President’s Welcome

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

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

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

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

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

Judie Wexler, PhD
President

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

© 2019 California Institute of Integral Studies, 1453 Mission Street, San Francisco, CA 94103; 415.575.6100; http://www.ciis.edu
# Table of Contents

About CIIS ........................................................................................................... 3  
Academic Calendars ............................................................................................. 4  
Schools, Programs, and Degrees ......................................................................... 8  
  School of Undergraduate Studies ...................................................................... 9  
  Bachelor of Arts in Interdisciplinary Studies (BA) ............................................ 9  
  Bachelor of Science in Psychology (BS) ............................................................. 12  
  Accelerated BA/MA or MA/PhD ....................................................................... 20  
  The American College of Traditional Chinese Medicine at CIIS (ACTCM) .... 24  
  Doctor of Acupuncture and Chinese Medicine (DACM) ............................... 28  
  Master of Science of Traditional Chinese Medicine (MSTCM) ................. 36  
  Transitional Doctorate of Acupuncture and Chinese Medicine (DACM) ... 41  
  Doctor of Acupuncture and Oriental Medicine (DAOM) ............................ 43  
School of Professional Psychology and Health (SPPH) ................................... 67  
  Clinical Psychology (PsyD) ............................................................................. 68  
  Counseling Psychology .................................................................................... 79  
    Community Mental Health (MA) ................................................................. 84  
    Drama Therapy (MA) .................................................................................... 94  
    Expressive Arts Therapy (MA) ................................................................... 100  
    Integral Counseling Psychology (MA) ......................................................... 107  
    Somatic Psychology (MA) .......................................................................... 121  
    Integrative Health Studies (MA) ................................................................. 128  
School of Consciousness and Transformation (SCT) ....................................... 133  
  Anthropology and Social Change (MA and PhD) ......................................... 137  
  East-West Psychology (MA and PhD) ............................................................ 156  
  Human Sexuality (PhD) ................................................................................ 172  
  Integral and Transpersonal Psychology (PhD) ............................................... 177  
  Philosophy and Religion .............................................................................. 183  
    Ecology, Spirituality, and Religion (MA and PhD) ..................................... 184  
    Philosophy, Cosmology, and Consciousness (MA and PhD) .................. 192  
  Women’s Spirituality (PhD) .......................................................................... 227  
  Women, Gender, Spirituality, and Social Justice (MA) ............................... 227  
  Transformative Inquiry (MA and PhD) .......................................................... 244  
  Interdisciplinary Arts Department (MFA) ....................................................... 258  
General Information and Policies .................................................................... 264  
  Admissions Policies ....................................................................................... 264  
  Financial Aid Policies ..................................................................................... 270  
  Registration and Grading Policies ................................................................ 274  
  Tuition and Fees ............................................................................................ 286  
  Payment Policies ........................................................................................... 287  
  Academic Policies .......................................................................................... 290  
  Thesis and Dissertation Policies ..................................................................... 298  
  Graduation and Commencement Policies ..................................................... 304  
  University Policies ........................................................................................ 305  
  Student Services ............................................................................................. 310  
  Library Services ............................................................................................ 312  
  Information Technology Services ................................................................. 314  
  Online Learning ............................................................................................. 315  
  Campus Facilities .......................................................................................... 316  
  Campus Security ............................................................................................ 318  
Faculty .............................................................................................................. 320  
Council of Sages ................................................................................................. 343  
Board of Trustees .............................................................................................. 344  
Departmental Directory .................................................................................... 346  
  Administrative Offices ................................................................................... 346  
  Academic Offices .......................................................................................... 350  

About CIIS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Students**
In Fall 2018, 1,477 matriculated students attended CIIS. Of those, 95 percent were in graduate programs, 5 percent were in undergraduate programs, 68 percent were women, and 31 percent were students of color.
<table>
<thead>
<tr>
<th>Event</th>
<th>Fall 2019</th>
<th>Spring 2020</th>
<th>Summer 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ACTCM—July 2, 2019</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Registration opens (12:05 p.m.)</td>
<td>SUS—April 2, 2019</td>
<td>Nov. 5, 2019</td>
<td>March 17, 2020</td>
</tr>
<tr>
<td></td>
<td>ACTCM—July 16, 2019</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition payment deadline</td>
<td>Aug. 1, 2019</td>
<td>Dec. 10, 2019</td>
<td>April 8, 2020</td>
</tr>
<tr>
<td>Late registration deadline</td>
<td>Aug. 6, 2019</td>
<td>Dec. 3, 2019</td>
<td>April 14, 2020</td>
</tr>
<tr>
<td>Book-buying period / voucher application opens</td>
<td>Aug. 9, 2019</td>
<td>Dec. 7, 2019</td>
<td>April 10, 2020</td>
</tr>
<tr>
<td>Semester begins; audit registration opens</td>
<td>Aug. 29, 2019</td>
<td>Jan. 6, 2020</td>
<td>May 1, 2020</td>
</tr>
<tr>
<td>financial aid disbursement begins; first Deferred Payment Plan installment due</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Late payment fee applied</td>
<td>Aug. 30, 2019</td>
<td>Jan. 7, 2020</td>
<td>May 4, 2020</td>
</tr>
<tr>
<td>Add deadline; Grade Option selection deadline; book-</td>
<td>Sept. 10, 2019</td>
<td>Jan. 13, 2020</td>
<td>May 8, 2020</td>
</tr>
<tr>
<td>buying period closes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drop deadline</td>
<td>Sept. 17, 2019</td>
<td>Jan. 21, 2020</td>
<td>May 15, 2020</td>
</tr>
<tr>
<td>Deadline to withdraw and receive 75% refund</td>
<td>Sept. 24, 2019</td>
<td>Jan. 28, 2020</td>
<td>June 19, 2020</td>
</tr>
<tr>
<td>Graduation application deadline</td>
<td>Sept. 25, 2019</td>
<td>Feb. 12, 2020</td>
<td>June 22, 2020</td>
</tr>
<tr>
<td>Second Deferred Payment Plan installment due</td>
<td>Sept. 27, 2019</td>
<td>Feb. 6, 2020</td>
<td>June 1, 2020</td>
</tr>
<tr>
<td>Late payment fee applied</td>
<td>Sept. 30, 2019</td>
<td>Feb. 7, 2020</td>
<td>June 2, 2020</td>
</tr>
<tr>
<td>Deadline to withdraw and receive 50% refund</td>
<td>Oct. 16, 2019</td>
<td>Feb. 25, 2020</td>
<td>July 6, 2020</td>
</tr>
<tr>
<td>Third Deferred Payment Plan installment due</td>
<td>Oct. 30, 2019</td>
<td>March 5, 2020</td>
<td>July 1, 2020</td>
</tr>
<tr>
<td>Late payment fee applied</td>
<td>Oct. 31, 2019</td>
<td>March 6, 2020</td>
<td>July 2, 2020</td>
</tr>
<tr>
<td>Make-up days</td>
<td>Dec. 17–18, 2019</td>
<td>April 21–22, 2020</td>
<td>Aug. 18–19, 2020</td>
</tr>
<tr>
<td>Event</td>
<td>Fall 2019</td>
<td>Spring 2020</td>
<td>Summer 2020</td>
</tr>
<tr>
<td>-------</td>
<td>-----------</td>
<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Authorized early registration opens</td>
<td>April 23, 2019</td>
<td>Nov. 19, 2019</td>
<td>April 7, 2020</td>
</tr>
<tr>
<td>11:35 a.m.—Registration opens for Counseling Psychology students</td>
<td>April 30, 2019</td>
<td>Dec. 3, 2019</td>
<td>April 21, 2020</td>
</tr>
<tr>
<td>2:50 p.m.—Registration opens for all SPPH/SCT students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:35 a.m.—Program priority registration deadline</td>
<td>May 7, 2019</td>
<td>Dec. 10, 2019</td>
<td>May 5, 2020</td>
</tr>
<tr>
<td>Tuition payment deadline</td>
<td>Aug. 1, 2019</td>
<td>Jan. 2, 2020</td>
<td>May 1, 2020</td>
</tr>
<tr>
<td>Late registration deadline</td>
<td>Aug. 6, 2019</td>
<td>Jan. 3, 2020</td>
<td>May 12, 2020</td>
</tr>
<tr>
<td>Semester begins; audit registration opens; financial aid disbursement begins; first Deferred Payment Plan installment due</td>
<td>Aug. 29, 2019</td>
<td>Jan. 21, 2020</td>
<td>May 29, 2020</td>
</tr>
<tr>
<td>Late payment fee applied</td>
<td>Aug. 30, 2019</td>
<td>Jan. 22, 2020</td>
<td>June 1, 2020</td>
</tr>
<tr>
<td>Add deadline; grade option selection deadline; book-buying period closes</td>
<td>Sept. 10, 2019</td>
<td>Jan. 28, 2020</td>
<td>June 5, 2020</td>
</tr>
<tr>
<td>Drop deadline</td>
<td>Sept. 17, 2019</td>
<td>Feb. 4, 2020</td>
<td>June 12, 2020</td>
</tr>
<tr>
<td>Deadline to withdraw and receive 75% refund</td>
<td>Sept. 24, 2019</td>
<td>Feb. 11, 2020</td>
<td>June 19, 2020</td>
</tr>
<tr>
<td>Graduation application deadline</td>
<td>Sept. 25, 2019</td>
<td>Feb. 12, 2020</td>
<td>June 22, 2020</td>
</tr>
<tr>
<td>Second Deferred Payment Plan installment due</td>
<td>Sept. 27, 2019</td>
<td>Feb. 20, 2020</td>
<td>June 29, 2020</td>
</tr>
<tr>
<td>Late payment fee applied</td>
<td>Sept. 30, 2019</td>
<td>Feb. 21, 2020</td>
<td>June 30, 2020</td>
</tr>
<tr>
<td>Deadline to withdraw and receive 50% refund</td>
<td>Oct. 16, 2019</td>
<td>March 10, 2020</td>
<td>July 6, 2020</td>
</tr>
<tr>
<td>Third Deferred Payment Plan installment due</td>
<td>Oct. 30, 2019</td>
<td>March 19, 2020</td>
<td>N/A</td>
</tr>
<tr>
<td>Late payment fee applied</td>
<td>Oct. 31, 2019</td>
<td>March 20, 2020</td>
<td>N/A</td>
</tr>
<tr>
<td>Make-up days</td>
<td>Dec. 17–18, 2019</td>
<td>May 12–13, 2020</td>
<td>Aug. 10–11, 2020</td>
</tr>
</tbody>
</table>
### 2019–2020 Deadlines for Students Finishing a Thesis or Dissertation

<table>
<thead>
<tr>
<th>Event Description</th>
<th>Fall 2019</th>
<th>Spring 2020</th>
<th>Summer 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete oral defense</td>
<td>Oct. 8, 2019</td>
<td>March 9, 2020</td>
<td>June 12, 2020</td>
</tr>
<tr>
<td>Complete technical edits and submit thesis/dissertation to Center for Writing and Scholarship (CWS) and department/program chair</td>
<td>Nov. 12, 2019</td>
<td>April 13, 2020</td>
<td>July 10, 2020</td>
</tr>
<tr>
<td>Receive feedback and approval from CWS and department/program chair and submit signed Thesis/Dissertation Approval form to CWS and a copy to Registrar’s Office</td>
<td>Dec. 2, 2019</td>
<td>April 27, 2020</td>
<td>July 24, 2020</td>
</tr>
</tbody>
</table>

### 2019–20 Holidays and Commencement Ceremony

- Sept. 2, 2019—Labor Day
- Nov. 28–29, 2019—Thanksgiving
- Jan. 20, 2020—Martin Luther King Jr. Day
- Feb. 17, 2020—Presidents Day
- March 23–27, 2020—Spring Break (*buildings open*)
- May 16, 2020—Commencement Ceremony
- May 25, 2020—Memorial Day
- July 3, 2020—Independence Day
Schools, Programs, and Degrees

School of Undergraduate Studies
Bachelor of Arts (BA) in Interdisciplinary Studies
Bachelor of Science (BS) in Psychology

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

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

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

School of Consciousness and Transformation
Anthropology and Social Change
Master of Arts (MA) in Anthropology and Social Change
Doctor of Philosophy (PhD) in Anthropology and Social Change
Doctor of Philosophy (PhD) in Anthropology and Social Change, with Master of Arts (MA) in Contemporary China Studies
East-West Psychology
Master of Arts (MA) in East-West Psychology
Doctor of Philosophy (PhD) in East-West Psychology
Human Sexuality
Doctor of Philosophy (PhD) in Human Sexuality
Integral and Transpersonal Psychology
Doctor of Philosophy (PhD) in Integral and Transpersonal Psychology

Interdisciplinary Arts Department
Master of Fine Arts (MFA) in Interdisciplinary Arts and Writing
Philosophy and Religion
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 with a concentration in Ecology, Spirituality, and Religion
Philosophy, Cosmology, and Consciousness
Master of Arts (MA) in Philosophy and Religion with a concentration in Philosophy, Cosmology, and Consciousness
Doctor of Philosophy (PhD) in Philosophy and Religion with a concentration in Philosophy, Cosmology, and Consciousness
Women’s Spirituality
Doctor of Philosophy (PhD) in Philosophy and Religion with a concentration in Women’s Spirituality

Transformative Inquiry
Master of Arts (MA) in Transformative Leadership
Master of Arts (MA) in Transformative Leadership with a focus in Partnership Studies
Doctor of Philosophy (PhD) in Transformative Studies
Doctor of Philosophy (PhD) in Transformative Studies with a focus in Consciousness Studies
Women’s Spirituality
Master of Arts (MA) in Gender, Spirituality, and Social Justice
School of Undergraduate Studies

Bachelor of Arts (BA) in Interdisciplinary Studies

Dean
Michelle Eng, MA

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

Adjunct Faculty
Michael Aho, MA, MFA
Kris Brandenburger, PhD
May Elawar, PhD
Mordecai Cohen Ettinger, MA
Monique LeSarre, PsyD
Kai Lundgren-Williams, PhD
Jessa Brie Moreno, MFA
Linda Quiquivix, PhD
Patricia Rojas-Zambrano, MA, MFT
Nick Walker, MA
Kerri Welch, PhD
Zara Zimbardo, MA

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

What We Teach
The BA in Interdisciplinary Studies offers students a core curriculum that focuses on three themes over three semesters: Histories of Capitalism and Our Modern Era, Liberatory Education, and Examining Self and Society (semester one); Exploring Communities and Cultures, Ways of Knowing, and Research and Writing Skills (semester two); and Global Systems and Perspectives, Educating for 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.

Cocreation of knowledge is an essential aspect of our pedagogy. We believe that knowledge is created through interaction and dialogue, and by engaging multiple perspectives.

Integral learning reflects our approach to teaching from multiple modalities of learning: cognitive, visual, interactive, and somatic.

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

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

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 54 semester units up to 84 semester units.
2. A completed application form.
3. A five-to-seven-page typed admission essay.
4. Official transcripts from all previously attended colleges and universities.
5. Two letters of recommendation.
6. A preadmissions interview with either the Dean or a faculty member.

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

BA in Interdisciplinary Studies—120 Units

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

Arts (hands-on creative art)—3 Units
Select from the following:
GEN 1360 Visual Thinking (3 Units)
GEN 1366 Exploring Creativity (3 Units)
GEN 1400 Inner Geographies (3 Units)
GEN 1552 Poetry of Use (3 Units)

Expository Writing—6 Units
Select from the following:
GEN 1500 A Writer’s Perspective: How Writers Read, Reflect, Create, and Write—and Why (3 Units)
GEN 1504 The Art of the Essay (3 Units)
GEN 1552 Poetry of Use (3 Units)

Humanities—6 Units
Select from the following:
GEN 1589 Art of Communication (3 Units)

Quantitative—3 Units
Select from the following:
BSPSY 1014 Statistics for the Behavioral Sciences (3 Units)
GEN 1305 Mathematical Archetypes of Art, Science, and Nature (3 Units)
GEN 1309 Sacred Geometry (3 Units)
GEN 1418 Infographics: Telling Stories with Data (3 Units)

Natural Sciences—6 Units
Select from the following:
BIS 1642 Native Bees and Their Territories: Creating Multispecies Refuges (2–3 Units)
BSPSY 1022 Gerontology, Psychology of the Aging Adult (3 Units)
BSPSY 1400 Lifespan Development (3 Units)
GEN 1331 The Neurobiology of the Social Nervous System (3 Units)
GEN 1332 Bioethics and the Body (3 Units)
GEN 1400 Inner Geographies (3 Units)

Social and Behavior Science—9 Units
Select from the following:
BIS 1417 Emerging Field of Restorative Justice (1 Unit)
BIS 1580 Dialogue and Community Development (1 Unit)
BSPSY 1021 Adolescent Psychology (3 Units)
BSPSY 1022 Gerontology, Psychology of Aging Adults (3 Units)
BSPSY 1023 Consciousness and the Brain (3 Units)
BSPSY 1024 Psychology of Gender (3 Units)
BSPSY 1026 Trauma in Communities (3 Units)
BSPSY 1027 Introduction to Transpersonal Psychology (3 Units)
BSPSY 1400 Lifespan Development (3 Units)
BSPSY 1412 Counseling Skills (1 Unit)
GEN 1332 Bioethics and the Body (3 Units)
GEN 1401 Spiritual and Cultural Modalities of Healing (3 Units)
GEN 1460 Somatic Approaches to Psychology (1 Unit)

Oral Communication—3 Units
GEN 1589 Art of Communication (3 Units)

II. Interdisciplinary Core Courses—36 Units
The following must be completed at CIIS:
BIS 1211 Histories of Capitalism and Our Modern Era (4 Units)
BIS 1212 Liberatory Education (4 Units)
BIS 1213 Examining Self and Society (4 Units)
BIS 1221 Exploring Communities and Cultures (4 Units)
BIS 1222 Ways of Knowing (4 Units)
BIS 1223 Research and Writing Skills (4 Units)
BIS 1231 Global Systems and Perspectives (4 Units)
BIS 1232 Educating for 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

Bachelor of Science in Psychology

Dean
Michelle Eng, MA

Core Faculty
Kris Brandenburger, PhD

Adjunct Faculty
Rachel Bryant, MA
Kendra Diaz-Ford, PhD
Mordecai Cohen Ettinger, MA
Anne Huffman, PhD
Jessa Brie Moreno, MFA
Chris Olsen, PhD
Patricia Rojas-Zambrano, MA, MFT
Saru Sivanesan, MA, LMFT
Nick Walker, MA

About the Program

The BS Psychology program is an upper-division, online undergraduate degree completion program designed to accommodate working adults and others who desire maximum flexibility of time while completing their degree. Students can complete the program in three to four semesters, depending on transfer units. Each semester there is a campus-based three-to-five-day intensive where students meet in each course for the term as well as build social and scholarly community together through shared activities beyond the classes.

The program provides a strong general background in psychology complemented by a focus in current research and critical conversations in the field. The coursework situates in an interdisciplinary matrix of neurobiology, cognitive psychology, consciousness studies, human development, social psychology, and research methods. The capstone/senior project experience allows students to apply these skills in a research project of their design.

The BS Psychology orients toward cultural competence and whole-person well-being through understanding the intersections between psychology, scientific knowledge, culture, spiritual values, and the lived lives of our students. The BS Psychology supports our students in bringing their complete selves into their academic work, and provides resources to situate their full experience in current contexts and conversations in psychology.

Our students have a rigorous academic experience that prepares them for graduate work in psychology and other social sciences, as well as immediate employment in fields such as community advocacy, the technology sector, community services management, education, and human resources.

What We Teach
The BS Psychology provides a unique opportunity at the undergraduate level to integrate the latest research in psychology with the capacity to understand the cultural, global, critical, spiritual, and emotional contexts in which that research resides.
Degree Learning Outcomes
The BS Psychology Program Learning Outcomes align with both core competencies with degree proficiencies as outlined by WSCUC [brackets].

1. Students will gain a broad understanding of the major concepts and theoretical frameworks in psychology and will demonstrate capacity for critical thinking situated in psychological knowledge. [Critical Thinking]
2. Students will be able to communicate both in written and oral form in a manner that is clear, cohesive, and situated in psychological knowledge, using appropriate citations and sourcing in APA format. [Written and Oral Communications]
3. Students will gain a global perspective by critically engaging both Western and non-Western perspectives in psychological frameworks and practices. [Diversity (also a CIIS core value)]
4. Students will 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 multiple bodies of knowledge. [Information Literacy]
5. Students will develop foundational skills in psychological research design, including the capacity to work quantitatively with scientific data situated in psychological frameworks. [Quantitative Reasoning]

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 54 semester units up to 80 semester units.
2. A completed application form.
3. A minimum of a 2.0 cumulative GPA.
4. A five-to-seven-page typed admission essay.
5. Official transcripts from all previously attended colleges and universities.
6. Two letters of recommendation.
7. A preadmissions interview with either the Dean or a faculty member.
8. A completed general psychology course.

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
BS Psychology—120 Units
The curriculum is composed of 40 units of required core coursework, and further work chosen from approved psychology electives and School of Undergraduate Studies electives, including those that meet general education requirements. The psychology electives allow students to deepen a particular interest or area of study, such as developmental psychology, trauma and addiction studies, or cultural psychology.

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:
GEN 1360 Visual Thinking (3 Units)
GEN 1366 Exploring Creativity (3 Units)
GEN 1400 Inner Geographies (3 Units)
GEN 1552 Poetry of Use (3 Units)

Expository Writing—6 Units
Select from the following:
GEN 1500 A Writer’s Perspective: How Writers Read, Reflect, Create, and Write—and Why (3 Units)
GEN 1504 The Art of the Essay (3 Units)
GEN 1552 Poetry of Use (3 Units)
Humanities—6 Units
Select from the following:
GEN 1589 Art of Communication (3 Units)

Quantitative—3 Units
Select from the following
BSPSY 1014 Statistics for the Behavioral Sciences (3 Units)
GEN 1305 Mathematical Archetypes of Art, Science, and Nature (3 Units)
GEN 1309 Sacred Geometry (3 Units)
GEN 1418 Infographics: Telling Stories with Data (3 Units)

Natural Sciences—6 Units
Select from the following:
BIS 1642 Native Bees and Their Territories: Creating Multispecies Refuges (2–3 Units)
BSPSY 1014 Statistics for the Behavioral Sciences (3 Units)
GEN 1305 Mathematical Archetypes of Art, Science, and Nature (3 Units)
GEN 1309 Sacred Geometry (3 Units)
GEN 1418 Infographics: Telling Stories with Data (3 Units)

Social and Behavior Science—9 Units
Select from the following:
BIS 1332 Bioethics and the Body (3 Units)
BIS 1417 Emerging Field of Restorative Justice (1 Unit)
BIS 1460 Somatic Approaches to Psychology (1 Unit)
BIS 1580 Dialogue and Community Development (1 Unit)
BSPSY 1112 Learning and Cognition (4 Units)
BSPSY 1113 Social Psychology (4 Units)
BSPSY 1116 Global Perspectives in Psychology (4 Units)
BSPSY 1117 ACE/Adverse Childhood Experiences (4 Units)
BSPSY 1118 Neurodiversity, Mad Studies, and Critical Perspectives in Psychology (4 Units)
BSPSY 1020 Cross and Multicultural Psychology (4 Units)
BSPSY 1021 Adolescent Psychology (3 Units)
BSPSY 1022 Gerontology, Psychology of the Aging Adult (3 Units)
BSPSY 1023 Consciousness and the Brain (3 Units)
BSPSY 1024 Psychology of Gender (3 Units)
BSPSY 1026 Trauma in Communities (3 Units)
BSPSY 1027 Introduction to Transpersonal Psychology (3 Units)
BSPSY 1400 Lifespan Development (3 Units)
BSPSY 1412 Counseling Skills (1 Unit)
GEN 1401 Spiritual and Cultural Modalities of Healing (3 Units)

Oral Communication—3 Units
GEN 1589 Art of Communication (3 Units)

II. Psychology Core Courses—40 Units
The following must be completed at CIIS:
BSPSY 1110 Theories of Personality (4 Units)
BSPSY 1111 Neurobiology (4 Units)
BSPSY 1112 Learning and Cognition (4 Units)
BSPSY 1113 Social Psychology (4 Units)
BSPSY 1115 Research Methods in Psychology (4 Units)
BSPSY 1116 Global Perspectives in Psychology (4 Units)
BSPSY 1117 ACE/Adverse Childhood Experiences (4 Units)
BSPSY 1118 Neurodiversity, Mad Studies, and Critical Perspectives in Psychology (4 Units)
BSPSY 1119 Senior Project (4 Units)
BSPSY 1120 Cross-Cultural and Multicultural Psychologies (4 Units)

III. Psychology Electives
BSPSY 1014 Statistics for Behavioral Science (3 Units)
BSPSY 1021 Adolescent Psychology (3 Units)
BIS as well as the skil
range of approaches to inquiry and analysis. The group develops an operational definition of research
issues of bias, data collection, and the legitimacy of sources and methods. Students consider a
The readings and in

BIS
information,

Students consider

This course provides students the opportunity to explore multiple perspectives on knowledge and conducting inquiry.

BIS
semester learning.

Students write and share critical reflecti
“unlearning” in different ways. Students read and engage with critic
al pedagogy and other liberatory educational theories. Students also participate in group discussions, activities, and exercises that allow them to reflect on, and also create, transformative learning experiences. Students write and share critical reflections, as well as a final integrative essay on the semester learning. Prerequisite: BIS student.

This course provides students with perspectives on the historical and intertwined development of capitalism and modernity. Drawing from a wide variety of resources (such as history, literature, art, philosophy, and cultural, political, or social theory), students critically and reflectively examine the ways in which we experience our contemporary capitalist modern societies. Students write three response essays to course texts and engage in various experiential learning activities and projects. Prerequisite: BIS student.

This course functions as a laboratory in which students can explore what an integral education can be: learning and
principles of knowing.

This course provides students with the opportunity to examine notions of “self,” as well as a final integrative essay on the semester learning. Prerequisite: BIS student.

This course provides students with the opportunity to examine notions of “self,” as well as tensions between the individual and the collective. Drawing from interdisciplinary resources and cross-cultural perspectives, students participate in various activities such as writing, creative projects, and experiential exercises to explore implications of different conceptions of the self. Prerequisite: BIS student.

This course provides students with the opportunity to explore multiple perspectives on 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.

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.

A 21st-century education is incomplete without understanding how we are situated within a global context. Students will learn to rethink current challenges such as globalization, violence, and our ecological crisis. Students will analyze intertwined global systems as well as learn about how these manifest differently across geographies and communities according to unequal historical legacies and contemporary policies. Prerequisite: BIS student.

IV. General Electives—45 Units in any combination of the following:
1. CIIS courses
2. Transfer units

Course Descriptions

BIS 1211 Histories of Capitalism and our Modern Era (4 Units) PF Grade Option
This course provides students with perspectives on the historical and intertwined development of capitalism and modernity. Students critically and reflectively examine the ways in which we experience our contemporary capitalist modern societies. Students write three response essays to course texts and engage in various experiential learning activities and projects. Prerequisite: BIS student.

BIS 1212 Liberatory Education (4 Units) PF Grade Option
This course functions as a laboratory in which students can explore what an integral education can be: learning and “unlearning” in different ways. Students read and engage with critical pedagogy and other liberatory educational theories. Students also participate in group discussions, activities, and exercises that allow them to reflect on, and also create, transformative learning experiences. Students write and share critical reflections, as well as a final integrative essay on the semester learning. Prerequisite: BIS student.

BIS 1213 Examining Self and Society (4 Units) PF Grade Option
This course provides students with the opportunity to examine notions of “self,” as well as tensions between the individual and the collective. Drawing from interdisciplinary resources and cross-cultural perspectives, students participate in various activities such as writing, creative projects, and experiential exercises to explore implications of different conceptions of the self. Prerequisite: BIS student.

BIS 1221 Exploring Communities and Cultures (4 Units) PF Grade Option
In this course, students examine the historical constructions and significance of cultures, cultural values, and cultural differences. 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 Ways of Knowing (4 Units) PF Grade Option
This course provides students with the opportunity to explore multiple perspectives on 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 Skills (4 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 Systems and Perspectives (4 Units) PF Grade Option
A 21st-century education is incomplete without understanding how we are situated within a global context. Students will learn to rethink current challenges such as globalization, violence, and our ecological crisis. Students will analyze intertwined global systems as well as learn about how these manifest differently across geographies and communities according to unequal historical legacies and contemporary policies. Prerequisite: BIS student.

BSBY 1022 Gerontology, Psychology of Aging Adults (3 Units)
BSBY 1023 Consciousness and the Brain (3 Units)
BSBY 1024 Psychology of Gender and Sexuality (3 Units)
BSBY 1025 Addiction Prevention, Treatment, and Recovery (3 Units)
BSBY 1026 Trauma in Communities (3 Units)
BSBY 1027 Introduction to Transpersonal Psychology (3 Units)
BSBY 1400 Lifespan Development (3 Units)
BSBY 1412 Counseling Skills (1 Unit)
BIS 1232 Educating for Social Change (4 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 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. Prerequisite: BIS student.

BIS 1417 Emerging Field of Restorative Justice (1 Unit) PF Grade Option
Restorative justice is quickly emerging as a desired set of principles and practices to mediate conflict, strengthen community, and repair harm in multiple contexts. It is currently practiced in schools, in community groups, and along the entire continuum of the justice process, whether as an alternative to incarceration, as an in-custody education program, or for re-entry. It is used by social workers, students, justice advocates, professors, 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: Undergraduate student.

BIS 1580 Dialogue and Community Development (1 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: Undergraduate student.

BIS 1642 Native Bees and Their Territories: Creating Multispecies Refuges (2–3 Units) PF Grade Option
Join us on a unique study trip to Puebla and Veracruz, Mexico, to learn from and about Mesoamerican native bees and the people caring for them within an ecocultural notion of territory. Our journey starts in the city of Xalapa, then to the La Antigua river basin to learn with subsistence farmers, cooks, midwives, and practitioners of herbal medicine. We then travel together to the city of Puebla for an International Congress on Native Bees. This intensive week will give us an introduction into the social and biological diversity of these territories, the possibility of creating multispecies refuges, and a deeper understanding of what is meant by "El territorio no se vende; se ama y se defiende!” that we chant in defense of our world. Prerequisite: Undergraduate student.

BIS 2222 Special Topics (1–3 Units) PF Grade Option
A course of study not currently encompassed in the curriculum but relevant to the topic of interdisciplinary studies. Prerequisite: Undergraduate student.

BSPSY 1010 Theories of Personality (4 Units) LG Grade Option
This course will examine the structure of personality through study of major theoretical frameworks, as well as the implications of current research in the field. Frameworks addressed include psychoanalytic, biological, humanistic, transpersonal, behaviorist, and social-cognitive theoretical approaches to personality. Prerequisite: BSPSY student.

BSPSY 1011 Neurobiology (4 Units) LG Grade Option
This course covers the basics of neurobiological functioning. Topics will include: an overview of the nervous system, cognitive and behavioral effects of various types of brain damage, neurological bases of mental disorders, and neurological testing. Prerequisite: BSPSY student.

BSPSY 1012 Learning and Cognition (4 Units) LG Grade Option
This course addresses the processes involved in the activities of knowing, including perception, memory, thinking, and language. How do humans acquire, organize, and use knowledge? How are memory, forgetting, concept formation, language learning, and reinforcement understood? Prerequisite: BSPSY student.

BSPSY 1013 Social Psychology (4 Units) LG Grade Option
This course examines theoretical and practical approaches to the understanding of human behavior in a social context. How does individual human behavior affect other people, and how are individuals in turn affected by the social body? Topics addressed include the self, attitudes, group dynamics, prejudice, interpersonal attraction, impression formation, attribution, aggression, and prosocial behavior. Prerequisite: BSPSY student.
BSPSY 1014 Statistics for Behavioral Science (3 Units) LG Grade Option
This course familiarizes students with the basic statistical methods used in the social and behavioral sciences, including hypothesis testing and predictive techniques to facilitate decision-making, organization and classification of data, descriptive and inferential statistics, central tendency, variability, probability and sampling distributions, graphic representation, correlation and regression, chi-square, t-tests, and analysis of variance. Prerequisite: Undergraduate student.

BSPSY 1015 Introduction to Research Methods in Psychology (4 Units) LG Grade Option
This course introduces psychological research methods and design, including observation, instrumentation, and the collection, analysis, interpretation, and reporting of research data as illustrated through a review of original research in a variety of the subdisciplines of psychology. Prerequisite: BSPSY student.

BSPSY 1016 Global Perspectives in Psychology (4 Units) LG Grade Option
The focus of psychology in the United States has been predominantly Western and domestic in orientation. However, increased globalization and refugee migrations have made clear that a broader perspective is required. This course will examine human behavior from the influence of cultural and global trends on individual and group behavior. We will explore trends in global psychology, indigenous psychology, psychotherapy in a global world, and the role of psychologists internationally. Psychological issues will be examined from a global rather than a Western/domestic perspective. Prerequisite: BSPSY student.

BSPSY 1017 ACE/Adverse Childhood Experiences and Their Import (4 Units) LG Grade Option
What are the long-term effects of childhood abuse, neglect, domestic violence, and other forms of trauma? What are the biological and social components of ACE, and how can they be recognized and treated? This course will examine the current literatures of childhood trauma as students grapple with the implications of ACE for society as well as the individuals with trauma in their childhood background. Prerequisite: BSPSY student.

BSPSY 1018 Neurodiversity, Mad Studies, and Critical Perspectives in Psychology (4 Units) LG Grade Option
What does it mean to be “sane”? What is neurodivergence and why does it matter? How is current research providing support for contemporary critiques of mainstream psychology and what is its importance? This course is interdisciplinary and international in its orientation, and will challenge students to broaden their understandings of important critical movements in the field of psychology. Prerequisite: BSPSY student.

BSPSY 1019 Senior Project (4 Units) LG Grade Option
In this course, students integrate knowledge and skills attained through their coursework to create a final capstone project that examines an area of psychology of significant interest. It is expected that the project will demonstrate articulation of an issue, idea, or interest; capacity to contextualize the work in multiple ways; the ethical foundations of the work; the social or personal relevance of the work; the historical and theoretical background(s) of the work. Students will also engage in scholarly discourse about key issues and theories learned throughout the program. Prerequisite: BSPSY student.

BSPSY 1020 Cross-Cultural and Multicultural Psychologies (4 Units) OP Grade Option
This course offers students the opportunity to explore psychology through a cultural lens. We ask that students challenge their own worldviews and unconscious biases as a way to develop greater awareness of the impact of cultural differences in a variety of settings. Students will explore definitions and frameworks that support understanding how bias functions; how unexamined assumptions support existing structures of racism, and other inequities. Students will also examine the cultural relationships that affect emotional and cognitive development. Prerequisite: BSPSY student.

BSPSY 1021 Adolescent Psychology (3 Units) OP Grade Option
This course addresses the influences of biological, emotional, social, and cognitive factors on personality development and adjustment of the adolescent. With the physical changes of adolescence come developmental and psychological changes as well. We will look at the relationships between the social, familial, educational, and emotional aspects of adolescent life. Prerequisite: Undergraduate student.

BSPSY 1022 Gerontology, Psychology of the Aging Adult (3 Units) OP Grade Option
This course will focus on the developmental patterns of aging (middle to old age). What are the cognitive, relational, psychological, and health factors affecting aging processes? What are the changes in living arrangements required by aging adults, and what are the effects of those changes on individuals and families as the aging process advances? Prerequisite: Undergraduate student.

BSPSY 1023 Consciousness and the Brain (3 Units) OP Grade Option
Are there differences between consciousness and the brain? Current research is not conclusive, though it fuels a lively debate. Students will engage the theories of consciousness as solely a function of the brain, as well as consciousness being a state of mind; “mindfulness” meets “braininess.” Students will have the opportunity to engage the questions of consciousness and brain from historical and contemporary theoretical frameworks. Prerequisite: Undergraduate student.
BSPSY 1024 Psychology of Gender (3 Units) LG Grade Option
This course will introduce the basic theories, principles, and applications of gender and gender differences. We will examine distinctions between sex and gender, masculinity and femininity, and sexuality and sexual orientation; gender differences in social behavior, perception, and cognitive abilities; and cross-cultural research on gender and sexuality. Prerequisite: Undergraduate student.

BSPSY 1025 Addiction Prevention, Treatment, and Recovery (3 Units) LG Grade Option
This course familiarizes students with models and theories of addiction, as well as various treatment approaches from a multicultural context. Prevention in various settings is addressed, including the patterns and risk factors of addiction, as well as strategies for prevention. Treatment methodology, treatment planning, goal setting, and evaluation are also addressed. Prerequisite: Undergraduate student.

BSPSY 1026 Trauma in Communities (3 Units) LG Grade Option
This course provides an overview of psychological theory and research on trauma and traumatic stress in a range of communities. The course is multicultural in orientation and is designed to acquaint students with some of the key issues, questions, and findings in the study of trauma and stress, as well as to allow the development of critical skills needed to recognize and work with trauma in communities. Prerequisite: Undergraduate student.

BSPSY 1027 Introduction to Transpersonal Psychology (3 Units) LG Grade Option
This course introduces students to the field of transpersonal psychology, including its scope, origins, and contemporary and future perspectives. Students will study and engage with the field as a whole and explore and investigate the unique aspects of transpersonal psychology and its influence on current psychology. Students will emerge from this class with a deeper understanding of transpersonal psychology and how it can support their future work. Prerequisite: Undergraduate student.

BSPSY 1400 Lifespan Development (3 Units) LG 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: Undergraduate student.

BSPSY 1412 Counseling Skills (1 Unit) LG Grade Option
This is an introductory skills and methods course. Core helping skills that will be developed and discussed will be: basic listening skills, developing empathy, assessment, goal setting, and action planning. Core ethical issues that will be discussed are as follows: cultural competency, ethnocentric bias, internalized oppression, crisis management, mandated reporting, and confidentiality. The course will be held over one weekend and will be a combination of reflective activities and journaling, as well as expressive and creative arts processes to draw out our own inner barriers to engaging in effective counseling process. Prerequisite: Undergraduate student.

GEN 1305 Mathematical Archetypes of Art Science and Nature (3 Units) OP Grade Option
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.

GEN 1309 Sacred Geometry (3 Units) OP 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, field work, 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: Undergraduate student.

GEN 1331 The Neurobiology of the Social Nervous System (3 Units) OP Grade Option
This course will overview key theories of the individual, interpersonal, and developmental neurobiology of trauma and trauma recovery, along with relevant concepts from psychoimmunology, neurophysiology, and epigenetics. The neurobiology of trauma is a growing interdisciplinary subfield of neuroscience that can serve as a pathway for students to develop competency in emergent scientific principles. In this course, students will cultivate the skills and confidence to read and evaluate diverse scientific literature and learn the basics of medical research. Finally, this course will allow students to cultivate a deeper understanding of the dynamics and consequences of individual, institutionalized, and intergenerational trauma and how change and healing is possible within the individual body and more broadly within the social body or the body politic. Prerequisite: Undergraduate student.
GEN 1332 Bioethics and the Body (3 Units) OP 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: Undergraduate student.

GEN 1360 Visual Thinking (3 Units) OP Grade Option
Students will work primarily at seeing the world around them more clearly, as well as trying to understand what information their eyes are bringing to them. They will deepen this understanding through creating visual pieces and by looking at those created by others. Students will explore ways in which they can engage with and explore the nature of visual experience. Prerequisite: Undergraduate student.

GEN 1366 Exploring Creativity (3 Units) OP Grade Option
This is a participatory course, in which students explore the creative moment through writing, performance, and visual art, experimenting with different techniques across disciplines. We will generate material individually and in collaboration. In this course, students will explore their own relationship to the creative process; generate raw material that they can build on in the future; experiment across creative disciplines; and consider how creative work may intersect with other aspects of their personal, political, or academic lives. Prerequisite: Undergraduate student.

GEN 1400 Inner Geographies (3 Units) OP Grade Option
In this course, we explore overlaps between science, art, geography, story, and personal experience. We use outer landscapes and science metaphors to investigate how natural history connects to personal history. Visualizations, readings, creative writing, art, discussions, and projects—like LifeCores, personal maps, and personal compass roses—create transformative learning experiences. Prerequisite: Undergraduate student.

GEN 1401 Spiritual and Cultural Modalities of Healing (3 Units) OP Grade Option
The course will engage students in an internal and external process of reflection around their beliefs and experiences around S/spirituality and healing using a multidisciplinary experiential, didactic, and creative frame. Texts and experiential exercises will be utilized from a broad range of cultural and S/spiritual traditions, including indigenous healing (African, American Indian/Native, Chicano/Latina/Indigena, and Asian Pacific Island) modalities as well as healing from within an Abrahamic (Christianity, Islam, Judaism) frame. Students should come prepared to use auto-ethnography (written, performative, or visual) to create a portfolio that engages their own journey through the material. The class will be taught in both seminar and lab style, where we will utilize readings, guest presenters, and Spiritual practitioners, as well as students’ own experiences as text. Prerequisite: Undergraduate student.

GEN 1418 Infographics: Telling Stories with Data (3 Units) OP Grade Option
We live in a data-rich world. Infographics give us the power to interpret and deliver data in engaging and provocative ways. We will analyze the data presentation, types, assumptions, and conclusions of current infographics and put this knowledge to work creating our own infographics. This course will build students’ mathematical skills by translating between graphs, equations, tables, diagrams, and words. Prerequisite: Undergraduate student.

GEN 1460 Somatic Approaches to Psychology (1 Unit) OP Grade Option
This course is an introduction to the theory and praxis of somatic psychology. We will explore basic principles and practices of somatic psychology, and their potential applications in psychotherapy and other transformative work. Lecture and discussion will be combined with participatory exercises intended to cultivate increased somatic awareness and to provide firsthand experience of a variety of basic skills and techniques of somatic practice. Prerequisite: Undergraduate student.

GEN 1500 A Writer’s Perspective: How Writers Read, Reflect, Create, and Write—and Why (3 Units) OP 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: Undergraduate student.

GEN 1504 The Art of the Essay (3 Units) OP 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: Undergraduate student.
GEN 1552 Poetry of Use (3 Units) OP 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: Undergraduate student.

GEN 1589 Art of Communication (3 Units) OP 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: Undergraduate student.

Accelerated BA/MA or MFA

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

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

The accelerated BA/MA provides students in participating graduate programs the opportunity to reduce their time to degree by one semester, with some exceptions.

For TLD students, completion is still four semesters. However, by starting the program while still in BAC, students will have a reduced course load. In addition, only BAC students admitted in fall will be eligible for consideration to the BA/TLD accelerated program.

Advisors
Cindy Shearer, DA, PhD
Master of Fine Arts in Interdisciplinary Arts and Writing

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

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

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

Dan Crowe, PhD
Transformative Leadership

Admissions Requirements
Students must:
- have completed 75 units or more before entering the BIS to apply to the accelerated BA/MA or MFA program;
have completed the following minimum general education requirements before entering the BIS: 6 units of humanities, 9 units of social sciences, 6 units of expository writing, 3 units of oral communication, and 3 units of natural science;

- apply to the select graduate program at the same time they apply to the BIS;
- meet the existing criteria for admission to the BIS and MA or MFA programs;
- specifically for students applying to the accelerated program with the MFA department, they must have completed 3 to 6 units in art or writing practice or demonstrate capacity through submission of an art portfolio; and
- complete two admission interviews, one with BIS and the second with the MA or MFA program, and be accepted by both programs.

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

**Accelerated Program Policies**

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

**Curriculum Overview**

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

**Core Requirements**

Students meet all core requirements for the BIS and the graduate program they are admitted to. See program pages for a description of degree core requirements.

**Program Learning Outcomes**

See program pages for Program Learning Outcomes.

**Prerequisites and Curriculum**

**Prerequisites and Curriculum for Accelerated BA/MFA, Interdisciplinary Arts and Writing**

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

**Faculty advisor and liaison:** Cindy Shearer.

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

**Core Curriculum (Fall Semester)**

MFA 7104: Creative Inquiry for Artists (3 Units)
Core Curriculum (Spring Semester)
MFA 7281: Arts in Context (3 Units)

Elective Courses (Summer semester, take 3 Units)
MFA 7219: Arts Mentorship (1 Unit)
MFA 7220: Art Making: Global Influences (1 Unit)
MFA 7222: International Summer Exchange (2 Units)
MFA 7224: Exchange: University of Chichester (2 Units)
MFA 7225: Exchange: Kingston Writing School (2 Units)
MFA 7300: Internship (1–2 Units)

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

Core Curriculum (Fall Semester)
EWP 6000 EWP Community Retreat (1 Unit)
EWP 6001 Intro to EWP (2 Units)
EWP 6329 Conscious Diversity (2 Units)
EWP 6330 Knowledge Work and the Modern Academy (1 Unit)

Core Curriculum (Spring Semester)
EWP 6329 Conscious Diversity (2 Units)

Elective Courses (Fall Semester)
EWP 6043 Introduction to Yoga Psychology (3 Units)
EWP 6107 Ecopsychology and Expressive Arts: Touching the Sacred Within and Without (1 Unit)
EWP 6115 The Systems View of Life (3 Units)
EWP 6261 The Psychology of Death and Dying (3 Units)
EWP 6320 The Dao of Life Cultivation in Chinese Traditions (3 Units)
EWP 6330 Knowledge Work and the Academy (1 Unit)

Elective Courses (Spring Semester)
EWP 6051 Eastern Theories of Self, Mind, and Nature (3 Units)
EWP 6074 Western Mystical Traditions: Judaism, Christianity, Islam (3 Units)
EWP 6088 The Song of the Body: Embodied Expressive Arts in the Unfolding of Soul (1 Unit)
EWP 6235 Integral Approaches to Dreams (3 Units)
EWP 6330 Knowledge Work and the Academy (1 Unit)
EWP 6403 Inquiry into True Nature: Exploring Body, Personality, and the Soul (3 Units)
EWP 7311 Jungian Psychology and East-West Spirituality (3 Units)

Elective Courses (Summer Semester)
EWP 6046 Psyche, Self, and Nature (3 Units)

Prerequisites and Curriculum for BA/MA, Anthropology and Social Change
Prerequisites: 3 to 6 Units in social science, humanities, or social-justice-relevant studies.

Faculty advisor and liaison: Targol Mesbah.

Fall semester (3 Units)
ANTH 6160 Activist Ethnography I (3 Units)

Spring semester (3 Units)
ANTH 6152 Social Movements and Social Change (2 Units)
And one of the 1-Unit courses listed below:
ANTH 6174 Activist Media Skills: Writing, Editing, and Getting Published (1 Unit)
ANTH 6175 Activist Media Skills: Web Publishing and Internet Media (1 Unit)
ANTH 6177 Activist Media Skills: Producing Radical Radio (1 Unit)
ANTH 6178 Activist Media Skills: Introduction to Activist Videography and Strategic Filmmaking (1 Unit)
ANTH 6179 Organizing for Social Justice (1 Unit)
ANTH 8799 Independent Study
Summer semester (3 Units)
ANTH 6453 Anarchist Anthropology (new online course) (1 Unit)
ANTH 6458 New Media and Social Movements (new online course) (1 Unit)
ANTH 6461 Food Sovereignty, Climate Justice, and Cooperative Economy (new online course) (1 Unit)
And/or an Independent Study for a combined total of 3 Units.
ANTH 8799 Independent Study (1–3 Units)

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

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

Faculty advisor and liaison: Alka Arora.

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

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

Summer semester: PARW 7585 Spirit, Compassion, and Community Activism (3 Units online)

Prerequisites and Curriculum for BA/MA, Transformative Leadership

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

Faculty advisor and liaison: Dan Crowe.

Fall semester:
TLD 6125 Leadership Models, Maps, and Metaphors (3 Units)
Attend intensive for the one day in which course is presented.

Spring semester:
TLD 6145 Diversity in Action: Leadership Pluralism and Creativity (3 Units)
Attend intensive for the one day in which course is presented.

Summer semester:
TID-Elective
The American College of Traditional Chinese Medicine at CIIS

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

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

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

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

**Doctor of Acupuncture and Chinese Medicine (DACM)**
(Professional doctorate)

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

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

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

In 1986, ACTCM became the first college in the country to award a master of science degree in Traditional Chinese Medicine (MSTCM). In 1991, ACTCM’s MSTCM program 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.

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, and reaccredited in 2018. This doctoral program is a post-master’s graduate degree that provides advanced education in Chinese medicine with an emphasis on integrative medicine, specialty training in women’s health and pain management, and completion of a capstone thesis.
The ACTCM professional doctorate program, Doctor of Acupuncture and Chinese Medicine (DACM), started its first cohort in 2015. The DACM program was granted accreditation by ACAOM in 2018. In a rigorous medical training program, the quality of the faculty is essential to the quality of the education. We have a dynamic mix of faculty members committed to educational excellence. Trained in China and in the United States, our seasoned faculty members are well versed in the healing arts, with many holding credentials in both Chinese medicine and Western medicine.

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

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

The Doctor of Acupuncture and Chinese Medicine (DACM) is a professional doctoral degree, allowing graduates to enter the acupuncture profession at the doctoral level. Designed for new applicants and master’s students in their first one to two years of training, the DACM degree is designed to meet the high standards of ACAOM, as well as meet the requirements for the California Acupuncture Board. The DACM is accredited by ACAOM. To ensure that graduates with a DACM degree will be eligible for licensure in all states, CIIS will confer both the DACM and MSTCM degrees upon graduation from the DACM program. Both the MSTCM and DACM degrees are currently residential degree programs, with all classes at the CIIS Arkansas and Mission Street campuses.

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

There is also an advanced clinical doctoral program, the Doctor of Acupuncture and Oriental Medicine (DAOM). This is a postgraduate doctoral degree program intended for those with a professional master’s degree and wishing to do postgraduate training at the doctoral level with an emphasis on specialty training and the completion of a capstone thesis. The focus of the DAOM program is advanced pain management and women’s health. This degree is accredited by both WSCUC and ACAOM. The DAOM program is an intensive weekend modular format, with students meeting over four days each month. This allows students to establish and maintain private practices while being in school to complete doctoral training.

**Herbal Garden Project**

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

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

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

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

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

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

ACTCM Accreditation
The Master of Science of Traditional Chinese Medicine (MSTCM), Doctor of Acupuncture and Chinese Medicine (DACM) and Doctor of Acupuncture and Oriental Medicine (DAOM) programs of ACTCM at CIIS are accredited by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM), 8941 Aztec Drive, Suite 2, Eden Prairie, MN 55347 (952.212.2434), which is the recognized accrediting agency for programs preparing acupuncture and Oriental medicine practitioners.

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

ACTCM at CIIS Tuition and Fees 2019–2020
MSTCM/DACM, transitional DACM tuition: $515 per unit  
DAOM tuition: $811 per Unit  
ACTCM student audit: $160 per Unit  
ACTCM alumni audit: $130 per Unit  
ACTCM herbal sample fee: $210 (one-time fee charged when registering for ACM 5230)  
ACTCM malpractice insurance fee*: $70 per term  
ACTCM DAOM capstone printing fee: $30 (one-time fee charged when applying for graduation)  
ACTCM DAOM capstone completion fee (if applicable; see course description of AOM 9951 for details): $675 per term  
ACTCM DAOM clinical externship completion fee (if applicable; see course description of AOM 9941 for details): $465 per term

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

Faculty of ACTCM at CIIS
Dean of ACTCM
Carla Wilson, PhD, DAOM
Core Faculty
Mark Frost, MSTCM, LAc
Sharon Hennessey, DAOM, LAc
Valerie Hobbs, MSOM, Dipl.OM, DAOM
Jung Kim, DAOM, LAc
Pamela Olton, MT (ASCP), LAc
Qinyu Wang, PhD, LAc
Jonathan Wheeler, DAOM, MSTCM, LAc
Bingzeng Zou, PhD, DC, LAc

Adjunct Faculty
Marilyn Allen, MS
Jenny Belluomini, MSN, NP, LAc
JoAnn Bennett, MSTCM, LAc
Charity Burgess, MSTCM, BA, LAc
Yuwen Cen, PhD, DAOM, MB/BS, LAc
Erlene Chiang, DAOM, MS, LAc
Tim Dymond, ND
Lana Farson, MSTCM, BA, LAc
Randy Fauver, PhD, MS, BS
James Fialk, DACM, ND, LAc
Heidi Fraser Hageman, PhD
Angela Giddings, RN
Betty Green, CST, CTMT
Richard Harvey, PhD
Matthew Haug, MSTCM, BA, LAc
Denise Hsu, MB/BS, LAc
Aileen Huang, MPharm, MSTCM, LAc
Anita Huang, DAOM, MSTCM, LAc
Deping Ionin, MSTCM, LAc
Daniel Jiao, DAOM, LAc
Bodo Klawonn, MSTCM, LAc
Kenneth Lau, MSTCM, BA, LAc
Eunyoung Lee, MSTCM, LAc
Dave Liu, MSTCM, LAc
Eugene London, DAOM, LAc
Bonney Lynch, MSTCM, LAc
Hal Malmud, MSTCM, MA, LAc
Anita Marshall, DAOM, PharmD, LAc
Aide Men, MS, LAc
Thanh Nguyen, MS, BA, PA
Chris O’Dannell, MSTCM, BA, LAc
Erin Reilly, MSTCM, LAc
Mi-Yung Rhee, DACM, MSTCM, MA, BS, LAc
Eric Rosenberg, DACM, MSTCM, LAc
Kathryn Ryan, MSTCM, LAc
Alistair Shanks, BS
Kaylah Sterling, MEd, MTOM, LAc
Jason Su, DAOM, LAc
Claudia Venn, MSTCM, BA, LAc
Paz Vizcarra, LAc
Carla Wilson, PhD, DAOM
Krysta Wyatt, MS, BA

DAOM Adjunct Faculty
Judith Boice, ND
Kandace Cahill, DAOM, LAc, FABORM
Claudia Citkovitz, PhD, LAc
Misha Cohen, LAc
Jeffery Dann, PhD, LAc
Doctor of Acupuncture and Chinese Medicine (DACM)
(Professional doctorate)

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

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

The following elements distinguish the DACM from the Master of Science of Traditional Chinese Medicine (MSTCM) and elevate the degree to the doctoral level:

- There is an increased emphasis on research skills and the ability to access and evaluate peer-reviewed literature in the field. This is done through the early courses that introduce skills in accessing and evaluating research literature, and greater emphasis on case-based learning where students are required to access basic and clinical research and other resources forms to assess clinical cases.
- The doctoral curriculum includes competencies in systems-based medicine and integrative, patient-centered care.
- The curriculum includes advanced study of classical texts in Chinese medicine.
- There is a higher-level examination of Chinese herbal medicine and syndrome-based treatment.
Level One
The first-level curriculum lays the foundation on which the rest of the program is based. Students learn about the theories of acupuncture and Chinese medicine, including zang fu theory, five element theory, the yin-yang relationship, the properties and medicinal uses of Chinese herbs, the various meridians and acupuncture points, tuina or shiatsu, acupuncture needling techniques, Chinese medicine diagnosis, qigong, and tai ji quan. First-level students also complete general science courses, begin a focused study of biomedicine, and learn skills in accessing and evaluating research literature. Students gain valuable clinical exposure as they begin observing patient-practitioner interactions and learning about the fundamentals of patient intake, clean needle technique, and treatment principles.

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

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

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

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

1. Patient care competencies
   1.1 Articulate an understanding of the theories and systems of acupuncture and Chinese medicine.
   1.2 Apply the skills and knowledge of acupuncture and Chinese medicine in the clinical setting.
   1.3 Articulate the significance of biomedical knowledge to inform acupuncture and Chinese medicine practice.
   1.4 Demonstrate the ability to understand the significance of routine laboratory and imaging reports.
   1.5 Demonstrate the ability to develop subjective and objective findings in patient care.
   1.6 Demonstrate the ability to develop an assessment and treatment plan in patient care.
   1.7 Demonstrate the ability to review biomedical chart notes and relate this data to Chinese medicine patient care.
   1.8 Demonstrate the ability to interact with patients in a caring manner.
   1.9 Develop and implement an effective patient management plan.
   1.10 Apply biomedical knowledge in patient care.
   1.11 Demonstrate the ability to recognize situations requiring referral or emergency referral as part of case management.
   1.12 Demonstrate the ability to effectively manage patient care.
   1.13 Demonstrate critical thinking and professional judgment in patient care.
   1.14 Demonstrate competence in the application of acupuncture and Chinese medicine modalities.
   1.15 Demonstrate the ability to engage patients as active participants in their care.
2. Systems-Based Medicine Competencies
2.1 Demonstrate effective interpersonal and communication skills with patients and other health-care providers.
2.2 Demonstrate the ability to educate other health-care professionals regarding the appropriate use of acupuncture and Chinese medicine.
2.3 Articulate the roles and responsibilities of other health-care practitioners.
2.4 Articulate a definition of systems-based medicine.
2.5 Describe how health care is impacted by the context of where and how care is provided.
2.6 Articulate the role of evidence-based medicine and evidence-informed practice in acupuncture and Chinese medicine.
2.7 Work collaboratively with other members of the health-care team in the provision of patient-centered care.
2.8 Demonstrate the ability to provide patient care in a collaborative setting.

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

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

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

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

Clinical Training
The DACM clinical program consists of 1,020 hours divided into seventeen 60-hour clinic shifts. These shifts are staged, beginning with a clinic theater shift where observers watch a member of the clinic faculty perform treatments in a theater setting and progressing through observation shifts to teaching shifts, working alongside clinic faculty on trainee shifts, and finally to intern shifts, where advanced clinical students have the opportunity to work with progressively greater independence as solo interns under faculty supervision. All clinic faculty members are required to interact with patients during all patient contacts to ensure the safety and efficacy of treatments.

ACTCM students receive extensive clinical training. In addition to the on-site community clinic, and auricular acupuncture clinics at the CIIS Mission Street Campus, ACTCM maintains numerous partnerships with local hospitals and clinics. These alliances provide ACTCM interns with opportunities to do clinical rotations in diverse integrative care settings. Sites include California Pacific Medical Center, Glide in the Tenderloin neighborhood, Women’s Resource Center, and LifeLong Medical Care Ashby Health Center.

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

LifeLong Medical Care Ashby Health Center
LifeLong Medical Care Ashby Health Center is located in south Berkeley. LifeLong Medical Care health centers in Northern California, primarily serving Alameda County. The mission of LifeLong Medical Care, which serves an often-uninsured, diverse population, is to provide high-quality health and social services for individuals with limited incomes and for those who face significant barriers to good health. LifeLong advocates for conditions that sustain a healthy social and physical environment. ACTCM interns work alongside physicians, certified nurse midwives, psychiatrists, clinical social workers, nurse practitioners, and other health specialists. We treat patients with multiple diagnoses and complex health histories using acupuncture and lifestyle education as primary modalities.

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 at CIIS Mission Street campus and operates on a drop-in, first-come, first-served basis. Treatment sessions typically last between 20 and 40 minutes and are performed in a group setting while patients relax in a chair. Interns utilize auricular acupuncture to treat a diverse group of 30–50 patients each day.

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

Women’s Resource Center (WRC)
The Women’s Resource Center (WRC) is operated by the San Francisco Sheriff’s Department and provides women who have a history of criminal justice involvement with the services necessary to achieve and maintain safe and healthy lifestyles. Restorative justice principles are woven into all of the center’s practices. The approach is guided by the belief that crime hurts everyone—victim, offender, families, and communities—and creates an obligation to make things right. The WRC is primarily a day treatment center for women released from the San Francisco County Jail. WRC provides referrals for housing, substance abuse programs, employment, medical and mental health programs, and legal issues. Five Keys Charter School provides educational opportunities, as well as intensive case management services. WRC also provides a free clothing closet, computer lab, and numerous personal development classes.

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 a 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 International Exchange Center for TCM at Zhejiang Provincial Hospital of TCM 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.

**Henan University of TCM Scholarships**

ACTCM students have an opportunity to apply to participate in a fully funded study period at Henan University of Traditional Chinese Medicine in China. Founded in 1958, Henan University of Traditional Chinese Medicine is located in Zhengzhou of Henan Province, a historically rich region of China that includes the original site where the oracle bones were discovered. This is a full scholarship including tuition and dormitory at Henan University of Chinese Medicine. These scholarships will be awarded by competitive application.

**Use of Acupuncture Needles**

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

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

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

**Admissions Requirements**

**Undergraduate Education Requirements**

ACTCM at CIIS has the following undergraduate education requirements for admission:

- All applicants must have completed a minimum of 90 semester credits (or 135 quarter credits) from an accredited U.S. institution of higher education or foreign equivalent. Credits must be at the college level and be applicable toward a degree program such as an associate’s or bachelor’s degree.

- In general, ACTCM requires an undergraduate grade point average (GPA) of 3.0 or higher. However, a GPA below 3.0 does not automatically disqualify an applicant. ACTCM will consider prospective students with a GPA that is between 2.5 and 3.0. These individuals are required to submit a GPA Statement and are encouraged to contact the Admissions Office to discuss their options.

