to candidacy, a student is responsible for forming a thesis or dissertation committee. Once the committee is formed, the student is to submit the committee composition approval forms, which can be found under the “Registrar” tab of MyCIIS, on the Registrar’s Office forms page.

Your dissertation committee (which determines the acceptability of your dissertation) must be proposed via your department when you are ready to enroll in ____6900, Dissertation Proposal Completion. This committee should include a committee chair, an internal committee member, and an external member. For details concerning faculty eligibility, please refer to the Dissertation Committee Policy below.

It is the responsibility of the student to:

- identify an appropriate topic;
- receive approval from the student’s department;
- ensure that faculty members with expertise in the topic are available and willing to serve as chair and as committee members;
- submit the required forms in a timely manner;
- maintain regular contact with the chair each semester;
- keep the chair informed of progress being made on the proposal or dissertation; and
- keep the chair informed of any difficulties encountered.

**Dissertation Committee**
The dissertation committee shall consist of at least three faculty members, two internal to CIIS and one from outside CIIS. All committee members are expected to be present at the dissertation defense.

**Committee Chair**
- One core or associated faculty member (assistant professor or higher) from the department awarding the degree or a core faculty member from another CIIS program. Associated faculty members are recommended (subject to the approval of the chief academic officer) by the core faculty in the department awarding the degree to chair dissertation committees; associated faculty members are oriented to CIIS dissertation expectations by the department.
  - Holds a PhD or its equivalent.
  - Has expertise in the topic.

The chair’s purpose is to do the following:

- Guide the candidate at all stages of the project, including formulating the proposal, carrying out the research, and writing the dissertation.
- Supervise student progress.
- Ensure that all committee members have reviewed the dissertation and that substantive objections are resolved prior to the defense.
- Ensure that the dissertation meets academic standards.

The chair is expected to be in contact with the student at least once each semester, even if the student has not initiated contact.

**Internal Committee Member**
- A core, associated, or adjunct faculty member (assistant professor or higher) from the department awarding the degree or a core faculty member from another CIIS program.
  - Holds a PhD or its equivalent.
  - Has expertise in the topic.

The purpose of the internal committee member is to ensure the quality of the research and to do the following:

- Provide special expertise in areas needed to give a comprehensive appraisal of the project.
- Provide broader representation from the faculty in the candidate’s field.
• Provide critical reading of the drafts of the proposal and dissertation.

**External Committee Member**

• A faculty member with a regular academic appointment (assistant professor or higher) in another institution of higher education or a nonfaculty member who is a recognized authority in the appropriate field(s).
• Holds a PhD or other relevant degree or has demonstrable qualifications that establish expertise.

The purpose of the external member is to do the following:

• Play a role in terms of maintenance of standards of quality.
• Verify that the level of research is appropriate to the student’s degree objective.
• Provide the “outside” point of view.
• Share expertise that might not otherwise be available.

The student is responsible for giving the outside member the “External Member Packet.” A copy of the proposed external member’s vita must be submitted with the approval forms.

**Time Limits**

See the “Time Limits to Degree Completion” in the “Academic Policies” section.

**Format and Language**

**Format**
The thesis is typically a written manuscript. The dissertation is typically a written manuscript in book form. It may include other media (e.g., visual images, sound files) as supplements. Subject to advance written approval by the program and the Provost, alternative formats may be permitted. CIIS requires that the final product be a document that is professional in appearance and suitable for publication.

**Language**
Theses and dissertations must be written in English, although they may include references in other languages.

**Technical Review**
Theses and dissertations are required to be reviewed by a CIIS-approved technical editor to ensure that all style policy requirements are met and intellectual property concerns are properly addressed. After the defense and after any and all substantive and/or minor edits requested by the committee at the time of defense have been complete, the student must submit the manuscript to one of the approved technical editors for technical review (to see the list of CIIS-approved technical editors, log into MyCIIS > “Academics” tab > Center for Writing & Scholarship (left column) > Dissertation Publication Guides & Technical Review List. Technical review is not the same as copy editing or content editing; technical review focuses on the chosen style format and on formatting issues relevant to publication. After technical edits are complete, the Center for Writing and Scholarship will review your manuscript for acceptance.

Technical review editors are not employees of CIIS; they work collaboratively with the Center for Writing and Scholarship as independent contractors. Students are responsible for ascertaining in advance the extent of editing to be provided, how long the review is expected to take, what costs will be incurred (CIIS does not pay for technical review), and other contractual arrangements for the technical review services. CIIS ensures full payment to technical editors for services rendered by withholding final degree conferral until these financial obligations are met and the Center for Writing and Scholarship confirms their completion.

Note that editing time and costs vary widely, depending on factors such as the length of the dissertation, the inclusion of tables and figures, and the degree to which the student has already incorporated and mastered style guidelines. Please contact the Center for Writing and Scholarship for details.

**Style Policy**

**CIIS Requirements**
The margin settings, title page, signature page of the thesis or dissertation, and citation formatting must meet CIIS requirements. Students who submit pages that do not meet these requirements will be asked to reformat the pages. Sample pages and formatting guides are available on the Center for Writing and Scholarship’s MyCIIS page.
It is at the discretion of the programs to require or suggest their own professionally acceptable style: APA, Chicago, MLA, or AAA. Students are advised to consult with their committee chair regarding the acceptable style and familiarize themselves thoroughly with it before they begin to prepare their manuscript.

There are a number of formatting points on which CIIS’s citation requirements deviate from the APA, Chicago, MLA, and AAA manuals. Please read the CIIS formatting guidelines for your particular citation style and use these guidelines to format your dissertation correctly. Formatting guidelines can be found as follows: Log in to MyCIIS > “Academics” tab > Center for Writing & Scholarship (left column) > Dissertation Publication and Style Guides.

Margin Settings
To ensure that no part of the manuscript is cut off when it is bound by the Laurance S. Rockefeller Library, CIIS requires standardized margins on every page of the manuscript. The side margins must be 1.5 inches from the edge. The top and bottom margins must be between 1 inch and 1.5 inches from the edge; the margins are to be the same for top and bottom. The entire content on the page, including page numbers, must fall within the margins specified. The page number can be centered on the top or bottom of the page.

Title Page
Please pay special attention to the following features on the title page:

- Indicate your degree and program. Use only the official degree name. If in doubt, refer to the catalog or check with the Registrar’s Office.
- Indicate the year of graduation.

Certificate of Approval Page
The Certificate of Approval with original signatures must be submitted to the Registrar’s Office, where it resides in the student’s file.

An unsigned copy of the Certificate of Approval page should be submitted with the original manuscript.

Format the Certificate of Approval according to the sample Certificate of Approval, provided within each Format Style file (APA, Chicago, MLA, or AAA); visit the Center for Writing and Scholarship’s MyCIIS page for sample pages.

