President’s Welcome
Joseph L. Subbiondo

California Institute of Integral Studies (CIIS) provides an integral education for a changing world; embodies a creative synthesis of global traditions; and explores the interplay of mind, body, and spirit. We are dedicated to creating and integrating knowledge beyond the confines of traditional academic disciplines, and to developing a reflective and innovative learning community.

The integral approach is a response to the growing need to connect the fragmentary aspects of contemporary thought and culture into a meaningful whole. The integral outlook, envisioned by the founders of CIIS, has grown to encompass the study of traditions and disciplines from around the globe. Our education addresses all aspects of learning: the intellectual, the experiential, and the applied.

As a leader in integral education, CIIS is well positioned to meet the needs of a growing student body. In preparing students to work in the areas of psychology, religion, philosophy, social sciences, and the humanities, the University’s PhD, PsyD, MA, and BA Completion programs cultivate qualities needed for transformative change.

As you review the CIIS catalog, you will discover a university that advances its mission by offering courses on the frontier of knowledge, taught by faculty members who are scholars and student-centered teachers. For a spirited and meaningful education that will prepare you to engage in a positive transformation of our communities and our world, I welcome you to explore CIIS.
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About CIIS

Mission
California Institute of Integral Studies (CIIS) is an accredited university that strives to embody spirit, intellect, and wisdom in service to individuals, communities, and the earth. 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 (WASC), 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 acupuncturist and Oriental medicine practitioners.

Complaints
An individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, http://www.bppe.ca.gov, 916-431-6924 (phone), 916-263-1897 (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**
During Fall 2014, 1,268 students attended CIIS. Of those, 92 percent were in graduate programs, 8 percent were in the undergraduate program, 67 percent were women, and 32 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>
<th>Add/Drop Deadline</th>
<th>Classes End</th>
<th>Make-Up Days</th>
<th>Grades Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015</td>
<td>Mar 31</td>
<td>Apr 21</td>
<td>May 5</td>
<td>Aug 4</td>
<td>Aug 27</td>
<td>Sep 3</td>
<td>Dec 14</td>
<td>Dec 15, 16</td>
<td>Jan 8</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>Nov 12</td>
<td>Dec 1</td>
<td>Dec 15</td>
<td>Jan 5</td>
<td>Jan 19</td>
<td>Jan 26</td>
<td>May 9</td>
<td>May 10, 11</td>
<td>May 25</td>
</tr>
<tr>
<td>Summer 2016</td>
<td>Mar 29</td>
<td>Apr 12, 13, 14</td>
<td>May 10</td>
<td>May 17</td>
<td>May 31</td>
<td>Jun 7</td>
<td>Aug 8</td>
<td>Aug 9, 10</td>
<td>Aug 24</td>
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#### School of Undergraduate Studies and American College of Traditional Chinese Medicine

<table>
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<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>
<th>Add/Drop Deadline</th>
<th>Classes End</th>
<th>Make-Up Days</th>
<th>Grades Due</th>
</tr>
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<tr>
<td>Fall 2015</td>
<td>SUS—Mar 31</td>
<td>N/A</td>
<td>N/A</td>
<td>SUS—Aug 4</td>
<td>Sep 3</td>
<td>Dec 21</td>
<td>Dec 22, 23</td>
<td>Jan 15</td>
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<td></td>
<td>ACTCM—Jul 21</td>
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<td>ACTCM—Aug 11</td>
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<tr>
<td>Spring 2016</td>
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<td>N/A</td>
<td>Dec 15</td>
<td>Jan 11</td>
<td>Jan 19</td>
<td>Apr 25</td>
<td>Apr 26, 27</td>
<td>May 11</td>
<td></td>
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<tr>
<td>Summer 2016</td>
<td>Mar 1</td>
<td>Mar 24</td>
<td>N/A</td>
<td>Apr 19</td>
<td>May 9</td>
<td>Aug 22</td>
<td>Aug 23, 24</td>
<td>Sep 8</td>
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Holidays

<table>
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<tr>
<th>Holiday</th>
<th>Date</th>
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<tbody>
<tr>
<td>Labor Day</td>
<td>September 7</td>
</tr>
<tr>
<td>Thanksgiving</td>
<td>November 26–27</td>
</tr>
<tr>
<td>Winter Holiday</td>
<td>December 24–January 3</td>
</tr>
<tr>
<td>Martin Luther King, Jr. Day</td>
<td>January 18</td>
</tr>
<tr>
<td>Presidents’ Day</td>
<td>February 15</td>
</tr>
<tr>
<td>Spring Break (building’s open)</td>
<td>March 21–25 (all schools except ACTCM)</td>
</tr>
<tr>
<td>Commencement</td>
<td>May 22 (tentative)</td>
</tr>
<tr>
<td>Memorial Day</td>
<td>May 30</td>
</tr>
<tr>
<td>Independence Day Observed</td>
<td>July 4</td>
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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)
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

East-West Psychology
Master of Arts (MA) in East-West Psychology
Doctor of Philosophy (PhD) in East-West Psychology
Doctor of Philosophy (PhD) in Integral and Transpersonal Psychology
Certificate in East-West Spiritual Counseling (doctoral level)
Philosophy and Religion
Asian and Comparative Studies
Master of Arts (MA) in Philosophy and Religion with a concentration in Asian and Comparative Studies
Doctor of Philosophy (PhD) in Philosophy and Religion with a concentration in Asian and Comparative Studies

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

Writing, Consciousness, and Creative Inquiry MFA Program
Master of Fine Arts (MFA) in Creative Inquiry, Interdisciplinary Studies
Master of Fine Arts (MFA) in Theater-Performance Making
Master of Fine Arts (MFA) in Writing and Consciousness
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 and Lecturer Faculty
Alec MacLeod, MFA
Sandra M. Pacheco, PhD
Charlotte Šáenž, MA, MFA
Sara Salazar, PhD
Sonya Shah, MFA

Adjunct Faculty
Sara Maria Acevedo, MA
David Belden, PhD
Mordecai Ettinger, MA
Monique Fralich-LeSarre, PsyD
Isabel Garcia-Gonzales, MFA
Jessie Brie Moreno, MFA
Kathy Littles, PhD
Kai Lundgren-Williams, PhD
Amanda Morrison, MA
Brynn Noelle Saito, MA, MFA
Jesus Solorio, MA
Nick Walker, MA
Kerri Welch, PhD
Zara Zimbardo, MA

About the Program
The School of Undergraduate Studies offers a degree in interdisciplinary studies through the BA Completion program. In the BA Completion program, we believe that what we teach and how we teach work in synergy to create a unique undergraduate learning environment.

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.

Major Learning Outcomes

Intellectual and Practical Skills
Intellectual and Practical Skills encompass more than cognitive capacities. While an emphasis is placed on critical thinking, we define critical
thinking to include the ability to critically self-reflect upon and analyze assumptions of theoretical frameworks across disciplines. The examination of multiple frameworks requires students to demonstrate strong information literacy skills. Students are asked to do this in the context of a collaborative learning community that they cocreate. This ongoing practice of critical engagement and analysis results in a summative senior project that may be theoretical, applied, performative, and/or critical reflective.

1. **Articulate a position and analyze** assumptions across a variety of issues.
2. **Demonstrate** a conscious awareness of learning process and cocreate the learning environment.
3. **Analyze** multiple frameworks of self across disciplines, such as psychological, spiritual, and sociological.
4. **Examine** one’s own epistemology—i.e., how do you know what you know?
5. **Critically reflect** upon and synthesize what they have learned in the program.
6. **Demonstrate** information literacy skills, including the ability to **access**, **evaluate**, **interpret**, **situate**, and **integrate** information from a variety of sources.
7. **Create and present** a culminating body of work: research paper, performance, community-based activity, and/or creative work.
8. **Cocreate** a collaborative learning environment and **experiment** with dynamics of group collaboration skills.

**Interdisciplinary Knowledge**

Interdisciplinary Knowledge is central to our academic program. Students’ academic study focuses on the themes of self, culture and community, and global studies in the context of critical and integral pedagogies. While addressing the above themes from various disciplines, students are asked to examine social, cultural, political, global, historical, and philosophical underpinnings. Students are also expected to demonstrate competency in corresponding research paradigms and their related representation of quantitative or symbolic information.

1. **Articulate and differentiate** between philosophical and political underpinnings of learning systems (integral, critical, transformative).
2. **Integrate** theories of social construction of self with the role of personal history and social location.
3. **Analyze** the social, cultural, political, global, and historical context in which knowledge is produced.
4. **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.
5. **Understand** research paradigms and the methods they use, and distinguish the kinds of knowledge they produce.
6. **Interpret** concepts of epistemology and ontology in academic and personal contexts.
7. **Examine** how knowledge is produced in the Global South.
8. **Represent and communicate** quantitative or symbolic information as appropriate in the arts, humanities, or social sciences.

**Situated Knowledge**

Situated Knowledge is a critical approach to understanding “what we know” and “how we know it.” Drawing from our three main themes, students analyze how knowledge of self, culture, community, and global perspectives co-vary and are cocreated across contexts, time, and space. As part of this process, students actively participate in cocreating their learning environment while also taking responsibility for directing their interests and passions.

1. **Demonstrate** a conscious awareness of learning process and cocreate the learning environment.
2. **Integrate** theories of social construction of self with the role of personal history and social location.
3. **Situate** oneself in relationship to the specific modern context examined.
4. **Examine and critically reflect** on the historical construction and significance of culture, cultural values, and cultural difference.
5. **Situate** oneself within various communities and cultures.
6. **Examine and question** one’s relative privilege and marginalization within one’s own community and in relationship to the global.
7. **Critically analyze** the relationship between the Global South and Global North and one’s own location within.
8. **Situate** social change within personal, cultural, historical, and global contexts and through the communities we inhabit.
9. **Take responsibility** for identifying one’s interests and passions, and **critically position** oneself in the context of a particular community, practice, or scholarship.

**Social Justice and Social Change**

Social Justice and Social Change are themes that are infused throughout our curriculum. Students are asked to analyze social justice and social change in the context of local communities, the larger society, and global perspectives. These analyses include an understanding of historical constructions of cultural values and differences. Students are also asked to examine their respective relationships to these systems.

1. **Understand** the social movements, from individual participation to community-based action, and **analyze** their relationships to social change.
2. **Examine** the historical construction and significance of culture, cultural values, and cultural difference.
3. **Examine and question** one’s relative privilege and marginalization with one’s own community and in relationship to the global.
4. **Examine** how different people and communities attempt to change social structures, institutional systems, and value systems in our local communities and around the world.
5. **Problematize** real-world challenges such as globalization, violence, or the ecological crisis, and explore social movements that attempt to address these challenges.
6. **Analyze** large systems—political, economic, environmental—and **cocreate** alternatives.

**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 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.
- Cocreate 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 afterward.

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 four-to-six-page typed admission essay
4. Official transcripts from all previously attended colleges and universities
5. Two letters of recommendation
6. A preadmissions interview with either the Dean or a faculty member

Prior Learning Units
Students entering the program with fewer than 75 semester units of transferable credit have the opportunity to petition for prior learning units. The Prior Learning Process awards college-level credit for adult life experience that is presented in an academic format (the Prior Learning portfolio) and is assessed by a faculty member or field expert to be of college-level quality.

The Prior Learning Process begins before the student officially enters the BAC program. After transcript evaluation, if a student needs to petition for prior learning, the student is asked during the interview to identify life (personal, work) experiences that can be developed into an academic portfolio. If all other entry requirements are met and the student is accepted in the BAC program, she or he attends BIS 1000, a 1-unit Prior Learning Seminar, in the first semester. In the seminar, students will receive information on the formatting of the portfolio and also by the end of the semester identify (1) the amount of units they will petition for and (2) the title of their portfolio.

In the second semester, students who have decided to continue and complete the Prior Learning portfolio will sign up for BIS 1100 Prior Learning Portfolio for variable units, and submit the title(s) of their portfolio(s). Each student will then work independently with the program director on completing the portfolio. The program director will request an appropriate faculty member or field expert to assess the portfolio and recommend the awarding of credit. Once the Prior Learning portfolio has been evaluated, the units earned will be posted as pass on the student’s transcript.

A maximum of 18 semester units of credit may be awarded in the Prior Learning process. Each portfolio is called a competency and may earn up to 6 units. Students are awarded upper- or lower-division units for the credit.
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 Dia de los Muertos / Day of the Dead: Ritual Community Participation 3 units
BIS 1550 Writing as Art 3 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 1510 Advanced Research Writing 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 1360 Visual Thinking 3 units
BIS 1368 Performance Studies 3 units
BIS 1550 Writing as Art 3 units
BIS 1553 Writing from the Soul 3 units
BIS 1589 Art of Communication 3 units

Quantitative—3 units
Select from the following:
BIS 1028 Research Methods and Data Analysis 3 units
BIS 1301 Symmetry in Nature 3 units
BIS 1305 Mathematical Archetypes of Art, Science, and Nature 3 units
BIS 1309 Sacred Geometry 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 1602 Urban Agriculture 3 units

Social and Behavior Science—9 units
Select from the following:
BIS 1332 Bioethics and the Body 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 1450 Cross-Cultural Psychology 3 units
BIS 1580 Dialogue and Community Development 1 unit
BIS 1604 Integral Leadership 3 units
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
3. Prior Learning Portfolio (up to 18 units maximum)

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 Dia de los Muertos / Day of the Dead: Ritual Community Participation 3 units
BIS 1550 Writing as Art 3 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 1510 Advanced Research Writing 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 1360 Visual Thinking 3 units
BIS 1368 Performance Studies 3 units
BIS 1550 Writing as Art 3 units
BIS 1553 Writing from the Soul 3 units
BIS 1589 Art of Communication 3 units

Quantitative—3 units
Select from the following:
BIS 1028 Research Methods and Data Analysis 3 units
BIS 1301 Symmetry in Nature 3 units
BIS 1305 Mathematical Archetypes of Art, Science, and Nature 3 units
BIS 1309 Sacred Geometry 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 1602 Urban Agriculture 3 units
### Social and Behavior Science—9 units
Select from the following:

- **BIS 1332** Bioethics and the Body  
  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 1450** Cross-Cultural Psychology  
  3 units
- **BIS 1580** Dialogue and Community Development  
  1 unit
- **BIS 1604** Integral Leadership  
  3 units

### 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
- **BIS 1409** Introduction to Critical Psychology
- **BIS 1415** Critical Psychology Research and Writing
- **BIS 1995** Critical Psychology Senior Project

### IV. Elective Courses for Minor—4 units
Select 4 units from the following courses:

- **BIS 1400** Lifespan Development
- **BIS 1412** Counseling Skills
- **BIS 1416** Critical Perspectives on Autism and Neurodiversity
- **BIS 1417** Emerging Field of Restorative Justice
- **BIS 1450** Cross-Cultural Psychology
- **BIS 1580** Dialogue and Community Development

### V. General Electives—41 units in any combination of the following:
1. CIIS courses
2. Transfer units
3. Prior Learning Portfolio (up to 18 units maximum)

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**Course Descriptions**

**BIS 1000 Prior Learning Seminar** (1.00 Unit) PF Grade Option
This seminar assists students in finding and developing skills for the production of a Prior Learning Portfolio. Students will have the chance to discover themselves as writers, as well as learn ways to generate ideas, get started in the writing process, organize their work, match content with expectations, find documentation, and integrate theory into their writing. Students will also receive information on the formatting of the portfolio, and on the review and evaluation process. Prerequisite: BIS student.

**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 1100 Prior Learning Portfolio** (1.00–6.00 Units) PF Grade Option
Students are mentored in the preparation and completion of the portfolio by preparing a résumé and autobiography, drafting and revising the narrative, and compiling documentation. The completed portfolio(s) will then be submitted to the advisor and evaluator(s) for assessment. To register, submit Prior Learning Portfolio registration form. Prerequisites: BIS student; BIS 1000.
**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 1223 Research and Writing** (4.00 Units) PF Grade Option
The readings and in-class exercises deal with a range of research issues from basic library research skills to issues of bias, data collection, and the legitimacy of sources and methods. Students consider a range of approaches to inquiry and analysis. The group develops an operational definition of research as well as the skills for assessing the products of research. Prerequisite: BIS student.

**BIS 1231 Global Studies** (4.00 Units) PF Grade Option
A 21st-century education is incomplete without understanding how we are situated within a global context. In global studies, students will problematize real-world challenges such as globalization, violence, or the ecological crisis. Students will analyze how large political, economic, and environmental systems operate on a global scale and will cocreate alternatives in the classroom. Students will consider how knowledge is produced in the Global South, and will critically analyze the relationship between the Global South and Global North and their own location within. 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 1301 Symmetry in Nature** (3.00 Units) PF Grade Option
Satisfies math requirement. This course discovers patterns in nature and the way these patterns have influenced the development of patterns in art and design in a range of cultures, through analysis of symmetry patterns using mathematical, visual, musical, and kinesthetic tools. 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, fieldwork, and 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 raises 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 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 1355 Ecological Footprint (3.00 Units) PF Grade Option
Satisfies science requirement. This course will use experiential exercises to help us better understand the scientific and ethical factors related to our individual and collective impact on the planet. Students will gain knowledge about environmental science as it relates to our daily lives in the San Francisco Bay Area, and use that knowledge to ultimately lighten our ecological footprint. 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 are as follows: 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 and journaling, as well as 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, 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, school teachers, 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 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 1455 Ecopsychology (2.00 Units) PF Grade Option
This 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: BIS student.

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 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 1550 Writing as Art (3.00 Units) PF Grade Option
Satisfies art requirement. 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 students will complete projects that allow them to develop writing as art objects and written pieces that actively make use of aesthetic elements. Students will develop and create various writing as art objects, such as postcards, visual/written maps, illustrated “books,” and boxes built from text and image. 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 1557 Grant Writing (1.00 Unit) PF Grade Option
This course will give you the tools to write an artful and gracious essay that requests funding for an individual or organizational nonprofit—501(c)(3)—project. It will discuss the basics of grant writing (the necessary nuts and bolts, such as mission, vision, budget, qualifications), the role of development teams in organizations to cultivate and maintain relationships with philanthropists and foundations, researching the right foundation for your project, and some of the latest techniques and tools used to attain grants. 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) P/NP 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 1602 Urban Agriculture (3.00 Units) PF Grade Option
Satisfies science requirement. This course examines San Francisco's thriving organic farming movement as a living laboratory of sustainable food production. With field trips to local farms and gardens, lectures and readings, we will study the ways in which urban agriculture can provide food security, biodiversity, energy conservation, job creation, and human health and well-being for city dwellers. This interdisciplinary course integrates the sciences of horticulture, ecology, and nutrition with a critical social and economic framework. We will use the practice of urban agriculture as a platform for deeper inquiry into how our national and global food systems and policies are evolving in response to consumer demand, climate change, and technological advances. Prerequisite: BIS student.

BIS 1604 Integral Leadership (3.00 Units) P/NP 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., or La Via Campesina globally. We will also look at women's historical role and the building of feminisms 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 1799 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 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.
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 its inception 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 services to the San Francisco Bay Area. ACTCM has also 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, 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, t’ai chi ch’uan, 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 human 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 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 licensed 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)

**Doctor of Acupuncture and Oriental Medicine (DAOM)**
(Postgraduate 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. The program offers specialty training in women’s health and pain management.

ACAOM granted permission for ACTCM to begin the process to offer a first professional doctorate program, Doctor of Acupuncture and Chinese Medicine (DACM), in December 2014.

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.

**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 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 traditional 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 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.

DACM Program
The ACTCM’s Doctor of Acupuncture and Chinese Medicine program has been approved through ACAOM Substantive Change and is eligible to pursue but has not yet achieved preaccreditation (candidacy) and/or accreditation with the Accreditation Commission for Acupuncture and Oriental Medicine (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 Tuitions

<table>
<thead>
<tr>
<th>Tuition Type</th>
<th>Tuition Fee</th>
</tr>
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<tbody>
<tr>
<td>MSTCM/DACM tuition</td>
<td>$458 per unit</td>
</tr>
<tr>
<td>DAOM tuition</td>
<td>$613 per unit</td>
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<tr>
<td>ACTCM student audit</td>
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<td>$67 per term</td>
</tr>
<tr>
<td>ACTCM registration maintenance fee (DAOM program only)</td>
<td>$650 per term</td>
</tr>
</tbody>
</table>

Doctor of Acupuncture and Chinese Medicine (DACM)
(First professional doctorate)
ACTCM Academic Dean
Bingzeng Zou, PhD, DC, LAc

ACTCM Director of Clinical Education and Academic Assessment
Steve Given, DAOM, LAc

ACTCM Director of the DAOM Program and Research
Carla Wilson, PhD, DAOM, LAc

Core and Lecturer Faculty
Steve Given, DAOM, LAc
Sharon Hennessey, DAOM, LAc
Daniel Jiao, DAOM, LAc
Jung Kim, DAOM, LAc
Pam Olton, DAOM (Candidate), LAc
Ning Pan, MB/BS, LAc
Jason Su, DAOM, Lac
Carla Wilson, PhD, DAOM, LAc
Bingzeng Zou, PhD, DC, LAc

Adjunct Faculty
Marilyn Allen, MS
JoAnn Bennett, MSTCM, LAc
Jacqueline Blakely, ND, MSAOM
Florence Chen, DAOM, LAc
Johnson Chiu, MSTCM, LAc
Shawn Dill, DC
John Ellis, MSTCM, LAc
Mark Frost, MSTCM, LAc
Daniel Geren, MSTCM, LAc
Betty Green, CST, CTMT
Richard Harvey, PhD
Brenda Hatley, MSTCM, LAc
Denise Hsu, MB/BS, LAc
Aileen Huang, MPharm, MSTCM, LAc
Anita Huang, MSTCM, LAc
Deping Ionin, MSTCM, LAc
Meg Jordan, PhD, RN
Bodo Klawonn, MSTCM, LAc
Kei Kurotani, LAc
Eunyoung Lee, MSTCM, LAc
Stanley Leung, MB/BS, LAc
Huan Lei Li, MS, BS
Dave Liu, MSTCM, LAc
Eugene London, DAOM, LAc
Bonney Lynch, MSTCM, LAc
Anita Marshall, DAOM, PharmD, LAc
Stephen Meenaghan, ND, MSOM
Aide Men, MS, LAc
Tirtha Mendake, DC, MSTCM
Natalie Metz, ND
Curtis Moore, MPH
Dean Ren, DAOM, LAc
Kathryn Ryan, MSTCM, LAc
Alistair Shanks, BS
Kaylah Sterling, MEd, MTOM, LAc
Yuan Jin Tao, MB/BS, LAc
Paz Vizcarra, LAc
Qinyu Wang, PhD, LAc
Jonathan Wheeler, MSTCM, LAc
Marisa Williams, ND, MS, BS
Devin Wu, DAOM, PT, LAc
Vita Yee, MSTCM, LAc
Liping Zhu, MSTCM, LAc
Minhua Zhu, PhD
About the 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, there are a number of elements that 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.

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 over 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:

1.0 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.

2.0 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.

3.0 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 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 and scholarly appraise medical literature.

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 ACTCM director of student affairs, the ACTCM academic advisor, the ACTCM academic support administrator, the ACTCM 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 required 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 of students as they become health-care practitioners. It is recommended that the project be completed by the end of the second level, but completion is required before a student may graduate. 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 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 environment 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 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 Somatic Psychotherapy Center, 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, Haight Ashbury Free Medical Clinic, 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 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.

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.
Haight Ashbury Free Medical Clinic (HAFMC)
Founded in 1967, HAFMC was the first free clinic of its kind in the United States, and many of the more than 400 free clinics nationwide have used HAFMC as a model. Each year the clinic provides care to over 6,000 individuals who are homeless, are between jobs, or cannot afford the high cost of health insurance. Common health complaints treated are pain, stress, colds/flu, addiction, women's issues, and immune system support.

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 referring 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 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.

Somatic Psychotherapy Auricular Clinic
Our newest clinic, the auricular clinic at SPC provides supportive care to clients seeking counseling at SPC in the San Francisco Financial District. Founded in 2015, this clinic provides the opportunity for student clinicians to collaborate with counseling students in patient care.

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 clinic shift for the Summer semester to receive credit for this shift.

Henan University of TCM Scholarships
ACTCM has an agreement that for the 2015–2016 academic year, exceptional qualified candidates may apply for scholarships to study abroad at Henan University of Traditional Chinese Medicine in China. 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 program 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 and OSHA standards concerning bloodborne pathogens any time there is 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.
Asian Body Therapy Certificate Programs
ACTCM at CIIS offers two certificate programs that provide training in massage therapy at the professional level: a Tuina Certificate Program and a Shiatsu Certificate Program. Within each program, students learn the fundamentals and theories of acupuncture and Chinese medicine, the various meridians and acupuncture points on the body, and how to effectively move and harmonize the flow of qi through the body, utilizing traditional methods. MSTCM and DACM students may complete these programs concurrently with their MSTCM and DACM programs. Upon successful completion of coursework, students will receive a tuina/shiatsu massage certificate of completion.

Tuina has its roots in Chinese medicine and is the basis of traditional Chinese physical therapy. Students in the tuina program become proficient in the treatment of structural and soft-tissue injuries. They are also trained in basic clinical applications aimed at restoring and maintaining general good health, and in practical therapeutic techniques for specific problems such as neck and shoulder pain, back pain, sciatica, headaches, anxiety, fatigue, PMS, indigestion, and other conditions.

Shiatsu is a system of massage therapy that originated in Japan. Students are trained in meridian and point location palpation, as well as in basic clinical applications and techniques. These applications and techniques can be used to restore and maintain general good health and to treat specific problems such as neck and shoulder pain, back pain, sciatica, headaches, anxiety, fatigue, PMS, indigestion, and other conditions.

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 Corequisites Requirement
Students admitted to the first professional doctoral degree in acupuncture and Chinese medicine (DACM) program are required to complete general science corequisite courses 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.

All transfer credits must be awarded before the student begins classes at ACTCM at CIIS. 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 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 including corequisites must be awarded prior to taking the first-level comprehensive examinations.

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 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.

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 (DACM)—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

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### 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 Matería Medica I
- ACM 5331: TCM Matería Medica II
- ACM 5432: TCM Matería 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
- ACM 7133: TCM Classics: Jin Gui Yao Lue

### 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 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

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

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

ACTCM Academic Dean
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Steve Given, DAOM, LAc

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Minhua Zhu, PhD

About the 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 of the master’s program lays the foundation on which the rest of the program is based. Students learn about the main 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, and Chinese medicine diagnosis. First-level students also complete the general science courses, begin a focused study of biomedicine, and are introduced to qigong and tai ji quan. 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 their 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. 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 still 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:

1.0 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.

2.0 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.

3.0 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 Somatic Psychotherapy Center, 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, Haight Ashbury Free Medical Clinic, 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 program 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 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 and OSHA standards concerning bloodborne pathogens any time there is 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.

Asian Body Therapy Certificate Programs
ACTCM at CIIS offers two certificate programs that provide training in massage therapy at the professional level: a Tuina Certificate Program and a Shiatsu Certificate Program. Within each program, students learn the fundamentals and theories of acupuncture and Chinese medicine, the various meridians and acupuncture points on the body, and how to effectively move and harmonize the flow of qi through the body, utilizing traditional methods. MSTCM and DACM students may complete these programs concurrently with their MSTCM and DACM programs. Upon successful completion of coursework, students will receive a tuina/shiatsu massage certificate of completion.

Tuina has its roots in Chinese medicine and is the basis of traditional Chinese physical therapy. Students in the tuina program become proficient in the treatment of structural and soft-tissue injuries. They are also trained in basic clinical applications aimed at restoring and
maintaining general good health, and in practical therapeutic techniques for specific problems such as neck and shoulder pain, back pain, sciatica, headaches, anxiety, fatigue, PMS, indigestion, and other conditions.

Shiatsu is a system of massage therapy that originated in Japan. Students are trained in meridian and point location palpation, as well as in basic clinical applications and techniques. These applications and techniques can be used to restore and maintain general good health and to treat specific problems such as neck and shoulder pain, back pain, sciatica, headaches, anxiety, fatigue, PMS, indigestion, and other conditions.

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 admission 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 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)

Special Student Status
Special Student Status is a designation that allows individuals who are not ACTCM at CIIS students to take or audit specific classes to meet a certain need. Candidates for Special Student Status must generally be: (1) a graduate of an ACAOM-approved college, (2) a licensed acupuncturist, or (3) a participant in a California Acupuncture Board approved tutorial. (Tutorial students are only eligible to take biomedicine classes at ACTCM.)

Individuals interested in being considered for the Special Student Status are required to submit a completed Special Student Application to the Admissions Office.

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.

All transfer credits must be awarded before the student begins classes at ACTCM. 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.
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.
- 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. (A course description or syllabuses 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 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 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  Meridian 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 / ACM 5426  Introduction to Tuina or 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 II
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
VI. Elective—2 units

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<tr>
<td>ACM 5142</td>
<td>Literature Research</td>
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<td>Advanced Tuina</td>
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<tr>
<td>ACM 5223</td>
<td>Advanced Tuina Practicum</td>
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<td>Shiatsu Therapeutics I</td>
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<td>ACM 5228</td>
<td>Shiatsu Therapeutics II</td>
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<td>ACM 529</td>
<td>Advanced Shiatsu Practicum</td>
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<td>Auricular Acupuncture</td>
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<td>ACM 6522</td>
<td>Acupuncture for Musculoskeletal and Sports Injuries</td>
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<tr>
<td>ACM 7536</td>
<td>Chinese Herbal Medicine Study Elective</td>
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<tr>
<td>ACM 7541</td>
<td>Biomedical Study Elective</td>
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</table>

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

Course Descriptions for DACM and MSTCM Programs

Acupuncture Domain

**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 shaoyin 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 5322 Meridians and Points II** (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 5424 Meridians 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 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 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 to handle acupuncture needles, understand the use of different styles and sizes of needles, and learn how to focus one's 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, and cupping 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) requirement as required by California CCR Sections 1399.451 and 1399.454. 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 including pricking, bleeding, through-and-through, seven-star needle, guasha, and dermal tacks. Also 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 6121 Acupuncture Technique III (3.00 Units) LG Grade Option
This course introduces the practice of electro-acupuncture 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. Other adjunctive acupuncture stimulation devices, including magnets, seeds and beads, and dermal tacks, are also covered. 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 5323.

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, confluents, 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 6223 Acupuncture Treatment for Diseases (3.00 Units) LG Grade Option
This course presents the use of an 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. Prerequisite: ACM 5323.

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 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 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 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 addresses 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.

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.
pathogenesis and pathogenic factors are covered, including the six environmental factors, the seven emotions, disharmony of yin and yang, five elements, qi/blood/body fluids, zang fu organs, and their dynamic interrelationships. The basic theory and characteristics of the

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 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. World Health Organization international classification of diseases (ICD-9 codes) is also introduced. Students begin to develop skills in clinical reasoning and problem solving with the techniques covered. Prerequisite: ACM 5110.

ACM 5311 TCM Diagnosis II (3.00 Units) LG Grade Option
This course discusses palpation examination in Chinese medical diagnosis with an emphasis of the pulse diagnosis. Special emphasis is placed on eight principle differentiation, and 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 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 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 contexts of qigong in relation to traditional notions of health, ritual, and everyday work are covered.

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 by 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 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 is 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 is employed to maintain health, both prevent and treat disease, foster rehabilitation, and slow the aging process. Prerequisite: ACM 5432.

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, 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 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 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. This course 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, emergency procedures, as well as collaboration with other health-care providers. Case analysis and presentation skills are emphasized. Prerequisites: ACM 6235, ACM 6551.

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 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 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 7515 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, 黃帝內經素問) 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.

**Herbal Medicine Domain**

**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, 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 as well. Prerequisite: ACM 5110.

**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 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 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 expel wind dampness, 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 6631 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 formula prescriptions and herbal counseling to specific diseases and how to modify formulas based on patient condition and disease course. Prerequisite: ACM 5432.

**ACM 6632 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 formula prescriptions and herbal counseling to specific diseases and how to modify formulas based on patient condition and disease course. Prerequisite: ACM 6131.
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 formula prescriptions and herbal counseling 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 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 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 are 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 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 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 (chuang zheng), lung abscess (fei yong), hiccup (e ni), vomiting (ou tu), and difficulty swallowing (ye ge). Prerequisite: ACM 6235.

ACM 6437 TCM Internal Medicine III (2.00 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 kuang), 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 (jii jii), goiter (ying liu), phlegm disorder (tan bing), blood stasis (xue yu bing), and consumptive disease (xu lao). Prerequisite: ACM 6235.

ACM 7231 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 CE). Prerequisite: ACM 6333.

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 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 (chuang 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 7133 TCM Classics: Jin Gui Yao Lue (2.00 Units)
This course covers the formulas presented in the Han Dynasty classic Jin Gui Yao Lue, which is 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 CE). Formulas are differentiated based on content, indications, and treatment principles. Prerequisite: ACM 6333.

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

Biomedicine Domain

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 chemistry 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 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 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 5141 Human Anatomy I (2.00 Units) LG Grade Option
This course systematically presents morphology of the human body. Topics presented include anatomical structures, terminology, 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, nervous systems, and neuroanatomy.

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

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 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 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 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 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 including radiological imaging, treatment methods, and treatment contraindications and complications. The primary care responsibilities, and secondary and specialty care responsibilities, are also introduced. The Western clinical perspective on internal medicine and surgery related to 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 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 including radiological imaging, treatment methods, and treatment contraindications and complications. The primary, secondary, and specialty care responsibilities are also introduced. The Western clinical perspective on internal medicine and surgery related to hemotological disorders, endocrine disorders, neurological disorders, psychiatric disorders and psychopathology, musculoskeletal disorders, disorders due to physical agents, hospice care, dermatological disorders, urinary and renal disorders, disorders of the urogenital system (urology), and sexually transmitted diseases are discussed. Prerequisite: ACM 6241.

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. The primary, secondary, and specialty care responsibilities are also introduced. Prerequisite: ACM 6241.

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 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 role of various food groups in nutrition. Special dietary needs, nutritional supplements, and dietary counseling are also covered. The role of diet in health and disease is emphasized. Prerequisite: ACM 6241.

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 socioeconomic of individuals influences health care, world health, disease prevention, and awareness of at-risk populations. 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 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, including multicultural sensitivity. Ethical issues that may arise in the practice of acupuncture are described, as well as how to address them effectively. Psychosocial assessment in substance abuse, anxiety and depression, and aging and dying is also covered. 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 5424 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 do online research, Boolean research, and the evaluation of research literature. Students will conduct literature searches and develop bibliographies related to research topics.

ACM 7243 Research Methods (2.00 Units) LG Grade Option 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. The course provides foundations for asking research questions and designing studies to answer those questions. Prerequisite: ACM 6241.

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, indigenous medical systems, and participating on interdisciplinary teams. Prerequisite: ACM 6542.

ACM 6245 Business Practices and Marketing (2.00 Units) LG Grade Option
This course prepares 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.

ACM 7541 Biomedical Study Elective (2.00 Units) LG 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.

Clinical Education Domain

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, acupuncture and herbal medicine treatments, and the role of the observer in the clinic. Prerequisite: ACM 5112.

ACM 5351 and ACM 5452 Clinic Observation II (4.00 Units) PF Grade Option
These two courses allow students to observe patient care in ACTCM's clinic or a preceptor observation site. Students observer 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 6151 and ACM 6152 Clinic Trainee I (4.00 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 5452.

ACM 6253 and ACM 6554 Clinic Trainee II (4.00 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 6552.

ACM 6555 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 6551 and ACM 6552 Clinic Intern I** (4.00 Units) PF Grade Option
During these two clinical courses, students progress from working as trainees 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 7153, ACM 7154, ACM 7255, and ACM 7256 Clinic Intern II** (8.00 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 7357 and ACM 7358 Clinic Intern III** (4.00 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.

### Doctor of Acupuncture and Oriental Medicine (DAOM)

**Postgraduate Doctorate**

**ACTCM Academic Dean**
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**ACTCM Director of the DAOM Program and Research**
Carla Wilson, PhD, DAOM, LAc

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About the 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 MSTCM, 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. Use of 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. Thursday afternoons are included as necessary for comprehensive exams or capstone presentations. 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 1,223 hours (50.5 semester credits), with 660 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 three to five 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, grand rounds, 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 will be another primary instructional strategy. Within each class, students will 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 must receive continual feedback from their clinical and didactic faculty, cohorts, patients, and the director of the DAOM program. 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.

1.0 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.

2.0 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.
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:

- Demonstrate the understanding of complexity, uncertainty, and probability in making decisions in medical practice.
- Generate a capstone project that meets criteria for publication.
- Demonstrate a commitment to lifelong learning.

**3.0 Collaboration in a variety of settings with various health-care practitioners**

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

**4.0 Professionalism**

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

**5.0 Communication skills**

- Demonstrate sensitivity to cultural and personal factors that improve interactions with other health-care practitioners.
- Communicate effectively with other professionals and colleagues, including health-care professionals outside the field of acupuncture and Chinese medicine.
- Synthesize and present information effectively to the patient, family, and other health-care practitioners.
- 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.

Clinic theaters are part of the clinical internship. 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.

Throughout the DAOM program, clinical internship includes grand rounds with Chinese medicine practitioners and frequently with Western medical practitioners. In this environment, patients may be diagnosed by both practitioners. 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. Students work in small groups and treat the 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 program 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 off-site clinics. Students who are not California licensed acupuncturists must limit their unsupervised needling practice both on and off-campus to nonlive 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 and OSHA standards concerning blood-borne pathogens any time there is 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 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)—50.5 units

I. TCM Gynecology Domain—11 units

AOM 8111 TCM Gynecology Foundations
AOM 8112 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

II. TCM Pain Management Domain—10 units

AOM 8121 Pain Theories and Meridian Therapy
AOM 8222 Ortho-Neuro Examination and Imaging Studies
AOM 8223 Scalp Acupuncture Therapy
AOM 8324 Care of the Cervical Spine and Shoulder
AOM 8425 Care of the Lumbar Spine and Pelvis
AOM 8426 Master Tung’s Point Therapy
AOM 9527 Care of the Extremities
AOM 9628 Neurological Disorders
AOM 9729 Physical Therapy for Pain Management
AOM 9822 Specialty Techniques for Pain Management
III. Integrative Medicine Domain—6 units
AOM 8131 Case Study Development and Literacy Search Skills
AOM 8132 Environmental Medicine
AOM 8433 Immunology and Oncology
AOM 9635 System-Based and Integrative Medicine
AOM 9731 Western Herbs and Dietary Therapy
AOM 9732 TCM Dermatology

IV. Clinical Education Domain—19 units
AOM 8141 Clinical Internship I
AOM 8242 Clinical Internship II
AOM 8343 Clinical Internship III
AOM 8446 Clinical Internship IV
AOM 9542 Clinical Internship V
AOM 9643 Clinical Internship VI
AOM 9745 Clinical Internship VII
AOM 9846 Clinical Internship VIII
AOM 8241 Clinical Case Study I
AOM 9541 Clinical Case Study II
AOM 8243 Clinical Observation
AOM 8345 Clinical Case Independent Study
AOM 9545 Clinical Externship I
AOM 9847 Clinical Externship II

V. Capstone Project—4.5 units
AOM 8352 Clinical Research and Capstone Proposal
AOM 8453 Capstone Research I
AOM 9554 Capstone Research II
AOM 9756 Capstone Research III
AOM 9857 Capstone Presentations
AOM 9858 Registration Maintenance

Course Descriptions

TCM Gynecology Domain

AOM 8111 TCM Gynecology Foundations (1.00 Unit) 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 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.

AOM 8112 Menstrual Health (1.00 Unit) 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.

AOM 8213 Endometriosis (1.00 Unit) PF Grade Option
This class provides advanced 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.

AOM 8314 Fertility Support (1.00 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.

AOM 8315 Ovarian Disorders (1.00 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 the 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.

AOM 8416 TCM Classical Works of Gynecology (1.00 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.
In this course, students examine leucorrhea and pelvic inflammatory disease. The course focuses on the etiology, pathology, and syndrome diagnosis, and the 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.

**AOM 9618 Gynecologic Oncology** (1.00 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.

**AOM 9619 Abnormalities of Pregnancy** (1.00 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.

**AOM 9712 Menopausal Care** (1.00 Unit) PF Grade Option
In this class, students examine the changes 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.

**AOM 9813 Labor and Postpartum Care** (1.00 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.

**TCM Pain Management Domain**

**AOM 8121 Pain Theories and Meridian Therapy** (1.00 Unit) 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.

**AOM 8222 Ortho-Neuro Examination and Imaging Studies** (1.00 Unit) PF Grade Option
In this course, students review musculoskeletal and neurological assessment. The class emphasizes a hands-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.