**General Science Corequisite Requirements**

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

**For international applicants:** A TOEFL report showing a score of 213 or higher on the computer examination, or 80 on the Internet-based test (iBT), which also requires a minimum speaking exam score of 26 and a minimum listening exam score of 22. ACTCM at CIIS also accepts scores from the IELTS examination of 6.5 or above, with a minimum score of 8.0 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:
Transfer Credit for Courses That Satisfy DACM Requirements

- Transfer credit will be granted for coursework that meets ACTCM’s general science requirements only if the coursework was completed at a U.S. institution accredited by a U.S. Department of Education recognized accrediting agency, or at a foreign institution evaluated by an agency approved by ACTCM at CIIS and found to be equivalent to an accredited U.S. institution.
- Only courses that are demonstrably equivalent to ACTCM’s requirements are acceptable. (A course description or syllabus is generally required to substantiate equivalency.)
- Transfer credit will be granted only for courses completed with a grade of C (70 percent) or better.
- Transfer courses taken at another institution more than five (5) years prior to the application date will be considered for transfer only if the applicant is able to demonstrate current knowledge of the subject matter. ACTCM may require a challenge or placement examination for courses taken more than five years prior to the application date, or may require the student to retake the course.
- Credits for general sciences including transfer credit, credit by challenge exam, and 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 for coursework that meets requirements in the DACM must be awarded prior to a student’s matriculation at ACTCM at CIIS.
Placement Examinations
ACTCM at CIIS administers placement examinations to entering students who have received credits from an accredited institution or the foreign equivalent to confirm that a student has attained the level of knowledge or skills that ACTCM at CIIS requires. There is no charge for a placement examination. Students who do not receive a passing grade on a placement examination will be required to audit the corresponding coursework at ACTCM.

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

Curriculum
Doctor of Acupuncture and Chinese Medicine (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 5323 Acupuncture Technique I and CNT
ACM 5421 Introduction to Tuina
ACM 5424 Meridians and Points III
ACM 5425 Acupuncture Technique II
ACM 5426 Introduction to Shiatsu
ACM 6121 Acupuncture Technique III
ACM 6122 Acupuncture Theory
ACM 6223 Acupuncture Treatment for Disease
ACM 6321 Meridians and Points Review
ACM 6421 Auricular Acupuncture
ACM 6522 Acupuncture for Musculoskeletal and Sports Injuries

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

IV. Herbal Medicine Domain—39 Units
ACM 5230 TCM Materia Medica I  
ACM 5331 TCM Materia Medica II  
ACM 5432 TCM Materia Medica III  
ACM 6131 TCM Formulary I  
ACM 6232 TCM Formulary II  
ACM 6235 TCM Internal Medicine I  
ACM 6333 TCM Formulary III  
ACM 6335 Herbal Comparison and Syndrome-Based Herbal Study  
ACM 6336 TCM Internal Medicine II  
ACM 6434 Patent Medicine  
ACM 6437 TCM Internal Medicine III  
ACM 6532 TCM Classics: Wen Bing  
ACM 7133 TCM Classics: Jin Gui Yao Lue  
ACM 7141 Drug and Herb Interactions  
ACM 7231 TCM Classics: Shang Han Lun

V. Biomedicine Domain—44 Units
ACM 5140 Medical Terminology  
ACM 5141 Human Anatomy I  
ACM 5142 Literature Research  
ACM 5143 Surface Anatomy  
ACM 5242 Human Anatomy II  
ACM 6141 Human Physiology  
ACM 6241 Pathology and Pathophysiology  
ACM 6245 Business Practices and Marketing  
ACM 6342 Physical Assessment  
ACM 6346 Patient Management and Ethics  
ACM 6441 Western Clinical Medicine I  
ACM 6443 Advanced Physical Assessment  
ACM 6542 Western Clinical Medicine II  
ACM 6543 Diet and Nutrition  
ACM 6545 Practice Management  
ACM 7142 Pharmacology  
ACM 7143 Laboratory Diagnosis and Medical Imaging  
ACM 7145 Western Gynecology  
ACM 7243 Research Methods  
ACM 7342 Systems-Based and Integrative Medicine  
ACM 7345 Public Health

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

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

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

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

About the MSTCM Degree
The Master of Science of 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.

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

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

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

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

1. Medical knowledge
   1.1 Articulate an understanding of the theories and systems of acupuncture and traditional Chinese medicine.
   1.2 Apply the skills and knowledge of acupuncture and traditional Chinese medicine in the clinical setting.
   1.3 Demonstrate an understanding of the role of lifelong learning in professional development.
   1.4 Demonstrate the ability to critically appraise medical literature.
   1.5 Demonstrate competence in the application of acupuncture and traditional Chinese medicine modalities.
   1.6 Apply biomedical knowledge in patient care.
   1.7 Demonstrate the ability to recognize situations requiring referral or emergency referral as part of case management.
2. **Patient care**
   2.1 Demonstrate the ability to interact with patients in a caring manner.
   2.2 Demonstrate the ability to develop subjective and objective findings in patient care.
   2.3 Demonstrate the ability to develop an assessment and treatment plan in patient care.
   2.4 Develop and implement an effective patient management plan.
   2.5 Demonstrate the ability to engage patients as active participants in their care.
   2.6 Demonstrate interpersonal and communication skills with patients and other health-care providers.
   2.7 Work collaboratively with other members of the health-care team in the provision of patient-centered care.

3. **Professionalism**
   3.1 Demonstrate the ability to respect the patient’s dignity, privacy, and confidentiality in the delivery of health care.
   3.2 Demonstrate the ability to interact with patients, staff, and other health-care providers in a culturally sensitive manner.
   3.3 Demonstrate an understanding of professional ethics and responsibilities.
   3.4 Demonstrate knowledge of techniques for establishing and developing a successful practice.

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

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

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

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

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

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

**General Science Requirement**
Students admitted to the MSTCM program are required to complete the general science courses no later than one semester prior to taking the first-level comprehensive examinations. The general science courses are general physics, general chemistry, general biology, general psychology, human anatomy, and human physiology. ACTCM recommends that entering students take as many of these courses prior to enrollment as possible. However, an offer of admission is not contingent upon completion of these courses. ACTCM offers all of the required general science courses on campus, and students may take them either through ACTCM or at another college or university accredited by an accreditation agency recognized by the United States Department of Education. To be transferable to ACTCM, a general science course taken at another institution must be passed with a grade of C or better, and its content must be equivalent to the content of the same science course offered by ACTCM at CIIS. All general science must be completed before taking the first-level comprehensive examinations.

For international applicants: A TOEFL report showing a score of 213 or higher on the computer examination, or 80 on the Internet-based test (iBT), which also requires a minimum speaking exam score of 26 and a minimum listening exam score of 22. ACTCM at CIIS also accepts scores from the IELTS examination of 6.5 or above, with a minimum score of 8.0 on the speaking portion of the examination. (TOEFL is not required from international applicants whose native language is English, or who have completed a bachelor’s or graduate degree taught in English.)

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

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

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

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

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

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

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

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

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

II. Chinese Medicine Domain—30 Units
   ACM 5110 Fundamental TCM Theory
   ACM 5111 History of Medicine
   ACM 5112 Clinical and Program Orientation
   ACM 5113 Medical Chinese
   ACM 5114 Tai Ji Quan
   ACM 5210 TCM Diagnosis I
   ACM 5311 TCM Diagnosis II
   ACM 5313 Qigong
   ACM 5412 TCM Diagnosis III
   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
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 5141 Human Anatomy I
ACM 5142 Literature Research
ACM 5143 Surface Anatomy
ACM 5242 Human Anatomy II
ACM 6141 Human Physiology
ACM 6241 Pathology and Pathophysiology
ACM 6245 Business Practices and Marketing
ACM 6342 Physical Assessment
ACM 6346 Patient Management and Ethics
ACM 6441 Western Clinical Medicine I
ACM 6443 Advanced Physical Assessment
ACM 6542 Western Clinical Medicine II
ACM 6543 Diet and Nutrition
ACM 6545 Practice Management
ACM 7142 Pharmacology
ACM 7145 Western Gynecology
ACM 7345 Public Health

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

VI. Elective—2 Units
ACM 5522 Advanced Tuina
ACM 5523 Advanced Tuina Practicum
ACM 5527 Shiatsu Therapeutics I
ACM 5528 Shiatsu Therapeutics II
ACM 5529 Advanced Shiatsu Practicum
Any one of the above elective courses fulfills the elective course requirement for graduation.

Transitional Doctorate of Acupuncture and Chinese Medicine (DACMt)

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

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

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

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

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

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

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

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

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

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

Admissions Requirements
- Graduation from a master’s degree program in acupuncture and Chinese medicine or Oriental medicine accredited by (or in candidate status with) the Accreditation Commission for Acupuncture and Oriental Medicine, or the foreign equivalent; with at least 90 college semester units (or 135 quarter units) from undergraduate studies and the proof of completion of general biology, general chemistry, and general psychology courses. Status of each institution or foreign equivalent will be determined by the Admissions Committee.
- In good standing at the last educational institution attended.

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

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

- A Health Certificate (including TB test results or a physical exam and a chest X-ray for those who are PPD positive due to prior exposure or BCG) signed by a physician or nurse practitioner.
- An enrollment deposit of $300 (applied to tuition charges).
Transfer of Credit

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

Curriculum

Transitional Doctorate of Acupuncture and Chinese Medicine (DACM)—21 Units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACMT 7142</td>
<td>Literature Research*</td>
</tr>
<tr>
<td>ACMT 7632</td>
<td>Herbal Comparison and Syndrome-Based Herbal Study*</td>
</tr>
<tr>
<td>ACMT 7633</td>
<td>TCM Classics: Jin Gui Yao Lue</td>
</tr>
<tr>
<td>ACMT 7637</td>
<td>TCM Orthopedics and Rheumatology</td>
</tr>
<tr>
<td>ACMT 8133</td>
<td>TCM Oncology</td>
</tr>
<tr>
<td>ACMT 8222</td>
<td>Laboratory Diagnosis and Medical Imaging</td>
</tr>
<tr>
<td>ACMT 8235</td>
<td>Systems-Based and Integrative Medicine*</td>
</tr>
<tr>
<td>ACMT 8312</td>
<td>Advanced Case Analysis and Clinical Research I</td>
</tr>
<tr>
<td>ACMT 8313</td>
<td>Advanced Case Analysis and Clinical Research II</td>
</tr>
<tr>
<td>ACMT 8352</td>
<td>Clinical Case Analysis Final Project*</td>
</tr>
</tbody>
</table>

*Online courses

Elective

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACMT 6532</td>
<td>TCM Classics: Wen Bing</td>
</tr>
<tr>
<td>ACMT 7512</td>
<td>TCM Dermatology</td>
</tr>
<tr>
<td>ACMT 7535</td>
<td>TCM Classics: Pi Wei Lun</td>
</tr>
</tbody>
</table>

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

About the DAOM Degree

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

1. obtaining a dual specialty in TCM Gynecology and TCM Pain Management;
2. increased interaction and collaboration with Western medicine practitioners;
3. greater focus on critical-thinking skills with emphasis on diagnosis, analysis, problem solving, and decision making; and
4. incorporating research findings in the health-care decision-making processes.

As a result of this structure, students are expected to engage in comprehensive literature reviews, extensive reading, and analysis, shared and processed with peers and faculty. Case studies are analyzed, with a focus on complex and chronic cases. Students advance their skills in diagnosis and develop treatment strategies that are applied in private practice as well as within integrated clinical settings. The overarching goal is to develop lifelong learning and practice skills. The program is offered in concentrated three-to-four-day modules that meet once per month. Each monthly module begins at 8:30 a.m. on Friday and spans the weekend, ending at 5:30 p.m. on Sunday or Monday. The program is open to individuals with a minimum of 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 practice, 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 entry-level degree and provide the graduate with advanced knowledge and clinical skills. Critical to meeting this goal is the program design, which focuses on advanced knowledge, scientific inquiry, critical thinking, and problem solving. One of the goals of the program is to prepare the graduate to integrate with health-care delivery and work in collaboration with Western medicine. Inherent in the program’s design is a
commitment to inculcate within every student the value and necessity for independent and lifelong learning. Within this context, scientific inquiry, critical thinking, problem solving, and consultation with other professionals are stressed. The ultimate goal is to prepare practitioners to remain on the cutting edge of their profession as a result of the acquisition of these skills.

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

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

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

Characteristics of ACTCM’s DAOM Program
- Highly educated and experienced faculty from both traditional Chinese medicine and Western medicine
- Opportunity to work on case studies, diagnosis, and treatment plans of patients, with emphasis on chronic illness
- Opportunity to identify strategies for interaction with Western medicine
- Work in public health and other related agencies
- Acquisition of diagnosis and treatment skills within a specialty
- Critical analysis of current research
- Opportunity to develop expertise within a specialty, including the opportunity for two to four weeks of externship in International Exchange Center for TCM at Zhejiang Provincial Hospital of TCM, Hangzhou, or Henan University of TCM in Zhengzhou, 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. Although the practitioner in any profession relies on fundamental principles and factual information, it is the process of diagnosis, analysis, problem solving, critical thinking, synthesis, decision-making, treatment, and follow-up that defines the successful practitioner. Therefore, instructional strategies have been designed to incorporate these competencies. The clinical component of the program begins in the first semester and includes internship as well as observation at an approved off-campus site. The clinical experience continues within all subsequent semesters. The clinical components are designed to help students focus on their didactic courses and will take place either at ACTCM or at approved external sites. Clinical experiences may include observation, case discussions, clinic theaters, internships, and externships. Most of the didactic classes have clinical components. This strategy provides the opportunity for students to gain theoretical knowledge and clinical application in patient care. Dialogue within group settings in the classroom is another primary instructional strategy. Within each class, students engage in the integration of Western medicine and Chinese medicine. The Western perspective will come from guest lectures, team teaching, or faculty who have received education in both. In addition, the analysis of case studies and clinical internship serve as primary teaching strategies. Along with didactic classes, students will engage in literature reviews, analysis, and presentation of case studies to
their cohort and faculty. Case studies and capstone projects are part of the student’s portfolio. A final clinical capstone project is required, including a presentation to students and faculty.

**Evaluation as an Instructional Strategy**
In doctoral education, evaluation becomes a fundamental and primary instructional strategy. Students receive continual feedback from their clinical and didactic faculty, cohorts, patients, and the director of the DAOM program in developing their clinical skills. Each student will begin to generate a student portfolio that will be an important instrument in guiding and evaluating student progress. This portfolio will contain admissions materials; the goals and objectives each student expects to achieve; self-evaluation through journal submissions, course assessments, and 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, and for them to develop two specializations, cultivate scholarly activities, and learn how to collaborate with other health-care practitioners in order to deliver advanced specialized health care.

**DAOM Educational Objectives**
There are five general competencies, with specific learning objectives under each competency.

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

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

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

4. **Professionalism**
   4.1 Display the personal attributes of compassion, honesty, and integrity.
   4.2 Manage patients in an effective and ethical manner.
   4.3 Integrate the needs of the patients, including their cultural, psychosocial, and spiritual components.
5. Communication skills
5.1 Demonstrate sensitivity to cultural and personal factors that improve interactions with other health-care practitioners.
5.2 Communicate effectively with other professionals and colleagues, including health-care professionals outside the field of acupuncture and Chinese medicine.
5.3 Synthesize and present information effectively to the patient, family, and other health-care practitioners.
5.4 Demonstrate respect for colleagues and other health-care practitioners and foster positive collaboration with them.

Clinical Training
Essential to our students’ education is a comprehensive clinical experience. Students have the opportunity to intern on-site during each module. Clinic internship includes multiple ways of exploring clinic experience and expertise that faculty bring to the DAOM program. Clinic theater, grand rounds, and specialty clinic are all part of the clinical internship of the DAOM program. Two or three patients with disorders pertaining to the module topics will be seen in a theater class setting. Students participate in the interview and diagnosis process and the treatment plan with faculty members. Students engage in a discussion based on didactic class information, current research, clinical experience, and faculty input.

The faculty will discuss their diagnosis process and recommend a treatment plan, discuss the strengths and weaknesses of their medicine in treating that particular patient, and discuss how the practitioners can work collaboratively to provide the most effective treatment. Students will have ample opportunity to ask questions and hold in-depth discussions about their patients.

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

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

Admissions Requirements
- Graduation from a candidate or accredited entry-level degree program in Chinese medicine, Oriental medicine, or the foreign equivalent. Approval status of each institution or foreign equivalent will be determined by the Admissions Committee.
- Applicants who do not have a master’s degree in acupuncture and Chinese medicine or the foreign equivalent will be given consideration for admittance if they have a minimum of ten (10) years of documented experience plus formal college training in acupuncture and Chinese medicine. Such applicants must provide ACTCM with official transcripts. In addition, such applicants may need to take challenge examinations in areas identified by the Admissions Committee.
- Are in good standing at the last educational institution attended.
- English competency as demonstrated by passing of the TOEFL Internet-based test (iBT) total score of 80 and TOEFL iBT Speaking 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 8.0 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.)

ACTCM will not accept nonmatriculated students into the DAOM program.
Items Required Upon Acceptance

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

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

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

Transfer of Credit

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

Curriculum

Doctor of Acupuncture and Oriental Medicine (DAOM)—42.75 Units

I. TCM Gynecology Domain—10.25 Units

- AOM 8111 TCM Gynecology Foundations
- AOM 8113 Menstrual Health
- AOM 8213 Endometriosis
- AOM 8314 Fertility Support
- AOM 8315 Ovarian Disorders
- AOM 8416 TCM Classical Works of Gynecology
- AOM 9241 Clinical Internship and Case Analysis II (Sections 1–4)
- 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—9.50 Units

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

III. Integrative Medicine Domain—9.25 Units

- AOM 8131 Case Study Development and Literature Research Skills
- AOM 8132 Environmental Medicine
- AOM 8434 Immunology and Oncology
- AOM 8531 Mental Health I
- AOM 8532 Mental Health II
- AOM 8533 Mental Health III
Course Descriptions

ACM 4041 General Chemistry (2 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 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 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 Units) LG Grade Option
This course introduces the fundamental laws of physics and provides an introduction to the topics of mechanics, heat, sound, and light, as well as electricity, magnetism, atoms, and modern biophysics. Concepts are presented to develop a framework for understanding the basic forces that impact daily life.

ACM 5110 Fundamental TCM Theory (4 Units) LG Grade Option
This course introduces basic structures of Chinese medicine, the definitions and physiological functions of the qi/essence, yin/yang, five elements, qi/blood/body fluids, zang fu organs, and their dynamic interrelationships. The basic theory and characteristics of the pathogenesis and pathogenic factors are covered, including the six environmental factors, the seven emotions, disharmony of yin and yang, the eight principles and six-channel pattern identifications, and the abnormal functions of qi, blood, body fluid, and organs. Additionally, organ pathogenesis is studied.

ACM 5111 History of Medicine (2 Units) LG Grade Option
This course examines the nature of healing through an exploration of the origins and development of Chinese medicine from the perspective of the major Chinese philosophic traditions and scientific concepts. The histories of various traditional and alternative systems of Western medicine are also explored.

ACM 5112 Clinical and Program Orientation (1 Unit) PF Grade Option
This course provides an introduction to clinical practice and the responsibilities of working with patients in a health care setting.
setting, as well as understanding of higher education in acupuncture and Chinese medicine. The clinical policies and procedures, communicable diseases, clinical safety, professionalism, and the nature and value of a college education in relationship to one's intellectual development are covered. This class creates connections with peers, faculty, and staff that support student academic success. Prerequisite: MSTCM or DACM student.

ACM 5113 Medical Chinese (2 Units) LG Grade Option
This course emphasizes terminology used to describe Chinese medicine concepts, as well as the recognition and understanding of philosophical aphorisms, acupuncture point names, Chinese herbal names, and common phrases of Chinese medicine. The pinyin romanization system, the tone system, some basic grammar structures, and written characters are introduced.

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

ACM 5140 Medical Terminology (1 Unit) LG Grade Option
This course introduces students to Western medical terminology used to describe body structures; surgical, diagnostic, and therapeutic procedures; and symptoms and diseases. The course focuses on the component parts of medical terms: prefixes, suffixes, and root words. There is an emphasis on definitions, spelling, and pronunciation. Upon course completion, students should be proficient in comprehending basic medical documents and discussions.

ACM 5141 Human Anatomy I (2 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, and nervous systems.

ACM 5142 Literature Research (2 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 provides students with information on how to use the library and do online research, as well as the evaluation of research literature. Students will research literature and develop bibliographies related to research topics.

ACM 5143 Surface Anatomy (1 Unit) LG Grade Option
This course introduces the anatomy of the human body as discovered through palpation. Major landmarks are described and related to interior anatomical structures. The course emphasizes key landmarks that are used in acupuncture point location and physical assessment.

ACM 5210 TCM Diagnosis I (3 Units) LG Grade Option
This course introduces Chinese medical diagnosis, including inspection examination, listening and smelling examination, and inquiry examination, and includes a detailed study of the diagnostic indexes of facial and tongue color. Diagnostic techniques are both described and demonstrated. Students begin to develop skills in clinical reasoning and problem-solving with the techniques covered. Prerequisite: ACM 5110.

ACM 5220 Meridian Theory (3 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 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 5230 TCM Materia Medica I (3 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 (pin yin), nature, entering channels, therapeutic functions, and contraindications. This course in the series covers the history and development of the Chinese pharmacopoeia, herb processing, and dosage. Prerequisites: ACM 5110, ACM 5113.

ACM 5242 Human Anatomy II (2 Units) LG Grade Option  
This course systematically presents the macro- and microstructures of the human body. The class emphasizes internal visceral structures of the science of anatomy, methods used to study anatomy, and anatomy terminology. The sensory organs, circulatory system, lymphatic and immune systems, respiratory system, digestive system, urinary system, reproductive system, and endocrine systems will be explored.

ACM 5250 Clinic Observation I/Clinic Theater (2 Units) PF Grade Option  
Students observe patient care provided by a clinic supervisor who is a licensed acupuncturist. Students observe the interaction between patient and practitioner, including patient intake, differential diagnosis, points and herbal prescriptions, bedside manner, time management, and OSHA and HIPAA requirements. Topics to be covered are professional conduct, acupuncture regulations, history taking and charting, treatment including acupuncture and herbal medicine, and the role of the observer in the clinic. Prerequisite: ACM 5112.

ACM 5311 TCM Diagnosis II (3 Units) LG Grade Option  
This course discusses palpation examination in Chinese medical diagnosis with an emphasis on the pulse diagnosis. Special emphasis is placed on eight principle differentiation, 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 5313 Qigong (1 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 presents 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 historical contexts of qigong in relation to traditional notions of health, ritual, and everyday work are covered.

ACM 5322 Meridians and Points II (3 Units) LG Grade Option  
This course presents the points of the hand taiyang Small Intestine channel, the foot taiyang Urinary Bladder channel, the foot shaoyin Kidney channel, the hand jueyin Pericardium channel, and the hand shaoyang San Jiao channel. Points are located through comparative review of traditional and modern anatomy. Hands-on practice in locating points is emphasized; therapeutic indications and treatment methods utilizing acupuncture and moxibustion are discussed. Instruction is given in the functional selection of points through the application of differential diagnosis of conditions. The channels are studied following the circadian sequence of qi movement through the channels. This course prepares students for clinical practice by developing the skill to accurately locate points and the ability to understand and compose point combinations. Prerequisites: ACM 5220, ACM 5221.

ACM 5323 Acupuncture Technique I and CNT (3 Units) LG Grade Option  
This first course in acupuncture techniques is designed to introduce the three basic techniques of needling, moxibustion, and cupping. Emphasizing safety and comfort, the students will learn how to handle acupuncture needles, understand the use of different styles and sizes of needles, and learn how to focus 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. Tomification and sedation needling techniques, moxibustion, cupping, and seven-star needle techniques are also taught. This course will provide foundational skills leading to competency to begin clinical practice. It is through the study of technique and the continuous review of point location, function, and surface anatomy that clinical skill develops. Clean needle technique is taught, as well as how to handle acupuncture-related clinical emergencies. This course fulfills the clean needle technique (CNT) requirement as required by California 1399.451. Prerequisites: ACM 5220, ACM 5221.

ACM 5331 TCM Materia Medica II (3 Units) LG Grade Option  
Herbs are divided into functional categories and are studied with regard to unique and common characteristics. This course introduces herbs that expel wind dampness, herbs that aromatically transform dampness, herbs that drain dampness, herbs that warm the interior and expel cold, herbs that regulate qi, herbs that relieve food stagnation, herbs that expel parasites, herbs that
stop bleeding, and herbs that invigorate the blood. Students are introduced to the characteristics of the herbs, including their Chinese names (pinyin), nature, entering channels, therapeutic functions, and contraindications. Prerequisite: ACM 5230.

ACM 5351 Clinic Observation II (2 Units) PF Grade Option
These two courses allow students to observe patient care in ACTCM’s clinic or a preceptor observation site. Students observe patient care and may have the opportunity to assess tongue and pulse. Students continue to observe the provider’s greeting and intake, pulse palpation, tongue and face inspection, diagnosis and treatment, charting, and the clean needle technique procedures within the clinic setting. Students also have the opportunity to discuss cases and treatment strategies with the provider. Prerequisite: ACM 5250.

ACM 5412 TCM Diagnosis III (3 Units) LG Grade Option
This course presents Chinese medical diagnostic theories based on zang fu organ pattern differentiation, six channel differentiation, four level differentiation, and san jiao differentiation. Diagnostic techniques are both described and demonstrated. Students begin to develop skills in clinical reasoning and problem solving with the techniques covered. Prerequisite: ACM 5311.

ACM 5421 Introduction to Tuina (3 Units) LG Grade Option
This course covers the role of tuina as a form of Chinese physical medicine. The course covers the theory, history, application and specific tuina techniques. The course covers a variety of specific complaints such as neck and back pain and the management of these areas using specific tuina treatment protocols. The role of proper breathing and movement, as well as stretching exercises for both practitioner and client, is emphasized.

ACM 5424 Meridian and Points III (3 Units) LG Grade Option
This course presents the points of the foot shaoyang Gall Bladder channel, foot jueyin Liver channel, du channel, ren channel and extra points. Points are located through comparative review of traditional and modern anatomy. Hands-on practice in locating points is emphasized; therapeutic indications and treatment methods utilizing acupuncture and moxibustion are discussed. Instruction is given in the functional selection of points through the application of differential diagnosis of conditions. The channels are studied following the circadian sequence of qi movement through the channels. This course prepares students for clinical practice by developing the skill to accurately locate points and the ability to understand and compose point combinations. Prerequisites: ACM 5220, ACM 5221.

ACM 5425 Acupuncture Technique II (3 Units) LG Grade Option
This course provides students with a wide range of acupuncture treatment skills that serve as a foundation for the clinical practice phase of the program, and helps students develop confidence as practitioners. Students learn how to administer treatment by practicing point location and needling techniques on one another in preparation for treating patients in the clinic. Specialized acupuncture skills are taught including pricking bleeding, through-and-through, seven-star needle, guasha and dermal tacks, and advanced needling techniques, such as reinforcing/reducing techniques, and other classical techniques will be discussed and practiced. Each class meeting will start with a basic discussion of the related theory, and then half of the time will be hands-on practical training. Prerequisite: ACM 5323.

ACM 5426 Introduction to Shiatsu (3 Units) LG Grade Option
This course introduces the practice of Japanese medical shiatsu. Students learn various skills including manipulation of hands and fingers, channel palpation, massage, Hara diagnosis, patient self-care, and movement exercises. Students also learn Chinese medicine theory and philosophy, point selection, treatment principles and channel diagnosis as they relate to the practice of shiatsu. Students will be taught the information and skills necessary to begin confidently practicing a comprehensive, full-body, one-hour treatment.

ACM 5432 TCM Materia Medica III (3 Units) LG Grade Option
Herbs are divided into functional categories and are studied with regard to unique and common characteristics. This course introduces herbs that transform phlegm, herbs that relieve coughing and wheezing, herbs that calm the spirit, herbs that aromatically open the orifices, herbs that extinguish wind and stop tremors, herbs that tonify the qi and blood, herbs that tonify the yin and yang, and herbs that stabilize and bind. Students are introduced to the characteristics of the herbs, including their Chinese names (pinyin), nature, entering channels, therapeutic functions and contraindications. Prerequisite: ACM 5230.

ACM 5452 Clinic Observation II (2 Units) PF Grade Option
These two courses allow students to observe patient care in ACTCM’s clinic or a preceptor observation site. Students observe patient care and may have the opportunity to assess tongue and pulse. Students continue to observe the provider’s greeting and intake, pulse palpation, tongue and face inspection, diagnosis and treatment, charting, and the clean needle technique procedures within the clinic setting. Students also have the opportunity to discuss cases and treatment strategies with the provider. Prerequisite: ACM 5250.
ACM 5522 Advanced Tuina (2 Units) LG Grade Option
This course provides advanced training in tuina techniques to injuries to the spine and joints, as well as other conditions. Specific physical examination and advanced tuina techniques are introduced for a variety of soft tissue injuries. Prerequisite: ACM 5421.

ACM 5523 Advanced Tuina Practicum (2 Units) LG Grade Option
This course provides advanced training in tuina techniques to injuries to the spine and joints, as well as other conditions. Specific physical examination and advanced tuina techniques are introduced for a variety of soft tissue injuries. Prerequisite: ACM 5421.

ACM 5527 Shiatsu Therapeutics I (2 Units) LG Grade Option
This course provides students with advanced training in shiatsu techniques, focusing on the treatment of common musculoskeletal disorders of the neck, shoulder, thorax, and low back, from both Eastern and Western perspectives. Students receive advanced training in shiatsu therapy in a side-lying position, providing a practical foundation for the treatment of common disorders for the low back, pelvis, and lower extremities by focusing on physical assessment techniques, postural evaluation, and therapeutic modalities including positional release and muscle energy techniques. Prerequisite: ACM 5425.

ACM 5528 Shiatsu Therapeutics II (2 Units) LG Grade Option
This course reviews the shiatsu techniques presented in previous shiatsu courses and provides advanced training in therapeutic techniques. The course focuses on the treatment of common musculoskeletal disorders, useful treatment points, and therapeutic exercises. Students review techniques presented in the previous courses, as well as training in advanced therapeutic techniques. The class will focus on the treatment of musculoskeletal disorders caused by faulty posture. Therapeutic treatment techniques will include positional release, post-isometric relaxation, and proprioceptive neuromuscular facilitation with the goal of improving mobility and range of motion in chronically shortened muscles and connective tissue. Patient care plans, treatment goals, and patient training using facilitated stretching techniques will be introduced as part of a holistic treatment program. Prerequisite: ACM 5527.

ACM 5529 Advanced Shiatsu Practicum (2 Units) LG Grade Option
This course is the practicum component for Shiatsu Therapeutics. Students develop and expand clinic skills in providing shiatsu in the clinical setting. Students review assessment and treatment protocols for common musculoskeletal disorders. During each class there is a group discussion regarding problems that the student may have encountered, what worked well, what did not, and how to modify therapeutic techniques to better meet the individual needs of each patient. Prerequisite: ACM 5527.

ACM 6121 Acupuncture Technique III (3 Units) LG Grade Option
This course introduces the practice of electro-stimulation and the microsystems of ear and scalp acupuncture. Students also continue to practice acupuncture skills introduced in the earlier courses. Students learn modern and classical needling techniques, including scalp acupuncture, auricular acupuncture, and wrist-ankle acupuncture. Each class meeting will start with a basic discussion of the related theory (50 percent of class time). The remaining class time will be hands-on practical training. Prerequisite: ACM 5323.

ACM 6122 Acupuncture Theory (3 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 6131 TCM Formulary I (3 Units) LG Grade Option
This course introduces the following formula categories: formulas that release the exterior, formulas that drain downward, formulas that harmonize, and formulas that clear heat. Formulas are reviewed in the context of the component herbs, therapeutic function, indications, treatment principles, and information on the classical organization of ingredients. Also covered are the applications of herbal formulas to specific diseases and how to modify formulas based on patient condition and disease course. Prerequisite: ACM 5432.

ACM 6141 Human Physiology (3 Units) LG Grade Option
This course introduces human physiology, including concepts of homeostasis and regulation of physiological function. Additionally, concepts of pain physiology and the physiology of acupuncture are described. Emphasis is placed on material that will be directly beneficial for future understanding of pathology and pathophysiology in the context of relevant coursework in Western clinical medicine. Prerequisite: ACM 5141.
ACM 6151 Clinic Trainee I (2 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. Corequisites: ACM 5424, ACM 5425.

ACM 6152 Clinic Trainee I (2 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. Corequisites: ACM 5424, ACM 5425.

ACM 6223 Acupuncture Treatment for Disease (3 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. Prerequisites: ACM 5424, ACM 5432.

ACM 6232 TCM Formulary II (3 Units) LG Grade Option
This course introduces the following formula categories: formulas that warm interior cold, formulas that tonify, formulas that calm the spirit, formulas that stabilize and bind, and formulas that regulate the qi. Formulas are reviewed in the context of the component herbs, therapeutic function, indications, treatment principles, and information on the classical organization of ingredients. Also covered are the applications of herbal formulas to specific diseases and how to modify formulas based on patient condition and disease course. Prerequisite: ACM 6131.

ACM 6235 TCM Internal Medicine I (3 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 6241 Pathology and Pathophysiology (3 Units) LG Grade Option
This course covers the pathology and pathophysiology of human disease. Concepts include general pathology and epidemiology, including cellular pathology, inflammation, immunopathology, neoplasia, genetic and developmental disorders, and fluid and hemodynamic disorders. The course emphasizes nervous, musculoskeletal, cardiovascular, respiratory, hematopoietic, lymphoid, digestive, endocrine, and genitourinary systems. Prerequisites: ACM 5242, ACM 6141.

ACM 6245 Business Practices and Marketing (2 Units) LG Grade Option
This course prepares the student for the business aspects of running an acupuncture practice. The emphasis of this course is on the development of the building blocks of a strong business plan. At the same time, legal and ethical considerations to practicing in the health-care model are considered. Finally, the financial obligations of owning a business are examined. Prerequisite: MSTCM or DACM student.

ACM 6253 Clinic Trainee II (2 Units) PF Grade Option
In these two clinical courses, student clinicians develop a higher level of autonomy by assuming more responsibility for the clinical process. Under direct supervision of the clinical supervisor, students conduct the clinical intake, diagnosis, charting, and treatment of patients. Trainee II student clinicians are expected to demonstrate a higher level of competency as they begin to independently develop an assessment and treatment plan. Prerequisite: ACM 6152.
ACM 6321 Meridians and Points Review (2 Units) LG Grade Option
This course reviews the location of acupuncture points of the 14 channels (12 primary channels, du and ren channels), and common extra points by region. A review of anatomical landmarks, standards for proportional measurement, and practical location skills of acupuncture points by channels and by body regions will be covered. Prerequisite: ACM 5424.

ACM 6333 TCM Formulary III (3 Units) LG Grade Option
This course introduces the following formula categories: formulas that regulate the blood, formulas that expel wind, formulas that treat dryness, formulas that expel dampness, formulas that treat phlegm, formulas that reduce food stagnation, and formulas that expel parasites. Formulas are reviewed in the context of the component herbs, therapeutic function, indications, treatment principles, and information on the classical organization of ingredients. Also covered are the applications of herbal formulas to specific diseases and how to modify formulas based on patient condition and disease course. Prerequisite: ACM 6131.

ACM 6335 Herbal Comparison and Syndrome-Based Herbal Study (3 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 discussed, enhancing the student’s knowledge of materia medica and herbal formulary in the context of zang fu organ pattern differentiation. Prerequisite: ACM 5432.

ACM 6336 TCM Internal Medicine II (3 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 (xi sou), asthma (xiao zheng), dyspnea (chuan zheng), lung abscess (fei yong), hiccups (e ni), vomiting (ou tu), and difficulty swallowing (ye ge). Prerequisite: ACM 6235.

ACM 6342 Physical Assessment (2 Units) LG Grade Option
This course provides experience in medical history taking, proper written documentation, and physical examination. The class content will focus on general physical screening and assessment to guide treatment and to determine appropriate referrals to other health-care providers when indicated. Prerequisites: ACM 5242, ACM 6141.

ACM 6346 Patient Management and Ethics (2 Units) LG Grade Option
This course introduces concepts in the area of patient-centered interactions and provides students with a range of communication skills important in working with patients. Ethical issues that may arise in the practice of acupuncture are described, as well as how to address them effectively. This course is designed to help student practitioners create and maintain relationships with patients in order to maximize the efficacy and healing potential of TCM modalities. Prerequisite: ACM 5351.

ACM 6354 Clinic Trainee II (2 Units) PF Grade Option
In these two clinical courses, student clinicians develop a higher level of autonomy by assuming more responsibility for the clinical process. Under direct supervision of the clinical supervisor, students conduct the clinical intake, diagnosis, charting, and treatment of patients. Trainee II student clinicians are expected to demonstrate a higher level of competency as they begin to independently develop an assessment and treatment plan. Prerequisite: ACM 6152.

ACM 6412 TCM Nutrition (2 Units) LG Grade Option
This course presents general concepts for the use of nutrition as a treatment modality in Chinese medicine. The assessment of symptoms and signs for various patterns are reviewed, and nutritional approaches to treatment are presented, including herbal stews and soups. Chinese medicinal nutrition is based on Chinese medical theory. Foods and natural nutritional products are employed to maintain health, both prevent and treat disease, foster rehabilitation, and slow the aging process. Prerequisite: ACM 5432.

ACM 6421 Auricular Acupuncture (2 Units) LG Grade Option
This course focuses on auricular acupuncture theory, point location, and techniques. Students learn the physical structures of the pinna (external ear or auricle), locate auricular acupuncture points on the auricular surfaces, and learn the therapeutic and diagnostic applications of those auricular acupuncture points. Students learn how to assess patients and apply auricular acupuncture to specific disorders, both as an independent modality and in combination with channel-based acupuncture treatments. Both Chinese and Nogier auricular systems are covered. Prerequisites: ACM 5323, ACM 5412.
ACM 6434 Patent Medicine (2 Units) LG Grade Option
This course reviews traditional Chinese herbal formulas prepared as patent medicines. The recognition of symptom/sign complexes in diseases common to clinical practice, and the therapeutic function and organization of each patent formula, are discussed. A number of patent medicines are surveyed, including pills, syrups, salves, balms, plasters, powders, and medicinal wines. Prerequisite: ACM 5432.

ACM 6437 TCM Internal Medicine III (3 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 zheng), enuresis (yi niao), disorders of ejaculation (yi jing, zao xie), erectile dysfunction (yang wei), infertility (bu yu), masses (ji ju), goiter (ying liu), phlegm disorder (tan bing), blood stasis (xue yu bing), and consumptive disease (xu lao). Prerequisite: ACM 6235.

ACM 6441 Western Clinical Medicine I (3 Units) LG Grade Option
This course introduces the basic concepts of biomedical practice, including history taking, physical exam and diagnostic testing, treatment methods, and treatment contraindications and complications. The Western clinical perspective on cardiovascular diseases; pulmonary diseases; microbiology and infectious diseases; oncology; disorders of the ears, nose, and throat; as well as gastrointestinal disorders and hepatobiliary disorders are discussed. Prerequisite: ACM 6241.

ACM 6443 Advanced Physical Assessment (2 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 6442.

ACM 6454 Chinese Herbology Review (2 Units) PF Grade Option
This course reviews the Chinese materia medica and herbal formulas. It will strengthen students’ herbal knowledge and create a whole picture of Chinese herbal medicine. This is an advanced course in Chinese herbal medicine as well as a good herbal review to assist preparation for comprehensive and national examinations. Prerequisites: ACM 6333; MSTCM, DACM, or DACMt student.

ACM 6455 Clinic Trainee III (2 Units) PF Grade Option
Student clinicians continue to develop and refine the skills practiced in the Trainee I and II levels, and assume additional responsibilities at the discretion of the attending clinical supervisor. The clinical supervisor continues to be physically present in the treatment room during diagnosis and treatment of patients, approves the entire treatment, and provides guidance as needed. This phase of clinical studies is the preparation for the intern phase, when students function with greater autonomy in caring for patients. Prerequisite: ACM 6152.

ACM 6522 Acupuncture for Musculoskeletal and Sports Injuries (3 Units) LG Grade Option
This course is an introduction to the evaluation and treatment of musculoskeletal and sports injuries. Students will learn how to assess, evaluate, and treat musculoskeletal injuries and rheumatological diseases based on channel theory, and on acupuncture and Chinese medicine principles. The course will cover specific classical and modern needling techniques, point combinations, channel theories, basic orthopedic assessment, and herbal formulas. Prerequisites: ACM 6223, ACM 6443.

ACM 6532 TCM Classics: Wen Bing (2 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 (chuan wen), autumn-dryness (qiu zao), warm-toxin (wen du), summer-heat-warmth (shu wen), damp-warmth (shi wen), and lurking summer-heat (fu shu). Prerequisite: ACM 6333.

ACM 6542 Western Clinical Medicine II (3 Units) LG Grade Option
This course introduces the basic concepts of biomedical practice, including history taking, physical exam and diagnostic testing, treatment methods, and treatment contraindications and complications. The Western clinical perspective on hematological disorders, endocrine disorders, neurological disorders, psychiatric disorders, musculoskeletal disorders, disorders due to physical agents, hospice care, dermatological disorders, urinary and renal disorders, disorders of the urogenital system, and sexually transmitted diseases are discussed. Prerequisite: ACM 6241.
ACM 6543 Diet and Nutrition (2 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 and nutritional supplements are also covered. The role of diet in health and disease is emphasized. Prerequisite: ACM 6241.

ACM 6545 Practice Management (2 Units) LG Grade Option
This course provides students with the information they need to apply their acupuncture training skills in a businesslike manner in a variety of clinical settings. The emphasis is on a practical application of business and professional skills and information necessary to provide acupuncture health care. Prerequisite: MSTCM or DACM student.

ACM 6551 Clinic Intern I (2 Units) PF Grade Option
During these two clinical courses, students progress from working as a trainee to assuming individual responsibility for patients. The student intern greets the patient, explains his or her role, takes a history, and proposes to the clinical supervisor a prescription of acupuncture points, an herbal remedy, and/or other adjunct therapies such as cupping, moxabustion, or tuina. The student is also responsible for discussing the treatment plan with the patient, administering the complete treatment, and filling the herbal formula. Before the student initiates the treatment, the clinical supervisor examines the patient and reviews the diagnosis and treatment plan; they also observe the insertion of the acupuncture needles and other procedures as needed to ensure proper treatment. Prerequisites: ACM 6211, ACM 6455.

ACM 6552 Clinic Intern I (2 Units) PF Grade Option
During these two clinical courses, students progress from working as a trainee to assuming individual responsibility for patients. The student intern greets the patient, explains his or her role, takes a history, and proposes to the clinical supervisor a prescription of acupuncture points, an herbal remedy, and/or other adjunct therapies such as cupping, moxabustion, or tuina. The student is also responsible for discussing the treatment plan with the patient, administering the complete treatment, and filling the herbal formula. Before the student initiates the treatment, the clinical supervisor examines the patient and reviews the diagnosis and treatment plan; they also observe the insertion of the acupuncture needles and other procedures as needed to ensure proper treatment. Prerequisites: ACM 6211, ACM 6455.

ACM 6621 Japanese Acupuncture Techniques (2 Units) LG Grade Option
This course provides a survey of the fundamental theories of Japanese acupuncture as well as exposing students to Japanese acupuncture assessment and treatment techniques. Students are introduced to Japanese practices, such as “keiraku chiriyō” (channel therapy), and the work of Yoshio Manaka, which incorporates abdominal diagnosis and the treatment of the extra channels. Prerequisite: ACM 5323.

ACM 6622 Eight Extraordinary Meridians (2 Units) LG Grade Option
This course reviews the pathways, channel points, crossing points, energetics, and associated symptom and sign complexes of the ren, du, chong, dai, yin wei, yang wei, yin qiao, and yang qiao channels. The functions and indications, and their therapeutics for each channel, are covered, as well as therapeutic options. Prerequisite: ACM 5425.

ACM 6623 Needle Lab (1 Unit) PF Grade Option
This lab course provides an opportunity for further needling practice under the close supervision of faculty. Ways to approach the needling of various anatomic structures are also reviewed and demonstrated. The students are encouraged to give each other feedback about each other’s needle techniques and to discuss various methods of improving their skills at making their needle recipients feel safe and comfortable. The reasons for different lengths and gauges of needles and practice with a variety of styles are also introduced. Prerequisite: ACM 5425.

ACM 7111 TCM Oncology (2 Units) LG Grade Option
This course presents the etiology and pathology of selected cancers from both Chinese medicine and Western medicine viewpoints. Students will be introduced to cancer-related Western medicine. Students will learn how to integrate a variety of Chinese medicine modalities (acupuncture, herbs, diet, and qigong) to support patients undergoing conventional cancer care. The ethics pertaining to treating cancer patients will be discussed. Utilizing case studies, students will become more confident and comfortable treating patients with cancer in the clinical setting. Prerequisites: ACM 6235, ACM 6241.

ACM 7112 Advanced Case Analysis and Clinical Research I (2 Units) LG Grade Option
This course is designed to help the students develop advanced skills in analyzing cases. The students are expected to access traditional and contemporary literature in acupuncture and Chinese medicine, as well as biomedical research, including research in epidemiology and treatment, in order to analyze cases they are seeing in the clinic. The students will be required to write high-quality case studies and to do a formal presentation to their classmates regarding findings and recommendations. Prerequisites: ACM 6336, ACM 6551.
ACM 7133 TCM Classics: Jin Gui Yao Lue (2 Units) LG Grade Option
This course covers the formulas presented in the Han Dynasty classic Jin Gui Yao Lue, known in English as the Synopsis of Prescriptions of the Golden Chamber. It is a Chinese medical treatise compiled by Zhang Zhongjing during the Eastern Han dynasty (25–220 ACE). Formulas are differentiated based on content, indications, and treatment principles. Prerequisite: ACM 6333.

ACM 7141 Drug and Herb Interactions (1 Unit) LG Grade Option
This course provides the introductory information to recognize the herb-drug interactions among commonly used herbs and drugs. The current understanding of how herbs and drugs interact is discussed in the context of clinical practice and the available information. Select herbs and drugs are reviewed with an eye to enhancing clinical safety. Contraindicated herb-drug combinations are discussed as well as the evidence for this conclusion. Prerequisite: ACM 5432. Corequisite: ACM 7142.

ACM 7142 Pharmacology (2 Units) LG Grade Option
This course introduces the concepts of pharmaceutical treatment, including the mechanism and kinetics of drug action and an overview of major drug categories. Common medications are discussed, including their pharmaceutical names, actions, indications, side effects, and potential adverse reactions and interactions with herbs. Prerequisite: ACM 6241.

ACM 7143 Laboratory Diagnosis and Medical Imaging (2 Units) LG Grade Option
This course provides an introduction to the application, interpretation, and limitations of Western laboratory diagnostic studies and medical imaging. Laboratory findings are reviewed in the context of practice as a licensed acupuncturist. Prerequisites: ACM 5242, ACM 6141.

ACM 7145 Western Gynecology (2 Units) LG Grade Option
This course provides an overview of the biomedical perspective on gynecology and obstetrics, including diagnosis and treatment. The course focuses on well-woman care, gynecological pathology, the menstrual cycle, menopause, sexually transmitted diseases, normal pregnancy, and pregnancy complications. Prerequisite: ACM 6241.

ACM 7153 Clinic Intern II (2 Units) PF Grade Option
These four clinical courses are designed to further increase the student intern’s level of autonomy and confidence as they move to the next level and assumes a greater range of clinical responsibilities. Students continue to treat patients individually and administer the complete treatment process under the supervision of clinical supervisors, who observe and provide guidance as necessary. Prerequisites: ACM 6121, ACM 6455.

ACM 7154 Clinic Intern II (2 Units) PF Grade Option
These four clinical courses are designed to further increase the student intern’s level of autonomy and confidence as they move to the next level and assume a greater range of clinical responsibilities. Students continue to treat patients individually and administer the complete treatment process under the supervision of clinical supervisors, who observe and provide guidance as necessary. Prerequisites: ACM 6121, ACM 6455.

ACM 7211 TCM Gynecology (3 Units) LG Grade Option
This course covers the diagnosis and treatment of abnormal menstruation, pregnancy complications, sterility, fibroid tumors, and vaginal discharge, and presents case studies for discussion. Chinese medical gynecology is introduced. The menstrual cycle is described in order to optimize treatment based on differentiation of the phases of ovulation and menstruation. Disorders of the female reproductive system are described, as well as Chinese medical treatment. Assessment and therapeutics are described in terms of qi, blood and body fluids, and extraordinary channels, as well as zang fu organ differentiation. Pathologies are differentiated in terms of etiology, pattern of disharmony, treatment principle, and acupuncture and herbal treatment. Prerequisites: ACM 6333, ACM 7145.

ACM 7213 Clinical Case Review and Management (3 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, and emergency procedures, as well as collaboration with other health-care providers. Case analysis and presentation skills are emphasized. Prerequisites: ACM 6235, ACM 6551.

ACM 7231 TCM Classics: Shang Han Lun (2 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 (or Shang Han Za Bing Lun), known in English as the Treatise on Cold Damage Disorders or the Treatise on Cold Injury. This is a Chinese medical treatise compiled by Zhang Zhongjing during the Eastern Han dynasty (25–220 ACE). Prerequisite: ACM 6333.
ACM 7243 Research Methods (2 Units) LG Grade Option
This course introduces the fundamental principles of research and evidence-based medicine, with emphasis on clinical trials. Students will review a variety of published research studies in the acupuncture and traditional medicine field, and will compare their strengths and limitations. This course provides a foundation in research methodology to enable students to read and critique the medical literature. The course provides foundations for asking research questions and designing studies to answer those questions. Prerequisite: ACM 6241.

ACM 7255 Clinic Intern II (2 Units) PF Grade Option
These four clinical courses are designed to further increase student interns’ level of autonomy and confidence as they move to the next level and assume a greater range of clinical responsibilities. Students continue to treat patients individually and administer the complete treatment process under the supervision of clinical supervisors, who observe and provide guidance as necessary. Prerequisites: ACM 6121, ACM 6455.

ACM 7256 Clinic Intern II (2 Units) PF Grade Option
These four clinical courses are designed to further increase student interns’ level of autonomy and confidence as they move to the next level and assume a greater range of clinical responsibilities. Students continue to treat patients individually and administer the complete treatment process under the supervision of clinical supervisors, who observe and provide guidance as necessary. Prerequisites: ACM 6121, ACM 6455.

ACM 7313 Advanced Case Analysis and Clinical Research II (2 Units) LG Grade Option
This course is designed to help the students, who have been exposed to research skills, develop advanced skills in analyzing cases and reviewing research, learning how to assemble evidence about their chosen subject in a convincing method. Students are expected to access traditional and contemporary literature in acupuncture and Chinese medicine, as well as biomedical research, including research in epidemiology, treatment techniques, and actual case examples. Students will be required to write a high-quality paper, demonstrating their mastery of research and citation form, and then to participate in a peer review of a classmate’s subject of research that holds special interest for them. Prerequisites: ACM 6336, ACM 6551.

ACM 7318 AOM Comprehensive Review (2 Units) PF Grade Option
This course provides a comprehensive review of the acupuncture and Chinese medicine program, including the fundamental theory of Chinese medicine, diagnosis, internal medicine, acupuncture theory including point location and the indication of points, acupuncture techniques, Chinese materia medica, and herbal formulas. This course includes case studies and self-tests that reinforce and refresh the understanding and memory of essentials of the program. Prerequisites: ACM 6437, ACM 6542, ACM 7211.

ACM 7342 Systems-Based and Integrative Medicine (2 Units) LG Grade Option
This course covers the management of health-care systems, diversity issues, population-based assessment and care, differences between health-care domains such as acupuncture and Chinese medicine, biomedicine, naturopathy and indigenous medical systems, and participating on interdisciplinary teams. Prerequisite: ACM 6542.

ACM 7345 Public Health (2 Units) LG Grade Option
This course explores the cultural and environmental issues that contribute to health and illness in our society. Topics include the economics of our health-care system, epidemiology, how the socioeconomics of individuals influences health care, world health, and disease prevention. This class explores the ways in which TCM practitioners interface with, and are affected by, the public health system in the United States. The class also focuses on the specific issue of chemical dependency. Prerequisite: ACM 6241.

ACM 7357 Clinic Intern III (2 Units) PF Grade Option
These two clinical courses are designed to further increase the student interns’ level of autonomy and confidence as they move to the next level and assume a greater range of clinical responsibilities. Students continue to treat patients individually and administer the complete treatment process under the supervision of clinical supervisors, who observe and provide guidance as necessary. Prerequisite: ACM 7256.

ACM 7358 Clinic Intern III (2 Units) PF Grade Option
These two clinical courses are designed to further increase the student interns’ level of autonomy and confidence as they move to the next level and assume 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 Units) PF Grade Option
Clinic Intern IV is a doctoral clinical shift that provides advanced training to student clinicians in the DACM program. This shift helps students develop skills in accessing Chinese medical scholarship as well as biomedical research in order to develop
or modify a care plan. Issues of systems-based medicine, integration of care, and cultural determinants of care are also explored. Prerequisite: ACM 7256. Corequisite: ACM 7357.

**ACM 7512 TCM Dermatology (2 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, and syndrome differentiation, as well as 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 Units) LG Grade Option**
This course provides an introduction to the theories, principles, and practices of Chinese medical pediatrics, primarily from a five-phase perspective, including child development, assessment, and the treatment/management of common childhood disorders with acupuncture, herbal medicine, and nutritional and dietary therapies. Prerequisite: ACM 6235.

**ACM 7523 Acupuncture Study Elective (2 Units) LG Grade Option**
This course consists of the elective study of acupuncture theory, technique, and clinical application of acupuncture, as well as advanced acupuncture studies. Students may register for Acupuncture Study Elective with approval of the Academic Dean. Prerequisite: approval of the Academic Dean.

**ACM 7532 TCM Classics: Shang Han Lun Practicum (2 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 Units) LG Grade Option**
Pi wei doctrine is part of the Jin Yuan Four Schools in Chinese medical history. Li Dong-yuan (1180–1251 ACE) was the founder of the tonifying the earth school (bu tu pai). The course will introduce the basic theories of pi wei doctrine, Li Dongyuan’s theories and treatments for internal damage (nei shang), spleen and stomach problems, and the concept of yin fire. The course also will discuss the clinical applications using the middle jiao theories. Prerequisite: ACM 6333.

**ACM 7536 Chinese Herbal Medicine Study (2 Units) LG Grade Option**
This course consists of the elective study of Chinese herbal medicine, including materia medica, formulas, and Chinese internal medicine, as well as advanced herbal studies. Students may register for this course with approval of the Academic Dean. Prerequisite: approval of the Academic Dean.

**ACM 7541 Biomedical Study Elective (2 Units) PF Grade Option**
This course consists of the study of subjects in biomedicine, including anatomy, physiology, pathology and pathophysiology, and Western clinical medicine, as well as advanced biomedical studies. Students may register for Biomedical Study Elective with approval of the Academic Dean. Prerequisite: approval of the Academic Dean.

**ACM 7542 Case Studies in Western Gynecology (2 Units) LG Grade Option**
This course provides an opportunity for students to discuss gynecologic case studies from ACTCM clinic patients in detail. Students will write a complete history after reviewing the selected patient chart and present the case in class. The history, pathophysiology, and management will be discussed at length. Students will also be given practice case studies compiled by the instructor. Prerequisite: ACM 7145.

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

**ACM 8799 Independent Study (1–3 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 Academic Dean. Prerequisite: MSTCM or DACM student.

**ACMT 6532 TCM Classics: Wen Bing (2 Units) PF Grade Option**
This course covers the most important concepts of the Wen Bing School of Chinese medicine, and conveys how these can be used in understanding and treating disease. Topics discussed in this course include the historical development of the Wen Bing Xue; a description of the etiology, onset, and pathogenesis of disease according to wen bing; and diagnostic and treatment
methods. The four stages (wei, qi, ying, xue) are differentiated. Seven types of warm pathogen disease are discussed, including wind-warmth (feng wen), spring-warmth (chuan wen), autumn-dryness (qiu zao), warm-toxin (wen zao), summer-heat-warmth (shu wen), damp-warmth (shi wen), and lurking summer-heat (fu shu). Prerequisite: DACMt student.

ACMT 7142 Literature Research (2 Units) PF Grade Option
This course introduces techniques for assessing research literature, as well as teaching the basic concepts of research methodology. The course instructs students in use of the library and online research and the evaluation of research literature. Students will research literature and develop bibliographies related to research topics. Each module is designed to become available after you have completed the previous module. Prerequisite: DACMt student.

ACMT 7512 TCM Dermatology (2 Units) PF Grade Option
This course introduces the treatment of common skin disorders according to both Chinese medicine and Western disease categorizations. The etiology, pathogenesis, syndrome differentiation, and acupuncture and herbal treatments are covered. Dermatological conditions are covered with respect to syndrome differentiation and treatment principles. Prerequisite: DACMt student.

ACMT 7535 TCM Classics: Pi Wei Lun (2 Units) PF Grade Option
Pi wei doctrine is part of the Jin Yuan Four Schools in Chinese medical history. Li Dong-yuan (1180–1251 ACE) was the founder of the tonifying the earth school (bu tu pai). The course will introduce the basic theories of pi wei doctrine. Li Dong-yuan’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: DACMt student.

ACMT 7632 Herbal Comparison and Syndrome-Based Herbal Study (3 Units) PF 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 pairs of herbs (dui yao) are discussed, enhancing the students’ knowledge of the Chinese materia medica and herbal formulas in the context of zang fu organ pattern differentiation. Prerequisite: DACMt student.

ACMT 7633 TCM Classics: Jin Gui Yao Lue (2 Units) PF Grade Option
This course covers the formulas presented in the Han Dynasty classic Jin Gui Yao Lue, known in English as the Synopsis of Prescriptions of the Golden Chamber. It is a Chinese medical treatise compiled by Zhang Zhongjing during the Eastern Han dynasty (20–220 ACE). Formulas are differentiated based on content, indications, and treatment principles. Prerequisite: DACMt student.

ACMT 7637 TCM Orthopedics and Rheumatology (2 Units) PF Grade Option
This course is an introduction to the evaluation and treatment of musculoskeletal injuries. Students will learn how to assess, evaluate, and treat musculoskeletal injuries and rheumatological diseases based on channel theory, and on acupuncture and Chinese medicine principles. The course will cover specific classical and modern needling techniques, point combinations, channel theories, basic orthopedic assessment, and herbal formulas. Prerequisite: DACMt student.

ACMT 8133 TCM Oncology (2 Units) PF Grade Option
This course presents the etiology and pathology of selected cancers from both Chinese medicine and biomedical perspectives. Students will be introduced to cancer-related biomedical oncology. Students will learn how to integrate a variety of Chinese medical 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 clinic setting. Prerequisite: DACMt student.

ACMT 8222 Laboratory Diagnosis and Medical Imaging (2 Units) PF Grade Option
This course provides an introduction to the application, interpretation, and limitations of biomedical laboratory diagnostic studies, and medical imaging. Laboratory findings are reviewed in the context of practice as a licensed acupuncturist. Prerequisite: DACMt student.

ACMT 8235 Systems-Based and Integrative Medicine (2 Units) PF Grade Option
This course covers the management of health-care systems, diversity issues, population-based assessment and care, differences between health-care domains such as acupuncture and Chinese medicine, biomedicine, naturopathy and indigenous medical systems, and participating on interdisciplinary teams. Prerequisite: DACMt student.

ACMT 8312 Advanced Case Analysis and Clinical Research I (2 Units) PF Grade Option
This course is designed to help the students develop advanced skills in analyzing cases. The students are expected to access traditional and contemporary literature in acupuncture and Chinese medicine, as well as biomedical research, including research 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. Prerequisite: DACMt student.

**ACMT 8313 Advanced Case Analysis and Clinical Research II (2 Units) PF Grade Option**

This course is designed to help the students, who have been exposed to research skills, to develop advanced skills in analyzing cases and reviewing research, learning how to assemble evidence about their chosen subject in a convincing method. Students are expected to access traditional and contemporary literature in acupuncture and Chinese medicine, as well as biomedical research, including research on epidemiology, treatment techniques, and actual case examples. Students will be required to write a high-quality paper, demonstrating their mastery of research and citation form, and then to participate in a peer review of a classmate’s subject of research that holds special interest for them. Prerequisite: DACMt student.

**ACMT 8352 Clinical Case Analysis Final Project (2 Units) PF Grade Option**

The clinical case analysis project must demonstrate critical thinking and a synthesis of the skills and knowledge learned in the program. The course provides support for clinical case selection, review and critical appraisal of relevant literature, and case analysis writing. The clinical case analysis paper will be of a quality to meet academic form and style standards suitable for peer-reviewed professional publications. Prerequisite: DACMt student.

**ACMT 8799 Independent Study (1–3 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 Academic Dean. Prerequisite: DACMt student.

**AOM 8111 TCM Gynecology Foundations (0.75 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 Chinese medicine and Western perspectives. This course focuses on treating diseases related to the female reproductive system by promoting the functions and the relationships of the internal organs, extraordinary meridians, qi, blood, and body fluids. The course covers detailed information on reproductive anatomy, endocrinology, and pathophysiology. Prerequisite: DAOM student.

**AOM 8113 Menstrual Health (0.75 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. Prerequisite: DAOM student.

**AOM 8122 Pain Theories and Meridian Therapy (0.75 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. Prerequisite: DAOM student.

**AOM 8131 Case Study Development and Literature Research (1 Unit) PF Grade Option**

In this course, students learn how to write case studies based on patients treated in their own practice. The emphasis of the course is to develop case study writing skills. The course introduces the techniques for accessing research literature, as well as the basic concepts of research methodology. The course prepares students to use online research, Boolean research, and other search tools. Prerequisite: DAOM student.