Please pay special attention to the following elements on the Certificate of Approval:

- Do not include title or heading on the signature page.
- Position the page number consistently with the page numbers in the rest of the manuscript.
- Include the following statement: “I certify that I have read [YOUR TITLE, exactly as it appears on the title page] by [your name], and that in my opinion this work meets the criteria for approving a dissertation submitted in partial fulfillment of the requirements for the [your degree and program] at California Institute of Integral Studies.”
- Include only as many lines as there are committee members signing.
- Include committee members’ names. For each committee member, include his or her legal name, academic degree, and program or school (if not CIIS).
- Customarily, the name of the chair is given first (and designated as chair), and the outside committee member is given last.
- Increase the right margin on this page to 2 inches.

Submission of Completed Draft
Students expecting to graduate in a given semester should submit, after consultation with their chair, a complete final draft of the thesis/dissertation to all committee members no later than the first week of class in that semester. Students should expect a reading time of four weeks by faculty, including the external committee member. While individual chapters may have been separately reviewed, the entire document may undergo a more comprehensive review. It is often necessary to have more than one cycle of feedback and corrections/additions.

Dissertation Defense
When all committee members have read the dissertation and no major changes are required, the chair, in consultation with the committee, will determine whether or not the student is ready to defend. It is the responsibility of the chair to make this determination. Determining the readiness for the defense is based primarily on the satisfactory completion of the work. Students need to be prepared to register for an additional semester if the committee determines that the document is not ready to defend.
The final defense is an oral examination open to the public, during which the author of a thesis or dissertation demonstrates to his or her committee satisfactory command of all aspects of the work presented and other related subjects, if applicable. The defense is usually two hours in length. It may be scheduled on any workday, during both instructional and noninstructional periods.

The student must submit the completed manuscript to the committee by the deadline set by CIIS, or no later than three weeks prior to the scheduled defense. The technical review is to be completed and any necessary changes incorporated into the manuscript prior to the submission of the manuscript for the defense. For Thesis/Dissertation deadlines, including defense deadlines for each semester, please visit the Academic Calendar: http://www.ciis.edu/academics/academic-calendar.

Defense Requirements
Doctoral students must defend their dissertations; master’s students may or may not need to defend their theses, depending on their program’s requirements.

When the committee chair has deemed the thesis/dissertation ready to defend, the student is to arrange the defense’s date and time with all committee members. The defense must take place at CIIS (students in distance programs are exempt from this requirement), although committee members may participate remotely via teleconference or online. The student submits the “Request for Oral Defense Announcement and Room Reservation” form at least three weeks prior to the defense to the program coordinator, who will reserve the room, make the necessary accommodations, and publicize the defense to the CIIS community.

Committee Participation
Physical presence of the committee chair at the defense is expected. In the event that an out-of-town committee member cannot come to CIIS, the committee chair may allow that member to attend via conference telephone call.

Approval of the Thesis or Dissertation
Committee members are required to indicate their approval or disapproval of the manuscript and the defense on the manuscript’s signature page and the “Thesis/Dissertation Approval Tracking” form.

Below are the procedures for approving the thesis or dissertation, depending on the amount of revision the committee requires after the defense:

No Revisions Required: If there are no changes required by the committee, all committee members and the committee chair sign the Certificate of Approval. The chair completes the “Thesis/Dissertation Approval” form, and both the chair and the student sign the form. The chair submits the form to the program chair, who submits it to the Registrar’s Office and to the Center for Writing and Scholarship.

Minor Revisions Required: If minor changes are required, the committee members, but not the committee chair, sign the Certificate of Approval. The chair specifies the required changes on the “Thesis/Dissertation Approval” form, and both the chair and the student sign the form. The student has 30 days from the date of the defense to complete and submit the changes. Only after the required revisions have been completed and accepted does the chair sign the “Certificate of Approval” and forward it, the “Thesis/Dissertation Approval” form, and the manuscript to the program chair. If these revisions extend into the subsequent semester, the student must register in that semester.

Instead of registering for Thesis/Dissertation Seminar, the student is eligible, in this situation, to register for Registration Maintenance. See the “Registration Maintenance” part of the “Registration and Grading Policies” section for further information about this. If the student elects not to register for Registration Maintenance, he or she must register for Thesis/Dissertation Seminar.

Major Revisions Required: If there are one or more areas of significant revision required of the student, no one on the committee signs the Certificate of Approval. The chair specifies the required changes on the “Thesis/Dissertation Approval” form, and both the chair and the student sign the form. The form specifies whether the changes to the dissertation are remedial or nonremedial. If the revisions are remedial, the student may continue in the dissertation phase and may be asked to reapply for a second defense at a future time. If the changes required are nonremedial, the student may not apply to defend the same dissertation. Only after the required revisions have been completed and accepted do the chair and other committee members sign the “Certificate of Approval” and forward it, the “Thesis/Dissertation Approval” form, and the manuscript to the program chair.

Final Review and Approval
After theses and dissertations are approved by the student’s committee members and program chair, and after the technical review is complete, final drafts are submitted by the student to the Center for Writing and Scholarship for final review and approval. Instructions about technical review and final review procedures may be found via MyCIIS: Log in to MyCIIS > “Academics” tab > Center for Writing & Scholarship (left column) > Dissertation Publication Guides. Deadlines for each
Publication
Publication is optional for the thesis and required for the dissertation. Students may publish through either ProQuest/UMI or another, approved publisher. It is the student’s responsibility to edit and prepare a final manuscript that meets CIIS format and publishing requirements.

ProQuest/UMI, as the publisher of record for U.S. dissertations and theses, archives these works. It also makes them available to academic institutions, scholars, and interested readers through publication of the citation and abstract in ProQuest Dissertations and Theses (online), Dissertation Abstracts International, and Master’s Theses International, all of which are designed to provide maximum exposure for and accessibility to theses and dissertations.

Once your thesis or dissertation has received final approval from the Center for Writing and Scholarship, you will be provided with instructions for uploading your document to ProQuest/UMI for publication. In publishing with ProQuest/UMI, you will have a variety of publication options (Open Access, Traditional, etc.). Please review these options (via the Center for Writing and Scholarship’s MyCIIS page) prior to applying for graduation to determine the best publication option for your work.

Copyright
For information on quotations, citations, and copyright, see http://library.ciis.edu/information/handouts/quotations.asp. For further information on copyright ownership for a thesis or dissertation, see http://www.proquest.com/products-services/dissertations/submitting-dissertation-proquest.html and http://manoa.hawaii.edu/graduate/content/copyright-patent.

Depending on their country of origin, students who are foreign nationals may be subject to certain restrictions when applying for a copyright in the United States. For more information, see http://manoa.hawaii.edu/graduate/content/copyright-patent.

ProQuest/UMI Copyright Registration Service
Students who publish their thesis or dissertation with ProQuest/UMI may choose to utilize that company’s service to act as the students’ agent to register their copyright to that work with the United States Copyright Office. If students wish to use some other means to secure copyright and publication rights to their work (e.g., Creative Commons), they will need to work directly with ProQuest/UMI to verify copyright and to ascertain the latter’s right of first publication of the work.

Graduation and Commencement Policies
To be eligible to graduate, a student must fulfill all academic requirements and submit a Graduation Application and application fee to the Registrar’s Office. Students cannot graduate with missing or I (Incomplete) grades on their record, even for courses that do not apply to the student’s degree.