**AOM 8223 Scalp Acupuncture Therapy** (1.00 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.

**AOM 8324 Care of the Cervical Spine and Shoulder** (1.00 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.

**AOM 8425 Care of the Lumbar Spine and Pelvis** (1.00 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.

**AOM 8426 Master Tung’s Point Therapy** (1.00 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.

**AOM 9527 Care of the Extremities** (1.00 Unit) PF Grade Option
This course focuses on injuries to the arm, elbow, wrist, hip, knee, 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.

**AOM 9628 Neurological Disorders** (1.00 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.
AOM 9729 Physical Therapy for Pain Management (1.00 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.

AOM 9822 Specialty Techniques for Pain Management (1.00 Unit) PF Grade Option
In this course students explore the role of microsystems and special approaches for pain management. Concepts and current research concerning pain, skills needed for diagnosis and treatment, and specific needling techniques are reviewed, along with the pain application of Chinese medical modalities.

Integrative Medicine Domain

AOM 8131 Case Study Development and Literacy Search Skills (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.

AOM 8132 Environmental Medicine (1.00 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.

AOM 8433 Immunology and Oncology (1.00 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.

AOM 9635 System-Based and Integrative Medicine (1.00 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 MD, DO, DC, ND, 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.

AOM 9731 Western Herbs and Dietary Therapy (1.00 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.

AOM 9732 TCM Dermatology (1.00 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.

Clinical Education Domain

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.

AOM 8434 Clinical Internship I (1.00 Unit) PF Grade Option
Throughout the DAOM program, clinical internship includes Clinical Grand Rounds, Specialty Clinics, and Clinic Theaters. Clinical internship takes place under the supervision of clinical faculty. In clinical internship, clinical faculty guide students in interviews and treatment of patients. Faculty discuss the patient diagnosis process, develop a treatment plan, and articulate how practitioners collaborate with other medical providers to provide the most effective treatment. Students have an ample opportunity to discuss patient care with clinical faculty.

AOM 8435 Clinical Internship II (1.00 Unit) PF Grade Option
Throughout the DAOM program, clinical internship includes Clinical Grand Rounds, Specialty Clinics, and Clinic Theaters. Clinical internship takes place under the supervision of clinical faculty. In clinical internship, clinical faculty guide students in interviews and treatment of patients. Faculty discuss the patient diagnosis process, develop a treatment plan, and articulate how practitioners collaborate with other medical providers to provide the most effective treatment. Students have an ample opportunity to discuss patient care with clinical faculty.
AOM 9343 Clinical Internship III (1.5 Units) PF Grade Option
Throughout the DAOM program, clinical internship includes Clinical Grand Rounds, Specialty Clinics, and Clinic Theaters. Clinical internship takes place under the supervision of clinical faculty. In clinical internship, clinical faculty guide students in interviews and treatment of patients. Faculty discuss the patient diagnosis process, develop a treatment plan, and articulate how practitioners collaborate with other medical providers to provide the most effective treatment. Students have an ample opportunity to discuss patient care with clinical faculty.

AOM 8446 Clinical Internship IV (1.5 Units) PF Grade Option
Throughout the DAOM program, clinical internship includes Clinical Grand Rounds, Specialty Clinics, and Clinic Theaters. Clinical internship takes place under the supervision of clinical faculty. In clinical internship, clinical faculty guide students in interviews and treatment of patients. Faculty discuss the patient diagnosis process, develop a treatment plan, and articulate how practitioners collaborate with other medical providers to provide the most effective treatment. Students have an ample opportunity to discuss patient care with clinical faculty.

AOM 9542 Clinical Internship V (1.5 Units) PF Grade Option
Throughout the DAOM program, clinical internship includes Clinical Grand Rounds, Specialty Clinics, and Clinic Theaters. Clinical internship takes place under the supervision of clinical faculty. In clinical internship, clinical faculty guide students in interviews and treatment of patients. Faculty discuss the patient diagnosis process, develop a treatment plan, and articulate how practitioners collaborate with other medical providers to provide the most effective treatment. Students have an ample opportunity to discuss patient care with clinical faculty. During the second year of internship, DAOM students serve as assistant supervisors. In this capacity, students are mentored to become clinical supervisors and clinical team leaders.

AOM 9643 Clinical Internship VI (1.5 Units) PF Grade Option
Throughout the DAOM program, clinical internship includes Clinical Grand Rounds, Specialty Clinics, and Clinic Theaters. Clinical internship takes place under the supervision of clinical faculty. In clinical internship, clinical faculty guide students in interviews and treatment of patients. Faculty discuss the patient diagnosis process, develop a treatment plan, and articulate how practitioners collaborate with other medical providers to provide the most effective treatment. Students have an ample opportunity to discuss patient care with clinical faculty. During the second year of internship, DAOM students serve as assistant supervisors. In this capacity, students are mentored to become clinical supervisors and clinical team leaders.

AOM 9745 Clinical Internship VII (1.5 Units) PF Grade Option
Throughout the DAOM program, clinical internship includes Clinical Grand Rounds, Specialty Clinics, and Clinic Theaters. Clinical internship takes place under the supervision of clinical faculty. In clinical internship, clinical faculty guide students in interviews and treatment of patients. Faculty discuss the patient diagnosis process, develop a treatment plan, and articulate how practitioners collaborate with other medical providers to provide the most effective treatment. Students have an ample opportunity to discuss patient care with clinical faculty. During the second year of internship, DAOM students serve as assistant supervisors. In this capacity, students are mentored to become clinical supervisors and clinical team leaders.

AOM 9846 Clinical Internship VIII (1.5 Units) PF Grade Option
Throughout the DAOM program, clinical internship includes Clinical Grand Rounds, Specialty Clinics, and Clinic Theaters. Clinical internship takes place under the supervision of clinical faculty. In clinical internship, clinical faculty guide students in interviews and treatment of patients. Faculty discuss the patient diagnosis process, develop a treatment plan, and articulate how practitioners collaborate with other medical providers to provide the most effective treatment. Students have an ample opportunity to discuss patient care with clinical faculty. During the second year of internship, DAOM students serve as assistant supervisors. In this capacity, students are mentored to become clinical supervisors and clinical team leaders.

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.

AOM 9541 Clinical Case Study II (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. Case Study Rubric II is a more advanced guide that ensures that the case studies meet advanced 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. Students will present case studies to the entire class to develop their researching and communication skills.

AOM 8345 Clinical Case Independent Study (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, using a more sophisticated design. Case Study Rubric II serves as a more advanced guide that ensures that the case studies meet advanced 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.

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 and/or ACTCM faculty; or (2) students are 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.

AOM 9847 Clinical Externship II (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 and/or ACTCM faculty; or (2) students are 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. Students may complete one or several of these options with prior permission of the director of the DAOM program.

Capstone Project

AOM 8352 Clinical Research and 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.

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 case work, 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 their independent capstone project.

AOM 9554 Capstone Research II (1.00 Unit) 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 case work, 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 their independent capstone project.

AOM 9756 Capstone Research III (1.00 Unit) PF Grade Option
This course is a continuation of the process of developing and writing the capstone thesis. 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 case work, 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 their independent capstone project.

AOM 9857 Capstone Presentations (0.5 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 the mentor, the director of the DAOM program, and DAOM faculty members. Each student presents his or her capstone project to the entire ACTCM community.

AOM 9858 Registration Maintenance (0 Units)
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, required case studies, externship hours, and makeup work, a student may register for AOM 9858 Registration Maintenance. 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 9858 Registration Maintenance 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.
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.

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 weekend-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
- Master of Arts (MA) in Counseling Psychology with a concentration in Integral Counseling Psychology
  Offered in both non-cohort 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
Mera Attis, PhD

Director of Clinical Training
Lani Chow, PhD

Core Faculty
Mera Attis, PhD
Lani Chow, PhD
Frank Echenhofer, PhD
Andrew Harlem, PhD
Esther Nzewi, PhD
Kaisa Puhakka, PhD
Benjamin Tong, PhD
Douglas A. Vakoch, PhD
Leland van den Daele, PhD, ABPP
Tanya Wilkinson, PhD

Adjunct Faculty
Fernando Castrillon, PsyD
Christopher Dryer, PhD
Michael Thompson, PhD
Peter Van Oot, PhD

About the 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 visionary 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 a 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, phone screening of prospective clients, and, by the end of training at PSC, conducting at least one intake interview with a client. 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 clinic 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 California Psychology Internship Council (CAPIC, http://www.capic.net) or Association of Psychology Postdoctoral and Internship Centers (APPIC/APA, http://www.appic.org). 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. Trainees are placed in supervised professional work in different service settings located in the San Francisco Bay Area and elsewhere in the United States. In these settings, students deepen 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 Clinical Training Director 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

1. **Scientific Foundations of Clinical Psychology**
   1.1 The student will have familiarity with the contemporary knowledge bases of the biological, developmental, cognitive, affective, and social foundations of human functioning found in peer-reviewed scientific journals, along with critical thinking skills necessary to appreciate and critique ongoing scientific developments.
   1.2 This goal also encompasses knowledge of the history of psychology and the many systems of thinking that have emerged in varying historical and social contexts.

2. **Relationship**
   2.1 The student will develop the capacity to establish ongoing healthy therapeutic alliances with clients and the capacity for collaborative work with the full range of individuals with whom a clinical psychologist may work: colleagues/peers, supervisors/supervisees, professionals in other disciplines, students, governmental agencies, and community organizations.

3. **Diversity and Identity**
   3.1 This goal includes a knowledge base concerning human differences in terms of gender, sexuality, culture, race, ethnicity, ability status, age, spirituality and religion, and class, as well as ongoing self-reflection on how one’s own identity influences understanding of clients and effective clinical practice.
   3.2 The goal also includes an appreciation the dynamics of power, privilege, oppression, and historical social structures in the lives of clients and their therapists.

4. **Intervention**
   4.1 Intervention is essential to the development of practitioner-scholar identity and is viewed as a complex process that demands integration of all other goals and objectives.
   4.2 Success in this area involves becoming grounded in theory, research, and application of best available psychological interventions.
   4.3 It also involves application of a broad range of clinical skills, such as establishing a positive therapeutic relationship and becoming effective in selection, implementation, evaluation, and modification of therapeutic process.

5. **Assessment and Diagnosis**
   5.1 Students are expected to develop a strong foundation in conceptualizations of psychopathology and wellness, psychological measurement, logic of clinical inference, and complexities of emic and etic influences (e.g., use of standardized tests in diverse sociocultural contexts).
5.2 A thorough assessment and diagnostic evaluation, whether it be formal (e.g., involving the use of standardized psychological or neuropsychological testing batteries) or less formal (e.g., based on unstructured clinical interviews and behavioral observations), is viewed as a prerequisite for all clinical activities.

6. Supervision and Consultation
6.1 Students should have an understanding of the dynamics and skills required for supervision.
6.2 Students should be able to consult with colleagues in their position as a multidisciplinary team member as well as in the role of consultant.

7. Research and Evaluation
7.1 Developing practitioners engage in problem identification and the acquisition, organization, and interpretation of information pertaining to psychological phenomena.
7.2 Students gain specific skills that prepare them to be consumers of research in the conduct of informed clinical practice and to contribute to the profession’s body of knowledge by conducting their own research.

8. Ethics and Professional Practice
8.1 Students acquire a knowledge base of ethical and legal standards, a personal commitment to ethical conduct and professionalism, and a competence to act in ways that communicate respect for oneself, one’s clients, one’s colleagues, and the profession of clinical psychology.
8.2 Students are expected to develop awareness of self, commitment to lifelong learning, and a professional demeanor that is conscientiously applied through the wide array of their professional roles.

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). 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 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 Check 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. Personal therapy is most useful when it accompanies academic studies, but previous therapy experience will be accepted toward meeting the requirement if completed within five years of admission. 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
All students must maintain satisfactory progress toward the degree and comply with all PsyD program policies. Degree requirements must be completed within 10 years of matriculation. Academic performance in all courses in the PsyD program is evaluated on a letter-grade basis. Program policies and curricula are subject to ongoing review and revision. Students should refer to their own particular 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 for the following:

1. Evidence of 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 course work. Coursework must include a course in statistics or an experimental psychology course that includes statistics.
2. Minimum grade point averages of 3.0 for regular standing admissions and 3.25 for advanced-standing admissions for the final 60 semester units or 90 quarter units.
3. A sample of written work such as a recent academic paper, article, or report that reflects scholarly abilities.
4. Two letters of recommendation: one from the academic advisor or someone very familiar with the applicant's 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.)
5. A statement of professional goals.
6. An autobiographical essay.
7. An in-person interview for those applicants who pass the preliminary screening of materials.

Transfer of Credit
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 who wish to pursue this option must meet with their academic advisor to review syllabi and determine which courses 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 students who have completed a master's degree in psychology or the equivalent. Students admitted 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. Admission with advanced standing effectively reduces the minimum time in the program by one year, compared with regular standing.

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 based on evidence of completion of previous comparable coursework. For courses to be waived, equivalency must be demonstrated and approved by the student's faculty advisor. An individualized Program Agreement is created that identifies waived courses as well as required PsyD courses that remain to be completed in the student's program.

Required preliminary coursework from bachelor's and/or master's-level study must include the following general courses: (a) introductory psychology, (b) abnormal psychology, (c) developmental psychology, and (d) statistics or an experimental psychology course that includes statistics.

Courses that cannot be waived by advanced-standing students: Foundation Clinical Skills, Professional Seminar—Advanced Clinical Skills, Dissertation Research Seminar I, and Dissertation Research.

To apply, applicants should submit the elements listed under “Admissions Requirements” as part of the application for admission.
Curriculum

Doctor of Psychology—90 units

I. Scientific Foundations—17 units
- PSY 5001 Biological Bases of Clinical Practice
- PSY 6192 Social Psychology
- PSY 6201 Lifespan Development
- PSY 6301 Cognitive and Affective Foundations of Behavior
- PSY 6664 Neuroscience and Spirituality
- PSY 7174 History and Systems of Psychology

II. Research Design, Statistics, and Dissertation—13 units
- PSY 5401 Research Design and Statistics I
- PSY 5402 Research Design and Statistics II
- PSY 6998 Dissertation Research Seminar I
- PSY 6999 Dissertation Research Seminar II (elective)
- PSY 7901 Dissertation Research I
- PSY 7902 Dissertation Research II
- PSY 7903 Dissertation Research III
- PSY 9999 Dissertation Continuance (if necessary)

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

IV. Diversity—7 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

V. Clinical Specialization Courses—36 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
- PSY 5703 Professional Standards and Ethics for Psychologists
- PSY 5703 Professional Standards and Ethics for Psychologists Lab
- PSY 5704 Foundation Clinical Skills: Adults—Individuals and Couples
- PSY 5704 Foundation Clinical Skills: Adults—Individuals and Couples Lab
- PSY 5705 Foundation Clinical Skills: Child and Family
- PSY 6726 Professional Seminar—Case Formulation and Treatment Planning A
- PSY 6727 Professional Seminar—Case Formulation and Treatment Planning B
- PSY 6728 Professional Seminar—Advanced Clinical Skills A
- PSY 6729 Professional Seminar—Advanced Clinical Skills B
- PSY 7033 Supervision and Consultation
- PSY 7575 Buddhism and Psychotherapy

VI. 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 7810 Child Health and Psychopathology
- PSY 7906 Neuropsychological Assessment
- PSY 8410 Fantasy and Dreams in Psychotherapy
- PSY 8513 Psychotherapy of Trauma and Abuse
- PSY 8514 Taoist and Existential Approaches to Psychotherapy
- PSY 8515 Psychology of Jung: Theory and Practice
- PSY 9110 Advanced Theory Seminar (topics vary)
VII. 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)

VIII. 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)

IX. Professional Development—0 units
- PSY 9701 Professional Development Workshop I
- PSY 9702 Professional Development Workshop II
- PSY 8000 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. The course fulfills APA accreditation expectations and state licensing requirements by providing a broad and general overview of biological psychology. Prerequisite: PsyD student.

PSY 5002 Culture and Ethnicity in Clinical Practice (3.00 Units) LG Grade Option
One of three required courses in the Diversity sequence, 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 and 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
One of three required courses in the Diversity sequence, 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
One of three required courses in the Diversity sequence, 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 Workshop I (0 Units) P/NP Grade Options
These workshops and colloquia are designed to assist students in their preparation for field placement, such as CV and cover-letter writing, interviewing for practicum, doctoral-level research and writing. Participation is mandatory for first-year PsyD students. Prerequisite: PsyD student.

PSY 5038 Professional Development Workshop II (0 Units) P/NP Grade Options
These workshops and colloquia are designed to assist students in their preparation for field placement, such as CV and cover-letter writing, interviewing for practicum, doctoral-level research and writing. Participation is mandatory for first-year PsyD students. Prerequisite: PsyD student.

PSY 5039 Advanced Topics in Professional Development (0 Units) P/NP Grade Options
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 5402 Research Design and Statistics II (3.00 Units) LG Grade Option
This course is the second in the PsyD research sequence. It 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 includes an introduction to qualitative research and data-reduction methods, program evaluation, research ethics, guided practice in interviewing, and consensual coding.

PSY 5502 Theories and Practice of Psychotherapy: Psychodynamic (3.00 Units) LG Grade Option
One of the Theories and Practice sequence in PsyD, 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 the following: classical (Freudian) theory, ego psychology (Neo-Freudian), 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
One of the Theories and Practice sequence in PsyD, 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), Acceptance and Commitment Therapy (ACT), and Functional Analytic Psychotherapy (FAP). Prerequisite: PsyD student.

**PSY 5504 Theories and Practice of Psychotherapy: Existential-Humanistic** (3.00 Units) LG Grade Option
One of the Theories and Practice sequence in PsyD, 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 Option
One of the foundation clinical skills courses in the PsyD program, 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 consideration 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 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: Adult: 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: Child and Family** (3.00 Units) LG Grade Option
One of three foundation clinical skills courses in PsyD, 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 with 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. The course fulfills APA accreditation expectations and state licensing requirements by providing a broad and general overview of social psychology.

**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, gender, and sexual orientation aspects. The course fulfills APA accreditation expectations and state licensing requirements by providing a broad and general overview of developmental psychology.

**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 contemporary theories of normative and nonnormative affective development. Attention is given to cultural differences in fundamental cognitive and affective processes and how these processes...
influence clinical practice. The course fulfills APA accreditation expectations and state licensing requirements by providing a broad and general overview of cognitive and affective knowledge bases.

**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, as well as 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** (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: PsyD student; PSY 6601.

**PSY 6503 History and Systems of Psychology** (1.00 Unit) 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 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.

**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 Options
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 6726 Professional Seminar I—Case Formulation and Treatment Planning A** (3.00 Units) LG Grade Option
This seminar provides case presentation and consultation for students currently completing supervised clinical practicum in community agencies. Didactic content includes treatment planning, first sessions and termination, consent, continuing assessment, case formulation, sustaining a therapeutic relationship, developing a professional persona, and boundaries and self-disclosure. Note: Please review the PsyD Clinical Training Handbook or check in with the PsyD Field Placement Office for additional information about registration requirements. Prerequisite: PsyD student.

**PSY 6727 Professional Seminar I—Case Formulation and Treatment Planning B** (3.00 Units) LG Grade Option
This seminar provides case presentation and consultation for students currently completing supervised clinical practicum in community agencies. Didactic content includes treatment planning, first sessions and termination, consent, continuing assessment, case formulation, sustaining a therapeutic relationship, developing a professional persona, and boundaries and self-disclosure. Note: Please review the PsyD Clinical Training Handbook, or check in with the PsyD Field Placement Office for additional information about registration requirements. Prerequisite: PsyD student.

**PSY 6728 Professional Seminar II—Advanced Clinical Skills A** (3.00 Units) LG Grade Option
The objective of this course is to promote the continuing development of advanced clinical skills in five broad areas: treatment planning, case formulation, understanding of therapeutic relationships, development of a therapeutic sensibility, and case discussion/consultation skills.
Note: Please review the PsyD Clinical Training Handbook, or check in with the PsyD Field Placement Office for additional information about registration requirements. Prerequisite: PsyD student.

**PSY 6729 Professional Seminar II—Advanced Clinical Skills B** (3.00 Units) LG Grade Option
The objective of this course is to promote the continuing development of advanced clinical skills in five broad areas: treatment planning, case formulation, understanding of therapeutic relationships, development of a therapeutic sensibility, and case discussion/consultation skills. Note: Please review the PsyD Clinical Training Handbook, or check in with the PsyD Field Placement Office for additional information about registration requirements. Prerequisite: PsyD student.

**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 6777 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. Prerequisite: PsyD student; PSY 6777.

**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. Corequisite: PSY 6776, PSY 6777, PSY 6778, PSY 9599, or PSY 9699.

**PSY 6998 Dissertation and Research Seminar I** (1.00 Unit) LG Grade Option
In this course, PsyD students begin work on the doctoral dissertation process by developing their dissertation proposal. The course provides support for problem selection, review and critical appraisal of relevant literature, design of appropriate research methodology, plans for data analysis, and locating and beginning work with their dissertation chair. Prerequisite: PsyD student.

**PSY 6999 Dissertation Research Seminar II** (1.00 Unit) LG Grade Option
PsyD students continue work on the doctoral dissertation process by developing their dissertation proposal. The course provides support for problem selection, review and critical appraisal of relevant literature, design of appropriate research methodology, plans for data analysis, and locating and beginning work with their dissertation chair. Prerequisite: PsyD student.

**PSY 7000 Dissertation Proposal Writing** (2.00 Units) PF Grade Option
Only students who have not advanced to candidacy by the end of their second year should register for this course. PSY 7000 allows students to continue writing the dissertation proposal. Cannot be taken more than twice, after which the student must advance to candidacy. Prerequisites: PsyD student; PSY 6901; not advanced to candidacy.

**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) P/NP Grade Options
During this phase of the dissertation, students will work with their dissertation chair to obtain human subjects review (HRRC) proposal, recruit study participants, and begin data collection. Prerequisites: PSY 6901 or PSY 6998; PsyD student.

**PSY 7902 Dissertation Research II** (2.00 Units) P/NP Grade Options
The goal of this course is to have dissertation students complete their data collection and data analyses. By the end of the semester, students will also begin to write up their results. Prerequisites: PSY 7901; PsyD student.
**PSY 7903 Dissertation Research III** (2.00 Units) P/NP Grade Options
This course involves the final phase of the dissertation project where students finish the write-up of their dissertation proposal, receive approval of this proposal from their dissertation committee, and successfully complete their oral defense. Prerequisites: PSY 7902; PsyD 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) P/NP Grade Options
Occasional courses offered by faculty regarding their current interests and research. Prerequisite: PsyD student.

**PSY 9695 Internship (Part-Time)—Year 1** (0 Units) P/NP Grade Options
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 2** (0 Units) P/NP Grade Options
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. Prerequisite: PsyD student.

**PSY 9699 Internship (Full-Time)** (0 Units) PF Grade Option
Students who are completing their pre-doctoral 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 6 units of PSY 7900 may register for Dissertation Continuance until they complete work on their dissertation. Prerequisites: PSY 7903 or 6 units of PSY 7900; PsyD student.

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

**PSYL 5703 Professional Ethics LAB** (0 Units) PF Grade Option

**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 Psychological Assessment III: Personality LAB** (0 Units) PF Grade Option
The experiential portion of the Personality Assessment course. Prerequisite: PsyD student.

**PSYL 6601 Psychological Assessment II: 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 Degree
The Master of Arts in Counseling Psychology degree is designed for students who wish to prepare for the practice of professional counseling. The degree reflects the CIIS mission and our deep commitment to equity, inclusion, and social justice. The program is founded on the premise that the problems of the psyche can be best addressed if we adopt an integral framework. 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.

Some of the concentration programs (Community Mental Health, Drama Therapy, Integral Counseling Psychology weekday) also offer students the option to prepare for licensure as a Licensed Professional Clinical Counselor (LPCC). Students seeking the LPCC Track in one of the other programs should contact their academic advisor or the MCP program for assistance; additional courses would be required. The MA Counseling Psychology LPCC Track emphasizes counseling techniques and theory, including the diagnosis and treatment of mental illness and issues related to career development, and is designed for students who are committed to the practice of individual and group counseling. 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. The MA with the LPCC Track requires 61 to 69 units, depending upon the concentration program.

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 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’s in Counseling Psychology Program and the five concentrations have been designed to meet the requirements of the BBS for 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 the LPCC license. (CA B&P code 4999). The requirements for this license are very specific and will require courses in addition to the 60 units in each standard program plan. 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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>MCP 6102</td>
<td>Alcohol and Chemical Dependency</td>
<td>1</td>
</tr>
<tr>
<td>MCP 5023</td>
<td>Advanced Treatment of Addictions</td>
<td>2</td>
</tr>
<tr>
<td>MCP 6502</td>
<td>Child Therapy</td>
<td>2</td>
</tr>
<tr>
<td>MCP 6233</td>
<td>Intro to CMH and Recovery Model</td>
<td>2</td>
</tr>
<tr>
<td>MCP 6546</td>
<td>CMH and the Recovery Model</td>
<td>3</td>
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<tr>
<td>MCP 6103</td>
<td>Multicultural Counseling</td>
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<tr>
<td>MCP 6603</td>
<td>Multicultural Counseling</td>
<td>3</td>
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<tr>
<td>MCP 5647</td>
<td>Group Counseling</td>
<td>1</td>
</tr>
<tr>
<td>MCP 5201</td>
<td>Human Development and Family</td>
<td>3</td>
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<tr>
<td>MCP 6101</td>
<td>Human Sexuality</td>
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<tr>
<td>MCP 5101</td>
<td>Professional Ethics and Law</td>
<td>2</td>
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<td>MCP 5651</td>
<td>California Law and Ethics</td>
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<tr>
<td>MCP 6101</td>
<td>Psychodynamics</td>
<td>3</td>
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<tr>
<td>MCP 5108</td>
<td>Psychopathology and Psych. Assessment</td>
<td>3</td>
</tr>
<tr>
<td>MCP 5646</td>
<td>Career Counseling for Therapists</td>
<td>3</td>
</tr>
<tr>
<td>MCP 5105</td>
<td>Psychopharmacology</td>
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<td>MCP 5648</td>
<td>Advanced Psychopharmacology</td>
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<td>MCP 6578</td>
<td>Psychopharmacology for Therapists Online</td>
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<td>MCP 6401</td>
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<td>MCP 5514</td>
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<td>MCP 7603</td>
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<tr>
<td>MCP 8799</td>
<td>Independent Study</td>
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### 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.

**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 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.

**MCP 5105 Psychopharmacology** (2.00 Units) LG Grade Option

Study of the range of current psychopharmacological 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 is discussed, including medication response and side effects. 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 5201 Human Development Across the Lifespan** (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 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 5603 Psychopathology (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.

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 professional psychologist working in community settings. Community mental health as practiced by marriage and family therapists (MFTs) and licensed professional clinical counselors (LPCCs) is changing dramatically. The recovery model of mental health allows the possibility that all patients and clients will get well. Many of these clients will want to go back to work or go to work for the first time. How can a therapist support these decisions? Client-centered therapy encourages the patient to make decisions about wellness and the types of activities she/he will be involved in. What is the role of the therapist in supporting options that are realistic, achievable, and appropriate for the patient? In addition, it is increasingly clear that not having a job is a barrier to the effective engagement in therapy for many adolescents and adults. Career counseling skills will be an important tool for therapists wishing to increase access to care. Helping clients with career choice and adjustment issues is a vital skill in today's rapidly changing economy, and particularly in the field of community mental health. Critical labor market shortages for community-based therapists will present challenges for those identifying careers for themselves, changing careers, and transitioning from careers in public and community mental health. There exists a broad literature and many effective, evidence-based theories of career development and counseling. This course will equip the therapist in selecting and implementing theories that support the individual developmental needs of the client. Prerequisite: Priority to MCP students (including CMHW and ICPW students).

MCP 5647 Group Counseling (1.00 Unit) OP Grade Option
Advanced theory and practice in group counseling will be demonstrated and experienced. Students will receive feedback as they demonstrate skills in therapeutic factors related to positive outcomes in group work. Prerequisite: MCPC 5632 or MCPD 5604 or PDT 5603 or MCPE 5634 or MCPI 5604 or ICP 5636 or MCPS 6522.

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 5103, MCP 5105; non-ICPW student, non-CMH 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-CMH student; priority to MCP students.

MCP 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. Prerequisites: Non-ICPW student, non-CMH 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-CMH 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-CMH 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-CMH student; priority to MCP students.

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-CMH student; priority to MCP students.

MCP 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 integrated service teams and evaluation methodologies will be developed. Prerequisites: Non-ICPW student, non-CMH student; priority to MCP students.
MCP 6578 Psychopharmacology for Therapists (1.00 Unit) LG Grade Option
This online course is intended as an overview of psychotropic medications, their neurochemical foundation, their mode of actions, and their clinical application. This course will provide a foundational level knowledge of psychopharmacology. Topics will include: the effects of stigma and resistance on medication compliance; examination of client ambivalence toward medication treatments; planning and monitoring medications with physicians and others on integrated service teams. Prerequisite: MCP or PsyD student.

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
Steven Tierney, EdD, LPCC

Core Faculty
Fernando Castrillon, PsyD

Adjunct Faculty
Eri Cela, PhD
Marjorie Chaset, LLMFT
Jeremy Jensen, PhD
Patricia Jones, MA
Thomas Marchevsky, PsyD
Mosi Mays-Mirembe, MFT
Sal Nunez, PsyD, LMFT

About the Program
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 as we actualize the California Mental Health Services Act and its call for inclusive, appropriate, and effective care for all communities and individuals.

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.

Program Format
Students attend classes over a three-year period, with a 15-week Fall and Spring semester and a 10-week Summer semester. Three classes a semester include one online course and two evenings a week. Classes are held weekly on the same day and at the same time across the program to accommodate working students. Students attend classes in the fall and spring with a cohort of students, while summer classes are shared with students from other programs, allowing for exposure to a wider range of treatment modalities. Classes are held in the classroom, in the field 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 two semesters of fieldwork in the second year and two semester of more advanced practicum work the third 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.

The degree program consists of a 60-semester-unit program of core and concentration courses. Additionally, students will take an Advanced Topics in CMH course their final year that will bring together topics of interest to each cohort of students. The curriculum incorporates fieldwork and 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. 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. The curriculum expands upon traditional psychology education, promoting a holistic view of the individual in the context of his or her family, community, and culture, and cultivating understanding of and respect for all clients’ values, beliefs, and expectations. The program is designed to provide students with a solid background in psychological theory and methods as a foundation for intensive clinical training in systemic approaches to human problems. While students are prepared for public service careers, they are also fully qualified for private practice if they choose that option in their career plans.

Direct Service Experience

The Board of Behavioral Sciences requires successful completion of 6 units of supervised clinical practicum at a site approved by CIIS. The Community Mental Health Program provides the opportunity for students to complete the required hours across two settings in the second and third years of the program, respectively. In the second year, students will enroll in a field study traineeship (CMH 6668) focused on providing case management and advocacy, as well as conducting intakes and assessments. In the third year, students will enter a clinical practicum (CMH 7602) ready to learn more advanced psychotherapeutic skills.

Community Mental Health faculty evaluate student readiness for entering or continuing in field study and/or practicum. Each unit of field study or practicum is equivalent to 3 academic units of coursework and requires a minimum of 115 hours per unit of supervised clinical work in the field, plus the required coursework that accompanies each experience.

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 service 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 before graduation. Recent therapy experience that meets the guidelines may fulfill this requirement with the advisor’s approval; however, only psychotherapy undertaken while in the program or after graduation will count toward the MFT or LPCC license.

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 helper, 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—12 units
   MCP 5108 Psychopathology and Psychological Assessment (3 units)
   CMH 6613 Multicultural Foundations of Family Therapy (3 units)
   MCPC 5632 Group Facilitation and Group Therapy (3 units)
   MCP 5610 Therapeutic Communication Skills (2 units)
   MCP 6101 Human Sexuality (1 unit)

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.
   MCPC 5111 Professional Ethics and Family Law (3 units)
   MCPC 5201 Human Development Across the Lifespan (3 units)
   MCPC 5501 Psychodynamic Foundations for Clinical Practice (3 units)
   MCPC 5620 Advanced Therapeutic Skills: The Clinical Relationship (3 units)
   MCPC 6401 Research Methods (3 units)
   MCPC 7601 Supervised Clinical Practicum: Individual (2 units) (4 semester units of supervision, in any combination)
   MCPC 7602 Supervised Clinical Practicum: Group (2 units) (4 semester units of supervision, in any combination)

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)
Fieldwork training units will not be accepted in transfer.

Note: The Master of Arts 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—64 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**

**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 prepare students 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, as well as in the effectiveness of treatment.

**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 to 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 trends in the field and emerging treatments in line with recovery-based practice will also be covered.

**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. Students 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 will be presented.

**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.

**CMH 5042 Humanistic Mindfulness-Based Therapies with Families (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’s theory through the development of mindfulness-based theory and practice. Case materials present assessment, diagnosis, prognosis, treatment planning, and treatment options using these theories. Students will experience and practice multiple methods of evaluation and the implementation of evidence-based practices in community mental health settings. Examines interpersonal relationships between humanistic, mindfulness, and other clinical theories.

**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.

**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, 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; the application of recovery and wellness principles, as well as the impact of poverty and stigma on treatment.
CMH 6387 African Traditional Healing and Mental Health (3 Units) LG Grade Options
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.

CMH 6668 Supervised Fieldwork (1.00 Unit) PF Grade Option
This course provides an initial 100-hour supervised clinical fieldwork opportunity for community mental health students entering the field. Students will participate in community mental health projects that include providing case management, client centered advocacy, life skills training, co-facilitation of a psycho-educational group, community organizing, and/or work on community mental health initiatives. The class will provide coursework on issues related to professional development, thinking and writing clinically, and building foundational clinical skills in an online format. 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.

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 professional psychologist working in community settings. Community mental health as practiced by marriage and family therapists (LMFTs) and licensed professional clinical counselors (LPCCs) is changing dramatically. The recovery model of mental health allows the possibility that all patients and clients will get well. Many of these clients will want to go back to work or go to work for the first time. How can a therapist support these decisions? Client-centered therapy encourages the patient to make decisions about wellness and the types of activities she/he will be involved in. What is the role of the therapist in supporting options that are realistic, achievable, and appropriate for the patient? In addition, it is increasingly clear that not having a job is a barrier to the effective engagement in therapy for many adolescents and adults. Career counseling skills will be an important tool for therapists wishing to increase access to care. Helping clients with career choice and adjustment issues is a vital skill in today's rapidly changing economy, and particularly in the field of community mental health. Critical labor market shortages for community-based therapists will present challenges for those identifying careers for themselves, changing careers, and transitioning from careers in public and community mental health. There exists a broad literature and many effective, evidence-based theories of career development and counseling. This course will equip the therapist in selecting and implementing theories that support the individual developmental needs of the client. Prerequisite: Priority to MCP students (including CMHW and ICPW students).

MCPC 5111 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 of the self and self-development, and the topics of transference, countertransference, and defense. Examines the relationship between psychodynamic and other theories. Includes a consideration of the impact of family structure, abuse, and culture in understanding the inner life of the community mental health client.

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 Psychodynamics (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 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 6401 Research Methods (3.00 Units) LG Grade Options
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 of the self and self-development, and the topics of transference, countertransference and defense. Examines the relationship between psychodynamic and other theories. Includes a consideration of the impact of family structure, abuse, and culture in understanding the inner life of the community mental health client.

MCPC 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 Practicum Registration Form” to Registrar’s Office. An NP grade will be given if “Supervised Fieldwork Agreement” is not submitted to Field Placement Office by semester’s end. Prerequisite: CMH student.

MCPC 7602 Supervised Clinical Practicum: Group (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. Specific skills in case documentation and professional writing will be practiced. Prerequisite: CMH student.

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, as well as 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.
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
George Kitahara Kich, PhD
Susan Coto McKenna, PsyD, ADTR
Doug Ronning, MA, LMFT, RDT
Sheila Rubin, MA, LMFT, RDT, BCT
Armand Volkas, LMFT, RDT, BCT, MFA

About the Degree
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 the past 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 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. Alums work in private practice, psychiatric settings, community mental health, schools, 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 them 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 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 the University. A list of placements is provided. 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-revealtory 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.

**Program Learning Outcomes**

Students will be able to evaluate and apply drama therapy approaches in working with clients.

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

**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.

**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.) Further information about course sequencing is available from the Drama Therapy Program. Drama Therapy students may choose the LMFT Track (60 units) or the LPCC Track (68 units). 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 the University, 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, emotional maturity, and self-direction 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 6502    Child Therapy

II. Counseling Courses with an emphasis in Drama Therapy—20 units
    These courses have equivalencies in the Community Mental Health, 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.
    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 6401    Research Methods
    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

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.

Licensed Professional Clinical Counselor Track—68 units

The courses designated in I, II, and III above plus the following:
   MCP 5023    Diagnosis and Treatment Addictions and Co-Occurring Disorders
   MCP 5105    Psychopharmacology
   MCP 5646    Career Counseling Theory and Practice
   MCP 6578    Psychopharmacology for Therapists
   PSY 6331    Psychological Assessment: Psychometric Theory

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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 5105 Psychopharmacology (2.00 Units) LG Grade Option
Study of the range of current psychopharmacological 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 is discussed, including medication response and side effects. 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 5201 Human Development Across the Lifespan (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 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 professional psychologist working in community settings. Community mental health as practiced by marriage and family therapists (MFTs) and licensed professional clinical counselors (LPCCs) is changing dramatically. The recovery model of mental health allows the possibility that all patients and clients will get well. Many of these clients will want to go back to work or go to work for the first time. How can a therapist support these decisions? Client-centered therapy encourages the patient to make decisions about wellness and the type of activities she/he will be involved in. What is the role of the therapist in supporting options that are realistic, achievable, and appropriate for the patient? In addition, it is increasingly clear that not having a job is a barrier to the effective engagement in therapy for many adolescents and adults. Career counseling skills will be an important tool for therapists wishing to increase access to care. Helping clients with career choice and adjustment issues is a vital skill in today's rapidly changing economy, and particularly in the field of community mental health. Critical labor market shortages for community-based therapists will present challenges for those identifying careers for themselves, changing careers, and transitioning from careers in public and community mental health. There exists a broad literature and many effective, evidence-based theories of career development and counseling. This course will equip the therapist in selecting and implementing theories that support the individual developmental needs of the client. Prerequisite: Priority to MCP students (including CMHW and ICPW students).

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 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. 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 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 6578 Psychopharmacology for Therapists (1.00 Unit) LG Grade Option
This online course is intended as an overview of psychotropic medications, their neurochemical foundation, their mode of actions, and their clinical application. This course will provide a foundational level knowledge of psychopharmacology. Topics will include: the effects of stigma and resistance on medication compliance; examination of client ambivalence toward medication treatments; planning and monitoring medications with physicians and others on integrated service teams. Prerequisite: MCP or PsyD student.

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.

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

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 Emunah’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 is 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 5604 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 5607 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 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 5604 Drama Therapy and Social Change (2.00 Units) OP Grade Option
A seminar exploring the 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 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 is 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 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 cultivation of healthy energetic boundaries.

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, as well as 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.
EXPRESSION ARTS THERAPY
MA IN COUNSELING PSYCHOLOGY WITH A CONCENTRATION IN EXPRESSION ARTS THERAPY

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Expressive Arts
The power of the arts for personal and cultural transformation has been harnessed throughout human history. Sacred arts, ceremonies, and rituals have traditionally been vehicles through which societies have reclaimed their wholeness and expressed their vital spirit. Artistic ways of knowing are a core part of the human experience, facilitating through the use of visual symbol, gesture, word, and music a deeper sense of connectedness to ourselves, others, and the worlds in which we live.

Central to an expressive arts approach is the belief that the artistic process itself can be healing. Awakening the artist within, clients bring the wisdom of the dreaming mind into the light of day. They reignite the creative spirit, see things in a new way, and contact the dynamism and power to confront life’s challenges. Even when one is struggling with painful or frightening issues, expression through the arts is often empowering and joyful. Moreover, arts processes can unleash the ability to tap into individual and collective sources of wisdom through nonlinear ways of knowing.

About the Degree
The Expressive Arts Therapy (EXA) program integrates a thorough education in theories and methods of psychotherapy with intensive training in expressive arts therapy. It takes a multi-arts or multimodal approach, integrating different therapeutic arts processes, including painting, drawing, sculpture, dance/movement, music, drama, ritual, poetry, and prose with therapy sessions as appropriate to a particular client or issue. The curriculum is embedded in the knowledge that we are preparing students to practice expressive arts therapy in diverse, global contexts. The EXA program helps students to deepen their understanding of how their identities as therapists emerge from complex personal and collective histories and life experiences. Throughout the program, students gain a deeper understanding of themselves in relation to ethnicity, religion, spiritual orientation, culture, socioeconomic status, sexual orientation, gender identity, and physical capabilities. We explore the many “isms” that come into play in human interaction around these identities and the implications these may hold for the therapeutic relationship.