**AOM 8132 Environmental Medicine (0.75 Unit) PF Grade Option**

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

**AOM 8213 Endometriosis (0.75 Unit) PF Grade Option**

In this course, students learn theory and clinical applications for the treatment of uterine myoma and endometriosis. Emphasis is placed on the etiology, pathology, syndrome diagnosis, herbal and acupuncture treatment, and discussion of dietary impact and lifestyle choices. Prerequisite: DAOM student.

**AOM 8223 Scalp Acupuncture Therapy (0.75 Unit) PF Grade Option**

In this course, students are introduced to advanced scalp acupuncture therapy, including scalp line location, indication for treatment, and needling technique. Treatment strategies for neurological and neuromuscular disorders, such as paralysis and cerebral palsy, are reviewed. Prerequisite: DAOM student.
AOM 8243 Clinical Observation (1 Unit) PF Grade Option
In preparation for working in an integrative setting, students observe with Western health-care practitioners, such as medical doctor, doctor of osteopathic, doctor of chiropractic, naturopathic doctor, nurse practitioner. Students are required to find observation sites in their area of specialization. These sites must be approved by the director of the DAOM program before the observation experience commences. The college provides a letter of introduction for the DAOM student in this endeavor. Prerequisite: DAOM student.

AOM 8241 Clinical Case Study I (1 Unit) PF Grade Option
This is the first of three case study courses that develop the skill of academic writing suitable for journal publication. Students complete one (1) case study 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. Prerequisite: AOM 8131.

AOM 8243 Clinical Observation (1 Unit) PF Grade Option
In this course, students examine female reproductive health and fertility. The Western and Chinese medicine pathology and physiology of infertility is discussed, along with the differentiation of syndromes and symptoms present in infertile couples. Several different etiologies for infertility are discussed, along with their corresponding Chinese medicine treatment protocols. In vitro fertilization (IVF) and intrauterine insemination procedures are examined, and the Chinese medical protocols that will enhance outcomes are discussed. Prerequisite: DAOM student.

AOM 8241 Clinical Case Study I (1 Unit) PF Grade Option
In this course, students complete one (1) case study 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. Prerequisite: AOM 8241.

AOM 8243 Clinical Observation (1 Unit) PF Grade Option
In this course, students observe with Western health-care practitioners, such as medical doctor, doctor of osteopathic, doctor of chiropractic, naturopathic doctor, nurse practitioner. Students are required to find observation sites in their area of specialization. These sites must be approved by the director of the DAOM program before the observation experience commences. The college provides a letter of introduction for the DAOM student in this endeavor. Prerequisite: DAOM student.

AOM 8241 Clinical Case Study I (1 Unit) PF Grade Option
This is the first of three case study courses that develop the skill of academic writing suitable for journal publication. Students complete one (1) case study 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. Prerequisite: AOM 8131.

AOM 8251 Clinical Case Study II (1 Unit) PF Grade Option
This is the second of three case study courses that develop the skill of academic writing suitable for journal publication. Students complete one (1) case study 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. Prerequisite: AOM 8241.

AOM 8315 Ovarian Disorders (0.75 Unit) PF Grade Option
In this course, students examine polycystic ovary syndrome (PCOS), premature ovarian failure, and ovarian cancer. The class focuses on the physiology, pathology, etiology, diagnosis, and treatment of those conditions. Particular attention is placed on accurate Chinese medical differentiation and the need to modify Chinese herbal formulas during treatment. The class includes clinical case discussion. Prerequisite: DAOM student.

AOM 8325 Care of the Cervical Spine and Shoulder (0.75 Unit) PF Grade Option
In this course, students learn advanced acupuncture techniques for the treatment of the cervical spine and shoulder injuries. The treatment of whiplash injury, cervical spondylosis, thoracic outlet syndrome, rotator cuff injury, subacromial bursitis, and frozen shoulder are reviewed. Prerequisite: DAOM student.

AOM 8345 Clinical Case Studies III (0.75 Unit) PF Grade Option
In this course, students complete one (1) case study based on patients treated in their own practice, using a more sophisticated design Case Study Rubric II so that the case study will meet academic form and style standards suitable for publication in a peer-reviewed academic journal. Each submitted case study will be evaluated by the director of the DAOM program and/or DAOM faculty members for revision and improvement. The emphasis of this course is to develop expertise in case study writing skills. Prerequisite: AOM 8251.

AOM 8352 Clinical Research Capstone Proposal (1 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 rubric. The class includes review and appraisal of relevant literature, design of the appropriate methodology, and plans for data analysis. Students will learn how to work with the capstone rubric. Prerequisite: DAOM student.
AOM 8416 TCM Classical Works of Gynecology (0.75 Unit) PF Grade Option
This course introduces the classical works of TCM gynecology, including Fu Ren Da Quan Liang Fang (The Great Treaties of Useful Prescriptions for Gynecology), by Chen Zi-ming, the first book in Chinese medical history that comprehensively covered women’s health issues; Fu Ren Gui (Compass of Gynecology in Chinese Medicine), by Zhang Jing-yue, the book in which many of the most commonly used TCM gynecology prescriptions were first described; and Fu Qing Zhu Nu Ke (Fu Qing-zhu’s Gynecology), by Fu Qing-zhu, a frequently cited source of Chinese gynecology books since it was written. Prerequisite: DAOM student.

AOM 8425 Care of the Lumbar Spine and Pelvis (0.75 Unit) PF Grade Option
In this course, students learn advanced acupuncture techniques for the treatment of the lumbar spine and pelvic injuries. The treatment of acute low back pain, chronic low back pain, spinal stenosis, lumbar disc herniation, scoliosis, sacroiliac joint injury, and piriformis syndrome are reviewed. Prerequisite: DAOM student.

AOM 8426 Master Tung’s Point Therapy (0.75 Unit) PF Grade Option
In this course, students are introduced to Master Tung’s points as well as other micro-acupuncture systems. In this class, students review point locations, functions, indications, and needling techniques for these specialized points. Advanced techniques include utilizing distant points for treatments and the use of fewer needles to achieve the best result. Students will receive supervised training on point location and needling techniques in the classroom setting. Prerequisite: DAOM student.

AOM 8434 Immunology and Oncology (0.75 Unit) PF Grade Option
In this course, students examine the role of acupuncture and Chinese medicine in the comprehensive care of oncology patients. Treatments based on Chinese medical theory, including pattern identification, diagnosis, acupuncture, and herbal therapy, are discussed, as well as methods of integrating treatments in conjunction with conventional medical treatment. Immunity is examined from a Chinese medical perspective. Prerequisite: DAOM student.

AOM 8453 Capstone Research I (1 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. Prerequisite: AOM 8345, AOM 8352, AOM 9551, Approved Capstone Proposal.

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

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

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

AOM 8535 Advanced Herbs and Drug Interaction (0.75 Unit) PF Grade Option
The practice of medicine is now at a crossroads; there are countless patients being treated simultaneously with both prescription medications and herbal formulas. Safety has become a major issue. Patients today are better informed than ever before, and they want to know how compatible herbs are with their prescription medication and what possible adverse interactions they should be aware of. This course is designed to provide information to ensure the safe and effective use of Chinese herbal medicine in contemporary practice settings. Prerequisite: DAOM student.
AOM 9141 Clinical Internship and Case Analysis I (0.50 Unit) PF Grade Option
Students focus on integrative medicine and address issues in health care and clinical case management from both Western medicine and Chinese medicine perspectives. A strong emphasis is placed on prevention, patient education, and wellness. The class includes clinical grand rounds, specialty clinics, and clinic theaters. Clinical Internship and Case Analysis takes place under the supervision of clinical faculty. Prerequisite: DAOM student.

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

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

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

AOM 9528 Care of the Extremities (0.75 Unit) PF Grade Option
This course focuses on injuries to the arm, elbow, wrist, hip, and ankle, including tennis elbow, golfer’s elbow, carpal tunnel syndrome, tendinitis, and plantar fasciitis. Prerequisite: DAOM student.

AOM 9545 Clinical Externship I (2 Units) PF Grade Option
Several options are open to the students for completing the clinical externships: (1) externship at Zhejiang Chinese Medical University, Hangzhou, China, under the supervision of Chinese faculty; or (2) students work with senior AOM practitioners (a minimum of fifteen [15] years of clinical experience) of their choice in the United States. If AOM practitioners are dual licensed as MD, DO, DC, ND, NP, the fifteen (15) years may be accumulative years of practice in the field of health care with five (5) years of clinical experience in AOM. A blend of Western medicine and AOM practice must demonstrate a level of expertise, skill, and knowledge, and provide an appropriate level of clinical education for the DAOM students to achieve expected program competencies. ACTCM must approve these practitioners or mentors. Externship opportunities are available in integrative medical settings that include Chinese medicine practitioners and Western medical providers. ACTCM must approve all externship sites. Prerequisite: AOM 8243.

AOM 9551 Capstone Development and Research (1 Unit) PF Grade Option
This course is presented as a graduate seminar in which students present and analyze peer-reviewed journal articles to enhance skills in the evaluation and synthesis of research information, to communicate that information to other health-care practitioners, and to apply that information to enhance patient care and practice building. Students will work with faculty on the progress of capstone development, reviewing and applying concepts in literature searching, research design, current research in the field, and critical appraisal of presentation of data, results, and research conclusions. Students engage in peer review of literature as a model for lifelong learning. Prerequisite: DAOM student.

AOM 9554 Capstone Research II (2 Units) PF Grade Option
This course is a continuation of the process of developing and writing the capstone thesis. The capstone project must demonstrate critical thinking and a synthesis of the skills and knowledge learned during the DAOM program. The research paper will be of a quality to meet academic form and style standards suitable for peer-reviewed professional publications. Students may do their DAOM capstone project in one of the following areas: research design proposal, academic study of clinical 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. Prerequisite: AOM 8453.

AOM 9618 Gynecologic Oncology (0.75 Unit) PF Grade Option
In this course, students will examine uterine tumors, cervical cancer, breast disorders, fibroadenoma of the breast, and hyperplasia of the mammary glands. The course focuses on etiology, pathology, differentiation, and herbal treatment plans.
AOM 9619 Abnormalities of Pregnancy (0.75 Unit) PF Grade Option
In this class, pregnancy is reviewed from a Chinese medical perspective, including physiology, and medical issues that may arise. Information is organized along the lines of the four primary aspects of Chinese medicine related to pregnancy and childbirth: Qi, Blood; the Uterus; the Zang Fu organs; and the Liver, Heart, and Spleen. Among the topics covered are miscarriages and preeclampsia. Treatment modification based on pattern differentiation is discussed. Prerequisite: DAOM student.

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

AOM 9636 System-Based and Integrative Medicine (0.75 Unit) PF Grade Option
In this course, students examine the roles and responsibilities of other health-care practitioners in patient care. The class covers the training, competencies, and scopes of practice of practitioners, such as 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, as well as the successes and challenges that must be addressed to achieve the desired outcome of effectively collaborative clinics. Prerequisite: DAOM student.

AOM 9712 Menopausal Care (0.75 Unit) PF Grade Option
In this class, students examine the changes women undergo in menopause and the management of this transition using Chinese medicine. The class focuses on menopausal syndromes and osteoporosis in postmenopausal women. Students review physiology, pathology, etiology, diagnosis, and the treatment for these conditions. The impact of lifestyle and the role of wellness will be discussed. Treatment approaches include Chinese herbs, acupuncture, and diet. Care is discussed in the context of integrative medicine. Prerequisite: DAOM student.

AOM 9728 Complex Pain Disorders (0.75 Unit) PF Grade Option
This course includes lecture and advanced clinical training for TCM practitioners and biomedicine experts. The course bridges the gap between TCM and biomedicine approaches to pain management and promotes cross referrals and interdisciplinary case management, including current research in both Chinese and Western clinical medicine. Course topics cover both the TCM and Western medicine perspectives and treatment of the most relevant health conditions seen in a modern-day clinic. Prerequisite: DAOM student.

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

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

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

AOM 9813 Labor and Postpartum Care (0.75 Unit) PF Grade Option
In this class, childbirth and the postpartum period are examined from the perspectives of both Chinese medicine and Western medicine. This class focuses on treatment protocols as well as the role of Chinese medicine in labor and postpartum care. Prerequisite: DAOM student.
AOM 9847 Clinical Externship II (2 Units) PF Grade Option
Several options are open to the students for completing the clinical externships: (1) externship at Zhejiang Chinese Medical University, Hangzhou, China, under the supervision of Chinese faculty; or (2) students work with senior AOM practitioners (a minimum of fifteen [15] years of clinical experience) of their choice in the United States. If AOM practitioners are dual licensed as MD, DO, DC, ND, NP, the fifteen (15) years may be accumulative years of practice in the field of health care with five (5) years of clinical experience in AOM. A blend of Western medicine and AOM practice must demonstrate a level of expertise, skill, and knowledge, and provide an appropriate level of clinical education for the DAOM students to achieve expected program competencies. ACTCM must approve these practitioners or mentors. Externship opportunities are available in integrative medical settings that include Chinese medicine practitioners and Western medical providers. ACTCM must approve all externship sites. Prerequisite: AOM 8243

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

AOM 9857 Capstone Presentations II (0.50 Unit) PF Grade Option
In this course, the DAOM students are engaged in the research and writing of the capstone project with the assistance of their mentor, the director of the DAOM program, and DAOM faculty members. Each student presents their capstone project to the entire ACTCM community. Prerequisite: DAOM student. Co-requisite: AOM 9554

AOM 9941 Clinical Externship Completion (0 Units) PF Grade Option
This is a “placeholder course” that bestows zero units. It serves the following functions: If a student has completed all modules of the DAOM program coursework but has not completed the externship hours, they may register for AOM 9941 Clinical Externship Completion. This will keep a student in active status. Malpractice insurance fees apply. A student may remain in this status every semester until the four-year limit is reached. Submission of work is required for a passing grade. AOM 9941 Capstone and Clinical Externship Completion does not qualify as half-time enrollment, so a student will not be eligible for financial aid or able to defer financial aid loan payments during this time. Prerequisite: DAOM student.

AOM 9951 Capstone Completion (0 Units) PF Grade Option
This is a “placeholder course” that bestows zero units. It serves the following functions: If a student has completed all modules of the DAOM program coursework but has not completed scholarly work including case studies and/or the capstone project, they may register for Capstone Completion. This will keep a student in active status. A student may remain in this status every semester until the four-year limit is reached. Submission of work is required for a passing grade. Capstone Completion does not qualify as half-time enrollment, so it does not make students eligible for financial aid or allow them to defer financial aid loan payments. Prerequisite: DAOM student.
School of Professional Psychology and Health

The School of Professional Psychology and Health balances training in clinical and counseling psychology, health, and human sexuality with a concern for contemporary social, cultural, and spiritual issues. Programs of study encourage integration of new and alternative approaches to psychological health and well-being with scholarship, research, and practice. Academic studies in the School’s degree programs are complemented by elective coursework from the University’s rich palette of disciplines from the School of Consciousness and Transformation, including philosophy and religion, women’s spirituality, East-West psychology, integrative health studies, and anthropology. Many students train in one of the school’s six counseling centers, drawing upon the rich opportunities for clinical experience in the diverse San Francisco Bay Area.

Dean
(TBD)

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

**Clinical Psychology**
Doctor of Psychology (PsyD) in Clinical Psychology

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

**Integrative Health Studies**
Master of Arts (MA) in Integrative Health Studies
Clinical Psychology
Doctor of Psychology in Clinical Psychology (PsyD)

Department Co-Chairs
Lani Chow, PhD
Rene Dumetz, PhD, LMFT

Director of Clinical Training
Margaret Boucher, PsyD

Core Faculty
Margaret Boucher, PsyD
Lani Chow, PhD
Rene Dumetz, PhD, LMFT
Frank Echenhofer, PhD
Andrew Harlem, PhD

Adjunct Faculty
Geetali Chitre, PsyD
Kellen Grayson, PsyD, LMFT
Renee Snow, PhD
Peter Van Oot, PhD
Tanya Wilkinson, PhD

About the Clinical Psychology Program

The Clinical Psychology doctoral (PsyD) program is an independent clinical training program. Graduates of the PsyD program are eligible for licensure as psychologists in the state of California, as well as many other states.

The PsyD program prepares graduates to engage broadly in the ever-expanding field of clinical psychology: therapy and assessment, supervision, management, administration, consulting, research, advocacy, and public policy. Since its founding in 1968, CIIS has been at the forefront of cutting-edge thought and social good—breaking down barriers, redefining boundaries, cultivating curiosity, and nurturing community. We promote an ethos of open inquiry. We give our students the freedom and flexibility to explore their own areas of scholarship and writing. We emphasize the centrality of relationships in people’s lives. In addition, we respond to the needs of those locally, regionally, and globally.

The perspectives of our students and faculty are drawn together through a common commitment to the teaching and practice of depth psychology, which refers to therapeutic approaches that recognize the power and complexity of processes that occur outside of our everyday awareness. We are deeply committed to holism (a perspective on people that recognizes the essential links between mind, body, and spirit), to inquiry (the value of asking meaningful questions), to diversity (in all of its permutations), and to the crucial role that relationships play in people’s lives.

The PsyD program is specifically designed for individuals who wish to deepen their training through advanced study. Students receive specialized and advanced training through sequenced coursework in the philosophical foundations of psychoanalytic thought, psychodynamic perspectives on the therapeutic relationship, personal and social dimensions of the unconscious, radical and critical approaches in psychodynamic psychotherapy, and transpersonal aspects of depth psychology. These courses are taken simultaneously with professional seminars in which students are taught to link theory and practice through in-depth discussion of clinical cases.

We are among the first doctoral programs to allow students to apply a significant portion of their master’s-level preparation toward attaining a PsyD degree. CIIS has the ability to accept students with advanced standing and to transfer up to 30.0 units and waive one practicum placement for those who have completed the MA and who have taken the requisite coursework in their master’s programs. Advanced standing allows students to progress through our program in four years. This is the equivalent of two years of coursework with concurrent practicums, a two-year, half-time CAPIC internship (or optional one year full-time).
Our approach to depth psychology, like any vital body of knowledge, should be continually evolving. As such, the program's training model seeks to push psychodynamic and transpersonal psychotherapy forward. In accordance with our commitment to integral education and the University's ideals, we challenge and expand it through engagement with other paradigms and traditions. Our faculty is deeply interested in the many intersections between psychodynamic psychotherapy and humanistic, existential, somatic, and transpersonal psychotherapies. In addition, we actively cultivate dialogue between Western psychology and other wisdom/spiritual traditions. Students in the program take cutting-edge electives in areas such as Buddhism and psychotherapy, mindfulness and meditation, comparative mystical practice, psychedelic studies, dialectical behavior therapy and other third-wave interventions, as well as a periodic (and optional) travel course to Sri Lanka to study Ayurvedic medicine, folk life, and other indigenous forms of wisdom.

Clinical Training

Clinical training in the CIIS PsyD program is fully integrated with the academic work. Students obtain three years of supervised training experience during their doctoral studies. The first practicum is provided through the program’s in-house clinic (PSC), and the second through an off-campus training site. Each consists of approximately 14 to 24 hours per week. While in 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 begin their predoctoral internship training at a site approved by the California Psychology Internship Council (CAPIC, http://www.capic.net). The internship may be one year of full-time or two years of half-time work and must be completed within two and a half years from the beginning date. During their predoctoral internship, students expand their skills in offering a variety of psychological services, including treatment planning and psychotherapy, psychological assessment, case consultation, and supervision, often working in multidisciplinary teams, across a broad spectrum of problems as they are presented in diverse populations. Support for the process of selecting, applying for, and completing practicum and internship experiences is offered by the PsyD director of clinical training and the field placement specialist. Students choose training sites based on their own goals and interests, with the assistance of the PsyD placement team.

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.

Program Learning Outcomes

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

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

Psychological Services Center

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

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

Students admitted with advanced standing will commence doctoral practicum work with supervision through the PSC immediately upon entering the program. The exact details of this placement will vary depending on the status of the advanced standing student’s license and current clients. Contact the clinical training supervisor for details.

**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 student pays for the background check; fees vary depending on the states in which the student has resided and the number of residencies. The background check report goes to the student and to the PsyD Field Placement Office. Although information from the report is used to evaluate a student’s readiness to see clients, the report itself does not become part of the student’s official file. Any accurate and serious conviction information contained in the report may require the student to meet with the CIIS Criminal Background 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. 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. 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.

**Dissertation Proposal Sequence**
Students in the PsyD program are required to complete a three-course sequence during the G-2 and G-3 years to develop their dissertation proposal. This sequence is critical to the student’s progress through the degree program, and the course requirements must be completed within the timeframe specified or the course must be repeated. The courses are only offered once per year.

**Academic Standards**
Academic performance in all courses in the PsyD program is evaluated on a letter-grade basis. Students must maintain satisfactory progress toward the degree and comply with all program policies. PsyD students who have not successfully completed their degree requirements within seven years of admission date will be placed on academic probation and in consultation with their academic advisor will develop a semester-by-semester plan toward graduation.

All CIIS students, regardless of their standing and program path, are expected to graduate within 10 years of their admission date. Program policies and curricula are subject to ongoing review and revision. Students should refer to their own “Program Agreement” for the year in which they matriculate for specific degree requirements. A more detailed description of the program and its policies appears in the PsyD program “Student Handbook,” available from the program office and on the University’s student Internet portal, MyCIIS.

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

**Admissions Requirements**
1. CHIS graduate online application.

2. Transcripts. We require official transcripts from all undergraduate and graduate academic institutions attended, regardless of whether or not a degree was granted. This includes transfer credits from institutions where 7 or more units were earned. Transcripts must arrive in their official, sealed envelopes. Degree requirement: An MA or MS in clinical psychology, counseling psychology clinical social work, marriage and family therapy, community mental health, or the equivalent from a regionally accredited graduate program. All accepted degrees must include a supervised field placement of at least 500 hours.

3. Grade point average. A GPA of 2.5 in undergraduate coursework is required. A GPA of 3.0 in master’s coursework is required.

4. Academic writing sample. A writing sample of eight to 10 pages (typed, double-spaced) that demonstrates your capacity to think critically and reflectively and demonstrates graduate-level writing abilities. A sample that uses outside sources must include proper citations. You may submit copies of previous work, such as a recent academic paper, article, or report that reflects scholarly abilities.

5. Two letters of recommendation. Letters of recommendation will be accepted from academic advisors, professors, professional supervisors, or someone able to attest to your maturity, motivation, and ability to undertake the work required for the PsyD program. Recommenders should use standard business format and include full contact information—name, email, phone number, and mailing address.

6. CV. An up-to-date CV detailing your educational and professional experience.

7. Professional goal statement. A one-page statement of your educational and professional objectives. Please be sure to address the reason(s) you believe this PsyD program will be a good match for your goals.

8. Autobiographical statement. A four-to-six-page (typed, double-spaced) self-reflective, lifespan autobiographical statement discussing your values, emotional and spiritual insights, aspirations, and life experiences that have led to the decision to apply to the PsyD program.

9. Applicants for whom English is not their first language submit an English-as-a-Second-Language (ESL) Proficiency Score. ESL admission to our program requires taking one of the following exams within two years prior to submitting an application: Test of English as a Foreign Language (TOEFL®), Pearson’s Test of English Academic (PTE), or IELTS.

Applicants who pass the preliminary screening of materials are invited for an in-person interview. A writing exercise is also administered at the time of the interview.

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

Advanced Standing
Following is a list of courses in foundational subject areas that students entering the PsyD program with advanced standing are expected to have completed before entering the program. These are standard topics covered in a degree leading to a licensable degree, although there may be some variation in course titles. A catalog description or syllabus may be required to determine content equivalency.

All unit values refer to semester units. To determine hour equivalency, multiply quarter units by 0.667.

Students who required more than 9 units of the 30 listed may be required to complete the Pre-Core courses prior to enrolling in PsyD core course work.

- Lifespan Development (3 Units)
- Culture and Ethnicity in Clinical Practice (3 Units)
- Psychopathology (3 Units)
- Psychodynamic Psychotherapy (3 Units)
- Humanistic-Existential Psychology (3 Units)
- Cognitive-Behavioral Psychotherapy (1 Unit)
- Child Psychotherapy and Family Dynamics (3 Units)
- Chemical Dependency (1 Unit)
- Research Methods (3 Units)
- Electives (7 Units)
Curriculum

Doctor of Psychology—90 Units

Pre-Core Courses—30 Units
PSY 5002 Culture and Ethnicity in Clinical Practice (3 Units)
PSY 5401 Research Methods (3 Units)
PSY 5502 Psychodynamic Theory (3 Units)
PSY 5506 Cognitive and Behavioral Therapy (1 Unit)
PSY 5504 Humanistic-Existential Psychology (3 Units)
PSY 5601 Psychopathology (3 Units)
PSY 5602 Treatment of Alcohol and Chemical Dependence (1 Unit)
PSY 5704 Foundational Clinical Skills: Adults—Individuals and Couples (3 Units)
PSYL 5704 Foundational Clinical Skills: Adults—Individuals and Couples Lab (1 Unit)
PSY 5705 Foundational Clinical Skills: Children and Family (3 Units)
PSY 6201 Lifespan Development (3 Units)
Elective (3 Units)

Foundational Skills Practicum—0 Units
PSY 6775 Foundational Skills Practicum (Spring) (Units)
PSY 6775 Foundational Skills Practicum (Summer) (0 Units)

Core Courses—45 Units
PSY 6010 Professional Standards and Ethics for Psychologists (3 Units)
PSY 6115 Qualitative Methods (3 Units)
PSY 6144 Gender and Sexuality in Clinical Practice (3 Units)
PSY 6331 Psychological Assessment I: Psychometric Theory (3 Units)
PSY 6332 Psychological Assessment II: Cognitive and Intelligence Testing (3 Units)
PSY 6333 Psychological Assessment III: Personality Assessment (3 Units)
PSY 6732 Professional Seminar 1a (2 Units)
PSY 6733 Professional Seminar 1b (2 Units)
PSY 6734 Professional Seminar 2a (2 Units)
PSY 6735 Professional Seminar 2b (2 Units)
PSY 6920 Advanced Depth Psychology Seminar I: Philosophical Foundations (3 Units)
PSY 6925 Advanced Depth Psychology Seminar II: The Therapeutic Relationship (3 Units)
PSY 6930 Advanced Depth Psychology Seminar III: The Unconscious as Personal and Social Process (3 Units)
PSY 6935 Advanced Depth Psychology Seminar IV: The Transpersonal (3 Units)
PSY 6960 Advanced Seminar in Cultural Psychology (2 Units)
PSY 7033 Supervision and Consultation (2 Units)
PSY 7908 Dissertation Proposal Writing I (1 Unit)
PSY 7909 Dissertation Proposal Writing II (1 Unit)
PSY 7910 Dissertation Proposal Writing III

Track Courses—15 Units
Students select a 15-unit track to complete the requirements of the degree. Students may opt to complete both tracks, but only one is required for graduation.

The Standard Track is designed to increase license mobility for students who wish to practice outside California after completing the degree. Standard Track courses may be taken as electives by students in the Alternative Track.
PSY 6001 Biological Bases of Clinical Practice (3 Units)
PSY 6110 Statistics (3 Units)
PSY 6192 Social Psychology (3 Units)
PSY 6301 Cognitive and Affective Foundations of Behavior (3 Units)
PSY 7174 History and Systems of Psychology (3 Units)

The Alternative Track is for those who wish to be licensed as psychologists in California or who intend to practice under a master’s-level license. Alternative Track courses may be taken as electives by students in the Standard Track.
PSY 6120 Teaching and Clinical Pedagogy (2 Units)
PSY 6724 Buddhism and Psychotherapy (3 Units)
Electives (10 Units)
Dissertation
Although zero units, students are required to enroll for a three-course sequence upon commencing work on their dissertation.
PSY 7911 Dissertation Proposal Writing (0 Units)
PSY 7912 Dissertation Research I (0 Units)
PSY 7913 Dissertation Research II (0 Units)

Practicum and Internship
Students are required to complete two years of practicum and one year of full-time internship. Internship may be completed on a part-time basis over two years. Students are required to enroll in the appropriate coordinating course while in a clinical setting. This is determined by the terms of the student’s placement contract with the site.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Grade Option</th>
<th>Units</th>
<th>Time Basis</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 6777 Practicum II</td>
<td>0 (three semesters)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 6778 Practicum III</td>
<td>0 (three semesters)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 9699 Internship</td>
<td>0 (three semesters)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Course Descriptions

PSY 5002 Culture and Ethnicity in Clinical Practice (3 Units) LG Grade Option
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, as well as multicultural issues related to race and ethnicity, for beginning clinical practice.

PSY 5401 Research Methods I (3 Units) LG Grade Option
This course serves as an introduction to research methods commonly used in the field of psychology. Students develop analytical skills and critical thinking to guide interpretation and critical appraisal of the psychological research literature.

PSY 5502 Theories and Practice of Psychotherapy: Psychodynamic (3 Units) LG Grade Option
This course offers an overview of classical and contemporary psychodynamic theories and practice using social, clinical, cultural, and historical examples to illustrate concepts. Theoretical perspectives include classical (Freudian) theory, ego psychology (Neo-Freudian) theory, object relations theory, self-psychology, analytical psychology (Jungian), interpersonal psychoanalysis, attachment theory, and feminist psychoanalysis. Prerequisite: PsyD student.

PSY 5504 Theories and Practice of Psychotherapy: Existential-Humanistic (3 Units) LG Grade Option
This course offers an overview and critical appraisal of contemporary theory and practice of humanistic and existential psychology, in terms of direct work with individuals as well as relevant philosophical interface with social issues. Prerequisite: PsyD student.

PSY 5506 Theories and Practice of Psychotherapy: Cognitive-Behavioral and Emerging Treatments (1 Unit) LG Grade Option
This course offers an overview of conceptual foundations underlying classical and contemporary cognitive-behavioral approaches. Cognitive and behavioral techniques are illustrated in the context of specific clinical challenges such as depression, anxiety, and interpersonal difficulties. The course also provides an introduction to other contemporary interventions commonly referred to as “third-wave therapies,” such as dialectical behavior therapy (DBT) and acceptance and commitment therapy (ACT). Prerequisite: PsyD student.

PSY 5601 Psychopathology (3 Units) LG Grade Option
This course is an introduction to the diagnosis and treatment of mental disorders with an emphasis on a multidimensional approach to understanding the sources of human suffering. The course begins with exploring history, culture, and politics in the identification and understanding of psychopathology and wellness, followed by critical examination of the development of diagnostic classification systems in light of these issues. The remainder of the course is devoted to becoming familiar with the use of the DSM classification in diagnosing mental disorders and gaining experience in the use of diagnostic interviews. Throughout the course, the students will work on developing a multilayered and integrative view of psychopathology and wellness that includes consistent considerations of culture and diversity issues. Prerequisite: PsyD student.

PSY 5602 Treatment of Alcoholism and Chemical Dependence (1 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 5704 Foundation Clinical Skills: Adults—Individuals and Couples (3 Units) LG Grade Option
This course is one of three foundation clinical skills courses in PsyD, offered in the first semester of graduate work. Students master basic clinical skills needed to begin working with adult clients, individually and in couples, through classroom role-plays and other experiential methods. Core topics include, among others, clinical interview and interview formats, empathy and establishing rapport, basic diagnosis and development of treatment targets, history taking, and stages of change. Prerequisite: PsyD student.

PSY 5705 Foundation Clinical Skills: Children and Family (3 Units) LG Grade Option
This course offers an introduction to child and adolescent psychotherapy in the context of the family: theoretical orientations, conceptualizing common presenting problems, developmentally appropriate practices, diagnostic and treatment strategies, and ethical issues. Emphasis is put on developmental, familial, and cultural factors relevant to treatment. Prerequisite: PsyD student.

PSY 6001 Biological Basis of Clinical Practice (3 Units) LG Grade Option
This course offers a foundational introduction to biological psychology with special reference to clinical implications. Course content includes the following: functional neuroanatomy and gross brain organization; neural functioning; arousal mechanisms and sleep; sensory-motor systems; memory and learning processes; emotional experience; and consciousness, orientation, and awareness. Prerequisite: PSY student.

PSY 6010 Professional Standards and Ethics for Psychologists (3 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. Prerequisite: Priority to PSY students.

PSY 6110 Statistics (3 Units) LG Grade Option
This course focuses on statistical methods of analysis used in the conduct of quantitative research. Students develop analytical skills and critical thinking to guide interpretation and critical appraisal of the psychological research literature, including understanding of probability and hypothesis testing, power and effect size, correlational and regression analysis (including multiple regression), ANOVA and factor analysis, and chi-square methods. Prerequisite: Priority to PSY students.

PSY 6115 Qualitative Methods (3 Units) LG Grade Option
This course offers a review of research designs and strategies for quantitative approaches involving groups and single participants. Research and issues related to evidence-based practice of psychology are addressed. The course also includes an introduction to qualitative research and data-reduction methods, program evaluation, research ethics, guided practice in interviewing, and consensual coding. Prerequisite: priority to PSY students.

PSY 6120 Teaching and Clinical Pedagogy (2 Units) LG Grade Option
This course is designed to help prepare students to teach and fulfill other educator roles. Pedagogical theories are applied to the field of clinical psychology and considered in conjunction with didactic, interactive, in situ, and experiential teaching techniques. Alternative classroom formats, new modalities, and common challenges are addressed in order to help students develop their skills as clinical teachers. Included is the role of feedback and formative assessment in driving equitable and optimal learning experiences. A special focus on curriculum design and the social-emotional dimensions of learning is provided. Prerequisite: Priority to PSY students.

PSY 6144 Gender and Sexuality in Clinical Practice (2 Units) LG Grade Option
This course examines theory, historical and contemporary research, and best clinical practice related to gender identity and sexuality. Students will gain knowledge of attitudes necessary for working with sexuality in a clinical context and for understanding treatment issues unique to gay/lesbian/bisexual/transgender-identified persons. Prerequisite: Priority to PSY students.

PSY 6145 Psychedelic Studies (2 Units) LG Grade Option
The history of psychedelic use from prehistory to the present will be examined. Psychedelic research findings regarding pharmacology, neural mechanisms, recent clinical trials for the treatment of medical and psychological disorders, psychedelic-assisted spiritual practice, the enhancement of creativity, and harm-reduction best practices will be explored. Prerequisite: Priority to PsyD students.

PSY 6146 Psychodynamic Work with Dreams (2 Units) LC Grade Option
In psychotherapy, dreams provide an opportunity for therapist and client to encounter unconscious material together. Consequently, dreams are crucial to the psychodynamic approach. Psychodynamic theory concerning the nature and purpose of dreams will be surveyed in this course. Building on that foundation and using clinical case examples, the course will focus on...
methods of working with dreams and the transference/countertransference implications of dream work. Issues of assessment and of trauma in dreams will be addressed. Prerequisite: Priority to PSY students.

**PSY 6192 Social Psychology (3 Units) LG Grade Option**
In this foundation course, students master current theory and research in social psychology, including interpersonal processes, identity development, attitudes and influence, prejudice, stereotypes, diversity, peace and conflict, and social cognition.

**PSY 6201 Lifespan Development (3 Units) LG Grade Option**
In this course, students acquire knowledge about individual psychological development throughout the lifespan, including theory and research concerning physical, cognitive, affective, and social growth, with special attention to diversity aspects.

**PSY 6203 Psyche and Technology (2 Units) LG Grade Option**
This elective course considers the current impacts of technology on psychological and relational experiences as well as ways in which our psyches and relationships inform and drive technological innovations. In this course, part philosophy, part technoethics, and part anthropological exploration, we will consider the current technological context in which the therapeutic endeavor occurs. This course will also prepare students to address common clinical issues such as parenting dilemmas and technology, connections and disconnections in communities and relationships and technology, dating and hook-up apps, problematic porn use and technology use, and technologically assisted psychotherapy, among other relevant and contemporary topics. Prerequisite: Priority to PSY students.

**PSY 6244 Death and Dying (2 Units) LG Grade Option**
This elective course is an investigation into the clinical meanings of death and dying both concretely and metaphorically. Our focus will be in considering sociocultural historically situated meanings of death and in using this understanding to deepen clinical work. Particular attention will be paid to consideration of clinical cases of those who are facing death and dying and on exploring the relationship between psychoanalytic and psychodynamic theories and death or dying processes. Prerequisite: Priority to PSY students.

**PSY 6301 Cognitive and Affective Foundations of Behavior (3 Units) LG Grade Option**
In this course, students master knowledge of current theory and research on perception, learning, memory, conscious and unconscious processing, theory of mind, simple and complex emotion, and language, as well as contemporary theories of normative and nonnormative affective development. Attention is given to cultural differences in fundamental cognitive and affective processes and how these processes influence clinical practice.

**PSY 6331 Psychological Assessment I: Psychometric Theory (3 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, and 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 6332 Psychological Assessment II—Cognitive and Intelligence Testing (3 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: MCP or PsyD student.

**PSY 6333 Psychological Assessment III: Personality Assessment (3 Units) LG Grade Option**
The course introduces students to the concepts, theories, and applications of standardized psychometric instruments used for assessing personality and psychopathology. The course further provides students with in-depth knowledge and experience in the administration, scoring, and interpretation of the most widely used objective and projective methods, with emphasis on the MMPI-2 and the Rorschach. The course further focuses on development of skills in the integrated applications of the assessment batteries and the use of test results in clinical evaluation of individuals and writing psychological reports that include therapeutic applications of the test results. Prerequisites: PSY 6332; PsyD student.

**PSY 6708 Pilgrimage to Sri Lanka: An Exploration of Culture, Buddhism, and Self (3 Units) LG Grade Option**
This is a two-week study-abroad course held at various locations in Sri Lanka. Its broad objective is to provide therapists-in-training a unique opportunity to learn in situ about the irreducible relationship between culture and psyche. As participant-observers in a vibrant yet unfamiliar cultural setting, students explore a wide variety of historical, spiritual, medical, artistic, ritual, and everyday aspects of Sinhala Buddhism. This unique course utilizes an experiential learning model. It fully engages the learner’s spirit of adventure, as well as the clinician’s keen interest in grasping the complexities of cultural variation in human
experience. Prerequisite: Priority to PSY students.

PSY 6724 Buddhism and Psychotherapy (3 Units) LG Grade Option
The course surveys principles and practice of major schools of Buddhism—Theravada, Zen, and Tibetan—to bear on contemporary varieties of psychological suffering. Central themes such as the nature of self, impermanence, suffering, insight, and liberation will be explored from both Buddhist and Western psychotherapeutic perspectives. The specific Buddhist and psychotherapeutic approaches to be highlighted in the course may vary depending on the expertise and orientation of the instructor. Likewise, the extent of experiential exploration of Buddhist meditation and its use in psychotherapy in this course may vary depending on the instructor. Prerequisite: PsyD student.

PSY 6732 Professional Seminar 1a (2 Units) LG Grade Option
Required for all PsyD students who are completing their supervised clinical practicum in community agencies. In addition to case presentations and consultation, students are offered opportunities to expand their clinical skills, including capacity to integrate theory and research findings with clinical practice. Didactic topics include treatment planning, first sessions and termination, informed consent, outcomes assessment, case formulation, diversity issues in clinical practice, understanding and sustaining a therapeutic relationship, development of professional identity, and boundaries and self-disclosure. Prerequisite: PSY student.

PSY 6733 Professional Seminar 1b (2 Units) LG Grade Option
Required for all PsyD students who are completing their supervised clinical practicum in community agencies. In addition to case presentations and consultation, students are offered opportunities to expand their clinical skills, including capacity to integrate theory and research findings with clinical practice. Didactic topics include treatment planning, first sessions and termination, informed consent, outcomes assessment, case formulation, diversity issues in clinical practice, understanding and sustaining a therapeutic relationship, development of professional identity, and boundaries and self-disclosure. Prerequisite: PSY student.

PSY 6734 Professional Seminar 2a (2 Units) LG Grade Option
Required for all PsyD students who are completing their supervised clinical practicum in community agencies. In addition to case presentations and consultation, students are offered opportunities to expand their clinical skills, including capacity to integrate theory and research findings with clinical practice. Didactic topics include treatment planning, first sessions and termination, informed consent, outcomes assessment, case formulation, diversity issues in clinical practice, understanding and sustaining a therapeutic relationship, development of professional identity, and boundaries and self-disclosure. Prerequisite: PSY student.

PSY 6735 Professional Seminar 2b (2 Units) LG Grade Option
Required for all PsyD students who are completing their supervised clinical practicum in community agencies. In addition to case presentations and consultation, students are offered opportunities to expand their clinical skills, including capacity to integrate theory and research findings with clinical practice. Didactic topics include treatment planning, first sessions and termination, informed consent, outcomes assessment, case formulation, diversity issues in clinical practice, understanding and sustaining a therapeutic relationship, development of professional identity, and boundaries and self-disclosure. Prerequisite: PSY student.

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

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

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

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

PSY 6779 Practicum Supplemental: Testing (1 Unit) PF Grade Option
PsyD students who are currently enrolled in Practicum or who have completed Practicum may enroll in this course in conjunction with placement at an approved Practicum site for the purpose of administering and interpreting psychological tests. Prerequisite: PsyD student.
PSY 6920 Advanced Depth Psychology Seminar I: Philosophical Foundations (3 Units) LG Grade Option
This is a doctoral-level course that points out the ways that both Western and Eastern philosophy has specifically theorists, the various fields of psychotherapy and psychological research. Philosophy will be shown to be an essential aspect of both individual behaviors and sociocultural systems and structures. The course also explores ways of constructing psychological research using philosophy as a methodology. Prerequisite: PSY 5502; priority to CLN students.

PSY 6925 Advanced Depth Psychology Seminar II: The Therapeutic Relationship (3 Units) LG Grade Option
This course considers the therapeutic relationship from a variety of psychodynamic perspectives. The healing potentials of this relationship are explored through concepts such as transference, countertransference, intersubjectivity, and enactment. Contemporary two-person models are highlighted through seminal readings and case studies, as are issues of power, understanding, and therapeutic involvement in the emotional intensities of psychodynamic psychotherapy. Prerequisites: PSY 5502; priority to CLN students.

PSY 6926 Erotics and the Therapeutic Relationship (2 Units) LG Grade Option
This course explores the challenging issue of erotic transference and countertransference. The history of ideas relating to intimacy, love, and sexual desire in psychotherapy grounds a consideration of how to handle this common issue in a way that contributes to therapeutic goals. The concepts of power, asymmetry, and fantasy are addressed, as are the roles of consultation, self-care, and education in mitigating the risk of boundary violation. Prerequisites: PSY 6925; priority to PSY students.

PSY 6930 Advanced Depth Psychology Seminar III: The Unconscious as Personal and Social Process (3 Units) LG Grade Option
This course focuses on the normative opacity and complexity of human-mindedness, exploring it from a variety of perspectives. Psychodynamic models that configure the mind/psyche/soul are set in relation to common clinical phenomena, as well as to ideas about how unconscious phenomena are shared/distributed in personal relationships, in groups, and across humanity. Prerequisites: PSY 5502; priority to CLN students.

PSY 6935 Advanced Depth Psychology Seminar IV: The Transpersonal (3 Units) LG Grade Option
This course integrates the essential insights and methods of the world’s spiritual traditions with the essential insights and methods of Western science and psychology. This perspective acknowledges the need for healthy boundaries as well as various methods for facilitating all the developmental stages. Also, altered states, ways of knowing, spiritual development, and various views regarding the deconstruction or transcendence of the personal self will be examined in detail. Students will be introduced to skills that facilitate transpersonal direct experiencing, creating an opportunity to deepen their rational and experiential understanding. Course content will vary to take advantage of the instructor’s experience and specialization. Prerequisite: priority to PSY students.

PSY 6960 Advanced Seminar in Cultural Psychology (3 Units) LG Grade Option
This course is an advanced seminar that explores special topics in the field of cultural psychology, with specific emphasis on the dynamics of similarity and difference in the therapeutic relationship. Focal topics vary according to the expertise of the instructor; examples include whiteness, racism, immigration, and cultural variations in human development. Prerequisites: PSY 5002; priority to CLN students.

PSY 7000 Dissertation Proposal Writing: Independent Study (2 Units) PF Grade Option
PsyD students who have not completed their initial proposal in PSY 6998 Dissertation Research Seminar I take this course with their dissertation chair until they complete their proposal and are ready to register for PSY 7901 Dissertation Research I. Note: Review PsyD “Dissertation Handbook” for more information and about dissertation requirements. Prerequisites: PsyD student; not advanced to candidacy.

PSY 7033 Supervision and Consultation (2 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 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 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 cross-currents. Consideration is given to the evolution of
clinical psychology theory, practice, and training through the 20th century.

**PSY 7901 Dissertation Research I (2 Units) PF Grade Option**
Students register for Dissertation Research with their dissertation chair as they conduct research and write their proposal, prepare for HRRC, and select an external reviewer. Prerequisites: PSY 6901 or PSY 6998; PSY student.

**PSY 7902 Dissertation Research II (2 Units) PF Grade Option**
Students register for Dissertation Research with their dissertation chair as they conduct research and write their proposal, prepare for HRRC, and select an external reviewer. Prerequisites: PSY 7901; PSY student.

**PSY 7903 Dissertation Research III (2 Units) PF Grade Option**
This course involves the final phase of the dissertation project where students finish the write-up of their final dissertation manuscript, receive approval from their dissertation committee, and successfully complete their oral defense. Note: Please consult the PsyD “Dissertation Handbook” for more information about the dissertation. Prerequisites: PSY 7902; PSY student.

**PSY 7908 Dissertation Proposal Writing I (1 Unit) PF Grade Option**
This course is the first in a series of three 1-unit courses that are designed to assist students in developing their dissertation research proposal. The first course in the sequence supports students in identifying one or two dissertation research topics that are both important to the field of clinical psychology broadly defined and of interest and value to the student. This course provides sufficient introductory training to conduct a preliminary literature review and to develop a beginning understanding of what research methods can answer what kinds of research questions. By the end of this course, students will have finished a preliminary detailed outline for conducting a literature review for one of their research topics that could be further developed in the next course in this sequence, PSY 7909 Dissertation Proposal Writing II.

**PSY 7909 Dissertation Proposal Writing II (1 Unit) PF Grade Option**
This course is the second in a series of three 1-unit courses that are designed to assist students in developing their dissertation research proposal. The course supports students in expanding their Preliminary Dissertation Proposal that was completed in PSY 7908 Dissertation Proposal Writing I into the Expanded Dissertation Proposal. By the end of this course, students will have honed their research question, written an expanded literature review, and written an expanded methods section. This will be further developed in the next course in this sequence, PSY 7910 Dissertation Proposal Writing III.

**PSY 7910 Dissertation Proposal Writing III (1 Unit) PF Grade Option**
This course is the last in a series of three 1-unit courses that are designed to assist students in developing their dissertation research proposal. The course supports students in further developing and finalizing their Expanded Dissertation Proposal completed in PSY 7909 Dissertation Proposal Writing II. During this course, students will meet with their dissertation chair so that they can receive guidance from their chair on finalizing their dissertation proposal. By the end of this course, students will have created a Final Dissertation Proposal.

**PSY 7911 Dissertation Proposal Writing (0 Units) PF Grade Option**
This course involves the final phase of the dissertation project, where students finish the write-up of their dissertation proposal and receive approval of this proposal from their dissertation committee. Prerequisites: PSY 7910; PSY student.

**PSY 7912 Dissertation Research I (0 Units) PF Grade Option**
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 6998; PSY student.

**PSY 7913 Dissertation Research II (0 Units) PF Grade Option**
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 6998; PSY student.

**PSY 8513 Psychotherapy of Trauma and Abuse (3 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 fairy tale to illustrate concepts.

**PSY 8799 Independent Study (1–3 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 (1–3 Units) PF Grade Option**
Occasional courses offered by faculty regarding their current interests and research. Prerequisite: PsyD or MCP student.
PSY 9695 Internship (Part-Time) Year One (0 Units) PF Grade Option
Students who are completing their predoctoral internship should register for PSY 9695 during each semester of the first year that they are in their internship. Three-semester repeat limit. Prerequisite: PsyD student.

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

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

PSY 9999 Dissertation Continuance (0 Units) PF Grade Option
Students who have completed 6 units of PSY 7900, PSY 7903, or PSY 7913 may register for PSY 9999 until they complete work on their dissertation. Special permission by the program is required for registration beyond three semesters. Note: Please consult PsyD “Dissertation Handbook” for more information about dissertation requirements. Prerequisites: 6 units of PSY 7900; PSY 7901, PSY 7902, and PSY 7903; or PSY 7911, PSY 7912, and PSY 7913; PsyD student; advanced to candidacy.

PSYL 5704 Foundation Clinical Skills: Adult—Individuals and Couples Lab (1 Unit) PF Grade Option
Experiential portion of PSY 5704. Prerequisite: PsyD student. Corequisites: PSY 5704, PSY 6775.

Master of Arts in Counseling Psychology

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

About the Counseling Psychology Degree
The Master of Arts in Counseling Psychology degree is designed for students who wish to prepare for the practice of psychotherapy, as marriage and family therapists or licensed professional clinical counselors. The degree reflects the CIIS mission and our deep commitment to equity, inclusion, and social justice. The program is founded on the premise that excellence in clinical skills is a top priority. The integral pedagogy of both classroom and clinical training are designed to ensure that students have the knowledge and skills they need to provide effective and compassionate care. The California Board of Behavioral Sciences (BBS) calls on graduate programs to train therapists who are “wise, competent, compassionate and effective” (BPC Ch. 13 ss 4980). CIIS meets and exceeds these goals in each of our concentrations within the master’s in counseling program.

The department includes a balance of different types of learning. Students experience psychotherapeutic methods by observing mock sessions and by practicing being “therapists” with each other in dyads and small groups. They are also 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 actual clients while under the supervision of 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 200 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 broad training in psychological theory and methods, while at the same time providing additional coursework 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 each concentration program offering both an LMFT Track and an LPCC Track, students select their track at the end of their first semester.

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

Students seeking licensure in California must register with the Board of Behavioral Sciences (BBS) after graduation and fulfill all BBS licensing requirements for the license relevant to the student’s MA specialization. Students are urged to join a professional association early in their graduate education. Students in the LMFT Track should consider joining the California Association of Marriage and Family Therapists 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 general categories of courses: common core courses, concentration courses, and electives. The common core courses are shared by the concentrations in Counseling Psychology. They address the theory, technique, and knowledge that apply to the general practice of counseling psychology (see course descriptions for more information). Their first commitment is to covering the core material. Not all of the common courses are required by all of the concentrations; check the concentration pages for specific requirements.

The coursework and curricula in the Master of Arts in Counseling Psychology program and the five concentrations have been designed to meet the requirements of the BBS for registration and licensure (CA B&P code 4980) as revised. CIIS does not know if these programs meet the professional licensure requirements in any other states. It is important that students understand and follow the concentration’s program plan precisely. Any changes should be approved by the program chair and documented in writing. CIIS has been approved as offering a qualified degree for LMFT and LPCC registration and licensure. The approval is based on the specific curriculum plan submitted by each concentration to the BBS. Students will make a decision as to which license they choose to pursue by the end of their first semester of study.

CIIS is also restricted from allowing its students to do a practicum or internship in some states outside of California. This restriction is currently in place in the following states: (click here). This list will change, so check back periodically for updates.

CIIS cannot guarantee that:
1. Students located in states other than California can be placed in a practicum (required for graduation) in a state outside of California;
2. Its graduates will meet the practicum and internship requirements for licensure in states outside of California;
3. Its graduates will pass the licensure exam;
4. Its graduates will meet the professional standards required by the profession in states other than California.

Common Core Courses
MCP 5023 Advanced Treatment of Addiction (2 Units)
MCP 5101 Professional Ethics and Family Law (2 Units)
MCP 5108 Psychopathology and Psychological Assessment (3 Units)
MCP 5109 Psychopharmacology (3 Units)
MCP 5201 Human Development and Family (3 Units)
MCP 5646 Career Counseling Theory and Practice for Therapists (3 Units)
MCP 5651 California Ethics and the Law (1 Unit)
MCP 6101 Human Sexuality (1 Unit)
MCP 6102 Assessment and Treatment of Addiction Disorders (1 Unit)
MCP 6103 Multicultural Counseling and the Family (2 Units)
MCP 6233 Intro to CMH and the Recovery Model (2 Units)
MCP 6401 Research Methods (3 Units)
Concentration Courses
Each concentration determines which of the common core courses its students will take. Please consult the pages of this catalog that describe the current curriculum plan for your concentration. Each program also requires additional courses to total 60 units. The concentration coursework continues the focus on current psychotherapy practice and also integrates perspectives, methods, and techniques unique to each program’s field. Concentrations may also include electives and lab requirements. (See sections on each concentration.)

Criminal Background Checks
CIIS requires all counseling psychology students to have a criminal background check prior to the start of the first semester in the program (and 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 discuss and develop a course 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. More than 60 clinical agencies and schools are currently approved. The Office of Field Placement maintains a database of practicum sites and offers workshops to help students move through the process.

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

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

Liaison with the California Board of Behavioral Sciences
The California Board of Behavioral Sciences is responsible for the certification of graduate programs to prepare students for the LMFT and LPCC licenses. The BBS is also responsible for registering students as interns, administering the licensing examinations, and licensing those who pass. The MCP program serves as the CIIS liaison with the BBS. Students are welcome to meet with MCP staff throughout their time at CIIS when any questions arise. Upon the certification of graduation by the concentration chair, the MCP staff issues the program certification required by the BBS for registration as an LMFT or PCC.

Each graduate must complete a request indicating which internship or externship they are applying for. Students are welcome to meet with MCP staff about these issues. CIIS does not know if these programs meet the professional licensure requirements in any other states. 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.

CIIS is also restricted from allowing its students to do a practicum or internship in some states outside of California. This restriction is currently in place in the following states (click here) This list will change, so check back periodically for updates.

CIIS cannot guarantee that:
1. Students located in states other than California can be placed in a practicum (required for graduation) in a state outside of California;
2. Its graduates will meet the practicum and internship requirements for licensure in states outside of California;
3. Its graduates will pass the licensure exam;
4. Its graduates will meet the professional standards required by the profession in states other than California.

Course Descriptions

MCP 6502 Child Therapy (2 Units)
MCP 6603 Multicultural Counseling and the Family (3 Units)
MCP 7603 Pre/Post Practicum (0 Units)
MCP 8799 Independent Study (1–3 Units)
MCP 5023 Advanced Treatment of Addiction (2 Units) LG Grade Option
This course studies addiction counseling, including substance abuse, co-occurring disorders, and addiction; major approaches to identification, evaluation, treatment, and prevention of substance abuse and addiction; legal and medical aspects of substance abuse; populations at risk; and the role of support persons, support systems, and community resources. The interrelationships between mental, emotional, behavioral, and chemical dependency problems in the lives of clients will be examined.

MCP 5101 Professional Ethics and Family Law (2 Units) LG Grade Option
This course studies California law and professional ethics for marriage and family therapists, including instruction in all of the following areas of study: contemporary professional ethics and statutory, regulatory, and decisional laws that delineate the scope of practice of marriage and family therapy; the therapeutic, clinical, and practical considerations involved in the legal and ethical practice of marriage and family therapy, including, but not limited to, family law; the current legal patterns and trends in the mental health professions; the psychotherapist-patient privilege; confidentiality; the patient dangerous to self or others; the treatment of minors with and without parental consent; recognition and exploration of the relationship between a practitioner’s sense of self and human values and their professional behavior and ethics; differences in legal and ethical standards for different types of work settings; and licensing law and licensing process. Review and discussion of ethical and legal aspects of marriage and family therapy and practice. Prerequisites: Non-ICPW student; priority to MCP students.

MCP 5108 Psychopathology and Psychological Assessment (3 Units) LG Grade Option
Principles of the diagnostic process, including diagnostic criteria and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual; the impact of co-occurring substance use disorders or medical psychological disorders; established diagnostic criteria for mental or emotional disorders; and the treatment modalities and placement criteria within the continuum of care. Prerequisites: Non-ICPW student; priority to MCP students.

MCP 5109 Psychopharmacology (3 Units) LG Grade Option
This course studies psychopharmacology, including the biological bases of behavior, basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of those medications can be identified. The major categories covered include: antidepressants, antianxiety drugs, mood stabilizers, antipsychotics, and neuropathic and entheogenic treatments. This course pays special attention to the scope of practice of psychotherapists, ethical considerations, and practical ways psychotherapists may collaborate with medical professionals, make appropriate referrals, and advocate for clients. Case studies will help students to understand ways in which psychotherapists can be instrumental in supporting clients who take medication and/or who may require medication. Prerequisite: Non-ICPW or non-CMHW student.

MCP 5201 Human Development and the Family (3 Units) LG Grade Option
This course studies developmental issues from infancy to old age, including the effects of developmental issues on individuals, couples, and family relationships; the psychological, psychotherapeutic, and health implications of developmental issues and their effects; and aging and its biological, social, cognitive, and psychological aspects. This coursework will include instruction on the assessment and reporting of, as well as treatment related to, elder and dependent adult abuse and neglect; a variety of cultural understandings of human development; the understanding of human behavior within the social context of socioeconomic status and other contextual issues affecting social position; the understanding of human behavior within the social context of a representative variety of the cultures found within California; and the understanding of the impact that personal and social insecurity, social stress, low educational levels, inadequate housing, and malnutrition have on human development. Prerequisites: Non-ICPW student; priority to MCP students.

MCP 5646 Career Counseling Theory and Practice for Therapists (3 Units) LG Grade Option
Career development theories and techniques, including career development decision-making models and interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development. Prerequisite: Priority to MCP students (including CMHW and ICPW students).

MCP 5651 California Ethics and the Law (1 Unit) OP Grade Option
This course will supplement MCP 5101, which is a prerequisite, by focusing on California law and professional ethics in the era of the Mental Health Services Act (MHSA) and the requirements for new types of mental health care in California. Prerequisites: MCP 5101; non-ICPW student, non-CMHW student.

MCP 6101 Human Sexuality (1 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. It also includes the study of the physiological, psychological, and social cultural variables associated with sexual behavior, gender identity, and the assessment and treatment of psychosexual dysfunction. Prerequisites: Non-ICPW student; priority to MCP students.

MCP 6102 Assessment and Treatment of Addiction Disorders (1 Unit) LG Grade Option
This course covers addiction counseling, including substance abuse, co-occurring disorders, and addiction: major approaches to identification, evaluation, treatment, and prevention of substance abuse and addiction; legal and medical aspects of substance
abuse; populations at risk; and the role of support persons, support systems, and community resources. Prerequisites: Non-ICPW student; priority to MCP and PSY students.

**MCP 6103 Multicultural Counseling and the Family (2 Units) LG Grade Option**
This course studies multicultural counseling theories and techniques, including counselors’ roles in developing cultural self-awareness, identity development, promoting cultural social justice, individual and community strategies for working with and advocating for diverse populations, and counselors’ roles in eliminating biases and prejudices, as well as processes of intentional and unintentional oppression and discrimination. 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; priority to MCP students.

**MCP 6233 Introduction to Community Mental Health and the Recovery Model (2 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; priority to MCP students.

**MCP 6401 Research Methods (3 Units) LG Grade Option**
This course covers research and evaluation, including studies that provide an understanding of research methods; statistical analysis; the use of research to inform evidence-based practice; the importance of research in advancing the profession of counseling; and statistical methods used in conducting research, needs assessment, and program evaluation. This class has a special focus on qualitative approaches, comparative ways of knowing, and the creation of an integral inquiry research project. Prerequisites: Non-ICPW student; priority to MCP students.

**MCP 6502 Child Therapy (2 Units) LG Grade Option**
This course provides an overview of theories and approaches in child therapy and explores techniques and intervention strategies to treat a variety of psychological conditions in children and adolescents. It covers the treatment of child relationships, trauma and abuse assessment and reporting, dysfunctions, and healthy functioning. Additionally, this course addresses the family and the intrapsychic world and the development of the self of the child in the context of social, cultural, and economic factors. Prerequisites: Non-ICPW student; priority to MCP students.

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

**MCP 8799 Independent Study (1–3 Units) PF Grade Option**
Coursework that extends a student’s field of inquiry beyond current CIIS courses. Requires a syllabus and contract signed by the student and faculty member and approval by the department/program chair.
Community Mental Health
MA in Counseling Psychology with a concentration in Community Mental Health

Program Chair
Elizabeth Markle, PhD

Core Faculty
Danni Biondini, MA, LMFT
Fernando Castrillon, PsyD
Craig Garfinkel, PhD

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

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

The Community Mental Health program has four key foundational principles:

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

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

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

4. The program stresses an integrative model of psychotherapy and introduces students to a range of therapeutic theories and models. Psychodynamic, trauma-informed, family-based, and community healing approaches are incorporated across the program coursework sequence.

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 helps ensure that the program design continues to meet the needs of community agencies and helps strengthen the ties that CIIS has to organizations that are the potential employers of our graduates.

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

Program Format
Students attend classes year-round over a 2.5-to-3-year period, with 15-week Fall and Spring semesters and a 10-week Summer semester. Students are in class five weekends (10 a.m.–9 p.m. Saturdays, 10 a.m.–5 p.m. Sundays) per Fall/Spring semester, and four weekends per Summer semester. Our program is approximately two-thirds in person and one-third online, in order to provide dynamic, experiential in-person learning and skills practice during weekend immersions, and flexible, asynchronous engagement between in-class weekends for continuity.