Both the application and the fee must be submitted by the semester’s application deadline for the student to be eligible to graduate in that semester. If the student fulfills the academic requirements but fails to apply by the semester’s deadline, the degree is not conferred in that semester. Similarly, if the student applies by the semester’s application deadline but fails to fulfill the academic requirements by the end of that semester, the degree is not conferred in that semester. The Graduation Application remains valid for three consecutive semesters (Summer included). Students who fail to fulfill the academic requirements by the end of those three semesters must reapply to graduate and resubmit the application fee.

The Graduation Application is invalid without the application fee. The fee pays for the costs to evaluate the student’s graduation eligibility, a diploma cover, one original transcript, and commencement-related expenses. The application and fee are required even for students who do not participate in the commencement ceremony. The fee is nonrefundable, even if it is determined that the student is ineligible to graduate.

CIIS has three degree-conferral dates per year: the final day of the reporting semester; the date used is the later of the two dates listed as the final day on the SUS/ACTCM calendar and the SPPH/SCT calendar. The degree date will not be earlier in a semester, even if all academic requirements are met and the graduation application and fee are submitted.

Once the degree is conferred, CIIS will not release the official transcript or diploma or verify the student’s degree to third parties until the student (1) meets all outstanding CIIS financial obligations, (2) returns all CIIS Library materials, and (3) completes the online CIIS Graduation Survey—a link to the survey is emailed to the student. Additionally, financial aid recipients must conduct an exit interview with the Financial Aid Office. Counseling Psychology students must submit all case notes, termination forms, termination case summaries, monthly reports, and outstanding debt letters to clients, as well as the practicum site key, to the practicum site managers; and Clinical Psychology students must complete the department’s exit survey.
The diploma and one copy of the official transcript are issued approximately three and a half months after the semester of graduation. The degree is conferred to the transcript approximately two months after the semester of graduation. If the student wants additional copies of the transcript, he or she must submit a “Transcript Request” form and applicable fee.

Graduating Counseling Psychology students applying to the California Board of Behavioral Sciences (BBS) for an intern number need to submit a “Transcript Request” form to the Registrar’s Office and check the box on this form to indicate that the transcript is being used for this purpose. The Registrar’s Office then forwards the transcript to the Counseling Psychology Coordinator, who completes it and includes a program certification.

Commencement Ceremony Requirements
There is one commencement ceremony each academic year: at the end of the Spring semester. Degrees, however, are conferred at the ends of all semesters. Summer 2016, Fall 2016, and Spring 2017 graduates may participate in the Spring 2017 commencement ceremony.

Students with incomplete grades and/or with any remaining courses to be completed after the Spring semester (including culminating and integrative seminars) will not be allowed to participate in the commencement ceremony. The only allowable exception is for students completing practicum and the concurrent case seminar or predoctoral internship hours, to be concluded by the end of the succeeding Summer semester. These students must apply to graduate by the spring prior to commencement in order to participate in the ceremony, though their degrees will not be conferred until the final day of Summer semester. Thesis and dissertation students must have a completed manuscript accepted by the Center for Writing and Scholarship by that semester’s deadline date.

The Dean of Students Office emails information about commencement to all students who have filed the graduation application with the Registrar’s Office. This information is mailed the week after the graduation application deadline and contains information about the commencement ceremony, including the date, time, and location, and ordering of caps and gowns. Students may also find commencement information, forms, and updates on the “Student Life” tab of MyCIIS.

University Policies
Accommodation for Students with Disabilities
CIIS is committed to equal access for students with disabilities. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, CIIS will not discriminate against qualified students with disabilities on the basis of disability in the programs and services provided to all students. Students with disabilities may register with CIIS Student Disability Services by providing documentation of disability status from an appropriate provider. Student Disability Services will then work with the student to identify areas for reasonable accommodation that will provide students with the opportunity for access and participation in the academic environment.

Changes in Rules and Policies
While every effort has been made to ensure the accuracy of the information in this catalog, those using the catalog should note that rules and policies change from time to time and that those changes may alter the information contained in this publication. Updates to catalog information are printed on the CIIS website.

In addition to this catalog, several other publications are available that include detailed information about specific subjects such as financial aid and doctoral dissertations. These include the CIIS “Student Handbook” and handbooks published by each academic program. It is the responsibility of the individual student to become familiar with the announcements and regulations of the University that are printed in the catalog and other campus publications.

Drug-Free Campus Policy
The U.S. Congress passed the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Amendments of 1989. In accordance with these acts, CIIS has enacted a policy maintaining a drug-free workplace and campus. The unlawful manufacture, distribution, dispensation, possession, and/or use of controlled substances or the unlawful possession, use, or distribution of alcohol is prohibited in CIIS facilities, in the workplace, or as part of any of the University’s activities. The workplace and campus are presumed to include all premises where activities of the University are conducted. Violation of this policy may result in disciplinary sanctions up to and including termination of employment or expulsion of students. Violations may also be referred to the appropriate authorities for prosecution. This policy is reviewed biennially. Students who are concerned about substance use, abuse, and rehabilitation are strongly urged to contact their family physicians, who can refer them to appropriate resources (community or private agencies) that provide complete, confidential substance abuse counseling.

The Drug-Free Campus Policy is available online at https://my.ciis.edu/ICS/Student_Life/Student_Handbook.jnz. The Policy on Drugs and Alcohol is on page 21.
FERPA—Students’ Rights Regarding Their Education Records
California Institute of Integral Studies (CIIS) maintains student education records in compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), Public Law 93-380, as amended. FERPA affords students these rights with respect to their education records:

1. The right to inspect and review the student’s education records within 45 days after the day CIIS receives a request for access. A student should submit to the registrar, Dean, head of the academic department, or other appropriate official a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. The educational records are the property of CIIS, and CIIS will not supply copies to the student, unless the student is unable to view them otherwise (i.e., it is impossible for the student to come to CIIS). In that case, photocopies will be supplied at 25 cents per image.

2. The right to request the amendment of the student’s education records that the student believes is inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA. Students who wish to ask CIIS to amend a record should write the school official responsible for the record, clearly identify the part of the record they want changed, and specify why it should be changed. If CIIS decides not to amend the record as requested, it will notify the student in writing of the decision and the student’s right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before CIIS discloses personally identifiable information (PII) from the student’s education records, except to the extent that FERPA authorizes disclosure without consent. Such authorization includes the following:

   a. To school officials with legitimate educational interests. A “school official” is a person employed by CIIS in an administrative, supervisory, academic, research, or support staff position (including security personnel); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee; a volunteer or contractor outside of CIIS who performs an institutional service or function for which CIIS would otherwise use its own employees and who is under the direct control of CIIS with respect to the use and maintenance of PII from education records. Examples of the last could include an attorney, auditor, or collection agent, or a student volunteering to assist another school official in performing his or her tasks. A school official has “legitimate educational interests” if the official needs to review an education record in order to fulfill his or her professional responsibilities for CIIS.

   b. FERPA permits an institution, for the purposes of conducting its functions, to identify a subset of students’ PII as “directory information” that can be disclosed without the student’s prior written consent. Directory information is considered not generally harmful or an invasion of privacy if disclosed. CIIS designates only the following as a student’s directory information: full name, address, email address, telephone number, photograph, program of study, dates of attendance, enrollment status (e.g., full-time, half-time), participation in officially recognized activities, and degree and awards received. Students may direct CIIS to not disclose their directory information. To initiate or revoke this directive, students should contact the registrar.

   c. Upon request, to officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student’s enrollment or transfer, subject to the requirements of §99.34. FERPA requires a school to make a reasonable attempt to notify each student of these disclosures.

   d. To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local educational authorities. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of federal- or state-supported education programs, or for the enforcement of or compliance with federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.