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 (LMFT) license and is designed to meet the educational requirements to become a Registered Expressive Arts Therapist (REAT) through the International Expressive Arts Therapy Association.

Mission Statement
Our mission as a program is to educate and train the future leaders of the Expressive Arts Therapy field. We use the power of the arts as tools for human development and healing, psycho-spiritual 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 his or her diverse background, experience, and interests. We believe that individual behavior cannot be understood aside from the social forces that shape
human experience. We therefore weave in an examination of the intersections of race/ethnicity, socioeconomic class, religion, gender, sexual orientation, and issues of physical and neurological difference as they impact us personally, interpersonally, and in relation to clinical practice.

**About the Program**

The Expressive Arts Therapy program seeks to reawaken a true appreciation of the healing power of the creative and expressive arts. Its mission is to apply this ancient knowledge to our modern context and bring the power of the arts into our personal and professional lives. Integrating arts processes into psychotherapy sessions, the expressive arts therapist helps clients to articulate their life concerns. The artwork helps to build understanding between therapist and client, and serves as a bridge between the inner life of images and sensations and the world of words.

Expressive arts therapy is a powerful vehicle for working with individuals, couples, families, and groups, as well as communities. Expressing oneself and experiencing others through movement, music, or drawing can help people to understand one another from the inside out.

Expressive Arts Therapy students graduate with a foundation of knowledge of the broad field of psychotherapy, including contemporary psychodynamic approaches as well as Jungian, cognitive-behavioral, existential-humanistic, constructionist, and systemic theories and methods that can be applied in work with individuals, couples, and families. Students learn how the range of expressive arts modalities can be woven in with existing theories.

The Expressive Arts program is actively involved with a network of national and international expressive arts therapy training centers and with the International Expressive Arts Therapy Association.

Students also have the opportunity to gain pre-practicum experiences through our partnership with community-based services in the Bay Area.

**Program Learning Outcomes**

Students will be able to evaluate and apply expressive arts therapy approaches in working with clients.

1. Capacity to integrate a range of expressive arts practices into psychotherapy with individuals, couples, families, and groups with sensitivity to differences of gender, race, ethnicity, physical, psychological and neurological differences, socioeconomic status, spiritual and religious practices, sexual orientation, and gender identification.
2. Ability to translate expressive arts interventions and processes into standard psychological language and vice versa.
3. Demonstrated personal growth and development through the use of expressive arts practices.
4. Ability to conceptualize and intervene holistically (addresses body, heart, mind, spirit).

**Guiding Priorities**

The following priorities guide both the content and the pedagogy of the Expressive Arts Therapy program:

- Clinical Knowledge and Skills: We learn through applying theories to our own experience, in practice sessions with peers, and with clients in community settings.
- Developmental, Reflexive Learning: We offer an integrated developmental curriculum where students build skills and knowledge over time, incorporating ongoing cycles of self-reflection, and peer and faculty feedback.
- Professional Development: We prepare students for the realities of professional clinical practice.
- Personal Development: We provide a context within which students grow personally and professionally, emphasizing the integral nature of mind, body, and spirit.
- Strength in Diversity: We honor and respect diverse backgrounds, beliefs, and values, and also approaches to practice, striving to use our differences proactively as a source of learning and strength.
- Integration: We cultivate the capacity to integrate our emerging arts-based relational skills and knowledge throughout all aspects of the life of the 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 and present a summary of their own personal journey through expressive arts therapy and the program, a final arts project, a case study summarizing their expressive arts therapy work with a client, and an academic paper presenting their own approach to expressive arts therapy.

6. **EXA Workshops**
   Each student must take two EXA workshops to obtain his or her degree. The EXA program offers these in partnership with CIIS’s Public Programs. One of the workshops is taken in the first year; the second workshop may be taken in the second or third year of study.

**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. Expressive Arts Therapy admissions requirements include a two-page statement on the applicant's background in the arts (personal or formal), discussing any form of creative expression that has been important for the applicant, which may be submitted in place of the CIIS goal statement. Also required are an autobiographical statement discussing the applicant’s professional and personal work experience, and personal growth in these areas, that might be useful in preparing to study psychotherapy and expressive arts therapy (please see the CIIS Admissions website for a complete list of questions that should be addressed in this statement), as well as an academic writing sample. Applicants also need to submit an updated C.V. detailing educational and professional experience, and two letters of professional recommendation. 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 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**

I. **Common Core Courses—14 units**
   - MCP 5101 Professional Ethics and Family 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 6233 Introduction to Community Mental Health and the Recovery Model
   - MCP 6502 Child Therapy

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
   - MCPEL 5605 Family Dynamics and Therapy Lab
   - MCPE 5634 Group Dynamics and Therapy
   - MCPE 5640 Therapeutic Communication: Foundational Skills
   - MCPE 6401 Research Methods
   - MCPE 6601 Couples Counseling
   - MCPE 7602 Supervised Clinical Practicum: Group (minimum three semesters totaling 6 units)

III. **Expressive Arts Therapy Concentration Courses—23 units**
   These courses do not have equivalencies in the other concentrations.
   - EXA 5036 History and Foundations of EXA Therapy
   - EXA 5501 Psychotherapy Theories and Practices
   - EXA 5511 EXA and Movement Centered Therapy
   - EXA 5522 Clinical Applications of EXA Therapy
   - EXA 5995 Integrative Seminar in Expressive Arts Therapy
   - EXA 6055 The Arts in Therapy I
   - EXA 6056 The Arts in Therapy II
   - EXA 6611 EXA Therapy Approach: Person Centered
EXA 6618  EXA Therapy Approach: Collaborative and Narrative Expressive Arts Therapy
EXA 6663  EXA Therapy Approach: Intermodal

IV. EXA Advanced Seminars—2 units
EXA 5527  Healing the Wounds of History Through the Arts
EXA 5618  EXA Intervention with Adolescents
EXA 5619  Creative Aging: Expressive Arts with Elders
EXA 5728  Advanced Group Dynamics and Facilitation through Expressive Arts Therapy
EXA 6186  Ecopsychology and Expressive Arts: Reawakening the Wild Heart of Being
EXA 8610  Intermediate Sandplay Therapy
EXA 8620  EXA and Trauma
EXA 8621  EXA and Addiction
EXA 8888  Special Topics

V. EXA Required (Zero Credit) Workshops for the MA Degree
Each student must take two zero-credit EXA workshops in order to obtain his or her degree. These are offered through the EXA program. One workshop must be taken in the first year of study. The second workshop can be taken in the second or third year of study.

Course Descriptions

EXA 5036 History and Foundations of EXA Therapy (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 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 Unit) PF Grade Option
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. Prerequisites: EXA 5522, MCPE 5605; EXA student.

EXA 5522 Clinical Application of Expressive Arts Therapy (3.00 Units) LG Grade Option
This course explores the use of EXA therapy in the assessment and treatment of specific issues commonly encountered in clinical work, such as trauma, severe and persistent mental illness, alcohol and drug use/addiction, dual diagnosis, life transitions, and medical issues. It also looks at the application of EXA therapy with various populations (e.g., couples, families, children, youth, and immigrants) and within designated settings (e.g., community mental health, hospitals, schools). Learning is enhanced through clinical observations of EXA therapy in a variety of Bay Area facilities and through students’ initiation of a specific arts practice that they will continue to deepen throughout the course of the EXA program. Prerequisites: EXA 5501; EXA student.

EXA 5527 EXA Advanced Seminar: Healing the Wounds of History through the Arts (1.00 Unit) PF 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 theater. 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. Prerequisites: MCPE 6601; priority to EXA students.

EXA 5618 Expressive Arts Therapy Interventions with Adolescents (1.00 Unit) 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: EXA student.

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. Prerequisites: EXA 6056; 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 6056 The Arts in Therapy II (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 6055; EXA student.

EXA 6186 EXA and Ecopsychology Advanced Seminar: Reawakening the Wild Heart of Being (1.00 Unit) PF Grade Option
This advanced seminar 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. Prerequisites: EXA 5522; EXA student.

EXA 6610 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. Prerequisites: EXA 5522, EXA 5501.

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 problems” (Epston, Freeman & Lobovits). Students learn how to coauthor with clients' strength-based alternative narratives in written, visual, poetic, musical, and embodied forms. Prerequisites: EXA 5522, EXA 5501.

EXA 6663 EXA Approach: Intermodal (1.00 Unit) PF 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 (o 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 (o 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 (o 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 (o 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 re-entry 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 (o 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, is 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 6988 EXA Workshop: Special Topics (0 Units) P/NP 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) OP 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. Prerequisite: MCPE 6601; priority to EXA students.

EXA 8620 EXA Advanced Seminar: EXA and Trauma (1.00 Unit) PF Grade Option
This course 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 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.

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 5201 Human Development Across the Lifespan (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 5610 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 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. 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 “s”
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 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.

**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. Prerequisites: EXA 5501; EXA student.

**MCPE 5634 Group Dynamics and Therapy** (3.00 Units) LG Grade Option
The 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. Prerequisites: EXA 5501; EXA student.

**MCPE 5640 Therapeutic Communication: Foundation Skills** (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 6401 Research Methods** (2.00 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 its theoretical roots, techniques of data collection and analysis, integration of qualitative and quantitative methods, and current issues related to culture and diversity. Prerequisite: 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 couple 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. Corequisite: MCPEL 6601.

**MCPE 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. 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.

**MCPE 7603 Pre/Post Practicum** (0 Units) PF Grade Option
This class provides clinical supervision for Expressive Art 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.

**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.

**MCPEL 6601 Couples Counseling LAB** (1.00 Unit) LG Grade Option
This is a practice lab connected to the theories and techniques being studied in MCPE 6601: Couples Counseling. Prerequisites: EXA 5501; EXA student. Corequisite: MCPE 6601.
INTEGRAL COUNSELING PSYCHOLOGY

MA IN COUNSELING PSYCHOLOGY WITH A CONCENTRATION IN INTEGRAL COUNSELING PSYCHOLOGY

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Robert Bartner, PsyD
Michael Baugh, LCSW
Denise Benson, LMFT
Doris Bersing, PhD
Greg Bogart, PhD
Christine Brooks, PhD
Toni Brooks, LMFT
Kathleen Brown, PhD
Raymond Buscemi, PsyD
Mildred Dubitzky, PhD
Rob Fisher, LMFT
Antonia Fokken, LMFT
Monique Fralich-LeSarre, PsyD
Anthony Guarnieri, PhD
Christopher Harrison, PhD
Wendy Heffner, MS, LMFT
Kate Hurley, PsyD
Cheryl Johnson, MS, PsyD
Suraya Keating, LMFT, RDT
Alan Klein, MA
Michael Klein, PhD
Daniela Koenig, LMFT
Akhila Kolesar, PhD
Alan Kubler, PhD
Dominique Lando, LMFT
Clare McLaughlin, LMFT
Riyaz Motan, LMFT
Sal Nunez, PhD, LMFT
Naomi O’Keefe, PhD
Charlotte Parker, LMFT
Gieve Patel, LMFT
Ana Perez-Chisti, PhD
Justine Polevoy, LMFT
Jyoti Rao, MFT
Fred Rozendal, PhD
Bahman A.K. Shirazi, PhD
Nina Strongylou, LMFT
Rain Sussman, LCSW
Priscilla Taylor PhD, LMFT
Sue Ellen Wise, LMFT, PCE
The University's Field Placement Office offers a comprehensive list of approved sites in the community for students ready to begin practicum. Practicum who work with students. Advisors can assist students with the choice of a therapist, and the program maintains a resource directory of area therapists. Students must complete at least one year (50 sessions) of weekly in person individual therapy with a licensed clinician (LMFT, LCSW, or PsyD) during practicum. The third objective is to provide beginning students with a variety of learning experiences designed to develop the clinical skills necessary to be a psychotherapist. Basic courses impart foundational knowledge of behavior, consciousness, and the growth processes; courses and workshops foster personal development; and carefully supervised counseling experience at the practicum level provides an opportunity for skill development. The second objective is to advance a view that places psychological growth and healing into a larger context of spiritual unfolding. Classes explore the integration of spiritual and psychological approaches to development, personality, and society. The third objective is to join and participate in the work of a mental health agency during students' practicum year, where students at various levels of experience are given an opportunity to apply their counseling skills.

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 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, or PsyD) 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**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>ICP 5606</td>
<td>Gestalt Therapy</td>
</tr>
<tr>
<td>MCP 5101</td>
<td>Professional Ethics and Family Law</td>
</tr>
<tr>
<td>MCP 5108</td>
<td>Psychopathology and Psychological Assessment*</td>
</tr>
<tr>
<td>MCP 5201</td>
<td>Human Development Across the Lifespan</td>
</tr>
<tr>
<td>MCPI 5501</td>
<td>Psychodynamics</td>
</tr>
<tr>
<td>MCPI 5602</td>
<td>The Clinical Relationship</td>
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<tr>
<td>MCPI 5604</td>
<td>Group Dynamics and Facilitation</td>
</tr>
<tr>
<td>MCPI 5615</td>
<td>Family Dynamics and Therapy</td>
</tr>
<tr>
<td>MCPI 5610</td>
<td>Therapeutic Communication</td>
</tr>
<tr>
<td>MCPI 6603</td>
<td>Multicultural Counseling and the Family</td>
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</tbody>
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**Weekend Cohort Program**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>ICPW 5606</td>
<td>Gestalt Therapy</td>
</tr>
<tr>
<td>ICPW 5103</td>
<td>Professional Ethics and Family Law I</td>
</tr>
<tr>
<td>ICPW 5104</td>
<td>Professional Ethics and Family Law II</td>
</tr>
<tr>
<td>ICPW 5108</td>
<td>Psychopathology and Psychological Assessment*</td>
</tr>
<tr>
<td>ICPW 5201</td>
<td>Human Development and the Family</td>
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<tr>
<td>ICPW 5508</td>
<td>Psychodynamics I</td>
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<tr>
<td>ICPW 5509</td>
<td>Psychodynamics II</td>
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<td>ICPW 5602</td>
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</tr>
</tbody>
</table>

* 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 external 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 who elect to take practicum at an external site (not an Integral Counseling Center) must register for Group Supervision during their first semester of practicum. They may then choose Individual or Group Supervision for their second and third semesters. Students at an ICC may register for Individual or Group Supervision during their first semester. However, they must register for Individual Supervision their second and third semesters. 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 as you make this decision, which should be documented in writing. The LPCC Track is open to students in the ICP weekday program but not to those in the weekend program.

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 Alcohol and Chemical Dependency Counseling
- MCP 6233 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 5105 Psychopharmacology
- MCP 5646 Career Counseling Theory and Practice
- MCP 5651 Advanced Ethics Seminar
- MCP 6578 Psychopharmacology for Therapists
- PSY 6331 Psychological Assessment: Psychometric Theory

Course Descriptions

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 5607 Family Therapy Lab (1.00 Unit) PF Grade Option
This lab is meant for students who are currently taking Family Dynamics and Therapy or who have taken it previously and want to practice doing family therapy using role-played families. Students will get chances to serve as both therapist and client and will receive extensive feedback from the instructor and classmates regarding appropriateness of interventions, tone of voice, body language, and the energy level that they utilize in family sessions. A video camera will be available if desired. Prerequisite or corequisite: Family Dynamics and Therapy.

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 6501 Transpersonal Psychotherapy (3.00 Units) OP Grade Option
An overview of transpersonal psychology with an emphasis upon 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 6579 Inquiry into True Nature: Exploring Body, Personality and the Soul (2.00 Units) PF Grade Option
In this experiential, spiritual elective, you will learn and practice ways to more deeply explore, understand, and optimize your psycho-spiritual 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 wholesomeness. 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 us 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: Priority to ICP students.

ICP 6591 Internal Family Systems (1.00 Unit) P/NP Grade Option
Internal Family Systems (IFS) is a psychotherapy modality developed by Dr. Richard Schwartz. It incorporates systems thinking as a way for us to study, understand, and ultimately love and attend to the many different parts of our psyches. The different parts tend to take on specific types of roles within the psyche and to have family-system-type dynamics with each other. Parts all have important and valuable roles to fulfill for the individual system but can be pushed into dysfunctional roles by trauma and other difficult life experiences. IFS is a modality that seeks to help the individual to establish supportive, healing relationships with all of the parts of her/his psyche, and to help the ecology of this system to come into balance. This course presents the basic concepts of the IFS model and will facilitate students to learn how to work with their own parts. The course includes readings, lectures, demos, and experiential exercises. Prerequisite: ICP student.
ICP 6683 Clinical Skills (1.00–3.00 units) P/NP 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. Prerequisite: ICP or ICPW student.

ICP 6700 Trauma: An Introduction to Treatment (2.00 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. Prerequisites: Non-ICPW student; priority to ICP students.

ICP 6763 Psychotherapy for Men (1.00 Unit) PF Grade Option
The particular gender-based training and roles that boys and men undergo can sometimes leave them struggling around intimacy and expression of feelings, out of touch with themselves, and overly, if secretly, reliant on external validation and support—all while having to appear independent, invulnerable, and in control. The underlying shame and blockages to the authentic self that men experience can then express themselves in ways that cause suffering to others as well as themselves. It can make them reluctant to engage in psychotherapy deeply or at all, and bring particular challenges and opportunities when the work takes place. This course will help students explore their potential strengths and needed areas of growth in working with men, and specific nuances and techniques that they can utilize to be most effective. Special attention will be paid to the intersection of gender considerations with sexual orientation, race and ethnicity, country of origin, and other factors. Prerequisite: ICP or ICPW student.

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 6831 Advanced 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 supported to work with and make strides on feedback they have received from instructors to this point. Prerequisite: ICP or ICPW student.

ICP 6911 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, examining personal issues related to transference and countertransference. In addition, we will focus on working in the present moment, intention, and how to support the therapeutic relationship. Prerequisites: Therapeutic Communication; ICP student.

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: Therapeutic Communication; ICP or ICPW 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: Therapeutic Communication; ICP or ICPW 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 University. 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 8613 The Art of Listening (2.00 Units) LG Grade Option**
The Art of Listening offers a nondual orientation to psychotherapy that emphasizes the transformative power of presence and the collaborative co-exploration of experiential truth. This class helps students to recognize and relax into their natural Openness and then work from this awareness using a variety of skills and modalities that are body-based and process oriented. We will explore the themes of: being together, unconditional acceptance, recognizing and learning to trust intuition, creatively working with dreams and imagery, attuning with the energy body and the major energy centers, cultivating empathic resonance, recognizing and undoing core negative beliefs through guided self-inquiry, and working with subpersonalities via Voice Dialogue. Prerequisites: The Clinical Relationship, Therapeutic Communication; ICP student.

**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.

**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 5105 Psychopharmacology (2.00 Units) LG Grade Option**
Study of the range of current psychopharmacological 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 is discussed, including medication response and side effects. 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 5201 Human Development Across the Lifespan (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 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 professional psychologist working in community settings. Community mental health as practiced by marriage and family therapists (MFTs) and licensed professional clinical counselors (LPCCs) is changing dramatically. The recovery model of mental health allows the possibility that all patients and clients will get well. Many of these clients will want to go back to work or go to work for the first time. How can a therapist support these decisions? Client-centered therapy encourages the patient to make decisions about wellness and the types of activities she/he will be involved in. What is the role of the therapist in supporting options that are realistic, achievable, and appropriate for the patient? In addition, it is increasingly clear that not having a job is a barrier to the effective engagement in therapy for many adolescents and adults. Career counseling skills will be an important tool for therapists wishing to increase access to care. Helping clients with career choice and adjustment issues is a vital skill in today’s rapidly changing economy, and particularly in the field of community mental health. Critical labor market shortages for community-based therapists will present challenges for those identifying careers for themselves, changing careers, and transitioning from careers in public and community mental health. There exists a broad literature and many effective, evidence-based theories of career development and counseling. This course will equip the therapist in selecting and implementing theories that support the individual developmental needs of the client. 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. Prerequisite: Professional Ethics and Family Law, Psychopharmacology; non-ICPW student, non-CMHW student.

**MCP 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. 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 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: Non-ICPW student, non-CMHW student; priority to MCP students.

MCP 6578 Psychopharmacology for Therapists (1.00 Unit) LG Grade Option
This online course is intended as an overview of psychotropic medications, their neurochemical foundation, their mode of actions, and their clinical application. This course will provide a foundational-level knowledge of psychopharmacology. Topics will include: the effects of stigma and resistance on medication compliance; examination of client ambivalence toward medication treatments; planning and monitoring medications with physicians and others on integrated service teams. Prerequisite: MCP or PsyD student.

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: Psychodynamics, 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. Prerequisites: 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. Prerequisites: 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. Prerequisites: 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: Therapeutic Communication, 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. Emphases 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.

MCPI 7602 Supervised Clinical Practicum: Group (2.00 Units) PF Grade Option
Presentation and discussion of case material in a group setting. Emphases upon case formulation, group processing of clinical material, and the development of clinical skills. Presentation and discussion of case material in a group setting. Emphases 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.

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. Emphases upon case formulation, the therapeutic relationship, and the development of clinical skills. Prerequisite: ICP or ICPW student.

MCPI 7605 Supervised Clinical Practicum: Group (School Setting) (3.00 Units) PF Grade Option
Presentation and discussion of case material. Emphasis 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.

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, as well as 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.

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.

Course Descriptions

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.

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. Prerequisite: ICPW 5103.

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.

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.

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.

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 assist 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.

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. Prerequisite: ICPW 5508.

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.
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.

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 Therapeutic Communication.

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.

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.

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.

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 will be: 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.

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.

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.

ICPW 6501 Transpersonal Psychotherapy (3.00 Units) OP Grade Option
An overview of transpersonal psychology with an emphasis upon integral approaches to psychotherapy. Focus upon specific clinical issues in the field and methods for working with clients.
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.

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.

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.

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 psycho-spiritual 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 6592 Inquiry into True Nature: Exploring Body, Personality, and the Soul (1.00 Unit) P/NP Grade Option
This experiential, spiritual elective will teach a range of ways to inquire into one’s multidimensional and psychospiritual unfoldment. Some of these methods will include practices that connect us more deeply with our somatic experiences such as sensing, authentic movement, breathwork, and dialogue. The course will introduce the Enneagram as a way to uncover personality structures and their interface with awakening and the integrated development of the soul. This will have strong personal and clinical relevance. We will learn about and inquire into the different aspects of the soul. Students will practice a range of meditations to evoke deeper contact with inner dimensions and to open into spaciousness. The course will draw on the writings of A. H. Almaas, Jungian authors, somatic and Enneagram teachers, and others to help understand how True Nature moves through the body, the personality, and the soul. These perspectives will naturally create a nondual and welcoming space for all of who we are in the moment. We will explore into the known and the unfolding Mystery in each of us. The instructor will also do inquiry and therapy demonstrations with students. Students will have opportunities to practice with each other and receive feedback to deepen the skills of inquiry and psychotherapy. 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.

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.

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) P/NP Grade Options
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. Prerequisite: ICPW student.

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.

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.

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.

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.

MCPI 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. 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.

MCPI 7602 Supervised Clinical Practicum: Group (2.00 Units) PF Grade Option
Presentation and discussion of case material in a group setting. Emphases 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.

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. Emphases upon case formulation, the therapeutic relationship, and the development of clinical skills. Prerequisite: ICP or ICPW student.
SOMATIC PSYCHOLOGY, HEALTH, AND SEXUALITY

Somatic Psychology
Integrative Health Studies
Human Sexuality

Department Chair
Meg A. Jordan, PhD, RN, CWP

Core Faculty
Sonya Arreola, PhD
Marsha Hiller, MSEd, LMFT
Don Hanlon Johnson, PhD
Meg A. Jordan, PhD, RN, CWP
Anne Krantz, PhD, BC-DMT
Mirie Levy, DrPH, MSG, CHES
Mark Ludwig, MSW, LCSW
Theresa Silow, PhD, LPCC
Nicolle Zapien, PhD

Adjunct Faculty
Richard Buggs, PhD
Laurie Phuong Ertley, MA

About the Department
The Department of Somatic Psychology, Health, and Sexuality was formed in 2012–2013 to administer the following three academic programs:

- MA in Counseling Psychology, Concentration in Somatic Psychology
- 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 three programs, Somatic Psychology, Integrative Health, 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 Somatic Psychology, Health, and Sexuality via its concentrations.
**SOMATIC PSYCHOLOGY**

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

**Administrative Chair**
Meg A. Jordan, PhD, RN, CWP

**Core Faculty**
Don Hanlon Johnson, PhD, Program Founder
Marsha Hiller, MSEd, LMFT
Anne Krantz, PhD, BC-DMT
Mark Ludwig, MSW, LCSW
Theresa Silow, PhD, LPCC

**Adjunct Faculty**
Duncan Bennett, PhD, LMFT
Alissa Blackman, MA, LMFT
Ludmila Cantamissa, MA, LMFT
Amy Cooper, MA, LMFT
Christine Donohue, MA, LMFT
Steuart Gold, MA, LMFT
Robin Greenberg, MA, LMFT, BC-DMT
Lucanna Grey, MA, LMFT
Anthony Guarnieri, PhD
Loren Hadassah, MA
Barbara Holifield, MSW, LMFT
Sarah Jolley, MA, LMFT
George Kitahara Kich, PhD
Keiko Lane, MA, LMFT
Cambria Lowe, MA, LMFT
Rebecca McGovern, MA, LMFT
Susan Coto McKenna, MS, BC-DMT
Douglas Moorhead, MD
Gal Szekely, MA, LMFT

**About the Degree**
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:

- Excellent training in psychotherapy that combines scholarship, best practices in counseling psychology, and experiential approaches to learning
- The learning of psychology theories and practices that include 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 somatics 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
Students will 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.

1. Situate critically the genealogy of the field of somatic psychology and its contemporary models, clinical theories, and practices of mind/body integration.
2. Discern nonverbal dimensions of expression and communication in clinical practice, tracking observable manifestations of internal states and somatic assessment skill.
3. Apply a dialectic and recursive understanding of the relation between psycho-emotional function and physical structure to clinical practice (so that the meaning and content of bodily experience, forms, and tonus are psychophysically engaged).
4. Incorporate the use of movement in somatic psychotherapy (based on knowledge of theory and practice) for psychophysical expression, self-development, and creativity, and to support the clinical process.
5. Inform clinical practice with an approach that foregrounds the embodied nature of the clinical relationship in the dynamic intersubjective field.
6. Apply theories and approaches from research on body-mind processes and their role in psychological functioning, behavior, and health to clinical practice. (e.g., Gestalt, regulation theory, Reichian, dynamic systems theory).
7. Appreciate the relevance of vitality and arousal states as points of psychological expression and intervention.
8. Integrate the holistic nature of somatic psychotherapy in clinical work by responding to indications of psychosomatic health, such as lifestyle, behavior, stress, and self-care of clients.
9. Evaluate the implications for practice of the ways in which cultural and somatic experience reciprocally shape each other.
10. Articulate for multiple audiences the significance of a “somatic worldview”: one that holds the interplay between embodied experience and subjectivity as central to understanding psychological life and culture.
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 bodypsyche in a variety of non-Western modalities is also explored.

The Somatic Psychology curriculum includes a carefully supervised practicum counseling experience. 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 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.somaticpsychotherapycenter.org.

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.

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—11 units

- MCP 5101 Professional Ethics and Family Law
- MCP 5105 Psychopharmacology
- MCP 5108 Psychopathology and Psychological Assessment
- MCP 6102 Alcohol and Chemical Dependency Counseling
- MCP 6233 Introduction to Community Mental Health and the Recovery Model
- MCP 6502 Child Therapy

II. Counseling Courses with an emphasis in Somatic Psychology—31 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 7601 Supervised Clinical Practicum: Individual (minimum three semesters); OR
- MCPS 7602 Supervised Clinical Practicum: Group (minimum three semesters); OR
- MCPS 7604 Supervised Clinical Practicum: Individual (3 units for two semesters of practicum placement at school site)
- MCPS 7605 Supervised Clinical Practicum: Group (3 units for two semesters of practicum placement at school site)

III. Somatic Psychology Concentration Courses—18 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 6201 Somatics and Society
- SOM 6666 Theories and Techniques of Somatic Psychotherapy I
- SOM 6667 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 6632 Somatic Approaches to Adolescent Psychotherapy
- SOM 6709 Phenomenology of the Body
- SOM 6717 Somatics Research Seminar
- SOM 8888 Topics in Somatic Psychotherapy

Course Descriptions

**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 5105 Psychopharmacology** (2.00 Units) LG Grade Option

Study of the range of current psychopharmacological 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 is discussed, including medication response and side effects. 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 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. 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 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 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. Prerequisites: Non-ICPW student, non-CMHW student; priority to MCP students.

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
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 strategic, 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, 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. Prerequisite: SOM or PDT student.

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 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 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.

MCPS 7602 Supervised Clinical Practicum: Group (2.00 Units) PF Grade Option
Presentation and discussion of case material in a small-group setting. Emphasizes upon case formulation, the therapeutic relationship, and the development of clinical skills. Prerequisite: SOM student.

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. Emphasizes upon case formulation, the therapeutic relationship, and the development of clinical skills. Prerequisite: SOM student.

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. Emphasizes upon case formulation, the therapeutic relationship, and the development of clinical skills. Prerequisite: SOM student.

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 6201 Somatics and Society (3.00 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 6606 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 6607 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, attunement, and resistance in the application of somatic and other experiential exercises in the practice of psychotherapy. Prerequisites: MCPS 5609, SOM 6646; SOM student.
SOM 6659 Somatic Approaches to Trauma and Posttraumatic 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: SOM 6646, MCPS 5609; 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.
Integrative Health Studies
MA in Integrative Health Studies

Program Chair
Meg A. Jordan, PhD, RN, CWP

Core Faculty
Mirie Levy, DrPH, MSG, CHES
Natalie Metz, ND

Adjunct Faculty
Leslie Davenport, MS, LMFT
Ricky Fishman, DC
Atava Garcia-Swiecicki, MA, RH
Megan Lipsett, MA
Beverly Rubik, PhD
Judith Sweet, MS, RN, FNP-C

About the 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 unique and leading-edge program captures the essence of CIIS integral education through intellectual rigor, applied learning, service-oriented internships, 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.

In addition, IHL offers a deeper level of understanding the foundations of holistic practice, skills for those seeking administrative positions, as well as opportunities for collaboration in clinical settings, nonprofit organizations, and public and global health initiatives. The program creates integrative health practitioners, wellness coaches and managers, and leaders sensitive to health disparities and social justice issues. The program promotes sustainable, planetary health objectives. Its mission is to support and enhance the health of individuals and their communities through the provision of holistic, culturally sensitive education and training for individuals and health professionals who seek to provide integrative health services to mainstream, underserved, and vulnerable populations.

Program Overview
Integrative Health Studies is a nonclinical master’s degree program that can be completed in a minimum of two years and 40 units. It includes academic classes, workshops, and a 200-hour internship focused in one or more of the following areas: Alternative and Complementary Healing, Health Advocacy, Organizational Wellness Programming, Vulnerable Populations, Spirituality and Healing, Global Health Issues, Integrative Health Research, and Integrative Wellness Coaching. Embedded within the program are a Certificate in Guided Imagery and a Certificate in Integrative Wellness Coaching and Wellness Management.

Departmental electives are augmented by interdepartmental CIIS classes in expressive arts, somatic psychology, women’s studies, anthropology, integral philosophy, psychology, and spirituality. In addition, students may transfer 6 units of academic credit from approved graduate institutions. They may also transfer up to 6 units of courses within the CIIS Public Programs that are earmarked for academic credit.

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 master's and can be earned by students who complete the following courses: Integrative Wellness Coaching; Advanced Wellness Coaching; Mindfulness and Optimal Well-Being; Stress Management and Movement; Integrative Wellness Management; Integrative Nutrition; Internship. These courses provide 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 IHL department is part of the National Consortium for Credentialing of Health & Wellness Coaches, a multidisciplinary initiative for establishing educational benchmarks and standards in health coaching. The Integrative Wellness Coaching program has been approved for 402 contact hours of coach training 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.

Internships
Integrative Health internships are located in complementary, alternative, and integrative health practices; public health clinics; corporations; research facilities; socially engaged nongovernmental organizations; and with private consultants. Internships may focus on the following areas: integrative health practice, food ecology, global health, integrative health research, wellness coaching, wellness design and management, and integrative administration. Students will begin to shape their internship interests and goals by meeting with the internship coordinator in the Fall semester of their first year. They complete investigative paperwork that ushers them along in a process, aligning their internships with their professional goals. A final paper and analysis of the internship is due during IHL 6995 Integrative Seminar.

Admissions Requirements
Applicants must meet the general admissions requirements of the Institute. These include academic transcripts, an autobiographical statement, a statement of professional and academic goals, and two letters of recommendation.
In addition, the Integrative Health Studies program requires college-level coursework in the health sciences, communication, or the social sciences; and prior involvement with personal growth, self-exploration, or spiritual development (e.g., meditation, yoga, or other holistic practice). Prior experience in health-care delivery, social services, pastoral care, or health sciences is desirable but not required. Health professional certification or licensure is not required.

Some prerequisites may be waived for licensed or certified health-care providers or those who have taken them during licensed vocational training.

Curriculum

MA in Integrative Health Studies—40 units

I. Required Courses—36 units

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>IHL 5000</td>
<td>Integrative Anatomy and Physiology</td>
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<tr>
<td>IHL 6032</td>
<td>Integrative Wellness Management</td>
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<td>IHL 6034</td>
<td>Mind/Body Approaches</td>
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<td>IHL 6052</td>
<td>Advanced Wellness Coaching</td>
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<td>Integrative Wellness Coaching</td>
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<td>IHL 6066</td>
<td>Integrative Health Research</td>
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<td>IHL 6084</td>
<td>CAIM: Complementary, Alternative, and Integrative Medicine</td>
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<td>IHL 6100</td>
<td>Communication Practicum</td>
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<td>IHL 6184</td>
<td>Stress Management and Movement</td>
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<tr>
<td>IHL 6193</td>
<td>Health Education: Applied Knowledge and Competencies</td>
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<td>IHL 6361</td>
<td>Mindfulness and Optimal Well-Being</td>
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<td>IHL 6550</td>
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<td>Aging and Health</td>
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<td>IHL 6995</td>
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II. Electives—4 units

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<th>Course Code</th>
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<td>IHL 6093</td>
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<td>Independent Study</td>
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<tr>
<td>IHL 8888</td>
<td>Special Topics</td>
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Additional electives can be chosen from courses in Philosophy, Cosmology, and Consciousness; East-West Psychology; Asian and Comparative Studies; Transformative Leadership; or Women's Spirituality. Students may choose up to 6 units of academically credited electives with CIIS Public Programs.

Course Descriptions

IHL 5000 Integrative Anatomy and Physiology (2.00 Units) OP Grade Option
This course introduces students to a new understanding of anatomy and physiology as homeodynamic systems that strive for balance when supported by optimal genetic, personal, cultural, and environmental factors. A basic knowledge of functional anatomy and physiology is supplemented with a new blend of perspectives incorporating biomedicine with non-Western models of healing.

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. Students learn how to perform organizational culture audits, enlist senior management support, assess needs and interests of populations, evaluate feedback, design and administer program models, access evaluation instruments, deliver return-on-investment reports, and perform ongoing evaluations and program updates and incentives. Students may pursue opportunities for public health externships.

IHL 6034 Mind/Body Approaches (2.00 Units) P/NP Grade Options
This course examines emerging theories and practical applications in the fields of subtle energy medicine, mind/body healing, and behavioral medicine. New evidence-based research methods and technologies for investigating the human biofield will be examined. Critical reviews of stress-reduction practices such as mindfulness meditation, Reiki, qigong, and support groups will explore how effective such practices are in changing personal lifestyle habits, increasing self-efficacy, improving health outcomes, or preventing chronic illness. The course offers experiential as well as didactic learning opportunities.

IHL 6052 Advanced Wellness Coaching (2.00 Units) OP Grade Option
Building on the coaching fundamentals taught in the prerequisite course IHL 6060 Integrative Wellness Coaching, this course will deepen the student’s knowledge and skills for coaching clients in lifestyle improvement. Students will learn techniques and professional-development protocols for working with clients recently diagnosed with health challenges such as diabetes, obesity, and cardiovascular disease. The course...
includes instruction in establishing appropriate referral systems and coach-support communications with licensed health-care personnel. Taught through a combination of webinars, online materials, and telephonic training sessions, students will practice advanced behavioral coaching strategies for helping clients go beyond compliance with lifestyle medicine prescriptions, and address ambivalence, strengthen resiliency, and engage in overall wellness planning. Prerequisite: IHL 6060.

**IHL 6060 Integrative Wellness Coaching (3.00 Units) OP Grade Option**
A foundational course for developing coaching skills to work with individuals or teams. Students will learn professional coaching skills based on national standards from science-based models and will learn how to enhance those models with integral, psycho-spiritual philosophy from several wisdom traditions. As a result, this course exceeds the customary format of traditional coaching models that have a narrower focus on diet, exercise, stress, career, and relationships. Through an expanded awareness of how cultural, spiritual, and planetary factors affect life-enhancing behavior, students will explore their personal mind-set and capacity for the empathy required to assist individuals in making lasting behavior change. Students will develop increased self-awareness; effective communication and relationship skills; and emotional, spiritual, and social intelligence practices.

**IHL 6066 Integrative Health Research (3.00 Units) LG Grade Option**
This course is focused on applying research skills and concepts that are needed to execute successful health research. Covered are formulating research questions; performing literature search and review; conducting focus group interviews; developing survey questionnaires; reliability/validity testing; identifying proper research designs; sampling procedures; data management and analysis; and communicating the findings. For data analysis, SPSS will be used. Students will have experiential learning opportunities to be actively engaged in various aspects of research.

**IHL 6084 CAIM: Complementary, Alternative, and Integrative Medicine (2.00 Units) OP Grade Option**
This collaborative-learning course offers a unique opportunity to interview working practitioners from complementary, alternative, and integrative medicine modalities. Students then put together a model clinic or holistic center that addresses chronic health challenges for diverse populations within integrative settings. An overview of CAIM modalities and explorations of theoretical frameworks will accompany a study of the emerging scientific evidence for integrative health and medicine. Class materials and discussions include how modalities are evaluated for their validity, safety, and effectiveness; scope of practice; licensure and credentialing; educational preparation; and epistemologies.

**IHL 6093 Transformative Imagery (3.00 Units) OP 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. Examples include the ability to lower cholesterol and glucose levels in the blood, heighten short-term immune cell activity, lower blood pressure, reduce complications related to surgery, as well as obtain relief from anxiety and enhance well-being. An interactive style of imagery facilitation that navigates the mind-body-emotions-spirit matrix will be taught and practiced, along with an understanding of its applications for a variety of health and lifestyle concerns. This is a 3-unit class offered as an elective in the Integrative Health Studies master's program and cross-listed with the Counseling Psychology programs. Prerequisite: Priority to IHL students.

**IHL 6100 Communication Practicum (1.00 Unit) LG Grade Option**
This course supports professional development, personal integration, and self-healing practices for IHL students. It reviews basic communication skills; effective and therapeutic communication strategies; and didactic, somatic, and multicultural communication perspectives. A practical and theoretical review of group dynamics and mediation is offered through facilitated modeling in small groups. A part of each session will be devoted to mind-body-spiritual practices (yoga, ta’ai chi, meditation, visualization, qigong, and so on) in order to support the students’ physical, spiritual, and mental health.

**IHL 6184 Stress Management and Movement (3.00 Units) LG Grade Options**
Students will develop and acquire knowledge and skills needed to apply health and wellness principles for clients when addressing the management and reduction of chronic stress. The course orientates students to the combined findings in neurophysiology and exercise physiology, and the impact of health-enhancing movement and physical activity on allostatic load. The course also presents hands-on skills training to professionally communicate and present comprehensive stress management information for individual clients or organizations.

**IHL 6193 Health Education: Applied Knowledge and Competencies (3.00 Units) LG Grade Option**
This course serves as a framework for preparing professional, entry-level health educators. It integrates educational theory and applied health knowledge with processes and methods of conducting health education within the clinical and organizational settings. Special attention will be paid to the numerous competencies and subcompetencies of the seven areas of responsibility recommended by the National Commission for Health Education Credentialing (NCHEC).

**IHL 6361 Mindfulness and Optimal Well-Being (2.00 Units) OP Grade Option**
Participants will learn the theoretical aspects of the integral health model and human flourishing (psychospiritual, biological, interpersonal, and worldly aspects), learning how to incorporate meditation and mindful lifestyle practices personally and professionally. 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 and daily lifestyle practices in the health and wellness field. Participants will gain the skills and knowledge to incorporate mindfulness and integral healing into their integrative health practices, learning how to expertly support lasting behavior change, mindful living, and optimal health and well-being. Prerequisite: Priority to IHL students.