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

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

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

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

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

3. (Clinical Effectiveness) Students will demonstrate depth and breadth of understanding in areas including, but not limited to:
   3.1 Psychotherapy theory.
   3.2 Ethics.
   3.3 Research methods.
   3.4 Cultural diversity.
   3.5 Psychopharmacology.
   3.6 Issues relevant to adult and child clinical populations (including the recognition of and reporting of abuse).
3.7 Students will be able to apply this knowledge to clinical cases.

4. (Foundational) Students will experience significant personal growth in the context of the Master of Arts in Counseling Psychology program and will actively bridge their inner experience and development as people with their preparation to work as professional psychotherapists.
4.1 (Mastery) Students will develop the capacity for effective professional interactions with clients, their advocates and family members, and professional colleagues and peers.
4.2 (Clinical Effectiveness) Students will demonstrate a capacity to take supervision, guidance, and direction in the conduct of their coursework.

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

6. (Clinical Effectiveness) Students will demonstrate a breadth of understanding of the multicultural communities and individuals with whom they work.
6.1 Multicultural competency shall include the ability to work with individuals, families, and communities with diverse racial, ethnic, and cultural heritage; socioeconomic status; age; gender; sexual orientation; and religious and spiritual beliefs; as well as physical, emotional, and mental abilities.

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

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

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

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

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

**Curriculum**

**MA in Counseling Psychology with a concentration in Community Mental Health**

**Marriage and Family Track—60 Units**

I. **Common Core Courses—13 Units**
   - M CPC 5108 Psychopathology and Psychological Assessment (3 Units)
   - M CPC 5613 Therapeutic Communication (3 Units)
   - M CPC 5632 Group Facilitation and Group Therapy (3 Units)
   - M CPC 6101 Human Sexuality (1 Unit)
   - CMH 6613 Multicultural Foundations of Family Therapy (3 Units)
II. Counseling Courses with Emphasis in Community Mental Health—(21 Units including 6 Units of Supervised Clinical Practicum)
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)

Supervised Clinical Practicum: (6 Units total)
MCPC 7601 Supervised Clinical Practicum: Individual (2 Units x 2 semesters = 4 Units) AND
MCPC 7602 Supervised Clinical Practicum: Group (2 Units)
OR
MCPC 7604 Supervised Clinical Practicum: Individual—School Setting (3 Units) AND
MCPC 7606 Supervised Clinical Practicum: Group—School Setting (3 Units)

III. Community Mental Health Concentration Courses—24 Units
These courses do not have equivalencies in the other concentrations.
CMH 5029 Theories and Practices in Community Mental Health (3 Units)
CMH 5031 Trauma, Crisis, and Recovery-Oriented Practice (3 Units)
CMH 5033 Diagnosis and Treatment of Co-occurring Disorders and Addiction (3 Units)
CMH 5034 Community Trauma and Healing (3 Units)
CMH 5035 Child and Adolescent Multisystemic Therapies (3 Units)
CMH 5044 Psychotherapies with Families, Couples, and Systems (3 Units)
CMH 6001 CMH Practice: Severe Illness and Early Psychosis (3 Units)
CMH 7701 Integrative Seminar: Final Project (3 Units)

IV. Electives (2 Units)
Students must take at least 2 graduate level Units in psychology or a related field. Elective courses are approved by the students’ faculty advisor.

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

Licensed Professional Clinical Counselor Track—67 Units
The courses designated in I, II, and III above and the following:
MCP 5109 Psychopharmacology (3 Units)
MCP 5646 Career Counseling Theory and Practice (3 Units)
MCP 6331 Psychological Assessment: Psychometric Theory (3 Units)

Course Descriptions

MCP 5023 Advanced Treatment of Addiction (2 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 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; priority to MCP students.

MCP 5108 Psychopathology and Psychological Assessment (3 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; priority to MCP students.
MCP 5109 Psychopharmacology (3 Units) LG Grade Option
This 3-credit course provides an understanding of the basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for the purpose of enhancing capacity for client education and support. Students will study the range of current psychopharmacology interventions in terms of mental-disorder diagnostic categories, including antidepressants, antianxiety drugs, mood stabilizers, and antipsychotics. Neurobiological mechanisms of mental disorders are reviewed in terms of current research. Interaction of psychopharmacological and psychotherapeutic interventions will be discussed, including medication response and side effects. Neurobiological mechanisms of mental disorders are reviewed in terms of current research. Interaction of psychopharmacological and psychotherapeutic interventions is discussed, including medication response and side effects. This advanced seminar will prepare students to be in integrated service teams and advocate for their clients. Case studies will help students to understand indications and contraindications of commonly used medications. Students will learn how to make appropriate referrals. Prerequisite: Non-ICPW or non-CMHW student.

MCP 5131 Somatic Experiencing (1 Unit) PF Grade Option
This workshop is with Dr. Peter Levine, founder of Somatic Experiencing®. Dr. Levine will demonstrate how Somatic Experiencing addresses trauma, seeing it as the consequence of trapped survival energy. Through a combination of theoretical explanation, demonstrations, and body-oriented exercises, participants will begin to develop a deep and intrinsic body awareness that helps to draw them into the vibrant experience of life-energy, flow, contact with the eternal now, and wholeness.

MCP 5201 Human Development and the Family (3 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; priority to MCP students.

MCP 5514 Lacanian Clinical Praxis (3 Units) LG Grade Option
This advanced course is a thoroughgoing exploration of the fundamental clinical ideas and sensibilities of the French psychoanalyst Jacques Lacan and the relevance of his work for clinical practice today. Core Lacanian concepts such as transference, the unconscious, jouissance, desire, and sexuation will be covered, as well as more contemporary concerns such as the “body,” transgender and queer perspectives, and countertransference. Prerequisite: MCP or PSY student.

MCP 5646 Career Counseling Theory and Practice for Therapists (3 Units) LG Grade Option
The professional practice of career counseling has much to offer to psychotherapists working in community settings. Client-centered therapy encourages the patient to make decisions about wellness and the types of activities they will be involved in. The role of the therapist in supporting options that are realistic, achievable, and appropriate will be presented and practiced. There exists a broad literature and many effective, evidence-based theories and practices in career development and counseling. This course will equip the therapist in selecting and implementing interventions for clients experiencing life transitions. Prerequisite: Priority to MCP students (including CMHW and ICPW students).

MCP 5647 Group Counseling (1 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 MCP1 5604 or ICP 5636 or MCPS 5622.

MCP 5651 California Ethics and the Law (1 Unit) OP Grade Option
This course will supplement MCP 5101, which is a prerequisite, by focusing on California law and professional ethics in the era of the Mental Health Services Act (MHSA) and the requirements for new types of mental health care in California. Prerequisites: MCP 5101 non-ICPW student, non-CMHW student.

MCP 6101 Human Sexuality (1 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; priority to MCP students.

MCP 6102 Assessment and Treatment of Addiction Disorders (1 Unit) LG Grade Option
Survey of current treatment approaches to chemical dependency and examination of humanist-transpersonal perspectives. Prerequisites: Non-ICPW student; priority to MCP and PSY students.

MCP 6103 Multicultural Counseling and the Family (2 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; priority to MCP students.

MCP 6107 When the Body Says No and The Myth of Normal (1 Unit) PF Grade Option
Day One: When the Body Says No: Mind/Body Unity and the Stress-Disease Connection: This workshop provides insights into why stress remains hidden in our culture, and shows how to recognize and prevent it. Drawing on research findings and his own extensive experience in family practice and palliative care, Dr. Maté discusses the mind/body stress connection and the physiological consequences of stress. Understand the nature of stress and how our early environment programs us physiologically and psychologically into chronically stressful patterns of feeling and behavior. Day Two: The Myth of Normal: Depression, Anxiety, and Addictions from a New Perspective. In this workshop, Dr. Maté explains the bio psychosocial nature of physical and mental illness, and how early experiences shape not only the mind, but also the brain. Drawing on his own extensive experience in family practice and palliative care, Dr. Maté shares how addiction, depression, and anxiety are often consequences of early trauma. This workshop explores the causes and “normality” of depression, anxiety, and addictions in our society.

MCP 6233 Introduction to Community Mental Health and the Recovery Model (2 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; priority to MCP students.

MCP 6331 Psychological Assessment I: Psychometric Theory (3 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. Prerequisites: MCP student; priority to LPCC track students.

MCP 6401 Research Methods (3 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; priority to MCP students.

MCP 6471 Theory and Practice in Behavioral Therapies (3 Units) OP Grade Option
A number of evidence-based and innovative therapies and mental health interventions are available for use by MFTs and LPCCs. This course will present the conceptual framework for the most commonly used of those interventions. Cognitive behavioral therapy, trauma-informed CTB, dialectical behavior therapy, motivational interviewing, and contingency management therapies will be taught, demonstrated, and experienced. Prerequisite: MCP student.

MCP 6502 Child Therapy (2 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; priority to MCP students.

MCP 6546 Community Mental Health and the Recovery Model (3 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-CMH student; priority to MCP students.

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

**MCP 8799 Independent Study (1–3 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.

**MCPC 5108 Psychopathology and Psychological Assessment (3 Units) LG Grade Option**
Comparative historical and contemporary views of the development of adult psychopathology and the categorization system of the Diagnostic and Statistical Manual. Prerequisite: CMH student.

**MCPC 5111 Professional Ethics and Family Law (3 Units) LG Grade Option**
This course covers professional orientation, ethics, and law in counseling, including California law. It examines professional ethics for marriage and family therapists and professional clinical counselors, professional ethical standards and legal considerations, licensing law and process, regulatory laws that delineate the profession’s scope of practice, counselor-client privilege, confidentiality, the client dangerous to self or others, treatment of minors with without parental consent. Also discussed will be the relationship between the practitioner’s sense of self and human values, functions and relationships with other human service providers, strategies for collaboration, and advocacy processes needed to address institutional and social barriers that impede access. Prerequisite: CMH student.

**MCPC 5201 Human Development Across the Lifespan (3 Units) LG Grade Option**
Students will learn how to work effectively with issues of child abuse assessment and reporting, spousal abuse and family violence, and related reporting issues. Issues of geriatric care, long-term care, and elder abuse will be covered. Prerequisite: CMH student.

**MCPC 5501 Psychodynamic Foundations for Clinical Practice (3 Units) LG Grade Option**
Presents a history of psychodynamic ideas and their application in clinical settings. Offers a historical perspective beginning with Freudian theory through the development of object relations theory. Covers basic theoretical and clinical concepts; clinical theories about the self and self-development; and the topics of transference, countertransference, and defense. Examines relationships between psychodynamic and other clinical theories. Prerequisite: CMH student.

**MCPC 5605 Family Dynamics and Therapy (3 Units) LG Grade Option**
Covers the family life cycle, as well as the theories and methods of many of the major family theories, including strategic, brief, systemic, narrative, solution-focused, family of origin, structural, and symbolic-experiential family therapy. The course will present and examine myriad family structures as represented in society and in public mental health. Emerging modalities appropriate to new family systems will be presented. It includes experiential learning processes. Prerequisite: CMH student.

**MCPC 5610 Therapeutic Communication (2 Units) LG Grade Option**
This course provides an overview of key concepts and methods in therapeutic communication, integrating psychodynamic, humanistic, and other approaches. Experiential portion includes role-play and simulations. Prerequisite: CMH student.

**MCPC 5620 Advanced Therapeutic Skills: The Clinical Relationship (3 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 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 Units) LG Grade Option**
Overview of research methodologies with special focus on academic writing, qualitative approaches, comparative ways of knowing, and the ability to read and interpret research. Prerequisite: CMH student.
MCPC 7601 Supervised Clinical Practicum: Individual (2 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. Prerequisites: CMH student; criminal background check.

MCPC 7602 Supervised Clinical Practicum: Group (2 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. Prerequisites: CMH student; criminal background check.

MCPC 7604 Supervised Clinical Practicum: Individual—School Setting (3 Units) PF Grade Option
For Community Mental Health practicum students working in schools. Presentation and discussion of case material. Emphases upon case formulation, the therapeutic relationship, and the development of clinical skills.

MCPC 7606 Supervised Clinical Practicum: Group—Community or School Setting (3 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. Prerequisites: CMH student; criminal background check.

CMH 5029 Theories and Practices in Community Mental Health (3 Units) LG Grade Option
This course will provide basic theory and introductory practice in the recovery model of mental health and its application in community mental health settings. Reviewing the history of the mental health system, as well as of the consumer movement, students will gain an understanding of the context of current practice and will be prepared to enter the field and work effectively as therapists in publicly funded settings. Course will include contemporary community psychology theory, including liberation psychologies. Topics include best practices, evidenced-based practice, re-clinical meeting with consumers or family members, the role of SES on treatment, and health disparities in both the prevalence of mental health concerns and in the effectiveness of treatment. Prerequisite: CMH student.

CMH 5031 Trauma, Crisis, and Recovery-Oriented Practice (3 Units) LG Grade Option
This course will enable students to identify and assess clients with complex traumatic disorders and identify and implement effective treatment protocols. Methods for conceptualizing, assessing, and treating individuals, families, and communities where serious crisis or trauma has occurred will be presented and experienced, including the impact of multigenerational trauma. Current practice in the field and emerging treatments in line with recovery-based practice will also be covered. Prerequisite: CMH student.

CMH 5033 Diagnosis and Treatment of Co-occurring Disorders and Addiction (3 Units) LG Grade Option
The interrelationships between mental, emotional, behavioral, and chemical dependency problems in the lives of clients will be examined. Effective clinical skills will be presented in the context of issues related to diagnosis, treatment, and treatment compliance of dually diagnosed clients. Student will learn about the legal and medical aspects of substance abuse, populations at risk, the role of support persons, support systems, and community resources. Important clinical issues in psychopharmacology, process addictions, case management, recovery-oriented practice, and culturally informed treatment strategies will be presented. Prerequisite: CMH student.

CMH 5034 Community Trauma and Healing (3 Units) LG Grade Option
This course focuses on developing an understanding of what trauma is and how it functions on individual, community, and collective levels. Students will learn about the sensory, affective, cognitive, and spiritual components of trauma and how an integrative approach to treatment can provide resources for working with trauma. Students will explore diverse community healing rituals and develop interventions aimed at catalyzing healing and recovery in community settings. Through experiential activities, students will have opportunities to participate and cultivate their own style of leadership in the classroom community. Prerequisite: CMH student.

CMH 5035 Child and Adolescent Multisystemic Therapies (3 Units) LG Grade Option
Using a multisystemic approach, the course will present issues of assessment, diagnosis, treatment planning, and effective interventions used in the treatment of children, adolescents, transition-aged youth (TAY), and their families. Case material will be used to illustrate multisystemic approaches and theories for effectively engaging children, adolescents, and TAY youth in therapy in both traditional and nontraditional settings. Included in the course is a consideration of child abuse reporting; foster children and adoption issues; and the impact of marriage, divorce, and nontraditional and blended families on treatment. Prerequisite: CMH student.
CMH 5042 Humanistic Mindfulness-Based Therapies with Family (3 Units) LG Grade Option
Presents a history of humanistic and mindfulness-based psychotherapies and their applications 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. Student will experience and practice multiple methods of evaluation and the implementation of evidence-based practices in community mental health settings. Examines relationships between humanistic, mindfulness, and other clinical theories. Prerequisite: CMH student.

CMH 5044 Psychotherapies with Families, Couples, and Systems (3 Units) LG Grade Option
Presents a history of family systems theory and related psychotherapies, and their application in community clinical settings. Will include evidence-based and culturally appropriate theory and practice for the families of California today. Case materials present the impacts of culture, race, sexual orientation, and gender identity on family development and process. The effects of poverty, class, and immigration will be analyzed and addressed as therapeutic opportunities and challenges. This course will include an examination of the impact of child abuse, spousal abuse, divorce, blended families, and families that include foster and adoptive children on treatment. Prerequisite: CMH student.

CMH 5045 Multisystemic Family Therapy: Theory and Practice (3 Units) LG Grade Option
Presents a history of family systems theory and related psychotherapies, and their application in community clinical settings. Will include evidence-based and culturally appropriate theory and practice for the families of California today. Case materials present the impacts of culture, race, sexual orientation, and gender identity on family development and process. The effects of poverty, class, and immigration will be analyzed and addressed as therapeutic opportunities and challenges. This course will include an examination of the impact of child abuse, spousal abuse, divorce, blended families, and families that include foster and adoptive children on treatment. Prerequisite: CMH student.

CMH 6001 Advanced CMH Practice: Severe Mental Illness and Early Psychosis (3 Units) LG Grade Option
This course involves a careful examination of the etiology (biological, psychological, and social), clinical diagnosis, and treatment of severe and persistent mental illness. This includes a consideration of schizophrenia, bipolar disorder, severe character pathology, and dual diagnosis in a community mental health setting. A comprehensive, integrative, and contemporary theoretical framework through which to understand and treat severe and persistent mental illness across the lifespan will be introduced. Students will become adept at differential diagnosis and the application of best practices; the inclusion of family members in treatment; early onset of the psychosis; the application of recovery and wellness principles; and the impact of poverty and stigma on treatment. Prerequisite: CMH student.

CMH 6387 African Traditional Healing and Mental Health (3 Units) LG Grade Option
Using comparative analysis, critical theory, and case studies, this course is an in-depth examination of the philosophical foundations, historical development, and contemporary theoretical applications of the scientific disciplines of psychology and indigenous healing practices. This course explores the interplay between Western psychotherapeutic models—i.e. cognitive behavioral therapy, psychoanalysis, attachment theory—and African indigenous healing practices. Prerequisite: Priority to CMH students.

CMH 6613 Multicultural Foundations of Family Therapy (3 Units) LG Grade Option
Students will engage in a 15-hour service learning project in a community mental health setting that is unfamiliar to them. Using the principles learned in class, this experience will offer the opportunity for the student to explore a growing sense of self-awareness around cultural differences, as well as increase knowledge and skills in working in a diverse community setting. Students will also explore the concept of cultural humility and its application in the provision of culturally informed community mental health work. Prerequisite: CMH student.

CMH 6678 Advanced Topics in Community Mental Health (3 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 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 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 (1–3 Units) PF Grade Option
Coursework that extends a student’s field of inquiry beyond current CIIS courses. Requires a syllabus and contract signed by the student and faculty member, and approved by the program chair. Online registration not possible. Prerequisite: CMH student.

MCPC 5613 Therapeutic Communication (3 Units) LG Grade Option
This course provides an overview of key concepts and methods in therapeutic communication, integrating psychodynamic, humanistic, and other approaches. This is the experiential portion of Therapeutic Communication, and includes role-play and simulations. Prerequisite: Priority to CMH students.

MCPC 6101 Human Sexuality (1 Unit) LG Grade Option
This course explores personal, interpersonal, and transpersonal dimensions of sexual experience, including awareness, attitudes, meaning, expression, response, sexual counseling, and integration with personal development. Prerequisite: Priority to CMH students.

CMHWL 5030 Career Counseling Theory and Practice for Therapists Lab (1 Unit) LG Grade Option
Students will have the opportunity to practice essential skills and techniques, as identified by the National Career Development Association (NCDA), in career assessment, career counseling, and career and life planning.
Drama Therapy
MA in Counseling Psychology with a concentration in Drama Therapy

Program Chair
Renée Emunah, PhD, RDT, BCT

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

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

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

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

Freedom and possibility are two key words that begin to describe the essence of drama therapy. Life is finite; there are only so many experiences we can have. But in drama, the opportunities and options are endless, enabling us to dive deeper into the richness of life. And when the dramas are authentic and “real,” they have the power to affect, and even alter, our real lives profoundly. For over 30 years, we have been investigating how therapeutically adapted dramatic processes work over time to heal wounds, facilitate lasting change, and help people to reach their highest potential. The CIIS Drama Therapy program is one of only a few master’s programs in the field accredited and approved by the North American Drama Therapy Association and is one of only a handful of such programs in the world. CIIS is internationally recognized as housing one of the world’s most highly developed and rigorous training programs for drama therapists. Faculty members are highly experienced practitioners, many of whom are pioneers in the field of drama therapy. 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 Theatre, physical theater, creative drama, and puppetry—and we tailor the work to the needs of specific groups or individuals. Drama therapy includes the other arts; in drama therapy, music, dance/movement, art, poetry, and photography/video are selectively incorporated to enhance the therapeutic or aesthetic nature of the work.

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

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

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

**Drama Therapy Pre-practicum and Practicum/Supervision**

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

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

**Integrative Seminar in Drama Therapy: Final Project**

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

**Personal Psychotherapy**

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

**Program Learning Outcomes**

Students will be able to do the following:

1. Evaluate and apply drama therapy approaches in working with clients.
2. Situate drama therapy within a critical historical context focusing on the relationship between dramatic art and healing traditions from various world cultures.
3. Evaluate theories and methods of major drama therapy approaches, and ways in which they overlap, diverge, and complement one another.
4. Integrate foundational concepts underlying drama therapy and action techniques to support and complement the recovery model and other major models of psychotherapy in therapeutic practice.
5. Develop drama therapy interventions that address the needs of different clinical populations and age groups in a culturally sensitive manner (taking into account differences including gender, race, ethnicity, socioeconomic status, sexual orientation, gender identification/expression, and spiritual/religious practices).
6. Use drama therapy and action methods skillfully as a means of clinical intervention.
7. Use a drama therapy framework to assess clients and implement treatment plans, individually and in groups.
8. Articulate drama therapy concepts and terminology in professional communication (oral and written) in ways that are relevant to both clients and allied professionals.
9. Integrate drama therapy and action methods with best practices from verbal, somatic, and expressive arts-based approaches into clinical work with individuals and groups.
Plan of Study
In the first year of the program, courses are generally scheduled on two days to meet the needs of students who work part-time. Students may complete the program in two to three years. (Two years would include attending two summers. A majority of students opt to complete in 2.5 years.) Further information about course sequencing is available from the Drama Therapy program. The majority of Drama Therapy students choose the LMFT Track (60 Units), but the LPCC Track (68 Units) is also available. Students make the choice of which license to pursue at the end of their first semester of study.

Admissions Requirements
Applicants must meet the general admissions requirements of CIIS, as well as specific requirements for the program. These include academic transcripts from all previously attended universities and colleges; a self-reflective autobiographical paper; a statement of professional and academic goals; two letters of recommendation; and a listing of theater, psychology, creative arts therapy, and human service experiences. Individual and group interviews are conducted. The program seeks highly motivated, creative, and mature students who have already demonstrated a strong interest in the integration of theater and therapy. Personal integrity and emotional maturity are essential attributes. Applicants must have a background in drama and theater (the program does not offer theater training). A bachelor’s degree in one of the following is generally required: drama or theater, psychology, educational theater, or education. A minimum of two undergraduate psychology courses is required, and volunteer or paid work experience in human services is strongly recommended. The program is designed for Fall-semester entry.

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

I. Counseling Courses—19 Units
   MCP 5101 Professional Ethics and Law (2 Units)
   MCP 5108 Psychopathology and Psychological Assessment (3 Units)
   MCP 5201 Human Development Across the Lifespan (3 Units)
   MCP 6101 Human Sexuality (1 Unit)
   MCP 6102 Assessment and Treatment of Addiction Disorders (1 Unit)
   MCP 6103 Multicultural Counseling and the Family (2 Units)
   MCP 6233 Introduction to Community Mental Health and the Recovery Model (2 Units)
   MCP 6401 Research Methods (3 Units)
   MCP 6502 Child Therapy (2 Units)

II. Counseling Courses with Emphasis in Drama Therapy—17 Units
   MCPD 5604 Group Dynamics and Creative Arts Therapies (2 Units)
   MCPD 5605 Family Dynamics and Therapy (3 Units)
   MCPD 5608 Psychotherapy Theories and Practices (2 Units)
   MCPD 5610 Therapeutic Communication (2 Units)
   MCPD 6605 Advanced Family and Couples Therapy: Action-Oriented Approaches (2 Units)
   MCPD 7602 Supervised Clinical Practicum/Case Seminar in Drama Therapy (three semesters) (6 Units)

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 (3 Units)
   PDT 5602 Drama Therapy Process and Technique (3 Units)
   PDT 5603 Drama Therapy Practice (3 Units)
   PDT 5605 Psychodrama (3 Units)
   PDT 5607 Special Methods in Drama Therapy I: Developmental Transformations (1 Unit)
   PDT 5614 Advanced Improvisation and Playback Theatre (1 Unit)
   PDT 5626 Individual Drama Therapy* (1 Unit)
   PDT 5627 Trauma and Resilience: Embodied Approaches to Treatment (1 Unit)
   PDT 5628 Advanced Integrative Five Phase Model of Drama Therapy* (1 Unit)
   PDT 6604 Drama Therapy and Social Change (2 Units)
   PDT 6607 Special Methods in Drama Therapy II: Advanced Developmental Transformations* (1 Unit)
   PDT 7700 Integrative Seminar in Drama Therapy: Final Project (4 Units)
*Students are required to take one of the three courses marked with an asterisk. The other two may be taken as electives.
IV. Electives—2 Units
2 units from any CIIS program (or approved independent studies)
Note: The master of arts programs in Counseling Psychology require that one year of practicum training be taken as a CIIS student. Practicum training units will not be accepted in transfer.

Optional Licensed Professional Clinical Counselor Track—68 Units

The courses designated in I, II, and III above (except courses marked with asterisks) plus the following:
MCP 5023 Advanced Treatment of Addictions (2 Units)
MCP 5109 Psychopharmacology (3 Units)
MCP 5646 Career Counseling Theory and Practice (3 Units)
MCP 6331 Psychological Assessment: Psychometric Theory (3 Units)

Course Descriptions

MCPD 5604 Group Dynamics and Creative Arts Therapies (2 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 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 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 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 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 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 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 the Field Placement Office by semester’s end. Prerequisites: MCP 5101, MCP 5108, MCPD 5610, PDT 5603; PDT student; criminal background check.

MCPD 7602 Supervised Clinical Practicum/Case Seminar in Drama Therapy (2 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; criminal background check.

PDT 5501 Drama Therapy Theory (3 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. Studies 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 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 revelatory performance. Prerequisite: PDT student.

PDT 5603 Drama Therapy Practice (3 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 scene work 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 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 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 Theatre (1 Unit) OP Grade Option
An experiential course involving the refinement of improvisational acting skills and ensemble work. A focus on the Playback Theatre 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 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 multi-phased 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 Unit) OP Grade Option
An exploration of the efficacy of drama therapy approaches in addressing vital issues of safety and containment, modulated distance, desensitization, somatic experiencing, and the cultivation of resilience in treating various traumatic disorders. Current research in neurophysiology, attachment theory, and therapeutic applications of mindfulness and other body-oriented expressive arts therapies are considered. Prerequisite: Priority to PDT students.

PDT 5628 Advanced Integrative Five Phase Model of Drama Therapy (1 Unit) OP Grade Option
A seminar exploring the use of the Integrative Five Phase Model of Drama Therapy in various clinical contexts (including brief therapy) and with different populations and age groups; the significance of flow and progression in drama therapy; methods of scene intervention; and research ideas for developing, applying, and expanding this model. Prerequisites: PDT 5602; PDT student.

PDT 6604 Drama Therapy and Social Change (2 Units) OP Grade Option
An exploration of the transformative power of drama therapy in the social context, and of the role of the drama therapist as agent of social change and justice. Four approaches to the use of drama and social issues are examined: the Acts of Reconciliation Project, Sociodrama, Theater of the Oppressed and World Work. A focus on how change occurs in groups, organizations, societies, and nations. Prerequisites: Non-ICPW student; priority to PDT students.

PDT 6607 Special Methods in Drama Therapy II: Advanced Developmental Transformations (1 Unit) OP Grade Option
The work introduced in PDT 5607 is deepened as students learn how to integrate additional theoretical understanding and clinical experience into the application of this method. Nuances of the dramatic playspace are explored in relation to expanding the therapeutic relationship with the “drama therapist in role.” Prerequisites: PDT 5607; non-ICPW student; priority to PDT students.

PDT 7700 Integrative Seminar in Drama Therapy: Final Project (4 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 a self-revelatory performance, a theoretical paper/article, a therapeutic performance that the student directs, or a DVD documenting a drama therapy treatment series. Prerequisites: 2 units of MCPD 7602; PDT student.
**PDT 8799 Independent Study (1–3 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 (1–3 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.
Expressive Arts Therapy
MA in Counseling Psychology with a concentration in Expressive Arts Therapy

Program Co-Chairs
Shoshana Simons, PhD, RDT
Danielle Drake, MA, MFTi

Core Faculty
Christine Brooks, PhD
Danielle Drake, MA, MFTi
Cosmin Gheorghe, MD, LMFT
Phillip Weglarz, MA, LMFT, REAT

Adjunct Faculty
Nadia Ashjaee, MA, MFT
Jennifer Findlay, PhD, ATR
Clark Hsu, MA, MFTi
Nicole Koethner, MA, MFT
Charlie Korda, MA
Mireya A. Marcet, MA, MFT
Patricia Rojas-Zambrano, MA, MFT
Rosario Sammartino, PhDc, RSME, RSMT
Shanee Stepakoff, PhD, MFA
Nina Strongylou, MA, LMFT, RDT
Jill Therrien, MA, MFTi
Armand Volkas, MA, LMFT
Sanjen Miedzinski, Professor Emerita
Jack S. Weller, Professor Emeritus

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

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

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

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

Intensive Arts-Based Residential Seminars for Both Program Options
During the residential seminars, students, faculty, and advisors from both programs come together to engage in extensive experiential intermodal arts-based learning, completing up to a third of the required coursework for the semester.

At the end of the week, each student creates an individual learning agreement that articulates specific learning goals and plans for how they will integrate theory and practice into their work throughout the semester.

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

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

**About the Expressive Arts Therapy Program**

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

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

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

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

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

**Learning Outcomes**
EXA is a dynamic program weaving the arts across the curriculum, enabling students to do the following:

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

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

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

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

Program Requirements

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

2. 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.

3. 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.

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

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

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

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

MFT Curriculum

I. Common Core Courses—19 Units
   MCP 5101 Professional Ethics and Law (2 Units)
   MCP 5108 Psychopathology and Psychological Assessment (3 Units)
   MCP 5201 Human Development and Family (3 Units)
   MCP 5651 California/Your State’s Law and Ethics (1 Unit)
   MCP 6101 Human Sexuality (1 Unit)
   MCP 6233 Introduction to Community Mental Health and the Recovery Model (3 Units)
II. Counseling Courses with Emphasis in Expressive Arts Therapy—24 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.
EXA 5501 Psychotherapy Theories and Practices (3 Units)
MCP 6102 Assessment and Treatment of Addiction Disorders (1 Unit)
MCP 6502 Child Therapy (2 Units)
MCPE 5604 Multicultural Counseling and the Therapeutic Relationship (3 Units)
MCPE 5606 Family and Couples Dynamics I (3 Units)
MCPE 5622 Group Dynamics and Therapy (3 Units)
MCPE 6606 Family and Couples Dynamics II (3 Units)
MCPE 7602 Supervised Clinical Practicum: Group (minimum two semesters totaling 6 Units)

III. Expressive Arts Therapy Concentration Courses—17 Units
These courses do not have equivalencies in the other concentrations.
EXAL 5602 EXA Therapeutic Communication Lab (1 Unit)
EXA 5993 Integrative Seminar in Expressive Arts Therapy I (1 Unit)
EXA 5994 Integrative Seminar in Expressive Arts Therapy II (2 Units)
EXA 6020 EXA and Trauma (3 Units)
EXA 6057 The Arts in Therapy (3 Units)
EXA 6088 EXA Approaches: Module I (1 unit)
EXA 6089 EXA Approaches: Module II (1 Unit)
EXA 6090 EXA Approaches: Module III (1 Unit)
EXA 6618 EXA Therapy Approach: Collaborative and Narrative Expressive Arts Therapy (2 Units)
EXA 6853 Professional Development (1 Unit)
EXA 8888 EXA Elective: Special Topics (1 Unit)

LPCC Curriculum
The courses designated in I, II, and III above and the following:
EXA 6064 Psychological Assessment of Creative Arts Therapy (3 Units)
MCP 5023 Advanced Treatment of Addiction (2 Units)
MCP 5646 Career Counseling Theory and Practice (3 Units)

Course Descriptions
EXA 5501 Psychotherapy Theories and Practices (3 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 5993 Expressive Arts Therapy Integrative Seminar I (1 Unit) LG Grade Option
This course integrates the various concepts from the EXA master’s program into a unified whole: integrative expressive arts skills; cumulative group experience; arts-based research and inquiry; and the EXA clinical experience of the practicum. With this integration, students will deepen their understanding of clinical communication across differences including those of race, social class, gender, ethnicity, and physical abilities. This seminar is an intensive learning process designed to demonstrate critical knowledge in the student’s EXA therapeutic approach. It also demonstrates the ability to reflect critically upon all work accomplished during the course of the program, while clarifying professional goals. Prerequisite: EXA student.

EXA 5994 Expressive Arts Therapy Integrative Seminar II (2 Units) LG Grade Option
The seminar course includes an oral and written clinical case presentation, which demonstrates a cogent exploration of the student’s philosophical underpinnings, knowledge of theoretical frameworks and current research in the field, and a detailed review of an example of the student’s current clinical work. The semester concludes with a collaborative student-led community arts presentation for the larger EXA community, family, and friends. Prerequisite: EXA student.
EXA 6020 EXA and Trauma (3 Units) OP Grade Option
This class focuses on developing an understanding of what trauma is and how it functions. The course discusses the ways in which the body, the imagination, and one’s capacity to symbolize are affected due to trauma. Students will learn how to explore the ways that expressive arts and somatic psychotherapies can be effective as interventions in helping clients to recover from trauma. Prerequisite: MCPE 5605.

EXA 6055 The Arts in Therapy (3 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 6064 Psychological Assessment and Creative Arts Therapy (3 Units) LG Grade Option
Psychological Assessment and Creative Arts Therapy is designed to build upon the information learned in the History and Foundations of Expressive Arts Therapy course by exposing students to a wide range of expressive arts therapy practices in various settings with multiple populations. This course focuses on the initial stage of therapy including intake, psychological assessment, history-taking, evaluation, goal-setting, and establishing rapport through the use of arts interventions. We will read case studies highlighting different types of client populations, expressive arts experiences, therapeutic goals, and treatment milieus. We will look at specific assessment techniques using the various art forms and begin practice in the implementation of EXA assessments and interventions. This course also builds on Psychotherapy Theories and Practices and Therapeutic Communications. We will examine how EXA interventions meld with psychotherapy theories you learned last semester. We will continue building on your therapeutic communication skills by working on translating these basic skills into EXA interventions. We will also lay the groundwork for more in-depth study in your EXA Approaches and other coursework. Prerequisites: EXA 6036; EXA student.

EXA 6088 EXA Approaches: Module I (1 Unit) LG Grade Option
Module I in EXA approaches offers hands-on training in the theory and application of specific multimodal methods. While learning about the history, development, and core competencies of each method, students will have the opportunity to demonstrate ways these approaches can meet the recovery-oriented care needs of diverse individuals, couples, families, and communities. Students will also explore the ways these approaches intersect with standard psychological practice and when they may be clinically appropriate or contraindicated. Prerequisite: EXA 6036; EXA student.

EXA 6089 EXA Approaches: Module II (1 Unit) LG Grade Option
Module II in EXA approaches offers hands-on training in the theory and application of specific multimodal methods. While learning about the history, development, and core competencies of each method, students will have the opportunity to demonstrate ways these approaches can meet the recovery-oriented care needs of diverse individuals, couples, families, and communities. Students will also explore the ways these approaches intersect with standard psychological practice and when they may be clinically appropriate or contraindicated. Prerequisite: EXA 6088; EXA student.

EXA 6090 EXA Approaches: Module III (1 Unit) LG Grade Option
Module III in EXA approaches offers hands-on training in the theory and application of specific multimodal methods. While learning about the history, development, and core competencies of each method, students will have the opportunity to demonstrate ways these approaches can meet the recovery-oriented care needs of diverse individuals, couples, families, and communities. Students will also explore the ways these approaches intersect with standard psychological practice and when they may be clinically appropriate or contraindicated. Prerequisite: EXA 6089; EXA student.

EXA 6618 EXA Approach: Collaborative and Narrative Expressive Arts Therapy (2 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. Prerequisite: EXA 5501.

EXA 6853 Professional Development (1 Unit) LG Grade Option
This class focuses on the development of key skills in preparation for entering the professional world of Counseling Psychology. Topics include résumé development, website creation, writing grant proposals, and the fundamentals of establishing a private EXA practice. Prerequisites: EXA 5501; EXA student.

EXA 8620 EXA Advanced Seminar: EXA and Trauma (1 Unit) LG Grade Option
This class focuses on developing an understanding of what trauma is and how it functions. The course discusses the ways in which the body, the imagination, and one’s capacity to symbolize are affected due to trauma. Students will learn how to explore the ways that expressive arts and somatic psychotherapies can be effective as interventions in helping clients to recover from trauma. Prerequisites: MCPE 6601; EXA student.

EXA 8799 Independent Study (1–3 Units) PF Grade Option
Independent study offers coursework that extends a student’s field of inquiry beyond current CISS courses. This course requires a syllabus and contract signed by the student and faculty member involved in the independent study, and must be approved by the program chair.

EXA 8888 EXA Elective: Special Topics (1–3 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. Prerequisite: EXA student.

EXAL 5602 EXA and Therapeutic Communication Lab (1 Unit) LG Grade Option
This class focuses on the integration of basic therapeutic communication skills into multimodal arts practice. Emphasis is on the development of the active listening skills that underpin the therapeutic relationship within an expressive arts context. This includes practicing the core conditions of empathy, relational responsiveness, aesthetic responsiveness, and “unconditional positive regard.” Prerequisite: EXA student.

MCP 5101 Professional Ethics and Law (3 Units) OP Grade Option
Ethical standards for the practice of counseling and psychology. Review and discussion of ethical and legal aspects of marriage and family therapy and practice. Prerequisites: MCPE 6601; priority to EXA students.

MCP 5108 Psychopathology and Psychological Assessment (3 Units) LG Grade Option
This course explores personal, interpersonal, and transpersonal dimensions of sexual experience, including awareness, attitudes, meaning, expression, response, sexual counseling, and integration with personal development. Prerequisite: EXA student.

MCPE 5605 Family and Couples Dynamics and Therapy I (3 Units) LG Grade Option
This two-part course surveys a broad range of contemporary theories and practices within the field of family and couples therapy and their application in working with LGBT and heterosexual couples and family constellations across diverse cultures. Students will be introduced to major contemporary approaches within the field, including structural, strategic, narrative, solution-focused, symbolic-experiential, EFT, and Gottman Method. The course includes modules addressing issues related to blended families, interpersonal violence, migration stressors, divorce and separation, addiction and illness. Students learn how to integrate the use of visual arts, music, movement, drama, and the language arts in family and couples therapy practice. Prerequisites: First year pre-requisites.; EXA student.

MCPE 5606 Family & Couples Dynamics I (3 Units) LG Grade Option
This two-part course surveys a broad range of contemporary theories and practices within the field of family & couple therapy and their application in working with LGBT and heterosexual couple and family constellations across diverse cultures. Students will be introduced to major contemporary approaches within the field including structural, strategic, narrative, solution-focused, symbolic-experiential, EFT & Gottman Method. The course includes modules addressing issues related to blended families, interpersonal violence, migration stressors, divorce & separation, addiction and illness. Students learn how to integrate the use of visual arts, music, movement, drama, and the language arts in family & couples therapy practice. Prerequisites: EXA student.

MCPE 5634 Group Dynamics and Therapy (3 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 6101 Human Sexuality (1 Unit) LG Grade Option
This course explores personal, interpersonal, and transpersonal dimensions of sexual experience, including awareness, attitudes, meaning, expression, response, sexual counseling, and integration with personal development. Prerequisite: EXA student.

MCPE 6102 Assessment and Treatment of Addiction Disorders (1 Unit) OP Grade Option
Survey of current treatment approaches to chemical dependency and examination of humanist-transpersonal perspectives. Prerequisites: MCPE 6604; EXA student.

MCPE 6403 Research Methods (3 Units) LG Grade Option
This course is designed to provide students with an introduction to the philosophical, conceptual, and practical foundations of qualitative and quantitative research design methodologies. The course will survey the most common designs of Arts-Based Participatory Research (ABPR), qualitative inquiry, and their theoretical roots; techniques of data collection and analysis; integration of qualitative and quantitative methods, and current issues related to culture and diversity. Prerequisites: EXA 5501; EXA student.

MCPE 6502 Child Therapy (2 Units) LG Grade Option
Techniques to remedy or prevent problems in children and their families. Case material introduces strategies of intervention.

MCPE 6604 Multicultural Counseling and the Therapeutic Relationship (3 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 6606 Family & Couples Dynamics II (3 Units) LG Grade Option
This course builds on the foundational theories and practices of family and couple therapy studied in Family & Couples I. The primary emphasis of Part II is on the theories and practices of EFT and Gottman Method, integrated within the larger Relational Cultural framework developed at the Stone Center. Students learn how to complete a Family Therapy Case Conceptualization. The course includes modules addressing issues related to blended families, interpersonal violence, migration stressors, divorce & separation, addiction and illness. Students learn how to integrate the use of visual arts, music, movement, drama, and the language arts in family & couples therapy practice. Pre-requisite: EXA Student; MCPE 5606

MCPE 7601 Supervised Clinical Practicum: Individual (2 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. EXA students only. An “NP” grade will be given if the “Supervised Fieldwork Agreement” is not submitted to the Field Placement Office by semester’s end. Prerequisites: EXA student; criminal background check.

MCPE 7602 Supervised Clinical Practicum: Group (2 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. Prerequisites: EXA student; criminal background check.

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. Prerequisites: EXA student; criminal background check.

MCPE 7604 Supervised Clinical Practicum: Group (3 Units) PF Grade Option
Supervised clinical practicum course provides a presentation and discussion of case materials for students who are currently working in practicum sites. The course emphasizes case formulation, the therapeutic relationship, development of clinical skills, and integration of expressive arts processes. Prerequisites: EXA student; criminal background check.
Integral Counseling Psychology
MA in Counseling Psychology with a concentration in Integral Counseling Psychology

Program Chair
George Kitahara Kich, PhD

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

Adjunct Faculty
Nancy Arvold, PhD, LMFT
Shirley Bar-Dvir, LMFT
Anna Benassi, MA, LMFT
Doris Bersing, PhD
Dietmar Brinkmann, LMFT
David Brown, MA, LMFT
Kathleen Brown, PhD
Renu Maria Cappelli, PhD, MA
Amy Cooper, LMFT
Rene Dumetz, PhD, LMFT
Antonia Fokken, LMFT
Brenda Frechette, PhD
Kellen Grayson, PsyD, LMFT
Andrew Harlem, PhD
Clifton Hicks, PhD
Suraya Keating, LMFT, RDT
Michael Klein, PhD
Alan Kubler, PhD
Ling Lam, PhD, LMFT
Dominique Lando, LMFT
Jamie Lavender, LMFT
Stella Lefevre, PsyD
Emily Marinelli, LMFT
Laura Mayorga, PhD
Riyaz Motan, LMFT
Sal Nunez, PhD, LMFT
Chris Olsen, PhD
Gieve Patel, LMFT
Chris Perry, MA, LMFT
Paulo Rebello, MA, LMFT
Fred Rozendal, PhD
Danielle Saunders, LMFT
Gal Szekely, MA, LMFT
Sue Ellen Wise, LMFT
About the Integral Counseling Psychology Concentration

Founded in 1973 on the recommendation of Dr. Haridas Chaudhuri, the Integral Counseling Psychology (ICP) program was the first transpersonally oriented, East-West psychology graduate program in the world. The program has evolved a vision of psychotherapy practice that draws upon the major spiritual traditions of the East and West; recent cultural and social sciences theories and research; and the innovations made by contemporary psychoanalytic, humanistic, systemic, multicultural, and transpersonal psychologies.

The Integral Counseling Psychology program is unique in that it adheres to the guidelines of the major professional organizations in the field while at the same time incorporating the integral philosophy of the late Haridas Chaudhuri. Integral means “essential to wholeness.” According to this view, all aspects of a person’s being are important and to be valued. Integral psychology holds that the individual can and should turn inward in the search for wisdom and effective energy, participate with others in meaningful shared learning processes, and then share this wisdom with the broader community to advance the evolutionary process. The curriculum integrates spiritual and multicultural perspectives with actual psychotherapy practice. The transpersonal orientation provides an overarching framework for clinical work, supporting an emphasis on multicultural competence and training in depth therapy.

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

Program Learning Outcomes

1. Clinical Skills. Students will develop skills sufficient to serve as professional therapists at the master’s in counseling level. Students will attain the following:

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

1.15 Constructively use supervision (e.g., seek input and receive feedback nondefensively in class and during their practicum work, be able to integrate feedback into clinical practice and interpersonal relations, learn to be aware of personal process and dynamics).

1.16 Understand basic practices of community mental health (e.g., systems of care and advocacy strategies for the severely mentally ill, able to know and to access community resources and private services for persons with mild or severe mental illness and for abuse victims).

2. Understanding the Field. Students will gain a broad and deep knowledge of the history and scholarship associated with the field of psychotherapy, including an introductory understanding of a variety of topics, theories, and approaches, and with an opportunity for more in-depth mastery of a selection of these. Students will

2.1 Understand deeply and thoroughly the psychodynamic roots of contemporary psychotherapy.

2.2 Understand human development with social, systemic, and cultural variations and considerations throughout the lifespan as it relates to competent work as a therapist (e.g., development progressions, stages and life transitions, aging, social/community impacts, community trauma effects, grief and end-of-life issues, especially but not exclusively in the context of California).

2.3 Apply theoretical knowledge from humanistic, contemporary psychoanalytic approaches; transpersonal perspectives; and systems theories to issues that emerge in the clinical relationship, including unconscious processes, boundaries, the therapeutic space, transference and countertransference, and treatment planning.

2.4 Situate and articulate their personal vision of integral psychology within relevant theoretical approaches and scholarship.

2.5 Understand and reasonably integrate the principles of Gestalt therapy.

2.6 Describe and critically assess key theories and practices that focus on how therapists can work with specific demographic groups (families, adults, children, couples, and groups).

2.7 Reflect critically as a practitioner in the field and to continually reexamine theoretical biases and practice in light of new information and experience.

2.8 Demonstrate understanding of substance abuse and addictions (e.g., recognize symptoms, patterns, and medical aspects; be aware of and use community resources; understand co-occurring disorders and major treatment approaches [including recovery model]; know current theories of etiology, prevention, and the role of persons and systems that affect substance abuse and addiction).

2.9 Understand the impact of extratherapeutic influences on therapy, as well as therapy’s impact on extratherapeutic factors (e.g., impact of community variables, socioeconomic factors).

2.10 Understand the special needs of the severely mentally ill (understand current systems of care; know specific public and private services available; have effective skills and methods to assess, collaborate, and advocate as needed).

2.11 Understand California laws and ethics regarding psychotherapy and counseling generally (including being able to explain about their own counseling perspectives and practice; setting rules and boundaries; determining fees; being aware of clients’ rights and the responsibilities of each party, including privacy, confidentiality policies, legal directives on disclosures, and the duty of care in regard to clients and/or legal guardians).

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

3.1 Take responsibility for themselves (e.g., take responsibility for their own projections, emotional triggering, role in conflict).

3.2 Access and have empathy for their own internal reality (including internalized family dynamics, such as childhood wounding; cultural framing; and superconscious states across sensate, emotional, mental, and transpersonal realms and their developmental process).

3.3 Be able to communicate this internal reality of feelings and moods sensitively with regard to the receiver.

3.4 Manage their reactivity (receive feedback nondefensively, be able to self-soothe, center themselves).

3.5 Be open to and respectful of the diverse backgrounds and ways of being of other students and clients.

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

4.1 Understand the fundamentally Eurocentric context within which most Western therapeutic models developed.

4.2 Understand the impact of power and privilege on those in the dominant and nondominant cultures.

4.3 Explore and gain greater insight on their “diversity lenses,” including, but not limited to, ethnicity, culture, sexual orientation, gender identification, physical ability, age, and socioeconomic status.

4.4 Understand the relativity of cultural lenses.
4.5 Understand those populations who are different in terms of the categories listed above (and actively seek helpful resources such as trainings, books, videos, and community involvement).
4.6 Integrate an understanding of difference into all aspects of the clinical practice and understand how multiculturalism is an integral part of psychology.
4.7 Apply relevant theories and models of practice to working with diverse populations, including, but not limited to, ethnicity, culture, sexual orientation, gender identification, physical ability, age, size, religion, and social economic status.

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

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

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

Practicum
The University’s Field Placement Office offers a comprehensive list of approved sites in the community for students ready to begin practicum. The three CIIS Integral Counseling Centers (ICCs) listed below are also placement sites but have a limited number of openings. Students applying to practicum at one of the Counseling Centers should also apply to five or six external sites, as acceptance at a CIIS Counseling Center is not guaranteed. Roughly 50 percent of ICP students complete practicum at the ICCs. While the ICCs are geared toward a private-practice model and offer training in depth psychotherapy, some students may be more drawn to a variety of other practicum formats. These include schools, hospitals, hospice, community mental health, child/family, etc. Students may also be more drawn to working with a particular population or in a particular location that the ICCs may not serve, or to learning a theoretical orientation not taught at the ICCs. The CIIS Field Placement Office and the ICP advising manager offer support for finding and securing placements that match students’ interests.

Pre-practicum Coursework
Before beginning practicum, students must complete the following courses with a passing grade:

Weekday Program
ICP 5606 Gestalt Therapy
MCP 5101 Professional Ethics and Family Law*
MCP 5108 Psychopathology and Psychological Assessment*
MCP 5201 Human Development
MCPI 5501 Psychodynamics
MCPI 5602 The Clinical Relationship
MCPI 5604 Group Dynamics and Facilitation
MCPI 5610 Therapeutic Communication
MCPI 5615 Family Dynamics and Therapy
MCPI 6603 Multicultural Counseling and the Family

**Weekend Cohort Program**
- ICPW 5103 Professional Ethics and Family Law I*  
- ICPW 5104 Professional Ethics and Family Law II*  
- ICPW 5108 Psychopathology and Psychological Assessment*  
- ICPW 5201 Human Development and the Family  
- ICPW 5508 Psychodynamics I  
- ICPW 5509 Psychodynamics II  
- ICPW 5602 The Clinical Relationship  
- ICPW 5604 Group Dynamics and Facilitation  
- ICPW 5606 Gestalt Therapy  
- ICPW 5610 Therapeutic Communication  
- ICPW 5615 Family Dynamics and Therapy  
- ICPW 6603 Multicultural Counseling and the Family  

* Professional Ethics and Family Law and Psychopathology and Psychological Assessment may be taken while applying for practicum approval but must be successfully completed before starting practicum.

After completing the pre-practicum courses, students must apply for practicum approval. Students may be fully approved, provisionally approved, or not approved. Students who are provisionally approved or not approved will receive clear instruction regarding further steps that are recommended or required in order to receive or reapply for approval, as determined by the Integral Counseling Psychology Program Committee. Recommendations or requirements may include the Clinical Practice Lab class, a request for therapy, and/or a request to demonstrate clinical skills. Once approval is granted, students must submit applications to our Integral Counseling Centers or to external practicum sites. The Field Placement Office is available for questions regarding external practicum sites and applications. Students are required to take a minimum of 6 practicum semester units. Students register for practicum units via either group or individual supervision, which is provided through the ICP program and is a requirement in addition to supervision that may be provided on-site. Students at an Integral Counseling Center must register for ICP group supervision, taught on the CIIS campus, for the first of their semesters of practicum. All students in the ICP Weekday program must register for ICP group supervision for the first of their semesters of practicum. Students in the ICP Weekend program have the option of ICP group supervision (taught in a weekly format on the CIIS campus) or ICP individual supervision in any of their semesters of practicum, except that those in an ICC must do ICP group supervision in the first semester of practicum. A list of approved ICP 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 should select their license specialization(s) by the end of their first semester. Your academic advisor and the MCP staff will be happy to work with you as you make this decision, which will require you filling out a form declaring your intention. The LPCC Track is open to students in both the ICP weekday and weekend programs. Please refer to the CIIS website for up-to-date LMFT and LPCC licensure requirements in California.

**Integral Counseling Centers**

Three Integral Counseling Centers serve as professional training facilities for students in the Integral Counseling Psychology program. The ICCs offer growth counseling services to the local community based on an integral perspective. Using didactic and experiential training sessions and group process exploration, the ICCs offer students the opportunity to explore different therapeutic modalities. The staff of each ICC is composed of a director, an administrative coordinator, and approximately 20 student counselors who are enrolled in either group or individual supervised practicum at the University. The time commitment for staff counselors is approximately 15 to 20 hours per week. This includes intake interviewing, client contact, phone shifts, committee work, case notes, training, and general staff meetings. Each student counselor works with a minimum of five clients (the mean is about seven) in individual, couples, family, or group counseling situations. Students work at the ICCs for at least three consecutive semesters and may petition for a fourth. Licensed counselors and psychotherapists from the professional community and University staff provide supervision. Counselors adhere to the licensing laws of the State of California and the ethical practices of relevant professional organizations.

The Integral Counseling Centers are at the following San Francisco locations:

- Church Street ICC  
  1782 Church Street  
  (415.648.2644)
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 (2 Units)
- MCP 5108 Psychopathology and Psychological Assessment (3 Units)
- MCP 5201 Human Development Across the Lifespan (3 Units)
- MCP 6102 Assessment and Treatment of Addiction Disorders (1 Unit)
- MCP 6233 Introduction to Community Mental Health and the Recovery Model (2 Units)
- MCP 6401 Research Methods (3 Units)
- MCP 6502 Child Therapy (2 Units)

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 (3 Units)
- MCPI 5602 The Clinical Relationship (3 Units)
- MCPI 5604 Group Dynamics and Facilitation (3 Units)
- MCPI 5610 Therapeutic Communication (3 Units)
- MCPI 5615 Family Dynamics and Therapy (3 Units)
- MCPI 6601 Couples Counseling (3 Units)
- MCPI 6603 Multicultural Counseling and the Family (3 Units)
- MCPI 7601 Supervised Clinical Practicum: Individual* (total 6 Units)
- MCPI 7602 Supervised Clinical Practicum: Group* (total 6 Units)
- MCPI 7604 Supervised Clinical Practicum: Individual (School Setting)* (total 6 Units)
*Note: Students take one semester of Group followed by Individual in subsequent semesters.

III. Integral Counseling Psychology Concentration Courses—13 Units
These courses do not have equivalents in the other concentrations.
- ICP 5606 Gestalt Therapy (3 Units)
- ICP 5621 Cognitive Behavioral Therapy (1 Unit)
- ICP 6501 Transpersonal Psychotherapy (3 Units)
- ICP 6830 Trauma (3 Units)
- ICP 7701 Integrative Seminar (3 Units)

IV. Electives—4 Units
Any CIIS course or approved independent study.

Licensed Professional Clinical Counselor Track—68 Units
The courses designated in I, II, and III above and the following:
- MCP 5023 Advanced Treatment of Addiction (2 Units)
- MCP 5109 Psychopharmacology (3 Units)
- MCP 5646 Career Counseling Theory and Practice (3 Units)
- MCP 5651 CA Ethics and the Law (2 Units)
- MCP 6331 Psychological Assessment: Psychometric Theory (3 Units)
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 (1 Unit)
ICPW 5104 Professional Ethics and Family Law II (1 Unit)
ICPW 5108 Psychopathology and Psychological Assessment (3 Units)
ICPW 5201 Human Development and the Family (3 Units)
ICPW 6102 Alcohol and Chemical Dependency Counseling (1 Unit)
ICPW 6233 Community Mental Health and the Recovery Model (2 Units)
ICPW 6401 Research Methods (3 Units)
ICPW 6502 Child Therapy (2 Units)

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 (2 Units)
ICPW 5509 Psychodynamics II (1 Unit)
ICPW 5602 The Clinical Relationship (3 Units)
ICPW 5604 Group Dynamics and Facilitation (1 Unit)
ICPW 5610 Therapeutic Communication (1 Unit)
ICPW 5615 Family Dynamics and Therapy (3 Units)
ICPW 6601 Couples Counseling (3 Units)
ICPW 6603 Multicultural Counseling and the Family (3 Units)
MCPI 7601 Supervised Clinical Practicum: Individual* (total 6 Units)
MCPI 7602 Supervised Clinical Practicum: Group* (total 6 Units)
MCPI 7604 Supervised Clinical Practicum: Individual (School Setting)* (total 6 Units)
*Note: Students, depending on their site, may take one or both types of classes (group or individual).

III. Integral Counseling Psychology Concentration Courses—13 Units
These courses do not have equivalencies in the other concentrations.
ICPW 5606 Gestalt Therapy (3 Units)
ICPW 5621 Cognitive Behavioral Therapy (1 Unit)
ICPW 6501 Transpersonal Psychotherapy (3 Units)
ICPW 6830 Trauma (3 Units)
ICPW 7702 Integrative Seminar (3 Units)

IV. Electives—4 Units
Any CIIS course or approved independent study.

Licensed Professional Clinical Counselor Track—68 Units
The courses designated in I, II, and III above and the following:
MCP 5023 Advanced Treatment of Addiction* (2 Units)
MCP 5109 Psychopharmacology* (3 Units)
MCP 5646 Career Counseling Theory and Practice* (3 Units)
MCP 6331 Psychological Assessment: Psychometric Theory* (3 Units)
ICPW 5109 Professional Ethics and the Law III (1 Unit)
*Please note that the above marked courses are NOT offered during weekend sessions but must be taken during the regular weekday session. All of the marked courses are available online.

Course Descriptions

MCPI 5501 Psychodynamics (3 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 Units) PF Grade Option
The relationship between therapist and client is one of the central concerns of contemporary theories of therapeutic change. This course explores the relationship between therapist and client from the perspectives of contemporary psychoanalysis, humanism, and self-psychology. Provides various perspectives on transference and countertransference, and how to work with these dynamics in the clinical setting. Prerequisites: MCPI 5501 Psychodynamics, MCPI 5610 Therapeutic Communication; ICP student.

MCPI 5604 Group Dynamics and Facilitation (3 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 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 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 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 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 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. Prerequisites: ICP or ICPW student; criminal background check.

MCPI 7602 Supervised Clinical Practicum: Group (2 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. Prerequisites: ICP or ICPW student; criminal background check.

MCPI 7604 Supervised Clinical Practicum: Individual—School Setting (3 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. Prerequisites: ICP or ICPW student; criminal background check.

MCPI 7605 Supervised Clinical Practicum: Group (School Setting) (3 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. Prerequisites: ICP student or ICPW student; criminal background check.

ICP 5606 Gestalt Therapy (3 Units) PF Grade Option
Gestalt therapy will be presented as an adjunct to Existential Philosophy and Therapy, and as a natural reflection of humanities psychology. The elements of Gestalt therapy will be demonstrated—i.e., contact boundaries, awareness, figure formation, the Gestalt theory of neurosis, and disturbances at the boundaries. The primary emphasis will be on working in the “here and now” with a process-oriented focus. Prerequisite: ICP student.

ICP 5621 Cognitive Behavioral Therapy (1 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 6395 Spousal, Elder, and Child Abuse (0 Units) PF Grade Option
This online-only abuse training is a zero-unit course intended to supplement content covered throughout the ICP/ICPW program curriculum regarding spousal, elder, and child abuse. It is a requirement for all ICP and ICPW students who began the program from Fall 2012 through Spring 2017.

ICP 6396 Human Sexuality (0 Units) PF Grade Option
This online-only Canvas Human Sexuality course is a zero-unit course intended to supplement human sexuality content offered throughout the ICP/ICPW curriculum. It is an encouraged, but optional, course for all ICP and ICPW students.

ICP 6397 Psychopharmacology (0 Units) PF Grade Option
This online-only Psychopharmacology course is a zero-unit course intended to supplement the psychopharmacology content offered throughout the ICP/ICPW curriculum. It is required for all students who began the program between Fall 2012 and Spring 2014 and who have not already taken a Psychopharmacology course or an approved Psychopharmacology training.

ICP 6414 Inquiry into True Nature: Exploring Body, Personality, and the Soul (3 Units) PF 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, personality, and 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.

ICP 6488 Clinical Practice Lab (1 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 it supports the therapeutic relationship. Prerequisites: MCPI 5610 or ICPW 5610; priority to ICP and ICPW students; MCP student.

ICP 6501 Transpersonal Psychotherapy (3 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 6517 Jungian Theory and Dreamwork (1 Unit) LG Grade Option
The course provides an introduction to Jungian theory and clinical use of dreams. Prerequisite: Priority to ICP students.
ICP 6830 Trauma (3 Units) PF Grade Option
Assuming that “trauma is in the nervous system and not in the event,” this course will introduce students to the basic neuropsychology and treatment of trauma. The work of Bessel Van der Kolk, Judith Herman, Daniel Goleman, Peter Levine, Jim Kepner, and others will be summarized. Principles and methodology for treating trauma from a somato-emotional framework, based on understanding of the triune brain and ANS functioning, will be emphasized. Assessment and reporting of child abuse, and of elder and dependent adult and spousal/intimate partner abuse, will be covered.

ICP 7599 Clinical Practice Lab (2 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; priority to ICP and ICPW students; MCP student.

ICP 7702 Integrative Seminar (3 Units) PF Grade Option
This culminating course provides an opportunity for students to reflect on their processes of personal and academic integration in the ICP program. Equal attention is given to the deepening of one’s unique process of personal integration and to the integration of key learning from theoretical and conceptual standpoints and clinical experience. Prerequisites: Practicum; ICP student.

ICP 8601 Hakomi (2 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-ICP student; priority to ICP students.