NOTE REGARDING POINT D: As of January 3, 2012, the U.S. Department of Education’s FERPA regulations expand the circumstances under which student education records and PII contained in such records—including Social Security Number, grades, or other private information—may be accessed without the student’s consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities (“Authorities”) may allow access to records and PII without consent to any third party designated by an Authority to evaluate a federal- or state-supported education program. Second, Authorities may allow access to education records and PII to researchers performing certain types of studies—in certain cases even if the school doesn’t request or even objects to such research. The Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive the students’ PII, but the Authorities need not maintain direct control over such entities. Additionally,
in connection with Statewide Longitudinal Data Systems, state Authorities may collect, compile, permanently retain, and share without students’ consent PII from education records, and may track students’ participation in education and other programs by linking such PII to other personal information obtained from other federal or state data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

e. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.

f. To organizations conducting studies for, or on behalf of, the school, in order to (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction.

g. To accrediting organizations to carry out their accrediting functions.

h. To parents of an eligible student if the student is a dependent for IRS tax purposes.

i. To comply with a judicial order or lawfully issued subpoena.

j. To appropriate officials in connection with a health or safety emergency, subject to §99.36.

k. To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding.

l. To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school’s rules or policies with respect to the allegation made against him or her.

m. To parents of a student regarding the student’s violation of any federal, state, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21.

FERPA requires CIIS to record the disclosure of PII from the student’s education records except for disclosures (a) to the student; (b) to school officials; (c) of directory information; and (d) as related to some judicial orders or lawfully issued subpoenas. Students have a right to inspect the record of disclosures.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by CIIS to comply with the requirements of FERPA. The Office that administers FERPA is:

   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, DC 20202.

**Firearms Policy**

No firearms or any other dangerous weapons are permitted at the University.

**General Student Complaint Procedure**

The General Student Complaint Procedure (GSCP) is used to resolve complaints by students of violations of University policies and procedures contained in this catalog and any and all other unresolved student complaints. The GSCP is set forth in the “Student Handbook” and on the CIIS website. Additional printed copies may be obtained by contacting the Dean of Students Office. Any complaint or other controversy that relates to the interpretation or the application of the Handbook or of other publications of the University related to students shall be exclusively and finally resolved by the GSCP.

An individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at:

   Bureau for Private Postsecondary Education
   P.O. Box 980818
   West Sacramento, CA 95798-0818
Protection of Students from Sexual Misconduct

CIIS is committed to maintaining its campus and programs free from all forms of sexual misconduct. This particular policy is geared most directly to the protection and safety of students. By this policy, all forms of sexual misconduct, including sexual and gender-related—violence, assault, harassment, domestic violence, dating violence, and stalking—are prohibited and will be promptly responded to with disciplinary or other corrective action measures that are appropriate.

This policy also explains the procedures of CIIS that allow for fact-finding for those students who find themselves to be victims of sexual misconduct and to provide ways in which the University supports and protects its students. This policy applies to misconduct whether it occurs on CIIS property or anywhere else that has a connection to sponsored events or programs involving the University. Off-campus conduct that the University thinks can interfere with students having a safe or welcoming experience or education at the University, or that poses a threat or danger to the CIIS community, is still within the University’s oversight for the protection of our students, and any incidents should be brought to our attention.

Notice of Nondiscrimination: This particular policy concerns matters involving sexual misconduct. However, please know that CIIS’s other policies in the “Student Handbook” prohibit other kinds of misconduct inflicted against students. CIIS does not permit discrimination or harassment in its programs and activities on the basis of race, color, national origin, ancestry, sex, gender, gender identification or expression, sexual orientation, disability, age, religion, medical condition, veteran status, marital status, or any other characteristic protected under law.

The full policy on Sexual Misconduct can be found online at http://www.ciis.edu/student-affairs.

Sexual Harassment

The policy of California Institute of Integral Studies is to provide an educational and employment environment free from unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communications constituting sexual harassment.

Grievance procedures have been established to process student complaints alleging violations of these policies. Inquiries may be addressed to the Dean of Students.

Smoking Policy

For the health, safety, and comfort of everyone, smoking and vaporizing are not permitted anywhere or at any time within the buildings and facilities and during indoor or outdoor events. The University is committed to full compliance with state law and prohibits smoking and vaporizing in all enclosed workplaces.

Statement of Nondiscrimination

The University does not discriminate in its educational programs or services on the basis of race, color, religion, religious creed, ancestry, national origin, age (except for minors), sex, marital status, citizenship status, military service status, sexual orientation, medical condition, disability, gender identity, and any another status protected by law. The University will implement reasonable accommodation of qualified individuals with disabilities to the extent required by law. The General Student Complaint Procedure (GSCP) is available to resolve complaints of violations of this and other University policies and is set forth in the “University Policies” section of this catalog.

The University seeks to affirmatively enhance the diversity of its student population. Diversity is a strength and a resource in our educational environment. As an educational community, we seek cultural, ethnic, racial, and gender diversity to improve the educational experience at the University.

Communication Policy

CIIS uses the following electronic means to communicate to students: (1) the CIIS website; (2) the university-issued email account; (3) the CIIS student portal; and (4) the online learning platform. CIIS presumes that students will read these communications in a timely fashion. Not reading them does not absolve a student from knowing and complying with them.

Students are expected to use the CIIS email account when communicating with the University and to not share their password with anyone. Passwords are reset regularly. These measures allow CIIS to verify that the email is coming from the student and that further correspondence will not disclose the student’s information to others. Students contacting CIIS faculty and staff
through a personal account will be asked to re-contact us using the CIIS account. This is true even for students who’ve set the account to redirect to a personal one. See the “Student Email Policy.”

Faculty will be requested to refer to this policy in their syllabi.

**Transaction Policy**

Students can submit transactions to CIIS either (1) by hard copy with a “wet” signature in person, by mail, by fax, or by scan; or (2) electronically through the Web portal, MyCIIS. Because the portal requires a two-step authentication (user ID and password) this legally constitutes an electronic signature. CIIS cannot process transaction requests submitted by telephone or through the body of an email, including from the student’s University email account, as this requires only a one-step authentication (password). Digital signatures are also not legally acceptable, as CIIS cannot authenticate them.

**Student Email Policy**

CIIS issues email accounts to students and requires correspondence to be conducted through it. This assures that the emails we send go to an active account and it better protects students’ privacy. See the “Communication Policy.”

CIIS has contracted with Microsoft for the use of its Office 365 product to create email accounts with the domain name @mymail.ciis.edu. The email platform is Outlook. Additionally, Office 365 includes applications such as Word, Excel, and PowerPoint, and storage on One Drive. These are all cloud-based and are accessible through a Web browser.