**IHL 6365 Sustainable Health (2.00 Units) OP Grade Option**
This course utilizes systems theory to teach integrative health practices that address individual, social, and environmental dis-ease in order to promote human flourishing, social vitality, and environmental renewal. It offers practical skills in healthy lifestyle design, stress reduction,
and self-care practices that promote optimal health and well-being as well as social, emotional, and ecological intelligence. Students will learn the common principles that guide all living systems and how to use these tools to bring balance to food systems, social systems, biological systems, etc., and deepen their knowledge of them to understand the root causes of dis-ease. Prerequisite: Priority to IHL students.

**IHL 6512 Indigenous Medicine** (1.00 Unit) PF Grade Option
This course will focus on understanding trans-cultural elements (“universals”) of indigenous medicine and learning how to distinguish them from culture-specific elements. We will identify the model of health embodied in indigenous healing and compare and contrast it with agrarian/industrial/technological models. The values and worldview that underlie the indigenous model will be examined via anthropological studies, healers’ personal narratives, and various media. The contemporary relevance of perennial healing practices will be discussed, and there will be opportunities to explore them experientially in individual and group format.

**IHL 6550 Integrative Nutrition** (3.00 Units) OP Grade Option
This online course offers patient-centered clinical knowledge for effective, holistic nutritional support specific for wellness coaches. Integrating the principles of bioindividuality and constitution-based assessment, students will learn how to identify and address nutrition-related acute and chronic conditions. In addition, students will learn and apply clinical skills using comprehensive nutritional assessment. This course provides students with the research, knowledge, tools, and skills to make informed decisions and recommendations about food, nutrition, and wellness.

**IHL 6681 Interpersonal Neurobiology** (1.00 Unit) OP Grade Option
This introductory course explores the intersections of recent findings in neuroscience with social cognitive perspectives and attachment theory. The course allows practitioners in integrative health to extend those findings to research in mindfulness, meditation, and the cultivation of compassion. We will identify useful implications for working with clients to self-soothe, uncover motivation, facilitate behavioral and attitudinal change, regulate and reconsolidate emotions, attune communication, and integrate according to calmer, more effective functioning. The term “interpersonal neurobiology” is attributed to Daniel Siegel, author of Mindsight. Prerequisite: Priority to IHL students.

**IHL 6995 Integrative Seminar** (3.00 Units) LG Grade Option
This seminar facilitates the completion of the final project through a seminar-style exchange, examining evolving work, issues, and challenges as students complete the various components. The final project is presented in written form, an e-portfolio (Web-based) format, and an oral presentation to the community. Successful completion of the Final Project is required to achieve the MA in IHL.

**IHL 6772 Aging and Health** (3.00 Units) LG Grade Option
This multidisciplinary course is a comprehensive exploration of aging and health, integrating a broad range of topics relating to personal, interpersonal, shared, and global aspects of aging. This course examines biological theories of aging, demographic trends, and a variety of gerontological issues, including cognitive health and decline, functional performance and physical fitness, geriatric pharmacotherapy, pathology, nutritional metabolism, geriatric case management, and the continuum of care, including end-of-life care, caregiving, and death and dying.

**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**

**Concentration in Clinical Practice**

**Concentration in Sexuality Policy Leadership**

**Program Director**
Sonya Arreola, PhD

**Founding Director**
Gilbert Herdt, PhD

**Core Faculty**
Meg Jordan, PhD, RN, CWP
Nicolle Zapien, PhD(c)

**Adjunct Faculty**
Alzak Amlani, PhD
Andrew Harlem, PhD
Jamison Green, PhD
Michelle Marzullo PhD
Nicole Polen-Pettit, PhD
Steven Tierney, EdD, LPCC
Kurt Wagner, PhD

**About the Degree**
This program is unique in providing a comprehensive doctorate in the interdisciplinary field of human sexuality, with concentrations in clinical practice and in sexuality policy leadership. Bringing together clinicians and policy leaders creates a dynamic learning environment that expands holistic sexual literacy knowledge and skills to create individual and societal change. Foundational courses address theory, methodology, data analysis, and clinical policy implications. This program is committed to clinical and policy exploration of all human beings (LGBTQ people, heterosexual women, and heterosexual men), in the most diverse and fluid spectrum of sexual and gender variations across the life course, including desires and orientations, identities, behaviors and expressions. This includes individual psychosexual development and functioning, intimate relationships, families, spirituality, and well-being, as reflected in sexual, gender and reproductive health, rights, and policies in the United States and globally.

A small cohort is admitted annually, providing a dynamic, small-group experience. This state-of-the-art hybrid program consists of two years of coursework, comprehensive exams, and a dissertation. The program begins with an intensive multiday retreat in the fall, followed by weekend academic residencies and online work throughout the year. The program offers comprehensive knowledge, clinical and policy skill sets, cutting-edge scientific research, and community engagement with diverse populations. The doctorate includes a dissertation based on original research, as well as deep immersion in the clinical and/or policy realms through intensive clinical proseminars and policy traineeships.

This program aims to shape the interprofessional dialogue between clinical practitioners and sexuality policy leaders in the 21st century. Fundamental to the vision of this program is the infusion of existing areas of diversity such as ethnicity, race, gender, social class, ability, and national origin. Foundational courses address theory, methodology, data analysis, and clinical and policy implications of core issues, including culture, sexual socialization, and the spectrum of sexual orientation, gender identity, sexual expression, rights and policies, and women’s sexual and reproductive issues in the context of social justice.

**Program Overview**
There are two concentrations in this degree program: the Clinical Practice concentration and the Sexuality Policy Leadership concentration.

The Clinical Practice concentration includes a deep training in clinical theory and methodology as applied to human sexuality and a supervised two-semester proseminar to provide critically reflective supervision and case mentoring. Cases come from the students’ own practices. Our program emphasizes the diversity of clinical experience, including: adolescents and adults; midlife and aging; love, sex, and relationships; sexual function and dysfunction; complementary forms of healing and treatment, including spirituality as a component of well-being; in addition to addressing particular areas of psychological well-being such as sexual coercion, reproductive decision-making, trauma, and resilience.

The Sexuality Policy Leadership concentration includes a deep submersion through a traineeship in diverse populations: LGBTQ sexuality, health, and rights; women’s sexual and reproductive lives, health, rights, and policy formation; and men’s sexuality and reproductive and social lives. Policy traineeships may be at centers for LGBTQ community, women’s sexual and reproductive health, national or global human rights organizations, sexual health and support centers, or other advocacy and policy organizations that focus on these issues. The program offers long-term partnerships for community engagement and advocacy that will enhance students’ professional development and networks. This concentration provides the next generation of culturally competent thought leaders and sexuality policy leaders with critical knowledge, skills, methodology, and reflection in making policy and interventions to support social and sexual justice in the United States and globally.
Program Learning Outcomes—All Students

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.

Program Learning Outcomes—Clinical Practice Concentration

6. Cultural Competence
   6.1 Apply knowledge and skills at a high level with diverse populations.
   6.2 Identify and address areas of sexual prejudice, homophobia, transphobia, bi-phobia, and other issues relevant in the clinical encounter.
   6.3 Integrate clinical practice and theory into the writing of original papers as interdisciplinary scholars in an emergent field.

Program Learning Outcomes—Policy Concentration (Sexual Policy Leadership)

7. Public Advocacy
   7.1 Influence public awareness around issues of sexual literacy at all levels of policy formation to a diverse audience.
   7.2 Critically synthesize research to inform public policy.
   7.3 Assess interventions in public policy settings and design interventions as appropriate.

Admissions Requirements
All applicants must have a master’s degree from an accredited university. The Clinical Practice concentration is open to applicants who have completed a master’s program in a clinical field and are licensed or are license eligible. The concentration includes a clinical methodology course and a supervised two-semester proseminar to provide supervision and case mentoring. Cases come from the students’ own practices.

Curriculum

PhD in Human Sexuality—36 units

The curriculum for the PhD in Human Sexuality requires 36 semester units, 18 units or the equivalent each year for two years. The required units are spread across three types of courses: core required courses, concentration required courses, and electives.

1. Common Core (Required)
   - HSX 7175 Sexual Orientation and Gender Identity: Research, Policy, Society, and Self-Awareness (3 units)
   - HSX 7170 Introduction to Human Sexuality: Theory, Research, and Knowledge (3 units)
   - HSX 7180 Sexual Development Across the Life Course (3 units)
   - HSX 7193 Caring for the Sexual Body: STIs—Research, Treatment, and Policy (2 units)
   - HSX 7263 Sexual, Gender, and Reproductive Rights: Research, Policy, Media, and Advocacy (3 units)
   - HSX 7264 Mixed Methods in Sex Research (3 units)
   - HSX 7265 Transgender Experiences, Identities, Policies, and Communities (2 units)
   - HSX 7830 Traineeship in Sexuality Leadership and Clinical Practice (3 units)
HSX 7831 Traineeship in Sexuality Leadership and Clinical Practice (3 units)
HSX 7832 Professional Seminar in Advanced Research Skills (1 unit)

II. Concentration Courses—Clinical Practice (Required)
HSX 6335 Love, Sex, and Intimate Relationships (3 units)
HSX 7830 Proseminar in Sexuality and Clinical Practice (sequence 1) (3 units)
HSX 7831 Proseminar in Sexuality and Clinical Practice (sequence 2) (3 units)

III. Concentration Courses—Sexual Policy Leadership (Required)
HSX 7270 Research Methodology in Sexuality Policy Leadership (3 units)
HSX 7272 Traineeship in Sexuality Policy and Leadership (sequence 1) (3 units)
HSX 7273 Traineeship in Sexuality Policy and Leadership (sequence 2) (3 units)

IV. Comprehensive Exam (Required)
HSX 9600 Mastery of the Field—General Comprehensive Exam (1 unit)

V. Electives
HSX 6359 Men's Sexuality: Self and Intimate Relationships (2 units)
HSX 6828 Sexuality, Spirituality, and Religion: Humanistic, Clinical, and Policy Implications (2 units)
HSX 7268 Women's Sexuality and Reproductive Health and Rights (1–3 units)

Electives throughout other CIIS academic programs may be considered under faculty advisement.

VI. Dissertation (Required)
HSX 6900 Dissertation Proposal Completion (0 units)
HSX 7900 Dissertation Seminar (0 units)

Course Descriptions

HSX 6335 Love, Sex, and Intimate Relationships (3.00 Units) LG Grade Option
This is a systematic advanced introduction to the research, knowledge, clinical practice, resources, 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, 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 6359 Men's Sexuality: Self and Intimate Relationships (1.00–3.00 Units) LG Grade Option
Men and masculinity are changing both in perception in the popular culture and in the individual and relational realities of intimacy. How are these changes affecting individual sexual functioning, interpersonal relationships, and societal policy? This advanced seminar explores these questions in the context of research, theory, methodology, and practice surrounding men's sexual and gender beliefs, attitudes, practices, relationships, and health and well-being. The course thus builds skills that integrate transformative changes in the areas of sexual and gender fluidity, the men's movement, and aspects of spiritual and male/male attachments and relationships, as well as male/female holistic relationships, in contemporary research, media, and policy. Prerequisite: Priority to HSX students.

HSX 6900 Dissertation Proposal Completion (0 Units) LG Grade Option
Provides support for dissertation proposal writing and after all coursework and research colloquia are completed. Prerequisites: HSX 9600; HSX student; not advanced to candidacy.

HSX 7170 Introduction to Human Sexuality: Theory, Research, and Knowledge (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 changes in Western society since the time of the American Revolution, with emphasis upon 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 7175 Sexual Orientation and Gender Identity: Research, Policy, Society, and Self-Awareness (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, and sexual and gender conforming and nonconforming behaviors, across the life course, will also be examined as they impact society, the law, self-awareness, and interpersonal and social relations.

**HSX 7180 Sexual Development Across the Life Course (3.00 Units) LG Grade Option**
This is an advanced and comprehensive advanced exploration of sexuality across the life course focusing on interdisciplinary research in social, cultural, and psychological contexts. The course is designed to provide knowledge and skills sets in the basic areas of theory, methodology, clinical practice, and social policy as they pertain to sexuality in childhood, adolescence, adulthood, and later life. Integrative transformative experience builds upon infant and childhood sexuality; childhood sexuality, curiosity, masturbation, and play; childhood sexual abuse; adolescent sexual development; adult romantic and sexual relationships; adolescent sexual identity development, mainstream and LGBTQ; STIs and adolescent sexual risk; adult sexual development, including couple and family formation, aging, sexual function and dysfunction, and optimal sexual well-being in later life. Prerequisite: HSX student.

**HSX 7193 Caring for the Sexual Body: STIs—Research, Treatment, and Policy (3.00 Units) LG Grade Option**
This course is an advanced evidence-based survey of sexually transmitted infection and diseases in human sexuality, culture, and societal policy. Sexually transmitted infections (STIs) are caused by bacteria, viruses, protozoa, fungi, and parasites. STIs are easy to acquire and relatively easy to prevent, manage, and treat. However, sexual illiteracy and structural factors including poverty, racism, and homophobia in young people, adults, and seniors continue to pose individual and structural challenges to effective education, treatment, prevention, and the role of STI stigma in the formation of global sexual public health, and human rights. The course is aimed to equip and prepare students to engage in clinical counseling, policy analysis, and policy formulation, and to engage in creative inquiry into the global crisis of sexually transmitted diseases. Prerequisite: HSX student.

**HSX 7259 Diverse Sexuality Across Ethnicities and Cultures (3.00 Units) LG Grade Option**
This seminar examines contemporary research, methodology, and positionality of diverse ethnicities and sexual cultures in the United States. It analyzes the spectrum of sexual functioning and expression as distributed across major ethnic groups, and as intersected by race, social class, national origin, gender, sexual orientation, and gender identity expression. Theoretically, the seminar considers how cross-cultural, cross-societal, cross-ethnic group, and related socioeconomic factors influence the form of sexual meanings, relationships, and community formation vis-à-vis group identity, history, and sexual expressions today. The course is taught from the synergistic theoretical perspectives of contemporary social, cultural, historical, psychological, and public health theory as they ground and pertain to human sexuality. The curriculum is rooted in historical and cultural accounts of diverse ethnicities, including African American, Hispanic, Mexican American, Puerto Rican, Cuban, Asian American, Native American, Pacific Island, and related constructs of sexual literacy and cultural life.

**HSX 7263 Sexual, Gender, and Reproductive Rights: Research, Policy, Media, and Advocacy (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, incuding through study of moral and sex panics. Prerequisite: HSX student.

**HSX 7264 Mixed Methods in Sex Research (3.00 Units) LG Grade Option**
This course provides an advanced overview of social and behavioral science research methods within the field of human sexuality, from qualitative to quantitative and “mixed” method approaches that combine diverse techniques. Through examination and discussion of existing work related to sexuality, you will learn how to interpret, critique, and employ various research methods/methodologies in your own studies and also learn how to become a critical practitioner of sex research. You will have an opportunity to practice some methodologies and contrast these with traditional and more innovative methodologies, such as participatory action research. Research ethics and the principles of an institutional review board (IRB) will be explored to support your own dissertation research. Prerequisite: HSX student.

**HSX 7265 Transgender Experiences, Identities, Policies, and Communities (2.00 Units) LG Grade Option**
Transgender or gender queer identities, transformations, relationships, policies, communities, and well-being provide the basis for the advanced and comprehensive introduction to theories, methods, health-care standards, and community formation. A brief history of the transgender movement, from community formation to Internet-based rights developments, as well as recent social and legal challenges, provides a foundation for individual student investigations of topical areas of interest. In addition, the history, culture, and online social movement correlates of the transgender experience are examined. W-PATH advanced standards of clinical and health care in societal context are fully integrated into the discussion of this emergent community. The instructors will review the legal, medical, social, psychological, policy, and spiritual aspects of contemporary transgender policies in the United States and globally. Prerequisite: HSX student.

**HSX 7268 Women's Sexuality and Reproductive Rights (3.00 Units) LG Grade Options**
Beginning with the founding of second-wave feminism in the 1960s and through Roe v. Wade, right up to the present day, this advanced seminar reviews the theories, methods, findings, policies, and controversies surrounding women’s sexuality and reproductive rights and
health in the United States. Historical review of knowledge, laws, policies, and individual expressions in relation to contraceptive use in the United States from the Comstock Law (1873). Focusing on the current state of sexuality in adolescent, adult, and midlife, the course also considers developmental and societal consequences of cultural barriers to full acceptance of women's sexuality in all cultural domains. Of particular concern are women's individual and group rights as supported by current research knowledge and challenges to these in local, state, federal, and global policies. The seminar also reviews current theoretical understanding of how some of these issues are being played out in the Global South.

HSX 7270 Research Methodology in Sexuality Policy Leadership (3.00 Units) LG Grade Option
This is an advanced course in research methodologies related to policy study and formation, with respect to LGBTQ issues, such as same-sex marriage rights, and women's sexual and reproductive health, such as contraceptive rights. Qualitative and quantitative methods are both studied. Case studies are utilized in understanding polling, attitude formation in the general population, policy and behavior change, and the roles of the media and best policy practices online and in actual societal institutions. Each student will conduct a detailed analysis of one policy area considered both in historical and cultural perspective and with attention to the impact on individuals, families, and communities.

HSX 7272 Sexuality Policy, Leadership, Identities, and Community Formation (Sequence 1) (3.00 Units) LG Grade Options
The seminar provides and advanced and mentored policy leadership immersion experience in a major policy, advocacy, right-based, legal and/or economic, and social organization that focuses on LGBTQ, or women's sexual and reproductive policy, leadership, identities, and communities. Students will engage in a nine-month traineeship contract with an appropriate community-based organization, nongovernmental organization, or government agency within the United States or globally. Students will create a case study that describes, analyzes, and explains how the clients, networks, policies, and institution relate to current theory, methodology, and culture formation. Students will be supervised on-site by an appropriate staff member of the host organization, as well as by a CIIS faculty member. Besides critical work experience and professional networks, students may focus on this material in their original doctoral dissertation. Prerequisite: HSX student.

HSX 7273 Sexuality Policy, Leadership, Identities, and Community Formation (Sequence 2) (3.00 Units) LG Grade Option
Continuation of HSX 7272. Prerequisites: HSX 7272; HSX student.

HSX 7275 Sexuality, Spirituality, and Religion: Humanistic, Clinical, and Policy Implications (1.00–3.00 Units) LG Grade Option
This advanced foundational course analyzes the theories, methods, and discourses related to the intersection between the great worldly religions and human sexuality across history, culture, and personal experience. In particular, Hinduism, Buddhism, Islam, Christianity, and Judaism will be compared and contrasted in historical and cultural context by virtue of their similarities and differences regarding sexual attitudes and practices. By focusing on the culture, context, policies, and reproduction of the influence of these institutions on sexual values and attitudes, we gain insight into the intersection between faith communities and sexual literacy globally and in the United States. The course also examines the historical role of spirituality in the formation of sexuality, and provides understanding of how sexuality and spirituality intersect in the life course and emotional life of individuals. Finally, the seminar provides critical perspective on how issues of faith, spirituality, and institutional religion have influenced cultural development, tolerance, social justice, and secular changes in societal policies. Prerequisite: Priority to HSX students.

HSX 7830 Proseminar in Sexuality and Clinical Practice (3.00 Units) LG Grade Option
This professional seminar offers an opportunity for students to engage in professional practice in a clinical setting (in the case of clinical students) or a policy project in a policy organization (in the case of policy leadership students) with the support of weekly dialogue and development of best practices in professional activities. This course is designed to enhance dialogue between clinical and policy students, preparing them to navigate between these professional silos toward a more truly interdisciplinary field. The clinical students will also work toward deepening their sexual literacy knowledge and skill sets in dealing with a large range of sexual, gender, relational, identity, mental health, family formation, and related challenges therapeutically. The policy leadership students will engage in a nine-month traineeship with an appropriate community-based organization, nongovernmental organization, or government agency. They will work on projects that enhance their knowledge of sexuality research and policy, as well as develop their professional networks. Both clinical and policy students may focus this material toward their original doctoral dissertation. Prerequisite: HSX student.

HSX 7832 Professional Seminar in Advanced Research Skills (1.00 Unit) LG Grade Option
This course builds upon theory and skills developed in the HSX 7264 Mixed Methods in Sex Research course, and continues the investigation and development of a dissertation research proposal. Prerequisites: HSX 7264; 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.

HSX 9600 Mastery of the Field—General Comprehensive Examination (1.00 Unit) LG 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 the literature review and 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. Prerequisite: HSX student.
School of Consciousness and Transformation
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.

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

**East-West Psychology**
- Master of Arts (MA) in East-West Psychology
- Doctor of Philosophy (PhD) in East-West Psychology
- Doctor of Philosophy (PhD) in Integral and Transpersonal Psychology
- Certificate in East-West Spiritual Counseling

**Philosophy and Religion**
- Master of Arts (MA) in Philosophy and Religion with a concentration in Asian and Comparative Studies
- Doctor of Philosophy and Religion (PhD) with a concentration in Asian and Comparative Studies
- 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
- 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
- Doctor of Philosophy (PhD) in Transformative Studies

**Women's Spirituality**
- Master of Arts (MA) in Gender, Spirituality, and Social Justice

**Writing, Consciousness, and Creative Inquiry MFA**
- Master of Fine Arts (MFA) in Creative Inquiry, Interdisciplinary Arts
- Master of Fine Arts (MFA) in Theater-Performance Making
- Master of Fine Arts (MFA) in Writing and Consciousness
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 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 Sessions (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 6802 Teaching Skills (2.00 Units) OP Grade Option
This course will provide students with the skills to enter the classroom as teachers. Beginning with why teaching is a passion and desirable career to some, we will examine a variety of philosophies of teaching. We will explore the fields of teaching and assess our fit. The nuts and bolts of the actual classroom will be covered as we create our lesson plans, syllabi, and assignment evaluation criteria. Finally, in preparation for teaching careers, we will assemble teaching portfolios and perform teaching demonstrations for the class.

CT 6804 Language and Sexuality (1.00 Unit) OP Grade Option
How are the complexities of sexuality, emotional and erotic attraction, and desire expressed in language? How are language, gay, lesbian, queer, and transgender identities intertwined? How can the fields of linguistics, queer/gender theory, media literacy, psychology and anthropology facilitate a deeper understanding of the relationship between gendered identities, sexuality, and language? In this three-day intensive taught by a linguist and an expressive arts therapy professor, we use a range of rigorous learning methodologies, including theoretical discussion, textual and discourse analysis, and embodied, experiential arts practices to explore a range of contemporary transdisciplinary perspectives on language and sexuality. Students will (1) engage in reading and discussion of contemporary and historical core texts, and (2) frame (before and during) and execute (after the class sessions) a brief inquiry aligned with their professional and personal interests. This course is designed for any student (SUS, SPP, SCT) with an interest in communication and sexuality, and will be especially valuable for those who intend to pursue more advanced inquiry and research or professional practice in a relevant domain.
**MA in Anthropology and Social Change**  
**PhD in Anthropology and Social Change**

**Department Chair**  
Andrej Grubacic, PhD

**Core Faculty**  
Michelle Glowa, PhD  
Targol Mesbah, PhD  
Mutombo Mpanya, PhD

**Adjunct Faculty**  
Jen Angel  
Chris Carlsson  
Caitlin Kelly Henry, JD  
Greg Landau, PhD  
Sasha Lilley  
David Martinez, MFA

**Associated Faculty**  
Manuel Callahan, PhD  
Hodari Tourè, PhD  
Fouzieyha Towghi, PhD

**About the Program**

Founded in 1981, the Anthropology program offers a critical, advocacy approach to education. In 1997, the program expanded to include a doctoral track. In 1999, the program was re-envisioned to prioritize issues of social and ecological justice in the context of a multicultural, postcolonial world. In 2012, the program was again re-envisioned to support and develop the knowledge generated by contemporary social movements, with a particular emphasis on struggles that engage critically with capitalist globalization and that prefigure alternative practices.

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 for 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 to 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.

Second, our program reflects an integration of social, political, economic, and environmental themes and issues. Instead of analyzing them separately, we treat these themes as interconnected.

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.”

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 colleagues from the Fernand Braudel Center we support a project of an integral epistemology and integrated social science (for more information, visit [http://www.binghamton.edu/fbc/index.html](http://www.binghamton.edu/fbc/index.html)).

*The Popular University of Social Movements, or Universidade Popular dos Movimentos Sociais, was created at the 2003 World Social Forum (WSF) by the initiative of Boaventura Sousa Santos—a space for meetings and exchanges among social movements from different parts of the world. (For more information, visit [http://www.universidadepopular.org.](http://www.universidadepopular.org.))

**Our Approach to Anthropology**

Our relationship to anthropology is defined by our engagement with the ethnographic method. We believe that good anthropology begins and ends in the field. Anthropology and Social Change is a part of the broader movement that seeks to return ethnography to the forefront of anthropology. Together with new Journals like HAU: *Journal of Ethnographic Theory*, or contributors to the *Insurgent Encounters, Constituent Imagination*, and *Team Colors* book projects, we are interested in ethnographic theory and share the ambition to rekindle the theoretical potential of (activist) ethnography. As activist anthropologists, we are interested less in the “ruthless criticism of all that exists” and more in what our
colleagues from HAU Society for Ethnographic Theory call “ethnography of everyday theory.” Going back to the critical concepts we bring from the field, and returning those concepts back to the people we do research with, in a manner of gift, is what makes us activists and anthropologists.

Distinctive Approach to Methodology

In our graduate program we give special attention to research and to what we call activist ethnography. Our signature approach to methodology rests on investigation of different alternative research models and strategies associated with militant and activist anthropology. We emphasize co-research and direct action, horizontality and self-activity, seen as essential ingredients of collaborative knowledge production. Activist ethnography, our distinct approach to activist research, attempts to combine activist interest in drifts, militant research, co-research, workers inquiry, insurgent investigation, and guerilla history, with prefigurative and postcapitalist research. In this experimental play with different forms of militant and activist research, we strive to construct a distinct model of a postcapitalist ethnography.

Participatory Approach to Learning

The graduate program in Social and Cultural Anthropology brings together scholars and activists engaged not in teaching but in co-learning. Our approach to co-learning is inspired by a long and beautiful history of education developed in popular universities, modern schools, universities of earth and without walls, and free schools. We find ourselves in the tradition and legacy of educators such as Leon Tolstoy, Paul Robin, Francisco Ferrer, Emma Goldman, Alexander Niell, Ivan Illich, Paul Goodman, Angela Davis, Bell Hooks, and Paulo Freire. We are excited to learn from past educational experiences in the Bay Area: Black Panther community schools, San Francisco Liberation School, New College of California, and Berkeley Free School—these are only some of the exciting traditions that inspire our educational vision. We conceive of the classroom as a convivial space of facilitation and consultation, of interactive and horizontal processes of knowledge exchange and production.

Convivial Approach to Communication of Knowledge

We offer several forms of convivial, or convivial spaces of knowledge communication:

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 convivio, we exchange ideas, skills, and organize knowledge with communities outside the University. 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 Classroom 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 all graduate students autonomously design a class that they teach and self-manage over the course of one semester.

Guerrilla Workshop is an improvised event-space where students, faculty, or students and faculty together, 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 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 nonspaces.

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 department 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 Linenbaugh, Andayie, Gustavo Esteva, George Katziaficas, Ruth Reitan, and Scott Crow. Julieta Paredes, an Aymara feminist from Bolivia, 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. We cosponsor events such as the American Indian Movement West conference, the Western Workers Labor Heritage Festival, and the Institute for Social Ecology summer school.

About the MA Program in Anthropology and Social Change

The Master of Arts program 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). 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, Radical Theory, and Critical History of Social Sciences. 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, and campaigning and organizing skills). Students are expected to choose three out of the five activist organizing skills courses and three out of four activist media skills courses (producing radical radio, activist filmmaking, Web publishing, or activist writing).

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 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 with a focus on postcapitalist research makes this investigative experience rewarding both for students and for the local community.

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, and Exeter, 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; organizing and media skills appropriate for employment in a range of progressive and social justice professional environments.

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 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). Demonstrates professional integration of marketable attributes and skill sets for application in a variety of social justice or research settings.
3.3 Demonstrates ability to write publishable scholarly (peer reviewed) articles and to present original research in a professional
capacity.

3.4 Able to work in collaborative, multicultural contexts while creatively contributing to emancipatory social science.

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 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 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—26 units (includes Activist Organizing Skills, Media Skills, and Integrative Seminar courses)

ANTH 6148 Introduction to Theory
ANTH 6152 Global Social Movements
ANTH 6159 Critical History of Social Sciences
ANTH 6160 Activist Ethnography I
ANTH 6161 Activist Ethnography II with Practicum
ANTH 6195 Theoretical Perspectives
ANTH 6198 Contemporary Capitalism

Activist Organizing Skills (three out of five):

ANTH 6171 Campaigning for Social Justice
ANTH 6179 Organizing for Social Justice
ANTH 6180 Activist Environmental Skills
ANTH 6182 Activist Legal Skills
ANTH 6183 Activist Policy Analysis
ANTH 6197 Art, Activism, Social Justice

Activist Media Skills (three out of four):

ANTH 6174 Activist Writing Skills: Writing, Editing, and Getting Published
ANTH 6175 Activist Media Skills: Web Publishing and Digital Media
ANTH 6177 Activist Media Skills: Producing Radical Radio
ANTH 6178 Activist Media Skills: Introduction to Activist Videography and Strategic Filmmaking

ANTH 6599 Integrative Seminar (1 unit)

II. General Electives—10 units
Any CIIS courses with advisor approval.
About the PhD Program
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 prefigurative 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 plurinationalism 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 L.A., 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).

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. 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.

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, the student is required to write a 30-to-35-page dissertation proposal (ANTH 6900) and form a dissertation committee using the “Thesis/Dissertation Forms Packet.” The dissertation committee, including an external reviewer, evaluates the proposal, which may require revisions. All proposals must meet the standards of the Human Research Review Committee (HRRC) at CIIS. 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. 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 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 cocreating 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
- Global Social Movements
- Critical History of Social Sciences
- 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).

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*The 18-unit PhD course sequence includes specific courses that are designed to provide a solid foundation in theoretical and practical aspects of anthropology and social change. These courses are selected to prepare students for the comprehensive exams and the dissertation process.
Those 18 units include:

**Fall**
- ANTH 6890 01 Social Research Methods (3 units)
- ANTH 6163 01 Alternative Economic System (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—24 units**
- ANTH 6158 Alternative Political Systems
- ANTH 6160 Activist Ethnography I
- ANTH 6161 Activist Ethnography II with Practicum
- ANTH 6163 Alternative Economic Systems
- ANTH 6166 Other Ways of Being Human: Alternative Sexualities, Family, and Kinship Systems
- ANTH 6172 Other Ways of Knowing: Alternative Epistemologies, Rival Knowledges, and Justice Systems
- ANTH 6890 Social Research Methods
- ANTH 6900 Thesis/Dissertation Proposal Completion (maximum of three times)
- ANTH 7890 Directed Seminar in Research
- ANTH 7900 Thesis/Dissertation Seminar
- ANTH 9600 Comprehensive Examinations

**II. Electives—12 units**

**Course Descriptions**

**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, testimony, 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. Prerequisite: 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 6060; 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 Option
Kinship is one of the most basic principles for organizing individuals into social groups, roles, categories, and genealogy. Feminist postcolonial interventions, along with critical race and queer theorists, have highlighted the centrality of the intersecting roles of gender, race, sexuality, class, coloniality, and Western biomedical/life sciences that shape the lived experiences of women and “queer” subjects historically and in the present. What has emerged in the process are new understandings of human kinship relations revealing the multitude of alternative human kin relations, though structured by historical and current power hierarchies, that flourish and challenge heteronormativity (in marriage, family, reproduction) and biological essentialism as the necessary grounds for a flourishing life, formation of families, and being human. As we consider the relation between power and sexuality, we will explore which lives, forms of desire, and embodiment are enabled over others. In this course, we will consider the roles of science, technology, and medicine in constructing and redefining normative gender and sexualities, and will examine the challenges posed against these definitions by individuals and social movements across time and different geographies. 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 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 agitprop 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 processes and larger contexts of exploitation and domination. Prerequisite: Priority to ANTH students.

This seminar will examine the history of organizing and different models of community organizing, including direct actions, mass mobilization, social action, and grass roots empowerment and advocacy, as well as newer community-building approaches developed within the current occupy movement. The purpose of this course is to provide an introduction to philosophical underpinnings, theoretical approaches, and practical applications of the most significant aspects of community organizing. We will pay special attention to issues of gender, class, race and ethnicity, and sexual orientation in organizing work. Topics include: social movement theory; revolutionary and reformist action; building a campaign; legal work; relationship with the media; strikes, pickets and labor unions; popular education; taking nonviolent direct action; street theater; and state responses to popular mobilizations. Prerequisite: Priority to ANTH students.

ANTH 6180 Activist Environmental Skills: Impact Study, Risk Analysis, and Management (1.00 Unit) OP Grade Option
Increasingly, ecological systems are exposed to toxic substances due to human industrial and agricultural activities, which may cause serious harm to human populations and other living organisms. It is important to find ways to estimate the risk involved from exposure to hazardous substances. It is also important to remediate such risks once they have been identified. Environmental impact studies are an important tool for community organizing; they allow the activist and policymaker to participate in public decisions in a way that will protect the community. Using a number of historical case studies and legal decisions, students will learn how to identify the different stakeholders who may be affected by a given project in a given community. In addition, they will study a variety of approaches in order to work with multidisciplinary teams of specialists who estimate and forecast environmental consequences along with immediate direct effects of a project. Risk assessment is a first step in any environmental advocacy work, laying a foundation for in-depth cost-benefit analysis of proposed public or private projects. As such, it is a must for activists and policymakers alike. In this course, students will learn a variety of approaches and methods used in the identification of hazards and their potential and actual effects, including the level of toxicity and related pathologies. Prerequisite: Priority to ANTH students.

ANTH 6182 Activist Legal Skills (1.00 Unit) OP Grade Option
In this activist skills course, we aim to share skills and existing resources among a diverse range of activist organizations to enable students to understand the legal repercussions of activism, including coordinating their own legal support and ways of asserting civil and political rights before, during and after actions. Likely areas to cover include the history of progressive legal work; know your rights; legal solidarity; legal direct action; the role of the National Lawyers Guild; legal support for political prisoners; computer security; grand jury; theory of police tactics at protests; nonviolent street tactics; elements of activist legal support; and arrest support and legal observing. Prerequisite: Priority to ANTH students.

ANTH 6183 Activist Policy Analysis (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 6185 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, feminism, 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 6187 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 CIIS 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 coursed 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 creekbeds 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, from anthropology of non-state spaces to utopian science fiction, and from radical fiction, nonfiction, and revolutionary memoirs all the way back to some of the most interesting questions related to the notion of indigenous governance, temporary autonomous zones, and French critical geography. 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. Antonio Negri is a well-known Italian social and political theorist who studies the contemporary revolutionary movements that challenge the hegemony of today’s global imperial powers. He investigates the conditions that could possibly lead to global transformation. In this course, we will study the basic ideas and frameworks that Negri uses to understand imperial power. We will look at the impact of new working conditions and new systems of communication and their roles in the development of late capitalism. Students will have the opportunity to use Negri’s perspectives to understand the different international solidarity groups and how they challenge the dominant ideology to bring about global social change. This class will be conducted as a seminar, where students’ readings, interpretations, and discussions of Negri’s texts will form the major pedagogical approach to understanding his work.

ANTH 6373 Readings in Activist Scholarship: Jean Baudrillard (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 Marshallshallins. 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 Grant Proposals for Anthropological Research (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.

ANTH 6384 Political Ecology: Critical Approaches to Anthropology of the Environment and Socio-Ecological Changes (3.00 Units) OP Grade Option
In the last century, we have 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 resulted as 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, our intention is to arrive at Robbins's conclusion that “politics is inevitably ecological and ecology is inherently political” (2012).

**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 6399 Autonomous Classroom** (3.00 Units) OP Grade Option
Autonomous Classroom is an experimental class created convivially by ANTH MA and PhD students, a class where the world is turned upside down, students become teachers, teachers become students, and all graduate students autonomously design a class that they teach and self-manage over the course of one semester. This course will be supervised by one core faculty member from Anthropology and Social Change.

**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 6654 Anthropological Research Methods** (2.00 Units) OP Grade Option
How can we challenge the motivation and efficacy of knowledge production and raise issues of privilege, representation, intervention, action, and outcome? Immersed in postcolonial and feminist frames, students will negotiate diverse anthropological research principles, methods, and tools. Using deconstructive frameworks, how might we decolonize and decenter the “field” within anthropology, mapping the interrelationships and complexities in and between spatial and political sites of inquiry? We will focus on research as it influences social transformation, advocating that inquiry affecting the lives of people and their ecology be made equitable through partnership. Students will engage in brief research processes over the semester. Prerequisite: Priority to ANTH students.

**ANTH 6675 Guest Seminar in Native American Studies: Women’s Red Power Movement: Remembering Wounds** (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 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. Prerequisite: ANTH student; ANTH 9600 (both exams); 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 M.A. 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 18–20 pages and is read by two core faculty members in the department. Students are required to register separately for each comprehensive exam. Prerequisites: ANTH student; 36 ANTH units.
East-West Psychology

MA in East-West Psychology

PhD in East-West Psychology

PhD in Integral and Transpersonal Psychology (Online)

Certificate in East-West Spiritual Counseling

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Helge Osterhold, PhD
David Pleasants, MA
Sophia Reinders, PhD
Marina T. Romero
Vernice Solimar, PhD
Jan Edl Stein, PhD
Alessandra Strada, PhD
David Treleaven, PhD
Jenny Wade, PhD

About the 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 seeks to ground 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 integral and transpersonal psychology, Asian psychologies, modern consciousness studies, participatory spirituality, shamanic and indigenous studies, 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 psycho-spiritual growth with social, cultural, and ecological transformation.

The department offers a master’s program in EWP, a doctoral program in EWP, an online doctoral program in Integral and Transpersonal Psychology, and a Certificate in East-West Spiritual Counseling, 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 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 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 Psychological Approaches**
Students may explore the following five 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 psycho-spiritual, 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.
Cultural and Psychology
Cultural and Psychology meets the objection that, as both discipline and practice, psychology in the West has tended to focus on the individual and on family relationships to the detriment of cultural forces. Courses examine the deep connections between self and society, with special emphasis on diversity, on feminist perspectives, and on non-appropriative dialogue between wisdom traditions.

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 Psychological Approaches and other areas of study available at the University, 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.

Program Learning Outcomes
1. To have a critical understanding of the main contemporary approaches to the Eastern, Western, and indigenous encounter in psychology and spirituality
   1.1 Demonstrate foundational knowledge in at least three East-West psychological approaches (e.g., transpersonal psychology, depth psychology, consciousness studies) and several spiritual traditions (e.g., Advaita Vedanta, Buddhism, shamanism).
   1.2 Demonstrate in-depth knowledge in a selected area of specialization within East-West studies.
   1.3 Describe, analyze, critique, compare, and integrate knowledge from a variety of Eastern, Western, and indigenous psychological and spiritual traditions.
   1.4 Apply critical thinking in relation to basic issues of East-West cross-cultural hermeneutics, such as orientalism, universalism, or pluralism.

2. To become competent in a variety of dialogical, writing, inquiry, and socially engaged skills
   2.1 Practice respectful dialogue and fruitful collective and collaborative inquiry.
   2.2 Apply East-West psycho-spiritual perspectives to one or more socially engaged pursuits (e.g., community activism, ecopsychology, spiritual counseling).
   2.3 Write academic papers integrating scholarly sources with their own embodied perspectives and informed opinions.
   2.4 Incorporate somatic, vital, emotional, imaginal, and spiritual experience and knowledge in their scholarly approach to the academic content of the program.

3. To understand the dynamics of psycho-spiritual development and their relevance for personal growth
   3.1 Demonstrate knowledge of main psycho-spiritual developmental models, issues, and processes.
   3.2 Show proficiency in the practice of at least one psycho-spiritual discipline.
   3.3 Apply psycho-spiritual understanding to theirs and others' personal development.

4. To be prepared to work professionally as college teachers, writers, consultants, workshop leaders, spiritual counselors, social change activists, and/or community organizers
   4.1 Demonstrate professional skills corresponding to their chosen career path.
   4.2 Design a concrete and sustainable professional plan.

MA Admissions Requirements
Applicants must meet the general admissions requirements of the University. 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. Applicants to the MA program in EWP need not have an undergraduate major in psychology, but a strong interest in psychology and an interdisciplinary orientation are assumed. 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 programs or other University programs.

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.