ICP 8602 Psychosynthesis (3 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 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 8799 Independent Study (1–3 Units) PF Grade Option
Coursework that extends a student’s field of inquiry beyond current CIIS courses. Requires a syllabus and contract signed by the student and faculty member, and approved by the program chair.

ICP 8888 Special Topics (1–3 Units) LG Grade Option
A course of study not currently encompassed in the curriculum but relevant to evolving topics of growing importance in psychology.

ICPW 5103 Professional Ethics and Family Law I (1 Unit) LG Grade Option
Ethical standards for the practice of counseling and psychology. Review and discussion of ethical and legal aspects of marriage and family therapy practice. This course is restricted to Integral Counseling Psychology Weekend Program students. Prerequisite: ICPW student.

ICPW 5104 Professional Ethics and Family Law II (1 Unit) LG Grade Option
Ethical standards for the practice of counseling and psychology. Review and discussion of ethical and legal aspects of marriage and family therapy practice. Prerequisites: ICPW 5103; ICPW student.

ICPW 5108 Psychopathology and Psychological Assessment (3 Units) LG Grade Option
Comparative historical and contemporary views of the development of adult psychopathology and the categorization system of the Diagnostic and Statistical Manual. Prerequisite: ICPW student.
ICPW 5109 Professional Ethics and the Law III (1 Unit) LG Grade Option
Professional Ethics and the Law III is a vignette-based course encouraging advanced ethical thinking and decision-making. Issues of diversity, complex family and couple issues (including same-sex couples, issues with children, issues of divorce), working in a variety of clinical settings (nonprofits, community-based centers, schools), issues of erotic transference and countertransference, and issues therapists have difficulty discussing will be the focus of the class. Knowledge of California’s BBS licensing laws and MFT ethical standards are a prerequisite for this class. Prerequisite: ICPW 5104 or MCP 5101.

ICPW 5201 Human Development and the Family (3 Units) LG Grade Option
Theories and research in life transitions, stages of development, and rites of passage from prenatal conditions to adult experience to dying. Prerequisite: ICPW student.

ICPW 5302 Jungian Dreamwork and Psychotherapy (1 Unit) PF Grade Option
This course is an introduction to Jung’s analytical psychology and the practice of Jungian psychotherapy. Topics include Jung’s childhood and student years; the relationship between Freud and Jung; Jung’s “confrontation with the unconscious”; the personal and collective unconscious; libido (psychic energy); archetypes and myth; ego and complex; persona and shadow; anima and animus; the process of individuation; Jungian dream interpretation; psychological types; and Jung’s views on religion, myth, and alchemy. Students learn basic Jungian concepts and develop a deepening relationship to their own unconscious through dreamwork, mandala drawing, and reflection on personal myths and symbols. Prerequisite: ICPW student.

ICPW 5311 Sexuality and Spirituality (1 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 Units) LG Grade Option
Presents a history of psychodynamic ideas and their application in clinical settings. Offers a historical perspective, beginning with Freudian theory through the development of object relations theory. Examines relationships between psychodynamic and other clinical theories. This course is restricted to Integral Counseling Psychology Weekend Program students. Prerequisite: ICPW student.

ICPW 5509 Psychodynamics II (1 Unit) OP Grade Option
Presents a history of psychodynamic ideas and their application in clinical settings. Offers a historical perspective, beginning with Freudian theory through the development of object relations theory. Examines relationships between psychodynamic and other clinical theories. Prerequisites: ICPW 5508; ICPW student.

ICPW 5602 The Clinical Relationship (3 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 Units) PF Grade Option
This class has two main purposes: to study itself as a group and to learn about group psychotherapy facilitation. The first focus is on addressing increasing empathy and interpersonal sensitivity in a way that will help students develop their therapeutic skills in a group context. The second focus is on learning about different kinds of therapy groups and the different kinds of group facilitation skills necessary to lead such groups. Prerequisite: ICPW student.

ICPW 5605 Group Process and Facilitation (1 Unit) PF Grade Option
Students will learn theory and application of groups, including group development and group dynamics, introduction to group process, and hands-on experience being participants in and facilitators of various kinds of groups. This course is designed to enhance the competence and confidence of students in regard to facilitation within human systems via experience-based learning of principles of group process. It uses a T-group and other formats involving here-and-now communication and learning through interpersonal interaction. Prerequisite: ICPW student.

ICPW 5606 Gestalt Therapy (3 Units) PF Grade Option
Gestalt therapy will be presented as an adjunct to Existential Philosophy and Therapy, and as a natural reflection of humanities
psychology. The elements of Gestalt therapy will be demonstrated—i.e., contact boundaries, awareness, figure formation, the Gestalt theory of neurosis, and disturbances at the boundaries. The primary emphasis will be on working in the “here and now” with a process-oriented focus. Prerequisite: ICPW student.

ICPW 5610 Therapeutic Communication (3 Units) PF Grade Option
This course provides an overview of key concepts and methods in therapeutic communication, integrating psychodynamic, humanistic, and other approaches. Experiential portion includes role-play and simulations. Includes the experiential portion of Therapeutic Communication. Prerequisite: ICPW student.

ICPW 5615 Family Dynamics and Therapy (3 Units) PF Grade Option
This course explores the various schools of family therapy, including the work of Whitaker, Satir, Bowen, and Minuchin, as well as strategic, narrative, internal family systems, and core-focused family therapy. There will be a strong experiential component involving in-depth study of each student’s family of origin through psychodramatic or monodramatic formats or sculpture, as well as through live demonstrations of therapy sessions with students’ family members. In the lab, each student will have an opportunity to practice conducting a role-play family therapy session. Prerequisite: ICPW student.

ICPW 5620 Integral Philosophy, Meditation, and Yoga (1 Unit) PF Grade Option
This course introduces the philosophy of Integral Yoga as taught by Sri Aurobindo and Haridas Chaudhuri, and the practices of hatha yoga and meditation. Prerequisite: ICPW student.

ICPW 5621 Cognitive Behavioral Therapy (1 Unit) PF Grade Option
Cognitive Behavioral Therapy (CBT) has been so effective in clinical trials that it is the standard of care for many psychiatric disorders, including depression and anxiety, and all therapists are now expected to have at least some familiarity with it. This course provides an overview of CBT from its origins in Pavlov and Skinner, though its therapeutic success in Beck and Ellis, and its inclusion of mindfulness in third-wave behavioral treatments such as dialectical behavior therapy (DBT) and acceptance and commitment therapy (ACT). This class will combine theory presented in lectures and readings with experience in role-plays, demonstrations, and mindfulness exercises. Prerequisite: ICPW student.

ICPW 5636 Group Facilitation and Counseling (2 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 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, and 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 Unit) LG Grade Option
Survey of current treatment approaches to chemical dependency and examination of humanist-transpersonal perspectives. Prerequisite: ICPW student.

ICPW 6233 Introduction to Community Mental Health and the Recovery Model (2 Units) LG Grade Option
This course is designed for students in MCF concentrations other than CMH. Students will learn the basic principles of the recovery model of mental health as described and supported by the California Mental Health Services Act of 2004. Students will learn and work with the “mental health recovery” models of service and treatment delivery, including key structural
components. Evidence-based treatment interventions will be demonstrated and experienced, and effective strategies for working on integrated service teams and evaluation methodologies will be developed. Prerequisite: ICPW student.

ICPW 6401 Research Methods (3 Units) LG Grade Option
Overview of research methodologies with special focus on qualitative approaches, comparative ways of knowing, and the creation of an integral inquiry research project. Prerequisite: ICPW student.

ICPW 6501 Transpersonal Psychotherapy (3 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. Prerequisite: ICPW student.

ICPW 6502 Child Therapy (2 Units) LG Grade Option
Techniques to remedy or prevent problems in children and their families. Case material introduces strategies of intervention. Prerequisite: ICPW student.

ICPW 6545 Community Mental Health and the Recovery Model (2 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 Units) LG Grade Option
This course is designed for students in MCP concentrations other than CMH. Students will learn the basic principles of the recovery model of mental health as described and supported by the California Mental Health Services Act of 2004. Students will learn and work with the “mental health recovery” models of service and treatment delivery, including key structural components. Evidence-based treatment interventions will be demonstrated and experienced, and effective strategies for working on the integrated service teams and evaluation methodologies will be developed. Prerequisite: ICPW student.

ICPW 6577 Psychopharmacology and Human Sexuality (1 Unit) PF Grade Option
Various specialized topics and themes relevant to the practice of psychotherapy will be presented and explored. Examples of subjects that may be covered include human sexuality, psychopharmacology, and particular modalities of psychotherapy. Prerequisite: ICPW student.

ICPW 6578 Ecopsychology (1 Unit) LG Grade Option
This class will examine the proposal that much of the malaise that we suffer in our culture results from our separation from the natural world that we evolved to live in. We will explore how this happened historically, and look at the relationship between our sense of alienation, our cosmology, and our capitalist/modernist system. In this exploration we will consider the writings of white, African American, Latinx and Native American thinkers. We will examine the intersection of embodiment, environment, psychology, and spirituality. We will ask questions about how we can re-wild and re-connect ourselves, our clients, and our communities, and how we can hold our grief at the state the world is in, and also find joy in these times. Prerequisite: ICPW student.

ICPW 6579 Inquiry into True Nature: Exploring Body, Personality, and the Soul (1 Unit) PF Grade Option
In this experiential, spiritual elective, you will learn and practice ways to more deeply explore, understand, and optimize your psychospiritual unfoldment. This course will introduce the idea of a multidimensional soul with essential qualities such as compassion, joy, strength, and love. In addition to meditative practices and somatic exercises, students will learn to actively open these inner states through inquiry (sensing, feeling, speaking, hearing, and moving with the arising of one’s inner experience) to accelerate the inner journey. Inquiry also assists in clearly seeing and metabolizing our childhood experiences and personality patterns to help us mature into our unique wholeness. We will draw from various Jungian authors, A.H. Almaas, Ramana Maharshi, Krishnamurti, and possibly others to learn the art of deep listening, seeking intuitive guidance, and opening to the moment-to-moment shifts in our consciousness. The Enneagram of personality types will assist in recognizing personality structures. The practices and perspectives taught in this course will have direct application to psychotherapeutic work. The instructor will do clinical demonstrations with students. Students will practice these methods with each other for personal growth and clinical development. Prerequisite: ICPW student.

ICPW 6601 Couples Counseling (3 Units) PF Grade Option
Theoretical and therapeutic approaches to working with couples, including object relations, ego analytic, cognitive-behavioral, existential, and transpersonal perspectives, as well as family-system approaches. Students learn how to integrate the use of visual arts, music, movement, drama, and the language arts with these different theoretical approaches. Includes the
experiential portion of Marriage and Couples Counseling. Prerequisite: ICPW student.

ICPW 6602 Gottman Couples Therapy (1 Unit) LG Grade Option
This class will cover the evidence-based Gottman Couples Therapy principles that were discovered from over 30 years of ongoing research with more than 3,000 couples. The class will address the importance of using a research-based method and how the results of this study changed some of the prior marriage counseling assumptions of what makes couples happy and unhappy. The class will walk through how the research translates to actual assessment with the couple before treatment begins and how the research informs each therapeutic and educational intervention with the couple. Topics include Knowing Your Partner’s Inner World, Dealing Effectively with Emotional Intensity and Flooding, The Four Predictors of Divorce and the Antidotes, Enduring Vulnerabilities, Working with Fixable and Perpetual Problems, Repair Conversations, Building a Friendship System, Resolving Resentment, and The Stages of Infidelity Repair. Prerequisite: ICPW student.

ICPW 6603 Multicultural Counseling and the Family (3 Units) PF Grade Option
This course provides an overview of multicultural counseling through exploration of ethnic, social, and cultural mores and values of representative social groups and special populations. The content will focus on developing oneself as a student, therapist, and educator, who understands the complexity of human diversity—ethnicity, race, religion, sexual orientation, gender, socioeconomic class, and color. We will look at the limitations of current psychological models in addressing the particularities of our clients’ diverse familial and cultural backgrounds. Students will be asked to do mindfulness practices, inquiry, and dialogue to explore experiences and cultural backgrounds to help uncover their own beliefs, unconscious assumptions, projections, countertransference, fears, and biases. The instructor will help create a safe space and offer appropriate exercises and communication tools to encourage authentic exploration and dialogue of an emotionally charged topic. Prerequisite: ICPW student.

ICPW 6669 Multicultural Counseling: Gender Considerations in Psychotherapy (1 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 (1–3 Units) PF Grade Option
This course is an opportunity for students to take a step, or even a quantum leap, forward in their counseling abilities in a safe, supportive, mentoring classroom atmosphere. It features dyad practice with intensive, individual, and specific coaching and feedback from the instructor and classmates, as well as exploration of “growing edge” issues of greatest value to the student in their future work with clients. Wherever they are in their development, students are helped to strengthen and enhance their therapeutic skills and self-awareness, including building upon feedback they have received from instructors to this point.

ICPW 6830 Trauma (3 Units) PF Grade Option
Assuming that “trauma is in the nervous system and not in the event,” this course will introduce students to the basic neuropsychology and treatment of trauma. The work of Bessel Van der Kolk, Judith Herman, Daniel Goleman, Peter Levine, Jim Kepner, and others will be summarized. Principles and methodology for treating trauma from a somato-emotional framework, based on understanding of the triune brain and ANS functioning, will be emphasized. Assessment and reporting of child abuse, and of elder and dependent adult and spousal/intimate partner abuse, will be covered. Prerequisite: ICPW student.

ICPW 6846 Applied Spirituality (1 Unit) PF Grade Option
Integral psychotherapy includes a spiritual perspective about ourselves, our clients, and the world that informs and supports our therapeutic work. Each of us has a particular understanding and experience of, and relationship to, what we consider to be spiritual. In this online and in-the-world course, students will further explore this relationship by creating a program of activity such as developing or deepening spiritual practices, engaging in community service, or applying spiritual attitudes and principles in daily behavior. The course will include readings and assignments to help students more fully express and embody spirituality in their lives and work. Prerequisite: ICPW student.

ICPW 7702 Integrative Seminar (3 Units) PF Grade Option
This culminating course provides an opportunity for students to reflect on their processes of personal and academic integration in the ICP program. Equal attention is given to the deepening of one’s unique process of personal integration and to the integration of key learning from theoretical and conceptual standpoints and clinical experience. Prerequisite: ICPW student.

ICPW 8799 Independent Study (1.00–6.00 Units) PF Grade Option
Coursework that extends a student’s field of inquiry beyond current CIIS courses. Requires a syllabus and contract signed by the student and faculty member, and approved by the program chair. Prerequisite: ICPW student.
Somatic Psychology
MA in Counseling Psychology with a concentration in Somatic Psychology

Program Chair
Terese Gjernes, PsyD, Lic. Psychologist

Core Faculty
Marsha Hiller, MSEd, LMFT
Don Hanlon Johnson, PhD, Program Founder
Roger Kuhn, MA, LMFT
Theresa Silow, PhD, LPCC

Adjunct Faculty
Shirley Bar-Dvir, MFT
Jean-Paul Eberle, MA, CMT, LMFT, PCCI
Katherine Grill, PhD
Barbara Holifield, MSW, LMFT
Laura Mayorga, PhD
Eugene Porter, MA, MFT
Bill Say, MA
Gal Szekely, MA, LMFT

About the Somatic Psychology Concentration
The Somatic Psychology concentration at California Institute of Integral Studies is one of the few accredited academic programs in the United States that prepare students to use both conventional and body-oriented approaches to psychotherapy. Students participate in a vibrant academic community where learning includes both didactic and experiential practices, leading to the ability to work with clients holistically and effectively. After completing the program and other Board of Behavioral Science (BBS) requirements for licensure, graduates are prepared to do counseling psychology in both private practice and agency settings.

The Somatic Psychology program offers the following:

- Extensive training in psychotherapy that combines scholarship, best practices in counseling psychology, and experiential approaches to learning
- In-depth training in somatic psychotherapy theories, principles, clinical skills, and embodiment practices
- The learning of psychology theories and practices that integrates verbal and nonverbal work with body, mind, and spirit
- Opportunities to develop psychodynamic, systems, and sociocultural approaches to psychotherapy
- Attention to diversity and opportunities to work in practicum with a wide range of populations
- A community of learning fostered by weekly community meetings and a collaborative learning model
- Opportunities to participate in faculty-student research projects
- A wide variety of practicum opportunities, including the possibility to train at the program’s Center for Somatic Psychotherapy

Somatic Psychology at CIIS
Since its inception in 1980, the Somatic Psychology program has developed a unique learning environment that combines experiential work, rigorous academics, research, and a deep commitment to community. Students in the Somatic Psychology program at CIIS learn a counseling approach that combines traditional practice and understanding with attention to the crucial role of the body in the structure and process of the psyche. Somatic approaches to psychotherapy focus upon and work with the bodily organization of feeling and meaning. The underlying insight in these therapies is that we enact self-feeling, identity, and contact with others through bodily means. As we develop in families and communities, we construct embodied patterns of feeling, sensation, expression, movement, and emotion through which we know ourselves and make relationships in the world. Work, play, and other engagements with the world are enacted through the development of varying muscular states, emotional and feeling capabilities, and ranges of movement. For somatic psychology, the exploration of the historical patterns of bodily comportment we have developed and the explorations of new means of expression are useful tools in the development of self-awareness and satisfaction in living. Students in the Somatic Psychology program learn a sociocultural perspective that explores how embodied affect, expression, identity, and interaction are developmentally formed both in families and in communities of participation outside of the family of origin. The program explores issues of gender, sexuality, ethnicity, and social justice.
Somatic psychotherapies combine traditional approaches to counseling, including dream work, talk, interpretation, and reflection, with experiential explorations. Somatic psychotherapists are trained to help clients explore the bodily means by which they conduct their daily lives. Through the use of breath work; 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-system approaches to psychotherapy. Throughout the program, students write papers and present projects to hone their thinking, writing, and presentation skills. Faculty and students make presentations at national and international conferences concerned with body-oriented psychotherapy, the social sciences, and various aspects of somatic theory and practice.

Reflecting the founding vision of CIIS, the Somatic Psychology program is defined by its unique integration of various Western and non-Western philosophic and spiritual traditions. This integral approach challenges the separation of body, mind, and spirit that has dominated Western psychotherapy. Course offerings explore the relation between bodily processes and states of consciousness, and foster a dialogue between spiritual approaches such as yoga, meditation, and qigong; psychological approaches; and contemporary scientific understandings of the body and the brain.

Program Learning Outcomes
Program learning outcomes guide the development of the Somatic Psychology coursework and inform what our students learn. While in the program, students will

1. Develop skills sufficient to serve as professional psychotherapists and counselors at the MA level.
2. Gain a broad and deep knowledge of the scholarship associated with counseling and psychotherapy theories and approaches.
3. Integrate significant personal growth in the context of the program and commit to personal development for effective self-use in clinical practice.
4. Actively engage in an exploration of their own social attitudes and beliefs, seek to understand differences and their attending power dynamics, and develop competencies in applying diversity sensitivity to their clinical practice.
5. Gain a broad and deep knowledge of the scholarship associated with the field of somatic psychology, including an understanding of historical and contemporary issues, theories, and approaches. In addition, students will gain an in-depth understanding and capacity to apply somatic psychology theory to the clinical practice of somatic psychotherapy.

Curriculum Overview
The Somatic Psychology curriculum has the following three objectives: to give students a comprehensive knowledge base in both general counseling psychology and somatic approaches to psychotherapy; to assist students in developing their skills as counselors; and to encourage students in the personal development of sensitivity, feeling, and self-knowing required for the effective practice of psychotherapy. The Somatic Psychology curriculum provides students with a firm understanding of the theories, strategies, and transformational attitudes that are basic to psychotherapy. Coursework combines didactic and experiential modes of learning. In addition to traditional forms of assessment, the program teaches assessment of individual and family and group dynamics through the observation of body movement and nonverbal communication. Students learn both verbal and body-based methods of intervention to facilitate change for those in therapy.

Basic courses focus on the field of psychotherapy, with a strong emphasis on developmental theory, family systems theory and practice, and sociocultural and psychodynamic approaches. Coursework throughout the Somatic Psychology program includes the study of a range of psychodynamic approaches, including drive theory, and object relations, self-psychology, Jungian, intersubjective, and relational theories. Students study family systems perspectives and contemporary understandings of
attachment and affect. The curriculum includes the study of issues of cultural diversity, poverty, gender, sexual diversity, spirituality, and work. Students are introduced to various body-oriented approaches to psychotherapy, and the cultivation of body/psyche in a variety of non-Western modalities is also explored.

Practicum
The Somatic Psychology curriculum includes a carefully supervised practicum counseling experience. Students are able to start practicum after being approved by the program faculty. Approval is not automatic and is based upon an application and interview process. Students may apply for training at the Center for Somatic Psychotherapy, which is a community counseling center devoted to practicing body-oriented psychotherapy. Students at other practicum sites are supervised by program-approved supervisors. In the past, students have completed practicum training in a variety of settings, including city government, homeless outreach programs, work in prisons, and work participation in various agencies dealing specifically with children’s and women’s issues and addictions.

Center for Somatic Psychotherapy
The Center for Somatic Psychotherapy is a professional training facility for students at CIIS who are pursuing a somatic orientation in their therapeutic work. As a community service, the Center offers affordable psychotherapy based on an integral perspective. Using didactic and experiential training sessions and group process exploration, the Center provides students with an opportunity to integrate a body-oriented psychotherapy approach with other therapeutic modalities. Each student counselor works with a specified number of clients in individual, couples, family, or group counseling situations. Center outreach programs include work with homeless, school, and prison populations. Licensed counselors and somatic psychotherapists from the professional community and University faculty provide supervision. The Center for Somatic Psychotherapy is located in San Francisco at 220 Montgomery Street, Suite 600. Information about the Center can be found at http://www.ciis.edu/counseling-and-acupuncture-clinics.

Personal Psychotherapy Requirement
During their enrollment in the program, students must complete 50 hours of personal somatic psychotherapy. The program maintains a referral base of approved and licensed somatic psychotherapists who work in the Bay Area.

Admissions Requirements
Applicants must meet the general admissions requirements of the University. Two letters of recommendation (at least one from someone familiar with the applicant’s academic work) are also required. The program seeks highly motivated, creative, mature students who have already demonstrated a strong interest in human service work focused on the human body. This includes work in literature, humanities, the arts, and the social sciences. It is important for prospective students to have some experience with such somatic methods as Feldenkrais, Alexander, bioenergetics, Structural Integration, Rosen work, massage, shiatsu, acupuncture, martial arts, dance, yoga, and meditation. Nurses, physicians, physical therapists, and chiropractors also make successful candidates. Because of the experiential dimension of the program, it is necessary to be emotionally well grounded in order to cope with the strong feelings that often emerge at the same time that one is required to sustain serious intellectual work. Prerequisites include demonstrated experience with the field of somatics and some familiarity with somatic psychotherapies.

Additional LPCC Requirements
CIIS has been approved by the BBS as offering a qualified degree for those interested in pursuing licensure as an LPCC. The education and practicum requirements are quite specific and will require students to take courses (and semester units) beyond the standard curriculum of this department. Students are encouraged to decide no later than the end of their first year about adding the additional LPCC licensure track.

Please refer to the BBS website (http://www.bbs.ca.gov/) for up-to-date LMFT and LPCC licensure requirements in California.

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 (2 Units)
MCP 5108 Psychopathology and Psychological Assessment (3 Units)
MCP 6102 Assessment and Treatment of Addiction Disorders (1 Unit)
MCP 6233 Introduction to Community Mental Health and the Recovery Model (2 Units)
MCP 6401 Research Methods (3 Units)
II. Counseling Courses with 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 (3 Units)
- MCPS 5501 Psychodynamics (3 Units)
- MCPS 5602 The Clinical Relationship (2 Units)
- MCPS 5605 Family Dynamics and Therapy (3 Units)
- MCPS 5609 Therapeutic Communication (3 Units)
- MCPS 5622 Group Facilitation—Group Therapy (2 Units)
- MCPS 6101 Human Sexuality (1 Unit)
- MCPS 6104 Multicultural Counseling and the Family (2 Units)
- MCPS 6601 Couples Counseling (3 Units)
- MCPS 6605 Child Therapy (2 Units)
- MCPS 7601 Supervised Clinical Practicum: Individual (minimum three semesters); OR (6 Units)
- MCPS 7604 Supervised Clinical Practicum: Individual (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 (3 Units)
- SOM 5607 Movement Approaches in Somatic Psychotherapy (2 Units)
- SOM 6202 Somatics and Society (2 Units)
- SOM 6476 Neuroscience for Somatic Psychology (2 Units)
- SOM 6646 Theories and Techniques of Somatic Psychotherapy I (3 Units)
- SOM 6647 Theories and Techniques of Somatic Psychotherapy II (2 Units)
- SOM 6659 Somatic Approaches to Trauma and Posttraumatic Stress Disorder (2 Units)
- SOM 7701 Integrative Seminar (3 Units)

Licensed Professional Clinical Counselor Track—71 Units
The courses designated in I, II, and III above and the following:

- MCP 5023 Advanced Treatment of Addictions (2 Units)
- MCP 5109 Psychopharmacology (3 Units)
- MCP 5646 Career Counseling Theory (3 Units)
- MCP 6331 Psychological Assessment: Psychometric Theory (3 Units)

Course Descriptions

MCPS 5201 Human Development and the Family (3 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 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 a traditional, a critical, and an embodied stance using both text and experiential learning, such as work with movement and embodiment exercises. It takes an embodied sociocultural approach to psychodynamics, exploring cultural contexts and sexuality, gender, work, creativity, ethnicity, and schooling. Prerequisite: SOM student.

MCPS 5602 The Clinical Relationship (2 Units) OP Grade Option
The relationship between therapist and client is one of the central concerns of contemporary theories of therapeutic change. This advanced course is designed for students who have completed at least one semester of practicum. It is a deep embodied exploration of how implicit communications between therapist and client can be recognized, digested, and used by therapists to benefit their client and strengthen their working relationship. Contemporary readings, discussion, and experiential work include focus on affect attunement, transference, countertransference, enactments, neuropsychological processes, and other relevant topics. Prerequisites: One semester of MCPS 7601 or MCPS 7602 or MCPS 7604 or MCPS 7605; SOM student.
MCPS 5605 Family Dynamics and Therapy (3 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 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 Units) PF Grade Option
In this course, students will both study group therapy theory and be immersed in a self-reflective experiential group process. 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 somatic intervention skills, nonverbal, and dance/movement approaches, will be presented and experienced. Prerequisite: SOM student.

MCPS 6101 Human Sexuality (1 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 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 6601 Couples Counseling (3 Units) OP Grade Option
Theoretical and therapeutic approaches to working with couples, including object relations, ego analytic, cognitive-behavioral, existential, and transpersonal perspectives, as well as family-system approaches. Students learn how to integrate the use of visual arts, music, movement, drama, and the language arts with these different theoretical approaches. Cultural difference and diversity of lifestyle are explored. Prerequisite: SOM student.

MCPS 6605 Child Therapy (2 Units) OP Grade Option
Somatic, neurodevelopmental, and relationship-based therapy techniques for children and their families. Case material introduces strategies of intervention from early childhood, school-aged, and adolescent through transition-aged youth. Settings include private practice, school-based, and community mental health models of treatment. A focus will be placed on trauma-informed care as well as on engaging the child’s systems of care to support resiliency and change. Modalities explored may include play therapy, sand tray, neurosequentially informed treatment, sensory-motor psychotherapy, and ARC (attachment, regulation, and competency). Prerequisite: SOM student.

MCPS 7601 Supervised Clinical Practicum: Individual (2 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. Prerequisites: SOM student; criminal background check.

MCPS 7602 Supervised Clinical Practicum: Group (2 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. Prerequisites: SOM student; criminal background check.

MCPS 7604 Supervised Clinical Practicum: Individual (School Setting) (3 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. Prerequisites: SOM student; criminal background check.

MCPS 7605 Supervised Clinical Practicum: Group (School Setting) (3 Units) PF Grade Option
For Somatic Psychology students pursuing practicum in schools. Presentation and discussion of case material in a small-group setting.
setting. Emphases upon case formulation, the therapeutic relationship, and the development of clinical skills. Prerequisites: SOM student; criminal background check.

**SOM 6202 Somatics and Society (2 Units) OP Grade Option**
A study of how individual bodies, as well as individual experiences of the body, are shaped from infancy by major social institutions (education, medicine, religion, science, the media, etc.), and how that shaping process anchors the power of those institutions in our perceptions and emotional responses to authority. Focuses on how people are coaxed to neglect the sources of wisdom and decision-making within the social body, and to give authority to publicly designated experts and authorities. Particular attention is given to the question “What does it mean to be a somatic therapist or educator in a world characterized by widespread abuse of both the personal and political body?” Prerequisite: SOM student.

**SOM 6476 Neuroscience for Somatic Psychology Practice (2 Units) OP Grade Option**
This course is an overview of applied, clinical neuroscience research. Basic neuroanatomy of the central and peripheral nervous systems (sensory and motor) will be addressed. The course will look at the clinical relevance of the evolutionary development of the human nervous systems, with special emphasis on Poly Vagal Theory (Porges). The interpersonal neuropsychology of attachment (Schore, Siegel) and the underlying neural mechanisms of trauma and PTSDs will also be addressed. Prerequisite: SOM student.

**SOM 5201 The Body: Experienced, Conceptualized, and Verbalized (3 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 5607 Movement Approaches in Somatic Psychotherapy (2 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 6646 Theories and Techniques of Somatic Psychotherapy I (3 Units) OP Grade Option**
This course gives in-depth exploration of somatic principles, practices, and approaches to psychotherapy. It provides a ground for understanding intervention, therapeutic process, and good psychotherapy 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, regulatory, and expressive approaches in psychotherapy, as well as work with tissue state, gesture, posture, eye contact, and touch. Sociocultural understandings regarding sexualities, emotional expression and interaction, gender, work, and ethnicities are a focus of the class. Students study and work experientially with observation, breath, movement, and sound in psychotherapy, focusing on issues of transference, countertransference, attunement, and resistance. Prerequisite: SOM student.

**SOM 6647 Theories and Techniques of Somatic Psychotherapy II (2 Units) OP Grade Option**
This course gives in-depth exploration of somatic principles, practices, and approaches to psychotherapy. It provides a ground for understanding intervention, therapeutic process, and good psychotherapy 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, regulatory, and expressive approaches in psychotherapy, as well as work with tissue state, gesture, posture, eye contact, and touch. 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. Prerequisites: MCPS 5609, SOM 6646; SOM student.

**SOM 6659 Somatic Approaches to Trauma and Posttraumatic Stress Disorder (2 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. Prerequisite: MCPS 5609, SOM 6646; SOM student.

**SOM 6709 Phenomenology of the Body (3 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 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 (1–3 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 (1–3 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, ACC, NBC-HWC

Core Faculty
Megan Lipsett, MA, NBC-HWC
Natalie Metz, ND, MA

Adjunct Faculty
Jacqueline Bergman, PhD
Shawn Casey, MA, NBC-HWC
Leslie Davenport, MS, LMFT
Heidi Fraser Hageman, PhD

About the Integrative Health Studies Degree
Integrative Health Studies (IHL) offers an in-depth course of study that focuses on health and healing, lifestyle medicine, health promotion and wellness, client-centered care, coaching psychology, 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 and behavior change, utilizing integrative, complementary, and alternative therapies. Students build professional knowledge and skills in helping others improve health and well-being. They also learn how to develop, implement, and assess wellness programs for nonprofit organizations and corporations. The program honors multicultural perspectives and multiple ways of knowing, and addresses the needs of vulnerable populations.

Integrative Health Studies graduates are poised to work as integrative wellness coaches or integrative health practitioners with professionals and organizations that 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, health-related digital platforms, and nonprofit agencies; many also work as independent entrepreneurs.

The program is delivered in a hybrid online format. Each semester includes a mandatory six-day intensive at EarthRise, located north of San Francisco. The retreat combines rigorous academic study with practices that support mind-body-spirit, such as yoga, meditation, hikes, and shared meals. Evening programs introduce complementary medicine studies in subjects like HeartMath, sound healing, subtle energy medicine, and community health advocacy. In addition to the retreat, students study online, in robust collaborative learning environments that include dialogue, text, images, and video.

Program Overview
Integrative Health Studies is a nonclinical master’s degree program of 36 units that can be completed in two years of full-time study. Embedded within the program are certificates in Guided Imagery, in Integrative Health and Wellness Coaching and Wellness Management, and in Patient Navigation. Graduates are eligible to sit for the International Consortium for Health & Wellness Coaching (ICHWC) national health and wellness coaching certification exam, and also may apply for 100 contact hours toward International Coach Federation credentials.

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 Health and Wellness Coaching and Wellness Management is embedded within the degree. The coursework provides the theoretical and practical skills for learning the art and science of health coaching, and for designing, implementing, and evaluating wellness programs for individuals and organizations.

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.

**Patient Navigation**

Students earn a Certificate in Patient Navigation as part of the required curriculum. This additional knowledge allows future integrative health coaches and practitioners to skillfully guide patients through the health-care system. As they learn how to communicate with the health-care team and to obtain the right information about care, insurance, and treatment, students also learn how to focus on the patient’s interests and needs and help them navigate around barriers to getting the necessary and appropriate care and treatment.
Admissions Requirements
Applicants must meet the general admissions requirements of the University. These include academic transcripts, an autobiographical statement, a statement of professional and academic goals, a résumé, and two letters of recommendation. IHL looks for prior involvement with personal growth, self-exploration, volunteerism, or spiritual development (e.g., meditation, yoga, or other holistic practice). Some courses may be waived for licensed or certified health-care providers, or those who have taken similar courses during licensed vocational training.

Curriculum
MA in Integrative Health Studies—36 Units

Required Courses—36 Units
IHL 6060 Integrative Wellness Coaching
IHL 6061 Advanced Health Coaching
IHL 6064 Patient Navigator
IHL 6085 Holistic Medicine and Modalities
IHL 6093 Transformative Imagery
IHL 6185 Stress Management and Fitness
IHL 6362 Mindfulness and Stress Physiology
IHL 6365 Sustainable Health and Ecology
IHL 6366 Sustainable Health and Ecological Resilience
IHL 6443 Wellness Entrepreneurship
IHL 6444 Integrative Body
IHL 6512 Indigenous Medicine
IHL 6550 Integrative Nutrition
IHL 6681 Interpersonal Neurobiology
IHL 6992 Introduction to Academic Writing
IHL 6995 Integrative Seminar

Course Descriptions

IHL 6060 Integrative Wellness Coaching (3 Units) LG Grade Option
This course launches students’ study and experience of being an integrative wellness coach, and is targeted toward experiential practice of basic coaching skills. Students will engage in case studies, learn strategies for behavior change, and become familiar with basic practical guides and theoretical models. Other courses in the IHL curriculum are designed to supplement the students’ special knowledge in health and wellness. Prerequisite: Priority to IHL students.

IHL 6061 Advanced Health Coaching (3 Units) OP Grade Option
Building on the coaching fundamentals taught in the prerequisite course IHL 6060, 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. Prerequisites: IHL 6060; priority to IHL students.

IHL 6064 Patient Navigator (3 Units) LG Grade Option
This course provides the knowledge, skills, and competency training to prepare students for employment in the emerging field of patient navigator. A well documented and mounting need exists for caring professionals with skills to help patients obtain clinical and community services, understand and obtain maximum benefit from third-party payers and affordable care exchanges, and navigate the confusing and fragmented U.S. health-care system. As a result of new funding mechanisms and declarative statements by many medical agencies, the role of patient or health navigator has undergone a dramatic increase in demand. This course offers special training as an integrative navigator, more in keeping with the key concepts of integral education at CIIS. Certificate of Integrative Patient Navigator upon successful completion of the course. Prerequisite: Priority to IHL students.

IHL 6085 Holistic Medicine and Modalities (3 Units) LG Grade Option
This course provides an overview of the holistic forms of medicine in use today, those considered complementary and alternative to allopathic medicine, and of the attempt to blend various forms of healing arts into the field known as integrative medicine or integrative health. Through the exploration of various CAIM modalities, existing structures for integration, and meetings with holistic practitioners, we will engage our own creative visions for the dynamic and potent field of integrative medicine.
IHL 6093 Transformative Imagery (3 Units) LG Grade Option
Through a compelling and extensive body of research connected to the field of psychoneuroimmunology, we have learned that conscious and unconscious images within us have a direct impact on our physiology, offering guided imagery an important role for a range of health-related conditions. Students will learn and practice an interactive style of imagery facilitation that navigates the mind-body-emotions-spirit matrix, along with an understanding of its applications for a variety of health and lifestyle concerns. Prerequisite: Priority to IHL students.

IHL 6185 Stress Management and Fitness (2 Units) OP Grade Option
This course will expose students to the concept of holistic stress management: the principles, theories, and skills needed to effectively manage personal stress, to understand the psychosomatic (mind-body-spirit) relationship, and to employ a holistic approach to stress management. The course presents hands-on skills training to professionally communicate and present comprehensive stress management information for individual clients or organizations. Prerequisite: Priority to IHL students.

IHL 6362 Mindfulness and Stress Physiology (3 Units) LG Grade Option
This course invites students to explore contemplative science both theoretically and experientially. We will explore the root causes of human suffering and the ancient tradition of meditation and self-reflection. Students will learn about the science of mind-set and the field of health psychology, including the upside of stress. Students will gain an understanding of the physiological mechanisms of stress physiology, and their impact on health and well-being. Prerequisite: Priority to IHL students.

IHL 6366 Sustainable Health and Ecological Resilience (3 Units) LG Grade Option
This course takes a systems perspective to explore health across physical, social, ecological, spiritual, mental, and emotional levels. We explore tangible ways to support both individual and ecological health as health coaches. Topics include the microbiome, conscious consumerism, and the social determinants of health. Students learn how to conduct life cycle assessments of common products to understand the impact of globalization on our health and well-being. Prerequisite: Priority to IHL students.

IHL 6443 Wellness Entrepreneurship (3 Units) LG Grade Option
This course involves the development of the core skills needed to develop a thriving health and wellness business. Students learn practical skills around program development, accounting, and business strategy. Students develop their underlying theory of change, brand identity, and management tools. We also explore the development of our business as a personal transformational practice and deep exploration into identity and life purpose. Prerequisite: Priority to IHL students.

IHL 6444 The Integrative Body (3 Units) LG Grade Option
This course presents a new conceptual framework for understanding the complex, interdependent networks within the human body from an integrative and holistic perspective, while giving a concise overview of anatomy, physiology, and pathology. Students will look at the fundamental processes of homeo-dynamic health as well as the underlying causes that account for chronic disease and illness. Prerequisite: Priority to IHL students.

IHL 6512 Indigenous Medicine (1 Unit) PF Grade Option
This course is a cross-cultural introduction to the philosophy and practice of indigenous medicine. Students will study the tenets of indigenous science and discuss how they apply to indigenous medicine; explore different cultural systems of indigenous medicine to identify their commonalities and differences; and compare practices of indigenous medicine to those of the Western/biomedical model of medicine. Prerequisite: Priority to IHL students.

IHL 6550 Integrative Nutrition (3 Units) LG Grade Option
This course explores a holistic approach to the various ways in which we nourish ourselves, and to the dietary and functional medicine aspects of digestive health and wellness. Students will study the research, tools, and skills needed to make recommendations about food, nutrition, and wellness; learn how to identify and address nutrition-related acute and chronic conditions; and learn and apply clinical skills for comprehensive nutritional assessment. Prerequisites: IHL 6444; priority to IHL students.

IHL 6681 Interpersonal Neurobiology (1 Unit) OP Grade Option
This course explores the intersections of recent findings in neuroscience with social cognitive perspectives and attachment theory. It allows practitioners in integrative health and psychology to extend those findings to approaches for cultivating supportive relationships and stronger connections, mindfulness, meditation, and the cultivation of empathy and compassion. Prerequisite: Priority to IHL students.

IHL 6992 Introduction to Academic Research and Writing (1 Unit) LG Grade Option
This course is designed to help students learn and practice academic writing for graduate-level scholarship, as well as learn how health research is constructed and applied. Students will have extensive practice in developing their academic voice by honing
their capacity for organizing their thinking and therefore their writing. APA format will be taught along with use of library and online resources. Prerequisite: Priority to IHL students.

**IHL 6995 Integrative Seminar (3 Units) LG Grade Option**
This seminar course provides the support to prepare and present the final project, and represents the final integration of professional, academic, and personal learning during the MA program. It is fashioned as a seminar-style exchange, with mentorship to examine evolving work, issues, and challenges as students complete the various components of the project. Prerequisite: IHL students.

**IHL 8799 Independent Study (1–3 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 (1–3 Units) LG Grade Option**
A course of study not currently encompassed in the curriculum but relevant to evolving topics of growing importance in health.
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.

Dean
TBD

The School of Consciousness and Transformation has the following programs and degrees:

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

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

**Human Sexuality**
Doctor of Philosophy (PhD) in Human Sexuality

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

**Interdisciplinary Arts Department**
Master of Fine Arts (MFA) in Interdisciplinary Arts and Writing

**Philosophy and Religion**
Master of Arts (MA) in Philosophy and Religion with a concentration in Ecology, Spirituality, and Religion
Doctor of Philosophy and Religion (PhD) with a concentration in Ecology, Spirituality, and Religion
Master of Arts (MA) in Philosophy and Religion with a concentration in Philosophy, Cosmology, and Consciousness (residential and online)
Doctor of Philosophy and Religion (PhD) with a concentration in Philosophy, Cosmology, and Consciousness (residential and online)
Doctor of Philosophy and Religion (PhD) with a concentration in Women’s Spirituality

**Transformative Inquiry**
Master of Arts (MA) in Transformative Leadership (online)
Doctor of Philosophy (PhD) in Transformative Studies (online)

**Women’s Spirituality**
Master of Arts (MA) in Gender, Spirituality, and Social Justice
Consciousness and Transformation

The following courses offered by the School of Consciousness and Transformation are not associated with a particular department and may be taken by students in any CIIS program.

CT 6141 Academic Foundations: Academic Writing and Scholarship (1–2 Units) OP Grade Option
This course is designed to demystify academic writing in English in a safe, supportive, and rigorous workshop environment. Such genres as the critical reflection essay, research paper, and stages of the dissertation will be discussed and explored. Additionally, this course will provide an opportunity for students to complete a substantial writing project related to their own scholarly work. An individual plan will be developed for each student in service of assisting them in achieving their personal goals of the course and they will receive feedback over the course of the semester from the professor and fellow students. The course builds academic writing skills on four tracks: the writer (journals, strategies for writer’s block, getting organized, etc.), the community (peer review and response), the language (words, sentences, paragraphs, style, voice) and the discipline (e.g., anthropology, philosophy, women’s spirituality).

CT 6364 Teaching Academic Writing: Theory, Practice, and Research (3 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 University’s Center for Writing and Scholarship. Students will learn how to assess writing, establish and manage professional relationships with student writers, and design and assess interventions to improve academic literacy at all levels (listening, speaking, reading, writing, critical thinking). Key topics will include the psychological, developmental, and affective dimensions of academic writing; the socialization of scholars to communities-of-practice and disciplinary discourses; contrastive (cross-cultural) rhetoric; addressing the needs of diverse populations (such as nonnative writers); and effective response and feedback strategies. The final part of the course will involve a research component, and students will identify a research problem or issue in the teaching of academic writing and design an empirical (e.g., case study) or literature-based inquiry. Students will learn how to conduct and synthesize an in-depth literature review, critique existing studies, identify appropriate methods, gather data and analyze results, and connect contemporary research in writing with wider (trans)disciplinary conversations relevant to their academic or other professional goals. Prerequisites: Center for Writing and Scholarship Fellow; consent of instructor.

CT 6366 Teaching Academic Writing: Leading Classes, Workshops, and Groups with Integrative Research (3 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 6422 Native Bees and Their Territories: Creating Multispecies Refuges (20–3 Units) PF Grade Option
Join us on a unique study-trip to Puebla and Veracruz, Mexico, to learn from and about Mesoamerican native bees and the people caring for them within an ecological notion of territory. Our journey starts in the city of Xalapa, then to La Antigua river basin to learn with subsistence farmers, cooks, midwives, and practitioners of herbal medicine. We then travel together to the city of Puebla for an International Congress on Native Bees. This intensive week will give us an introduction into the social and biological diversity of these territories, the possibility of creating multispecies refuges, and a deeper understanding of what is meant by “EL TERRITORIO NO SE VENDE; SE AMA Y SE DEFIENDE!” that we chant in defense of our world.

CT 6468 Academic Foundations: Composition and Communication Skills (2 Units) OP Grade Option
Designed for all students interested in developing and honing their foundational writing skills, this course will utilize modern grammar, composition, and linguistic theories to assist writers in the clear communication of ideas and concepts. With a focus on supporting international students, nonnative speakers of English, and students cultivating their composition and writing skills, the course will utilize a descriptivist study of error patterns in order to surface the conscious and unconscious rules governing verbal and written communication. Students will have an opportunity to review and exercise the practices that form the foundation of effective writing in standard academic papers, including: critical reading, question posing, drafting thesis statements, organizing paragraphs and essays, creating transitions between ideas, citing texts, honing sentence-level grammar, and revising for clarity.
and depth. Students in this course will also explore how language, culture, and identity correlate in shaping the expression of ideas, while developing a self-awareness and confidence in regard to their practices as readers and writers.

CT 6469 Academic Foundations: Integrative Research Methodology (2 Units) OP Grade Option
The goal of integrative research methodology is to arrive at holistic knowledge. Integrative research strategies employ qualitative, quantitative, or mixed research methods within various modes of scholarship, such as single-discipline, multidisciplinary, or transdisciplinary approaches. After providing a general introduction to research methodology, this course outlines major philosophical assumptions of the integral worldview and their implications for integral epistemology and integrative methodology. A number of specific integrative research designs and strategies will be examined.

CT 6470 International Student Language Exchange (2 Units) OP Grade Option
The ability to learn and use languages is one of the fundamental facets of the human experience; this ability is closely interrelated with our sense of personal and communal identity. Designed for international students, bilingual students, and nonnative speakers of English, this course will provide an opportunity to exchange the richness of language diversity at CIIS by proposing a framework for bilingual students to become teachers of their first or arterial language. Such practices will be coupled with an exploration into the shaping powers of language and expression: How does language contribute to the creation and communication of meaning (semiotics)? How does an understanding of linguistic theory inform our understanding about culture and identity? What are some common conventions across languages, and how might these inform us about our common experiences? Language acquisition not only is about establishing fluency; it also demonstrates one’s willingness to reach out and meet other cultures nearer to their own terms, addressing communities in a way that honors their unique contributions of knowledge and expression. This course will provide a supportive space for those entering into an academic context in which their primary language is not spoken.

CT 6477 Academic Foundations: Integral Pedagogy (2 Units) OP Grade Option
An integral, interdisciplinary education invites students to enter into a cocreated, holistic, and anti-oppressive learning environment. How, as educators, can we create and facilitate such environments for our students? What does it mean to embody an integral pedagogy, in mind, body, and spirit? How can the dance of praxis—reflection and action—help us to surface an awareness of our pedagogical practices and values? Designed for students exploring professional teaching paths, as well as students invested in deepening their understandings of integral pedagogy, this course will explore a number of integral and experiential approaches to teaching and learning, while parsing the many meanings of “integral” in the context of a dynamic and cocreated educational space. In preparation for teaching careers, students will also have an opportunity to engage in teaching demonstrations, assemble teaching portfolios, receive substantial feedback, and develop teaching philosophies in dialogue with integral pedagogical approaches.

CT 6531 Justice as Healing, Healing as Justice (1 Unit) OP Grade Option
This course explores the relationship between justice and healing. Over four days, we will explore the following themes: How can we work tirelessly toward a more just world while still attending to and centering our personal health and well-being? What are the consequences of an exclusive focus on healing at a personal level when our society is plagued by injustice? What are our responsibilities as activists to healing? As healers to justice? The workshop will include discussions and studies on traditional healing practices as well as on restorative and transformative approaches to justice. In addition to discussions, the workshop will also integrate practices such as restorative justice circles, meditation, and healing exercises for an experiential and holistic inquiry. Readings and paper requirements will also apply for students taking this course for credit.

CT 6532 Holistic Movement Building (1 Unit) OP Grade Option
“Power without love is reckless and abusive, while love without power is sentimental and anemic.” Dr. King, Gandhi, Chavez, and others envisioned a movement that harnessed the power to change policies and institutions while cultivating the love it would take to transform relationships. What does it mean to build holistic movements for justice and healing? How do we build a movement grounded in love without giving up the power and the urgency of now? How do we dismantle systems of oppression without replicating those same patterns in our own relationships? How do we heal our wounds while transforming the systems that perpetuate them? How do we better cultivate the relationship between inner and outer transformation? What do holistic movements for justice and healing look like in terms of real practice and on the ground? This class will engage these questions, explore past and current movements, and envision paradigms and practices to build more holistic movements grounded in both justice and healing. This four-day inquiry will interweave theory, discussion, experiential exercises, and a collaborative approach. Readings and paper requirements will also apply for students taking this course for credit.

CT 6535 Discovering and Embracing Narratives of Justice and Reconciliation (1 Unit) OP Grade Option
The intention of this seminar is to approach the work of justice and reconciliation through the metaphor of narratives. We all live our lives inside of narratives. “Conflict” and “injustice” describe circumstances in which the narratives that we have consciously or unconsciously adopted are in some ways violated. Our search for justice and reconciliation often fails because we have not examined the narratives in which justice might be achieved. Through a series of didactic exercises, self-reflection, and theater-based activities, we will uncover some of the conscious and unconscious narratives that drive us and others in the
search for justice and/or reconciliation. We will also learn how to begin to create narratives for a preferred future that support the work of justice. Readings and paper requirements will also apply for students taking this course for credit.

**CT 6536 Diné and Mesoamerican Peacemaking Circles (1 Unit) OP Grade Option**
What if for three generations, we didn’t punish each other? This seminar will incorporate the use of traditional teachings, circle, silence, interactive activities, songs, and stories that shine light on the fundamental law of the Diné (Navajo people). Discussions will include integration of the teachings into our daily lives, practical visioning for our communities, and application to our current events (e.g., the movement to resist the Dakota pipeline). Participants should keep in mind that this workshop is taught within an indigenous paradigm, which might challenge Western constructions of knowledge, time, relationships, and modes of inquiry. Readings and paper requirements will also apply for students taking this course for credit.

**CT 6605 Another World Is Possible: Building Autonomy in Chiapas (2–3 Units) OP Grade Option**
This intensive 10-day study trip to Chiapas, Mexico, explores historical and contemporary Zapatismo in the contexts of globalization and Mayan traditions of resistance. Students visit several autonomous centers of integral learning and healing; community arts; women’s cooperatives; and local NGOs doing human rights observation, accompaniment, and research. We will trace the development of ideas, symbols, methodologies, and communications that have brought worldwide attention to Other ways of seeing, being, and doing, which can help us out of our numerous global crises and work more effectively toward our intertwined liberation.

**CT 8799 Independent Study (1–3 Units) PF Grade Option**
Coursework that extends a student’s field of inquiry beyond current CIIS courses. Requires a syllabus and contract signed by the student and faculty member, and approved by the program chair.
Anthropology and Social Change

MA in Anthropology and Social Change
PhD in Anthropology and Social Change
PhD in Anthropology and Social Change, with MA in Contemporary China Studies

Program Chair
Andrej Grubacic, PhD

Core Faculty
Michelle Glowa, PhD
Targol Mesbahi, PhD

Adjunct Faculty
Dalit Baum, PhD
Chris Carlsson
Laura Fantone, PhD
Tony Gonzales
Caitlin Kelly-Henry, JD
Ramsey Kanaan
Greg Landau, PhD
Sasha Lilley, BA
David Martinez, MFA
Boots Riley

About the Anthropology and Social Change Program

Introduction
Welcome to the Department of Anthropology and Social Change for the academic year 2018-19. This department handbook offers information for students in both the MA and PhD programs. Students should become familiar with this handbook and refer to it throughout the course of their study.

About the Department
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 prefigure alternative practices.

Our understanding of the integral mission of the university 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 (for more information, see universidadepopular.org).

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 distinctions 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 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, we support—together with our colleagues from the Fernand Braudel Center—we envision a project of an integral epistemology and integrated social science (for more information, see http://www.binghamton.edu/fbc/index.html).

* The Popular University of Social Movements or Universidad Popular de Los Movimientos Sociales 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.

**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*, 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 are colleagues from *HAU* 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 the investigation of different alternative research models and strategies associated with militant and activist anthropology. We emphasize co-research and direct action, along with horizontality and self-activity—both seen as essential ingredients of collaborative knowledge production. Activist ethnography, our distinct approach to activist research, attempts to combine the activist's interest in drifts, militant research, co-research, workers inquiry, insurgent investigation, and guerrilla history, with pre-figurative and post-capitalist research. In this experimental play with different forms of militant and activist research, we strive to construct a distinct model of a post-capitalist ethnography.

**Participatory Approach to Learning**

The graduate program in Anthropology & Social Change 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 Neill, Ivan Ilich, 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 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 *convivio*, or convivial spaces of knowledge creation, communication, and sharing:

*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 share ideas, skills, and organizing knowledge with the communities outside the Institute. We are scholars on call, responding to the emergent needs of the communities in struggle, who might be in need of legal advice, activist companionship, scholarly input, or a media suggestion. We bring this information not as impositions but as gifts, in the spirit of exchange and mutual aid, learning from the communities in the process.

*Autonomous Seminar* is a required experimental class taken by both MA and PhD students during their two years of coursework, where we come together as a department and collectively design a curriculum for each semester, meeting once a month.
Guerrilla Workshop is an improvised event-space where students, faculty, or both, present on their current work. This includes papers to be presented at various conferences, report back from academic or activist events, and dialogues relevant to anthropology, social justice, and critical theory. The workshop can also include status reports from PhD students undertaking dissertations or dissertation proposals as a place to discuss challenges or ask questions, often held at our off-site space at 16 Sherman Street.

Insight/Incite Our participatory tri-semester cinema event. This film screening series is held in collaboration with 16 Sherman Street Theater, which often includes talks with local and international directors or producers.

Oral History Project Our department is implementing an oral history project recording the stories of activists, both inside and outside the Bay Area. This project is supported by the faculty and interested students.

Events, Workshops, Research Working Groups, and Visiting Scholars
The program regularly hosts lectures, conferences, and workshops on a variety of social justice issues that bring together scholars, activists, and artists, both local and international. This has previously included 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 Katzaificas, Ruth Reitan, and Scott Crow. Aymara feminist from Bolivia, Julieta Paredes, gave a workshop presentation of “feminismo comunitario.” Against the Grain producer, Sasha Lilley interviewed Iain Boal on his book on communes in Northern California. Hank Herrera presented, with faculty and students, on a panel celebrating the U.S. Food Sovereignty Alliance’s second National Month of Action to Reclaim the Commons: Land, Water, and People’s Agrarian Reform. 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 5000 years of debt. Arturo Escobar presented on anthropology and post-capitalism. Our first visiting activist scholar was John Holloway. We co-sponsor events such as American Indian Movement West’s annual conference, The Western Workers Labor Heritage Festival, and the Institute for Social Ecology summer school.

Kairos and the Visiting Scholar Series
Each semester our department invites important thinkers to join us for a series of three evenings of lectures during which they present their work and engage in dialogue with our department and the broader community. These lectures are then co-published with PM Press into book format, to produce the Kairos book series. In ancient Greek philosophy, kairos signifies the right time or the “moment of transition.” We believe that we live in such a transitional period. The most important task of social science in a time of transformation is to transform itself into a force of liberation. Kairos, an editorial imprint of the Anthropology and Social Change department housed in the California Institute of Integral Studies, publishes groundbreaking works in critical social sciences, including anthropology, sociology, geography, the theory of education, political ecology, political theory, and history.

Past visiting scholars have included:

- In, Against, and Beyond Capitalism: The San Francisco Lectures by John Holloway
- Women’s Work and the Body in the New Forms of Capitalist Accumulation by Silvia Federici
- Talks by Sylvia Rivera Cusicanqui, Aymara sociologist, feminist, historian and theorist from Bolivia
- Practical Utopia by Michael Albert
- Revolutionary Ecologies: History, Power, and the Limits to Capital by Jason Moore
- Archive That Comrade! by Phil Cohen
- Anatomy of a Coup: An Indignant Inquiry into the Honduran Embodiment of Militarized Capitalism by Adrienne Pine

About the MA Program in Anthropology and Social Change
The Master of Arts in Anthropology and Social Change is unique among graduate programs in the United States due to its focus on activism and social justice. We recognize social movements as a key location of knowledge production alongside that of the University. The mission of the MA program is to generate a dialogue among agents active in these two locations of knowledge production. Our intention is to establish a particular kind of institutional space where social movement activists immersed in organizing would meet scholars primarily engaged in theoretical work. The program, inspired by the vision of the Popular University of Social Movements, created by the initiative of Boaventura de Sousa Santos, is envisioned as a space of translation of academic and grassroots knowledge and experiences, produced in the encounter among social scientists, artists, and activists from the Bay Area. Students will work with some of the most prominent activists in San Francisco Bay Area, as well as with core

1 These convivial spaces are only possible when members of the community—student, faculty, and staff—take initiative to co-create them. Please consider supporting or creating these spaces each semester.
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, and Anthropology of the Commons. Research courses include Activist Ethnography I and Activist Ethnography II. Activist skills include Media Skills (strategic filmmaking, writing and publishing, Web publishing, radical radio) and Organizing Skills (legal skills, policy analysis, environmental skills, economic skills, and campaigning and organizing skills). Students are expected to choose two out of the five activist organizing skills courses and two out of four activist media skills courses (producing radical radio, activist filmmaking, Web publishing, or activist writing). This is in addition to 3 units of Autonomous seminar and 4 units of general elective.

A key aspect of the MA program is a research-based portfolio. In the first year of the program, students are expected to begin to make contacts or seek out appropriate material for the completion of a research portfolio. Students are encouraged to do an activist research practicum with a community group or organization in order to undertake original research. This work culminates in an integrative seminar course that students are expected to take in the last semester of their graduate study. The portfolio is composed of a project based on activist research (this could be a campaign report, research report, website, video, or radio document), a collection of essays from core courses in the program, and one shorter integrative essay.

Career Outcomes
The MA in Anthropology and Social Change offers an opportunity to develop research, theory, and skills that are relevant to careers in education and social justice work. Our program has been structured to respond to two related aims: The first is to provide a particular experience in training for research in education; and the second is to provide relevant knowledge and skills required by social movements, networks, and nonprofit/nongovernmental organizations. Like our sister programs in Leeds, Maynooth, Exeter, and Puebla, Mexico, the program will offer students extensive knowledge of critical theory and activist anthropology; academic skills needed for continuation of their graduate studies; engagement with the important debates in anthropology and other social sciences; experience in working with networks and community groups; competence in various activist research techniques; and organizing and media skills appropriate for employment in a range of progressive and social justice professional environments.

MA Program Learning Outcomes
1. **Activist Ethnographic Research:** Students train in the activist ethnographic research methodology: an integral anthropological approach that actively includes participants as co-researchers in a reciprocal process of knowledge production and emancipatory co-learning.
   1.1 Applies activist approach to anthropological research methodology (activist ethnography) focusing on a specific grassroots activist community of knowledge.
   1.2 Makes an original activist ethnographic research contribution to both the discipline of anthropology and the nonacademic (grassroots) community of knowledge and practice that is the focus of the research.

2. **Theoretical:** Students will develop a theoretical knowledge base in the activist anthropology.
   2.1 Demonstrates an integrated intellectual grasp of major theories of sociocultural anthropological theory and critical social theory.
   2.2 Demonstrates ability to critically evaluate and link theoretical ideas to contextualize and address specific issues of political, environmental, or social struggle.
   2.3 Demonstrates ability to practically apply intellectual and theoretical knowledge.
   2.4 Critically approaches conventional notions of the social sciences by engaging multiple epistemologies, methodologies, and theories.

3. **Professional Skills:** Students train in professional skills relevant and translatable to work in a variety of settings: educational, nonprofit, community, and social justice networks.
   3.1 Confidently applies at least three activist media production skills (e.g., strategic filmmaking, radio production, Web publishing, and writing/editing).
3.2 Confidently applies at least three activist organizing skills (e.g., campaigning, environmental, legal, policy, organizing). 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

Year 1 Fall
ANTH 6148 Introduction to Theory (3 Units)
ANTH 6160 Activist Ethnography I (3 Units)
ANTH 6400 Autonomous Seminar (1 Unit)
Activist Media Skills Course (1 Unit)
Activist Organizing Skills Course (1 Unit)

Year 1 Spring
ANTH 6152 Social Movements and Social Change (2 Units)
ANTH 6159 Image and the Ethnographic Imagination (2 Units)
ANTH 6161 Activist Ethnography II (3 Units)
ANTH 6400 Autonomous Seminar (1 Unit)
Pick one:
Activist Media Skills Course (1 Unit)
OR Activist Organizing Skills Course (1 Unit)

Year 2 Fall
ANTH 6400 Autonomous Seminar (1 Unit)
ANTH 6404 Ecology, Climate, and the Crisis of Nature (2 Units)
Activist Media Skills Course (1 Unit)
The program is distinctive in its emphasis on postcapitalist possibilities. There are many more; one of the responsibilities of our students is to discover them.