The accounts are maintained by CIIS and are issued at the time an applicant is admitted. The account is permanent, and students who leave the University, whether or not they graduate, will still have access to them. CIIS reserves the right to purge an account that has not been accessed over a period of time. Notification will be given beforehand.

The email account naming format is based on the student’s name on file with the Registrar’s Office: It’s the first letter of the preferred name if the student supplied one, otherwise it’s the first letter of the first name, and then the full last name. (Students may create a display name that differs from the student record.) Requests for exceptions to this format are evaluated on a case-by-case basis. Students who change their name will have their email account name changed only upon request. Indicate this option when submitting the “Personal Information Update” form to the Registrar’s Office. Changing the email account name does not create a new email account.

Microsoft 365 allows emails to be redirected, and students may do so, at their own risk. CIIS will not be responsible for the handling of email by outside vendors. Any emails that do not get redirected, for whatever reason, are still presumed by CIIS to have been received. Even the students who have their email redirected are expected to contact the University through the CIIS email account. See the “Communications Policy.”

CIIS owns these email accounts and reserves the right to lock or purge them if the student violates the conduct codes found in the “Student Handbook.”

**Suggestions, Complaints, and Requests for Action**

CIIS aspires to be an institution that strives for continuous improvement in its educational programs, administrative operations, and extracurricular services and activities. The identification of problems and suggestions for change that students make to the University’s administration are a crucial contribution to this process.

If any student or group of students has suggestions, complaints, or requests for action about matters relating to curricular, administrative, or extracurricular aspects of their educational experience at California Institute of Integral Studies, they should address them to the appropriate administrators. Issues relating to teaching, program content, or program procedures should be addressed, as appropriate, to program directors. Issues relating to administrative or student services departments should be addressed to the heads of these departments or, as appropriate, the Dean of Students. Issues of student concern may also be brought to the attention of the appropriate governance bodies and institutional committees on which students have representation, including program committees.

It is the intention of California Institute of Integral Studies to be responsive to student concerns, and to deal with problems in as constructive and timely a manner as possible, through the exercise of appropriate responsibility by the University administrators and committees in charge of particular areas of University life.
Student Services

Academic Advising
Students are assigned an academic advisor who is a member of the faculty or the staff of the student’s program. The advisor’s job is to assist the student in selecting courses and provide guidance on requirements and policies. Students may change their academic advisors by submitting an “Advisor Change” form, available from the Registrar’s Office or online on MyCIIS. Both the student and advisor can track progress in meeting academic requirements through the “degree audit” interface with the advising module of the Jenzabar Student System.

Center for Writing & Scholarship
The Center for Writing & Scholarship (CWS) supports students, staff, and faculty in their development as writers, scholars, critical thinkers, and integral learners—regardless of skill level—through free in-person and online consultations, community workshops, classes, and access to resources on academic writing, research, and pedagogy. CWS is an instrumental resource in empowering individuals across program areas as they engage with, contribute to, and potentially transform their fields of practice and scholarship. The CWS Fellows Program—a yearlong training program for current CIIS students—is at the heart of the Center’s mission. Writing Fellows from a variety of academic disciplines are specially trained to work within the CIIS community as tutors, teachers, and facilitators of academic writing and research skills.

At CWS, we view learning, teaching, writing, and research as interconnected processes that depend on creative and critical inquiry, whole person engagement, and self-reflective analysis. In supporting the academic and professional growth of the CIIS community, CWS strives to empower individual writers and scholars through a student-centered approach that values deep listening, process-oriented inquiry, anti-oppressive practices, and collaboration. Fellows and staff at CWS work with students at all stages of the writing process, from brainstorming and outlining ideas to finalizing theses and dissertations. Students, faculty, and staff can request appointments via MyCIIS (log in to MyCIIS, click the “Academics” tab, click “Center for Writing & Scholarship,” and fill out the appointment request form).

Diversity and Inclusion
The Office of Diversity and Inclusion aims to cultivate and sustain an inclusive campus culture that strives for academic excellence by creating an environment that educates, empowers, and mobilizes our students, faculty, staff, and community. The office provides dynamic programs, which range from speakers and workshops to community service, training events, and student-centered programming—each representing a vital piece of the diversity displayed on the CIIS campus.

Career and Community Engagement
The Dean of Students Office supports CIIS students in the process of career exploration and decision making, helping them to identify employment opportunities that are related to their academic programs, levels of experience, training, theoretical orientation, goals, and interests. Professional development workshops are offered throughout the academic year, and individual support on résumé preparation, job searches, interviewing skills, and entrepreneurship is available by appointment. Students can view a collection of resources, make career coaching appointments, and sign up for the career opportunities listserv on the Career & Community Engagement page of MyCIIS, under the Student Life tab (https://my.ciis.edu/ICS/Student_Life/Career__Community_Engagement.jnz).

Field Placement Office
The MCP Field Placement Office assists Counseling Psychology students, faculty, and staff in identifying required supervised clinical field placements that are appropriate to academic requirements, regulations of the California Board of Behavioral Sciences (BBS), and the students’ individual educational goals and interests. The office provides workshops on applying to practicum sites; résumé writing and interviewing for practicum placement; and additional topics of interest to MCP practicum students. Individual consultations are available by appointment. An annual Practicum Fair is sponsored each December.

Health Insurance
CIIS offers a student health insurance plan for all degree-seeking students residing in the United States. The Student Injury and Sickness Insurance Plan is provided through Kaiser Permanente. Coverage is available for a domestic partner, spouse, or dependent. Students may enroll at any time throughout the semester. For more information and policy details, please visit our health insurance Web page at http://www.ciis.edu/Life_at_CIIS/Health_Insurance.html.

Student Disability Services
Students who request accommodation for a disability should contact Student Disability Services at sds@ciis.edu. Students will be guided through the registration procedures for accommodation. Any questions, requests for accommodation or access, or concerns regarding services for students or applicants with a disability as defined by law should be addressed to the University
disability officer, who is also the Dean of Students. More information can be found on the “Student Disability Services” page of MyCIIS, under the Student Life tab (https://my.ciis.edu/ICS/Student_Life/Student_Disability_Services.jnz).

**Student Alliance**

Student Alliance is a student-run and student-funded organization that supports students’ needs by promoting their involvement in all levels of the CIIS community. Each semester, Student Alliance allocates funding to support student participation in international and national conferences, special events for the CIIS community, and active student groups. Student are encouraged to learn about these opportunities and to become involved in our multiple student groups, whose missions serve a diverse field of interests—from astrology, meditation, expressive arts, and sacred medicines to social-oriented groups that support people of color, Latina scholarship and service, LGBT community, and international students.

Every registered student is encouraged to become involved and to attend Student Alliance monthly meetings. The goal of meetings is to ensure accountability of Student Alliance funding and to create a forum to explore student ideas and concerns aimed at enhancing the quality of students’ well-being and representation at CIIS.

The Dean of Students Office serves as an advisor to the Student Alliance and a general support to campus groups. For more information, please visit http://www.theintegralstudent.com and/or feel free to introduce yourself at studentalliance@ciis.edu.