**Curriculum**

**MA in East-West Psychology—36 units**

**I. Core Requirements—3 units**
- EWP 6000  EWP Community Retreat
- EWP 6001  Introduction to East-West Psychology
- EWP 6015  MA Integrative Seminar

**II. Directed Electives—18 units**

A. East-West Psychological Approaches—9 units

   Students choose three foundational courses from within three of the following approaches:

1. **Depth Psychology**
   - a. Foundational courses:
     - EWP 6248  Archetypal Mythology
     - EWP 7311  Jungian Psychology and East-West Spirituality
   - b. Electives
     - Select from among the following:
     - EWP 6544  Alchemy as Gnosis of Nature, Elements, and Landscapes
     - EWP 7731  Dreaming the Soul: Dancing the Dream—a Jungian Dream Catcher
     - PAR 7008  James Hillman and Archetypal Psychology: An Introduction

2. **Transpersonal Psychology**
   - a. Foundational course:
     - EWP 6752  Transpersonal Psychology
   - b. Electives
     - Select from among the following:
     - EWP 6230  Psychology of Consciousness: An Integral Approach
     - EWP 6231  Psychology of Spiritual Awakening
     - EWP 6288  Contemporary Transpersonal Theory: The Participatory Turn
     - PAR 7400  Psyche and Spirit: From the Psychology of Religion to Transpersonal Theory

3. **East-West Spiritual Counseling**
   - a. Foundational courses:
     - EWP 7792  East-West Spiritual Counseling
     - EWP 7793  Spiritual Counseling Skills
   - b. Electives
     - Select from among the following:
     - EWP 6011  Nondual Perspectives in Spiritual Counseling
     - EWP 6261  The Psychology of Death and Dying: An East-West Exploration
     - EWP 7592  Nonduality and the Self
     - EWP 7606  Integral Psychology

4. **Ecopsychology**
   - a. Foundational courses:
     - EWP 6108  Ecopsychology: Foundations, Applications, Frontiers
     - EWP 6131  Planetary Psychology
   - b. Electives
     - EWP 6107  Ecopsychology and Expressive Arts: Reawakening the Wild Heart of Being
     - EWP 6112  Wilderness Rites of Passage
     - EWP 6117  Ecospirituality and Creative Expression: Touching the Sacred Within and Without
     - EWP 6139  Science and Living Systems

5. **Culture and Psychology**
   - a. Foundational courses:
     - EWP 6329  Conscious Diversity
     - EWP 6337  African Spirituality and Psychology
     - PARW 7609  Womanist/Feminist Worldviews

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**

   - EWP 6153  Evolution of Consciousness: An Embodied Inquiry
   - EWP 6165  Leadership, Integral Spirituality, and Evolutionary Change
EWP 6204 The Body in Transformation of Consciousness—Awakening Joy at the Heart of Being
EWP 6205 Embodied Spiritual Inquiry
EWP 6220 Integrating Sex and Spirit
EWP 7515 Holistic Sexuality
EWP 6362 Holistic Awareness

III. Electives—15 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 6274 The Indigenous Practice of Poetic Participation
   EWP 6496 Indigenous and Shamanic Traditions
   EWP 6499 Shamanic Counseling: An Integration of Psychotherapy and Shamanism
   EWP 6537 Entheogenic Shamanism
   EWP 6332 Expanded States of Consciousness and Psychotherapy
   PARA 7200 Buddhism Meets Shamanism
B. Consciousness Studies
   EWP 6204 The Body in the Transformation of Consciousness
   EWP 6260 Altered States of Consciousness
   EWP 6261 The Psychology of Death and Dying

About the PhD Programs
For both PhD programs, students complete 36 units of coursework and write a dissertation.

The EWP residential program of study consists of a foundational course, 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.

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.

EWP Program Learning Outcomes

1. Produce original scholarly works in the field of East-West psychology and spirituality.
   1.1 Demonstrate comprehensive knowledge and expertise in a selected area of specialization within East-West studies.
   1.2 Produce work that creatively and critically interprets, compares, integrates, applies, and/or evaluates knowledge from a variety of Eastern, Western, and indigenous psychological and spiritual traditions.
   1.3 Apply critical thinking in relation to basic and complex issues of East-West cross-cultural hermeneutics, such as orientalism, ethnocentrism, critical pluralism, insider/outsider perspectives, relativism, and/or incommensurability.

2. Carry out scholarly research with a methodology appropriate to their research interests.
   2.1 Design cogent, feasible, and methodologically rigorous research projects.
   2.2 Apply several qualitative and theoretical research methods (e.g., phenomenological, hermeneutic, heuristic, narrative, comparative) to their research interests.
   2.3 Carry out a complete research project that demonstrates professional methodological knowledge and skills.

3. Be competent in a variety of pedagogical, writing, and inquiry skills.
   3.1 Present verbally their scholarly works and research projects with professionalism, clarity, precision, and creativity.
   3.2 Write original research papers and books according to professional scholarly standards.
   3.3 Incorporate somatic, vital, emotional, imaginal, and spiritual experience and knowledge into scholarly practices, such as research and writing.

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 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. 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).

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—2 units
   EWP 6000    EWP Community Retreat
   EWP 6001    Introduction to East-West Psychology

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

   B. Research Electives
      Select a minimum of one from among the following:
      EWP 7300    Narrative Research
      EWP 7815    Heuristic Research
      EWP 7878    Phenomenological Research
      EWP 9566    Comparative Mysticism (as Comparative Hermeneutics)
      PARA 7003   Methodologies in the Study of Spiritual Traditions
      PARW 8012   Women's Spirituality Research Methodologies

III. Advanced PhD Seminars—6 units
   Two of the following, each one to fulfill a comprehensive exam requirement:
   EWP 9003    Transformational Practices: Eastern, Western, and Indigenous
   EWP 9004    Jung and the East
   EWP 9104    Principles of Healing
   EWP 9405    Contemporary Transpersonal Theory
   EWP 9406    Jung’s Red Book
   EWP 9411    Spiritual Counseling
EWP 9431  Jung
EWP 9566  Comparative Mysticism
EWP 9005  Gnosticism, Alchemy, Terraspirituality

IV. Area of Specialization—17–18 units
Possibilities include:
• Depth Psychology
• Transpersonal Psychology
• East-West Spiritual Counseling
• Ecopsychology
• Shamanic Studies
• Consciousness Studies
(See MA for descriptions and course listings.)

V. Dissertation Seminar—0 units
EWP 6900  Dissertation Proposal Completion
EWP 7900  Dissertation Seminar

Curriculum
PhD in Integral and Transpersonal Psychology (Online)—36 units

I. Core Requirements—10 units
• Western/World Philosophies with History and Systems of Psychology
• Critical Thinking with Integral/Transpersonal Psychologies
• Scholarly Writing with Integral and Transpersonal Studies
• Praxis with Integral and Transpersonal Sociology and Social Action

II. Research Courses—14 units
• Research Design and Critique with Exceptional Human Experiences
• Qualitative Research Methods with Somatic Psychology
• Quantitative Research Methods with Neuroscience of Consciousness
• Integral Research Methods with Creative Expression
• 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)
• Course in Focus Area (3 units)
• Course in Focus Area (3 units)

IV. Dissertation Seminar—0 units
• Dissertation Proposal Completion
• Dissertation Seminar

Proposed ITP Course Descriptions

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 context. The student 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.

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.
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.

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.

Research Design and Critique with Exceptional Human Experiences (3.00 Units) LG Grade Option
This course helps 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.

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 inquires 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.

Quantitative Research Methods with Neuroscience of Consciousness (3.00 Units) LG 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.

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.

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. Prerequisite: ITP student.

Advanced Seminar (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.

Dissertation Proposal Completion (0 Units) LG Grade Option
This course provides support for dissertation proposal writing after all coursework and the Proposal Writing course have been completed. Prerequisites: ITP student; not advanced to candidacy.

Dissertation Seminar (0 Units) LG Grade Option
This course provides support for the student’s research and writing process with the mentorship of, and in close consultation with, the dissertation chair and committee. Prerequisites: ITP student; advanced to candidacy.

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.
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.

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. By enrolling in the certificate program, a student can fulfill most of the units needed in the area of specialization.

Certificate Learning Outcomes
1. An understanding of the relationship between one's spiritual “container” and psychological health.
2. A realization of the importance of bringing to consciousness the underlying spiritual assumptions that hold us.
3. Specific tools for facilitating the examination of spiritual assumptions.
4. A working knowledge of Eastern and Western spiritual teachings that can be transformative to people seeking spiritual counseling, regardless of spiritual orientation.
5. Development of the fundamental basis of their spiritual counseling practice.

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 7792 East-West Spiritual Counseling (or 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 6205 Embodied Spiritual Inquiry
EWP 6261 The Psychology of Death and Dying: An East-West Exploration
EWP 7311 Jungian Psychology and East-West Spirituality
EWP 7515 Holistic Sexuality
EWP 7592 Nonduality and the Self

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 (1.00 Unit) PF Grade Option
This course provides new students with an introduction to the field of East-West psychology, pedagogical approaches, and departmental standards of scholarship for both MA and PhD levels. Students also become familiar with historical foundations and selected issues of the East-West-North-South encounter in psychology and spirituality. 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 6013 Integration Seminar (0 Units) PF Grade Option
This course will be offered as a “place to land” due to the fact that EWP has adopted a number of transfer students from Sophia University, many of whom are already in the dissertation stage. Prerequisite: EWP MA student.

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 6048 Deep Psychology (3.00 Units) OP Grade Option
Pierre Janet’s explorations of dissociated trauma and William James’s of “transmarginal” psychical activity opened an era of investigation for Fechner, Freud, Jung, Adler, Horney, Maslow, Rogers, May, and other explorers of the mind’s relationship to itself and its environment. This course discusses and applies their key findings to inner work, relationships, organizational life, cultural life, and politics.

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 lectures 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 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 themselves 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 reintegration (return to the community with gifts and insights).

EWP 6117 Ecospirituality 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 6131 Planetary Psychology (3.00 Units) OP Grade Option
This course surveys such diverse fields as environmental psychology, conservation psychology, ecopsychology, deep psychology, ecotherapy, bioregionalism, and integral ecology to see what they can tell us (and what they cannot) about nature, culture, mind, and sustainability. It also explores how to enhance active participation in ecologically sensitized modes of consciousness that foster grounded growth in ourselves, our fellow species, and the land whose presence supports our lives and sense of selfhood. Prerequisite: Priority to EWP students.

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 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 6173 Ecopsychology and Shamanism (1.00 Unit) OP Grade Option
This class demonstrates the critical link between shamanism and the emergence of an ecopsychological perspective at this time in history. The practices of shamanism were created by ancestors who understood that for human beings, proper relations with the Earth must be learned. Students learn indigenous traditions and healing techniques that include instructions about how to live sustainably on the Earth.

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 joyful transformation in self and other.

EWP 6205 Embodied Spiritual Inquiry (3.00 Units) PF Grade Option
An introduction to the practice of embodied spiritual inquiry in the context of participatory and cooperative research paradigms. Students go through cycles of experience and reflection on collaboratively selected spiritual questions. Prerequisite: Priority to EWP students.

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 6231 The Psychology of Spiritual Awakening (2.00 Units) OP Grade Option
Psychological transformation and spiritual awakening are inseparably one process. The emergence of an unprecedented amount of spiritual possibilities in the Western world has been accompanied by an equally unparalleled amount and variations of spiritual pathologies. This course surveys the key spiritual pathologies, as well as the integrative possibilities that emerge in contemporary spirituality. Students are exposed to cutting-edge psycho-spiritual technologies, as well as important evolutionary understandings in contemporary spirituality.

EWP 6248 Archetypal Mythology (3.00 Units) OP 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: Priority to EWP students.

EWP 6261 The Psychology of Death and Dying: An East-West Exploration (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 psycho-spiritual counseling for the dying and their caregivers. Prerequisite: Priority to EWP students.

EWP 6319 Entheogenic (Psychedelic) Education: Contemporary Perspectives on Ancient Plant Wisdom (1.00 Unit) OP Grade Option
The purpose of this course is to provide students with an opportunity to discuss the potential of entheogens (psychedelics) to induce profound insights of a creative and/or transpersonal nature. Entheogenic epistemology underscores the intimate relationship between deep knowing and biopsychospiritual healing. Evidence suggests that entheogens are beneficial in treating contemporary ailments, educating consciousness researchers, and providing a catalyst for personal and collective spiritual growth. This course will address not only these potentials but also the challenges entailed in designing novel entheogenic methodologies where firsthand experiences are the source of research data. Specific areas of study and interaction include: (1) discussing entheogenic education as an alternative epistemology, (2) summarizing contemporary research on entheogens as cognitive tools and/or creativity enhancers, (3) discussing noetic entheogenic experiences for their transformative potential, (4) comparing, contrasting, and critiquing established entheogenic methodologies, (5) examining ecodelics as agents that can strongly influence ecopsychological frameworks, and (6) designing entheogenic teaching models. Students will be expected to engage in dialogue about the potentials of proposed entheogenic education models.

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
This course will introduce Shinto as a way of celebrating the Earth and our intimate connection with it. The ancient Japanese felt sacred and matter ignites in the human mind reverence, awe, and wonder for all of existence. Such a worldview promotes a desire to cherish all of being. The Practice of the Wild (3.00 Units) OP Grade Option
The course will include the professor's original inquiry into Balinese dreaming. We will explore the 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 consider what is demanded of a practitioner/guide in holding a capacity for ecogrief and constructively supporting environmental proaction while carefully 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 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 6377 Shinto and Ecology: Celebrating the Earth Through the Way of Kami (3.00 Units) OP Grade Option
“Nature is not a place to visit. It is home.”—Gary Snyder (The Practice of the Wild). A worldview that sees matter as inert and without intrinsic value enables numerous forms of destruction and ecological devastation. Conversely, a worldview that advocates for the sacred nature of matter ignites in the human mind reverence, awe, and wonder for all of existence. Such a worldview promotes a desire to cherish all of being. This course will introduce Shinto as a way of celebrating the Earth and our intimate connection with it. The ancient Japanese felt sacred and
EWP 6378 Attention, Presence, and Embodiment in Relationship: A Mysticism of the Body (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 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 6499 Shamanic Counseling: An Integration of Shamanism and Psychotherapy (3.00 Units) OP Grade Option
This course explores the bridging of shamanic medicine work and a holistic model of growth and healing. Shamanic journeys require a phase of integration to ground and integrate these transformations in the different aspects of life. Students reflect and explore the ways their psychological, physical, and spiritual levels of experiencing have been touched in such settings and how they can apply these changes in their lives. A model for a sound and meaningful personal medicine practice is discussed. Prerequisite: Priority to EWP students.

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 6544 Alchemy as Gnosis of Nature, Elements, and Landscapes (2.00 Units) OP Grade Option
This course begins by introducing the basics of Jung’s understanding of alchemy, emphasizing how he translated the major operations of alchemy into psychological language. Then it discusses what the alchemists themselves had in mind with their explorations: deep transformation of human consciousness toward matter and, by extension, things, Earth, and cosmos.

EWP 6581 Consciousness and Kabbalah (3.00 Units) OP Grade Option
Kabbalah has been defined as the study of Jewish mysticism, yet the perspective of Kabbalah is precisely that all of Judaism—in fact, all of the world—is mystical in nature. The study of consciousness brings a similar insight to science: including the awareness of the knower transforms the meaning of the facts of science in a radical way. When consciousness is considered, it seems clear that facts are the product of consciousness rather than the other way around. This turns the world upside down in a way that is very close to how a mystical lens reorders the world. This course will consider Kabbalah within the context of Judaism and will offer an understanding of Judaism that differs from the way the tradition is typically seen within a primarily Christian culture. It will unfold examples of the mystical view that permeates the Zohar—the central text of Kabbalah—as well as the Lurianic account of creation and the festivals of the Jewish calendar. These will be compared and contrasted with insights deriving from dialogues within contemporary consciousness studies, allowing each tradition to shed light on the other. Prerequisite: Priority to EWP students.
EWP 6680 Digital Technology and the Well-Lived Life (1.00 Unit) OP Grade Option
This course is part graduate study and part startup incubator. It not only dives into theory but also application. You will not only develop a deeper understanding of digital technology and the well-lived life but also walk away with an idea to transform the world with your new mobile app! Your mobile app could change the world and make you very wealthy, but that of course is not a guarantee. Nevertheless, the focus of this course is to learn theory and apply it in a very concrete digital way. And with almost half the human population online, the fruits of this course are meant to be very relevant and applicable.

EWP 6684 Terrapsychological Self-Inquiry and the 12 Principles of Permaculture: Creating Sustainable Self-Systems (1.00 Unit) OP Grade Option
This course seeks to explore the functional, and not-so-functional, elements of the individual landscape (self-scape) through an embodied process of Terrapsychological Self-Inquiry. This inquiry, when functioning as an assessment tool for personal ecopsychological growth, highlights the mind/body/spirit's relationship to both intrapsychic and relational elements of one's inner and outer landscape. Through the lens of the 12 Permaculture Principles, this class will experientially examine and explore ways in which these self-systems could potentially be redesigned for greater sustainability. Through a process of deep exploration, this class will re-vision individually and collectively the thoughts, behaviors, and practices we engage in on a daily basis in order to better serve our selves, society and planet.

EWP 6690 Leadership for an Endangered Planet (1.00 Unit) OP Grade Option
The 21st century has brought technological innovation and material comfort to many people in the developed world. However, our material success has also brought with it increasing devastation of the natural world, growing social injustice, and intensifying climate change. This course explores assumptions and root causes of these interrelated planetary crises and examines what is possible now in this time of the Great Turning. The course will address three central questions: (1) Where are we now? (2) How did we get here? (3) How do we find the way forward to a more sustainable future for both the human and the more-than-human world? The class will emphasize practical steps that we as individuals and members of the collective can take to help redirect ourselves, our communities, and society at large into more conscious and sustainable choices.

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) OP 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) PF 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: Priority to EWP students.

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 7592 Nonduality and the Self (3.00 Units) OP Grade Option
The purpose of this course is to give students a traditional experience of Advaita Vedanta as a means of self-knowledge, as well as an academic understanding of the basic tenets of Advaita Vedanta, with emphasis on the meaning and lived experience of nonduality. The course is designed to be personally useful to students in their understanding of themselves and their psychology.
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 7792 East-West Spiritual Counseling (3.00 Units) OP Grade Option
Explores the meaning and purpose of spiritual counseling and the ways in which it complements, coincides with, and differs from psychological counseling. Theoretical emphasis is given to understanding the belief systems within which the counselor works and the impact they have on the counselor, his or her clients, and the counseling relationship. Eastern and Jungian perspectives are integrated into the spiritual counseling model. Prerequisite: Priority to EWP students.

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 7815 Heuristic Research (2.00 Units) PF Grade Option
In-depth study of the heuristic method applied to psychological inquiry. Emphasis is on the development of research skills, heuristic inquiry, and practice with a pilot study. Students practice of self-inquiry, focusing, immersion, and heuristic data analysis.

EWP 7878 Phenomenological Research (2.00 Units) LG Grade Option
In-depth study of the phenomenological method applied to psychological inquiry. Prerequisite: EWP PhD student.

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 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) OP 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) OP 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 9005 Advanced PhD Seminar: Gnosticism, Alchemy, Terraspirituality (3.00 Units) OP Grade Option
A tradition that combines what we now think of as philosophy, psychology, and spirituality has wound like an underground river through Western history below the dominance of institutional Christianity. This course examines three big stretches of this river of alternative and oft-suppressed wisdom: Gnosticism as the earliest, alchemy from the time of Zosimos forward, and, more recently, Earth-based forms of spirituality. Along the way, we will also stop at such riverbanks as the Cathari, the Waldenses, the Albiginses, and some of the Western oracular traditions, such as tarot. Jungian psychology will provide one of several depth tools for understanding the significance of this tradition. Throughout we will tend the question: What might this tradition offer the creation of a just, integral, and Earth-friendly world community? Prerequisite: Priority to EWP PhD students.
**EWP 9104 Advanced PhD Seminar: Principles of Healing** (3.00 Units) OP 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 9105 Advanced PhD Seminar: Consciousness and Spiritual Growth: Ordinary and Nonordinary States** (3.00 Units) LG Grade Option
This seminar examines theories and research about consciousness in its normal and altered states (ASCs) and their role in spiritual growth, healing, psychotherapy, creativity, and education. Different modalities of ASC (sleep and dreams, meditation, psychoactive and hallucinogenic drugs and plants, dissociative states, shamanic “journeys,” and others) are discussed.

**EWP 9406 Advanced PhD Seminar: Jung’s Red Book** (3.00 Units) OP Grade Option
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. Prerequisites: EWP PhD student; 18 units.

**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.
Philosophy and Religion

Asian and Comparative Studies
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 and Comparative Studies
Sean Kelly, PhD
Robert McDermott, PhD
James Ryan, PhD
Jacob Sherman, PhD (on leave)
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
Kathren Murrell Stevenson, PhD
Anne Teich, PhD
Kirk Templeton, PhD
Kenri Welch, PhD
Yi Wu, PhD

About the 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 and Comparative Studies; 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 fields of Contemplative Studies, and the study of Religion, Pluralism, and Peace.

Admissions Requirements
See each concentration for specific considerations.
Philosophy and Religion: Asian and Comparative Studies

MA in Philosophy and Religion with a concentration in Asian and Comparative Studies

PhD in Philosophy and Religion with a concentration in Asian and Comparative Studies

About the Program
This graduate 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. In today's multicultural and interrelated society, it is crucial that we find ways to foster knowledge of and respect for diverse worldviews of religion and culture. In the Asian and Comparative Studies program, students study several of the world's major religious traditions. Students choose one of four areas of emphasis: Buddhist Studies, Chinese Studies, Hindu Religion and Philosophy, or Comparative Studies. They examine sacred texts and writings, practices and disciplines, historical contexts and sociocultural issues. Language study and research methods complete the curriculum. Students gain an in-depth understanding of philosophical and religious thought and are encouraged to include an experiential component as an important adjunct to their intellectual development. Students also benefit from an academic environment that includes guest lecturers, public programs, and workshops that feature topics such as Creativity in Tibetan Buddhism and Sanskrit Mantra. Students develop academic credentials for traditional teaching positions and are also encouraged to envision creative applications of philosophy that may provide employment in areas outside academia. The curriculum focuses on practical skills in research, teaching, language, translation, and cross-cultural communication as preparation for research and teaching in the fields of comparative philosophy and religion and religious studies.

Research resources for our students include both the CIIS Laurance S. Rockefeller Library and the University of California, Berkeley's premier East Asian and South Asian collections.

New Concentration in Asian Philosophies and Cultures Beginning Spring 2016
The Asian and Comparative Studies concentration (ACS) has been re-visioned as a new concentration called Asian Philosophies and Cultures (APC). APC remains a concentration in the Philosophy and Religion department and will commence in the Spring 2016 semester. All courses taken by students who enter ACS in Fall 2015 will be transferred into the new APC concentration beginning in 2016. The new APC curriculum is available online at http://www.ciis.edu/Academics/Graduate_Programs/Asian_and_Comparative_Studies_(ACS).html.

Admissions Requirements
Prospective students must meet the general admissions requirements of the University. Applicants should send an autobiography, a statement of educational goals, college transcripts, two letters of recommendation (doctoral applicants only), and a research writing sample.

The statement of educational goals should describe the applicant's academic objectives as specifically as possible, including which of the program's resources will be most helpful in meeting those objectives. It should also explain why the applicant is pursuing graduate studies in philosophy and religion, 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, strong preference is given to those with a BA in philosophy or religion. 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, preference is for students with an MA in religion, philosophy, anthropology, or appropriate area studies. A master's degree in Asian literatures or comparative literature is also encouraged. Students, however, are accepted from a wide variety of backgrounds other than those listed above, and if accepted, they may be required to take additional units at CIIS.

About the MA Program
The Asian and Comparative Studies MA Program seeks to create a fruitful and rigorous environment in which students may gain a broad foundation in Asian philosophy and religion, while engaging critically with textual, historical, sociological/anthropological, and practical applications of Asian philosophy and religion.

Program Learning Outcomes

1. Demonstrate a critical understanding of the scholarship in Asian or Comparative religion or philosophy.
   1.1 Reflect critically upon the histories, tenets, and traditions in their major field.
   1.2 Demonstrate a detailed overview of the histories, traditions, and tenets of Hinduism, Buddhism and Chinese philosophy.

2. Learn and apply research skills.
   2.1 Synthesize existing knowledge, identifying and accessing appropriate resources and critically analyzing and evaluating material.
   2.2 Explore religious practice as a source of academic insight.
   2.3 Communicate in a style appropriate to the fields of religion and philosophy.

3. Demonstrate engagement with current advances within the field and related areas.
4. Demonstrate ability to connect scholarship to social and personal transformation.

5. Demonstrate professional skills.
   5.1 Adhere to ethical standards in the discipline.
   5.2 Listen, give, and receive feedback effectively.
   5.3 Demonstrate social media literacy.

Curriculum

MA in Philosophy and Religion with a concentration in Asian and Comparative Studies—36 units

The master's program requires two years of full-time coursework for the 36-unit curriculum. Three areas of concentration are available:

1. Buddhist Studies
   Buddhist Studies offers a rare opportunity for the cognitive and experiential study of the three major traditions of Buddhism: Theravada (South and Southeast Asia); Mahayana (India, China, Tibet); and Tantra (India, Tibet). Students may study the classical languages of Buddhism: Sanskrit, Chinese, and Tibetan.

2. Chinese Philosophy
   Chinese Philosophy provides a structure for the rigorous study of Chinese philosophies. Taoist, Confucian, and Chinese Buddhist topics are covered. The concentration includes Chinese-language study in its classical form.

3. Hindu Religion and Philosophy
   Hindu Religion and Philosophy offers a wide ranging set of offerings that, while giving due emphasis to traditional schools and views, point toward the wide diversity of viewpoints within Hinduism over time. "Integral" aspects of Hinduism are highlighted here, particularly in regard to how Hindu practice and philosophy creatively engage modernity. Students may study Sanskrit language.

I. Core Requirements—12 units
   PARA 5100 Introduction to Hinduism
   PARA 5102 Introduction to Buddhism
   PARA 5104 Introduction to Islam
   PARA 5501 Introduction to Chinese Philosophy

II. Asian and Comparative Studies Electives—9 units
   A. One course in Hinduism. Possibilities include the following:
      PARA 7235 The Bhagavad Gita: Ancient and Modern Perspectives
      PARA 7275 Orthodoxy, Heterodoxy, and Dissent in Indian Traditions
      PARA 7280 The Hindu Goddess
      PARA 7285 Hindu Tantrism
   B. One course in Buddhist philosophy. Possibilities include the following:
      PARA 7554 Buddhist and Western Philosophies: The Search for Meaning
      PARA 7560 Buddhism Meets Shamanism
      PARA 7600 Ch’ an Buddhism (Chinese Zen)
   C. One course in Chinese philosophy. Possibilities include the following:
      PARA 5501 Essence and Development of 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

III. Spiritual Practices—3 units
    Three 1-unit courses or workshops, one each in Hinduism, Buddhism, and Chinese tradition (a spiritual practice course in Islamic tradition may be substituted for one of these.)

IV. Philosophy and Religion Electives—3 units
    Either 3 units from the Philosophy and Religion with a concentration in Women’s Spirituality program or 3 units from the Philosophy and Religion with a concentration in Philosophy, Cosmology, and Consciousness program.

V. General Electives—7 units
    7 units from any CIIS program.

VI. Integrative Seminar—2 units
    PARA 6997 MA Integrative Seminar

VII. Thesis (optional)—0 units
    PARA 6900 Thesis/Dissertation Proposal Completion
    PARA 7900 Thesis/Dissertation Seminar
About the Doctoral Program
The Asian and Comparative Studies doctorate offers intensive study in the spiritual and philosophical traditions of South and Southeast Asia, China, and the Himalayan regions. Areas of emphasis include Hinduism, Buddhism, Chinese philosophy, and comparative studies. With in-depth study in Asian or comparative studies, students also gain an understanding of how philosophical and religious thought is deepened by experiential involvement, an important adjunct to intellectual understanding.

In addition, the program encourages students to apply who have strong backgrounds in non-Asian philosophies or religions and who are motivated to pursue comparative work.

The PhD consists of a minimum of 36 semester units of coursework and requires a minimum of two years of full-time coursework. (Comprehensive exams, dissertation proposal work, and dissertation work will usually take another year.) Of the 36 units, 17 units are to be taken in one of the following areas of specialization: Buddhist Studies, Chinese Philosophy, or Hindu Religion and Philosophy. (Students admitted to the PhD with an MA in another area may be required to take additional units.)

The study of Asian classical languages trains the student to gain direct access to the textual treasures of Asia; therefore, linguistic training in the classical languages of Pali, Sanskrit, Tibetan, or Chinese is a requirement of the program. Other languages, such as Arabic or Persian, may be substituted for those whose work is with material not written in the classical Asian languages.

It is expected that the two years of language study will be taken before entering the PhD program. If the two years of language are taken after entering the PhD program, the units for this language study will not count toward the 36 units needed for graduation. Students who have not taken any relevant language preceding entry to the PhD program will therefore need 48 units to graduate. Classical Sanskrit, Chinese, and Tibetan are offered by CIIS faculty members. For training in other languages, this may be undertaken, upon approval by the program, at sister institutions.

Program Learning Outcomes

1. **Make an original and substantive contribution to the disciplines of Asian or Comparative 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 language 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 Master the linguistic skills to critically consult and evaluate the quality and reliability of existing translations with reference to the original language.
   2.4 Understand the range of issues in the comparative approach to religion and philosophy.

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.**

5. **Demonstrate professional skills.**
   5.1 Adhere to ethical standards in the discipline.
   5.2 Listen, give, and receive feedback effectively.
   5.3 Communicate in a style appropriate to the discipline and setting.
   5.4 Develop sufficient linguistic skills, usually in a classical Asian language, to translate religious texts.

Curriculum

**PhD in Philosophy and Religion with a concentration in Asian and Comparative Studies (with two years of previous language already taken)—36 units**

1. **Core Requirements—20 units**
   A. PARA 7003  Methods in the Study of Religions and Spiritual Traditions
   B. Area of Specialization
      Select 17 units in one of these areas (additional options may exist):
      1. Buddhist Studies
         PARA 620X  Any Tibetan Language Courses
         PARA 6560  Buddhist Cosmology
II. Electives—16 units
16 units from any CIIS program.

III. Comprehensive Projects—0 units
PARA 9600 Comprehensive Project (two projects)

IV. Dissertation—0 units
PARA 6900 Thesis/Dissertation Proposal Completion (usually takes three semesters)
PARA 7900 Thesis/Dissertation Seminar

CURRICULUM

PhD in Philosophy and Religion with a concentration in Asian and Comparative Studies (with language requirement)—48 units

I. Core Requirements—20 units
A. PARA 7003 Methods in the Study of Religions and Spiritual Traditions
B. Area of Specialization
17 units within one of these areas (course options may vary):
1. Buddhist Studies
   PARA 620X Any Tibetan Language Courses
   PARA 6560 Buddhist Cosmology
   PARA 7141 Mahayana Abhidharma
   PARA 7210 Buddhist Meditative Traditions in India and Tibet
   PARA 7214 Mahayana Buddhism: The School of the Middle Way
   PARA 7215 Mahayana Buddhism: The School of Mind Only
   PARA 7216 Buddha Nature in Mahayana Buddhism
2. Chinese Philosophy
   PARA 660X Any Chinese Language Courses
   PARA 7344 Confucianism and Neo-Confucianism
   PARA 7570 The Life of Chinese Philosophical Terms
   PARA 7600 Ch’an Buddhism (Chinese Zen)
   PARA 7605 Lao Tzu and Chuang Tzu
   PARA 7654 The Divination and Wisdom of the I Ching (I Ching 1)
   PARA 7655 Confucianism: Classic Texts and Philosophy
   PARA 8030 Seminar on Chinese Philosophy
3. Hindu Religion and Philosophy
   PARA 630X Any Sanskrit Language Courses
   PARA 7001 Integral Perspectives on Vedanta
   PARA 7230 Studies in the Upanishads
   PARA 7235 The Bhagavad Gita: Ancient and Modern Perspectives
   PARA 7255 Yoga Sutras of Patanjali
   PARA 7275 Orthodoxy, Heterodoxy, and Dissent in Indian Traditions
   PARA 7280 The Hindu Goddess
   PARA 7285 Hindu Tantrism
II. Language Courses—12 units
12 units from among the following:
PARA 6201 Beginning Tibetan I
PARA 6202 Beginning Tibetan II
PARA 6203 Intermediate Tibetan I
PARA 6204 Intermediate Tibetan II
PARA 6205 Advanced Tibetan I
PARA 6206 Advanced Tibetan II
PARA 6207 Advanced Tibetan III
PARA 6208 Advanced Tibetan IV
PARA 6301 Beginning Sanskrit I
PARA 6302 Beginning Sanskrit II
PARA 6303 Intermediate Sanskrit I
PARA 6304 Intermediate Sanskrit II
PARA 6305 Advanced Sanskrit I
PARA 6306 Advanced Sanskrit II
PARA 6307 Advanced Sanskrit III
PARA 6308 Advanced Sanskrit IV
PARA 6601 Beginning Chinese I
PARA 6602 Beginning Chinese II
PARA 6603 Intermediate Chinese I
PARA 6604 Intermediate Chinese II
PARA 6605 Advanced Chinese I
PARA 6606 Advanced Chinese II
PARA 6607 Advanced Chinese III
PARA 6608 Advanced Chinese IV

III. Elective Courses—16 units
16 units from any CIIS program.

IV. Comprehensive Projects—0 units
PARA 9600 Comprehensive Project (two projects)

V. Dissertation—0 units
PARA 6900 Thesis/Dissertation Proposal Completion (no more than three semesters)
PARA 7900 Thesis/Dissertation Seminar

Students doing a PhD under the “Comparative” rubric will have courses in their specialization decided by agreement with the advisor. All other aspects of their course of study will be the same as the other specializations.
PHILOSOPHY AND RELIGION: ECOSYSTEM, 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

Program Description

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
Numerous interlocking 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 often appear inadequate to the scope and urgency of the crisis. Many leading thinkers are convinced that the ecological crisis is in fact a crisis of human consciousness, one that requires a fundamental revision of cultural values. The pace of global change calls for more enlightened 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.

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. Students who plan to graduate in the Summer or Fall semesters 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 6249 Romanticism and Philosophy
PAR 6283 Merleau-Ponty: The Body and the Earth
PAR 6403 Spirit and Nature
PAR 6407 Karma and Biography
PAR 6500 History of Western Worldviews I: From the Greeks to the Enlightenment
PAR 6540 A History of Western Worldviews II: From the Romantics to the Postmodern
PAR 6541 Wisdom and the Sacred: An Introduction to Philosophy of Religion
PAR 6754 Rudolf Steiner and Anthroposophy
PAR 7005 The Wisdom of Pierre Teilhard de Chardin and Thomas Berry
PAR 7007 American Philosophy
PAR 7078 Teilhard and Steiner
PAR 7154 Advanced Seminar in Process Philosophy
PAR 6422 Aurobindo, Steiner, Teilhard
PAR 8799 Independent Study
III. Ecology Electives—3 units
Select from the following (course offerings may vary):
- PAR 6284 Science, Spirit, and Biodiversity
- PAR 6292 Next of Kin: Perspectives on Animal Ethics and Biodiversity
- PARP 6110 Cosmological Powers
- PARP 6120 Cosmology of Literature
- PARP 6147 Modern Cosmology Through the Media
- PARP 6315 Epic of the Universe
- 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 6741 World as Lover, World as Self: The Work That Reconnects
- PARP 6743 Hill of the Hawk I
- PARP 6744 Hill of the Hawk II
- PARP 6748 Nature and Eros
- PARP 6667 Radical Mythospeculation: Cosmic Evolution and Deep History
- PAR 8799 Independent Study

IV. Religion Electives—6 units in one tradition
Select from the following (course offerings may vary):
- PAR 6081 Awakening to the World—Buddhist Explorations of Inner and Outer Landscapes
- PAR 6091 Eco-literature and Eco-art in South Indian Tradition
- PAR 6369 Judaisms and Ecology: Visions, Voices, and Practices
- PARP 6270 Asian Spiritual Masters
- PARP 6279 Christian Contemplative Traditions: History, Theology, Practice, and Theory
- PARP 6532 Christianity and Ecology
- PARP 6538 Krishna, Buddha, and Christ
- PARP 6563 Buddhism and Ecology
- PAR 8799 Independent Study

V. Feminism, Globalization, and Justice—3 units
Select from the following (course offerings may vary):
- PARW 6047 Critical and Liberatory Methods of Inquiry
- PARW 6167 Gender, Power, and Spirit in Indigenous Cultures
- PARW 6286 Building Conscious Allyship (1 unit)
- PARW 6419 Transformative Philosophies of Justice: Local and Global Perspectives
- PARW 6428 Ecological Consciousness and Climate Justice
- PARW 6429 Spiritual Responses to Gender-Based Violence
- 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 7701 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 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 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.

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.

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PhD in Philosophy and Religion with a concentration in Ecology, Spirituality, and Religion—36 units

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 the Philosophy and Religion offerings.

II. Ecology, Spirituality, and Religion Method Electives—21 units

Select from the following courses (course offerings may vary):

PAR 6071 Philosophy and Ecology: Toward a Green Metaphysics, Phenomenology, and Epistemology
PAR 6081 Awakening to the World—Buddhist Explorations of Inner and Outer Landscapes
PAR 6091 Eco-literature and Eco-art in South Indian Tradition
PAR 6284 Science, Spirit, and Biodiversity
PAR 6292 Next of Kin: Perspectives on Animal Ethics and Biodiversity
PAR 6369 Judaisms and Ecology: Visions, Voices, and Practices
PAP 6089 Myth, Imagination, and Incarnation: Barfield, Tolkien, Lewis and the Oxford Inklings
PAR 610 Cosmological Powers
PAR 6120 Cosmology of Literature
PAR 6147 Modern Cosmology through the Media
PAR 6249 Romanticism and Philosophy
PAR 6270 Asian Spiritual Masters
PAR 6278 Integral Ecologies
PAP 629 Christian Contemplative Traditions: History, Theology, Practice, and Theory
PAR 6283 Merleau-Ponty: The Body and the Earth
PAR 6315 Epic of the Universe
PAR 6392 Plants and People: Understanding the Plant World Through Relationships

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.

With the consent of the faculty, an ESR 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, dissertation proposal, and a dissertation. 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.

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.
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):
PAR 6071 Philosophy and Ecology: Toward a Green Metaphysics, Phenomenology, and Epistemology
PAR 6284 Science, Spirit, and Biodiversity
PAR 6284 Science, Spirit, and Biodiversity
PAR 6292 Next of Kin: Perspectives on Animal Ethics and Biodiversity
PAR 6369 Judaisms and Ecology: Visions, Voices, and Practices
PAR 6403 Spirit and Nature
PAR 6407 Karma and Biography
PAR 6422 Aurobindo, Steiner, Teilhard
PAR 6500 History of Western Worldviews I: From the Greeks to the Enlightenment
PAR 6506 The Great Turning
PAR 6523 Environmental Ethics
PAR 6525 Toward an Integral Ecological Consciousness
PAR 6527 Ecologies of Liberation
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 6545 Buddhism and Ecology
PAR 6667 Radical Mythospeculation: Cosmic Evolution and Deep History
PAR 6743 Hill of the Hawk I
PAR 6744 Hill of the Hawk II
PAR 6748 Nature and Eros
PAR 6754 Rudolf Steiner and Anthroposophy
PAR 7007 American Philosophy
PAR 7078 Teilhard and Steiner
PAR 7079 The Mysticism of Swedenborg
PAR 7154 Advanced Seminar in Process Philosophy
PARW 6440 Liberation Dharma: Gender, Buddhism, and Social Justice
PARW 6658 Spiritual Activism and Transformative Social Change
PARW 7002 Ecofeminist Philosophy and Activism
PARW 7521 Nature as Sacred Text
PAR 8799 Independent Study
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**

**PhD in Philosophy and Religion with a Concentration in Philosophy, Cosmology, and Consciousness**

**Program Description**

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, first 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 religious 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 of 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 the worlds of 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.

**Integral Ecology:** In the last several years, the PCC faculty and students have collaborated in creating a strong emphasis on integral ecology. The new Integral Ecology Track focuses on ecology in the context of a multi- and transdisciplinary vision of philosophy, cosmology, and consciousness that characterizes the PCC program as a whole. The word integral implies that ecology is relevant to the full range of human knowledge and action. Integral Ecology includes the study of the natural and human sciences as well as the world’s spiritual traditions.

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 voice and vision as leaders.

**Integral Ecology Track**

Both the MA and PhD curricula 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 gravity and complexity of the global 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. An integral ecology must draw from the whole spectrum of human inquiry, from the sciences (human, social, and natural), from the world’s spiritual traditions (Asian, Western, and indigenous), from collective wisdom and the insights of individual experience.