- Dweller democracy in South Africa, Copwatch in Los Angeles, biodiversity in Brazil, restorative justice in Ohio, knowledge of marginalized communities, alternative environmentalism in Afro-Argentinean Buen Vivir, solidarity economics of Mondragon, participatory economics in Winnipeg, pedagogy of the block in African American communities, buen vivir of Colombian river regions, legal pluralism, autonomy of migration, marginalized medical practices in South Asia, solidarity unionism in New York City, communal agriculture in Malawi, shack dweller democracy in South Africa, Copwatch in Los Angeles, biodiversity in Brazil, restorative justice in Ohio, knowledge commons and globalization, independent media, and autonomous food systems in Japan are only some of the examples of postcapitalist possibilities. There are many more; one of the responsibilities of our students is to discover them.

**About the PhD Program in Anthropology and Social Change**

The Anthropology and Social Change doctoral program is unique among graduate programs in the United States due to its focus on exploring counter-hegemonic alternatives, postcapitalist cultures, and 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 an even more urgent necessity the study of politics of alternatives in the here and now: the need to engage with postcapitalist cultures that are already being built, and to understand other worlds that are already possible.

Together with the activists of the World Social Forum, we believe that “another world is possible.” The role of the new social movements, we are reminded, is not to conquer the world, but to make it anew. What, then, is the role and responsibility of anthropology and other social sciences? In a world riddled with so many crises, few things appear to be more relevant than systematic research of counter-hegemonic knowledge and practices. Social scientists should leave pessimism for better times. Anthropology, in particular, is well equipped to participate in the “nowtopian” task of constructing social scientific knowledge that looks beyond capitalism, hierarchy, and ecological disaster.

The practice and technique of ethnography provides an important model of a possible “postcapitalist” social science. As one contemporary anthropologist, a friend of our department, recently noted, when one “carries out an ethnography, one observes what people do, and then tries to tease out the hidden symbolic, moral, or pragmatic logics that underlie their actions; one tries to get at the way people’s habits and actions make sense in ways that they are not themselves completely aware of.” We ask our students to do precisely this: to look at those who are creating viable alternatives, to try to figure out what might be the larger implications of what they are already doing, and then to offer those ideas back, not as prescriptions, but as contributions, possibilities-as-gifts.

This program offers the space and the possibility to engage with many traditions of radical scholarship and emancipatory social science. We believe that anthropologists should analyze, discuss, and explore the possible; that they should research alternative institutions; that they need to collectively reflect and debate the dilemmas of activist anthropology. The collective effort of understanding “real utopias” takes the form of analytic and ethnographic study of real historical alternatives in the present. This, in turn, requires a serious engagement with social movements involved in the production of alternatives. Students are expected to have an excellent command of history, debates, and perspectives of contemporary social movements. These movements exist in the historical, social, and epistemological context of colonization, development, and globalization. As contributors to the book *Contesting Development* remind us, more than one in six humans now live in slums, over one billion in a world of jobless growth, or no growth. Solutions offered by mainstream social science are often the source of the problem, and our students are expected to have a good understanding of intertwined historical processes of colonization, development, and liberal modernity.

The doctoral program is distinctive for its focus on alternatives. What are some of them? Worker cooperatives in Oakland, social centers in Italy, autonomous systems of justice in Guerrero, community gardens in Detroit, occupied self-managed factories in Argentina, “good government” of the Zapatistas, buen vivir (good life) and pluri-nationalism in Bolivia, solidarity in Kerala, solidarity economics of Mondragon, participatory democracy in Kerala, solidarity unionism in New York City, communal agriculture in Malawi, shack dweller democracy in South Africa, Copwatch in Los Angeles, biodiversity in Brazil, restorative justice in Ohio, knowledge commons and globalization, independent media, and autonomous food systems in Japan are only some of the examples of postcapitalist possibilities. There are many more; one of the responsibilities of our students is to discover them.

**The program is distinctive in its emphasis on the following:**

- Postcapitalist analysis of historical alternatives in the present
- Global social movements and lost revolutionary treasures
- Issues of colonialism, globalization, development
- Anarchist, Marxist, feminist theoretical perspectives
- Political ecology
- Integration of activism and scholarship: developing research skills in activist ethnography, intercultural translation, and emancipatory research

---

*MA students can choose 7 Units of general electives.*

**Year 2 Spring**

ANTH 6198 Contemporary Capitalism (2 Units)
ANTH 6400 Autonomous Seminar (1 Unit)
ANTH 6599 Integrative Seminar (3 Units)
Many classes include a research component, and the doctoral dissertation is based on activist ethnographic research. Activist ethnographic frameworks include participatory and collaborative research approaches as well as more recent research techniques and strategies associated with militant research and co-research approaches (see “Distinctive Approach to Methodology” in the introduction).

**PhD Program Learning Outcomes**

1. **Activist Ethnographic Research:** Students will be trained in the activist ethnographic research methodology: an integral anthropological approach that actively includes participants as co-researchers in a reciprocal process of emancipatory knowledge production and co-learning.
   - 1.1 Demonstrates ability to develop a well-articulated research question in the field of emancipatory social sciences.
   - 1.2 Applies activist approach to anthropological research methodology (activist ethnography) with advanced ability to engage in participatory co-research.
   - 1.3 Makes an original scholarly activist ethnographic research contribution (dissertation) to both the discipline of anthropology and the larger social change discourse, focusing on counter-hegemony, postcapitalist cultures, or prefigurative practices (study of alternatives).
   - 1.4 Demonstrates ability to translate or contextualize knowledge to specific communities and cultures (intercultural translation).
   - 1.5 Has advanced understanding of the philosophical and epistemological roots of activist ethnographic research.
   - 1.6 Has sufficient command of various applied anthropological research methods; understands research methods practiced in other social science disciplines.

2. **Theoretical:** Students will develop a solid theoretical knowledge base in a variety of approaches to activist anthropology and emancipatory social science.
   - 2.1 Demonstrates an integrated intellectual grasp of major theories of sociocultural anthropological theory, critical social theory, and political economy.
   - 2.2 Has the ability to critically evaluate and link theoretical ideas to understand and address specific issues of power, political, environmental, or social struggle.
   - 2.3 Has the ability to critically approach conventional notions of the social sciences by engaging multiple epistemologies, methodologies, and theories (integral scholarship); demonstrates responsible use of knowledge from multiple social science disciplines, critically engaging with their literatures, epistemologies, assumptions, and theories.
   - 2.4 Demonstrates advanced understanding of major scholars, scholarly works, and peer-reviewed publications relevant to the field of activist anthropology and specific research topics.
   - 2.5 Engages evolving anthropological understanding of relatedness, sexuality, and kinship systems.

3. **Professional and Scholarly Skills:** Students will develop as trained scholars in the social science field of activist anthropology.
   - 3.1 Demonstrates skills applicable to teaching in higher education, publishing, scholarly research, or other professional social science work.
   - 3.2 Has the ability to write publishable scholarly (peer reviewed) articles, manuscripts, or research proposals; can present original research in a professional capacity both within the discipline of activist anthropology and within the larger field of social science.
   - 3.3 Demonstrates ability to write about scholarly or complex topics in a style that communicates to a general audience (written knowledge translation).
   - 3.4 Has the ability to work in collaborative, multicultural contexts, to contribute creatively to emancipatory social science.

4. **Anthropological Activist Scholarship:** The PhD in Anthropology and Social Change is grounded in ethnographic study of possible alternatives; during the course of the program, the student will develop a solid theoretical and research framework as activist-scholars or scholar-activists.
   - 4.1 Demonstrates strong ability to integrate theory with real-world practice (applied theory).
   - 4.2 Approaches scholarship from a social justice perspective; approaches social justice activism from a social science perspective.
   - 4.3 Approaches specific social issues (e.g., political, economic, environmental, social) with a scholarly recognition of their interconnections.
   - 4.4 Demonstrates ability to create situations or spaces of contextual translation and creative dialogue between academic knowledge and knowledge held outside of higher education (knowledge translation).
   - 4.5 Demonstrates scholarly ability to research the politics of alternative ways of being, knowing, and doing—historical or contemporary—that help prefigure postcapitalist alternatives; and to engage political and economic anthropology through the study of alternative political and economic systems.
   - 4.6 Has the ability to both critically evaluate social issues and use evidence-based knowledge to create/suggest viable social or political alternatives.
   - 4.7 Produces scholarly research that both is innovative and advances activist ethnography as research methodology.
4.8 Demonstrates understanding of problematic historical trends in anthropology as a discipline and situates this understanding as a rationale for the turn that activist anthropological scholarship or emancipatory social science offers.
4.9 Demonstrates understanding of activist anthropology in the context of an evolving sociocultural anthropology with changing approaches to fieldwork.
4.10 Has the ability to engage multiple epistemologies, rival knowledges, and justice systems, simultaneously pursuing social and cognitive justice.

Part-Time Curriculum
Students may pursue a part-time course of study in consultation with their academic advisor.

Required Coursework
The PhD requires 36 units of coursework divided between required units and electives. Students should consult with their academic advisor when selecting their directed electives. The electives may be taken from outside the Anthropology program. The department of Anthropology and Social Change evaluates students’ doctoral performance after their first academic year; if necessary, the department may recommend the student utilize the resources of the CIIS Center for Writing and Scholarship. In addition, the department reserves the right to evaluate students’ academic performance and assess their capability to enter the dissertation-writing phase at any point during their coursework.

Comprehensive Examinations
After finishing doctoral coursework, the student will complete two comprehensive exams, each supported by an oral defense. Comprehensive exams are designed to demonstrate the student’s knowledge in their particular area of research interest. If a comprehensive exam is failed, it can be retaken once (without affecting financial aid eligibility) in the following semester. Upon passing the comprehensive exams, the student is required to register for Dissertation Proposal Completion (ANTH 6900) before advancing to candidacy. Both comprehensive exams are individualized, are taken at the end of the student’s coursework, and are in the form of written papers. Students are required to register separately for each comprehensive exam, and these must be completed before the student advances to the Dissertation Proposal Completion course; an incomplete is insufficient.

Language Examination
If students plan to conduct research in a country or in a culture with a language other than their own, they need to pass a written language examination to demonstrate competency in a second language before advancing to candidacy. The three-hour examination consists of translating scholarly work in the second language into English.

Dissertation Proposal Writing
Upon passing both comprehensive exams (Comp I and II), the student is required to write a 30-to-35-page dissertation proposal (ANTH 6900) and form a dissertation committee using the paperwork in the “PhD Student Forms Packet” (found on MyCIIS > Registrar > Registrar Office Forms). The dissertation committee (chair, committee member, external reviewer) evaluates the quality of the proposal, which may require revisions. All proposals must meet the standards of the Human Research Review Committee (HRRC) at CIIS (find the HRRC Application Packet on MyCIIS > Registrar > Registrar Office Forms). HRRC applications need to be submitted as one document via email by the first business day of the month. An official HRRC response will be given to the applicant within that month. The committee meets on the second Thursday of each month. Applications are not processed in January and August.

Acceptance of the dissertation proposal—including complete paperwork—signifies the student’s advancement to candidacy; the Registrar’s Office will notify the student when they have officially advanced to candidacy.

Dissertation Research, Writing, and Defense
The PhD dissertation is based on relevant and applied research conducive to scholarship with an emancipatory interest. After advancing to candidacy, students are required to undertake applied research, followed by dissertation writing (ANTH 7900). The dissertation committee includes an external member. During the applied research and dissertation-writing phase, students are not expected to register for units but pay a flat fee toward maintenance of status. After the committee has approved the dissertation, students are expected to conduct and pass a public oral defense.

PhD Admissions Requirements
Entry into the PhD program in Anthropology and Social Change requires a master’s degree. Students with an MA from another school or from another department at CIIS may require up to one additional year of coursework as part of their PhD program. Students with an MA in Anthropology and Social Change from CIIS do not require additional coursework. The Anthropology and Social Change PhD 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
- Image and the Ethnographic Imagination
- Anthropology of the Commons, Space, and Place
- Global Social Movements: Environment, Labor, and Racial Justice
- 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 their 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 complete only the following 18-unit PhD course sequence* before entering comprehensive exam and dissertation phases (see PhD in Anthropology and Social Change). Those 18 units include*:

Fall
ANTH 6163 Alternative Economic Systems (3 Units)
ANTH 6166 Other Ways of Being Human (3 Units)
ANTH 6890 Social Research Methods (3 Units)

Spring
ANTH 6158 Alternative Political Systems (3 Units)
ANTH 6172 Other Ways of Knowing (3 Units)
ANTH 7890 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
ANTH PhD Course Sequence (36 Units) Including Post Coursework Phases

Year 1 Fall
ANTH 6160 Activist Ethnography I (3 Units)
ANTH 6163 Alternative Economic Systems (3 Units)
ANTH 6400 Autonomous Seminar (1 Unit)
**General Elective(s) (2 Units)

Year 1 Spring
ANTH 6158 Alternative Political Systems (3 Units)
ANTH 6161 Activist Ethnography II (3 Units)
ANTH 6400 Autonomous Seminar (1 Unit)
**General Elective(s) (2 Units)

**Year 2 Fall

ANTH 6166 Other Ways of Being Human (3 Units)
ANTH 6400 Autonomous Seminar (1 Unit)
ANTH 6890 Social Research Methods (3 Units)
**General Elective(s) (2 Units)

**Year 2 Spring

ANTH 6172 Other Ways of Knowing (3 Units)
ANTH 6400 Autonomous Seminar (1 Unit)
ANTH 7890 Directed Seminar in Research (3 Units)
**General Elective(s) (2 Units)

Year 3

ANTH 9600 Comprehensive Exam (first comp; 0 Units)
ANTH 9600 Comprehensive Exam (second comp; 0 Units)

Year 4

Dissertation Proposal and Advancement to Candidacy
*ANTH 6900 Dissertation Proposal Completion (Registrar allows 4 times maximum; 0 Units)
*ANTH 7900 Dissertation Completion (4 Years after advancing to Candidacy Max).

About the Anthropology and Social Change PhD with MA in Contemporary China Studies

Anthropology and Social Change (ANTH), in collaboration with Zhejiang University (ZJU) in Hangzhou, China, offers a rare new integral opportunity for activist-scholar doctoral studies: the ANTH PhD with China Studies Scholarship (ANTH-ZJU Scholarship). Starting in Fall 2019, this space-limited path is open to several prospective ANTH PhD students who demonstrate a desire to integrate an extra-intensive China Studies year abroad at ZJU in addition to 36 units of ANTH PhD coursework. ZJU is an international school, so the students will be introduced to students attending from around the world. All the courses will be taught in English, but students will also have the option to take Chinese-language courses while attending ZJU.

The intensive experience abroad occurs during the student’s second year and results in an MA in Contemporary China Studies from ZJU. Travel, tuition, and living costs are covered by the scholarship for the ZJU year abroad only. The ANTH-ZJU scholar then returns for a third year of coursework, where they complete their doctoral coursework before beginning comprehensive exams and doctoral dissertation research:

**Year 1:** First-year ANTH PhD coursework (18 Units)
**Year 2:** Full scholarship year Hangzhou, China, resulting in master’s degree from ZJU
**Year 3:** Final-year ANTH PhD coursework (18 Units)
**Year 4:** Comprehensive exams phase (exams I and II)
**Years 5 to 7:** PhD candidacy phase (doctoral dissertation proposal, research, defense, and publication)

Applicants

The Anthropology and Social Change program seeks applicants for this scholarship who demonstrate a serious academic interest in combining contemporary immersive China studies with an activist-scholar PhD program. These prospective students, in addition, will need to demonstrate preparedness and potential for success during the intensive educational year abroad in China. There are no Chinese-language requirements.

Course Descriptions

ANTH 6148 Introduction to Theory (3 Units) OP Grade Option

The purpose of this course is to introduce students to social theory for radical change. We will interrogate radical theoretical traditions and become acquainted with concepts relevant to political action. Students will gain familiarity with basic concepts of Marxist critiques of political economy, anarchist analyses of hierarchy, feminist approaches to intersectionality, and critical race theory. Additionally, this seminar explores the theory behind struggles against capitalism, coloniality, and neoliberal globalization that have taken place over the past few decades, and the theoretical alternatives and new forms of political
expression that have emerged in countries throughout the Global South and Global North. We will look at new ideas, cultural practices and knowledge produced within the World Social Forum, indigenous movements, new anarchist and post-Marxist traditions, Quaker and liberation theology, feminist networks, transnational coordinations like La Via Campesina, as well as concepts of “other theory,” solidarity economy, and participatory democracy. Prerequisite: Priority to ANTH students.

**ANTH 6152 Social Movements and Social Change (2 Units) OP Grade Option**
This seminar examines moments and movements of social protest on a world scale, from the early centuries of capitalist development to the present. The course covers a broad history, ranging from periods of path-breaking revolutions (e.g., “the Age of Revolutions” in the late 18th century) through anarchist, Marxist, feminist, and anticolonial movements in the 20th century; to global outbreaks of social movements surrounding 1968; to antiglobalization, autonomous, and occupy movements. Our aim is nothing less than an understanding of how anti-systemic movements have successively challenged and changed the colonial/capitalist world-system over the last three centuries.

**ANTH 6158 Alternative Political Systems (3 Units) OP Grade Option**
This seminar is meant to explore alternatives to liberal representative democracy. Is politics equivalent to state action? Or can it be found in seemingly unlikely places, such as Egyptian social movements, Argentine neighborhood assemblies, or Roma settlements? As David Graeber (Graeber 2008) asks, is “democracy” an inherently Western concept? Does it refer to a form of governance (a mode of communal self-organization) or a form of government (one particular way of organizing a state apparatus)? Today, when politics is the preserve of statesmen and professors, experts and media mavens, and not the subject of widespread public debate, counter-hegemonic models of doing and thinking politics are well worth of examining—perhaps more than ever before. Prerequisite: ANTH 6160.

**ANTH 6159 Critical History of Social Sciences (2 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 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 field notes against alternative, collective approaches to engaged knowledge production. Through critical review of selected secondary literature on ethnography and locally grounded fieldwork, we will examine critical ethnography, autoethnography, testimonio, and drifts, just to name a few, paying close attention to dilemmas in the field, the complications around representation, and more recent innovations in collective strategies of knowledge production. Prerequisite: Priority to ANTH students.

**ANTH 6161 Activist Ethnography II (3 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. Prerequisite: ANTH 6160.

**ANTH 6163 Alternative Economic Systems (3 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 Units) OP Grade Option
Being human under the conditions of late capitalism has become increasingly more precarious as neoliberal forms of governmentality produce less viable forms of life and sociability. Yet we can qualify this statement with two observations. First, that a longer history of oppression has been creating an extreme state of uncertainty or “state of emergency.” As Walter Benjamin famously wrote in 1940, “The tradition of the oppressed teaches us that the ‘state of emergency’ in which we live is not the exception but the rule.” Second, alongside the violent legacies of oppression—including colonialism, capitalism, sexism, and others—there have always been forms of resistance, survival, and even flourishing of lives lived otherwise. While human social relations have always been anthropology’s object of study, in this course we will focus on how critical, feminist, queer, and postcolonial theories and experiences have challenged and transformed anthropological engagements with human social and cultural formations. We will consider how categories of difference and experience are not static but shifting and mutually constitutive and always in relation to power. As such, much of the scholarship we will be reading thinks through different forms of social belonging, sometimes tethered to normative privileges and others that move toward nonnormative, or other ways of being. Our approach will be thematic, organized around specific topics, including transpolitics, homonationalism, biopolitics, posthumanism, and multispecies approaches, among others. Prerequisite: Priority to ANTH students.

ANTH 6171 Campaigning for Social Justice (1 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 Knowledge, and Systems of Justice (3 Units) OP Grade Option
As sociologist and critical legal theorist Bouaventura 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).

ANTH 6174 Activist Media Skills: Writing, Editing, and Getting Published (1 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 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 the 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 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 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 agit-prop films of the Third Cinema movement in Latin America in the ’60s to the Internet-based videos produced in Egypt that paved the way for the 2011 Egyptian Revolution, we will study several moments from recent history in which documentary and other nonfiction filmmaking practices became effective nonviolent
Wealths to transform society; identify and discuss diverse and crucial chapters from the history of political documentary filmmaking; articulate the way documentary films have formed part of the repertoire of strategies and tactics used by agents of social change in different parts of the world under diverse social conditions; and understand how to effectively distribute nonfiction videos online and offline to affect the outcome of social movements in which students might be involved. The course will also introduce successful examples of community video collective productions. Students will leave the media skills seminar with hands-on knowledge of camera use and video production. They will be asked to complete a video assignment to apply techniques covered during the course.

ANTH 6179 Organizing for Social Justice (1 Unit) OP Grade Option
This seminar will examine the history of organizing and different models of community organizing, including direct actions, mass mobilization, social action, and grassroots 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 6182 Activist Legal Skills (1 Unit) OP Grade Option
In this activist skills course, we aim to share skills and existing resources among a diverse range of activist organizers 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 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 6186 Marx for Activists Skill I (1 Unit) PF Grade Option
Marx and Political Economy: The Critique of Capitalism
What can the century-and-a-half-old writings of Karl Marx tell us about our precarious and unequal world today? This course examines Marx’s critique of capitalism, its inner workings, and the crises that it produces. We will read from original texts and secondary works, as well as engaging with film and audio.

ANTH 6187 Marx for Activists Skill II (1 Unit) PF Grade Option
Class Struggle and Self-Emancipation
How does fundamental social change take place? This seminar looks at Karl Marx’s concept of class struggle and the self-emancipation of the working class. We will examine how Marx saw classes coming into existence, the impediments to collective action, and his vision of life after capitalism. The course materials include original writings, secondary works, and multimedia sources.

ANTH 6195 Theoretical Perspectives (3 Units) OP Grade Option
Theorists have only interpreted the world, in various ways; the point is to change it. Fair enough, but what is radical theory? What concepts and relations among concepts will facilitate our understanding of the modern world in the effort of changing it? What does radical theory tell us about societies and history? This two-part seminar traces the development of radical social theory, from the classical ideas of Marx and Bakunin, through 20th-century debates in post/decolonial, neo-anarchist, autonomous/critical Marxist, queer, gender, feminist, and critical race theory, to an accessible review of contemporary theoretical controversies. Rather than giving a history of Great Thinkers, this seminar will introduce students to radical theory through a critical exposition of key concepts: nature, autonomy, hope, authority, identity, insurgency, war, orientalism, coloniality, community/commons, enclosure, dignity/desire, epistemology, composition, and biopower/biopolitics. We will not impose a radical canon of ideas and towering figures as much as collectively discover a complex history of competing conceptualizations and applications through the lens of our own struggles. Prerequisite: Priority to ANTH students.

ANTH 6197 Activist Skills: Art, Activism, and Social Justice (1 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 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 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 Unit) LG Grade Option**
In this course, students will read radical, eccentric, and exciting literature, and discuss the work of radical, interesting, and eccentric thinkers. This course considers notions of indigenous governance, temporary autonomous zones, and French critical geography. We will also study the anthropology of nonstate spaces, utopian science fiction, radical fiction, nonfiction, and revolutionary memoirs. This is a 1-unit course, open to students from all levels. Prerequisite: Priority to ANTH students.

**ANTH 6372 Readings in Activist Scholarship: Antonio Negri (1 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 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 that these events were pure simulacra, or virtual reality. He is also a critic of Marxism, specifically historical materialism, which he finds too narrow. He proposes instead to look at the notion of alienation in global and cultural perspectives. To do this, he relies on the anthropology of Marcel Mauss, Georges Bataille, and Marshall Shalilins. 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 6382 Writing Research Grant Proposals (1 Unit) OP Grade Option
This 1-unit course will assist students in writing grant proposals for anthropological research. We will explore relevant steps involved in writing funded proposals, including identifying funding opportunities, managing a grant proposal project, and writing and editing. Special attention will be given to research, planning, and writing strategies. Prerequisite: Priority to ANTH students.

ANTH 6384 Political Ecology: Critical Approaches to Anthropology of the Environment and Socio-Ecological (3 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 socioecological 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? How are movements and communities reframing and constructing socio-natures in resistance? In so doing, our intention is to arrive at Robbins’ conclusion that “politics is inevitably ecological and ecology is inherently political” (2012).

ANTH 6385 Anthropology of the Commons, Space, and Place (2 Units) OP Grade Option
This course explores a range of contemporary theory of the commons; the social production of space; and the movements engaged in contesting privatization, enclosure, and commodification. We take as a starting point the argument that humans collectively and tangibly produce space, and that space is never neutral. In the last 30 years, two simultaneous movements, one based in academic theory and one in social movements practice, have simultaneously unfolded: the spatial turn and the reemergence of the commons. We will draw on activists and scholars such as Rachel Gutierrez, Henri Lefebvre, Stavros Stavrides, and Nicholas Blomley to consider the entanglement of social and spatial processes in the development of capitalist relations and the communities in struggle contesting and forming alternatives from the rural lands of Latin America to the inner cities of globalized urban centers. Prerequisite: Priority to ANTH students.

ANTH 6387 Introduction to Economic Activism: People’s Power and Corporate Greed (1 Unit) LG Grade Option
In the neoliberal globalized economy, corporations have amassed an overwhelming unchecked economic and political power. Led by profit, they have become some of the main drivers of exploitation, repression, and war around the world. However, the same profit motivation may make these corporations very sensitive to some forms of public pressure. In this course, we will study some of the main historical examples of successful economic activism campaigns, ranging from student divestment campaigns to responsible investment strategies, from consumer direct action to international union organizing. We will analyze the main strategies and tools available for social movement organizers in various situations and discuss the conditions for their effective use. Finally, using the prison industrial complex in the U.S. as our main example, we will practice strategic corporate research and campaign planning.

ANTH 6388 Violence and Nonviolence in Social Change (1 Unit) OP Grade Option
Beginning with a critical reading of a range of definitions for violence and nonviolence, this course tracks the development of the theory and practice of nonviolent organizing strategies in the last century, from the suffragists, through Gandhian-Kingian theories, to the debates in the antinuclear, environmental, and antiglobalization movements leading to Occupy Wall Street and Black Lives Matter. We will discuss strategic campaign planning, including the questions of protest versus resistance, the role of creative protest and humor, how to build leverage, and when to escalate. Students will be encouraged to analyze a current local social justice campaign of their choosing and participate in a hands-on workshop simulating preparation for a creative action. Prerequisite: Priority to ANTH students.

ANTH 6393 Living at the Edges of Capitalism: Studies in Mutual Aid and Exile (1 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 antisystemic movements?

ANTH 6400 Autonomous Seminar (1 Unit) PF Grade Option
Presentation of a topic that reflects broad understanding of anthropological ideas and modes of analysis with significance to current political, cultural, and social events. Through joint readings and discussion, ANTH students and faculty develop ideas relevant to the theme of the course. Students and professors are expected to share their work with the class. Topics vary from semester to semester. Prerequisite: Priority to ANTH students.

ANTH 6403 Activist Skills in Urban Organizing: From Housing Justice to Urban Agriculture (1 Unit) OP Grade Option
This course will prepare students with methods and practices from the contemporary organizing for socioecological justice. Students will learn tools to collectively analyze and critique urban inequalities, city-based food systems, and systems of power including their own positionalities. Students will gain insight into the goals and strategies of contemporary movements for change, including work on rent, anti-eviction and anti-gentrification, land justice, and agroecology. Finally, students will be guided through skills development on action for the right to the city.

ANTH 6404 Ecology, Climate, and the Crisis of Capitalist Nature (2 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 socioecological 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 capitalism development. The class will pay particular attention to political ecologies of our increasingly urbanized world, asking the questions: Where does society end and nature begin? 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). Prerequisite: Priority to ANTH students.

ANTH 6405 The Marvelous: Surrealism and Utopia (1 Unit) LG Grade Option
Let us not mince words: the marvelous is always beautiful, anything marvelous is beautiful, in fact only the marvelous is beautiful—Andre Breton, 1924. What is “the marvelous?” This ever-elusive concept takes us to the heart of surrealist tradition and revolutionary politics, and away from the modernity’s metaphysical emphasis on reason and rationality. To celebrate the marvelous is to liberate human imagination from the estrangement of alienation and iron cage of bureaucracy, and attempt the return to collective sense of wonder, transcendence, and freedom. Prerequisite: Priority to ANTH students.

ANTH 6452 Anarchist Anthropology (2 Units) LG Grade Option
Anarchist anthropology is an emerging field of inquiry concerned with the lived realities of nonstate spaces and so-called stateless people. We say so-called stateless, as anarchist anthropology does not see the absence of the state as a lack, but as a strategic, and, why not, moral and political choice made by people throughout history. In this course, we will study the comparative anthropology of the Atlantic pirate ships, Maroon societies, Cossack steppes, Zapatista communities, South Asian hill tribes, Balkan brigands, and other experiences of mutual aid, solidarity, and state-avoiding practices of those who have managed to escape the reach of the state and capital. Prerequisite: Priority to ANTH students.

ANTH 6454 Theoretical and Systems Tools for Social and Ecological Change (2 Units) OP Grade Option
Systems analysis has become part of the established scientific and popular culture of our times. The purpose of this class is to apply systemic tools to practical problems of social and ecological change. Engineering and various areas of technology have utilized systems concepts for decades. Many authors have popularized the notion of interrelatedness and complexity, including ideas about chaos, fractals, and catastrophe theory. However, despite many efforts to create an integrated framework, systems thinking is not often put to use in the areas of social change. In this course, we will look at the historical and practical origins of several key concepts in systems theory. We will examine the ideas of innovation, organizational change, social change, feedback loops, and chaos theory. We will look into the application of these ideas in the areas of ecology, psychology, and politics. We will investigate the interdisciplinary character of systems thinking to include art and entropy, literature and philosophy, freedom and symmetry. Our focus will be integrative and holistic, yet practical.

ANTH 6456 Image and Ethnographic Imagination (2 Units) OP Grade Option
The ethnographic image has been closely tied to observing, categorizing, and knowing the other, but also to imagination, inspiration, and creativity. An expanding field, visual and media anthropology considers different forms of non-logocentric media to broaden and refine its conception of how we know the changing world. In this seminar, we will begin with the
observational impulse in ethnographic and documentary images of the other, consider different approaches to the ethnographer’s representational strategies, and engage the scholarly debates surrounding them. We will examine examples from cinema verité, the militant image, experimental ethnography, essay films, sensory ethnography, and visual activism to consider different ways of addressing contemporary social issues with a particular focus on the conditions of globalization and war. Our approach in this seminar will be experimental as we think through together challenges and possibilities that an expanded sense of the ethnographic can offer.

**ANTH 6457 Media Ecologies and the Senses (2 Units) OP Grade Option**
This course draws on a range of theoretical orientations and media practices to examine media within circuits of information, experience, and production. “Media ecologies” here refers to the materiality of environments as well as the relationship between media and the environment in shaping experiences of world events and the daily realities of lived social relations.

**ANTH 6458 New Media and Social Movements (1 Unit) OP Grade Option**
In this course, we study media practices for recent social movements such as Black Lives Matter; teacher rebellions in Mexico; and uprisings in Iran, Tunisia, and Egypt, among others. We move beyond either overly deterministic conceptions of new media or a depreciation of their historical significance for social movements. Instead, we consider how new and old media (including social media, mobile phones, film, photography, and television) converge in the production of alternative spaces, both imagined and real. How do collective expressions across social media relate to mass occupation of real-time spaces? How do digital surveillance and military interventions miscarry revolutionary movements? What role do media play in radical moments of economic, political, and affective change? How do media help these changes persist or dissipate? We draw from critical media theories of spectacle, network, protocol, assemblage, and counter-visuality to guide us through these questions.

**ANTH 6459 From Local to Global: Native American Community Organizing and Global Indigenous Politics (1 Unit) OP Grade Option**
This seminar will address key issues related to the history of Native American activism in California and the United States. We will discuss matters of concern related to community organizing as viewed from Native American perspectives. The class will also focus on key issues of contemporary global indigenous politics and indigenous organizing strategies on the global level.

**ANTH 6460 Hidden History in Plain Sight: Stories from Oakland to San Francisco (1 Unit) OP Grade Option**
San Francisco and Oakland straddle the bay, and together they hold dozens of histories, social and ecological. From general strikes to long-forgotten public transit systems, subterranean waterways, and decimated forests, from racially charged settlement patterns to government-sponsored mass evictions, the histories that lie hidden beneath today’s pulsing urban landscapes cast a very different light on notions of progress and even civilization! This weekend class will involve lengthy walking tours of both cities, and will introduce students to a critical historical understanding of urban development, urban ecology, and the way that land uses shape social possibilities.

**ANTH 6461 Food Sovereignty, Climate Justice, and Cooperative Economy (1 Unit) OP Grade Option**
In this course, we will explore the contemporary upsurge of food and climate activism through the lens of creating cultures of postcapitalist possibility. Students will investigate the emerging practices, institutions, and experiences of alternative economies of food and energy in projects such as community-supported agriculture, urban gardening, and community energy co-ops. We will ask how these alternatives are being constructed at the same time that movements are resisting fossil fuel development and exploitation of labor and land in industrial agriculture. In addition, we will examine how these movements construct relationships to nature, modes of production, and urban/rural spaces as practices of social-ecological transformation. While examining these relationships, we will ask: Where are communities changing or sparking sustainable connections, connection to the land, and emancipatory possibilities? We will take as our starting point the everyday praxis of movements developing a theory of change and a change in food systems today.

**ANTH 6462 Oral History for Social Justice: Towards an Inclusive Approach to Movement Building (1 Unit) PF Grade Option**
Charlottesville. The Pulse. Charleston. Portland MAX attacks. Muslim ban. Black Lives Matter. The Women’s March. Standing Rock. The #MeToo movement. The migrant caravans. For many, the events of the last few years have led to some soul-searching. Why do we work toward social justice? What’s the role of first-person narrative in building grassroots power? And what’s the most effective way to do the work? Oral history is a flexible and dynamic method for documenting, preserving, and amplifying the voices of marginalized and silenced communities. In this two-day course, we will cover the essentials of oral history practice, including project planning, interview preparation and techniques, audio recording, ethics and legal concerns, transcription, editing, and preservation/dissemination. We will also consider how the process and products of oral history can be mobilized to advance social justice and movement building.

**ANTH 6599 Integrative Seminar (1 Unit) LG Grade Option**
The integrative seminar is a process designed to demonstrate critical knowledge in the student’s area of study and activist research. This seminar is the culminating course for the MA program. It provides an opportunity for students to reflect critically upon all work accomplished during the course of the program, while clarifying professional goals. During the seminar, students will develop their portfolio, which consists of one paper based on their activist research, a collection of papers from core courses in the program, and a short integrative essay. These three parts are intimately linked, relating theory to practice. Prerequisites: ANTH MA student; registering for final semester.

**ANTH 6675 Guest Seminar in Native American Studies (1 Unit) OP Grade Option**
This guest seminar explores resistance in Native American Studies. Prerequisite: Priority to ANTH students.

**ANTH 6890 Social Research Methods (3 Units) OP Grade Option**
Integral Research will introduce students to a variety of strategies and methods that have informed social science research over recent decades. Particular attention is given to understanding the issues involved in constructing and developing theoretically informed, case-based, tractable research methodology. We will examine how to define a research question; how the nature of the research question informs the choice of research strategy; how practitioners negotiate the tensions between their own existing theoretical predilections and the demands of empirical case-based methodology; how empirical material is generated; and how empirical practice can be used to inform and transform existing theory. We will inquire into what defines a case; how an empirically tractable research problem is posed; issues of complexity reduction; and how the research question informs consideration of the proper temporal and spatial scale for investigation. Prerequisite: Priority to ANTH students.

**ANTH 6900 Thesis/Dissertation Proposal Completion (0 Units) PF Grade Option**
This course is taken after all coursework is completed. Students undertake the proposal writing in consultation with their thesis/dissertation mentor, meeting on a regular basis to discuss progress. This course may be taken for a maximum of four semesters. Prerequisites: ANTH 9600 (both exams); ANTH student; not advanced to candidacy.

**ANTH 6901 Integrative Seminar (3 Units) PF Grade Option**
The integrative seminar is a scholarly process designed to demonstrate critical knowledge in the student’s area of study. This seminar is the culminating course for the MA program. It provides an opportunity for students to reflect critically upon all work accomplished during the course of the program, while clarifying professional goals. During the seminar, students will locate a particular area of specialization. The term paper will delineate the objectives and domains of the student’s area of work, drawing on key theoretical and methodological frameworks in anthropology.

**ANTH 7650 Representations of the Other (3 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 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 (1–3 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 (1–3 Units) LG Grade Option**
A course of study relevant to evolving topics of growing importance in cultural anthropology and social transformation. Prerequisite: Priority to ANTH students.
ANTH 9600 Comprehensive Examinations (0 Units) PF Grade Option
The comprehensive examinations are taken after completion of all PhD coursework and prior to the PhD Specialization Seminar/Dissertation Proposal Writing. Completion of the comprehensive exams, the dissertation proposal, HRRC Approval, and, where applicable, the language exams allows the student to advance to candidacy. The comprehensive examinations require two essays: one essay to demonstrate mastery in the particular area of study relevant to the student’s dissertation topic, and the other to satisfy the requirements of the literature review. Each essay is 18 to 20 pages and is read by two core faculty members in the department. Students are required to register separately for each comprehensive exam. Prerequisites: 36 ANTH units; ANTH student.
**East-West Psychology**

MA in East-West Psychology

PhD in East-West Psychology

Certificate in East-West Spiritual Counseling

Certificate in Ecoresilience Leadership

Accelerated Tracks: BAC/MA or MA/PhD

---

**Department Chair**

Debashish Banerji, PhD

**Core Faculty**

Craig Chalquist, PhD

Ishtar Kramer, MA

Helge Osterhold, PhD

Janis Phelps, PhD

Carol Whitfield, PhD

**Adjunct Faculty**

Alzak Amlani, PhD

Susana Bustos, PhD

Heidi Fraser Hageman, PhD

Don Johnson, PhD

Kimmy Johnson, PhD

Stephen Julich PhD

Sean Kelly, PhD

Mira-Michelle Kennedy, MA

Bia Labate, PhD

Sam Malkemus, PhD

Robert McDermott, PhD

Sophia Reinders, PhD

Bahman Shirazi, PhD

Jun Wang, PhD

Yi Wu, PhD

---

**About the East-West Psychology Program**

Founded in 1975, East-West Psychology (EWP) is a multidisciplinary department concerned with the meeting of Eastern, Western, and indigenous psychological and spiritual traditions. Through its unique combination of cognitive and experiential offerings, EWP grounds academic excellence and the acquisition of professional skills in both the personal transformation of students and the cultivation of a spiritually informed scholarship. As an academic field, EWP constitutes a larger context for many disciplines that explore the interface of psychology and spirituality, including, Asian psychologies, modern consciousness studies, participatory spirituality, shamanic, Earth-based, and indigenous traditions, depth psychology (Jungian, archetypal, and psychoanalytic), contemplative psychology, religious comparative studies, ecopsychology, and transpersonal and integral psychology. Approaching the encounter among Eastern, Western, indigenous and integral worldviews in the spirit of dialogue, open inquiry, and mutual transformation, we actively explore the practical implications and professional applications of this convergence for our diverse and multicultural world. This commitment also entails bridging psychospiritual growth with social, cultural, and ecological transformation. The EWP department offers an MA, a PhD, two certificates, and two accelerated tracks, all of which are described below.

**Integral Transformative Education**

EWP prepares a new type of psychologist: an integral psychospiritual practitioner, mentor, scholar, and community wisdom resource educated at the intersection of the wisdom traditions and practices of East, West, and Earth. This nonlicensed “mettapsychologist” brings mentoring, healing, knowledge, communications and mindfulness skills, etc. out into a rapidly changing world to tend psyche, soul, and spirit among humans and nonhumans alike.

The department 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 learning. Additionally, at the doctoral level, it encourages the integration of various research methodologies (e.g., theoretical, phenomenological, narrative, heuristic, autoethnographic, participatory and/or activist),
standpoints (e.g., first-, second-, and third-person approaches to knowledge), and epistemologies (e.g., contemplative, intuitive, practical and 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, volitional, imaginal, intellectual, intuitive). 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 and 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, and 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 in 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, carried out as fieldwork in both the MA and PhD degrees.

**Research Culture**

The department encourages a culture of research through promotion of publications and sharing of research through activities such as speaking forums, conferences, advanced seminars, collaborative projects and other platforms. In furtherance of this culture, the department offers limited funds to support EWP students’ presentation of their ongoing work at professional conferences. To qualify for the scholarships, candidates need to submit official notification that the conference’s organizing committee has accepted their presentation.

**About the East-West Psychology MA Program**

Students complete 36 units of coursework, including an integrative seminar in their final semester in which they reflect on their learning by creating a portfolio of their most important work and envisioning professional goals. As they gain foundational knowledge in Eastern, Western, earth-based, cross-cultural and integral spiritual traditions and psychological approaches, students take electives inside or outside the program to either build an area of specialization or explore different areas of interest.

All students take 7 units of core requirements, 3 units from each of the four major areas – East, West, Earth and World (12 units), and electives, which may cover a general understanding or belong to an area of specialization, such as Depth Psychology, Asian Psychologies, Ecopsychology, Indigenous Studies, Integral and Transpersonal Psychology, Culture and Psychology, Psychospiritual Practice or Spiritual Counseling. Students will decide on their courses of choice in consultation with a departmental advisor. For a general comprehension, the student must take at least 9 units of his/her remaining 17 units from among relevant EWP electives. For an area of specialization, students must take at least 12 units in the chosen area of specialization (including required courses).

**Areas of Specialization**

**Asian Psychologies**

Asian spiritual traditions, including forms of Hindu and Buddhist yoga, Daoism, Confucianism Shinto and other shamanic traditions, have contributed most extensively to transpersonal understandings of human psychology. Notwithstanding the increasing commercial prominence of these traditions in our times, our interest in them arises from this potential for redefining our understanding of human psychology and providing transformational tools for the creation of new subjectivities of the future.
This area of specialization aims to maximize an exploration of these traditions and practices in themselves and in relation to modern Western psychology.

**Depth Psychology**
Depth Psychology is concerned with the totality of the personality, 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 specialization take into consideration Eastern wisdom in relation to the particular school of psychology studied.

**Ecopsychology**
Ecopsychology courses explore the relationship between the human mind and the natural world, as well as its implications for psychospiritual, social, cultural, and ecological harmony and wholeness. Ecopsychology lays at the intersection of a number of fields of inquiry, including environmental philosophy, psychology, and ecology, though it is not limited by any disciplinary boundaries. Courses cover topics such as terrapsychology, living systems theory, and wilderness rites of passage.

**Indigenous Studies**
Students doing their area of specialization in this area learn both theoretical and practical knowledge of beliefs and practices of a variety of systems falling under the rubric of indigenous studies. Indigenous Studies includes earth-based approaches to psychospiritual healing. Topics include shamanism (which we see as the practice working with spirits—divine, demonic, or ancestral—for the purposes of healing or gaining knowledge necessary for the wellbeing of the community), working with the ancestors, entheogens, and techniques for attaining ecstatic states, psychospiritual healing, dreams and dream work, and ecology and shamanism.

**Integral and Transpersonal Psychology**
Integral and 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, whole person psychology, integral psychology, 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.

**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.

**Culture and Psychology**
These courses move beyond the purely personal focus of mainstream Western psychology to include the cultural dimension in which all human consciousness is embedded. Coursework focuses on understanding and appreciating a full range of diverse values and perspectives as they express themselves socially and psychologically. Social justice approaches are also included.

**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, Qi-gong), Western (e.g., Christian contemplative techniques, Sufism), and indigenous disciplines (e.g., wilderness rites of passage, shamanism), contemporary participatory spirituality, and socially-engaged practices and service learning (e.g., the course: Leadership, Evolution, and Transformative Change).

**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 flyer, business cards and stationery, the creation of a syllabus for a course offering, a PowerPoint presentation, the design of a workshop, the draft of a presentation at a conference, and/or a simulated teaching experience.

**MA Admissions Requirements**
Applicants must have earned a bachelor’s degree and meet the general admissions requirements of the University. Interested applicants who still need to complete their BA should be aware of the BA/MA accelerated track in EWP. The BA/MA accelerated track involves students taking one course in East-West Psychology every semester along with coursework required for their BA degree. Permission of both East-West Psychology and the Dean of the School of Undergraduate Studies is required.
For more information on the accelerated BA/MA track, visit http://www.ciis.edu/academics/bachelors-completion-program/accelerated-ba-and-ma/mfa.

MA Applicants complete an online application to initiate the admissions process. Two letters of recommendation are required from individuals familiar with the applicant’s academic work and preparation for graduate work, as are a writing sample, an autobiographical statement, a goal statement, and official transcripts. International applicants must have their transcripts evaluated by the World Education Services (WES, http://www.wes.org/students/) as part of their application. An undergraduate major in psychology is not necessary for submitting an application for the MA in EWP but a strong interest in psychology and an interdisciplinary orientation are assumed. Successful candidates for admission to the program typically have the following qualifications: a vision that is compatible with the program’s mission, a path of personal and/or spiritual growth, sufficient maturity and stability to pursue independent inquiry, basic competence in communication and dialogical skills, demonstration of respect for a diversity of viewpoints, the ability to articulate clear educational and professional goals, basic scholarly writing skills, and an openness to multiple ways of knowing and whole-person learning. Students with insufficient background in psychology may be required to take additional courses drawn from the East-West program as corequisites to the MA.

Accelerated MA/PhD Option
Normally, completing an MA and then a PhD in EWP requires 72 units of coursework in addition to writing a dissertation. A 60-unit MA/PhD option is available for students who consistently produce advanced and accelerated academic work during their Master’s degree studies. The 18–24 PhD units of pre-dissertation coursework required for this option focus primarily on research and advanced seminar courses, allowing fewer electives than the usual 36-unit program.

Admissions Process
All students applying for the accelerated MA/PhD track must first apply for and be accepted in the master’s program. Upon completion of a year of MA coursework, students interested in this track should contact their advisor to discuss their progress that year and their readiness for the accelerated track. During the second year of the MA, in the final semester, interested students will apply as a continuing student for the EWP accelerated PhD track and go through the traditional admissions process, wherein letters of recommendation, a goal statement, research/writing samples, and a graduate transcript are submitted, and faculty review applicant materials and conduct interviews. The student’s advisor must provide one of the two letters of recommendation. All students who wish to pursue this track must demonstrate PhD-level writing and research skills, superior self-direction, sufficient psychological maturity for PhD work, good grades, and a clear and workable dissertation topic. Students accepted into the MA program conditionally may be required to take specific courses within the department to meet curricular standards. PhD admits conditionally accepted may be required to take additional units above the 36 required for the PhD in order to meet curricular standards.

Curriculum
MA in East-West Psychology—36 Units
All classes 3 Units unless otherwise specified

I. Core Requirements—7 Units
EWP 6000 EWP Community Retreat (1 Unit)
EWP 6001 Introduction to East-West Psychology (2 Units)
EWP 6015 MA Integrative Seminar (1 Unit)
EWP 6329 Conscious Diversity (2 Units)
EWP 6330 Knowledge Work and the Modern Academy (Online, 1 Unit)

II. Directed Requirements – one from each of the following four categories - 12 Units
East
EWP 6043 Introduction to Yoga Psychology
EWP 6051 Eastern Theories of Self, Mind, and Nature
EWP 6113 Buddhist Psychospirituality through Asian Art
EWP 6327 Transformative Themes in the Upanishads

West
EWP 6245 Archetypal Psychology
EWP 6235 Integral Approaches to Dreams
EWP 6120 Gnosticism: Ancient Insights, Contemporary Applications
EWP 7311 Jungian Psychology and East-West Spirituality

Earth
EWP 6112 Wilderness Rites of Passage
World
EWP 6046 Jung, Nonduality and Ecopsychology
EWP 6261 Psychology of Death and Dying: An Integral Approach
EWP 6123 Applied Folklore: Retelling Yesterday’s Stories for Today
EWP 9106 Contemplative Traditions and Practices

Optional Areas of Specialization (at least 9 Units)
1. Asian Psychologies
EWP 6043 Introduction to Yoga Psychology
EWP 6051 Eastern Theories of Self, Mind, and Nature
EWP 6113 Buddhist Psychospirituality through Asian Art
EWP 6320 The Dao of Life Cultivation in Chinese Traditions
EWP 6321 How to Cultivate Qi
EWP 6326 Chinese Mind-Body Healing Systems: An Interdisciplinary Approach
EWP 6327 Transformative Themes in the Upanishads
EWP 6681 Wisdom Texts, East and West
EWP 7510 The Psychology of Advaita Vedanta
EWP 7611 Sri Aurobindo and Modern Thought

2. Depth Psychology
EWP 6046 Jung, Nonduality, and Ecopsychology
EWP 6149 Animal Dreams: Visitations from the Wild Psyche
EWP 6245 Archetypal Psychology
EWP 6325 Psyche, Self, and Nature
EWP 6374 Applied Myth (Online)
EWP 7311 Jungian Psychology and East-West Spirituality
EWP 7731 Dreaming the Soul, Dancing the Dream: A Jungian Dreamcatcher (1 Unit)
EWP 9406 Jung’s Red Book (Online)

3. Ecopsychology
EWP 6046 Jung, Nonduality and Ecopsychology
EWP 6107 Ecopsychology and Expressive Arts: Reawakening the Wild Heart of Being (1 Unit)
EWP 6112 Wilderness Rites of Passage
EWP 6115 The Systems View of Life (Online)
EWP 6117 Ecospiritsruality and Creative Expression: Touching the Sacred Within and Without (1 Unit)
EWP 6149 Animal Dreams: Visitations from the Wild Psyche (1 Unit)
EWP 6165 Leadership, Evolution, and Transformative Change
EWP 6320 The Dao of Life Cultivation in Chinese Traditions
EWP 6325 Psyche, Self, and Nature
EWP 6348 Ecotherapy (Online)

4. Indigenous Traditions
EWP 6149 Animal Dreams: Visitations from the Wild Psyche (1 Unit)
EWP 6467 Ayahuasca, Spirituality, and Science: Indigenous and Shamanic Traditions (2 Units)
EWP 6496 Indigenous and Shamanic Traditions
EWP 6537 Entheogenic Shamanism
EWP 7011 Indigenous Traditions: Ancestral Consciousness and Healing

5. Integral and Transpersonal Psychology
EWP 6043 Introduction to Yoga Psychology
EWP 6235 Integral Approaches to Dreams
EWP 6261 Psychology of Death and Dying: An Integral Approach
EWP 6752 Transpersonal Psychology

6. East-West Spiritual Counseling
EWP 6011 Nondual Perspectives in Spiritual counseling
EWP 6235 Integral Approaches to Dreams
About the East-West Psychology PhD Program
Students complete 36 units of coursework and write a dissertation. The program of study consists of foundational courses, research methods courses, research colloquia, advanced seminars, a student-designed area of specialization, one comprehensive exam, and a dissertation. Students focus on a specific area of study and develop methodological skills. They work closely with their advisors to design an individualized curriculum and participate in research colloquia to articulate their dissertation research project.

PhD Admissions Requirements
Applicants must meet the general admissions requirements of the University and have an MA in EWP or its equivalent (e.g., academic background in humanistic, Jungian, or transpersonal psychologies, psychology of religion, or religious studies). For those who do not have a background in East-West psychology, up to 12 units of courses drawn from the MA in East-West Psychology core requirements and directed electives may be required. Applicants complete an online application to initiate the admissions process. Two letters of recommendation are required from individuals familiar with the applicant’s academic work and preparation for graduate work, as are a writing sample (e.g., an outstanding essay, article, or selected chapter from a master’s thesis), an autobiographical statement, a goal statement, and official transcripts. International applicants must have their transcripts evaluated by the World Education Services (WES, http://www.wes.org/students/) as part of their application.

Successful candidates for admission in the program typically have the following qualifications: a vision that is compatible with the program’s mission, a path of personal growth and/or spiritual growth, sufficient maturity and stability to pursue independent self-inquiry and sustained research, competence in communication and dialogical skills, demonstration of respect for a diversity of viewpoints, an openness to multiple ways of knowing and whole-person learning, the ability to 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.

Curriculum
PhD in East-West Psychology—36 Units
All classes 3 Units unless otherwise specified

I. Core Requirements—5 Units
EWP 6000 EWP Community Retreat (1 Unit)
EWP 6001 Introduction to East-West Psychology (2 Units)
EWP 6329 Conscious Diversity (2 Units)

II. Research Courses—10–11 Units
A. Required
EWP 7034 Qualitative Research Methods
EWP 8100 Research Colloquium A (Online)
EWP 8100 Research Colloquium B (Online)
EWP 8510 Theoretical Research Methods

B. Research Electives
Select a minimum of one. Discuss other options, such as research courses from other departments, with an academic advisor:
EWP 7300 Narrative Research: Art-Based, Feminist, Queer, Terrapsychological, and Narrative Methods
EWP 7878 Research on Embodied Experience: Phenomenology, Heuristic, and Case Study
EWP 8511 Collaborative, Participatory, and Action Research

III. Advanced PhD Seminars—6 Units
Two of the following:
EWP 9004 Jung and the East
EWP 9005 Gnosticism, Alchemy, Terraspirituality
EWP 9010 Integral Scholarship
EWP 9104 Principles of Healing
EWP 9106 Contemplative Traditions and Practices
EWP 9107 Archetypal Mythology
EWP 9406 Jung’s Red Book (Online)
EWP 9411 Spiritual Counseling
EWP 9431 Jung
EWP 9566 Comparative Mysticism
EWP Comprehensive Examination (completed as part of one of the two required advanced PhD seminars)

IV. Area of Specialization—15–17 Units
Possibilities include:
- Asian Psychologies
- Depth Psychology
- Indigenous Studies
- Ecopsychology, Culture and Psychology
- Integral and Transpersonal Psychology
- East-West Spiritual Counseling
- Psychospiritual Practices
(See MA information above for descriptions and course listings, and discuss options with an academic advisor.)

V. Dissertation Seminar—0 Units
EWP 6900 Thesis/Dissertation Proposal Completion
EWP 7900 Thesis/Dissertation Seminar

Advanced Certificate in East-West Spiritual Counseling
The East-West Spiritual Counseling Certificate is a two-semester program that provides a 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 teaches Eastern and Western meditative techniques and teachings, which can be helpful in bringing about a deep sense of well-being. The certificate is offered to licensed mental health professionals and pastoral counselors who are currently enrolled in East-West Psychology.

Certificate Learning Outcomes
After completing this program, participants will have the following:
- An understanding of the relationship between one’s spiritual container and psychological health.
- A realization of the importance of bringing to consciousness the underlying spiritual assumptions that hold us.
- Specific tools for facilitating the examination of spiritual assumptions.
- A working knowledge of Eastern and Western spiritual teachings that can be transformative to people seeking spiritual counseling, regardless of spiritual orientation.
- Development of the fundamental basis of a spiritual counseling practice.

Curriculum Overview
Students are required to complete 18 units, consisting of 6 units of core courses and 12 units of directed electives.
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.

Certificate in East-West Spiritual Counseling Curriculum—18 Units

Fall Semester
EWP 7793 Spiritual Counseling Skills
EWP ____ Spiritual Counseling Directed Elective
EWP ____ Spiritual Counseling Directed Elective

Spring Semester
EWP 6011 Nondual Perspectives in Spiritual Counseling
EWP ____ Spiritual Counseling Directed Elective
EWP ____ Spiritual Counseling Directed Elective

Sample Spiritual Counseling Directed Electives
EWP 6235 Integral Approaches to Dreams
EWP 6239 Conscious Diversity
EWP 6261 The Psychology of Death and Dying
EWP 7311 Jungian Psychology and East-West Spirituality

Certificate in Ecoresilience Leadership
This program offers current MA and PhD students knowledge acquisition and mentoring skills for psychologically addressing global ecological crises such as climate change. Students learn practices and models for helping people move from passivity, overwhelm, and other counterproductive states into responses that blend deep reflection with thoughtful action on behalf of Earth-honoring forms of ecoresilient community. Earth-honoring ways of relating to self, community, nature, and place depend ultimately on recovering a deep sense of re-enchantment, of inhabiting an animate, wondrous world.

Program Learning Outcomes
Upon completion, students will be able to:
- Facilitate discussion circles for people concerned about climate change
- Offer tools for educating others about the psychodynamics of global ecological change
- Mentor others in learning how to feel more deeply at home where they live and work
- Pool and utilize knowledge geared toward fusing deep reflection with effective action

Curriculum Overview
Students are required to complete 12 units, consisting of 6 units of core courses and 6 units of directed electives. Students can spread the coursework over four or more semesters as they weave in the certificate requirements with those of the MA or PhD degree. When students enroll in the certificate program, Ecoresilience Leadership becomes their area of specialization.

Dual MA/PhD and Certificate Students
Courses taken for the East-West Spiritual Counseling Certificate can apply toward the East-West Psychology MA and PhD requirements.

Certificate Admissions Requirements
Current MA and PhD students are eligible for the certificate and may take the required coursework. This certificate is available only for matriculated East-West Psychology and CIIS students whose degree programs allows for at least 12 units of electives in another program.

Certificate in Ecoresilience Leadership Curriculum—12 Units

Fall Semester
EWP 6115 The Systems View of Life (Online)
EWP 6165 Leadership, Evolution, and Transformative Change
EWP ____ Ecoresilience Directed Elective
Spring Semester
EWP 6348 Ecotherapy (Online)
EWP ___ Ecoresilience Directed Elective

Sample Ecoresilience Leadership Directed Electives
EWP 6107 Ecopsychology and Expressive Arts: Reawakening the Wild Heart of being (1 Unit)
EWP 6112 Wilderness Rites of Passage
EWP 6117 Ecopsychology and Creative Expression: Touching the Sacred Within and Without (1 Unit)

Course Descriptions

EWP 6000 East-West Psychology Community Retreat (1 Unit) PF Grade Option
This is an off-campus retreat for all new MA and PhD students. Emphasis placed on community building, storytelling, interactive exercises, and interpersonal communication skills. Prerequisite: EWP student

EWP 6001 Introduction to East-West Psychology (2 Units) PF Grade Option
East-West Psychology (EWP) is concerned with the meeting of Eastern, Western, and indigenous psychological and spiritual traditions, as well as its transformative applications for our modern world. This foundational course encourages students to approach the encounter among such diverse worldviews in the spirit of respectful dialogue, cultural/ethnic sensitivity, open inquiry, and mutual transformation. To this end, the course provides an opportunity to discuss some central issues of the cross-cultural encounter, such as orientalism, East-West polarization, ideological universalism, cultural appropriation, and “going native.” The course also offers a brief overview of selected aspects of the East-West encounter, the interface between the modern West and indigenous and emergent spiritualities. Through structured dialogue and small group work, participants will deepen their knowledge of group dynamics and interpersonal communication skills. The course includes a panel with EWP core faculty members and a guest presentation by Fellows of the CIIS Center for Writing and Scholarship. Prerequisite: EWP student

EWP 6011 Nondual Perspectives in Spiritual Counseling (3 Units) OP Grade Option
Students explore traditional methods of directly apprehending nonduality, reflect on the effects on their own psychology, and integrate their understandings into therapeutic schools and methods. Prerequisite: Priority to EWP students

EWP 6015 Integrative Seminar (1 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 6043 Introduction to Yoga Psychology (3 Units) OP Grade Option
Yoga is a term with both a broad and general meaning and a narrower and specialized meaning in the country of its origin. The West has its history of reception of the term, which has colored its meanings. In this course, we will look at the broader understanding of yoga as a pervasive Indic cosmo-psychology and an occult anatomy with its archive of practices, cultural expressions and goals related to life-choices. Taking a historical approach, we will explore the roots of yoga practice in the Indus Valley, the cosmological and psychological maps of the Vedas and Upanishads, the occult world of deities and supernaturals, the psychology of ritual, soul and reincarnation, the constitution of human nature, the psychology of knowledge, moksha and samadhi, the Gita's synthesis, the will and its uses, bhakti or devotion, the Tantric system of kundalini and the chakras; siddhis or paranormal powers, and cultural expressions influenced by these understandings. Finally, we will consider attempts at integrating these structures and processes and the utilities of yoga psychology to (post-) human potential.

EWP 6046 Jung, Nonduality, and Ecopsychology (3 Units) OP Grade Option
This course offers an interdisciplinary exploration into the transpersonal dimensions of ecopsychology. The course will take place offsite at a farm where we will learn nondual meditative practice and investigate the implications of applying these practices to depth and ecopsychological perspectives. There will be a strong experiential component to the course.

EWP 6051 Eastern Theories of Self, Mind, and Nature (3 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.

EWP 6074 Western Mystical Traditions: Judaism, Christianity, Islam (3 Units, Online) 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.
EWP 6088 The Song of the Body: Embodied Expressive Arts in the Unfolding of Soul (1 Unit) OP Grade Option
Transformation begins in our sensing, perceiving, feeling, and moving body, in which our psyche is embedded. The non-verbal language of the expressive arts invites us to give embodied creative expression to the soul’s images. Participants in this course give creative voice to the body in the healthful unfolding of the psyche through drawing, and painting, movement, collage, voice, and other symbolic embodied practices.

EWP 6107 Ecopsychology and Expressive Arts: Reawakening the Wild Heart of Being (1 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.

EWP 6108 Ecopsychology: Foundations, Applications, Frontiers (3 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.