**International Student Services**

The international student advisor is dedicated to supporting international students throughout their education at the University. International students are offered orientation, the Summer Bridge Academic Writing program, immigration and visa advising, informational workshops, English-language tutors, and social events. Students are encouraged to participate in the development of the international student community by assisting with the planning of social and educational events through the campus group International Students & Friends.

The international student advisor is available for consultation and the processing of nonimmigrant paperwork in areas related to travel, visa application, employment authorization, and program extension. Additional information and forms may be found under the “Student Life” tab, “International Students” page, on MyCIIS.

International students are also encouraged to participate in the international student listserv. The international student advisor uses this email list to communicate important information regarding immigration regulations and University policies. The international students page of MyCIIS, under the Student Life tab (https://my.ciis.edu/ICS/Student_Life/International_Students.jnz), serves as a reference and a place to download important forms.

CIIS is committed to promoting diversity and cross-cultural exchange. The international student advisor acts as an advocate for international students, and students are encouraged to bring their questions and concerns to the international student advisor.

**Veteran Student Services**

The University’s academic programs of study are approved by the California State Approving Agency for Veterans Education, Department of Veterans Affairs, for enrollment of persons eligible to receive educational benefits under Title 38 and Title 10, U.S. Code. If you qualify for these benefits, you may use them toward your tuition. The V.A. School Certifying Official at CIIS is the registrar, who works with Financial Aid in administering these benefits. Please contact the Financial Aid Office to initiate the certification of your CIIS enrollment to the V.A.

**Student Cash Advance**

CIIS offers a Student Cash Advance for enrolled students to request up to $1,000.00 in advance of the financial aid disbursement date for the semester (incoming students may not be eligible for a cash advance until the add/drop period has ended). Students can apply for a cash advance once per semester and may have only one outstanding advance at a time. Forms to apply for the advance are available under the Student Life tab of MyCIIS, in the “Downloadable Documents” section, and complete forms can be turned in to the Office of Student Affairs or emailed to: studentaffairs@ciis.edu.

**Alumni Association**

More than 5,000 people have earned degrees from the University and have taken the integral vision into the world community. In 29 countries, alums play an active part in the University community through the Alumni Association. All CIIS alums are welcomed as members of the Alumni Association upon graduating, and there is no charge to participate. Alums enjoy discounts on hotels, rental cars, entertainment, and travel, and they may audit CIIS courses. Through Alumni University events, alums may present lectures and workshops and attend presentations by their colleagues. The Alumni Online Community and other social media sites foster connection and networking—both personal and professional. Alumni reunions are held annually in cities around the United States. For more information, contact the Dean of Alumni.
Library Services

Welcome

The Laurance S. Rockefeller Library, located on the second floor of the Mission Street building, provides resources and research assistance in support of the academic work of the University. The library has a collection of more than 175,000 printed or electronic books; more than 13,800 journal subscriptions (mostly available online); and more than 1,500 audiovisual items (and an additional 3,200 streaming video titles); as well as CIIS dissertations and master’s theses. InterLibrary loan services are available to obtain materials not available through our library collections.

Additionally, students have access to the materials at the Shuji Goto Library at the De Haro Campus of ACTCM at CIIS. The Shuji Goto Library collection contains more than 6,200 volumes of books and 60 journals, and is one of the most extensive collections of its kind in the United States. It includes works on Traditional Chinese Medicine, Western medicine, Asian philosophy and culture, various alternative healing modalities, general sciences, and other subject areas relevant to the needs and interests of our students. In addition to publications in English, the library contains a sizable collection of Chinese works and a smaller Japanese collection. Audiotapes, videotapes, CDs, and slides on acupuncture and herbal medicine are available.

Online and Electronic Resources

The library Web page: (http://library.ciis.edu and https://www.actcm.edu/library) offer students access to a universe of online scholarly resources, including subscription-only research tools like the American Psychological Association’s databases, Oxford University Press’s Reference Online, SAGE Research Methods, Humanities International Complete, Counseling & Therapy in Video, Alternative Health Watch, LGBT Life full text, Archives of Research in Archetypal Symbolism, and many others. Also available are articles from several thousand journals, several thousand electronic books, and recent dissertations and master’s theses from schools throughout the United States. These resources can be accessed online from any computer on or off campus. The only requirement is a CIIS ID number (found on the CIIS ID card) and current registration.

Research Assistance

Students are welcome to ask for research help by sending an email to askref@ciis.edu or, for more in-depth questions and/or research strategies, by scheduling one-on-one consultation appointments with library reference staff. Research consultations can be scheduled using the “Appointments” tool available on the CIIS Library home page (http://library.ciis.edu). Library staff also collaborates with faculty in teaching research skills for relevant classes and offers individual workshops on topics relating to the research process.

Access

Use of library materials and services is granted to the following populations:

- **Active students**: See the “Maintaining Active Student Status” section in the “Enrollment Policies” portion of this catalog for criteria to remain active.
- **Current faculty**: Defined as core faculty and adjunct faculty during the terms when they are teaching at CIIS.
- **Current staff**: Defined as those currently employed by CIIS on an ongoing basis (including postgraduate interns at CIIS’s counseling centers).
- **Associate members**: Defined as alums or members of the public who have purchased a library membership, which gives access to many (but not all) library materials and resources, for an annual fee.
- **Visiting scholars and unaffiliated researchers**: please contact the library director or the library manager of access services for more information about access.

Resource Policies

A current CIIS ID card is required to check out any materials. Most books circulate for four-week periods and may be renewed twice if not needed by another patron; most audio/visual materials circulate for one-week periods and may be renewed once. Patrons can renew materials themselves by logging in to their record in our catalog system, Koha. Some resources may be limited to students enrolled in a specific course or program. Materials for course reserves circulate for two hours and in some cases may be checked out overnight. Electronic reserves may also be set up for courses. Details about the designation and/or use of items on reserve can be found on the library website or by contacting reserve@ciis.edu.

For library purposes, students have distance-student status when they reside outside the immediate San Francisco Bay Area. In addition to access to all online resources and to reference (research assistance) services, in certain cases distance students also have some access to physical resources (books, A/V materials). Please see http://library.ciis.edu/information/distanceserv.asp for full details.

All library patrons are responsible for proper care of our materials and will be held liable for replacement costs for any materials lost, damaged, or stolen while in their care. All library patrons are also responsible for any fees incurred for services they request (e.g., interlibrary loan fees), and likewise for all fines incurred for overdue materials. The same responsibilities carry over when
privileges are extended to access another library within the Northern California Consortium of Psychology Libraries. Students that do not pay their library fines or return checked out materials may have holds put on their registration, and all students must have their library records cleared prior to graduating. Library policies are explained in more detail on the CIIS Library website and apply to all CIIS Library patrons. Library privilege and/or access may be suspended or revoked for violation of these policies.

Visiting the Library
When classes are in session, the CIIS Library is open seven days a week (daily hours are posted on the library website homepage as well as the library’s front doors), with a spacious reading room and two study rooms available to reserve for quieter study, for group work, or for viewing audio/visual materials. CIIS Library electronic resources are available online 24/7.