The Integral Ecology Track focuses on ecology in the context of a multi- and transdisciplinary vision, central to which is the recognition that the key factor determining the health of the Earth’s biosphere is the behavior of human beings, and therefore many of the most important
issues in the study of a truly integral ecology lie in the areas of human thought, psychology, and culture. The search for solutions to ecological problems must include as a central 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.

Faculty and students in the PCC Integral Ecology Track will explore together questions such as the following: What is the nature of the human? Does the Earth have a purpose? How can multi- and transdisciplinary thinking and perspectives assist us in envisioning ecological solutions? How do myths and symbols affect our attitude to the natural world? Do the world’s religions and esoteric traditions have a contribution to make to the task of restoring ecological balance? Why are our philosophies divorced from the Earth? Why do our universities fragment knowledge? What kinds of direct experience and engagement with nature could help us become more aware and effective in dealing with the planetary emergency? What is the relationship between ecology and social justice?

MA Program Goals and Student Learning Outcomes
The Philosophy, Cosmology, and Consciousness program endeavors to cultivate in its graduate students both intellectual rigor and sympathetic imaginative faculties for entering fruitfully into a multiplicity of worldviews, historical eras, and cultural sensibilities. By understanding transformative historical and contemporary ideas, students develop the ability to discern vibrantly creative possibilities for bringing about life-enhancing futures.

Goal 1: Global Change Agents
To generate creative and effective thinking about the unprecedented evolutionary challenge of the ecological, cultural, and spiritual crisis that is 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 global crises, reflecting and understanding of human embeddedness in the planetary community.

Student Learning Outcome 2:
In response to the currently dominant worldview, students will be able to generate alternatives that promote a sustainable and flourishing future for the broader Earth community.

Goal 2: Sophisticated Evaluation
To develop and apply appreciative and critical evaluations of major transitions in Western worldviews 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 critically reflect upon the history and evolution of Western worldviews.

Student Learning Outcome 5:
Students will be able to critically engage with dominant paradigmatic elements in the history of ideas and culture, with a focus on Western worldviews.

Goal 3: Transdisciplinarity
To critique, evaluate, and apply transdisciplinary scholarship.

Student Learning Outcome 6:
Students will demonstrate competence in transdisciplinary thinking by integrating content and frameworks from at least two disciplines to create scholarly products.

Student Learning Outcome 7:
Students will be able to critically engage with research approaches from a diversity of perspectives (e.g., religious and spiritual traditions, historical and scientific perspectives).

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 8:
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 9:
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 semesters 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 the 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

I. Foundational Course—3 units
PARP 6060 Introduction to Philosophy, Cosmology, and Consciousness

II. Philosophy, Cosmology and Consciousness Electives—15 units
Select from the following courses (course options may vary):
PARP 6110 Cosmological Powers
PARP 6120 Cosmology of Literature
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 6315 Epic of the Universe
PARP 6339 Subtle Activism: The Role of Consciousness in Planetary Transformation
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 6549 Toward an Ecological Economics (1 unit)
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 661 Integral Gaia
PARP 6667 Radical Mythospeculation: Cosmic Evolution and Deep History
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
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 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 6549 Toward an Ecological Economics (1 unit)
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
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, 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

PhD Program Goals and Student Learning Outcomes
The Philosophy, Cosmology, and Consciousness program endeavors to cultivate in its graduate students both intellectual rigor and sympathetic imaginative faculties for entering fruitfully into a multiplicity of worldviews, historical eras, and cultural sensibilities. By understanding transformative historical and contemporary ideas, students develop the ability to discern vibrantly creative possibilities for bringing about life-enhancing futures.

The PCC PhD program encompasses all the PCC MA goals, requiring greater sophistication and nuance in scholarly work from PhD students, and adds two additional goals for PhD students.

Goal 1: Global Change Agents
To generate creative and effective thinking about the unprecedented evolutionary challenge of the ecological, cultural, and spiritual crisis that is 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 global crises, reflecting an understanding of human embeddedness in the planetary community.

Student Learning Outcome 2:
In response to the currently dominant worldview, students will be able to generate alternatives that promote a sustainable and flourishing future for the broader Earth community.

Goal 2: Sophisticated Evaluation
To develop and apply appreciative and critical evaluations of major transitions in Western worldviews 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 critically reflect upon the history and evolution of Western worldviews.

Student Learning Outcome 5:
Students will be able to critically engage with dominant paradigmatic elements in the history of ideas and culture, with a focus on Western worldviews.

Goal 3: Transdisciplinarity
To critique, evaluate, and apply transdisciplinary scholarship.

Student Learning Outcome 6:
Students will demonstrate competence in transdisciplinary thinking by integrating content and frameworks from at least two disciplines to create scholarly products.

Student Learning Outcome 7:
Students will be able to critically engage with research approaches from a diversity of perspectives (e.g., religious and spiritual traditions, historical perspectives, and scientific perspectives).
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 8:  
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 9:  
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 10:  
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, http://my.ciis.edu, on the PCC program page).

Student Learning Outcome 11:  
Students will be able to demonstrate familiarity with the relevant moments 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 12:  
Students will be able to present the research and ideas that will form the basis of the dissertation in a well-organized and persuasive public lecture to the PCC community of faculty and students.

Student Learning Outcome 13:  
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 course work 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 direct 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,” 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 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 6315  Epic of the Universe
   PARP 6339  Subtle Activism: The Role of Consciousness in Planetary Transformation
   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  Towards an Integral Ecological Consciousness
   PARP 6532  Christianity and Ecology
   PARP 6533  Touch the Earth: Integral Ecology Practicum
   PARP 6538  Krishna, Buddha, and Christ
   PARP 6549  Toward an Ecological Economics (1 unit)
   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 6661  Integral Gaia
   PARP 6667  Radical Mythospeculation: Cosmic Evolution and Deep History
   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 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 700!  Psyche and Cosmos II: Transits in Depth (Practicum)
   PARP 7007  American Philosophy
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 6315 Epic of the Universe
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 Towards an Integral Ecological Consciousness
PARP 6532 Christianity and Ecology
PARP 6533 Touch the Earth: Integral Ecology Practicum
PARP 6549 Toward an Ecological Economics (1 unit)
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

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)

167
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

I. 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 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 6315 Epic of the Universe
PARP 6339 Subtle Activism: The Role of Consciousness in Planetary Transformation
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 6549 Toward an Ecological Economics (1 unit)
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 6667 Radical Mythospeculation: Cosmic Evolution and Deep History
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 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

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 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 6549 Toward an Ecological Economics (1 unit)
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):
- PAR 6110 Cosmological Powers
- PAR 6120 Cosmology of Literature
- PAR 6159 Plants and People: Understanding the Plant World Through Relationships (1 unit)
- PAR 6278 Integral Ecologies
- PAR 6315 Epic of the Universe
- PAR 6403 Spirit and Nature
- PAR 6431 Martin Luther King, Jr.: Justice, Cosmology, and Interconnection
- PAR 6506 The Great Turning
- PAR 6522 Science, Ecology, and Contested Knowledge(s)
- PAR 6525 Toward an Integral Ecological Consciousness
- PAR 6532 Christianity and Ecology
- PAR 6533 Touch the Earth: Integral Ecology Practicum
- PAR 6549 Toward an Ecological Economics (1 unit)
- PAR 6563 Buddhism and Ecology
- PAR 6569 Earth Law: Toward a Flourishing Earth Community (1 unit)
- PAR 6587 Earth Law in Praxis (1 unit)
- PAR 6682 Ecologies of Liberation
- PAR 6691 Integral Permaculture (1 unit)
- PAR 6743 Hill of the Hawk I
- PAR 6744 Hill of the Hawk II
- PAR 6746 The Earth Journey
- PAR 6748 Nature and Eros
- PAR 6822 Hegel, Wilber, and Morin: Foundations of Integral Theory (advanced seminar)
- PAR 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
PAR 9600 Comprehensive Exam
PAR 9600 Comprehensive Exam (on an Integral Ecology topic)

IV. Dissertation—0 units
PAR 6900 Thesis/Dissertation Proposal Completion (two times maximum)
PAR 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 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 will also 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 Options
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, fresh water 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 aim of creating well-being for communities. This course will have a strong experimental component: there will be meditation sessions in the tradition of mindfulness-insight in each class with a two-day meditation retreat at the end of the semester.

PAR 6089 Myth, Imagination, and Incarnation: Barfield, Tolkien, Lewis, and the Oxford Inklings (3.00 Units) OP Grade Option
This course explores the remarkable collection of English writers known as the Oxford Inklings, a group of literary friends who produced an astounding body of work throughout the 20th century. In stark contrast to prevailing literary trends, the Inklings and their friends sought to probe the interconnection between a rich literary, mythological imagination on the one hand, and Christian theological, spiritual, and even esoteric teachings on the other. They produced works of theology, history, poetry, philosophy, and criticism alongside supernatural thrillers, autobiography, detective stories, science fiction, spiritual writings, and some of the seminal works of 20th-century fantasy for both children and adults. Their works are often artistically stunning, and many continue to be popular today. The writers to be studied include Owen Barfield, C. S. Lewis, J. R. R. Tolkien, Charles Williams, Dorothy L. Sayers, and Dom Bede Griffiths. We will approach their works through philosophical, theological, and literary lenses, seeking both to understand their substantive religious and spiritual visions and to assess how they formally embodied these visions in various genres. Along the way, we will also address a number of questions relevant to students of religion today: Why is it that children’s literature is so often the medium for much contemporary thinking about spirit, ethics, even politics, and other great questions of life? What is the role of fantasy and the imagination in religion, spirituality, and philosophy? How does all of this relate to questions about secularity, disenchantment, re-enchantment, and the consistent return of religion even within the modern age?

PAR 6090 Mindfulness and the Relational Self (1.00 Unit) OP Grade Option
Each passing moment of our conscious experience provides us with another opportunity to cultivate presence. Becoming fully present to and aware of what occurs in consciousness from moment to moment brings us into deeper relation to inner freedom. Such a relation is the beginning of a journey toward healing. Before we can begin, however, we must get to know who and where we are. This initial orientation can be gained through a specialized training called “the setting up of mindfulness.” In this class, we will investigate the mind from the perspective of an early Buddhist school called Theravada—the Way of the Elders. Students will examine and discuss universal predicaments and struggles as experienced through the life of an Indian prince who renounced his kingdom and became known as Buddha—the Awakened One. His gift of mindfulness-insight meditation as a tool for self-examination and discovery will be taught and practiced, and the benefits discussed. Prerequisite: Priority to ACS, ESR, and PCC students.

PAR 6091 Eco-literature and Eco-art in South Indian Tradition (1.00 Unit) OP Grade Option
Uniquely in world literature, the ancient Tamil classical literature (200 BCE to 400 CE) wove its marvelous tapestry on the warp of an ecological worldview that saw human emotion and action as inextricably linked to the ancient ecotypic regions of that land. The course will examine this extraordinary literature and its unique ecological view. Additionally, attention will be given to the ancient women’s household art of the region, which, creating daily designs at the threshold of each home, anchored each home, each day, to the Goddess of the Earth.
PAR 6268 Islamic Philosophy (3.00 Units) OP Grade Option
This course is an introduction to the major issues, figures, and texts of the Islamic philosophical tradition. In addition to its intrinsic value, the Islamic tradition holds great interest and importance because it is our sister tradition, rooted in the same sources of Abrahamic religion and Greek philosophy. Yet, because it has not followed the same descent into reductive materialism and narrowly analytic paradigms as the Western tradition, Islamic philosophy can suggest ways for us to reimagine the Western tradition and retrieve our own visionary and transformative possibilities.

PAR 6284 Science, Spirit, and Biodiversity (3.00 Units) OP Grade Option
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 automata 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 life 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 Judaisms 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 large 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 6756 Islam, Women, and Reform (2.00 Units) OP Grade Option
Islam and women has been a topic of fascination in the West for quite some time. Still, much of the research and media portrayals lack historical depth, textual coherence, and cultural accuracy. This course will introduce the foundational sources of Islamic thought, its sacred texts, methods of interpretation, and politics of implementation as the background to looking at Muslim women's movements. What is gender in Islam? Will it examine multiple aspects of identity development for Muslim women worldwide, including spiritual identities, cultural identities, sexuality, and citizenship. Finally, it will look at the strands of transformation used by Muslim women themselves to achieve the goal of voice and empowerment within their own communities and the world. There are three major strands of conversation. The secular feminist movement seeks to remove religion from the discourse and mostly relies upon international human rights standards. The Islamist neoconservative perspective seeks to maintain Islam as the center of the debate based upon a patriarchal model or interpretation that lacks critical examination. Between these two a third, radical, paradigmatic alternative has emerged at the end of the 20th century, known as Islamic feminism. While often attacked by both the other two strands for being “like” the opposition, it seeks to create and sustain an understanding religion as dynamic and open to new, more gender-friendly interpretation and their resulting practices.

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.
and introduction to 14 of 27 basic sandhi rules (rules of word combination).

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.

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.

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 long-time 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 her co-yoga, and conclude with focus upon Haridas Chaudhuri, as his path relates to the yoga of the Mother and Sri Aurobindo.

This course will present the theology/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.


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.

Special topics in selected readings (chosen according to background of students). Prerequisite: PARA 6205.

Special topics in selected readings (chosen according to background of students). Prerequisite: PARA 6208.

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).
Indian spiritual traditions and cultural forms, historically, with a focus on women, the outcast (and out-caste), and the unorthodox to show how as the postcolonial world’s most robust democracy, with socialist governmental principles, and a woman prime minister. This course examines Indian tradition has sometimes been characterized as simply caste-bound, tradition bound, and anti-women. Yet India emerged in modernity (3.00 Units) OP Grade Option

PARA 6448 Integral Yoga—Theory and Practice (1.00 Unit) OP Grade Option
The Integral Yoga was the spiritual practice of the founder of the California Institute of Integral Studies, Haridas Chaudhuri. This course will emphasize 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 Yoga (1.00 Unit) OP Grade Option
This will be a brief, but concentrated encounter with the Bhagavad Gita 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 antiestablishment actors in Indian civilization.

**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 “I.” 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 6685 Art and Japanese Identity Formation** (3.00 Units) OP Grade Option
This course explores the historical idea and nuances in the formation of a Japanese cultural identity by studying Japanese art 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 into Japan's troubled engagement with modernity.

**PARA 6686 Art and Chinese Identity Formation** (3.00 Units) OP Grade Option
This course explores the historical idea and nuances in the formation of a Han Chinese cultural identity by looking at the manifestations of Chinese art. 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.

**PARA 6687 Buddhist Art of Asia** (3.00 Units) OP Grade Option
This course will study the sectarian and cultural nuances of Buddhism as manifested 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 reigns. 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?) This course may give a counter to these strongly felt views.

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 7141: Mahayana Abhidharma (3.00 Units) OP Grade Option
An investigation of cognitive and emotional structures of experience based on the philosophy and psychology of the fourth-century Indian Buddhist scholar Vasubandhu (the Abhidharmakosa and the Trimsika) and subsequent Indo-Tibetan elaborations.

Para 7144: Compassion and Emptiness (3.00 Units) OP Grade Option
The core of the Mahayana Buddhist tradition is wisdom and compassion. Wisdom is the living energy that comes from the insight that there are no fixed points in reality, an insight that is sometimes called emptiness. We go searching for fixed reference points like a you and a me, and we don't find anything, so it’s said that the not finding is the great finding. It's liberating; it's openness. And with the loss of any fixed reference points, one can more easily be present with other living beings, hence empathy or compassion. Compassion is the living proof that one is in the process of embodying wisdom insights. These twin energies of wisdom and compassion are also the operating system or the lubricant that makes possible all of Buddhist Tantra, which can be seen as dancing with the apparent display that arises in one's mind. Tantra proclaims that everything can be worked with, played with. What makes this Tantra dance possible is the Mahayana insight of a basic indwelling clarity and goodness, Buddha nature. Inside of us are these already enlightened qualities that are temporarily covered over, and Tantra gives us many ways to unleash, rediscover, and live in the light of that which has always been there.

Para 7157: Working with Emotions: Buddhist Perspectives (3.00 Units) OP Grade Option
What are emotions? Friends or enemies? We will explore via readings and experiential exercises the nature of emotional energies, with special attention to Indo-Tibetan spiritual traditions. This course will focus on the cognitive and affective dimensions of emotional upset, and three ways of working: training in mindful awareness (Theravadin), transforming awareness (Mahayana), and direct recognition of the energetic core of such upset (Tantra). Western philosophical and psychological literature on emotion will be comparatively explored. This class will be useful for finding supportive ways to work with traumatic energy through gentle transformation practices in a supportive environment.
This course will explore one of the most important texts of Ch’an (Chinese Zen) Buddhism, the Blue Cliff Record. Compiled in the 12th century, the Blue Cliff Record contains 100 koans, commentary, and teachings of various masters, and remains one of the greatest treasures of Ch’an/Zen literature.

In this course, we examine the variety of Indo-Tibetan Buddhist meditative/contemplative practices, and their associated textual sources. We cover the basic techniques of shamatha (calming mindfulness-focused) practices, vipashyana/vipassana (expanded insight practices), and Buddhist Tantric visualization practices using deity yoga. Who is the one who meditates? We explore the variety of “selves” and agency in the context of meditation. Why do Buddhists say they meditate? We explore the key term of marga (path/journey) of spiritual transformation and how meditation, in all its varieties, is meant to stimulate such transformation.

An inquiry into the “hidden treasure” teachings (terma) of Tibet, with parallels to Western traditions.

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.

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).

The Madhyamaka critique of philosophic systems; the radical “nonconceptual” approach to reality; the altruistic bodhisattva path.

Cittamatra epistemology and description of perception; Indian idealism as karma-based psychology; and the altruistic bodhisattva path.

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, Uttaratantra, and others.

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.

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.

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.

Study of the Yoga Sutras of Patanjali in the context of commentaries and subcommentaries, with an emphasis on the diversity of interpretation.

With the economic, geopolitical, and cultural rise of China and India as global powers at the dawn of the century, it is imperative to understand how the great philosophies and traditions of these two ancient civilizations are influencing global culture. An exploration into the wisdom traditions of Hinduism, Buddhism, and Taoism provides an opportunity to study their extension and contemporary application, as they significantly affect the emerging global narrative. Specifically, the course examines how these three great Asian traditions are shaping the emerging planetary notions of health and medicine, business and economics, ecology, geopolitics, and gender equality. Using a multidisciplinary approach that combines religious and philosophical inquiry with contemporary topics, this relevant and timely course is ideal for those eager to apply their study of Asian wisdom traditions within a 21st-century context.

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 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 questioning 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 7354 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
Tao 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 before. 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 may 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 that shows there are good bases for beginning research and shows 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 may 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 that shows there are good bases for beginning research and shows that other sources are inadequate, incorrect, or nonexistent to cover the topic and project proposed. Prerequisite: ASC PhD student.

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 world views 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 6146 Birth of the Diamond Soul (3.00 Units) OP Grade Option
The objective in this course is to explore the impact the planetary crisis may be having on the human soul. We will examine the hypothesis that the size and scale of the transformation taking place globally mirrors an equally profound shift taking place within the soul. This course will bring into dialogue two lines of inquiry that often appear separately in the literature: (1) the dynamics of the soul’s growth through reincarnation and (2) the dynamics of humanity’s evolutionary collective transformation. In this respect it will be integrating themes from Christopher Bache’s two earlier books—Lifecycles and Dark Night, Early Dawn. Integrating these two perspectives takes us into the nuts and bolts of the evolutionary pivot that the soul may be undergoing at this critical moment in history.

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 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 allow you to deepen your connection to nature, cultivate your own unique relationship with the plant world, and express your relationship in creative and embodied ways.

PARP 6700 Dark Night, Early Dawn: LSD Psychotherapy and Collective Transformation (2.00 Units) OP Grade Option
Working conscientiously with psychedelics dramatically expands the depth and breadth of our transformational practice, often blurring the line between healing the individual and healing the species. As the global systems crisis deepens, the collective unconscious is making itself increasingly felt in this work, and yet clinical theory tends to underestimate the significance of these encounters because of its historical focus on healing the individual. The narrative that still dominates transpersonal theory is the narrative of individual transformation. This course explores the deep structure of consciousness as it surfaces in LSD psychotherapy. It expands transpersonal theory by systematically integrating the larger systems we are part of into our model of consciousness, shifting the focus from individual transformation to collective transformation. We will begin by exploring the interplay of the individual and collective mind in the death-rebirth process, integrating Rupert Sheldrake's morphic field theory into Stan Grof's depth psychology. We will then examine the social impact that deep inner work can have on our immediate environment, leading to a new appreciation of the role of collective fields of consciousness in groups. From there we will explore the global systems crisis as a dark night of our collective soul and the role that the collective psyche may play in resolving it. The relevance of this inquiry extends beyond psychedelics to holotropic breathwork, vision quests, various experiential therapies, contemplative practice, and spontaneous spiritual emergence. Theorists covered include Stanislav Grof, Rupert Sheldrake, Ken Wilber, Ken Ring, Robert Monroe, Peter Russell, and Duane Elgin. 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 CCC and ESR students.

PARP 6283 Merleau-Ponty: The Body and the Earth (3.00 Units) OP Grade Option
In this course, we will read several texts from Maurice Merleau-Ponty and his heirs, focusing on how his work builds a strong matrix for understanding how our very souls are intertwined with the Earth, the foundation for a more passionate environmental sensibility. We will engage in various experiential exercises, inspired by clues from Merleau-Ponty, designed to extricate us from residues of the dualistic thinking that infects so many of us, making it difficult for us to feel fully at home here.

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 objectification 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 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 Aristotle-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*, and 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 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 6499 A Brief History of Western Thought (1.00 Unit) 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, Reformation, and 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 evolutionary 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 biological 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 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 way 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 this 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 socioecological 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) LG 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 6549 Toward an Ecological Economics (1.00 Unit) OP 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 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. Prerequisite: Priority to PCC and ESR students.

PARP 6562 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 6569 Earth Law: Toward a Flourishing Earth Community (1.00 Unit) OP Grade Option
Climate change and other global threats are increasingly illustrating the limits of our existing environmental laws to stem the Earth’s degradation. This course posits that environmental declines will continue until we address a fundamental assumption underlying our governance systems: that humans are separate from the natural world and may treat it as property to be exploited rather than as an intimately connected ecological partner. The course will critically examine the sources of this assumption and its impacts on preventing us from achieving a flourishing Earth community. It will describe legal, economic, and other governance systems that do recognize the inherent rights of the natural world to exist, thrive, and evolve, and it will discuss how such systems can be implemented to advance lasting well-being for both people and planet.
PARP 6587 Earth Law in Praxis (1.00 Unit) LG Grade Option
Earth Law represents a new form of law, economics, and governance that recognizes the inherent rights of the natural world to exist, thrive, and evolve. This course will show how the concepts of Earth Law can be taken into existing and new environmental and human rights advocacy efforts to reverse the trend of injury to the Earth and its systems. To do so, the class will examine the limitations of current advocacy initiatives (particularly regarding their role in perpetuating the myth of separation and servitude of nature) and address the question of how to bring the language of connection and rights of nature to current and future environmental advocates. Finally, the class will include an experiential exercise in which students participate in a mock, structured environmental advocacy initiative from the perspective of Earth Law. The class will also include a final paper that calls on students to apply the concepts of the class to real-world fact sets.

PARP 6667 Radical Mythospeculation: Cosmic Evolution and Deep History (3.00 Units) PF Grade Option
This course essentially combines and brings into dialogue two long-time 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 ESR and 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 socioecological 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 6691 Integral Permaculture (1.00 Unit) OP Grade Option
This course includes an introduction to the core philosophy, principles, and practices of permaculture. Permaculture is considered not only as a form of ecological design but more broadly as an approach toward a more integral—that is, a more integrated and psycho-spiritually responsive—way of being in the world. 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 Spatial 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 Spatial 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 for 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. Prerequisite: Priority to PCC and ESR students.
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 chi (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, psycho-spiritual discipline. The core of the course will consist of expert instruction in the first section of Yang Ch’en-fu’s original version of the Yang style Long Form. Students will also learn the fundamentals of Taoist cosmology, of chi kung (qigong), of 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 archeaic 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 also 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 either 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 hyper-specializations. 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 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.

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 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 7153 Archetypes, Art, and Culture (2.00 Units) PF 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 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

Chair
Alka Arora, PhD

Core Faculty
Mara Lynn Keller, PhD
Arisika Razak, RN, CNM, MPH

Adjunct Faculty
Asoka Bandarage, PhD
Jennifer Berezan, MA
Carolyn Brandy, BA, Initiated Elder
Jane Carleton, GG, MA
Susan G. Carter, PhD
Ana Castillo, PhD
Carol P. Christ, PhD
Lisa Christie, PhD
Randy Conner, PhD
Cheryl Dawson, MA, MDiv
Vivian Dzyak, PhD
May Elawar, PhD
Lynne Engelskirchen, PhD
Kendra Ford, PhD
Heide Goettner-Abendroth, PhD
Leslie Gray, PhD
Miri Hunter Haruach, PhD
Anne Key, PhD
Rabbi Jane Litman, MAHL
Mary Mackey, PhD
Zenju Earthlyn Manuel, PhD
Reanne McNeal, MA
Mytrae Meliana, MA, LMFT
Elenie Opffer, PhD
Sandra Pacheco, PhD
Marguerite Rigoglioso, PhD
Victoria Rue, PhD
Sara Salazar, PhD
Miriam “Starhawk” Simos, MA
Luisha Teish, Iyanifa, Initiated Elder
Camille “Afia Walking Tree” Thomas, MA
Elizabeth Ursic, PhD
Karen Villanueva, PhD
Sara Webb, BA, CMT
Annette Williams, PhD

About the Program
Founded in 1992 by internationally known trailblazers in the women’s spirituality movement, the Women’s Spirituality program offers an interdisciplinary 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 MA and PhD program in the nation to integrate a study of the sacred feminine with an examination of contemporary social, political, and ecological issues. Faculty and students meet together to 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 a broad, multicultural perspective 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 and racialized hierarchies of power?
• What role have spirituality and religion played in women’s movements and related social justice movements around the world?
• What wisdom can our diverse spiritual traditions offer us in our 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 semi-distance students meet their face-to-face requirements, we offer six-day intensives each semester, as well as additional weekend courses. 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. They may also transfer 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 semester 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 cocreate 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 join the emergent chorus of diverse voices from multiple orientations, locations, and perspectives. 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 characterized as women, the Women's Spirituality Program explicitly acknowledges difficulties that arise from heteronormativity in spirituality and from dual or binary gender systems. We welcome individuals of all sexualities 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 and sexual orientations and identities (including lesbian, bisexual, heterosexual, queer, etc.). Our required core courses are multicultural, international/ global, and trans-historical in scope. Each of the major Areas of Emphasis of the Women's Spirituality curriculum includes a diversity of religious and spiritual traditions along with the contributions, reflections, experience, and scholarship of Indigenous peoples and people of all colors from diverse local and global backgrounds. Syllabi for our courses include Western and non-Western academic sources. Methodologies discussed and utilized in Women's Spirituality courses include multiple ways of knowing drawn from ancient and contemporary sources, reflecting the contributions of ethnically diverse working-class and professional-class scholars. We recognize the contributions of pre- and postcolonial societies in Africa, Asia, and North and South America, as well as Indigenous and immigrant cultures in the United States.

**Student Diversity**
We value ethnic and economic diversity in our program, and we make a concerted effort to recruit and retain students who come from communities that reflect these diversities. In recent years, our student body has been composed of 40–50 percent students of color. We support diverse students through hiring diverse faculty, incorporating diverse perspectives throughout the curriculum, and the involvement of students of color in our recruitment efforts. We pay particular attention to issues of diversity in our advising and mentoring, recognizing that ethnic and class background, along with sexual orientation, are often part of what shapes and directs students' 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, 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.

Program Learning Outcomes

1. **Integrate and apply knowledge in the field of women’s spirituality to academic scholarship and real-world problems.**
   1.1 Integrate into scholarly papers and presentations an in-depth knowledge of the foundational concepts in one or more of three areas of emphasis: Women and World Religions; Feminist and Ecofeminist Philosophy and Activism; and Women's Mysteries, Sacred Arts, and Healing.
   1.2 Analyze and interpret the significance of the divine feminine through a plurality of academic and experiential engagements spanning multiple historical and cultural traditions.
   1.3 Conduct multicultural research and scholarship across disciplinary boundaries that values of many ways of knowing.
   1.4 Employ a critical feminist lens to interrogate the construction of knowledge and social systems.

2. **Engage in conscious transformation of self and society.**
   2.1 Critically articulate one’s positionality within various communities, histories, and cultures.
   2.2 Analyze relative privilege, power, oppression, and marginalization within various local and global communities.
   2.3 Examine and articulate one’s spiritual growth and transformation.
   2.4 Integrate a reflection of personal spiritual values with a commitment to social transformation.

3. **Apply learning toward professional and/or community contexts.**
   3.1 Create and present a culminating body of work that demonstrates ability to present one’s knowledge in professional contexts.
   3.2 Connect scholarly and theoretical interests with social advocacy and other modes of employment.
   3.3 Demonstrate presentation and facilitation skills in the classroom and through other academic, cultural, or artistic events.
   3.4 Write effective academic and other genres in a trajectory that leads to publication.
   3.5 Integrate digital and electronic resources to support and expand their scholarship and practice.

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. Others of our 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 and demonstrate the potential to be successful in this academically rigorous program. Application materials include a goal statement, academic writing sample, autobiographical statement, two letters of recommendation, 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; the ability to think critically and creatively; respect for a diversity of viewpoints; sufficient maturity and stability to pursue independent inquiry; and scholarly writing skills.

Curriculum

**MA in Women, Gender, Spirituality, and Social Justice—36 units**

I. **Required Foundation Courses—13 units**
   A. PARW 6027  Foundational Elements of Academic Research and Writing
   B. PARW 6047  Critical and Liberatory Methods of Inquiry
   C. PARW 6286  Building Conscious Allyship
   D. PARW 6500  Lineages of the Sacred Feminine
   E. PARW 7585  Spirit, Compassion, and Community Activism
   F. PARW 7609  Womanist, Feminist, and Decolonial Worldviews
   G. PARW 6658  Spiritual Activism and Transformative Social Change

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—8 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 inquiry in the area of women’s spirituality, particularly as it relates to the fields of philosophy and religion. Students develop advanced skills in transdisciplinary research and writing and are prepared to make an original contribution to the field.

The Women’s Spirituality, Philosophy and Religion program focuses on three broad and deepening areas of study: Women and World Religions; Feminist and Ecofeminist Philosophy and Activism; and Women’s Mysteries, Sacred Arts, and Healing. The multiple epistemological frameworks emphasized by our faculty and students include womanist, feminist, mujerista, sisterist, indigenous, and postcolonial lenses.

Studies are tailored to individual interests, within the parameters of program and University requirements. The doctoral dissertation—which envisions personal, social, and planetary transformation—is grounded in the literature and standpoint of Women’s Spirituality and at least one other academic field.

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 of reverence for a dark mother of Africa to all continents of the world. We explore the sacred iconographies and diverse roles of women in African, Native American, Meso-American, South American, Old European, and other indigenous, nature-based, Goddess and God spiritual traditions. We examine women’s spiritual roles and practices in historical and contemporary expressions of Judaism, Christianity, and Islam; Hinduism, Buddhism, Taoism, and Shinto; 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—found in the folklore, heresies, and everyday rituals of diverse subaltern cultures. Women’s spiritual quests and interfaith dialogues are encouraged, and the “sacred feminine” of many traditions is reclaimed and honored. Goddess studies, modern matriarchal studies, women’s spiritual quests, interfaith dialogues, and the “sacred feminine” of many traditions are reclaimed and celebrated.

2. **Feminist and Ecofeminist Philosophy and Activism**
   Feminist philosophy has long emphasized a relational approach to key philosophical issues. This approach seeks to be holistic, moving beyond reductionist and mechanistic dualisms to reconstitute and generate a worldview of dynamic interconnectedness in the web of life. Ecofeminist philosophy explores the embodied, embedded, ecosocial context of philosophical issues, with attention to the emergent field of relational or holistic thought. Courses include topics such as: diverse ecological feminisms; spiritual activism and models of justice; animal rights and ethics; multicultural feminist theory; womanist/feminist philosophy; and process philosophy and process theology/theology. 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 and caring world.

3. **Women’s Mysteries, Sacred Arts, and Healing**
   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 female mysteries of birth, sexuality, death, and rebirth along with the culturally constructed participation of other genders in these primal bio-social-psychic processes by focusing on ritual, music, dance, literature, painting, sculpture, and film. 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. Courses include modes and powers of healing utilized by women from a variety of spiritual, sociocultural, and geographic traditions and locations; issues in women’s health, healing, and wellness; diverse views on women’s embodiment and sexualities; and experiential studies in movement and bodywork.

Program Learning Outcomes

1. **Make an original and substantial contribution to the discipline of women’s spirituality by completing a dissertation.**
   1.1 Engage an original research question that advances the field of women’s spirituality.
   1.2 Produce rigorous and critical scholarship.

2. **Demonstrate advanced research skills.**
   2.1 Situate the transdisciplinary scholarship of women’s spirituality in relationship to:
      A. at least one other academic discipline, such as Women’s Studies, Religion, Philosophy, and Ethnic Studies;
      B. local and global social, spiritual, and political discourses and movements.
   2.2 Integrate traditional research approaches with feminist, embodied, critical, reflective, transpersonal, and collaborative community-based approaches.
   2.3 Integrate research from multiple spiritual/wisdom traditions, sacred knowledge, scripture, myth, ritual, and praxis.
   2.4 Critically analyze and evaluate one’s own findings and those of others.
   2.5 Demonstrate ability to communicate one’s findings in both scholarly and public arenas.
3. Demonstrate commitment to socially relevant scholarship.
   3.1 Synthesize and evaluate multiple and diverse philosophies, theologies/thealogies, and theoretical frameworks in the field of women’s spirituality.
   3.2 Keep abreast of current advances within the field of women’s spirituality and related areas.
   3.3 Demonstrate ability to connect one’s academic inquiry with the real-world concerns of communities outside academia.

   4.1 Articulate, orally and in writing, personal reflections that exhibit growth in self-awareness (including one’s sociopolitical standpoint), emotional intelligence, and spiritual/philosophical/religious development.
   4.2 Articulate, orally and in writing, growth in cultural sensitivity/humility and awareness of one’s relationship to others and to the natural world.
   4.3 Demonstrate a complex and critical understanding of diversity and pluralism, including but not limited to diversity of (a) gender, gender identity, sexual orientation; (b) race, ethnicity, nationality, and culture; and (c) spiritual and religious identities.
   4.4 Demonstrate ability to critically evaluate interconnected systems of oppression as well as practices of social transformation.
   4.5 Understand and apply one or more modalities of healing, creative production, and/or spiritual practice.

5. Demonstrate professional skill.
   5.1 Develop teaching skills grounded in womanist/feminist and integral pedagogies, and demonstrated through public presentations of scholarly papers or artwork at professional or academic organizations, art exhibitions, and other public venues.
   5.2 Develop strong ability to articulate ideas in clear academic writing through research and/or publishing.
   5.3 Connect academic studies to grassroots activism, the nonprofit sector, and/or other academic venues, through community service, internships, workshops, art exhibits, and other events.
   5.4 Demonstrate leadership and facilitation skills in mediating “difficult conversations” that emerge through eco-sociopolitical diversities and/or facilitation of public rituals, workshops, and other special events.
   5.5 Develop proficiency in digital research skills.

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, and healers.

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. They must also display excellent academic writing skills. Required application materials include an autobiographical statement, a goals statement, an academic writing sample, two letters of recommendation, and all undergraduate and graduate transcripts. The goals statement should include a prospective area of specialization and/or dissertation topic that is consistent with the program’s mission and the expertise of the faculty.

Candidates must have an MA 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 18 additional units of courses drawn from the WSE curriculum will 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; respect for a diversity of viewpoints; sufficient maturity and stability to pursue independent 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 Lineages of the Sacred Feminine
   PARW 6548 Women and World Religions
   PARW 7609 Womanist, Feminist, and Decolonial Worldviews
   PARW 8012 Women’s Spirituality Research Methodologies

II. Women’s Mysteries, Sacred Arts, and Healing—3 units
   Any 3 PARW units.
III. Feminist and Ecofeminist Philosophy and Activism—3 units
Select one of the following options or courses chosen in consultation with advisor:
PARW 6658 Spiritual Activism and Transformative Social Change AND
PARW 7585 Spirit, Compassion and Community Activism
PARW 7002 Ecofeminist Philosophy and Activism
PARW 7006 Women Philosophers, Mystics, and Wisdom Teachers

IV. 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.

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 6187 Womanist Theology and Restorative Justice
   PARW 6265 Return of the Goddess: Literature of the Goddess Spirituality Movement
   PARW 6600 Goddesses of Prehistory: An Archaeomythology
   PARW 6671 Lady Wisdom, Hagia Sophia
   PARW 6787 Sacred Women of Africa and the African Diaspora
   PARW 6792 Women and Tantra
   PARW 6548 Women and World Religions
   PARW 7560 Thealogy/Theology: Goddess/God, Humanity, Nature, and Ethics
   PARW 7640 Goddess and God Civilization of Ancient Crete

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 6291 Teaching to Transform: Practical Strategies for Liberatory Educators
   PARW 6423 Feminist Perspectives on Transpersonal Psychology
   PARW 6446 Nature as Sacred Text
   PARW 6658 Spiritual Activism and Transformative Social Change
   PARW 7002 Ecofeminist Philosophy and Activism
   PARW 6682 Ecologies of Liberation
   TLD 7562 The Power of Partnership

3. Women's Mysteries, Sacred 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 6328 Writing Spiritual Memoir
   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 6779 Embodied Healing Traditions
   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 6795 Kundalini Energy, the Tree of Life, and Cosmic Consciousness
   PARW 7020 Sacred Music of the World: Traditional and Contemporary
   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

V. 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.

VI. 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).
VII. Comprehensive Exams—3 units
- PARW 7880 Comprehensive Exam: Literature Review (3 units)
- PARW 7881 Comprehensive Exam: Advanced Research Methods (0 units)

VIII. 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, an 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 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 Women's Spirituality—18 units

I. Foundation—6 units
- PARW 6548 Women and World Religions
- PARW 8012 Women's Spirituality Research Methodologies

II. Feminist and Ecofeminist Philosophy and Activism—3 units
- Select one of the following options, or courses chosen in consultation with advisor (if either A or B was taken during the student's MA, they can be substituted with other coursework in one of the student's areas of emphasis):
  - PARW 6658 Spiritual Activism and Transformative Social Change AND
  - PARW 7585 Spirit, Compassion, and Community Activism
  - PARW 7002 Ecofeminist Philosophy and Activism
  - PARW 7006 Women Philosophers, Mystics, and Wisdom Teachers

III. Areas of Emphasis—3 units
- Three units in one of the areas of emphasis: Women and World Religions; Feminist and Ecofeminist Philosophy and Activism; and Women's Mysteries, Sacred Arts, and Healing. These 3 units should cover a different area of emphasis than was covered during the MA and must be approved by the advisor.

IV. 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 his or her MA, then another 3 units are not advised).

V. 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).

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
Course Descriptions

PARW 6027 Foundational Elements of Academic Research and Writing (1.00 Unit) PF Grade Option
We begin by covering important information 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, particularly in the field of women's spirituality, and what distinguishes appropriate from inappropriate Internet resources for use in scholarly research. We review the WSE program's 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.

PARW 6047 Critical and Liberatory Methods of Inquiry (2.00 Units) LG Grade Option
This required course for MA students in Women, Gender, Spirituality, and Social Justice (WGS) is also recommended to PhD students who wish to refresh or strengthen their critical thinking skills and introductory-level understanding of graduate methodologies. Students learn how to grasp the essence of a text, and how to crystallize, conceptualize, and distill the key ideas and main intent in their own writing. Critical-thinking exercises strengthen academic skills for analyzing text, for constructing well-designed and cogent research papers, and for engaging in dialogue and debate regarding ideas and beliefs. Various means for developing well-substantiated lines of thinking and reasoning will be enhanced, along with the ability to discern patterns of faulty reasoning. Students learn about the differences in worldviews and methodologies among the humanities, social sciences, and physical sciences, and reflect on what it means to develop an interdisciplinary approach to research. Traditional research methodologies will be introduced along with recent schools of thought, 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 6075 Gender, Sacred Sexuality, and Healing (2.00 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 6080 Holistic Perspectives on Sexual and Reproductive Rights and Freedom (2.00 Units) OP Grade Option
This class is a multicultural exploration of 21st-century issues in the shifting landscape of sexual and reproductive rights and freedoms for women and other oppressed genders. We will use films, personal narratives, and guest presentations along with the writings of women of color, working-class people, health activists, sexual and spiritual healers, and LGBTQIAA individuals and communities to explore contemporary and historic issues in the social and medical treatment of socially targeted individuals and groups in their quest for sexual freedom, reproductive rights, and reproductive health. Topics to be reviewed include: new definitions of liberatory sexualities; holistic perspectives on ending sexual abuse and forced prostitution; the social targeting of motherhood in dominant and nondominant populations; the liberal and/or marginalizing effects of new biotechnologies on diverse populations; and the activism and embodied theorizing of oppressed groups involved in the reproductive justice and queer health movements.