EWP 6112 Wilderness Rites of Passage (3 Units) PF Grade Option
Ancient cultures performed rites and ceremonies as a way of renewing their connection with the Earth and their communities. This course introduces ancient rites of passage while giving students the opportunity to experience the initiatory threshold in a safe yet challenging way with a solo vision quest in the wilderness. The ceremony follows the traditional stages of a rite of passage: severance (leaving behind what is familiar); threshold (the actual solitude and fasting); and reintegration (return to the community with gifts and insights). Prerequisite: Priority to EWP students

EWP 6117 Ecospirituality and Creative Expression: Touching the Sacred Within and Without (1 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 6120 Gnosticism: Ancient Insights, Contemporary Applications (3 Unit) OP Grade Option
More than two thousand years ago, small groups of reflective and educated seekers living in the Eastern Mediterranean region began forming study circles. These circles featured teachings and rituals designed to offer access to the spark of the divine inside us. As they met and prayed, they also told stories, and these became the Gnostic gospels; “gnosis” refers to a spiritual knowing through direct experience as enriched by ceremonies, conversation, and reimagined mythology. In this course we will study their texts, inquire into the nature of their kind of gnosis, and explore how Gnosticism made a resurgence and now informs many areas of modern life.

EWP 6121 Terrapsychology: Coming Home to a Reenchanted Planet (3 Unit) OP Grade Option
Terrapsychology explores how terrain, place, element, and natural process show up in human psychology, endeavor, and story, including myth and folklore. What we do and who we are links to where we are, and when. What emerges when we listen, imagine, and feel into rich intersections of psyche, story, symbol, body, mood, and place? When we put the presence of world at the center of psychology? We will learn methods, ideas, and practices for reimagining and restorying how deeply and intimately our psychological life is involved with our surroundings, whether human or other than human.

EWP 6122 Enchantivism: Transforming Culture with Stories of Inspiration and Hope (3 Unit) OP Grade Option
Too often, the language of reform and social change is permeated by negative information, depressing statistics, and emotion-numbing catastrophic scenarios. In this course we will examine many examples of the uses of story and inspiration for energizing ourselves and each other. Enchantivism is for non-heroes who either never felt called to direct activism or have served as activists and become burnout with it. We will explore how changing the story changes the entire game.

EWP 6123 Applied Folklore: Retelling Yesterday’s Stories for Today (3 Unit) OP Grade Option
Folk tales, fairy tales, legends, and myths are much more than stories to entertain children or archaic explanations for weather. In them resides the inner wealth and depth of entire cultures. This course retells, and inquires, into tales from around the world, using several important lenses—including depth psychology and ecopsychology—to listen in on the wisdom these tales offer us as we grapple with the issues of our time.

EWP 6149 Animal Dreams: Visitations from the Wild Psyche (1 Unit) OP Grade Option
This course suggests a shift from an anthropocentric to an eco-centric sensibility toward the dreaming psyche as a doorway to genuine care for the Earth. When at night in our dreams we are visited by other-than-human inhabitants of our planet, the Earth’s psyche discloses itself to our own primal soul, our Earth-soul. Animal dreams help us to reflect on what the living Earth is asking of us today. Throughout our sessions, creative practices deepen our attunement to the animals and life forms who visit in our dreams.

165
EWP 6165 Leadership, Evolution, and Transformative Change (3 Units) OP Grade Option
This course is an experiential, hands-on exploration of leadership that arises from inner wisdom and core values, and which carries great potential to foster personal, professional and/or planetary transformation. Self-reflection and psychological and spiritual awareness will be explored as foundational for empowering leadership, where self and others are enabled toward greater personal and professional expression in the world, and a more profound sharing of one’s gifts in the workplace and community. Over the course of the semester, students conceive and manifest a leadership project from start to finish. Students will explore a variety of leadership approaches, practices, and theory including those that, (a) access vision, courage, and the ability to understand complexity and co-create new patterns, paradigms, and possibilities in any area of life, (b) are based on one’s deepest wisdom, values, integrity, authenticity, compassion, creativity, and peace-making, and (c) speak to embodying change, designing change, and actualizing change in the world with specific results. Students will also learn and practice skills and tools for enhancing clarity of purpose, passion, commitment, emotional and cultural intelligence, and one’s purpose in the world, as well as leadership skills related to cultivating resilience. This course is a core requirement for the Eco-Resilience Leadership Certificate offered through the East-West Psychology department.

EWP 6113 Buddhist Psychospirituality through Asian Art (3 Units) OP Grade Option
This course will take a sectarian, historical and regional approach to the art of Buddhism in Asia. It will first approach the early expressions of Buddhism in India and then trace the expansion of Theravada Buddhism to Sri Lanka and Southeast Asia and of various schools of Mahayana and Mantrayana Buddhism, such as the cults of Maitreya, Avalokiteshvara, Vairochana, Shingon, Tibetan Vajrayana and Chan/Zen Buddhism. In all these cases, it will aim at showing how the art reflects the doctrine. It will end with a consideration of modern and contemporary expressions of Buddhist art in Asia.

EWP 6114 Auroville, “City of Dawn”: An Immersive Research Experience (3 - 4 Units) OP Grade Option
This immersive research experience includes a total of three components for a summer course in Auroville. The components include options of a two week (1 Unit) or one-month (3 Unit) research study on Auroville as a social community of integral living, and guided outstation study trips to some of the awe-inspiring artistic monuments of South India (1 Unit).

EWP 6115 The Systems View of Life (3 Units) OP Grade Option
This course explores the new systemic conception of life at the forefront of science and its application to a variety of disciplines. The new conception of life is a unified view that integrates life’s biological, cognitive, social and ecological dimensions. At the very core of the new understanding of life we find a profound change of metaphors: from seeing the world as a machine to understanding it as a network. This new science of life is now being developed by outstanding researchers and their teams around the world. The course will explore a unique synthesis of their concepts and ideas and integrated them into a single coherent framework. The new conception of life is called a “systems view” because it involves a new kind of thinking—thinking in terms of relationships, patterns, and context. In science, this way of thinking is known as “systems thinking,” or “systemic thinking,” because it is crucial to understanding living systems of any kind—living organisms, social systems, or ecosystems. Systems thinking makes us aware of the fact that the major problems of our time—energy, economics, climate change, inequality—are all interconnected and interdependent. They are systemic problems that require corresponding systemic solutions. The course will present the conceptual tools to understand the nature of our systemic problems and to recognize the systemic solutions that are being developed by individuals and organizations around the world. Prerequisite: Priority to EWP students

EWP 6204 The Body in the Transformation of Consciousness - Awakening Joy at the Heart of Being (1 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 6235 Integral Approaches to Dreams (3 Units) OP 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 and investigates models that attempt to integrate both. The class uses lecture, discussion and storytelling as well as multi-modal inquiries and embodied practices to facilitate the unfolding and understanding of dreams. The experiential aspect of this course is designed for a meaningful and safe personal exploration of the potential for wisdom and healing in dreams.

EWP 6245 Archetypal Psychology (3 Units) OP Grade Option
James Hillman, founder of Archetypal Psychology, bases his explorations on a complex metaphorical strand derived primarily from C.G. Jung’s ideas, methods, and deeper attitudes. An ingenious and pioneering heir to Jung, Hillman liberates himself from scientific and therapeutic constraints within modern psychology and seeks his grounding in imagination and the realms of soul-making, anima mundi and the poetic basis of mind. This course focuses on both, a scholarly exploration of some of Hillman’s creative and often radical ideas, as well as on an embodied inquiry process, working with dreams, poetry, art and myth, to
become familiar with the Archetypal approach and reflect upon one's personal mytho-poetic journey. Prerequisite: Not open to Undergraduates

**EWP 6261 The Psychology of Death and Dying: An Integral Approach (3 Units) OP Grade Option**
This course allows students to develop a deeper understanding of death and dying and, through that exploration, a more mindful experience of living. Emphasis on the study of East-West theories of death and dying, the spiritual potential of life-threatening illness, and psychospiritual counseling for the dying and their caregivers.

**EWP 6320 The Dao of Life Cultivation in Chinese Traditions (3 Units) OP Grade Option**
Life cultivation (yang sheng in Chinese), refers to the realization of sublime human potentialities by following the Dao or Heaven’s way of living. An important concept since ancient times, life cultivation consists of a variety of practices based on two distinct philosophical traditions, i.e. Daoism and Confucianism. This course explores the idea of life cultivation with a focus on the holistic and aesthetic modes of living rooted in Chinese cultural tradition. Subjects include Daoist philosophies, Confucianist ethics, principles of traditional Chinese medicine, and the spiritual expressions in traditional music, calligraphy and paintings. Students will have hands-on experiences in class.

**EWP 6321 How to Cultivate Qi (Life Energy) (1 Unit) OP Grade Option**
Qi (life energy) plays a pivotal role in the balance of the yin-yang dynamic underlying all changes of nature, including the physical and emotional bodies of human beings. Qi flows internally through the meridians—connecting the body and mind as a whole. The health and vitality of our bodies and minds rely on the harmonious state of Qi. In this one-unit course, students obtain embodied knowledge and deeper understanding of Qi cultivation through Qigong exercises.

**EWP 6322 Jungian Ancestor Dialogues (1 Unit) OP Grade Option**
Inquiry into how Jung’s psychology connects to ancestral healing. Using creative and transformative tools, students will learn how Jungian practices can be used to deepen relationship with previous generations.

**EWP 6325 Psyche, Self, and Nature (3 Units) OP Grade Option**
This course offers students an opportunity to engage deeply in an exploration of Jung’s many insights into our relationship to Psyche and Nature. What is the nature of the Jungian Psyche and its relationship to all beings, the earth, and the cosmos? As part of this interdisciplinary exploration, depth/transpersonal dimensions of the Psyche and Nature will be viewed through a nondual lens, shifting our understanding of Self and its relationship to the whole. Several meditative practices and active imaginations will be explored. There will be a strong self-reflection and experiential component to the course.

**EWP 6326 Chinese Mind-Body Healing Systems: An Interdisciplinary Approach (3 Units) OP Grade Option**
The course adopts an interdisciplinary approach —drawing on biomedicine, cultural history, anthropology, and philosophy—to the study of Chinese mind-body healing systems. We will study and analyze the basic concepts and systems of Chinese mind-body healing in its intellectual, cultural, and global context. The course will emphasize the following components: (i) comprehensive study of fundamental theories in Chinese healing systems, including reading primary texts (in translation); (ii) practice of basic clinical diagnose skills and acupressure (iii) critically assessing contemporary debates and research on Chinese mind-body systems.

**EWP 6327 Transformative Themes in the Upanishads (3 Units) OP Grade Option**
The Upanishads are the earliest proto-philosophical texts of India. Upanishad literally means “to sit near” and refers at once to close circles of initiates and a language use expressive of intimacy to the truth. Part of a vast oral tradition of yoga, these texts thus use language as a means of praxis, as much poetry as philosophy. They are primarily contemplative texts, developing a variety of means for approaching nondual experience. In this course, we will consider passages from the principal Upanishads with view to understanding its transformative devices, their relation to yoga practice and the goals they work towards.

**EWP 6328 Phenomenology of the Body (3 Units) OP Grade Option**
The focus in the various activities of this course—experiential exercises, reflections, writings, readings—will be on how to expand accessibility of the realm of immediate experience and to allow that experience to emerge in meaningful language and thought. For textual underpinnings for our investigations, we examine selected texts from Husserl and Merleau-Ponty, and from contemporary scholars, who have devoted their lives both to intellectual and experiential studies. Students will engage in their own phenomenological investigations, taking cues from the readings in relation to areas of particular interest to them. Periodic and final papers will be accounts of those experiments and include the student’s provisional conclusions.

**EWP 6329 Conscious Diversity: Inner and Outer - A Diversity Process Class (2 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 skilful 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 6330 Knowledge Work and the Modern Academy (1.00 Unit, Online) OP Grade Option
This course will introduce the modern knowledge academy as a form of discourse and culture. With its roots in the 17th c. European Enlightenment, the modern knowledge academy is a decentralized global space of research held together by methods of knowledge production, expression, exchange and archiving, a culture of plurality and evidence-based critical reasoning. The course will also discuss contemporary and revisionary trends in academic thought and culture.

EWP 6332 Expanded States of Consciousness and Psychotherapy (3 Units) OP Grade Option
This course will consider how aspects of their lives have been affected by their own past experiences of expanded states of consciousness. Various techniques for accessing expanded states of consciousness will be discussed, as well as the ways they create opportunities for healing and growth. Emphasis will be placed on the importance of maximizing the benefits of the experience of expanded states of consciousness through preparation and integration. This course will also provide current practicing therapists with tools to better support their clients who are actively experiencing expanded states of consciousness.

EWP 6348 Ecotherapy (3 Units, Online) OP Grade Option
The course will offer ways of navigating the emotional experience of climate change, the varied methods and techniques of facilitating a deeper connection with place, and creating a grounded context for ecoadvocacy. The course will consider what is demanded of a practitioner/guide in holding a capacity for ecogrief and constructively supporting environmental proaction while care-fully managing an encounter with very real environmental change. We will look at ways to manage the tension between despair and holding an integrity of response to a vast and changing system that far exceeds the personal experience. This course will draw upon the wisdom and perspective of a variety of guest presenters who offer a range of approaches from somatic or spiritual nature.

EWP 6374 Applied Myth (3 Units, Online) OP Grade Option
This online course will introduce you to mythology from a psychological standpoint. We will see how mythic motifs from around the world come back to life every day, inwardly and outwardly, and will trace their signature in current events. We will also entertain the question: What would a mythically based activism of storytelling be like?

EWP 6403 Inquiry into True Nature: Exploring Body, Personality and the Soul (2 Units) OP Grade Option
How does our True Nature move through these various dimensions of our Being—body, personality and the soul? By opening a space of curiosity—a genuine interest to look at our experience and developing the skills of deep inquiry—we discover how the force of True Nature moves through our lives to optimize our experience of unfoldment. By sensing and inquiring into the immediate arising of our consciousness, even blocks, distortions, traumas and fears, becomes doorways into where our soul is and how it wishes to develop. Our soul is the vessel through which we have all levels of experience and mature as unique reflections of the Divine. We include the body because feelings, sensations and the pleasure of awakening are felt there. We learn the Enneagram to understand the complex structure of personality—our conditioning, attentional patterns, where we get stuck, and ways we transcend psychological and relational barriers. This experiential, spiritual elective will teach a range of ways to inquire into one’s multi-dimensional and psychospiritual unfoldment. This will have deep personal, clinical and spiritual value.

EWP 6466 Introduction to Chinese Philosophy and Psychology (3 Units) OP Grade Option
The purpose of this course is to study the key thoughts of Chinese philosophy (Confucianism, Taoism, and Cha'an [Zen] Buddhism), the methods of Chinese philosophy, and the integral life system of philosophy and psychology. After completing this course, students will understand the spirit of Chinese philosophy and psychology, and see that Chinese philosophy is also a kind of Chinese psychology; and they will be able to apply Chinese philosophy in their lives.

EWP 6467 Ayahuasca, Spirituality, and Science (2 Units) OP Grade Option
This course will systematize and reflect on the academic knowledge of ayahuasca from an anthropological perspective. An interdisciplinary understanding and comprehensive view of this Amazonian brew will be promoted, stimulating an exchange between academic knowledge and the knowledge of practitioners. The course will offer a historical and sociocultural overview of ayahuasca shamanism, ritual, and religion in multiple modalities. Analysis of contemporary expansion, and controversies and disputes related to the internationalization of shamanism and its uses in traditional societies and in urban settings, will be encouraged. In light of this, the legitimacy of neo-shamanism will be contemplated on its own terms. Students will be introduced to the field of health-related ayahuasca studies and its main concepts. This focus will lead us to explore the continuities and discontinuities between religion and healing, as well as between sacred and profane uses. This class will help students to understand cultural and social aspects of ayahuasca in relation to artistic productions such as songs and designs and patterns associated with visions. By its conclusions, methodological, ethical, and political aspects of research will be addressed. The ultimate aim of this course is to stimulate intellectual reflection and research on this topic and enhance the development of
EWP 6496 Indigenous and Shamanic Traditions (3 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 neo-shamanic practices. The animistic belief systems shared by most Earth-based peoples are explored as a way to understand not only indigenous spiritual traditions but also ourselves.

EWP 6537 Entheogenic Shamanism (3 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 6681 Wisdom Texts, East and West (3 Units) OP Grade Option
This course includes the most profound and influential wisdom texts of the West, India, and China. Western texts include Psalms and Book of Wisdom, the middle chapters of Plato’s Republic, three chapters of Aristotle’s Ethics, and Gospel of John and first letter to the Corinthians. Eastern texts come from the Hindu and Buddhist traditions and include selections from the Upanishads, the Bhagavad Gita, and selected Buddhist sutras from the Pali and Mahayana canons. Chinese texts include Laozi’s Dao De Jing, Yellow Emperor’s Inner Cannon (Chapter 8 of the Lingshu “Rooted in Spirit”), Confucian’s The Doctrine of the Mean (Zhong Yong), and Chan (Zen) Buddhism’s Platform Sutra.

EWP 6752 Transpersonal Psychology (3 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.

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. Prerequisite: EWP student; Not advanced to candidacy

EWP 7011 Indigenous Traditions: Ancestral Consciousness and Healing (3 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 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 & Narrative Methods (2 Units) OP Grade Option
Covers methods of working with narratives in research context—interviewing, analyzing, and reporting—and looks at the methodological, theoretical, and ethical issues of doing life-history research. Prerequisite: EWP 7034

EWP 7311 Jungian Psychology and East-West Spirituality (3 Units) OP Grade Option
This course 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. The course has a dual aim: on one side, to build a solid foundation of Jung’s depth psychology, with an emphasis on his theories on the structure and dynamics of the psyche as well as on individuation and the soul journey. On the other side, the class examines Jung’s contribution towards an individual, creative and participatory spirituality, infused by and connected to the wisdom of East, West, and indigenous traditions. The class uses lecture, discussion as well as multimodal inquiries and meditation practices to explore the material. Students will gain a deeper understanding of Jung’s work and will be able to engage it for their personal process, academic work and counseling practice.

EWP 7510 The Psychology of Advaita Vedanta (3 Units) OP Grade Option
During the first part of the course, students will be exposed to the Vedantic teaching methodology, as traditionally taught in India. The intent will be to give students the Vedantic vision of the Self through the application of its teaching methodology. The second part of the course will focus on the psychology of Advaita Vedanta: the nature of the mind, the mind’s relationship to the Self, the psycho-dynamics involved in the experiences of pleasure and pain, and the place of the unconscious in Advaita Vedanta. The final portion of the course will focus on the Vedantic vision of a psychologically and spiritually mature person and the means involved in gaining such maturity.
EWP 7611 Sri Aurobindo and Modern Thought (3 Units) OP Grade Option
This course situates the modern Indian anticolonial activist, poet, philosopher and yogi, Sri Aurobindo (1872-1950), within the thought currents of the 20th c. Bringing his ideas and actions into a comparative frame with other contemporaneous thinkers, such as Vivekananda, Rabindranath Tagore, M.K. Gandhi, Henri Bergson, Teilhard de Chardin and Rudolf Steiner, the course explores the trajectories of modern nationalism, literature, spirituality, philosophy and esotericism and Sri Aurobindo’s contributions to these fields.

EWP 7731 Dreaming the Soul: Dancing the Dreama Jungian Dream Catcher (1 Unit) OP Grade Option
This course offers a reflective and experiential exploration of dreamwork from a Jungian ecopsychological perspective, as a process of befriending the soul. The soul, in turn, is understood as world soul in which the human psyche dwells. Students engage their dream images through creative movement and painting, enactment, story making, active imagination, and a creative dream journal. Through such creative embodied engagement, dream images disclose new insights, evoke rich, intuitive resonances, and instill the experience of a deeper belonging.

EWP 7793 Spiritual Counseling Skills (3 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 on the ground of global wisdom traditions and Western psychology. The class provides students with the opportunity to develop knowledge and skills towards their own East-West spiritual counseling practice by embarking on a threefold path that includes a personal inquiry into their own psycho-spiritual development, practice and paradigms, developing awareness-and-mindfulness-based skills for working with conscious and unconscious layers of the psyche, and exploration of various existential topics related to the spiritual counseling context.

EWP 7787 Research on Embodied Experience: Phenomenology, Heuristic, & Case Study (2 Units) OP Grade Option
In-depth exploration of the phenomenological method applied to psychological inquiry, and other qualitative methods of research: heuristic, grounded theory, autoethnography and case study. Prerequisite: EWP 7034

EWP 7900 Thesis or Dissertation Seminar (0 Units) PF Grade Option
The advanced student’s research and writing of a dissertation progresses with the mentorship of, and in close consultation with, their dissertation chair and committee. Prerequisite: EWP student; Advanced to candidacy

EWP 8100 Research Colloquium (1 Unit) PF Grade Option
The primary objective of this course is to provide support to doctoral students during the process of preparation of a complete dissertation proposal draft. Students are assisted in developing and defining their areas of specialization and are provided feedback on various aspects of research and writing of their dissertation proposals. The primary objective of this course is to provide support to doctoral students during the process of preparation of a complete dissertation proposal draft. Students are assisted in developing and defining their areas of specialization and are provided feedback on various aspects of research and writing of their dissertation proposals. Prerequisite: EWP PhD students

EWP 8510 Theoretical Research Methods (3 Units) OP Grade Option
This course examines non-empirical theoretical approaches to research and scholarship. Text-based theoretical research involves systematic application of a standpoint or standpoints to a body of existing knowledge with the intention of uncovering, generating, critiquing, deconstructing, or integrating meanings, theories, models, paradigms, or fields of knowledge. Methodologies, modes of scholarship, and research strategies surveyed in the course include hermeneutics, comparative studies, critical and postcolonial theory, deconstruction, feminist theory, integrative strategies and integral scholarship with emphasis on approaching research and writing as transformative spiritual practices. Prerequisite: Priority to EWP PhD students

EWP 8511 Collaborative, Participatory, and Action Research Methods (2 Units) OP Grade Option
In this course, students will be introduced to a family of research methods that together can empower and transform, inwardly and outwardly, both researcher and research participants. Students will study the philosophical and spiritual foundations supporting each method as well as their main features and practical applications. This course has a strong experiential component involving inner inquiry, contemplative dialogue, and in-class discussions. Prerequisite: EWP 7034

EWP 8799 Independent Study (1.00 - 3 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 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 Units) OP Grade Option
This Advanced Seminar is designed to give students an opportunity to bring together the psychology of C.G. Jung with world
spiritual traditions in a way that facilitates and adds to spiritual and psychological growth for themselves and for those whom they may counsel and teach or write for. “Eastern” spiritual tradition is used here in a broad and inclusive sense, referring to East-West-North-South traditions, which seek a direct and immediate relationship with a spiritual dimension of reality. Students will be asked to write a paper on this topic and present it to the group. Prerequisite: Priority to EWP PhD students

EWP 9010 Advanced PhD Seminar: Integral Scholarship (3 Units) OP Grade Option
This doctoral seminar explores progressive education models and distinguishes integral education at CIIS by examining the historical context and philosophical underpinnings. From this grounding, students will then develop for themselves what it means to be an integral writer, researcher, and educator. Prerequisite: Priority to EWP PhD students

EWP 9104 Advanced PhD Seminar: Principles of Healing (3 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. Prerequisite: Priority to EWP PhD students

EWP 9106 Advanced PhD Seminar: Contemplative Traditions and Practices (3 Units) OP Grade Option
This seminar will facilitate research in a variety of contemplative practices contextualized by the traditions to which they belong, with the aim of enhanced scholarly awareness and understanding of these practices and traditions in themselves and in a comparative frame. Practices considered will include chanting, reading, prayer, meditation on ideas (including paradox, metaphor and metonym), meditation on iconic forms, unfocused meditation, visualization, story (telling and hearing), ritual, entheogenic experience, movement, creative performance and synthetic forms. Traditions will be drawn from different regions of the world. The seminar will include introductions to the practices and their bibliography and invite student participation in researching and presenting research on topics of their choice. Prerequisite: Priority to EWP PhD students

EWP 9107 Advanced PhD Seminar: Archetypal Mythology (3 Units) OP Grade Option
This advanced seminar will explore the role, weight, and significance of life's mythic dimension from several standpoints, including those of depth psychology (the study of unconscious dynamics) and terrapsychology (the study of our deep interactions with the presence of land, place, and nature). Freud, Jung, Hillman, Campbell, Downing, Pattanaik, Hesse, 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. We will explore this claim through critical discussions of the course material, dream work, analysis of current events, and student presentations that disclose deep myth-making layers of the psyche. As we do this, we will consider the mythology of historical and contemporary events, scientific discoveries, recent news stories, and ecology. We will also reflect on Earthrise as a new mythic image that hints at how to live wisely and sustainably on our organically intelligent planet. Prerequisite: Priority to EWP PhD students

EWP 9406 Jung's Red Book (3 Units, Online) OP Grade Option
This is an online course. Starting 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. Prerequisite: Priority to EWP PhD students

EWP 9566 Advanced PhD Seminar: Comparative Mysticism (3 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
Human Sexuality
PhD in Human Sexuality

Program Chair
Michelle Marzullo, PhD

Founding Director
Gilbert Herdt, PhD

Core Faculty
Michelle Marzullo, PhD
Janna Dickenson, PhD
Aaron Norton, PhD

About the Human Sexuality Degree
This program provides a doctorate in the interdisciplinary field of critical sexuality studies. The program draws master’s-level professionals from many disciplines interested in studying varying aspects of the holistic field of sexuality studies from the lenses of desire, intimacy, identity, gender, intersectionality, cultural influences, power and stigma, sexual response and practices, and reproduction. The program offers a rigorous scholarly environment to further the dialogue in support of expanded freedom, rights, and expression in human sexuality.

The Human Sexuality Program (HSX) consists of four semesters of coursework, two comprehensive exams, and a dissertation that contributes new knowledge to the field. The curriculum itself is designed to offer critical content knowledge on sexuality, research and analysis skills, theoretical and philosophical background, and professional skills. We embrace an ethical praxis, affirm critical discourse and a sex-positive view, and support a social-justice approach informed by multiple positionalities. The goal of the program is to create and foster individual, group, and cultural change within the realm of human sexuality.

Logistics
This hybrid program consists of two years of coursework (a minimum 36-credit requirement), comprehensive exams, and a dissertation; it takes four to six years, estimated, to complete the full course of study. During coursework, students will attend three academic residencies (long weekends) per semester with online coursework in between residencies. This program accepts students for the Fall semester of each year and expects students to continue coursework with their cohort. After coursework is completed, students take comprehensive examinations leading to dissertation proposal. After the completion of dissertation research, the dissertation defense is held in San Francisco on campus and in person.

Fundamental to the vision of this program is an intersectional and critical view of sexuality that includes other identities, such as ethnicity, race, gender, social class, ability, national origin, and so on. Foundational courses address theory, methodology, and applied skills appropriate for use in various research, educational, health, and policy settings.

Program Learning Outcomes

1. Mastery of Knowledge
   1.1 Understand and evaluate major theories and texts central to critical sexuality studies across various disciplines and fields.
   1.2 Identify operant epistemologies, axiologies, and ontologies associated with critical sexuality studies.
   1.3 Identify major differences and problems in the various theories, ideologies, and concepts used to account for gender and sexuality across time and place critically by applying various analytic techniques such as intersectionality and queer theory.
   1.4 Synthesize applicable theoretical and methodological approaches used to produce knowledge about a sexuality and gender area of inquiry by critically evaluating the differences between these, including their strengths, limitations, and areas not yet articulated.

2. Analysis of Power
   2.1 Gain awareness of and appreciation for differences in the social and cultural organization of established and emergent sexual and gender identities, expressions, practices, and behaviors across cultures, geographies, and time periods.
   2.2 Explore how meanings imparted to sexuality and gender may differ across epistememes and doxa via salient axes of power such as class, race and ethnicity, age, ability, and religion.
2.3 Formulate and express connections between sociocultural and economic power structures as these impact sexual- and gender-based prejudice, stigma, inequality, and violence against people in various geographies and contexts with express attention paid to social justice goals and ecological concerns.
2.4 Differentiate as objects of study sexuality and gender as individually important aspects of contemporary subjectivities constituted in relation to others and to society vis-à-vis macro-level institutions and processes such as economies, politics, medicine, law, social movements/activism, and technology, among others.

3. Advancing the Field of Sexuality Studies
3.1 Express proficiency in critical thinking and analytic thinking by demonstrating advanced writing and oral communication skills.
3.2 Understand what constitutes supporting evidence in favor of knowledge claims, and learn how to acknowledge and appropriately qualify one’s claims in light of potential counterfactuals.
3.3 Identify which methodological approach(es) are best suited to answer one’s research questions with appropriate acknowledgement of what cannot be claimed based on anticipated data.
3.4 Design and execute an original evidence-based dissertation that makes an original contribution to the field of critical sexuality studies.

4. Critical Sexuality Scholar-Practitioner
4.1 Translate insights from scholarship in critical sexuality studies to practice-based work in fields such as clinical work, sex education, policy, and/or activism to contribute positively to the advancement of sexual and gender groups who are discriminated against, attacked, underrepresented, or otherwise stigmatized.
4.2 Identify one’s own values, attitudes, beliefs, biases, and assumptions to improve leadership and analytic and professional skills, and ensure ethical scholarly practice to foster impactful work, especially when engaging with controversial debates.
4.3 Participate in the exchange of controversial ideas and positions while maintaining respect for the inherent worth of every person, even with those whom one adamantly disagrees.
4.4 Translate academic, scientific, and medical information in timely and accurate communications on sexuality, gender, and reproduction to a broad range of professional and layperson audiences across various mass communication and Internet-based modalities.

Admissions Requirements
All applicants must have a master’s degree from an accredited university.

Part-Time Curriculum
Students may pursue a part-time course of study in consultation with their academic advisor and with approval by the program chair.

Terminal Master’s in Human Sexuality
The degree offered by the Human Sexuality program is the doctoral degree (PhD). In the case of a student who has completed all units of coursework but leaves the program without completing the comprehensive exams, dissertation proposal, and/or defense, or who does not successfully complete these within the allotted time of 10 years from the date of acceptance to the program, a terminal master’s degree in Human Sexuality may be awarded. Further, based on academic performance issues, even if the desired program stated in the “Graduate Application” was the doctoral program in Human Sexuality, the HSX program and CIIS reserve the right to award a student a terminal master’s degree based on academic performance concerns such as poor/marginal overall grades and academic performance issues regarding writing, analysis, original graduate-level research and thinking, poor professionalism, or lack of demonstrated ability for evidence-based theorizing/research. The decision to award a terminal Master’s in Human Sexuality will be made by the HSX program chair in consultation with the program faculty, the registrar, the program Dean, and the Provost.

Curriculum
PhD in Human Sexuality—42–44 Units
The curriculum for the PhD in Human Sexuality requires a minimum of 42 semester units, inclusive of passing comprehensive examinations.

1. Common Core (30 Units required)
   - HSX 7170 Introduction to Human Sexuality (3 Units)
   - HSX 7173 Sexual Theory and Intersectionality (3 Units)
   - HSX 7175 Sexual Orientation and Gender Identity (3 Units)
   - HSX 7229 Sexual Function and Practices (3 Units)
   - HSX 7232 Problems and Professional Issues in Sexuality (3 Units)
   - HSX 7237 Methodology I (3 Units)
HSX 7238 Methodology II (3 Units)  
HSX 7241 Sex, Love, and Intimate Relationships (3 Units)  
HSX 7263 Sexual, Gender, and Reproductive Rights (3 Units)  
HSX 7274 Gender and Queer Theory (3 Units)

II. Electives (6–8 Units required)  
HSX 7234 Sex Therapy Professional Skills (4 Units)  
HSX 7235 Sex Therapy Clinical Skills Lab (2 Units)  
HSX 7236 Sex Education and Learning Theory (4 Units)  
Note: Not all HSX electives are offered every year. Electives (1–4 unit courses) from other graduate academic programs/institutions may be considered under faculty advisement. The curriculum listed above may be revised periodically. Please contact the program for the most up-to-date curriculum.

III. Comprehensive Examinations (Two Required)  
HSX 7881 Core Concept Comprehensive Examination  
HSX 7882 Literature Review Comprehensive Examination

IV. Dissertation (Required)  
HSX 6900 Dissertation Proposal (0 Units)  
HSX 7900 Dissertation Seminar (0 Units)

Course Descriptions

HSX 7170 Introduction to Human Sexuality (3 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. Prerequisite: Priority to HSX students.

HSX 7173 Sexual Theory and Intersectionality (3 Units) LG Grade Option  
This foundational course surveys broad and diverse theories developed in various places and times as applied to the study of behaviors, experiences, identities, and expressions of sexuality and gender. As such, this course may touch upon, but does not centrally interrogate, constructs that are experiential and subjective in nature (for example, not directly observable and not constrained to one single referent that all humans agree upon), like desire, pleasure, morality, identity, and sexual drive. In fact, the differences in how humans have perceived, experienced, and shaped such sexual constructs give rise to theories that are applied and changed as a way to help us understand such constructs and sexual/gendered phenomena worldwide. Prerequisite: Priority to HSX students.

HSX 7175 Sexual Orientation and Gender Identity (3 Units) LG Grade Option  
This is an advanced introduction to theories and methods used to understand and frame sexual orientation and gender identity in the field of human sexuality. Prerequisite: Priority to HSX students.

HSX 7229 Sexual Function and Practices (3 Units) LG Grade Option  
This course represents the core knowledge that students are required to engage about sexuality practices and behaviors to be competent in the field. Topics covered include biopsychosocial developmental models of sexuality and gender identity; sociocultural and familial influences; LGBTQQIA identities and experiences; intimacy-enhancing skills; and diversities of sexual expression, sexual anatomy and physiology, STIs, desire, arousal and orgasms, and sexual health and pleasure. These content areas are aligned with AASECT's course knowledge areas* and are part of the required content for sex therapy and sex educator certification. This course will be addressed from an inclusive and sex-positive perspective. *Core knowledge areas covered: B, C, D, E, F, G, H, I, K, and M; for more details, visit www.aasect.org. Prerequisites: Doctoral student; priority to HSX students.

HSX 7232 Problems and Professional Issues in Sexuality (3 Units) LG Grade Option  
This course addresses issues of ethics, axiology, exploitation, abuse, harassment, assault, trauma, rape, rape culture, sex trafficking, problematic sex (e.g. compulsions, dysfunction, sexuality and substances, and disease), and other issues that can be thought of as problematic. Attention will be paid to the history of the field, ethics, philosophical issues, and professional communication skills. Content areas are aligned with AASECT’s course knowledge areas* and are part of the required content for sex therapy and sex educator certification. *AASECT core knowledge areas covered: A, I, J, N, O, P, and Q; for more details, visit www.aasect.org. Prerequisites: Doctoral student; priority to HSX students.
HSX 7234 Sex Therapy Professional Skills (4 Units) LG Grade Option
This practical and professional training builds on the core knowledge in HSX 7229 in an applied manner in service of the treatment of sexual issues. The course emphasizes: multiple theoretical orientations to sex therapy; sexual assessment and diagnostic skills; theory and methods of intervention; collaboration with clinical sexologists and sex medicine; working with interdisciplinary teams; treatment planning; ethical practice; and case conceptualizations. Content areas are aligned with AASECT’s core knowledge areas* and are part of the required content for sex therapy and sex educator certification. *AASECT sex therapy training areas covered: A, B, C, D, E, F, and G; for more details, visit www.aasect.org. Prerequisite: Priority to HSX students.

HSX 7235 Sex Therapy Clinical Skills Lab (2 Units) LG Grade Option
This sex therapy clinical skills course will use anonymized and composite clinical case material to integrate the knowledge and practice of psychotherapy and sex therapy as applied to cases of sexual function and dysfunction, eroticism, and sexualities for a wide range of concerns, goals, and clients via interactive and demonstration-based learning. This course develops the skills of sex therapy through practical applications, role play, fishbowl demonstrations, case examples, and consultation-style discussions and analyses. Clinicians of all theoretical orientations are welcome, as sex therapy itself is conventionally theoretically agnostic. The course will begin with a grounding in humanistic client-centered stance and will leverage cognitive behavioral interventions, psychodynamic approaches broadly understood, somatic interventions, and conceptualizations of sexual experiences in context. Trauma-informed care, cultural humility, intersectional and diverse viewpoints, and body positivity will be included. This course builds upon and may be taken with the 4-unit Human Sexuality PhD program course HSX 7234 Sex Therapy Professional Skills, which covers an array of academic knowledge for serving a broad range of clients, making differential diagnoses, and effective sex therapy interventions. Note that HSX 7234 is not a prerequisite but would be of interest to students taking this course. This course also covers AASECT core knowledge areas and in combination with the other core knowledge courses helps to prepare licensed clinicians to apply for AASECT sex therapy or sex counselor certifications. Prerequisite: Priority to HSX students.

HSX 7236 Sex Education and Learning Theory (4 Units) LG Grade Option
This practical and professional training builds on the core knowledge in HSX 7229 in an applied manner toward developing competence as a sex educator. This course offers an overview of the theory and methods of sexuality education, including curriculum development, teaching, pedagogy, and assessment of learning. Attention is paid to addressing diverse learning styles, classroom facilitation, ethical issues, and social-emotional and transformational dimensions of learning. Content areas are aligned with AASECT’s core knowledge areas* and are part of the required content for sex therapy and sex educator certification. *AASECT sex education training areas covered: A, B, C, D, E, and F; for more details, visit www.aasect.org. Prerequisite: Priority to HSX students.

HSX 7237 Methodology I (3 Units) LG Grade Option
This course examines core concepts in quantitative methods and reviews the basic steps used in constructing a rigorous, empirically valid research study on sexuality and/or gender. It reviews the purpose of an institutional review board (IRB)/human subjects committee and the existence of institutional and independent IRBs. The course grounds technical learning with an examination of scientific positivism by drawing upon critiques from anticolonialist, queer, and feminist scholars. Students apply these concepts and theories to critically assess statistically based evidence. Prerequisite: Priority to HSX students.

HSX 7238 Methodology II (3 Units) LG Grade Option
This course introduces students to the basic techniques of conducting and analyzing qualitative research to answer questions in the field of sexuality studies. Students will learn about qualitative selection criteria and ethical research practice; questions design; and modalities of data collection, description, and interpretation. Students will also learn about various software programs available to increase the power of qualitative data inquiry. Prerequisite: Priority to HSX students.

HSX 7240 Technology, Sexuality, and Culture (3 Units) LG Grade Option
This course will explore the ways that sexuality and gender are mediated by technology and culture. Prerequisites: Doctoral student; priority to HSX students.

HSX 7241 Sex, Love, and Intimate Relationships (3 Units) OP Grade Option
This course considers sex and gender-related practices, desires, and identities around the world with an emphasis on non-Western contexts. In the first part of the course, students will become familiar with some of the problematic assumptions that have imbedded theorizing gender and sexuality from within Western frameworks. Additionally, it will examine alternatives to approaching knowledge production about other peoples and practices that decenter a Western gaze. After becoming acquainted with this general approach, the course continues with a survey of contemporary issues and debates centering on different ways of knowing that inform sexual cultures. Special topics of focus may include: sexual migration, globalization and its impacts on indigenous sexual/gender identities; transnational comparisons of sex work; virtual intimacies; body modification and desire; and the global HIV/AIDS epidemic, among others.
HSX 7263 Sexual, Gender, and Reproductive Rights (3 Units) LG Grade Option
This foundational course surveys broad and diverse theories developed in various places and times as applied to the study of behaviors, experiences, identities, and expressions of sexuality and gender. As such, this course may touch upon, but does not centrally interrogate, constructs that are experiential and subjective in nature (for example, not directly observable and not constrained to one single referent that all humans agree upon), like desire, pleasure, morality, identity, and sexual drive. In fact, the differences in how humans have perceived, experienced, and shaped such sexual constructs give rise to theories that are applied and changed as a way to help us understand such constructs and sexual/gendered phenomena worldwide. Prerequisite: Priority to HSX students.

HSX 7274 Gender and Queer Theory (3 Units) LG Grade Option
This course will examine gender as a category of analysis alongside the ideas that together constitute queer theory. Particular attention will be paid to understanding power relations such as between sexuality, gender, race, class, dis/ability, indigeneity, nation, and geographic location. Prerequisite: Priority to HSX students.

HSX 7881 Comprehensive Examination I: Mastery of the Field (0 Units) PF Grade Option
The Core Concept Comprehensive Examination is intended for doctoral students in good standing with the Human Sexuality Studies (HSX) program. Prerequisites for registering for this course are completion of all coursework (exceptions with permission of the program chair). The first comprehensive examination is a test that assesses mastery of the core concepts student learned over the their coursework in the program. Student may only attempt this exam twice in two successive semesters. Prerequisite: HSX student who has successfully passed all common core requirements.

HSX 6900 Dissertation Proposal Completion (0 Units) PF Grade Option
This course provides support for dissertation proposal writing after all coursework and comprehensive examinations (HSX 7881 and HSX 7882) are successfully completed. Prerequisites: HSX 7881, HSX 7882; HSX student; not advanced to candidacy.

HSX 7882 Comprehensive Examination II: Area of Interest/Dissertation Research (0 Units) PF Grade Option
The Literature Review Comprehensive Examination is intended for doctoral students in good standing with the Human Sexuality Studies (HSX) program. Prerequisites for registering for this course are completion of all coursework (exceptions with permission of the program chair). The second comprehensive exam is focused on students producing a literature review of the relevant scholarly work within the realm of human sexuality as it pertains to their particular dissertation topic. Student may only attempt this exam twice in two successive semesters. Prerequisite: HSX student who has successfully passed all common core requirements.

HSX 7900 Dissertation Seminar (0 Units) PF Grade Option
This seminar provides close advisement on the research and writing of a dissertation project with the mentorship of and in close consultation with the dissertation chair and committee. Prerequisites: HSX student; advanced to candidacy.

HSX 8799 Independent Study (1–3 Units) PF Grade Option
To register, submit “Independent Study Contract” to Registrar’s Office. With permission of the advisor, a student may take up to 6 units of Independent Studies. These may be particularly useful to a doctoral student considering a topic of special interest or who needs a particular advanced research methods course pertinent to the dissertation. The Independent Study may serve any student who wishes to study with a particular faculty member. Online registration not possible.
Integral and Transpersonal Psychology
PhD in Integral and Transpersonal Psychology

Department Chair
Glenn Hartelius, PhD

Program Director
Kendra Diaz-Ford, PhD

Core Faculty
Kendra Diaz-Ford, PhD
Jorge N. Ferrer, PhD
Glenn Hartelius, PhD
Jenny Wade, PhD

Associated Core Faculty
Christine Brooks, PhD
Allan Leslie Combs, PhD
Don Hanlon Johnson, PhD
Barbara Morrill, PhD
Janis Phelps, PhD
Theresa Silow, PhD, LPCC
Shoshana Simons, PhD, RDT
Brian Swimme, PhD
Carol Whitfield, PhD

Associated Faculty
Barnaby Barratt, PhD
Jessica Bockler, PhD
Kris Brandenburger, PhD
Etzel Cardena
Eleanor Criswell, EdD
Arnaud Delorme, PhD
Harris L. Friedman, PhD
Albert Garcia-Romeu, PhD
Judy Grahn, PhD
Anne Huffman, PhD
Dianne Jennett
Jacob Kaminker, PhD
B. Les Lancaster, PhD
Douglas A. MacDonald, PhD
Aaron Mishara
Julia Mossbridge, PhD
Adam Rock, PhD
Ilene A. Serlin, PhD
Steven Tierney, EdD, LPCC
Helané Wahbeh, ND, MCR
Oliver Williams, PhD

Adjunct Faculty
Courtenay Crouch, PhDc
Randy Fauver, PhD, MS, BS
Lisa Herman, PhD
About the Integral and Transpersonal Psychology PhD Program
The online PhD in Integral and Transpersonal Psychology (ITP) is designed as a research-oriented half-time program with online coursework and two weeklong residential seminars per year. The program consists of core requirements, research courses, a focus area that includes advanced seminars, two comprehensive exams, and a dissertation. All courses in the ITP program are graded by letter grade; there is no Pass/Fail option. Students in the ITP PhD may elect, with advisor approval, to add a second 12-unit focus area to their program, thereby extending their program of study for an additional year.

ITP Program Learning Outcomes
1. Demonstrate the ability to produce doctoral-level scholarly work in integral/transpersonal psychology.
   1.1. Exhibit doctoral-level scholarly writing and critical thinking skills.
   1.2. Display expertise in a topic area within integral/transpersonal psychology.
   1.3. Employ interdisciplinary scholarship in a careful and rigorous way.
   1.4. Design and carry out scholarly research using an appropriate research method.
   1.5. Integrate creativity and embodiment in the processes of scholarship.

2. Engage in communities of scholarship in a professional and collegial manner.
   2.1. Present scholarship effectively in a group setting.
   2.2. Engage in respectful dialogue with scholars from other fields and backgrounds.
   2.3. Employ integral and transpersonal psychology concepts in teaching contexts.
   2.4. Practice inclusiveness and appreciation of diverse and minority voices.

3. Demonstrate expertise in an area of integral and/or transpersonal psychology.
   3.1. Display command of the literature in an area of scholarship related to integral and/or transpersonal psychology.
   3.2. Participate in advancing scholarly research in the fields of integral and/or transpersonal psychology.

PhD Admissions Requirements
Applicants must meet the general admissions requirements of the University. Applicants must have an MA. Two letters of recommendation are required from individuals familiar with the applicant’s academic work and preparation for graduate work, as is a writing sample (e.g., an outstanding essay, article, or selected chapter from a master’s thesis). An autobiographical and goal statement, a CV, and all transcripts are to be submitted as well. For more information about admissions requirements and how to apply, contact a member of the admissions team. Successful candidates for admission in the program typically have the following qualifications: a vision that is compatible with the program’s mission; regular engagement in practices focused on personal growth and/or spiritual growth; sufficient maturity and stability to pursue independent self-inquiry, adult learning, and sustained research; competence in communication and dialogical skills; demonstration of respect for a diversity of viewpoints; an openness to multiple ways of knowing and whole-person learning; the ability to clearly articulate educational, professional, and research goals; outstanding scholarly writing skills; and a prospective specialization that is consonant with the program’s mission and faculty expertise. Many students enter the doctoral program with a clinical licensure degree (e.g., LMFT) with the goal of bringing philosophical and spiritual depth to their practice or becoming qualified for new professional opportunities such as teaching. Applicants accepted to the Integral and Transpersonal Psychology PhD program (ITP) may apply up to 6 units of credit toward their degree from an already completed Master of Counseling Psychology degree, so long as this degree was awarded by CIIS no more than two calendar years prior to the date of commencing coursework in ITP. The date of successful completion of the prior degree shall be defined as the date of the graduation at which that degree was awarded. Applicants may also transfer in up to 6 units of credit toward their degree from a relevant doctoral degree that has not been completed; coursework must have been completed within five years prior to the start of the program at CIIS.

Alternative Multipaper Dissertation Format
In addition to the standard format for doctoral dissertations, the Department of Integral and Transpersonal Psychology allows for the use of an alternative format that consists of three peer-reviewed papers (that have been published or accepted for publication by a refereed journal) as the main basis for the dissertation. The faculty program committee on a case-by-case basis assesses students wanting to pursue the multipaper dissertation format. As with the traditional dissertation, a dissertation proposal is submitted, a committee of three members is formed, and a dissertation defense is held according to existing policies.

Comprehensive Examinations
Two comprehensive examinations are required. The first comprehensive examination is passed by achieving a score of 550 or higher on a specified standardized test to demonstrate knowledge of general psychology; to aid with preparation, a standard textbook is recommended, and tutorial lectures are provided, with additional preparatory materials and practice examinations available from the test provider. Successful completion of a 3-unit ITP course in General Psychology, taken in addition to the existing 36 curriculum units, is another way to fulfill the Comprehensive Exam I requirement. Students who have earned a master’s degree in counseling psychology or social work are exempt from this requirement and will have automatically passed Comprehensive Exam I. The Comprehensive Exam I requirement may be waived on a case-by-case basis by the department chair.
and an ITP core faculty committee if students’ professional degrees and experience evince enough proficiency in Western psychology.

The second comprehensive examination enables the student to demonstrate doctoral-level writing skills sufficient for advancing to the proposal phase of their doctoral studies. The examination consists of submitting a 25-to-30-page scholarly paper of publishable or near-publishable quality, with a clear and delimited thesis statement, definitions of technical terms, a well-organized literature review in which at least five empirical studies are fully presented, a discussion section, and a conclusion proposing future research. The paper must also demonstrate developed critical thinking and scholarly writing skills, including correct use of APA style. The paper will be graded by a member of the ITP core faculty.

Curriculum

PhD in Integral and Transpersonal Psychology (Online)—36 Units

I. Core Requirements—12 Units
   ITP 7184 Western/World Philosophies with History and Systems of Psychology (3 Units)
   ITP 7186 Critical Thinking with Integral/Transpersonal Psychologies (3 Units)
   ITP 7188 Scholarly Writing with Integral and Transpersonal Studies (3 Units)
   ITP 7202 Somatic Psychology and Exceptional Human Experiences (3 Units)

II. Research Courses—12 Units
   ITP 6898 Proposal Writing (3 Units)
   ITP 7197 Integral Research Methods with Creative Expression (3 Units)
   ITP 7201 Qualitative Research Methods with Integral and Transpersonal Psychologies (3 Units)
   ITP 7228 Quantitative Research Methods with Neuroscience of Consciousness (3 Units)

III. Area of Focus—12 Units
   Possibilities include:
   Integral and Transpersonal Psychology
   Somatic Studies
   Consciousness Studies and Contemplative Neuroscience
   Elective course in Focus Area (3 Units)
   Elective course in Focus Area (3 Units)
   Elective course in Focus Area (3 Units)

IV. Dissertation Seminar—0 Units
   ITP 6900 Thesis/Dissertation Proposal Completion
   ITP 7900 Dissertation Seminar

Course Descriptions

ITP 6898 Proposal Writing (3 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.

ITP 6900 Thesis/Dissertation Proposal Completion (0 Units) PF Grade Option
Provides support for thesis or dissertation proposal writing after all coursework is completed. Prerequisite: ITP student; not advanced to candidacy.

ITP 7001 Residential Intensive I (0 Units) PF Grade Option
To be taken in the student’s first Fall semester. During the coursework phase, all Integral and Transpersonal Psychology students meet twice a year in the Bay Area for five-to-seven-day residential intensives to meet faculty and staff and to get to know one another in person. There are workshops, presentations, and advising, as well as introductions to coursework. The intensives are an essential aspect of the learning experience, and participation is mandatory. Prerequisite: ITP student.

ITP 7002 Residential Intensive II (0 Units) PF Grade Option
To be taken in the student’s first Spring semester. During the coursework phase, all Integral and Transpersonal Psychology
students meet twice a year in the Bay Area for five-to-seven-day residential intensives to meet faculty and staff and to get to know one another in person. There are workshops, presentations, and advising, as well as introductions to coursework. The intensives are an essential aspect of the learning experience, and participation is mandatory. Prerequisites: ITP 7001; ITP student.

**ITP 7003 Residential Intensive III (0 Units) PF Grade Option**
To be taken in the student’s second Fall semester. During the coursework phase, all Integral and Transpersonal Psychology students meet twice a year in the Bay Area for five-to-seven-day residential intensives to meet faculty and staff and to get to know one another in person. There are workshops, presentations, and advising, as well as introductions to coursework. The intensives are an essential aspect of the learning experience, and participation is mandatory. Prerequisites: ITP 7002; ITP student.

**ITP 7004 Residential Intensive IV (0 Units) PF Grade Option**
To be taken in the student’s second Spring semester. During the coursework phase, all Integral and Transpersonal Psychology students meet twice a year in the Bay Area for five-to-seven-day residential intensives to meet faculty and staff and to get to know one another in person. There are workshops, presentations, and advising, as well as introductions to coursework. The intensives are an essential aspect of the learning experience, and participation is mandatory. Prerequisites: ITP 7003; ITP student.

**ITP 7005 Residential Intensive V (0 Units) PF Grade Option**
To be taken in the student’s third Fall semester. During the coursework phase, all Integral and Transpersonal Psychology students meet twice a year in the Bay Area for five-to-seven-day residential intensives to meet faculty and staff and to get to know one another in person. There are workshops, presentations, and advising, as well as introductions to coursework. The intensives are an essential aspect of the learning experience, and participation is mandatory. Prerequisites: ITP 7004; ITP student.

**ITP 7006 Residential Intensive VI (0 Units) PF Grade Option**
To be taken in the student’s third Spring semester. During the coursework phase, all Integral and Transpersonal Psychology students meet twice a year in the Bay Area for five-to-seven-day residential intensives to meet faculty and staff and to get to know one another in person. There are workshops, presentations, and advising, as well as introductions to coursework. The intensives are an essential aspect of the learning experience, and participation is mandatory. Prerequisites: ITP 7005; ITP student.

**ITP 7184 Western/World Philosophies with History and Systems of Psychology (3 Units) LG Grade Option**
This course is designed to situate the fields of integral and transpersonal psychologies in global and historical contexts. Students will be invited to consider how the history and systems of psychology have been shaped by the context of Western philosophy. The course will pose the question of how psychology might be transformed in the context of other world philosophies such as Advaita Vedanta, Integral Yoga, Buddhism, shamanism, and integrative Western philosophies that attempt to reflect values of interconnectedness. The course also introduces embodiment practices for use in the scholarly context. Prerequisite: Doctoral student; priority to ITP students.

**ITP 7186 Critical Thinking with Integral/Transpersonal Psychologies (3 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, theorists, and developments of the transpersonal field will be considered. The student will have the opportunity to learn and practice both intellectual discrimination and intuitive discernment in thinking about whole-person approaches to psychology. Prerequisites: Doctoral student; priority to ITP students.

**ITP 7188 Scholarly Writing with Integral and Transpersonal Studies (3 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. Prerequisites: Doctoral student; priority to ITP students.

**ITP 7193 General Psychology (3 Units) LG Grade Option**
This course reviews foundational concepts of contemporary psychology, emphasizing cognitive, behavioral, and neuroscientific approaches. Successful completion of this course fulfills the ITP Comprehensive Exam I requirement. Prerequisites: Doctoral student; priority to ITP students.

**ITP 7195 Statistics for Integral and Transpersonal Research (3 Units) LG Grade Option**
This course provides a practical and working knowledge of descriptive, exploratory, and inferential statistical procedures. Analyses will be illustrated and practiced on data sets typical of those used in dissertation research, applying the statistical package SPSS, so that the student can learn how these procedures might be applied in their own research. In addition, the reasoning and logic associated with experimental, correlational, and quasi-experimental design will be provided and discussed.
so that the student has opportunity to understand as well as apply the statistical analysis process. Prerequisites: Doctoral student; priority to ITP students.

**ITP 7197 Integral Research Methods with Creative Expression (3 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. Prerequisites: Doctoral student; priority to ITP students.

**ITP 7198 Transpersonal Leadership (3 Units) LG Grade Option**
Leadership as a field of study has existed for millennia, and so have assumptions that leadership and the right to lead others were based on the sacred. Only with the secularism and realpolitik of the Renaissance in the West did leadership become separated from the divine, a trend that has been reversed in the last 50 years as the dominant models of leadership again are transpersonally oriented. With the recent moral crises in business, politics, and religious organizations, increasingly people are examining the ethical, existential, and spiritual basis for the responsibility and privilege of leading others. This course examines historical, cross-cultural, and contemporary streams of thought on the nature and functions of leadership as well as research on outstanding leadership, with an emphasis on transpersonal models of leadership. Prerequisites: Priority to ITP students.

**ITP 7199 The Participatory Turn (3 Units) PF Grade Option**
“All of us live in a participatory universe,” wrote the great American physicists John A. Wheeler, who coined the term “black hole.” In the spirit of dialogical inquiry, this course provides an in-depth study of the participatory turn in contemporary scholarship. After a brief historical introduction to participatory thought, the course examines the impact of the participatory turn on transpersonal theory, Jungian psychology, religious studies, ecopsychology, anthropology and indigenous studies, integral education and research methods, and contemplative studies. Classical and contemporary participatory thinkers surveyed in the course include John A. Wheeler, Owen Barfield, Henryk Skolimowski, Peter Reason, David Abram, Richard Tarnas, Jürgen Kremer, John Heron, Jorge Ferrer, Glenn Hartelius, Jacob Sherman, Gregg Lahood, Robin Brown, and Zayin Cabot. Prerequisites: Priority to ITP students.

**ITP 7201 Qualitative Research Methods for Integral and Transpersonal Psychologies (3 Units) LG Grade Option**
This course considers the strategies of qualitative research methods in the context of whole-person approaches to psychology. Qualitative research inquires into the qualities of lived experience as the data for constructing approaches to understanding the human mind. Students will gain familiarity in the application of grounded theory, narrative research, case studies, phenomenology, and ethnography, and will conduct a pilot study as an integral part of this course. Prerequisites: Doctoral student; priority to ITP students.

**ITP 7202 Somatic Psychology and Exceptional Human Experiences (3 Units) LG Grade Option**
Somatic psychology is an approach to understanding the human mind that is finely attuned to how people inhabit their bodies and their lives. This course offers an overview of research literature on somatic psychology and the field’s underlying principles. The course also surveys research literature on exceptional human experiences, such as those associated with mysticism, spirituality, and psychic phenomena. While these latter have often been studied in association with transcendence, a whole-person approach to psychology situates them firmly within the lived experience of the body. Both of these emerging fields are studied in a context that supports innovative thinking as well as critical analysis. Prerequisites: Doctoral student; priority to ITP students.

**ITP 7203 Advanced Topics in Exceptional Human Experiences (3 Units) LG Grade Option**
Telepathy, timelessness, bilocation, precognition, levitation, clairvoyance, instantaneous healing, remote healing, and psychokinesis are exceptional experiences that have been reported for thousands of years. This course will examine the phenomenological aspects as well as empirical evidence related to these and other exceptional human experiences. Students will draw comparisons between spiritual teachings and research findings, and discuss current and emergent research models and methods, as well as theory and potential mechanisms of action. Lecture content will include student-led presentations as well as lectures by professors and guests. Prerequisites: Priority to ITP students.

**ITP 7204 Feminist Perspectives in Transpersonal Psychology (3 Units) LG Grade Option**
This course is an embodied feminist inquiry into transpersonal psychology and its relationship to women’s spirituality and women’s psychospiritual development. We will explore principal concepts, assumptions, and developmental theories within transpersonal psychology and women’s spirituality, examining intersections and bridges between the two fields. There will be space given for direct exploration and experience of the subject matter in an integrated way, as well as critical reflection of the course material. The course will cover major topic areas within transpersonal psychology, addressing feminist responses to these theories, archetypal and Jungian applications, and the possibility of a spiritualized feminism, as well as exploring a re-visioning of transpersonal psychology through a feminist lens. There will also be opportunity to cocreate a new vision for this emerging
work. Prerequisites: Priority to ITP students.

**ITP 7228 Quantitative Research Methods with Neuroscience of Consciousness (3 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. Prerequisites: Doctoral student; priority to ITP students.

**ITP 7900 Thesis/Dissertation Seminar (0 Units) PF Grade Option**
This advanced student’s research and writing of a dissertation progresses the mentorship of, and in close consultation with, their dissertation chair and committee. Prerequisites: ITP student; advancement to candidacy.

**ITP 8799 Independent Study (1–3 Units) PF Grade Option**
Coursework that extends a student’s field of inquiry beyond current CIIS courses. Requires a syllabus and contract signed by the student and faculty member, and approved by the program chair.
Philosophy and Religion

Ecology, Spirituality, and Religion
Philosophy, Cosmology, and Consciousness

Department Chair
Jacob Sherman, PhD, Concentration Director, Philosophy, Cosmology, and Consciousness

Core Faculty
Elizabeth Allison, PhD, Concentration Director, Ecology, Spirituality, and Religion
Steven Goodman, PhD, Concentration Director, Asian Philosophies and Cultures
Sean Kelly, PhD
Robert McDermott, PhD
Jacob Sherman, PhD
Brian Swimme, PhD
Richard Tarnas, PhD

Adjunct Faculty
Nahid Angha, PhD
Alka Arora, PhD
Christopher Bache, PhD
Kerry Brady, MA
Rebecca Kneale Gould, PhD
Stanislav Grof, MD, PhD
Madhu Khanna, PhD
Joanna Macy, PhD
Sam Mickey, PhD
James Ryan, PhD
Matthew T. Segall, PhD
Kathren Murrell Stevenson, PhD
Kirk Templeton, PhD
Kerri Welch, PhD
Yi Wu, PhD

About the Philosophy and Religion Department
Composed of a transdisciplinary array of distinguished scholars, the Department of Philosophy and Religion at CIIS is dedicated to the critical study of, and contemporary engagement with, the diverse philosophical and religious inheritances of our world, including both majority and underrepresented (esoteric, contemplative, Earth-based, and subaltern) traditions. Oriented toward a vision of liberation and planetary healing, the department affirms the value of multiple ways of knowing. In our rapidly globalizing and often volatile world, the study of philosophy and religion can no longer be treated merely as a luxury or a kind of marginal academic interest. Rather, questions about meaning and life’s ultimate values—including the way these concerns have been addressed by various communities of tradition and inquiry—are not only academically fascinating, but also personally compelling, 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 it 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 two areas: 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.

Admissions Requirements
See each concentration for specific considerations
Ecology, Spirituality, and Religion
MA in Philosophy and Religion with a concentration in Ecology, Spirituality, and Religion
PhD in Philosophy and Religion with a concentration in Ecology, Spirituality, and Religion

About the Concentration in Ecology, Spirituality, and Religion

Vision
Earth is in the midst of a great transition: Humanity, having become a planetary force, is now shaping both its own future and the long-term future of millions of living species. The magnitude of this process demands broad societal transformation—a challenge that occupies many of the world’s most vibrant thinkers and visionaries. Spiritual traditions, too, are engaged in the transformation of consciousness and society. As the moral force of the world’s religions joins with the insights of the ecological sciences, humanity finds itself at the very center of the deeply mysterious process by which the Earth community is revitalizing itself.