The Shuji Goto Library is generally open six days a week (hours are available on the website) and has a computer lab available for student use.

We look forward to working with you!

Information Technology Services

MyCIIS Student Portal
MyCIIS is the name of the Web-based portal that students may use to conduct many administrative transactions with CIIS, including registering, paying; downloading a variety of forms and handbooks; and viewing grades, schedules, and financial aid status. The URL is https://my.ciis.edu.

You must log in to MyCIIS with a User ID and password. Your User ID is the same as your Student ID number and should have been sent to you with your password via email when you applied to CIIS.

The “Help” tab on MyCIIS provides you with guides for how to use MyCIIS, helps you to retrieve your User ID and password if you forgot or misplaced them, answers frequently asked questions, and lists email addresses if you need further assistance.

The “Technology” tab on MyCIIS provides students with access to IT policies. For assistance with MyCIIS, email portalhelp@ciis.edu.

CIIS Wireless Network
CIIS_Student is the name of the CIIS Student wireless network. Access to CIIS_Student is available throughout the Mission, Arkansas, and Deharo buildings.

CIIS Student Email Account
CIIS Student Email accounts are automatically opened for all newly enrolled students. An email is sent to the student’s personal email account on record with the student’s account and access information. Information regarding CIIS Student Email accounts can be found on MyCIIS under the “Technology” tab. Questions regarding CIIS Student Email accounts can be sent to helpdesk@mymail.ciis.edu. See also the information on the Student Email and other Communication Policies in the “University Policies” section.

Computer Labs
CIIS provides students with computer labs at the Mission and ACTCM campuses that have Macs and virtualized PCs with access to Microsoft Office and Adobe Acrobat software. A separate computer lab serves as a teaching lab at the Mission campus that can be reserved for classes and other functions where a networked computer lab situation is needed. Hours are posted on the lab door and vary from semester to semester. The labs are managed by the Operations Department and are usually staffed by a lab assistant who can offer basic computer help. When an assistant is not present, you can call the Information Technology Services Help Desk at 415.575.6140.

Student Computer Use Policy
Students are expected to adhere to the Student Computer Acceptable Use Policy, which can be found on MyCIIS under the “Technology” tab and is posted in our computer labs.

Computer Hardware Recommendations
CIIS recommends the following minimum system requirements to access technology resources from your personal computer:

1. A computing device with at least 1 GB of system memory and networking capability
2. A current, modern browser (e.g., Firefox, Chrome, Safari, Opera)
3. Email access and word-processing software

Note: If you have a portable device, you will need to have wireless networking capability (Wi-Fi) in order to access the student wireless network at CIIS.

**Online Learning**

**Online Course Platform**

CIIS has one Learning Management System (LMS) that provides online course spaces for academic programs. All registered courses (e.g., face-to-face, blended/hybrid, online) at CIIS have an online course space associated to them. The extent of how the space will be utilized is at the discretion of the instructor.

**Canvas**

Canvas is the sole LMS for academic courses at CIIS. CIIS Canvas resources are located on the MyCIIS portal. These resources include helpful links, instructional handouts (e.g., a how-to-log-in guide), information on contacting Canvas 365/24/7 technical support, and more. This information can be accessed at the following website: [https://my.ciis.edu/ICS/Canvas/](https://my.ciis.edu/ICS/Canvas/)

You can also directly access your Canvas course space at the following website: [https://ciis.instructure.com/](https://ciis.instructure.com/)

CIIS provides 365/24/7 access to Canvas technical support (help). Here are three ways that you can access 365/24/7 Canvas technical support:

- Direct phone number: 844.462.8394
- Canvas help guides:
  - Instructor: [https://guides.instructure.com/m/4152](https://guides.instructure.com/m/4152)
  - Student: [https://guides.instructure.com/m/4212](https://guides.instructure.com/m/4212)

For further information about Canvas, please contact the Department of Online Learning via email at [onlinelearning@ciis.edu](mailto:onlinelearning@ciis.edu) (preferred) or by phone at 415.575.6241.

**Campus Facilities**

**Hours**

CIIS hours of operation are dependent on whether school is in session. You can get up-to-date information on the hours by calling the Main Reception desk at 415.575.6100, ext. 0. Below are the regular and semester-break hours.

<table>
<thead>
<tr>
<th>Building/Location</th>
<th>Regular Hours</th>
<th>Semester-Break Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Campus</td>
<td>Mon–Sat 8 a.m.–10 p.m.</td>
<td>Mon–Fri 8 a.m.–5 p.m.</td>
</tr>
<tr>
<td>1453 Mission Street</td>
<td>Sun 8 a.m.–8:30 p.m.</td>
<td>Sat and Sun Closed</td>
</tr>
<tr>
<td>ACTCM at CIIS Main Campus</td>
<td>Mon–Thur 8:00 a.m.–9:00 p.m.</td>
<td>Mon–Thur 8:30 a.m.–5:30 p.m.</td>
</tr>
<tr>
<td>455 Arkansas Street</td>
<td>Fri 8:00 a.m.–5:30 p.m.</td>
<td>Fri–Sat 9:00 a.m.–5:30 p.m.</td>
</tr>
<tr>
<td>ACTCM at CIIS Acupuncture and Herbal</td>
<td>Mon–Thur 8:30 a.m.–9:00 p.m.</td>
<td>Mon–Thu 8:30 a.m.–5:30 p.m.</td>
</tr>
<tr>
<td>Clinic 450 Connecticut Street</td>
<td>Fri–Sat 9:00 a.m.–5:30 p.m.</td>
<td>Fri–Sat 9:00 a.m.–5:30 p.m.</td>
</tr>
<tr>
<td>ACTCM at CIIS Shuji Goto Library</td>
<td>Sun Closed</td>
<td>Sun Closed</td>
</tr>
<tr>
<td>555 De Haro Street, Suite 210</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACTCM at CIIS Student Store</td>
<td>Mon–Fri 10 a.m.–5 p.m.</td>
<td>Closed during semester breaks</td>
</tr>
<tr>
<td>555 De Haro Street 415.229.7970</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Art Galleries**

Building lobby (Desai-Matta Gallery), and second-, third-, and fourth-floor hallways.
The Arts at CIIS maintains an active program of 12 to 15 exhibitions per year, making visible a diverse array of voices grappling with today’s urgent social, ecological, and aesthetic questions. The Arts at CIIS promotes dialogue across disciplines, and within and between communities, about the arts, visual culture, and social change.

**CIIS InnerLight Bookstore and Tong Ren Tang Education Center and Herbal Store**
Mission Street Building Lobby

The CIIS InnerLight Bookstore is operated by CIIS and carries most of the required textbooks for courses; in addition, you may purchase textbooks online through the bookstore’s Amazon portal at http://astore.amazon.com/califinstiofi-20. The store carries a wide variety of other used and new books relevant to the interests of the University community, as well as CIIS logo merchandise, school supplies, greeting cards, and a wide variety of gifts. Sharing the same space is the Tong Ren Tang Education Center and Herbal Store, with acupuncture and Chinese medicine educational displays and a small selection of medicinal herbal supplements. When you order anything on Amazon using your Student Prime account, the bookstore gets a commission.