PARW 6167 Gender, Power, and Spirit in Indigenous Cultures (1.00 Unit) OP Grade Options
This class will explore the legacy of Native American Indian women and transgender or two-spirit people on a path of power (leaders, healers, shamans, ceremonialists) and the spiritual images and stories of the cultural contexts in which they exist. The emphasis of the class will be on going beneath the overlay of prevailing worldviews and values to uncover recurring indigenous themes, many of which are strikingly of global relevance today. These themes will be elucidated didactically and experientially, and there will be opportunities to dialogue in a manner consistent with Native American oral tradition.

PARW 6187 Womanist Theology and Restorative Justice (2.00 Units) OP Grade Option
This class will offer students an opportunity to consider how restorative justice and spiritual praxis can serve disenfranchised women. We will examine the social and spiritual lives of women who are marginalized by poverty, health disparities, and broken opportunities. Through scholarship based in womanist theology, we will address how important knowledge can be produced by exegeting the lives of those on the margins. Most important, we will address critical issues of justice and ask how women's wholeness can be restored.

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 pre patriar chal 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 6291 Teaching to Transform: Practical Strategies for Liberatory Educators (2.00 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.

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, Hochma, 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 re-emerge once more.

PARW 6419 Transformative Philosophies of Justice: Local and Global Perspectives (3.00 Units) OP Grade Option
This course 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 6423 Feminist Perspectives on Transpersonal Psychology (2.00 Units) OP Grade Option
This course serves as an introductory inquiry into transpersonal psychology and its relationship to women's spirituality and women's psycho-spiritual development. This course defines transpersonal psychology, looks at the history of transpersonal psychology, explores the scope of transpersonal psychology, and delves into specific fields of integration or application. We will introduce principal concepts, assumptions, and developmental theories. There will be space given for direct exploration and experience of the subject matter in an integrated manner. This class explores transpersonal and psychological theories with a feminist lens. It will be divided into three sections, with each section addressing the major areas of transpersonal theory and theorists. The sections include an introduction to transpersonal psychology; key theorists and feminist response to them; archetypal and Jungian applications; re-visioning transpersonal psychology through a feminist lens. The final section will invite us to cocreate a new vision.

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 ca. 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 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 period 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 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 crimes against women and sexual minorities. In response, spiritual feminist and sexual minority 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 help 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 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 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 mythical beings. Films such as Goddess Remembered, Sorceress, Daughters of the Dust, Monsoon Wedding, Frida, Blossoms of Fire, and Whale Rider will be reviewed.

PARW 6500 Lineages of the Sacred Feminine (3.00 Units) OP Grade Option
This course weaves together women's spiritual experiences with cultural history, art, womanist-feminist theory and practice, Earth-based spiritual traditions, ecology, ecofeminism, and ancient and modern struggles for liberation. Drawing substance from the visions, dreams, artistry, and activism of many women and other subaltern populations from all over the globe, it introduces some of the leading and emerging multicultural and multidenominational voices of the women's spiritual movement in the U.S. and the world. This portal course for Women's Spirituality residential MA and PhD students emphasizes community building and greater awareness and appreciation of diversity. Each person is asked to research and share her mother-line heritage.

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 6575 Dreaming I: Introduction to the Art of Dreaming (1.00 Unit) OP Grade Option
Dreaming I introduces students to the field theory of consciousness and the multidimensional nature of reality accessed through dreaming. The course focuses on the basics of dream recall and interpretation, dream reentry, and more advanced techniques such as waking and intentional dreaming. Through class participation as well as individual practice, students begin to develop competence in the art of dreaming. Students are asked to present dreams they feel comfortable sharing with the class for interpretation and discussion, and the relationship between dreaming and waking life is discussed and explored. Evaluation is based on class participation, the submission of a dream journal containing dreams and dream interpretation that students feel comfortable sharing with the instructor, and a final paper on a topic selected with the instructor’s consent.

PARW 6658 Spiritual Activism and Transformative Social Change (2.00 Units) OP Grade Option
This course will explore how our connection to embodied, spiritual wisdom can inform our efforts to create a more socially just and ecologically healthy 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 drawn from their own personal, professional, and activist experiences. Topics include: the interconnections among personal transformation, social change, and ecological healing; the role of anger, love, hope, and forgiveness in social movements; and the role of spiritual activism in meeting the social, political, and environmental challenges of our times.

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 social movements; and the role of spiritual activism in meeting the social, political, and environmental challenges of our times.

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 6783 Woman as Healer (2.00 Units) LG Grade Option
Women have long held official and unofficial roles worldwide as healers, midwives, herbalists, shamans, and transmitters of sacred knowledge in service to the community. This course will explore some of that history, as well as the spiritual practices, processes, and personalities of women in the modern era who are drawing on indigenous and nontraditional healing modalities to bring spiritual harmony, bodily health, and emotional balance to their cultures and the world at large. Among the topics explored will be curanderismo, sacred medicine traditions, herbalism, hands-on healing, midwifery, channeling, psychic healing, clairvoyant diagnosing, and more.
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, 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 Embodied 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 contemporary dance practices that invoke and embody Spirit. The class will include group movement and lecture demonstrations led by master teachers who will reflect on their specific dance traditions and the use and performance of these traditions in contemporary times.

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 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 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 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) LG 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) OP 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, lubricating 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 armor. 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 7560 Thealogy/Theology: Goddess/God, Humanity, Nature, and Ethics (3.00 Units) LG Grade Option
This course compares and contrasts feminist approaches to sources of reliable knowledge (how we know); Goddess/God, humanity, nature, and ethics in the contemporary Goddess movement; Judaism, Christianity, Buddhism, and Hinduism. Authors to be studied include Alice Walker, Susan Griffin, Mary Daly, Judith Plaskow, Carol P. Christ, Delores Williams, Rosemary Radford Ruether, Rita Gross, Rita Nakashima Brock, Starhawk, Lina Cupta, China Galland, and Kwok Pui-lan.

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 encourages students to put their spiritual values and beliefs into action in the larger community. Students have the opportunity of integrating their academic study with practical 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. Students are expected to take 1 unit in conjunction with 60 hours of in-service learning, volunteering with a nonprofit community organization.

PARW 7609 Womanist, Feminist, and Decolonial Worldviews (3.00 Units) OP Grade Option
This class for all MA and PhD students examines a diversity of womanist, feminist, mujerista, and postcolonial worldviews, theories, and activism in the U.S. and internationally. It reviews contemporary international dialogues and postcolonial discourses, along with modern and historical womanist-feminist controversies. Topics covered include an examination of the intersectionality of gender, race, class, and sexual identity proposed by African American and Latina feminists; feminism, gender, and activism among local/global diasporic feminists of Africa, Asia, North and South America, the Middle East, and Europe; dominant and nondominant womanist-feminist discourses on spirituality, religion, and gender; local and global feminist analyses of gender, violence, and war; the social construction of the self in a variety of social and cultural settings; and a cross-cultural examination of the experience and institution of motherhood as well as the choice not to become a biological mother.

PARW 7640 Goddess and God Civilization of Ancient Crete (2.00–3.00 Units) LG 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 artwork; 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. 1500 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. University 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 and 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, he or she can attempt it once more.

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
This course—required of all PhD students usually in their second year of study, and strongly recommended for MA students intending to write a thesis—surveys disciplinary and multidisciplinary Women’s Spirituality research methodologies for the three areas of emphasis in Women’s Spirituality: Women and World Religions; Feminist and Ecofeminist Philosophy and Activism; Women’s Mysteries, Sacred Arts, and Healing. Students will compare and contrast two types of research methodologies for relevance vis-à-vis particular research topics. Methods considered may include women’s spiritual ways of knowing, hermeneutics of scriptures, comparative studies, feminist standpoint epistemology, philosophical reasoning and conceptual analysis, action research, narrative/organic inquiry/heuristic research, literary criticism, and the creative processes of the arts.

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.
MA in Transformative Leadership (online)

PhD in Transformative Studies (online)

About the 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 in Transformative Leadership with a Focus in Partnership Studies
Students in the MA in Transformative Leadership program can choose a focus in Partnership Studies. The focus is made up of three courses centering on the application of the Partnership model and Cultural Transformation Theory, developed by cultural historian and systems scientist Riane Eisler, to leadership and transformation. This is an innovative program for those who are serious about making a difference in their lives, their organizations, and the world. Students work in a community of like-minded individuals, build a curriculum around their calling and passion, and develop skills to make their visions realities. Students also can earn credit while interning with the Center for Partnership Studies or other change-making nonprofit organizations.

The Partnership Studies focus is ideal for those who enjoy being on the leading edge of social change movements and are looking to further develop and hone skills for meaningful employment and greater effectiveness in nonprofit, not-for-profit, and for-profit community-minded organizations. Designed for people who lead full lives, it is offered in a flexible online format; students will learn how to bring greater partnership into their lives and community groups while being supported by CIIS faculty and a community of co-learners in intensive seminars and a lively online environment.

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 only. Students must follow the course sequence.

Curriculum

MA in Transformative Leadership—36 units

I. Required Courses—27 units
   1st Semester (fall)
   TLD 6555    Residential Intensive (required in person before every semester begins)
   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

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2nd Semester (spring)
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 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 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 5200 Creativity and Personal Transformation
TLD 6017 Scholars’ Toolkit
TSD 6136 Life Balance and Stress Management
TLD 6287 Cultivating Conscious Leadership Among Women
TLD 6796 Sexual and Gender Orientation: Research, Policy, Society, and Self-Awareness
TLD 6797 Sexuality and Human Rights: Theory, Policy, Media, and Advocacy
TSD 7030 Buddhist Activism and Social Change
TLD 7042 Partnership in Action
TLD 7562 The Power of Partnership
TLD 7585 Spirit, Compassion, and Community Activism

Curriculum

MA in Transformative Leadership with a focus in Partnership Studies—36 units

I. Required Courses—27 units
1st Semester (fall)
TLD 6555 Residential Intensive (required in person before every semester begins)
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 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 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 6555 Residential Intensive (required in person before every semester begins)
TLD 7999 Capstone: Action Project

II. Partnership Studies Focus Courses—9 units
A. Required
TLD 7042 Partnership in Action
TLD 7562 The Power of Partnership

B. Focus Electives
3 units chosen in consultation with advisor.

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 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.
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 Integral Studies
The Integral Studies focus explores the deep nature of human consciousness, its evolution since the dawn of humankind, its growth and transformation in each human life, and its many expressions in art, science, and society. The Integral Studies focus in the Transformative Studies degree requires three specific courses designed to provide the conceptual foundation for an understanding of integral scholarship and action. Additionally, the dissertation must be developed from an integral perspective. This requirement is flexible, but in general terms it means that the research and scholarship must take some account of first-, second-, and third-person perspectives.

With roots dating back to the early 1950s, CIIS came into being in 1968 as California Institute of Asian Studies. The life and work of the University’s original director, Dr. Haridas Chaudhuri, was inspired by the integral philosophy of Sri Aurobindo. Today this integral insight is growing again, reflecting ideas put forth by many great contemporary thinkers, including Ken Wilber, Jean Gebser, Jenny Wade,
Richard Tarnas, Sally Goerner, and Edgar Morin, as well as activists such as Rudolph Bahro, Vaclav Hável, and Joanna Macy. These ideas combine first-, second-, and third-person knowledge with spiritual insight and an active engagement in the world.

The integral approach to scholarship and action is an emerging alternative to objective scientific approaches based narrowly on naturalistic “positivism” or the various forms of contemporary social science critical theory. Modern integral approaches recognize and honor a wide range of perspectives. Their purview embraces the usefulness of the hypothetico-deductive method as well as critical theory and other modern, postmodern, and ancient approaches to understanding the human being and the human situation.

**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 6555 Residential Intensive (required in person, before every semester begins)
- TSD 8005 Introduction to Transformative Studies
- TSD 8120 Learning Community I
- TSD 8125 Creative Inquiry: Scholarship for the Twenty-first Century
- TSD 8210 Self, Society, and Transformation

2nd Semester (spring)
- TSD 6555 Residential Intensive (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 6555 Residential Intensive (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 6555 Residential Intensive (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 6136  Life Balance and Stress Management
TSD 6235  Integral Approaches to Dreams
TSD 6239  Technology and the Future of Humanity
TSD 6251  Divination and Intuition: Tools for Transformation
TSD 6252  Cultivating Discernment on the Spiritual Path
TSD 6253  Critical Media Literacy: The Politics of Representation, the Power of Narrative, and Shifting Landscapes
TSD 6302  Art as a Mirror of Evolving Consciousness
TSD 6303  Art, Science, and the Sacred
TSD 6326  Consciousness and the Brain: An Integral Study of the Brain and the Mind
TSD 6524  Contemplative Ecology
TSD 6660  Narrative Research
TSD 6843  Science Fiction, Fantasy, and Transformation
TSD 7026  Experiencing Jungian Psychology: A Basic Course
TSD 7027  Working with Your Dreams
TSD 7029  A Recent History of Psychedelic Drugs—Their Effects on Individuals and Society
TSD 7030  Buddhist Activism and Social Change
TSD 7046  Goodness, Evil, Politics, and Change
TSD 7047  Integral Sustainability: Personal and Social Transformation in a World on the Brink
TSD 7098  Integral Research: Art and Imagination-Based Methods
TSD 7149  Integral Society and Politics
TSD 7149  Self-Inquiry: Using Awareness and Attention for Transformation
TSD 7812  Advanced PhD Seminar: Conscionis and Spiritual Growth—Ordinary and Non-ordinary States
TSD 7814  Advanced PhD Seminar: Spiritual Intelligence
TSD 8014  Creativity and Personal Transformation
TSD 8132  Understanding New Religions and Spiritual Movements
TSD 8218  Basic Qualitative Research
TSD 8221  From Certainty to Uncertainty: Dancing with the New Sciences
TSD 8225  Evolution of Consciousness
TSD 7070  A Flickering Reality: Cinema and the Nature of Reality

III. Dissertation—0 units
TSD 6900  Thesis/Dissertation Proposal Writing Completion
TSD 7000  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 Integral Studies—36 units

I. Required Courses—27 units
1st Semester (fall)
TSD 6555  Residential Intensive (required in person, before every semester begins)
TSD 8005  Introduction to Transformative Studies
TSD 8120  Learning Community I
TSD 8125  Creative Inquiry: Scholarship for the Twenty-first Century
TSD 8210  Self, Society, and Transformation
2nd Semester (spring)
TSD 6555  Residential Intensive (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 6555  Residential Intensive (required in person, before every semester begins)
TSD 8526  The Ecology of Ideas
TSD 825  Directed Research Course (permission of advisor required)
TSD 8320  Learning Community III
4th Semester (spring)
TSD 6555  Residential Intensive (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. Integral Studies Focus Courses—9 units
TSD 6640   Integral Growth and Development: Individual Growth and the Evolution of Consciousness
TSD 7057   Integral Methodology: Integral Methodological Pluralism
TSD 8003   The Grand Integral Vision: An Introduction to Integral Thought and Action

III. Electives—3 units (This extra elective not needed if the student takes 9 credits of electives in the Integral focus.)
Possibilities include the following:
TSD 6136   Life Balance and Stress Management
TSD 6235   Integral Approaches to Dreams
TSD 6239   Technology and the Future of Humanity
TSD 6251   Divination and Intuition: Tools for Transformation
TSD 6252   Cultivating Discernment on the Spiritual Path
TSD 6253   Critical Media Literacy: The Politics of Representation, the Power of Narrative, and Shifting Landscapes
TSD 6302   Art as a Mirror of Evolving Consciousness
TSD 6303   Art, Science, and the Sacred
TSD 6326   Consciousness and the Brain: An Integral Study of the Brain and the Mind
TSD 6524   Contemplative Ecology
TSD 6660   Narrative Research
TSD 6843   Science Fiction, Fantasy, and Transformation
TSD 7026   Experiencing Jungian Psychology: A Basic Course
TSD 7027   Working with Your Dreams
TSD 7029   A Recent History of Psychedelic Drugs—Their Effects on Individuals and Society
TSD 7030   Buddhist Activism and Social Change
TSD 7046   Goodness, Evil, Politics, and Change
TSD 7047   Integral Sustainability: Personal and Social Transformation in a World on the Brink
TSD 7098   Integral Research: Art and Imagination-Based Methods
TSD 7149   Integral Society and Politics
TSD 7419   Self-Inquiry: Using Awareness and Attention for Transformation
TSD 7812   Advanced PhD Seminar: Consciousness and Spiritual Growth—Ordinary and Non-ordinary States
TSD 7814   Advanced PhD Seminar: Spiritual Intelligence
TSD 8014   Creativity and Personal Transformation
TSD 8132   Understanding New Religions and Spiritual Movements
TSD 8134   Authority and Leadership in Spiritual Communities
TSD 8211   From Certainty to Uncertainty: Dancing with the New Sciences
TSD 8225   Evolution of Consciousness
TSD 8218   Basic Qualitative Research
TSD 7070   A Flickering Reality: Cinema and the Nature of Reality

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
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)

PhD in Transformative Studies with a focus in Consciousness Studies—36 units

I. Required Courses—27 units
1st Semester (fall)
TSD 6555   Residential Intensive (required in person, before every semester begins)
TSD 8005   Introduction to Transformative Studies
TSD 8120   Learning Community I
TSD 8125   Creative Inquiry: Scholarship for the Twenty-first Century
TSD 8210   Self, Society, and Transformation
2nd Semester (spring)
TSD 6555   Residential Intensive (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 6555   Residential Intensive (required in person, before every semester begins)
TSD 6526   The Ecology of Ideas
TSD 8930 Learning Community III
TSD 3010 Directed Research Course (permission of advisor required)
TSD 9820 Learning Community IV
TSD 3010 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—9 units
TSD 6363 Dialogues on Consciousness
TSD 6370 Introduction to Consciousness Studies
TSD 6316 Consciousness and the Brain

III. Electives—3 units (This extra elective not needed if the student takes 9 credits of electives in the Consciousness focus.) Possibilities include the following:
TSD 6235 Integral Approaches to Dreams
TSD 6251 Divination and Intuition: Tools for Transformation
TSD 6252 Cultivating Discernment on the Spiritual Path
TSD 6302 Art as a Mirror of Evolving Consciousness
TSD 6303 Art, Science, and the Sacred
TSD 6326 Consciousness and the Brain: An Integral Study of the Brain and the Mind
TSD 6524 Contemplative Ecology
TSD 6660 Narrative Research
TSD 6843 Science Fiction, Fantasy, and Transformation
TSD 7026 Experiencing Jungian Psychology: A Basic Course
TSD 7030 Buddhist Activism and Social Change
TSD 7046 Goodness, Evil, Politics, and Change
TSD 7047 Integral Sustainability: Personal and Social Transformation in a World on the Brink
TSD 7098 Integral Research: Art and Imagination-Based Methods
TSD 7149 Integral Society and Politics
TSD 7419 Self-Inquiry: Using Awareness and Attention for Transformation
TSD 7812 Advanced PhD Seminar: Consciousness and Spiritual Growth—Ordinary and Non-ordinary States
TSD 7814 Advanced PhD Seminar: Spiritual Intelligence
TSD 8014 Creativity and Personal Transformation
TSD 8132 Understanding New Religions and Spiritual Movements
TSD 8221 From Certainty to Uncertainty: Dancing with the New Sciences
TSD 8225 Evolution of Consciousness
TSD 8218 Basic Qualitative Research
TSD 7070 A Flickering Reality: Cinema and the Nature of Reality

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
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)

Course Descriptions

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 6251 Divination and Intuition: Tools for Transformation (3.00 Units) LG Grade Option
Divination is based on the belief that everything is connected. The course reviews the history of classical divination systems and explores how divination systems and synchronicities work, according to research by Carl Jung. We will also explore receiving information from paranormal sources. Authentic divination systems such as the tarot and I Ching can serve as a two-way communication with the divine faculty of intuition within us, by which we can receive meaningful feedback and stimulating insights leading to transformation.

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 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 6255 Listening to Silence: Evoking a Spiritual Dimension in Inquiry (3.00 Units) LG Grade Option
The prevailing epistemology of the traditional academy turns the subject of inquiry into an object, separate from the knower. In contrast, spiritual epistemology evokes the whole-making ground that unites knower with other. However, so pervasive is the prevailing epistemology that sincere methodological attempts to bring a more participative, inclusive, and mutual relationship between known and unknown is often thwarted or left wanting, denying an inquiry its spiritual dimension. Literature for this course discusses the limitations of Western epistemology through discourse in consciousness studies and in comparative literature using Buddhist and indigenous epistemologies as contrast. In addition, the psychological resistance and existential dread that often accompany attempts to adopt multiple ways of knowing are explored through the contemporary Jungian idea of the cultural complex. On an experiential level, students will witness their own experience of silence that offers a threshold to a boundless ground. Silence paradoxically can be calming or terrorizing. This course is for those who choose either a theoretical or qualitative method for their dissertation inquiry.

TSD 6294 Art, Consciousness, and Diversity (3.00 Units) LG Grade Option
This course will be an exploration of major art traditions from cultures such as India, China, Japan, and Africa, as well as Western art and art traditions from indigenous cultures. All CIIS students with an interest in art and consciousness are welcome to take it.

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 that 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 S. Ramachandran, and Michael S. Gazzaniga. The course will use a variety of readings, including Allan 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 6363 Dialogues on Consciousness (0 Units) PF Grade Option
All Consciousness Studies students participate in an ongoing noncredit online forum in which current topics in the study of consciousness are informally discussed, facilitated by core and other invited adjunct faculty members.

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.
reality, consciousness is an active grasping of the world. Perception, Husserl argued, is intentional.

Investigation into the structures and processes of consciousness. Its fundamental insight is that, rather than a passive mirror reflecting 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 6371 Transformational Learning Theory (3.00 Units) LG Grade Option
This course examines the learning process in both children and adults. Leading learning theorists will be identified and analyzed. Students will be asked to determine their personal learning style as well as that of their immediate local, national, or international community. A strand on learning styles among diverse populations will increase student awareness of the learning process.

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 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 takes on meaning beyond a museum aesthetic—for example, how public art becomes markers of space and placement, both geographically/physically and intellectually/figuratively.

TSD 6452 Cross-Cultural Approaches to Charisma (3.00 Units) LG Grade Option
Leadership is by and large actualized by the charisma that the leader manifests. Charisma is the quality and capacity that one has to inspire followers and disciples. What constitutes charismatic qualities of a leader? How does charisma inspire followers? Are there cross-cultural differences involved in the quality and realization of charisma? If so, how do the differences manifest, and what are the philosophical assumptions underlying such different manifestations? Can charismatic people from different cultures communicate effectively? To answer these questions, this course will begin with a survey of the concepts of charisma and selfhood from the perspectives of Confucianism, Buddhism, Christianity, and modern psychology. It will then describe how these cultural upbringings shape different types of charisma. After that, the course will provide historical and contemporary examples of how charismatic people successfully inspired their followers worldwide. Along this line, we will scrutinize a few cases of successful and ineffective communications between charismatic figures cross-culturally. Finally, a discussion and exploration will be conducted on the possible ways to achieve cross-culturally effective communication between charismatic people.

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. The course will also address the role of theory in inquiry and will prepare students to develop and articulate their own theoretical orientation.

TSD 6555 Residential Intensive (0 Units) PF Grade Option
During the two years of coursework, the students meet twice a year in the Bay Area for five-to-seven-day residential intensives. Students have the opportunity to meet faculty and staff, and to get to know one another. There are workshops, presentations, 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 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 increasing 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 one. 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 Filmmaking 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 such as 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 thesmatics 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. Prerequisites: 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 Option
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, Loewinger’s ego development, etc.). Likewise, the lower left (LL) quadrant can be studied in its own interior (Socratic dialogue, 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 concentration 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 and 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 Social and Cultural Roots of Western Esotericism (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 milieus 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. 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. We will examine early movements (including those of the Essenes, the Pythagoreans, Greek mystery schools, and Gnostics), various heresies and cultic movements within exoteric religions (including the Cathars, the Albigenians, the Knights Templar, and devotional cults), as well as modern esoteric movements (including theosophy, anthroposophy, Rosicrucianism, and modern hermeticism). Students will research one or more movements 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 cocreation 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 7812 Advanced PhD Seminar: Consciousness and Spiritual Growth—Ordinary and Non-ordinary States (3.00 Units) LG Grade Option
This seminar examines theories and research about consciousness in its normal and altered states (ASCs) and their role in spiritual growth, healing, psychotherapy, creativity, and education. Different modalities of ASC (sleep and dreams, meditation, psychoactive and hallucinogenic drugs and plants, dissociative states, shamanic “journeys,” and others) are discussed.

TSD 7814 Advanced PhD Seminar: Spiritual Intelligence (3.00 Units) LG Grade Option
Spiritual intelligence is an emerging field of inquiry now a decade old. This course explores the validity of the notion of spiritual intelligence, the practices fostering it, and current research in the field. Students are expected to work toward making an original contribution on a particular aspect of spiritual intelligence that connects to their scholarly inquiry.

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 8004 Creativity and Personal Transformation (3.00 Units) LG Grade Option
In this class, we will explore the relationship between creativity and personal transformation. The word creativity is typically associated with the arts and the sciences. We will use a broader approach, assuming that our selves are a creative product. Central to this course will be the development of the ability to take research findings about the characteristics of the creative person or process and relate them to our experience. We will discover our own “voice” as we learn how to strike a balance between the “academic” and the “personal” in our writing. Students are invited to see their lives as a creative process and to develop a creative vision of their future.

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 Twenty-first 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 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 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 8132 Understanding New Religions and Spiritual Movements (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. Qualitative methods of interview, narrative, and questionnaire will be examined, and each student will gain familiarity with one or more of these methods. Each student will learn how to research an NRM by conducting an ethnography of the movement, including its beliefs, organization, any controversies surrounding the group, the experiences of members, the literature on the NRM, and how the NRM functions in the current religious milieu of the United States. Throughout the course, students will be required to examine his or her 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. Prerequisite: 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 develop skills required to conduct qualitative research. Students will select a research question and will 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.
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.
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 6555 Residential Intensive** (0 Units) PF Grade Option
During the two years of coursework, the students meet twice a year in the Bay Area for five-to-seven-day residential intensives. Students have the opportunity to meet faculty and staff, and to get to know one another. There are workshops, presentations, 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 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 6796 Sexual and Gender Orientation: Research, Policy, Society, and Self-Awareness** (3.00 Units) LG Grade Option
Sexual orientation is broadly defined as 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 how someone relates to gender expressions and self-identifies. Researchers have found that there is a spectrum of sexual orientations and gender identities ranging among being exclusively homosexual or lesbian, gay, bisexual, transgender, queer, or questioning, and research regarding each of these orientations will be examined. A huge amount of new research has updated historical studies on sexual orientation, and new attention is devoted to the theories, causes, contexts, and expressions of diverse sexualities and sexual fluidity. Psychosocial processes related to orientation and gender identity, including stigma, homophobia, and sexual and gender conforming and nonconforming behaviors, across the life course will also be studied. Students will write a paper on a topic of their choosing to explore these issues.

**TLD 6797 Sexuality and Human Rights: Theory, Policy, Media, and Advocacy** (3.00 Units) LG Grade Option
This course is an introduction to the relatively new area of sexual, gender, and reproductive rights viewed from the perspectives of human rights and policy formation in the U.S. and globally. Interdisciplinary by nature, rights-based studies involve historical, social and cultural, political, and media-based investigations. Each class will open with a recent media story that will focus discussion of transformational leadership in sexuality and rights. Each student will make one major presentation of a case study or paper that may be based upon an actual Bay Area case study, or a state, national, or global policy issue.

**TLD 7042 Partnership in Action** (3.00 Units) LG Grade Option
Through direct application of the partnership model, this course offers students the opportunity to broaden and deepen their understanding of Partnership and Partnership Studies and put it into greater practice in the larger community. Students may choose from possible projects and associations with nonprofit and community organizations where a relationship with the Transformative Studies concentration has been established (such as the Center for Partnership Studies) or, with the instructor’s approval, may design a project of their own choosing. Sixty hours of community engagement are required. Format: Face-to-face intensive with continuation online.
TLD 7562 The Power of Partnership (3.00 Units) LG Grade Option
In this course, students are invited to explore the foundational concepts of Riane Eisler’s cultural transformation theory and the partnership domination template in both theory and practice. Together as a learning community, we will engage in a deep exploration of the significance of these models and the systems informed by them, as well as their practical application to our daily life and work. We will address such questions as: How might we shift to a new framing of how we think about human societies and our collective beliefs, behaviors, and policies? How would our worldview be different if we were to change the lens through which we view ourselves and those with whom we inhabit our world? What invisible configurations might become visible? How might these concepts be put into action for positive social change? How can you become an effective partnership leader?

TLD 7585 Spirit, Compassion, and Community Activism (1.00–3.00 Units) PF Grade Option
Through selective readings, class discussion, and personal reflection, this course encourages students to put their spiritual values and beliefs into action in the larger community. Students have the opportunity of integrating their academic study with practical experience. Students may deepen and broaden their concepts of compassion, spirit, and activism, and explore their educational and life-work goals and visions through community engagement and service. Students are expected to take 1 unit in conjunction with 60 hours of in-service learning, volunteering with a nonprofit community organization.

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 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.
MFA Degree Programs

MFA in Creative Inquiry, Interdisciplinary Arts
MFA in Writing and Consciousness
MFA in Theater—Performance Making (with the University of Chichester, UK)

Department Chair
Carolyn Cooke, MFA

Core Faculty
Anne Bluethenthal, MFA
Mark Jackson, BA
Cindy Shearer, DA
Erika Chong Shuch, MFA

Adjunct Faculty
Randall Babtkis, MFA
Jaime Cortez, MFA
Neil Freese
Christian L. Frock, MA
Brynn Saito, MFA
Pireeni Sundaralingam, PhD
Deirdre Visser, MFA
Brandon Maurice Williams, MFA
Zara Zimbardo, MA

Recent Mentors and Guest Artists Include:
Mary Guzman (filmmaker); Victor Cartagena (visual artist); Bhanu Kapil (writer); D’Lo (performer); Truong Tran (visual artist, poet); Rick Lowe (visual artist and organizer); Erika Chong Shuch (director, performer); Louie Jenkins (performance-maker); Mark Jackson (performance-maker); Chris Johnson (artist and activist); David Solnit (artist and activist); Larry Bogad (performance artist and activist); Ali Dadgar (artist and activist); Amara Tabor Smith (performance artist and activist); Bisola Marignay (educator and vocal artist); Krissy Keefer (performing artist); Amy Franceschini (artist and activist); Sita Bhaumik (artist and activist); Annie Danger (artist and activist); MG Roberts (poet); Ching-In Chen (writer); Cheena Marie Lo (writer); Geneva Chao (writer); Soham Patel (writer); Jai Arun Ravine (multidisciplinary artist); Margaret Rhee (robotics poet); Monica Mody (poet); Jason Magabo Perez (writer, performance-maker); Sean Labrador y Manzano (writer/performance-maker); Zebebel Delilah X (writer, performer, educator); Indira Allegra (multidisciplinary artist); Jay-Marie Hill (musician, educator, organizer); Ahsati Nu (musician and sound engineer); Sabaa Taimour (organizer and dancer); Sage Stargate (visual artist); Lidell Montague (spoken word artist); Ahmunet Jessica Jordan (poet and educator); Omar Foglio (filmmaker); Lisa “Tiny” Gray-Garcia (organizer/publisher/spoken word artist); Michael Swaine (interdisciplinary artist); Ajuan Mance (visual artist); Deborah Vaughn (dancer/choreographer); Natalie Baszile (novelist); Marisa Handler (writer and activist); Luz Mena (cultural geographer); Natalie Zimmerman (filmmaker); Ronaldo Wilson (poet); Rebecca Solnit (writer); Mildred Howard (visual artist); Richard Kramer (writer/director/producer); Susanna Sonnenberg (writer); Michael David Lukas (writer); Rhodessa Jones (performance artist/activist); Jovelyn Richards (performance artist); Alexander Sanders (poet/writer); Elizabeth Rosner (novelist); Charlie Varon (director); Mark Jackson (director); Lynne Kaufman (playwright/novelist); Dia Penning (interdisciplinary artist); Tricia Grame (visual artist); Judy Grahn (writer); Kris Brandenburger (interdisciplinary artist); Ellen Sebastian Chang (director); Melanie DeMore (director); Stephen Elliott (writer); Thaisa Frank (writer); Joanna Haigood (performer/choreographer); Keith Hennessy (performer/choreographer); Jane Hirshfield (poet); Shinichi Momo Iova-Koga (dancer/theater director); Stephanie Johnson (visual artist/light designer); Mark Bamuthi Joseph (writer/performer); Debby Kajiyama (dancer/choreographer); Dalia Khasawneh (visual artist); Alondro Ingier (choreographer); Genny Lim (performer, writer); Kitty Margolis (jazz vocalist); MariNaomi (graphic memoirist/cartoonist); Silvia Nakkach (composer/vocalist); Jose Navarrete (dancer/choreographer); Jesse Olsen (musician); Jenni Olson (filmmaker); Ann Packer (novelist); Lyssa Palu-ay (photographer); Karen Ryan (sculptor); Danzy Senna (writer); Thomas Simpson (actor/producer); Lysley Tenorio (writer); Debra Walker (painter); Gene Luen Yang (graphic novelist); Pamela Z (composer/musician/performer).

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
- Two 3-unit courses
  - Art Matters and Resistance
  - Catalyst—3 units

*Each course will include attention to:*

- Interdisciplinarity
- History and theory
- Power analyses
- Strategies, tactics

**Department of Writing, Consciousness, and Creative Inquiry (MFA)**

The Department of Writing, Consciousness, and Creative Inquiry houses the MFA in Creative Inquiry, Interdisciplinary Arts and the MFA in Writing and Consciousness. A new, international MFA degree in Theater—Performance Making with the University of Chichester/UK will launch in August 2015, subject to final WASC approval. A curriculum of four interlinked 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 hundreds of 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—often in collaboration. They learn how to articulate their own 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). The inter- and transdisciplinary nature of our programs, together with an emphasis on reflective inquiry and transformation (for the artist and society), make our MFA programs a laboratory for innovative, surprising, collaborative, and multigenre work. 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, art and social justice, salon talks on artistic collaboration, and readings and performances by invited guests, students, alums, and faculty.

We know that most artists will live a hybrid life, so we offer professional development courses in liberal arts, art activism through Community Arts Practice, Professional Portfolio, and Editing and Publishing our own inter-arts journal, *Mission at Tenth*.

**Admissions**

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, Pauline Reif, in the Admissions Office, mpreif@ciis.edu. Students must complete their bachelor's degree before beginning the programs; there is no requirement as to the field of study of the undergraduate degree. Students can develop appropriate levels of accomplishment and commitment to their art by means of work samples and personal statements. The programs all admit students in the fall (beginning in late August). Creative Inquiry, Interdisciplinary Arts, and Writing and Consciousness also admit students in the Spring (beginning in late January) semester.

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 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, one from an academic advisor or someone familiar with your ability to do academic work, and one 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. Cultural identity and cultural fluency, including history and theory;
3. Seminars in writing, performing, arts practice, and interdisciplinary arts;
4. Professional development coursework, including any of the following: Artist in the World/Professional Portfolio, Teaching for Social Change, Community Arts Practice, Editing and Publishing.

All courses are graded as Pass/No Pass.

**Core Requirements**

All students complete the minimum units in each category. All students complete 12 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 7302  Art and Social Justice: Introduction
   MFA 7172  Art Matters
   MFA 7183  Catalyst
   MFA 7303  Collaborating Across Difference: Art and Dialogue
   MFA 7179  Resistance

V. 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)

Students may also take courses from the “Writing and Consciousness” and “Elective” categories of the MFA in Writing and Consciousness curriculum, and 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 7302  Art and Social Justice: Introduction
   MFA 7172  Art Matters
   MFA 7183  Catalyst
   MFA 7303  Collaborating Across Difference: Art and Dialogue
   MFA 7179  Resistance
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)

Sample special topics include: Poetry and Performance, Memoir, Cinematic Writing, 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 six Writing and Consciousness and/or elective units from any graduate CIIS program with advisor approval.

MFA in Theater—Performance Making with the University of Chichester/UK—48 Units

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 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)
**Course Descriptions**

**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 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 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 7071 Cultural Identity** (3.00 Units) P/NP Grade Options
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 interarts 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 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 will continue 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 arts forms as they develop a body of their own work and 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 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 am I, 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 7124 Contemporary Literature: Perspectives and Practices (3.00 Units) PF Grade Option
This course asks students to engage modern and contemporary literature through the social, psychological, and spiritual movements of the modern/postmodern eras. Making use of interdisciplinary perspectives, the course invites students to consider how new ideas, cultural events, and social or technological developments have sparked or inhibited creative work, and how/when/why art shapes or shifts culture. Prerequisite: MFA student.

MFA 7128 The Artist in the World (3 Units) P/NP 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 curt 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 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 7138 Invention and Revision: The Art of Fiction (3.00 Units) PF Grade Option
In this methods/workshop course, students experiment with the imaginative possibilities of such narrative elements as traditional and alternative structures, points of view, language and imagery, complications of character, the handling of time, and significant detail. The class analyzes selections from a diverse, international group of writers and texts—traditional and experimental, classic and contemporary, insider and outsider. Each student’s unique vision, subject matter, and voice is honored and strengthened in the course of this work.

MFA 7142 Re-creating the Real: The Craft of Nonfiction (3.00 Units) PF Grade Option
An in-depth study of the art and craft of nonfiction that may include the personal essay, travel writing, the spiritual autobiography, social and political commentary, cultural critiques, stories of place, and more. In our reading of both published essays and the work of participants, we will examine the methods, stylistic possibilities, and ethics of writing about real people and real situations and the boundaries of fiction/nonfiction. We will also consider the place of nonfiction in constructing a literary life, nonfiction as a persuasive tool for change, and the audiences for various kinds of nonfiction.

MFA 7166 Theater Performance-Making Intensive (3.00 Units) P/NP Grade Options
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. Open to students enrolled in the MFA in Theater Performance Making. Prerequisite: Priority to MFA and TPM 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 art works 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 investigate 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, discipline, and/or specific craft elements (across genres), as well as essential techniques and current practices. Prerequisite: MFA student.

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 a 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 a 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 7303 Collaborating Across Difference: Art and Dialogue (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. Often working across cultural, educational, or economic difference, these artists develop skills and strategies that extend well beyond the particular training of our individual artistic disciplines. Working from the belief that art has the potential to make a meaningful impact on 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. Prerequisites: MFA 7302; MFA student.

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, 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 7302; MFA student.

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: MFA 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) LG 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) LG 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) LG 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) LG 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) LG Grade Options
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) LG Grade Options
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 he or she does 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) LG Grade Options
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 he or she does 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) LG Grade Options
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 UK-based artists and arts organizations. It is expected that students will show their recently created production in a UK 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) LG 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) LG Grade Options**
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.
Admissions Policies

Applying to CIIS
California Institute of Integral Studies 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, and motivation for educational and personal development; and (2) the congruence of the applicant's interests with the philosophy and purpose of the program and University.

To start your application, visit the CIIS website at http://www.ciis.edu/Admissions_and_Financial_Aid/Applying_to_CIIS.html.

Applicants may apply to only one graduate program at a time. If an applicant is accepted to a program and wishes to apply to another, she or he must decline acceptance to the first 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.

Application Materials
Application materials vary by program. Please see each program’s individual “Apply” page 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 or through the Business Office at 415.575.6132.
3. Official transcripts from all postsecondary institutions attended, including non-U.S. universities. 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.
4. Foreign credential evaluation for schooling completed outside of the United States or Canada. 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 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. 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 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). Letters can be submitted using the online application portal or emailed 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 he or she 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). Most interviews for fall admissions will be conducted during the months of February and March for the MA, PsyD, and PhD programs. Interviews for the BA Completion program will be conducted on an ongoing basis for fall and spring admissions. An in-person interview is preferred by most programs; however, 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. The interview structure and format vary according to program.

Academic Requirements
Individual program admissions requirements can be found on the individual program “Apply” pages.

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.
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 his or her current cumulative GPA is not a true reflection of his or her 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.

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. Students who enter the program with fewer than 75 total transferable semester units may petition for academic credit for life experience (see the academic programs section for details). 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.

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 admissions application priority 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 Integral Counseling Psychology
• MA in Integrative Health Studies
School of Consciousness and Transformation
- MA in East-West Psychology
- MA in Philosophy and Religion with a concentration in Ecology, Spirituality, and Religion
- MA in Philosophy and Religion with a concentration in Philosophy, Cosmology, and Consciousness
- 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

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. California Institute of Integral Studies actively seeks a culturally and socially diverse student population.

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 the degree has been conferred. CIIS may admit undergraduate applicants provisionally when the institution 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. It is strongly recommended that students who still hold provisional status by the first day of classes NOT enroll because of the financial implications of this status. 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 his or her acceptance by the end of the first semester, his or her 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. 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.

Reapply: 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 reinterviewed 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 program's decision to admit or deny. At the same time, the Admissions Office will forward to the admitted student 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 Dean of Academic Planning and Administration 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 Dean of Academic Administration and Planning 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:

<table>
<thead>
<tr>
<th>Source</th>
<th>Restrictions</th>
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<tbody>
<tr>
<td>Accredited community or junior colleges*</td>
<td>75-unit limit</td>
</tr>
<tr>
<td>Accredited four-year institutions</td>
<td>84-unit limit, with up to 75 in the lower division and up to 40 in one subject area (potentially more than 40 for interdisciplinary studies)</td>
</tr>
<tr>
<td>Accredited university extension programs for professional development</td>
<td>12-unit limit, evaluated on a case-by-case basis</td>
</tr>
<tr>
<td>Advanced Placement (AP) examinations; College Level Examination Program (CLEP); Excelsior College Examination (ECE)</td>
<td>30-unit combined total limit</td>
</tr>
<tr>
<td>Professional Military Education (PME)</td>
<td>Evaluated on a case-by-case basis according to American Council on Education (ACE) guidelines</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; however, individuals may submit previously created portfolios for credit assessment through CIIS's Prior Learning Portfolio.
  - 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. (A course description or syllabuses 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 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 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;
- be approved for transfer by the candidate's academic advisor after being evaluated for content and quality.

The master of arts 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.
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 (FAFSA) 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.

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.

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. See “Special Student Registrations” in “Registration and Grading Policies” for further information.

International Students

In addition to meeting the general requirements for admission, international students 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 of arts 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).
- **Pearson's Test of English Academic (PTE):** 53 test score. Visit the Pearson website (http://www.pearsonpte.com/Pages/Home.aspx).
- **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.

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.
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.

Non-tuition Expenses Per Semester, 2015–2016 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>$15,300</td>
<td>$1,800</td>
<td>$2,938</td>
<td>$3,326</td>
<td>$23,364</td>
</tr>
<tr>
<td>Summer Semester (SPPH, SCT)</td>
<td>$5,266</td>
<td>$625</td>
<td>$1,020</td>
<td>$1,153</td>
<td>$8,064</td>
</tr>
<tr>
<td>Summer Semester (SUS)</td>
<td>$7,650</td>
<td>$900</td>
<td>$1,469</td>
<td>$1,153</td>
<td>$11,172</td>
</tr>
<tr>
<td>Summer Semester (ACTCM)</td>
<td>$7,650</td>
<td>$900</td>
<td>$1,469</td>
<td>$1,663</td>
<td>$11,682</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 MyCIIS 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 CIIS 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 financial aid that has been earned (disbursed or could have been disbursed) based on the prorated amount of time the student has been in school for the semester will be retained on the student’s behalf. Any aid that is not earned (based on the prorated amount of time) must be returned to the appropriate federal account/lender.
• The date of withdrawal is the date the University receives notification (e.g., submitting a withdrawal request form) from the student on her/his intent to withdraw.
• 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.

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/.
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.

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/ 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. The teaching assistant 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 their 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.

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.

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 the probation policies 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.

**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 Academic Vice President 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 the registration fee charge.

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. 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 when the dates 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</td>
<td>24 units</td>
<td>24 units</td>
<td>24 units</td>
<td>Academic advisor</td>
</tr>
<tr>
<td>Chinese Medicine</td>
<td></td>
<td></td>
<td></td>
<td></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 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 semester maximums lower than these. Noncompliance with a program’s maximum 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>1/2 Time</th>
<th>3/4 Time</th>
<th>Full Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6–8 units</td>
<td>9–11 units</td>
<td>12 units or more</td>
</tr>
<tr>
<td>Graduate</td>
<td>Clinical Psychology Half-Time Internship \ PSY 9695, PSY 9696 \ Clinical Psychology Practicum \ PSY 6776, PSY 6777, PSY 6778</td>
<td></td>
<td>Clinical Psychology Full-Time Internship \ PSY 9699</td>
</tr>
<tr>
<td></td>
<td>Counseling Psychology Individual Practicum \ MCPC 7601, MCPC 7601, MCPE 7601, MCPI 7601, MCPI 7604, MCPS 7601, MCPS 7604</td>
<td></td>
<td>Comprehensive Examination \ ANTH 9600, HSX 9600, PARA 9600, PARP 9600, PARW 7880, PARW 7881, PARW 9600, TSD 9610, TSD 9611</td>
</tr>
<tr>
<td></td>
<td>Counseling Psychology Group Practicum, MCPC 7602, MCPC 7606, MCPD 7602, MCPE 7602, MCPI 7602, MCPS 7602, MCPS 7605</td>
<td>N/A</td>
<td>Thesis/Dissertation Proposal Writing or Completion \ ANTH 6900, EWP 6900, HSX 6900, PARA 6900, PARP 6900, PARW 7809, PARW 6900, PSY 6900, TSD 6900</td>
</tr>
<tr>
<td></td>
<td>Integral Health Studies Internship \ IHL 6990 Internship</td>
<td></td>
<td>Thesis/Dissertation Seminar, Research or Continuance \ ANTH 7900, EWP 7900, HSX 7900, PARA 7900, PARP 7900, PARW 7900, PSY 7901, PSY 7902, PSY 7903, PSY 9999, TSD 7900</td>
</tr>
<tr>
<td>ACTCM at CIIS</td>
<td>6 units</td>
<td>N/A</td>
<td>12 units or more</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer</th>
<th>1/2 Time</th>
<th>3/4 Time</th>
<th>Full Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6–8 units</td>
<td>9–11 units</td>
<td>12 units or more</td>
</tr>
<tr>
<td>Graduate</td>
<td>3–5 units OR one of the courses listed in the “1/2 Time” section above OR IHL 6599 Internship</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 three additional units</td>
</tr>
<tr>
<td>ACTCM at CIIS</td>
<td>6 units</td>
<td>N/A</td>
<td>12 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 Dean of Academic Planning and Administration. The Dean 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 Academic Vice President, 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 Option 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:

<table>
<thead>
<tr>
<th>Undergraduate Grade Scale</th>
<th>Quality Points per Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>Indication</td>
</tr>
<tr>
<td>A</td>
<td>Outstanding</td>
</tr>
<tr>
<td>A–</td>
<td>Outstanding</td>
</tr>
<tr>
<td>B+</td>
<td>Good</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>B–</td>
<td>Good</td>
</tr>
<tr>
<td>C+</td>
<td>Average</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
</tr>
<tr>
<td>C–</td>
<td>Average</td>
</tr>
<tr>
<td>D+</td>
<td>Poor</td>
</tr>
<tr>
<td>D</td>
<td>Poor</td>
</tr>
<tr>
<td>D–</td>
<td>Poor</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Grade Scale</th>
<th>Quality Points per Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>Indication</td>
</tr>
<tr>
<td>A</td>
<td>Outstanding</td>
</tr>
<tr>
<td>A–</td>
<td>Very Good</td>
</tr>
<tr>
<td>B+</td>
<td>Good</td>
</tr>
<tr>
<td>B</td>
<td>Average</td>
</tr>
<tr>
<td>B–</td>
<td>Below Average, but Passing</td>
</tr>
<tr>
<td>C+</td>
<td>Failure</td>
</tr>
<tr>
<td>C</td>
<td>Failure</td>
</tr>
<tr>
<td>C–</td>
<td>Failure</td>
</tr>
<tr>
<td>D</td>
<td>Failure</td>
</tr>
<tr>
<td>F</td>
<td>Failure</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 the Probation Policies 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>Advising</td>
<td>Needs to be advised on registration</td>
<td>School of Undergraduate Studies</td>
<td>Registering</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 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 2013, the student has until the last day of summer 2014 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; 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 grade 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 not permitted to use CIIS resources, including faculty or staff time, computer facilities, or student services. They may visit the Library but may not check out materials or use the printer.
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 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. School of Consciousness and Transformation thesis and dissertation students who
   - **have not** advanced to candidacy lose their active student status if they do not register for two consecutive semesters, excluding Summer.
   - **have advanced** to candidacy lose their active student status if they do not register every semester, excluding Summer. These students must register until the Center for Writing and Scholarship signs off on their thesis or dissertation.
4. All other students lose their active student status if they do not register for two consecutive semesters, 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 as either P/NP or PF in the catalog, schedule, transcript, and various reports. P and NP are the actual grades.

**Practicum Registration Procedure**
Counseling Psychology students registering for practicum must submit a Supervised Fieldwork Agreement to CIIS’s Field Placement Office that has been signed by their site supervisor, clinic director, and academic advisor. Clinical Psychology students registering for practicum must submit a “Practicum Contract” to the PsyD Department Office that has been 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 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 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 East-West Psychology program (EWP) may register into EWP 6051 before the Program Priority Deadline; after the deadline, registration becomes available to both EWP and non-EWP 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 exception 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, and is not refunded to students who drop or withdraw from all or any courses. 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 FPC of an exemption from fee payment. Programs reserve the right to enforce stricter policies 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 earn an academic certificate. Those seeking an academic certificate must submit an Application for Admission.
4. Special Student status remains active for one semester. Special Students must resubmit the Special Student Application every semester that they intend to register.
5. Special Students are allowed to choose between credit and audit for each course they register for.
6. 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.
7. 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.
8. 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.
9. 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.
10. 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 the Registrar’s Office has on file for the student. There is no charge for the initial ID card. A replacement card is $10.

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 an expiration date when the student will fall inactive if he or she does not register again. 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.

**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 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 will not be 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; 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 is a department of CIIS that offers courses and events to the general public on subjects that are closely aligned with CIIS’s mission, centering on such themes as integrative health, spirituality, social justice, East-West psychology, and consciousness studies and the performing arts. 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 extension 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 to the Public Programs & Performances Office—NOT the instructor—by email to publicprograms@ciis.edu, or Public Programs & Performances will forward the paper to the instructor and the grade from the instructor to the Registrar’s Office.
- 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 lectures. Students are also eligible for a 20 percent discount to most performances. Contact the Public Programs & Performances office for the current discount code.

Questions about these policies should be directed to Public Programs & Performances at publicprogram@ciis.edu or 415.575.6175. Questions about registering for academic credit should be directed to the Registrar’s Office at 415.575.6126.

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## 2015–2016 Tuition and Fees

<table>
<thead>
<tr>
<th>Tuition</th>
<th>Per Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Undergraduate Division Students (SUS)</strong></td>
<td></td>
</tr>
<tr>
<td>Per Unit</td>
<td>$748</td>
</tr>
<tr>
<td>• Package Price (12–18 units)</td>
<td>$8,970</td>
</tr>
<tr>
<td>(Package price does not include units taken in audit status.)</td>
<td></td>
</tr>
<tr>
<td>• BIS 1100: Prior Learning Portfolio (per unit)</td>
<td>$167</td>
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<tr>
<td><strong>Master's Division Students (SPPH and SCT)</strong></td>
<td></td>
</tr>
<tr>
<td>• Per Unit</td>
<td>$1,056</td>
</tr>
<tr>
<td>• MCP 7603: Pre/Post Practicum</td>
<td>$55</td>
</tr>
<tr>
<td>• Thesis Proposal Writing or Completion</td>
<td>$2,418</td>
</tr>
<tr>
<td>• Thesis Seminar</td>
<td>$2,418</td>
</tr>
<tr>
<td>• EXA 6970: Expressive Arts Therapy and Movement and Metaphor Therapy</td>
<td>$242</td>
</tr>
<tr>
<td>• EXA 6971: Expressive Arts Therapy and Poetry Therapy</td>
<td>$242</td>
</tr>
<tr>
<td>• EXA 6972: Expressive Arts Therapy and Beginning Sandplay Therapy</td>
<td>$242</td>
</tr>
<tr>
<td>• EXA 6973: Expressive Arts Therapy and Dreams</td>
<td>$242</td>
</tr>
<tr>
<td>(EXA courses offered above are subject to change)</td>
<td></td>
</tr>
<tr>
<td><strong>Doctoral Division Students (SPPH and SCT)</strong></td>
<td></td>
</tr>
<tr>
<td>• Per Unit</td>
<td>$1,220</td>
</tr>
<tr>
<td>• Clinical Psychology Dissertation Continuance</td>
<td>$3,313</td>
</tr>
<tr>
<td>• Clinical Psychology Full-Time Internship</td>
<td>$778</td>
</tr>
<tr>
<td>• Clinical Psychology Half-Time Internship</td>
<td>$398</td>
</tr>
<tr>
<td>• Clinical Psychology Practicum</td>
<td>$398</td>
</tr>
<tr>
<td>• Comprehensive Examination</td>
<td>$3,313</td>
</tr>
<tr>
<td>• Dissertation Proposal Writing or Completion</td>
<td>$3,313</td>
</tr>
<tr>
<td>• Dissertation Seminar</td>
<td>$3,313</td>
</tr>
<tr>
<td>• Transformative Inquiry Dissertation Completion Support</td>
<td>$290</td>
</tr>
<tr>
<td>• Transformative Inquiry Learning Community</td>
<td>$290</td>
</tr>
<tr>
<td>• Transformative Inquiry Proposal Support</td>
<td>$290</td>
</tr>
<tr>
<td><strong>Special Students (nonmatriculated)</strong></td>
<td>Based on division rates</td>
</tr>
<tr>
<td>• Per Unit</td>
<td></td>
</tr>
<tr>
<td><strong>Auditors (SUS, SPPH, and SCT)</strong></td>
<td></td>
</tr>
<tr>
<td>• Students (per unit)</td>
<td>$296</td>
</tr>
<tr>
<td>• Special Students (per unit)</td>
<td>$296</td>
</tr>
<tr>
<td>• Special Students Who Are Alumni (per unit)</td>
<td>$151</td>
</tr>
<tr>
<td><strong>Public Program Classes</strong></td>
<td>Based on division rates</td>
</tr>
<tr>
<td>• For Academic Credit</td>
<td></td>
</tr>
<tr>
<td>• Not for Academic Credit</td>
<td>Rate advertised to public</td>
</tr>
</tbody>
</table>

Tuition and fees are subject to change each semester.
### Fees

**Admissions Fees**
- Application Fee: $65
- Enrollment Deposit (applied to tuition charges): $300

**Graduation Application Fees**
- Graduation Application Fee: $90
- Thesis/Dissertation Publication Fee—Traditional: $195
- Thesis/Dissertation Publication Fee—Open Access: $290
- Certificate Completion: $90

**Payment Fees**
- Deferred Tuition Payment Plan: $50
- Late Deferred Payment Installment Fee: $25
- Late Tuition Payment Fee: $110

**Registration Fees**
- Registration Fee: $85
- Late Registration Fee: $150
- Technology Fee: $75
- Student Wellness Fee: $55
- Registration Maintenance:
  - Undergraduate: $150
  - Master's or Doctoral: $450

**Course Fees or Retreat Accommodations Fees (subject to change)**
- BIS 1455: Ecopsychology: $135
- EWP 6000: East-West Psychology Community Retreat: $322
- Clinical Psychology (PsyD) Fall New Student Retreat at IONS
  - Fall 2015 single occupancy (Payable upon approval of PsyD Program Manager): $156
  - Fall 2015 single occupancy: $104
- Integral Counseling Psychology Weekend Program Retreat (double occupancy)
  - Single occupancy available for a $218 supplement.
  - Day use only available for a $510 credit.
  - $1,087
- MCPI 5604: Group Dynamics (double occupancy)
  - Single occupancy available for a $94 supplement.
  - $468
- PARP 6748: Nature and Eros: $317
- PARP 6416: The Texture of Time: $52
- PDT 7700: Integrative Seminar
  - (Varies per student; contact program for information.): $104–$312
- TLD 6555 or TSD 6555: Residential Intensive (double occupancy)
  - Single occupancy available for a $645 supplement.
  - $1,664
- TSD 6363: Dialogues on Consciousness: $290

**Service Fees**
- Change of Degree Program Fee: $100
- Returned-Check Fee: $30
- ID Card Replacement Fee: $10
- Diploma or Transcript Apostille Fee: $50

**Transcript Fees (per transcript)**
- Electronic Transcript—processed within two business days: $5
- Hard-Copy Transcript
  - Regular Service—processed within 10 business days: $10
  - Bulk Service—one order of 10 or more: $3.50
  - Rush Service—Bulk Service not available for Rush Service: $20
ACTCM at CIIS Tuitions

<table>
<thead>
<tr>
<th>Tuition/fee</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSTCM/DACM Tuition</td>
<td>$458 per unit</td>
</tr>
<tr>
<td>DAOM Tuition</td>
<td>$613 per unit</td>
</tr>
<tr>
<td>ACTCM Student Audit</td>
<td>$138 per unit</td>
</tr>
<tr>
<td>ACTCM Alumni Audit</td>
<td>$115 per unit</td>
</tr>
<tr>
<td>ACTCM Herbal Sample Fee</td>
<td>$168 (one-time fee)</td>
</tr>
<tr>
<td>ACTCM Malpractice Insurance Fee</td>
<td>$67 per term</td>
</tr>
<tr>
<td>ACTCM Registration Maintenance fee (DAOM program only)</td>
<td>$650 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>First</th>
<th>Second</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sep 4</td>
<td>Oct 5</td>
<td>Nov 5</td>
</tr>
<tr>
<td></td>
<td>Jan 27</td>
<td>Feb 29</td>
<td>Mar 29</td>
</tr>
<tr>
<td></td>
<td>June 8</td>
<td>July 8</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>First</th>
<th>Second</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sep 16</td>
<td>Oct 16</td>
<td>Nov 16</td>
</tr>
<tr>
<td></td>
<td>Jan 20</td>
<td>Feb 22</td>
<td>Mar 21</td>
</tr>
<tr>
<td></td>
<td>May 17</td>
<td>June 17</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>First</th>
<th>Second</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>$110</td>
<td>Sep 4</td>
<td>Oct 5</td>
<td>Nov 5</td>
</tr>
<tr>
<td>$50</td>
<td>Jan 27</td>
<td>Feb 29</td>
<td>Mar 29</td>
</tr>
<tr>
<td>$50</td>
<td>June 8</td>
<td>July 8</td>
<td>N/A</td>
</tr>
</tbody>
</table>

School of Undergraduate Studies and American College and Traditional Chinese Medicine

<table>
<thead>
<tr>
<th>Late Payment</th>
<th>First</th>
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<tr>
<td>$110</td>
<td>Sep 16</td>
<td>Oct 16</td>
<td>Nov 16</td>
</tr>
<tr>
<td>$50</td>
<td>Jan 20</td>
<td>Feb 22</td>
<td>Mar 21</td>
</tr>
<tr>
<td>$50</td>
<td>May 17</td>
<td>June 17</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 be 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 documentation—this documentation becomes the property of CIIS and will not be returned; and (3) if petitioning to receive a reversal of a tuition charge, the associated course has been dropped or withdrawn from; and (4) the petition is submitted within 90 calendar days of the last day of the semester in which the charge was incurred.

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

Average Limits to Degree Completion
For purposes of reporting to federal agencies, the following average years to completion are on file: Bachelor’s Completion program—4 years; master’s degree—3 years; doctoral degree—8 years. Students can reasonably be expected to complete these degrees within these time frames.

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)—three years

School of Professional Psychology and Health
• Clinical Psychology—10 years. Must advance to candidacy within first three years. Any requests for exceptions to this policy must be addressed directly with the program.
• Counseling Psychology—six years.
• Human Sexuality—10 years; must advance to candidacy within first six and must graduate within four after advancing.
• Integrative Health Studies—five years.

School of Consciousness and Transformation
• MA—four years; seven if pursuing a thesis (must complete coursework within four years and thesis within three after coursework).
• MFA—four years.
• PhD—10 years; must advance to candidacy within first six and must graduate within four after advancing.

American College of Traditional Chinese Medicine
• MS in Traditional Chinese Medicine—eight years.
• Doctor of Acupuncture and Oriental Medicine—four years.
• Doctor of Acupuncture and Chinese Medicine—eight years.

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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 the “Bachelor's Student Assessment Worksheet,” which evaluates the student on his or her 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 Dean of Academic Planning and Administration. The student is forbidden to register until the Dean 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 Academic Vice President (AVP). If option 3 is chosen, the AVP 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. The original signed Program Agreement is kept in the student's program file.

Any change to the original Program Agreement needs to be documented with the date and signatures by both the student and the advisor. The amended Program Agreement is filed in the program office. The Program Agreement, and its amendments, becomes the basis for the Registrar’s Office reporting to the National Student Loan Clearinghouse regarding eligibility for exemption from repayment status.

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 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 have done the following:

1. completed at least 36 units of coursework;
2. be in good academic standing;
3. 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 Academic Vice President, 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 the student has complete 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.

**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 3 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**

Creative and original scholarly research is at the heart of the University's academic purpose. It is essential that faculty and students pursue their academic work with the utmost integrity. This means that all academic work produced by an individual is the result of the individual's efforts and that those efforts acknowledge explicitly any contribution by another person.

Reproducing another's work and submitting it as one's own work or without acknowledging the source is called “plagiarism,” or stealing the intellectual property of another, which is the antithesis of scholarly research. Any use of other ideas or others' expression in any medium without attribution is a serious violation of academic standards. If confirmed, plagiarism subjects a student to disciplinary action.

With regard to dissertation and thesis research and regular class term papers, projects must not be a duplication of student work previously submitted for fulfillment of either course requirements or previous research at CIIS or elsewhere. Such activity, if confirmed, subjects a student to disciplinary action.

Disciplinary action can include (a) failing the course in which any such work was submitted, (b) expulsion from the University, and (c) revocation of any degree or academic honor.

Sanctions arising from a determination of plagiarism may be applied by an instructor (if coursework is involved), by a program committee or by the Academic Vice President. All sanctions may be appealed as outlined in the General Student Complaint Procedure.

**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 Academic Vice President. 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 Academic Vice President. 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 Academic Vice President. 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 Academic Vice President.

**Policy Updates**

Visit [http://www.ciis.edu/Academics/Policies_and_Procedures.html](http://www.ciis.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.

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 as well as the approval of the thesis or dissertation subject (i.e., the proposal) by (1) the student’s thesis/dissertation committee; (2) if the research involves human subjects, the Human Research Review Committee (HRRC) before the research is undertaken (see the HRRC Handbook under the “Registrar” tab of MyCIIS); (3) the student’s department/program chair; and (4) the Academic Vice President.

While working on the proposal, SCT students should enroll in 6900: Thesis/Dissertation Proposal Completion (PsyD students may enroll in PSY 7000: Dissertation Proposal Writing, but this is not required). In those SCT programs that have a required proposal course, enrollment in that course must precede enrollment in 6900.

Each program has designated a maximum number of semesters in which its students may enroll in Thesis/Dissertation Proposal Completion. These limits are: three for Asian and Comparative Studies; two for East-West Psychology; three for Human Sexuality; three for Philosophy, Cosmology, and Consciousness; four for Anthropology and Social Change; four for Transformative Inquiry; and two for Women’s Spirituality. The Clinical Psychology program has designated a maximum of three semesters in which its students may enroll in PSY 7000: Dissertation Proposal Writing.

Students whose proposals have not been approved within these limits are placed on academic probation and must develop a timeline of when their proposal will be approved. This timeline must be approved by their academic advisor, their department/program chair, and the Dean of Academic Planning and Administration. Students who do not meet the timeline have their records reviewed by the Academic Standards Committee. See the “Academic Probation” policies in the “Academic Policies” section for more information.

Approval of the thesis or dissertation proposal is reported to the Registrar’s Office via the submission of the “Proposal Approval” form along with, for SCT students, submission of the completed dissertation proposal rubric from both the dissertation chair and the external member or reviewer.

Only upon advancement to candidacy may SCT students enroll in 7900: Thesis/Dissertation Seminar or PsyD students enroll in PSY 7900: Dissertation Research. Students must enroll in Thesis/Dissertation Seminar (Research) every Fall and Spring semester until they submit the publication-ready copy of the thesis or dissertation to the Center for Writing and Scholarship. Summer registration is optional and is dependent on the consent of the thesis/dissertation committee chair.
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 C6900, 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 Academic Vice President, 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**
Before the final defense, the student must submit the manuscript to one of the approved technical editors for technical review (to see the names of technical editors, log in to MyCIIS > “Academics” tab > Center for Writing & Scholarship (left column) > scroll down to bottom of page > CWS Documents (lower right corner) > click on CIIS Technical Review Editors Contact List.pdf). Technical review is not the same as copy editing; the former focuses on the chosen style format and on formatting issues relevant to publication. It is expected that all technical corrections (e.g., formatting, references) and copyright permissions will be completed prior to the defense.

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. 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 style guidelines.

**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.

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 for 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) > scroll down to bottom of page > CWS Documents (lower right corner) > click on REVISED CIIS-APA Guidelines for Dissertation.pdf OR REVISED CIIS-Chicago Guidelines for Dissertation.pdf OR REVISED CIIS-AAA Guidelines for Dissertation.pdf (choose the PDF that corresponds to the citation style you are using).

**Margin Settings**
To ensure that no part of the manuscript is cut off when it is bound by the Laurence 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).
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.

**Thesis/Dissertation Approval and Final Dissertation Defense**

**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.

**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.

**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.

**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. Technical editing is not content editing. Instructions about technical review may be found via MyCIIS (see details in paragraph below). Technical editors perform their services in alignment with the Center for Writing and Scholarship but are not employees of CIIS. Students are responsible for their own contractual arrangements with an editor. CIIS ensures full payment to technical editors for services rendered by withholding final degree conferral until these financial obligations are met.

**Final Review and Approval**
Theses and dissertations must be submitted 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) > scroll down to bottom of page > CWS Documents (lower right corner) > click on Overview of CIIS thesis & dissertation technical review and publication process.pdf. Deadlines for each semester are specified in the Academic Calendar, located on the Class Schedule and at http://www.ciis.edu/Academics/Academic_Calendar.html.

**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.

Submission instructions are available via MyCIIS: log in to MyCIIS > “Academics” tab > Center for Writing & Scholarship (left column) > scroll down to bottom of page > CWS Documents (lower right corner) > click on Overview of CIIS thesis & dissertation technical review and publication process.pdf.

**Copyright**

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](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). If the student fails to fulfill the academic requirements by the end of those three semesters, he or she 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 official 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 each semester. 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 Spring semester. Degrees, however, are conferred at the end of all semesters. All students who have had their degrees conferred during the Summer, Fall, or Spring semester directly prior to the commencement ceremony may participate in that ceremony. For example, Summer 2013, Fall 2014, and Spring 2014 graduates may participate in the Spring 2014 commencement ceremony.

The degree will not be conferred until the student completes all degree requirements. Faculty are asked to submit the grades of graduation applicants at least one week prior to the commencement date. 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 pre-doctoral 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 complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Accordingly, no otherwise qualified disabled student shall, solely by reason of his or her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any academic, research, counseling, financial aid, or other post-secondary-education program or activity that CIIS provides for all students. Students with disabilities must meet the requirements and levels of competency generally required of all students in the program. In order to assist students with disabilities in fulfilling these responsibilities of the program, every reasonable effort is made to accommodate special needs of such students.

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/icsfs/DOS_1201_Student_Handbook_FINAL_av_4-4.pdf?target=adbd5049-f2a6-4c26-a2d8-06ff08d41f1e. The Policy on Drugs and Alcohol is on page 21.

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 notice to officials 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 PI 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.

Any student having an unresolved complaint may contact the Dean of Students.
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 is 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 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 University has designated Shirley Strong, Director of Diversity, to coordinate the University’s activities under this policy. 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.

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 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.

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.

Campus Groups and Student Activities
The Dean of Students Office serves as an advisor to the Student Alliance and a general support to campus groups. These groups include People of Color, Queer@CIIS, AWARE (Awakening to Whiteness and Racism Everywhere), Integral Taiji & Qigong, and the International Students and Friends group. Contact information for all of these groups can be found on the Student Alliance website (http://www.theintegralstudent.com).

Career Development and Community Service
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
Center for Writing & Scholarship
The Center for Writing & Scholarship (CWS) views learning, teaching, writing, and research as interconnected processes that depend on inquiry, engagement, self-reflective analysis, and collaboration. As such, our mission is not only to assist CIIS students, staff, and faculty in developing the skills necessary for effective reading, writing, literacy, and communication, but also, more important, to do so in ways that prioritize the unique interests, learning processes, and epistemological diversity of the individuals with whom we work. Through our programming, presentations, publications, and pedagogy seminars about writing, research, and the teaching of these skills, we hope to create spaces for dialogue and collaboration among the different constituencies on campus in order to support the continued academic and professional growth of the CIIS community.

CWS services are open to both undergraduate and graduate students, and we welcome writers of all levels of experience and interest. Our goals are to help students develop a growing awareness and understanding about how to effectively and accurately develop and communicate their ideas to an audience through writing. The complexity of accomplishing this while also ensuring that we are helping students to foster independence as scholars and writers necessitates that our approach with students be multilayered, active, question based, and process oriented. In other words, students can expect to be involved participants during their consultations with the tutoring staff and professional staff. We encourage students to set up appointments well in advance of due dates for their assignments so that they can work with the CWS tutoring staff multiple times; discuss their papers and ideas at different points in the writing process and particularly as their arguments change; and ensure that they allow themselves sufficient time to reassess, develop, grapple with, revise, and hone their work.

CWS offers individual 50-minute individual consultations, weekly peer writing group sections, and skill-specific workshops. Students 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).

Student Disability Services
Students who request accommodation for a disability should contact the Dean of Students Office. 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.

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.

International Student Services
The international student advisor is dedicated to supporting international students throughout their education at the University. International students are offered orientation, an Academic Writing Summer Intensive Workshop, informational workshops, a group health insurance plan, 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 on MyCIIS.

International students are also encouraged to participate in the international student listserv (internationalstudents@listserv.ciis.edu). The international student advisor uses this email list to communicate important information regarding immigration regulations and University policies. The international student page of the MyCIIS website, at 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.

Student Alliance
Every student is a member of Student Alliance and is encouraged to participate in Student Alliance meetings. The Student Alliance supports students’ needs by promoting their involvement in all levels of the CIIS community, by providing a forum for students to explore solutions to common problems, to enhance the quality of students’ lives, and to ensure that the student voice is heard. It achieves this in the following ways: funding projects run by students for the benefit of students, awarding money to students to help them make presentations at conferences, and representing students on various CIIS committees. Students interested in active in Student Alliance are encouraged to attend the regular meetings, serve as program representatives to the Student Alliance, and participate through one of the volunteer positions. Meetings are scheduled regularly; the dates and locations are posted on the Student Alliance bulletin board near the CIIS café and on its website: http://www.theintegralstudent.com. The Student Alliance can be reached by emailing studentalliance@ciis.edu.
Veterans’ Services
The University’s academic programs of study are approved by the Higher Education Coordinating Board’s State Approving Agency (HECB/SAA) 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. official at CIIS is the registrar. Please contact the registrar to initiate the certification of your CIIS enrollment to the V.A.

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. For more information, please visit our health insurance Web page at http://www.ciis.edu/Life_at_CIIS/Health_Insurance.html or specific policy details.

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 over 145,000 printed or electronic books; more than 12,000 journal subscriptions (mostly available online); more than 1,200 audiovisual items; as well as CIIS dissertations and master’s theses. InterLibrary loan services are available to obtain materials not available through our Library collections.

Online and Electronic Resources
The Library Web page (http://library.ciis.edu) offers 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 email to askref@ciis.edu, or 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 public services librarian 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.

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 or for group work. CIIS Library electronic resources are available online 24/7.

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—AwareNET
AwareNET is the name of the CIIS Student wireless network. Access to AwareNET is available throughout the Mission building.

CIIS Student Email Account
CIIS Student Email accounts are automatically created each semester 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.

Computer Labs
CIIS provides students with a computer lab that has MACs and virtualized PCs with access to Microsoft Office and Adobe Acrobat software. The computer lab doubles as a teaching lab 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 AwareNET, which is the student wireless network at CIIS.

Educational Technology

Online Course Platform
For online courses, CIIS has one Learning Management Systems (LMS) that provides online spaces for academic and nonacademic programs.

Canvas
Canvas is the only LMS for online learning courses at CIIS. Online courses offered on Canvas can be directly accessed by going to the following website: https://ciis.instructure.com/. For assistance with Canvas, please go to the following website: http://guides.instructure.com/. Canvas provides CIIS students, faculty, and staff with 24/7/365 technical support, or you may contact the Educational Technology Department at edtech@ciis.edu or 415.575.6111 or 415.575.6229.
Campus Facilities

Hours
CIIS’s 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>Campus Facilities</th>
<th>Regular Hours</th>
<th>Semester-Break Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main Campus</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1453 Mission Street</td>
<td>Mon–Sat 8 a.m.–10 p.m.</td>
<td>Mon–Sun 8 a.m.–7 p.m.</td>
</tr>
<tr>
<td></td>
<td>Sun 8 a.m.–8:30 p.m.</td>
<td></td>
</tr>
<tr>
<td><strong>ACTCM at CIIS Main Campus</strong></td>
<td>Mon–Fri 8 a.m.–5 p.m.</td>
<td>Mon–Fri 8 a.m.–5 p.m.</td>
</tr>
<tr>
<td>455 Arkansas Street</td>
<td>Sat and Sun Closed</td>
<td>Sat and Sun Closed</td>
</tr>
<tr>
<td><strong>ACTCM at CIIS Acupuncture and Herbal Clinic</strong></td>
<td>Mon–Thur 8:30 a.m.–9:00 p.m.</td>
<td>Mon–Thur 8:30 a.m.–5:30 p.m.</td>
</tr>
<tr>
<td>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>
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<tr>
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<td>Sun Closed</td>
<td>Sun Closed</td>
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<tr>
<td><strong>ACTCM at CIIS Shuji Goto Library</strong></td>
<td>Mon 9:00 a.m.–6:00 p.m.</td>
<td>First week of break</td>
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<tr>
<td>555 De Haro Street, Suite 210</td>
<td>Tues–Thur 9:00 a.m.–8:00 p.m.</td>
<td>Mon–Fri 10:00 a.m.–5:00 p.m.</td>
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<tr>
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<td>Fri 9:00 a.m.–6:00 p.m.</td>
<td>Second week of break</td>
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<tr>
<td></td>
<td>Sat 10:00 a.m.–6:00 p.m.</td>
<td>Closed</td>
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Art Galleries
Building lobby, 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.

Bookstore
Third floor, Room 302

The InnerLight Bookstore is operated by CIIS and carries all of the required textbooks for in-person courses; it also has arrangements for online book purchases. The bookstore carries a wide variety of other books relevant to the interests of the University community as well, and will special-order books twice a week. In addition, the bookstore sells CIIS T-shirts, school supplies, music CDs, gifts, and greeting cards.

Café
Third floor, Room 309

The CIIS Conscious 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.


**Clinical Psychology Doctoral Program**
Associated with the Doctor of Psychology program, this center provides psychological services and testing while functioning as a training facility for advanced students in the Doctor of Psychology 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.

Meditation Room
Second floor, Room 212

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

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 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. ID cards are not transferable. Everyone, upon entering the campus, is required to present either 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 receptionist in the fourth-floor reception area
- The security officer in the lobby of the Main Campus
- 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.
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ACTCM Locations and Directions

1. **ACTCM Main Campus**
   455 Arkansas Street, SF 94107

   Entrance is at 455 Arkansas and also 450 Connecticut. For the Acupuncture and Herbal Clinic, enter on Connecticut Street; for administrative offices and classrooms A, B, & C, enter on Arkansas Street. The ACTCM parking lot is located at 450 Connecticut Street.

2. **Pioneer Square & Shuji Goto Library,**
   555 De Haro Street, SF, CA 94107

   Administrative Offices, the Shuji Goto Library, Classrooms D, E, F, G, H, and the Auricular Clinic are located on the first and second floors of this building.

**Public Transportation**

By BART

- Take BART to the 16th Street and Mission station, and then take the #22 Fillmore Outbound.
- Take BART to the Montgomery Street station, and then take the #10 Townsend Outbound MUNI bus at Sansome & Sutter Street.

By MUNI Bus

- **#22-Fillmore**
  To reach the ARKANSAS CAMPUS: get out at 18th and Connecticut Streets. Walk up hill (south) on Connecticut Street ½ blocks. ACTCM is on the right at 450 Connecticut.
  To reach the PIONEER SQUARE CAMPUS: heading south (or Outbound), get out at 17th & De Haro Streets. Walk up hill (south) on De Haro for ½ blocks. ACTCM is on the left at 555 De Haro.

- **#19-Polk**
  To reach the ARKANSAS CAMPUS: Heading south (or Outbound) to Navy Yard, get out at Rhode Island & 20th Streets. Heading north (or Inbound) to Beach Street, get out at De Haro & 20th Streets. Walk 3 blocks east, turning left onto Arkansas Street. Walk down hill (north) ½ block. ACTCM will be on your right at 455 Arkansas.

  To reach the PIONEER SQUARE CAMPUS: Heading north (or Inbound) to Beach Street, get out at De Haro & 18th Streets. Walk down hill (north) ½ block. ACTCM will be on your right. Heading Outbound to Navy Yard, get out at Rhode Island & 18th Streets. Walk down hill (east) on 18th Street one block. Turn left onto De Haro. Walk down hill (north) ½ block. ACTCM will be on your right at 555 De Haro.

By CALTRAIN

Get off at the 22nd and Pennsylvania Street stop. Walk 2 blocks (north) along Pennsylvania Street.

To reach the ARKANSAS CAMPUS: Turn left on 20th Street. Walk 4 blocks to Connecticut Street. Turn right on Connecticut. ACTCM is on the left at 450 Connecticut Street. The Acupuncture and Herbal Clinic is upstairs, the school is downstairs.

To reach the PIONEER SQUARE CAMPUS: Turn left on 18th Street. Walk 8 blocks to De Haro street. Turn right on De Haro. ACTCM is on the right at 555 De Haro.


**Driving Directions**

- **From the Peninsula on Highway 101 North**
  Take Highway 101 North and exit on Vermont Street. Continue straight for a few blocks on Vermont Street—which becomes Mariposa Street—and then make a right on Connecticut Street.

- **From the Peninsula on Highway 280 North**
  Take Highway 280 North to the Mariposa Street exit. Turn left on Mariposa and continue straight for a few blocks and then make a left on Connecticut Street.

- **From the East Bay on Highway 80 West**
  Take Highway 80 West toward San Francisco. Take the Ninth Street/Civic Center exit S.C., and then bear slightly left onto 8th Street. At the next roundabout, take the fourth exit onto De Haro Street. Turn left onto 16th Street, and then turn right onto Connecticut Street.

- **From Marin County on Highway 101 South**
  Cross the Golden Gate Bridge to San Francisco. Continue on Highway 101 South, which becomes Lombard St. At the end of Lombard Street (when only a left or right turn can be made), make a right on Van Ness Avenue, which becomes South Van Ness Avenue after crossing Market Street. Take a left on 17th Street, and then a right on Connecticut Street.
Location, Directions, and Parking Information

CIIS
1453 Mission St.

*Entry requires code available from Registrar's Office or greeters in lobby or 4th floor of Main Campus.

Public Transportation

MUNI Light Rail
Disembark at Van Ness Station
Route info: http://transit.511.org

MUNI Bus
• 14 Mission: Disembark at 11th St.
• 47 Van Ness: Disembark at Mission St.
Route info: http://transit.511.org

Bay Area Rapid Transit (BART)
Disembark at Civic Center Station
Route info: www.bart.gov

Driving Directions

From Golden Gate Bridge
1. Left onto Lombard St.
2. Right onto Van Ness Ave.
3. Left on Fell St.
4. Right at 10th St.
5. Right at Mission St.

From Bay Bridge
2. Exit 434A onto Mission St./US-101 N to Golden Gate Bridge.
3. Slight right onto Mission St.

From Peninsula
1. Take US-101 N.
2. Exit 434A onto Mission St./US-101 N to Golden Gate Bridge.
3. Slight right onto Mission St.

Parking
Parking on the streets nearest our buildings is metered and is restricted during certain hours, such as 7:00–9:00AM and 4:00–6:00PM. Be sure to check street signs. Retrieving a towed car costs a minimum of $392.75. Below are nearby public parking lots and garages and the streets of their entrances:

📍 Market Square (Twitter)
10th St at Jessie

📍 NEMA
10th St at Jessie

📍 City Park
S. Van Ness Ave

📍 12th & Kissling
12th St.

📍 1660 Mission
Otis St.

📍 Fox Plaza
Hayes St.

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