**Café**
Third floor, Room 309

The CIIS Awakenings Café aims to embody the University’s core values of sustainability and integral health, featuring organic, vegetarian, vegan, and fair-trade foods.

**Counseling Centers**
The University has six counseling centers in San Francisco that serve as professional training facilities for students and as community service agencies for the public.

**Integral Counseling Centers**
Associated with the Integral Counseling Psychology program; therapists here take an integral approach to healing that recognizes the interrelationships among mind, body, and spirit.

- Church Street Center, 1782 Church Street, 415.648.2644.
- Golden Gate Counseling Center, 507 Polk Street, Suite 440, 415.561.0230.
- Pierce Street Center, 2140 Pierce Street, 415.776.3109.

**Somatic Psychology Counseling Center**
Associated with the Somatic Psychology program, this center offers the community affordable psychotherapy based on body-oriented approaches integrated with other therapeutic modalities.


**Psychological Services Center (PSC)**
Associated with the Clinical Psychology doctoral program (PsyD), this center provides psychological services and testing while functioning as a training facility for advanced students in the PsyD program.

- Psychological Services Center, 507 Polk Street, Suite 420, 415.346.1011.

**Clinic Without Walls**
Associated with the Community Mental Health program, this clinic uses a wellness model where psychotherapy is part of a broad approach that includes linking the clients to resources to help with nutrition, parenting, exercise, transportation, and other needs. 415.373.4094

**Meditation Room**
Second floor, Room 212A

The Sri Aurobindo Meditation Room, a space initiated by students, is dedicated for silent meditation, prayer, and contemplation. This room is open during all hours of operation and is available to all current students. No shoes, beverages, or food are allowed in the Meditation Room.

**Student Break Room**
Fifth floor, Room 548
The Student Break Room is an inviting space for students to eat, relax, converse, or study. The room is equipped with a refrigerator, a microwave, and a sink for storing and preparing your food. All food stored in the Student Break Room must be labeled with your name and an expiration date.

**Zen Garden**

Sixth floor

The Zen Garden is a rooftop sanctuary open to all, featuring live plants, flowers, a rock garden, and a seating area. The garden is a smoke-free zone.

**Shuji Goto Library at ACTCM**

The Shuji Goto Library was developed to implement, enrich, and support the educational programs of the college. The library collection, which contains more than 6,200 volumes of books and 60 journals, is one of the most extensive collections of its kind in the United States. It not only includes works on Traditional Chinese Medicine, but also on Western medicine, Asian philosophy and culture, various alternative healing modalities, general sciences, and other subject areas relevant to the needs and interests of our students. In addition to publications in English, the library contains a sizable collection of Chinese works and a smaller Japanese collection. Audiotapes, videotapes, CDs, and slides on acupuncture and herbal medicine are available, as is a computer lab. A special thank-you to Dr. Shuji Goto and to all those who make donations and give support to our library.

**The ACTCM Student Store**

Across the hall from the Shuji Goto Library at 555 De Haro Street campus, the ACTCM Student Store carries school supplies, TCM learning tools and other products for aspiring acupuncturists, as well as a small selection of gifts and snacks, coffee, and tea to support students during the day.

**The ACTCM Clinic**

Located in the campus building on Arkansas Street, this clinic serves as the program’s centerpiece. The clinic provides more than 18,000 treatments a year. Serving a diverse client population, the clinic offers a variety of clinical opportunities for students and practitioners alike. Clinical services include acupuncture, moxibustion, cupping, shiatsu, tuina, qigong, nutritional counseling, and a full-service Chinese herbal dispensary that carries an extensive selection of high-quality raw, powdered, and patent herbs. The ACTCM Clinic operates weekdays, evenings, and Saturdays, by appointment or on a drop-in basis.

**Herbal Garden Project**

Created as a living educational resource for both the ACTCM community and the public, our garden is abundant with healing herbs from around the world. Created in 1990 by then-ACTCM student Robert Newman, now an internationally recognized expert in Chinese botanicals, the garden contains medicinal plants from China, Japan, Korea, Europe, and North and South America. Explanatory plaques provide information on the Chinese and Latin names of the herbs, their taste, and their function in Chinese medicine. The garden has been the recipient of two grants, the most recent of which enabled ACTCM to add an edible-herbs collection to the garden, as well as related lectures and demonstrations. The garden continues to grow and produce an array of healing herbs through the efforts of students, staff, and faculty.

**Campus Security**

**Safety and Security**

It is the policy of California Institute of Integral Studies to prevent, respond to, and defuse any incident with the best available care and precaution. To help create a safe environment, CIIS encourages students, employees, and guests to be aware of its policies, to be responsible for their own safety and the safety of others, and to report any crime or suspicious activity immediately to the ground-floor lobby Security Desk, or anyone at the Main Reception desk on the fourth floor.

The Operations Department oversees our security procedures/policies and works closely with the Dean of Students Office and Human Resources to ensure that these operations are monitored, maintained, and enforced equally. A security officer is on duty during all hours of operation.

**Campus Access**

Our campus is open to prospective students, current students, alums, faculty, staff, and guests during regular hours of operation (see “Campus Facilities” in this catalog for information about hours).

CIIS issues photo identity cards to current students, faculty, and staff. This card is produced by the Registrar’s Office (Room 405). ID cards are not transferable. Everyone, upon entering the campus, is required to either present a valid CIIS ID card or be signed in using a government-issued photo ID. Student IDs are considered invalid without a current sticker. Anyone on campus must carry their CIIS ID and be prepared to present it when asked by CIIS personnel.
Reporting and Response Procedures

Any member of the CIIS community who experiences or witnesses an incident that is threatening or dangerous should immediately dial “911” (9+911 from any campus phone) to reach San Francisco emergency response services. For non-life-threatening disruptions or emergencies, we encourage you to contact at least one of the following:

- The security officer in the lobby of the Main Campus
- The receptionist in the fourth-floor reception area
- Any other CIIS employee, including all staff and faculty

After contacting emergency services, call the CIIS Security officer at 415.575.6101 (or ext. 6101 from any campus phone) so that he or she is aware of the situation and can assist.

Crime Survey

The University is committed to timely reports to the University community of any crimes that were reported or known to have occurred at any of its locations. The Student Right-to-Know and Campus Security Act was passed by Congress in 1990 in response to concerns about crime and security at postsecondary institutions. This Act requires institutions participating in student financial aid programs under Title IV of the Higher Education Act of 1965 to disclose information about campus safety policies and procedures and to provide statistical information concerning whether certain crimes took place on campus. The Dean of Students and the Director of Operations are responsible for collecting crime statistics, with cooperation from the San Francisco Police Department. See http://www.ciis.edu/campus-resources/campus-safety for more information.

Emergency Notifications

The e2campus system is used to provide timely emergency notifications to students. This system utilizes email, text, and phone calls to alert students to emergencies such as campus closures, power outages, and emergency situations. Students provide their appropriate contact information for these emergency announcements through the “Personal Contact Information Update” form when they register and/or look at their class schedules each semester.
Faculty

Core Faculty

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