Mission
Global ecological crises, including mass extinction of species, climate change, desertification, and poverty, mark the 21st century as a time of unprecedented change and challenge. This ecological devastation calls forth scientific, economic, and policy responses. Yet such standard responses are inadequate to the scope and urgency of the crisis. The ecological crisis is, in fact, a crisis of human consciousness that requires a fundamental revision of cultural values. The pace of global change calls for a reexamination of our ways of thinking and being in the world. The world’s religious and spiritual traditions offer deep insight into the human condition. They provide profound teachings about how humans should relate to one another and to earthly life. Questions about the role of humanity, and the meaning of being human, have illuminated religious quests for millennia; these same questions inspire and inform the contemporary search for ecological sustainability. The concentration in Ecology, Spirituality, and Religion at CIIS is designed to help students to address these and related questions with rigor, insight, and efficacy. Taking inspiration from such visionaries as geologian Thomas Berry, His Holiness the Dalai Lama, systems theorist Joanna Macy, Nobel Laureate and Green Belt Movement founder Wangari Maathai, World Resources Institute founder Gus Speth, Forum on Religion and Ecology founders Mary Evelyn Tucker and John Grim, and many other leading thinkers, the Ecology, Spirituality, and Religion concentration invites students into the emerging discourse of the field of religion and ecology, in which they will generate new knowledge and contribute to a growing field of academic inquiry and activism.

Through the Ecology, Spirituality, and Religion concentration in the Philosophy and Religion Department at CIIS, master’s and doctoral students explore the role of worldviews, philosophies, and religion in understanding and responding to interconnected global ecological crises. Students gain facility with ecological principles and practices. They develop the knowledge and wisdom to respond to ecological devastation from healing integral and transdisciplinary perspectives. Students acquire skills and insight to transform practices, worldviews, and consciousness in service of a more just, sustainable, and flourishing future.

The uniquely integrated curriculum of the Ecology, Spirituality, and Religion concentration explores such questions as these:

• What is the role of religion, spirituality, and culture in the ecological crises of our time?
• What ecological insights does the world’s religious heritage offer?
• How can exploring worldviews help us to understand and address ecological trauma?

MA Program Learning Objectives
1. Commit to a flourishing future: To acquire skills and insight to transform practices, worldviews, and consciousness in service of a more just, sustainable, and flourishing future.
   1.1 Students will be able to identify and 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 foundational courses;
- coursework in ecological issues, religion, philosophy, and justice;
- a fieldwork practicum;
- electives; and
- a capstone experience.

**MA Integrative Seminar**

The master’s Integrative Seminar is the capstone experience, structured to help graduating students to synthesize and consolidate what they have learned in their studies. Through a process of collaborative inquiry, students refine their unique perspectives and their ability to bridge various bodies of knowledge, while developing plans for their next steps after graduation. The course culminates with a public presentation of the students’ key insights to the assembled community. Integrative Seminar is offered only in the Spring semester. Therefore, students who plan to graduate in the Summer or Fall semester should plan to take the Integrative Seminar in the preceding Spring.

**MA Thesis Option**

In consultation with their advisor, MA students may elect the thesis option, if they expect to continue their studies in a doctoral program. The thesis option requires excellent writing and research skills, and may delay the student’s graduation by a semester or more.

**MA Admissions Requirements**

Applicants must meet the general admissions requirements of the University. ESR master’s students are motivated by their deep concern for the state of the Earth and their determination to find healing solutions for the future. Prospective students should be committed to examining ecological issues from a variety of interdisciplinary perspectives and to an appreciation of diverse perspectives. Applicants with a variety of backgrounds will be considered, provided that the applicant possesses demonstrated interest in the subject matter of the concentration, and strong writing, analytical, and critical thinking skills developed during undergraduate study at an accredited institution.

**Curriculum**

**MA in Philosophy and Religion, Program in Ecology, Spirituality, and Religion—36 Units**

**I. Foundational Courses—6 Units**

- PAR 6078 Theory and Method in the Integrative Study of Religion and Ecology
- PAR 6079 Ecology in a Time of Planetary Crisis

**II. Philosophy Electives—3 Units**

Select from the following courses (course offerings may vary):
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAR 6071</td>
<td>Philosophy and Ecology: Toward a Green Metaphysics, Phenomenology, and Epistemology</td>
</tr>
<tr>
<td>PAR 6089</td>
<td>Myth, Imagination, and Incarnation: Barfield, Tolkien, Lewis, and the Oxford Inklings</td>
</tr>
<tr>
<td>PAR 6472</td>
<td>The Colors of American Philosophy: Pluralism, Pragmatism, and Political Transformation</td>
</tr>
<tr>
<td>PAR 8799</td>
<td>Independent Study</td>
</tr>
<tr>
<td>PARP 6278</td>
<td>Integral Ecologies</td>
</tr>
<tr>
<td>PARP 6403</td>
<td>Spirit and Nature</td>
</tr>
<tr>
<td>PARP 6407</td>
<td>Biography and Karma</td>
</tr>
<tr>
<td>PARP 6422</td>
<td>Aurobindo, Steiner, Teilhard</td>
</tr>
<tr>
<td>PARP 6436</td>
<td>Sri Aurobindo and Teilhard de Chardin</td>
</tr>
<tr>
<td>PARP 6438</td>
<td>Dante—Cosmology, Poetry, and Metaphysics</td>
</tr>
<tr>
<td>PARP 6667</td>
<td>Radical Mythospeculation: Cosmic Evolution and Deep History</td>
</tr>
<tr>
<td>PARP 6762</td>
<td>Steiner and Jung</td>
</tr>
<tr>
<td>PARW 6418</td>
<td>Lady Wisdom, Hagia Sophia</td>
</tr>
<tr>
<td>PARW 7006</td>
<td>Women Philosophers, Mystics, and Wisdom Teachers</td>
</tr>
<tr>
<td>SOM 6709</td>
<td>Phenomenology of the Body</td>
</tr>
</tbody>
</table>

### III. Ecology Electives—3 Units

Select from the following (course offerings may vary):

- ANTH 6454 Theoretical and Systems Tools for Social and Ecological Change
- PAR 6292 Next of Kin: Perspectives on Animal Ethics and Biodiversity
- PAR 8799 Independent Study
- PARP 6120 Cosmology of Literature
- PARP 6147 Modern Cosmology Through the Media
- PARP 6392 Plants and People: Understanding the Plant World Through Relationships
- PARP 6506 The Great Turning
- PARP 6522 Science, Ecology, and Contested Knowledge(s)
- PARP 6523 Environmental Ethics
- PARP 6525 Toward an Integral Ecological Consciousness
- PARP 6682 Ecologies of Liberation
- PARP 6743 Hill of the Hawk I
- PARP 6748 Nature and Eros

### IV. Religion Electives—6 Units in one tradition

Select from the following (course offerings may vary):

- PAR 6091 Eco-literate and Eco-art in South Indian Tradition
- PAR 6369 Judaisms and Ecology: Visions, Voices, and Practices
- PAR 8799 Independent Study
- PARP 6532 Christianity and Ecology
- PARP 6538 Krishna, Buddha, and Christ
- PARP 6563 Buddhism and Ecology
- PARW 6426 The Spirit and the Flesh: Christianity and Paganism in Comparative Perspectives
- PARW 6548 Women and World Religions

### V. Feminism, Globalization, and Justice—3 Units

Select from the following (course offerings may vary):

- PARP 6431 Martin Luther King Jr.—Justice, Cosmology, and Interconnection
- PARW 6047 Critical and Liberatory Methods of Inquiry
- PARW 6167 Gender, Power, and Spirit in Indigenous Cultures
- PARW 6419 Transformative Philosophies of Justice: Local and Global Perspectives
- PARW 6425 Gender, Power, and Spirit in Indigenous Cultures
- PARW 6428 Ecological Consciousness and Climate Justice
- PARW 6429 Spiritual Responses to Gender-Based Violence
- PARW 6441 Liberation Dharma: Gender, Buddhism, and Social Justice
- PARW 6446 Nature as Sacred Text
- PARW 6658 Spiritual Activism and Transformative Social Change
- PARW 7002 Ecofeminist Philosophy and Activism
- PARW 7609 Womanist, Feminist, and Decolonial Worldviews

### VI. General Electives—9 Units

9 Units from any CIIS program.
VII. Ecology Practicum—3 Units
PARP 6533 Touch the Earth: Ecology Practicum

VIII. Capstone Experience—3 Units
PARP 6897 Integrative Seminar

IX. Optional Culminating Coursework—0 Units
Advisor approval required. A guiding committee of two members is required.
PARP 6900 Thesis/Dissertation Proposal Completion
PARP 7900 Thesis/Dissertation Seminar

PhD Program
Drawing on the fields of ecology, philosophy, religion, and spirituality, the PhD program invites students into advanced study and analysis of the relationships between ecological issues and the world’s religious and spiritual traditions. PhD students complete nine (9) units of foundational coursework; 21 units of focused electives in the fields of ecology, religion, and philosophy; and six (6) units of general electives taken anywhere throughout CIIS. Following the completion of 36 units of coursework, doctoral students complete two written comprehensive exams, a dissertation proposal, and a doctoral dissertation.

Students pursuing the accelerated option as described below, available only to students with an MA from ESR, must have completed six (6) units of foundational coursework in the course of their MA. These students take at least three (3) units of research methods courses and fifteen (15) units of focused electives in the fields of ecology, religion, and philosophy. Not all ESR MA students will be eligible for this option. Depending on the nature of the proposed doctoral study, some students may be required to complete the full 36 units of doctoral coursework before beginning comprehensive exams.

PhD Program Goals
Doctoral students in Ecology, Spirituality, and Religion will develop advanced research, writing, and inquiry skills to prepare them for roles in higher education and public sector leadership. They will become skilled in transdisciplinary thinking and will produce original scholarship that advances the field of religion and ecology.

Program Learning Outcomes
1. Commit to a flourishing future: To acquire skills and insight to transform practices, worldviews, and consciousness in service of a more just, sustainable, and flourishing future.
   1.1 Students will be able to identify and articulate some of the conditions contributing to ecological crises, and will be able to propose healing alternatives.
   1.2 Students will be able to investigate the current ecological crises from within the perspectives of religions and spiritualities, and will be able to critically analyze religious and spiritual traditions through ecological lenses.

2. Generate insight into current conditions: To contribute to the emerging field of religion and ecology by participating in this growing field of academic inquiry and activism.
   2.1 Students will be able to write well-argued papers that engage with the deep insight into the human condition held by the religions, to analyze the gaps and distortions in consciousness that lead to environmental and social degradation.
   2.2 Students will be able to produce academic papers and conference presentations that connect ideas and practices within the world’s religions and spiritualities with ecological manifestations.

3. Practice transdisciplinarity: To develop the knowledge and wisdom to respond to ecological devastation from healing integral and transdisciplinary perspectives.
   3.1 Students will understand and navigate the epistemological challenges in studying religion and ecology together.
   3.2 Students will be able to integrate research approaches from a diversity of perspectives (e.g., religious and spiritual traditions, historical, and social and biophysical scientific perspectives) applied to specific ecological situations.

4. Application and integration of knowledge: To apply and integrate topics and issues studied in the Ecology, Spirituality, and Religion program into a coherent theoretical and/or activist stance.
   4.1 Students will be able to articulate connections between their spiritual and intellectual journeys, and the larger goal of global well-being.

5. Advance scholarly inquiry: To contribute to the emerging field of religion and ecology, in which they will generate new knowledge, enriching a growing field of academic inquiry and activism.
   5.1 Students will be able to demonstrate thorough knowledge of an ecological theme or issue, contextualized in a religious, spiritual, and/or philosophical milieu, by passing a comprehensive exam.
5.2 Students will be able to demonstrate in-depth knowledge of a religious, spiritual, or philosophical tradition, broadly defined, in relation to ecology, by passing a comprehensive exam.
5.3 Students will be able to create scholarly papers and public presentations appropriate to multiple audiences (scholarly, religious, government, professional, activist).

6. Offer original contribution: To produce an original work of publishable quality scholarship that advances ideas from a transdisciplinary perspective, demonstrating mastery of relevant fields in both religious/spiritual studies and 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 required coursework is completed, one per semester, in two consecutive semesters. Each comprehensive exam must be completed in one semester. The first comprehensive exam will demonstrate thorough knowledge of an ecological theme or issue, contextualized in a religious, spiritual, and/or philosophical milieu. The second comprehensive exam will demonstrate in-depth knowledge of a religious, spiritual, or philosophical tradition, broadly defined, in relation to ecology. To complete the comprehensive exams, the student devises a reading list of 20 to 30 texts, including books, articles, and chapters, in consultation with his/her advisor. Upon reaching agreement on the reading list, the student reads the texts and writes an essay of about 35 pages, making an argument that ties together the various works and situates the student’s perspective within the field of religion and ecology.

PhD Dissertation Proposal

After successfully completing both comprehensive exams, the student begins working on the dissertation proposal. The dissertation proposal must be finished in two semesters. The first step is identifying the chair of the dissertation committee, an ESR faculty member whose research interests are congruent with the student’s. The chair guides the dissertation proposal writing process. More information is available in the “ESR Handbook,” in the section “PhD Dissertation Committee.” After the comprehensive exam paperwork is approved and the dissertation chair is selected, students register for PARP 6900 Thesis-Dissertation Proposal Completion (selecting the appropriate dissertation chair).

PhD Dissertation

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. All three members of the dissertation committee are PhDs with academic appointments. The two “inside” members are ESR faculty (core [not adjunct] faculty members who teach courses listed in the ESR curriculum), and the “external” member is someone outside of CIIS at another university.

Doctoral students must publicly present their research findings at least twice during the course of their doctoral studies at relevant conferences, at least one of which must be outside of CIIS. Throughout the dissertation writing process, the student registers for 0 (zero) units/flat fee. A complete draft of the doctoral dissertation must be provided to the dissertation committee members at the beginning of the semester prior to the semester in which the student wishes to graduate (e.g., for the student to participate in Spring graduation, a full draft of the dissertation must be completed and supplied to committee members at the beginning of the previous Fall semester). Dissertation defenses need to be scheduled in consultation with the dissertation committee, as well as the ESR chair and program coordinator.

PhD Admissions Requirements

Doctoral students wishing to specialize in Ecology, Spirituality, and Religion should display excellent research and writing skills and must possess a master’s degree in a discipline relevant to the program (e.g., anthropology, biology, ecology, environmental history, environmental studies, geography, literature, philosophy, religion) from an accredited graduate institution. Admission to the Ecology, Spirituality, and Religion PhD program is independent of admission to the MA program and requires a separate admissions application. Applicants to the doctoral program should identify two core faculty members whose expertise closely matches the student’s proposed course of study and research project. Doctoral applicants should demonstrate research preparation
suggestive of their motivation to completing a doctoral dissertation. Those admitted into the doctoral concentration who do not have an MA from CIIS in Ecology, Spirituality, and Religion may be required to complete up to an additional 18 units of coursework (minus equivalencies) from the core section of the MA curriculum.

**PhD in Ecology, Spirituality, and Religion after MA in Ecology, Spirituality, and Religion from CIIS**

The PhD program is designed to encompass and build upon work at the master’s level. ESR students who want to continue from the MA into the PhD in the same program apply during their second year of master’s study for entrance into the PhD program. Acceptance into the PhD program is not guaranteed. The applicant’s qualifications for study at the doctoral level will be assessed by the program faculty who make the final decision for acceptance. Students wishing to pursue the accelerated PhD must apply for the accelerated program in their first year of doctoral study. With the approval of the ESR faculty, an ESR MA student accepted into the accelerated doctoral program will need to complete 18 units of coursework (beyond the 36 units of the master’s degree), comprehensive examinations, dissertation proposal, and a dissertation. Admission to the accelerated doctoral program is not guaranteed for ESR MA graduates, and depends on the nature and course of the doctoral student’s proposed study. A CIIS graduate may apply for this track within two years after receiving the MA. Depending on the nature of the proposed doctoral study, some students may be required to complete the full 36 units of doctoral coursework before beginning comprehensive exams and may not be eligible for this accelerated program. Applicants entering a CIIS PhD program with an MA degree earned at another institution should expect to be required to complete 36 units of coursework, comprehensive exams, and a dissertation. Depending upon their background, some applicants may be required to complete more than 36 units of coursework; this will be specified at acceptance. Applicants to the PhD program must be determined to be qualified for doctoral study by the program faculty.

**Curriculum**

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

I. **Foundational Courses—9 Units**

- PAR 6078 Theory and Method in the Integrative Study of Religion and Ecology
- PAR 6079 Ecology in a Time of Planetary Crisis

3 additional units of research methods course(s), chosen from among School of Consciousness and Transformation (SCT) offerings.

II. **Ecology, Spirituality, and Religion Focused Electives—21 Units**

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

- ANTH 6454 Theoretical and Systems Tools for Social and Ecological Change
- PAR 6071 Philosophy and Ecology: Toward a Green Metaphysics, Phenomenology, and Epistemology
- PAR 6089 Myth, Imagination, and Incarnation: Barfield, Tolkien, Lewis, and the Oxford Inklings
- PAR 6091 Eco-literature and Eco-art in South Indian Tradition
- PAR 6292 Next of Kin: Perspectives on Animal Ethics and Biodiversity
- PAR 6369 Judaisms and Ecology: Visions, Voices, and Practices
- PAR 6472 The Colors of American Philosophy: Pluralism, Pragmatism, and Political Transformation
- PARP 6120 Cosmology of Literature
- PARP 6147 Modern Cosmology Through the Media
- PARP 6278 Integral Ecologies
- PARP 6392 Plants and People: Understanding the Plant World Through Relationships
- PARP 6403 Spirit and Nature
- PARP 6407 Biography and Karma
- PARP 6422 Aurobindo, Steiner, Teilhard
- PARP 6431 Martin Luther King Jr.—Justice, Cosmology, and Interconnection
- PARP 6436 Sri Aurobindo and Teilhard de Chardin
- PARP 6438 Dante—Cosmology, Poetry, and Metaphysics
- PARP 6500 History of Western Worldviews I: From the Greeks to the Enlightenment
- 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 6532 Christianity and Ecology
- PARP 6538 Krishna, Buddha, and Christ
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 their advisor).

II. Ecology, Spirituality, and Religion Focused Electives—15 Units
Select from the following courses (course offerings may vary):
ANTH 6454 Theoretical and Systems Tools for Social and Ecological Change
PAR 6071 Philosophy and Ecology: Toward a Green Metaphysics, Phenomenology, and Epistemology
PAR 6089 Myth, Imagination, and Incarnation: Barfield, Tolkien, Lewis, and the Oxford Inklings
PAR 6091 Eco-literature and Eco-art in South Indian Tradition
PAR 6292 Next of Kin: Perspectives on Animal Ethics and Biodiversity
PAR 6369 Judaisms and Ecology: Visions, Voices, and Practices
PAR 6472 The Colors of American Philosophy: Pluralism, Pragmatism, and Political Transformation
PAR 6120 Cosmology of Literature
PAR 6147 Modern Cosmology Through the Media
PARP 6278 Integral Ecologies
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, Cosmology, and Consciousness
MA in Philosophy and Religion with a concentration in Philosophy, Cosmology, and Consciousness (residential or online)
PhD in Philosophy and Religion with a concentration in Philosophy, Cosmology, and Consciousness (residential or online)

About the Philosophy, Cosmology, and Consciousness Program
Philosophy, Cosmology, and Consciousness (PCC) is a graduate program dedicated to reimagining the human species as a mutually enhancing member of the Earth community. The heart of the PCC program is its focus on knowledge that is transformative—of ourselves and of our civilization. It attracts intellectually engaged individuals who are to varying degrees dismayed by what they see happening in industrial societies and who are striving to find meaningful ways to develop their gifts to serve the future of the world. Inspired by Alfred North Whitehead’s view that the function of the university is to enable the future to appear, initially in conceptual thought, the PCC faculty and graduate students hold in mind three fundamental goals:

1. To open our consciousness, through learning and imagination, to those creative and evolutionary energies suffusing the Earth, the Universe, and the deep psyche that will enable us to participate fully in the regeneration of human communities and their enveloping life systems.
2. To analyze the current devastation of planetary life and to strive to liberate ourselves and our communities from the underlying causes of alienation, consumerism, militarism, androcentrism, and unsustainable modes of life.
3. To draw from the deep wells of philosophical and spiritual wisdom together with other scholarly and scientific insights in order to bring forth a profound vision of a vibrant planetary era.

Scientists, scholars, and visionaries recognize that the Earth community is facing an unprecedented evolutionary challenge, the most severe degradation of life in the last 65 million years. This multifaceted crisis requires a fundamental reorientation of our civilization, one in which a compassionate humanity becomes a mutually enhancing presence within Earth’s complex systems of life. Cultural historian Thomas Berry has called this task “the Great Work.” The PCC program is committed to shaping the leadership necessary for profound, progressive transformation of social institutions and individual consciousness. Drawing upon some of the most powerful ideas found in Western intellectual and spiritual traditions, together with insights from Asian spiritual philosophies and indigenous cultures, the faculty has constructed a multidisciplinary course of study to help accelerate each student’s journey into their particular leadership role within this work:

Philosophy: To free philosophy from its contemporary limitations—narrowly analytic, reductionist, and cosmologically alienated—and revive the original essence of Western philosophy as the love of wisdom. Philosophy in PCC explores new ways of thinking and being that are both visionary and pragmatic, and resist the paradigm of fragmentation that continues to dominate Western thought and culture.

Cosmology: To pursue a multidisciplinary study of cosmology with a focus on the evolutionary unfolding of the Universe and the Earth community. Cosmology in PCC includes reflection on the discoveries of the natural sciences, as well as cosmological and ecological perspectives emerging in contemporary culture, including especially the arts and religion.

Consciousness: To explore consciousness and the deep psyche, particularly by research concerning archetypal structures and their formative expression in individual lives and culture. Consciousness studies in PCC focus on transpersonal and Jungian psychology, the evolution of consciousness, Western esotericism, and new paradigm studies. In the end, the perspectives studied and developed within the PCC community are tested in the fire of each student’s experience. PCC offers students a challenging and supportive learning community in which to find their vision and voice as leaders.

Integral Ecology Track
The residential MA and PhD programs offer the option of an Integral Ecology Track, in which students study the complex character of the Earth community, the factors that threaten it, and possibilities for a better way forward. They explore some of the vital links between ecology and such fields as philosophy, religion, psychology, and cosmology, and learn strategies for a sustainable future in a creative community of planetary citizens. The word “integral” here suggests, to begin with, that ecology is relevant to the full range of human knowledge and action. All human endeavors—from food production and resource use to economics, politics, and education—need to be ecologized, in the sense that implications for the fate of the entire Earth community need to be taken into consideration. Conversely, ecology needs to draw from the whole spectrum of human inquiry—this is the second sense of integral— not only from the natural sciences, but from the human and social sciences, from the world’s spiritual traditions (Asian, Western, and indigenous), and from collective wisdom and individual insights. Residential MA students can also enroll in the Integral Ecology Track offered as part of the online MA degree (note that residential MA students can earn no more than 49 percent of their units online).
MA Degree Program

Goals and Student Learning Outcomes
The Philosophy, Cosmology, and Consciousness MA program supports students in the cultivation of both intellectual rigor and sympathetic imaginative capacities that will better enable them to enter fruitfully into a plurality of worldviews, historical eras, and cultural sensibilities. By understanding transformative historical and contemporary ideas, students will develop the ability to discern creative possibilities for bringing about life-enhancing futures.

Goal 1: Agents of Change: To generate creative and effective thinking and action in response to the unprecedented evolutionary challenge of the ecological, cultural, and spiritual crises that are currently facing the human and nonhuman members of the Earth community.

Student Learning Outcome 1: Students will be able to articulate sophisticated critiques of the causes and consequences of the current planetary crises.

Student Learning Outcome 2: In response to the dominant worldview, students will be able to generate alternatives that promote a socially and ecologically just future for the entire Earth community.

Goal 2: Sophisticated Evaluation: To develop and apply appreciative and critical evaluations of major transitions in worldviews, including those that have contributed to the current planetary situation.

Student Learning Outcome 3: Students will be able to speak and write cogently about the nature of worldviews for a variety of scholarly and popular audiences.

Student Learning Outcome 4: Students will be able to engage confidently as public intellectuals in conversation regarding the history of and interaction between Western, Asian, and indigenous perspectives, remaining sensitive to the dangers of appropriation while also developing an appreciation for the potential of newly emerging hybridizations of these perspectives.

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

Student Learning Outcome 5: Students will demonstrate competence in transdisciplinary thinking by integrating content and frameworks from a variety of disciplines to create scholarly products.

Student Learning Outcome 6: Students will be able to engage critically and constructively with a diverse array of research topics (e.g., religious, spiritual, and esoteric traditions; historical and scientific paradigms; and other, marginalized perspectives and ways of knowing).

Goal 4: Inner and Outer Evolution: To clarify and expand the relevance of ideas studied to one’s personal life and aspirations, with an eye to their implications for the transformation of culture and society at large.

Student Learning Outcome 7: Students will be able to build connections between their studies, their personal lives, and the larger communities in which they are embedded.

Student Learning Outcome 8: Students will be able to tap into and express individual creativity through personal and/or scholarly communication.

MA Integrative Seminar
The master’s Integrative Seminar is structured to help graduating students discover and consolidate what they have learned in their studies in PCC. Through a process of collaborative inquiry, students refine their unique perspectives and their ability to bridge various bodies of knowledge while developing plans for their next steps after graduation. The course culminates with a public presentation to the assembled PCC community of the students’ key insights. Students who plan to graduate in the Summer or Fall semester should plan to take the Integrative Seminar in the preceding Spring.

MA Thesis Option
An MA Thesis Option is available under exceptional circumstances to be determined in consultation with your advisor. Requirements for approval to write an MA thesis:

1. A proposal for an MA thesis must secure the agreement of a PCC faculty member to serve as thesis mentor. The student and mentor must also secure the agreement of a PCC or appropriate CIIS faculty member to serve as the second reader. Both agreements should reflect a strong alignment between the student’s proposed thesis topic and the faculty member’s scholarly expertise and interests.
2. A PCC faculty member will be unlikely to serve as mentor for a thesis that does not issue from the student’s positively evaluated coursework with the professor in question.
3. The student and topic must be at an advanced MA level.
4. The proposed topic must be able to be adequately treated within the proper thesis length, namely 60–80 pages.

MA Admissions Requirements
For Philosophy, Cosmology, and Consciousness, applicants from a variety of academic backgrounds will be considered. Applicants should be familiar with the PCC curriculum, the published writings of at least one PCC core faculty member, and a selection of videos on the PCC website.

Curriculum
MA in Philosophy and Religion with a concentration in Philosophy, Cosmology, and Consciousness—36 Units

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

II. Philosophy, Cosmology, and Consciousness Electives—18 Units
   The following are representative courses. Course options will vary year to year.
   PAR 6071 Philosophy and Ecology: Toward a Green Metaphysics, Phenomenology, and Epistemology
   PAR 6078 Theory and Method in the Integrative Study of Religion and Ecology
   PAR 6079 Ecology in a Time of Planetary Crisis
   PAR 6292 Next of Kin
   PARP 6110 Cosmological Powers
   PARP 6120 Cosmology of Literature
   PARP 6131 Speculation and Adoration: Introduction to the Study of Medieval Christian Mysticism
   PARP 6132 Philosophies of Becoming: Ancient, Medieval, and Early Modern Western Traditions
   PARP 6133 Whitehead’s Adventure in Cosmology: Toward a Physics of the World-Soul
   PARP 6134 Process Approaches to Consciousness
   PARP 6135 Process and Difference in the Pluriverse
   PARP 6137 Love, Death, and Annihilation in Contemporary Fiction and Cinema
   PARP 6140 Philosophies of Becoming: Late Modern and Postmodern Western Traditions
   PARP 6141 Evolutionary Cosmology and Process Philosophy
   PARP 6142 Archetypal Research: Writing and Methods for the Archetypal Biographer and Historian
   PARP 6143 The Red Books of C.G. Jung and J.R.R. Tolkien: An Archetypal Perspective
   PARP 6144 Jung on Astrology
   PARP 6145 The Way of the Archetypes or Archetypal Astrology and Individuation
   PARP 6147 Modern Cosmology Through the Media
   PARP 6150 The Book of Nature
   PARP 6249 Romanticism and Philosophy
   PARP 6250 Plato and Platonism
   PARP 6278 Integral Ecologies
   PARP 6315 Epic of the Universe
   PARP 6339 Subtle Activism: The Role of Consciousness in Planetary Transformation
   PARP 6393 Mind and Nature in German Idealism
   PARP 6403 Spirit and Nature
   PARP 6407 Biography and Karma
   PARP 6422 Aurobindo, Steiner, and Teilhard
   PARP 6431 Martin Luther King Jr.: Justice, Cosmology, and Interconnection
   PARP 6506 The Great Turning
   PARP 6517 History of Western Thought and Culture: An Archetypal Perspective
   PARP 6522 Science, Ecology, and Contested Knowledge(s)
   PARP 6525 Toward an Integral Ecological Consciousness
   PARP 6532 Christianity and Ecology
   PARP 6533 Touch the Earth: Integral Ecology Practicum
   PARP 6538 Krishna, Buddha, and Christ
   PARP 6563 Buddhism and Ecology
   PARP 6650 Advanced Seminar: A.N. Whitehead’s Process and Reality
   PARP 6667 Radical Mythospeculation: Cosmic Evolution and Deep History
   PARP 6682 Ecologies of Liberation
III. General Electives—12 Units
12 Units from any CIIS program.

IV. Culminating Coursework—3 Units
PARP 6897 Integrative Seminar

V. Optional Thesis—0 Units
Advisor approval required.
PARP 6900 Thesis/Dissertation Proposal Completion
PARP 7900 Thesis/Dissertation Seminar

Curriculum
MA in Philosophy and Religion with a concentration in Philosophy, Cosmology, and Consciousness
Integral Ecology Track—36 Units

I. Required Courses—6 Units
PARP 6060 Introduction to Philosophy, Cosmology, and Consciousness
Select one of the following courses:
PARP 6278 Integral Ecologies
PARP 6525 Toward an Integral Ecological Consciousness

II. Philosophy, Cosmology, and Consciousness Electives—6 Units
Select from the courses listed in the PCC electives list above.

III. Integral Ecology Electives—6 Units
The following are representative courses. Course options will vary year to year.
PAR 6078 Theory and Method in the Integrative Study of Religion and Ecology
PAR 6079 Ecology in a Time of Planetary Crisis
PAR 6292 Next of Kin
PARP 6110 Cosmological Powers
PARP 6120 Cosmology of Literature
PARP 6150 The Book of Nature
PARP 6159 Plants and People: Understanding the Plant World Through Relationships (1 Unit)
PARP 6278 Integral Ecologies
PARP 6315 Epic of the Universe
PARP 6393 Mind and Nature in German Idealism
PARP 6403 Spirit and Nature
PARP 6431 Martin Luther King Jr.: Justice, Cosmology, and Interconnection
PARP 6506 The Great Turning
PARP 6522 Science, Ecology, and Contested Knowledge(s)
PARP 6525 Toward an Integral Ecological Consciousness
PARP 6532 Christianity and Ecology
IV. General Electives—12 Units
12 units from any CIIS program.

V. Integral Ecology Practicum—3 Units
PARP 6533 Touch the Earth: Integral Ecology Practicum.
This course combines a semester-long Integral Ecology fieldwork experience of the student’s own choosing with a discussion seminar.

VI. Culminating Coursework—3 Units
PARP 6897 Integrative Seminar

VII. Optional Culminating Coursework—0 Units
Advisor approval required.
PARP 6900 Thesis/Dissertation Proposal Completion
PARP 7900 Thesis/Dissertation Seminar

Online MA Degree Program
In addition to the residential program, the Philosophy, Cosmology, and Consciousness program also offers an online MA degree. As with the residential MA, students enrolled in the online MA program are required to complete 36 units of coursework. Residential students are welcome to enroll in online courses, but at least 51 percent of their coursework must be earned from residential courses.

Residential Intensives
In addition to coursework, online students participate in residential intensives each year in the San Francisco Bay Area. The intensives take place annually during the Fall semester, typically in September or October.

While every effort is made to facilitate a sense of embodied presence in the online learning environment, the residential intensives provide online students with an opportunity to deepen their learning experience in community with others. The Fall intensives include keynote lectures by PCC faculty, advising sessions, community-building events, skill-building workshops, and the initial class meeting of student courses for that semester.

Online MA Student Learning Outcomes
The Philosophy, Cosmology, and Consciousness program’s online master’s degree supports students in the cultivation of both intellectual rigor and sympathetic imaginative capacities that will better enable them to enter fruitfully into a plurality of worldviews, historical eras, and cultural sensibilities. By understanding transformative historical and contemporary ideas, students will develop the ability to discern creative possibilities for bringing about life-enhancing futures.

Goal 1: Agents of Change: To generate creative and effective thinking and action in response to the unprecedented evolutionary challenge of the ecological, cultural, and spiritual crises that are currently facing the human and nonhuman members of the Earth community.

Student Learning Outcome 1: Students will be able to articulate sophisticated critiques of the causes and consequences of the current planetary crises.

Student Learning Outcome 2: In response to the dominant worldview, students will be able to generate alternatives that promote a socially and ecologically just future for the entire Earth community.

Goal 2: Sophisticated Evaluation: To develop and apply appreciative and critical evaluations of major transitions in worldviews, including those that have contributed to the current planetary situation.

Student Learning Outcome 3: Students will be able to speak and write cogently about the nature of worldviews for a variety of scholarly and popular audiences.
Student Learning Outcome 4: Students will be able to engage confidently as public intellectuals in conversation regarding the history of and interaction between Western, Asian, and indigenous perspectives, remaining sensitive to the dangers of appropriation while also developing an appreciation for the potential of newly emerging hybridizations of these perspectives.

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

Student Learning Outcome 5: Students will demonstrate competence in transdisciplinary thinking by integrating content and frameworks from a variety of disciplines to create scholarly products.

Student Learning Outcome 6: Students will be able to engage critically and constructively with a diverse array of research topics (e.g., religious, spiritual, and esoteric traditions, historical and scientific paradigms, and other, marginalized perspectives and ways of knowing).

Goal 4: Inner and Outer Evolution: Depending on their chosen curricular track and background, students will be able to apply ideas and skills learned to catalyze personal, cultural, and institutional transformation.

Student Learning Outcome 7: Students will be able to build connections between their studies, their personal lives, and the larger communities in which they are embedded.

Student Learning Outcome 8: Students will be able to tap into and express individual creativity through personal and/or scholarly communication.

Curriculum
MA in Philosophy and Religion with a concentration in Philosophy, Cosmology, and Consciousness (Online)—36 Units

I. Residential Intensives—0 Units
Online students participate in annual intensives held at a retreat center in or near the San Francisco Bay Area. The intensives occur in the Fall semester of each year.
PARP 6700 Intensive I (Fall)

II. Introductory Course—3 Units
PARP 6060 Introduction to Philosophy, Cosmology, and Consciousness

III. Philosophy, Cosmology, and Consciousness Electives—18 Units
The following are representative courses. Course options will vary year to year.
PAR 6071 Philosophy and Ecology: Toward a Green Metaphysics, Phenomenology, and Epistemology
PAR 6078 Theory and Method in the Integrative Study of Religion and Ecology
PAR 6079 Ecology in a Time of Planetary Crisis
PAR 6292 Next of Kin: Perspectives on Animal Ethics and Biodiversity
PAR 6369 Judaisms and Ecology: Visions, Voices, and Practices (1 Unit)
PARP 6110 Cosmological Powers
PARP 6132 Philosophies of Becoming: Ancient, Medieval, and Early Modern Western Traditions
PARP 6133 Whitehead’s Adventure in Cosmology: Toward a Physics of the World-Soul
PARP 6134 Process Approaches to Consciousness
PARP 6135 Process and Difference in the Pluriverse
PARP 6140 Philosophies of Becoming: Late Modern and Postmodern Western Traditions
PARP 6141 Evolutionary Cosmology and Process Philosophy
PARP 6142 Archetypal Research: Writing and Methods for the Archetypal Biographer and Historian
PARP 6143 The Red Books of C.G. Jung and J.R.R. Tolkien: An Archetypal Perspective
PARP 6144 Jung on Astrology
PARP 6145 The Way of the Archetypes or Archetypal Astrology and Individuation
PARP 6278 Integral Ecologies
PARP 6392 Plants and People: Understanding the Plant World Through Relationship
PARP 6393 Mind and Nature in German Idealism
PARP 6403 Spirit and Nature
PARP 6506 The Great Turning
PARP 6517 History of Western Thought and Culture: An Archetypal Perspective
PARP 6522 Science, Ecology, and Contested Knowledge(s)
IV. General Electives—12 Units
Choose 12 units from general PCC courses or from any CIIS program offering online courses.

V. Culminating Coursework—3 Units
PARP 6897 Integrative Seminar

VI. Optional Thesis—0 Units
Advisor approval required.
PARP 6900 Thesis/Dissertation Proposal Completion
PARP 7900 Thesis/Dissertation Seminar

Certificate Options in Integral Ecology, or Philosophy, Cosmology, and Consciousness

The Philosophy, Cosmology, and Consciousness program offers two 12-unit MA-level certificates, one in Integral Ecology, the other in Philosophy, Cosmology, and Consciousness more generally.

The Philosophy, Cosmology, and Consciousness certificate supports students in the cultivation of both intellectual rigor and sympathetic imaginative capacities that will better enable them to enter fruitfully into a plurality of worldviews, historical eras, and cultural sensibilities. With an eye towards the transformation of both self and society, students explore the classical vision of philosophy as a way of life, including both contemporary philosophical approaches and those that originate from outside the modern west; the multidisciplinary study of cosmology with a focus on the evolutionary unfolding of the universe alongside cosmological and ecological perspectives emerging from from the arts and religion; and the nature of consciousness and the deep psyche, especially as this is uncovered in transpersonal and Jungian psychology, approaches to the evolution of consciousness, Western esotericism, and new paradigm studies.

The integral ecology certificate allows students to study the complex character of the Earth community, the factors that threaten it, and possibilities for a better way forward. Students explore vital links between ecology and such fields as philosophy, religion, psychology, and cosmology, and learn strategies for building a regenerative and ecologically just future. The gravity and complexity of the planetary ecological crisis calls for an integral approach to ecology, one that broadens and deepens the study of ecology through active engagement with the humanities and social sciences.

The certificate options are designed for students who seek a deeper understanding of either Integral Ecology or Philosophy, Cosmology, and Consciousness but are unable to commit to a full 36-unit MA degree. The following policies apply:

- Certificate students are not eligible for federal financial aid. Federal financial aid is only available for PCC’s degree programs.
- Certificate courses are offered in both residential and online formats.
- Certificate students are invited but not required to attend on-campus intensives alongside online PCC MA students.
- Students can earn a maximum of one certificate in PCC.
- Students can take up to two years to complete the 12 units required for their certificate.
Certificate students must enroll in at least 1 unit every Fall and Spring semester (Summer enrollment is optional). Students who do not enroll in at least 1 unit in a given semester must apply for a Leave of Absence through the Registrar’s office.

Students can decide to apply to PCC’s MA program at any point during their certificate. Any units earned while a student is in a certificate program are transferable to the MA degree (up to 12 units).

Students applying to the online PCC MA degree program after earning a PCC certificate are required to participate in three on-campus intensives (two at the beginning of Fall semesters, one at the end of the final Spring semester). It is recommended that certificate students considering the online PCC MA participate in at least one intensive while still a certificate student (thus facilitating their completion of the MA intensive requirements).

Students in the PCC MA program may also be awarded a certificate upon completion of the required coursework (one certificate per student).

Students in other MA programs at CIIS may also earn a PCC certificate, so long as their degree program grants them enough elective units to complete the required certificate coursework. Certificate courses taken outside this elective allotment are not eligible for federal financial aid.

Curriculum

Certificate in Integral Ecology—12 Units

I. Foundations (choose 3–6 Units)
   - PARP 6278 Integral Ecologies
   - PARP 6525 Toward an Integral Ecological Consciousness

II. Practicum (3 Units, optional)
   - PARP 6533 Touch the Earth

III. Electives (choose 3–9 Units)
   The following are representative courses. Course options will vary year to year.
   - PAR 6071 Philosophy and Ecology: Toward a Green Metaphysics, Phenomenology, and Epistemology
   - PAR 6078 Theory and Method in the Integrative Study of Religion and Ecology
   - PAR 6079 Ecology in a Time of Planetary Crisis
   - PAR 6292 Next of Kin: Perspectives on Animal Ethics and Biodiversity
   - PAR 6369 Judaisms and Ecology: Visions, Voices, and Practices (1 Unit)
   - PARP 6110 Cosmological Powers
   - PARP 6392 Plants and People: Understanding the Plant World Through Relationship
   - PARP 6393 Mind and Nature in German Idealism
   - PAR 6403 Spirit and Nature
   - PAR 6506 The Great Turning
   - PARP 6522 Science, Ecology, and Contested Knowledge(s)
   - PARP 6523 Environmental Ethics
   - PARP 6532 Christianity and Ecology
   - PARP 6563 Buddhism and Ecology
   - PARP 6682 Ecologies of Liberation
   - PARP 6746 The Earth Journey
   - PARP 6748 Nature and Eros

Certificate in Philosophy, Cosmology, and Consciousness—12 Units

I. Foundations (3 Units)
   - PARP 6060 Introduction to Philosophy, Cosmology, and Consciousness

II. Courses in Philosophy (3–6 Units)
   The following are representative courses. Courses will vary from year to year.
   - PARP 6132 Philosophies of Becoming: Ancient, Medieval, and Early Modern Western Traditions
   - PARP 6249 Romanticism and Philosophy
   - PARP 6275 Plato and Platonism
   - PARP 6393 Mind and Nature in German Idealism
   - PARP 6522 Science, Ecology, and Contested Knowledge(s)
   - PARP 6822 Hegel, Wilber, and Morin: Foundations of Integral Theory (advanced seminar)
III. Courses in Cosmology (0–6 Units)
The following are representative courses. Courses will vary from year to year.
PARP 6110 Cosmological Powers
PARP 6120 Cosmology of Literature
PARP 6147 Modern Cosmology Through the Media
PARP 6525 Toward an Integral Ecological Consciousness
PARP 6667 Radical Mythospeculation: Cosmic Evolution and Deep History
PARP 7001 Psyche and Cosmos I: Transpersonal Psychology and Archetypal Astrology

IV. Courses in Consciousness (0–6 Units)
The following are representative courses. Courses will vary from year to year.
PARP 6682 Ecologies of Liberation
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 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

PhD Degree Program
Goals and Student Learning Outcomes
The Philosophy, Cosmology, and Consciousness doctoral program supports students in the cultivation of both intellectual rigor and sympathetic imaginative capacities that will help them to enter fruitfully into a plurality of worldviews, historical eras, and cultural sensibilities. By understanding transformative historical and contemporary ideas, students will develop the ability to discern creative possibilities for bringing about life-enhancing futures.

Goal 1: Agents of Change: To generate creative and effective thinking and action in response to the unprecedented evolutionary challenge of the ecological, cultural, and spiritual crises that are currently facing the human and nonhuman members of the Earth community.

Student Learning Outcome 1: Students will be able to articulate sophisticated critiques of the causes and consequences of the current planetary crises.

Student Learning Outcome 2: In response to the dominant worldview, students will be able to generate alternatives that promote a socially and ecologically just future for the entire Earth community.

Goal 2: Sophisticated Evaluation: To develop and apply appreciative and critical evaluations of major transitions in worldviews, including those that have contributed to the current planetary situation.

Student Learning Outcome 3: Students will be able to speak and write cogently about the nature of worldviews for a variety of scholarly and popular audiences.

Student Learning Outcome 4: Students will be able to engage confidently as public intellectuals in conversation regarding the history of and interaction between Western, Asian, and indigenous perspectives, remaining sensitive to the dangers of appropriation while also developing an appreciation for the potential of newly emerging hybridizations of these perspectives.

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

Student Learning Outcome 5: Students will demonstrate competence in transdisciplinary thinking by integrating content and frameworks from a variety of disciplines to create scholarly products.

Student Learning Outcome 6: Students will be able to engage critically and constructively with a diverse array of research topics (e.g., religious, spiritual, and esoteric traditions, historical and scientific paradigms, and other, marginalized perspectives and ways of knowing).

Goal 4: Inner and Outer Evolution: To clarify and expand the relevance of ideas studied to one’s personal life and aspirations, with an eye to their implications for the transformation of culture and society at large.

Student Learning Outcome 7: Students will be able to build connections between their studies, their personal lives, and the larger communities in which they are embedded.
Student Learning Outcome 8: Students will be able to tap into and express individual creativity through personal and/or scholarly communication.

Goal 5: Historical Knowledge: To analyze the evolution of Western thought through the ideas of major figures of Western intellectual and spiritual history in relation to the challenges of the present moment.

Student Learning Outcome 9: Students will be able to pass two comprehensive exams, one of which will demonstrate comprehension of principal ideas and themes in the development of Western thought as reflected in the “PCC Guide to Important Texts” (available in the PCC office or on MyCIIS, https://my.ciis.edu/ICS/Academics/Philosophy_Cosmology_and_Consciousness.jnz)

Student Learning Outcome 10: Students will be able to demonstrate familiarity with the relevant developments in the history of Western thought in the formal treatment of the dissertation topic.

Goal 6: Original Contribution: To produce a work of original scholarship of publishable quality that engages ideas from a transdisciplinary perspective, including a sufficient mastery in depth of at least one subject area, with an eye to the paradigmatic assumptions and implications for the transformation of culture and society at large.

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

Student Learning Outcome 12: Students will be able to write a dissertation that offers a substantial and original contribution to scholarship, and is certified as such by at least two PCC faculty members. Dissertation is not to exceed 250 pages.

PhD Language Recommendation
PhD students may be required to demonstrate proficiency in one foreign language if it is deemed essential for the student’s dissertation research. Language proficiency may be demonstrated by having passed two years of coursework in the study of a language, or by achieving a satisfactory score on the ETS.

PhD Comprehensive Examinations
The standard format consists of an annotated bibliography along with a discussion paper that forms the basis for a dialogue between the student and the mentor. At least one of the exams must be taken with a PCC faculty member. Ideally, all other coursework must be completed (though it is possible to do one of the examinations concurrently with a last course). Each comprehensive exam must be completed in one semester. See the “PCC Program Handbook” for more details. The PCC general comprehensive exam consists of a 20-to-25-page essay drawing from the PCC recommended reading list and other relevant sources, situated in the context of the first and/or second of the PCC PhD learning goals. With the recommendation of the student’s PCC faculty mentor and the PCC chair, a student may opt for an oral comprehensive exam as an alternative to the written exam. The second/specialized comprehensive exam prepares the student for the framing of the dissertation proposal by reviewing the literature of the student’s field of interest. The exam consists of a reading list and a 20-to-25-page essay, to be followed up by a discussion with faculty.

PhD Dissertation
The PCC faculty directs dissertations in two broad specializations: Integral Ecology and Cosmology, and Archetypal and Consciousness Studies. After successfully completing both comprehensive exams, the student may begin working on the dissertation proposal. The dissertation proposal must be finished in three semesters; a student may petition their mentor in writing for an extra semester, but it should not be assumed that such an extension will be granted. If an extension is granted, the student will elect one semester of the supervised Proposal Completion Seminar (PARP 6900). Once the proposal is completed and approved by a three-person committee, the student may begin writing the dissertation proper. Throughout the dissertation writing process, the student registers for 0 (zero) units/flat fee.

PhD Admissions Requirements
Admission to the Philosophy, Cosmology, and Consciousness PhD program is increasingly selective. It is independent of admission to the MA program and requires a separate admissions application. An applicant for the PhD must have done outstanding work at the MA level (see “MA Program Goals and Student Learning Outcomes,” above). In addition, the PhD applicant must (1) identify at least one PCC core faculty member who would be appropriate to serve as a mentor in the PhD program and a second faculty member who would be able and willing to serve on the dissertation committee; (2) show close familiarity with that faculty member’s particular area of expertise; and (3) demonstrate the necessary preparation and motivation for specializing in that area (or areas), especially with respect to research leading to the dissertation. The materials required for application are an autobiography, a two-to-four-page statement of goals, a writing sample, two letters of recommendation, and transcripts. Those admitted into the doctoral concentration who do not have an MA from CIIS in Philosophy, Cosmology, and
Consciousness may be required to complete up to an additional 18 units of coursework (minus equivalencies) from the core section of the MA curriculum.

Curriculum

PhD in Philosophy and Religion with a concentration in Philosophy, Cosmology, and Consciousness—36 Units

I. PARP 6060 Introduction to Philosophy, Cosmology, and Consciousness—3 Units
   Not required for graduates of the MA in Philosophy, Cosmology, and Consciousness program, who should fulfill this unit requirement with an alternate.

II. Philosophy, Cosmology, and Consciousness Electives—18 Units
   The following are representative courses. Course options will vary year to year
   PARP 6110 Cosmological Powers
   PARP 6120 Cosmology of Literature
   PARP 6131 Speculation and Adoration: Introduction to the Study of Medieval Christian Mysticism
   PARP 6132 Philosophies of Becoming: Ancient, Medieval, and Early Modern Western Traditions
   PARP 6133 Whitehead’s Adventure in Cosmology: Toward a Physics of the World-Soul
   PARP 6134 Process Approaches to Consciousness
   PARP 6135 Process and Difference in the Pluriverse
   PARP 6137 Love, Death, and Annihilation in Contemporary Fiction and Cinema
   PARP 6140 Philosophies of Becoming: Late Modern and Postmodern Western Traditions
   PARP 6142 Archetypal Research: Writing and Methods for the Archetypal Biographer and Historian
   PARP 6143 The Red Books of C.G. Jung and J.R.R. Tolkien: An Archetypal Perspective
   PARP 6144 Jung on Astrology
   PARP 6145 The Way of the Archetypes or Archetypal Astrology and Individuation
   PARP 6146 Birth of the Diamond Soul
   PARP 6147 Modern Cosmology Through the Media
   PARP 6249 Romanticism and Philosophy
   PARP 6275 Plato and Platonism
   PARP 6278 Integral Ecologies
   PARP 6315 Epic of the Universe
   PARP 6339 Subtle Activism: The Role of Consciousness in Planetary Transformation
   PARP 6506 The Great Turning
   PARP 6517 History of Western Thought and Culture: An Archetypal Perspective
   PARP 6522 Science, Ecology, and Contested Knowledge(s)
   PARP 6525 Toward an Integral Ecological Consciousness
   PARP 6532 Christianity and Ecology
   PARP 6533 Touch the Earth: Integral Ecology Practicum
   PARP 6538 Krishna, Buddha, and Christ
   PARP 6563 Buddhism and Ecology
   PARP 6667 Radical Mythoscopulation: Cosmic Evolution and Deep History
   PARP 6682 Ecologies of Liberation
   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
   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

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
The following are representative courses. Course options will vary year to year.
PAR 6078 Theory and Method in the Integrative Study of Religion and Ecology
PAR 6079 Ecology in a Time of Planetary Crisis
PAR 6292 Next of Kin: Perspectives on Animal Ethics and Biodiversity
PARP 6110 Cosmological Powers
PARP 6120 Cosmology of Literature
PARP 6159 Plants and People: Understanding the Plant World Through Relationships (1 Unit)
PARP 6249 Romanticism and Philosophy
PARP 6278 Integral Ecologies
PARP 6315 Epic of the Universe
PARP 6393 Mind and Nature in German Idealism
PARP 6403 Spirit and Nature
PARP 6431 Martin Luther King Jr.: Justice, Cosmology, and Interconnection
PARP 6506 The Great Turning
PARP 6522 Science, Ecology, and Contested Knowledge(s)
PARP 6525 Toward an Integral Ecological Consciousness
PARP 6532 Christianity and Ecology
PARP 6533 Touch the Earth: Integral Ecology Practicum
PARP 6563 Buddhism and Ecology
PARP 6682 Ecologies of Liberation
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
IV. General Electives—6 Units
Select 6 units from any CIIS program.

V. Comprehensive Exam—0 Units
PARP 9600 Comprehensive Exam
PARP 9600 Comprehensive Exam (on an Integral Ecology topic)

VI. Dissertation—0 Units
PARP 6900 Thesis/Dissertation Proposal Completion (two times maximum)
PARP 7900 Thesis/Dissertation Seminar

Philosophy, Cosmology, and Consciousness PhD Program after MA in PCC from CIIS
The PCC program offers an accelerated PhD curriculum for qualified graduates of the PCC MA program. Beginning in their second year, students in the PCC MA can apply for the accelerated PhD program upon completion of the MA. Admission into the accelerated PhD program will be decided by core faculty.

PhD in Philosophy and Religion with a concentration in Philosophy, Cosmology, and Consciousness, accelerated curriculum—18 Units

I. Philosophy, Cosmology, and Consciousness Electives—9 Units
The following are representative courses. Course options will vary year to year.
PARP 6110 Cosmological Powers
PARP 6120 Cosmology of Literature
PARP 6131 Speculation and Adoration: Introduction to the Study of Medieval Christian Mysticism
PARP 6132 Philosophies of Becoming: Ancient, Medieval, and Early Modern Western Traditions
PARP 6133 Whitehead’s Adventure in Cosmology: Toward a Physics of the World-Soul
PARP 6134 Process Approaches to Consciousness
PARP 6135 Process and Difference in the Pluriverse
PARP 6137 Love, Death, and Annihilation in Contemporary Fiction and Cinema
PARP 6140 Philosophies of Becoming: Late Modern and Postmodern Western Traditions
PARP 6142 Archetypal Research: Writing and Methods for the Archetypal Biographer and Historian
PARP 6143 The Red Books of C.G. Jung and J.R.R. Tolkien: An Archetypal Perspective
PARP 6144 Jung on Astrology
PARP 6145 The Way of the Archetypes or Archetypal Astrology and Individuation
PARP 6146 Birth of the Diamond Soul
PARP 6147 Modern Cosmology and the Media
PARP 6249 Romanticism and Philosophy
PARP 6275 Plato and Platonism
PARP 6278 Integral Ecologies
PARP 6315 Epic of the Universe
PARP 6339 Subtle Activism: The Role of Consciousness in Planetary Transformation
PARP 6393 Mind and Nature in German Idealism
PARP 6403 Spirit and Nature
PARP 6407 Biography and Karma
PARP 6422 Aurobindo, Steiner, and Teilhard
PARP 6431 Martin Luther King Jr.: Justice, Cosmology, and Interconnection
PARP 6506 The Great Turning
PARP 6517 History of Western Thought and Culture: An Archetypal Perspective
PARP 6522 Science, Ecology, and Contested Knowledge(s)
PARP 6525 Toward an Integral Ecological Consciousness
PARP 6532 Christianity and Ecology
PARP 6533 Touch the Earth: Integral Ecology Practicum
PARP 6538 Krishna, Buddha, and Christ
PARP 6563 Buddhism and Ecology
PARP 6650 Advanced Seminar: A.N. Whitehead’s Process and Reality
PARP 6667 Radical Mythospeculation: Cosmic Evolution and Deep History
PARP 6682 Ecologies of Liberation
PARP 6743 Hill of the Hawk I
PARP 6744 Hill of the Hawk II
PARP 6746 The Earth Journey
PARP 6748 Nature and Eros
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

II. Integral Ecology Electives—6 Units
The following are representative courses. Course options will vary year to year.
PAR 6078 Theory and Method in the Integrative Study of Religion and Ecology
PAR 6079 Ecology in a time of Planetary Crisis
PAR 6292 Next of Kin: Perspectives on Animal Ethics and Biodiversity
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 6393 Mind and Nature in German Idealism
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 6563 Buddhism and Ecology
PAR 6682 Ecologies of Liberation
PAR 6743 Hill of the Hawk I
P ARP 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)

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
The following are representative courses. Course options will vary year to year.
PAR 6078 Theory and Method in the Integrative Study of Religion and Ecology
PAR 6079 Ecology in a Time of Planetary Crisis
PAR 6292 Next of Kin: Perspectives on Animal Ethics and Biodiversity
PARP 6110 Cosmological Powers
PARP 6120 Cosmology of Literature
PARP 6159 Plants and People: Understanding the Plant World Through Relationships (1 Unit)
PARP 6278 Integral Ecologies
PARP 6315 Epic of the Universe
PARP 6393 Mind and Nature in German Idealism
PARP 6403 Spirit and Nature
PARP 6431 Martin Luther King Jr.: Justice, Cosmology, and Interconnection
PARP 6506 The Great Turning
PARP 6522 Science, Ecology, and Contested Knowledge(s)
PARP 6525 Toward an Integral Ecological Consciousness
PARP 6532 Christianity and Ecology
PARP 6533 Touch the Earth: Integral Ecology Practicum
PARP 6563 Buddhism and Ecology
PARP 6682 Ecologies of Liberation
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)

II. General Electives—9 Units
Select 9 units from any CIIS program.

III. Comprehensive Exam—0 Units
PARP 9600 Comprehensive Exam
PARP 9600 Comprehensive Exam (on an Integral Ecology topic)

IV. Dissertation—0 Units
PARP 6900 Thesis/Dissertation Proposal Completion (two times maximum)
PARP 7900 Thesis/Dissertation Seminar
Online PhD Degree Program
In addition to the residential program, the Philosophy, Cosmology, and Consciousness program also offers an online PhD degree. As with the residential PhD, students enrolled in the online PhD program are required to complete 36 units of coursework. Residential students are welcome to enroll in online courses, but at least 51 percent of their coursework must be earned from residential courses.

Residential Intensives
In addition to coursework, online students participate in residential intensives each year in the San Francisco Bay Area. The intensives take place annually during the Fall semester, typically in September or October.

While every effort is made to facilitate a sense of embodied presence in the online learning environment, the residential intensives provide online students with an opportunity to deepen their learning experience in community with others. The Fall intensives include keynote lectures by PCC faculty, advising sessions, community-building events, skill-building workshops, and the initial class meeting of student courses for that semester.

Online PhD Student Learning Outcomes
The Philosophy, Cosmology, and Consciousness program’s online doctoral degree supports students in the cultivation of both intellectual rigor and sympathetic imaginative capacities that will better enable them to enter fruitfully into a plurality of worldviews, historical eras, and cultural sensibilities. By understanding transformative historical and contemporary ideas, students will develop the ability to discern creative possibilities for bringing about life-enhancing futures.

Goal 1: Agents of Change: To generate creative and effective thinking and action in response to the unprecedented evolutionary challenge of the ecological, cultural, and spiritual crises that are currently facing the human and nonhuman members of the Earth community.

Student Learning Outcome 1: Students will be able to articulate sophisticated critiques of the causes and consequences of the current planetary crises.

Student Learning Outcome 2: In response to the dominant worldview, students will be able to generate alternatives that promote a socially and ecologically just future for the entire Earth community.

Goal 2: Sophisticated Evaluation: To develop and apply appreciative and critical evaluations of major transitions in worldviews, including those that have contributed to the current planetary situation.

Student Learning Outcome 3: Students will be able to speak and write cogently about the nature of worldviews for a variety of scholarly and popular audiences.

Student Learning Outcome 4: Students will be able to engage confidently as public intellectuals in conversation regarding the history of and interaction between Western, Asian, and indigenous perspectives, remaining sensitive to the dangers of appropriation while also developing an appreciation for the potential of newly emerging hybridizations of these perspectives.

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

Student Learning Outcome 5: Students will demonstrate competence in transdisciplinary thinking by integrating content and frameworks from a variety of disciplines to create scholarly products.

Student Learning Outcome 6: Students will be able to engage critically and constructively with a diverse array of research topics (e.g., religious, spiritual, and esoteric traditions, historical and scientific paradigms, and other, marginalized perspectives and ways of knowing).

Goal 4: Inner and Outer Evolution: Depending on their chosen curricular track and background, students will be able to apply ideas and skills learned to catalyze personal, cultural, and institutional transformation.

Student Learning Outcome 7: Students will be able to build connections between their studies, their personal lives, and the larger communities in which they are embedded.

Student Learning Outcome 8: Students will be able to tap into and express individual creativity through personal and/or scholarly communication.
Curriculum

PhD in Philosophy and Religion with a concentration in Philosophy, Cosmology, and Consciousness (Online)—36 Units

I. Residential Intensives—0 Units
Online students participate in annual intensives held at a retreat center in or near the San Francisco Bay Area. The intensives occur in the Fall semester of each year.
PARP 6700 Intensive I (Fall)

II. Introductory Course—3 Units
PARP 6060 Introduction to Philosophy, Cosmology, and Consciousness

III. Philosophy, Cosmology, and Consciousness Electives—18 Units
The following are representative courses. Course options will vary year to year.
PAR 6078 Theory and Method in the Integrative Study of Religion and Ecology
PAR 6079 Ecology in a Time of Planetary Crisis
PAR 6292 Next of Kin: Perspectives on Animal Ethics and Biodiversity
PAR 6369 Judaism and Ecology: Visions, Voices, and Practices (1 Unit)
PARP 6110 Cosmological Powers
PARP 6132 Philosophies of Becoming: Ancient, Medieval, and Early Modern Western Traditions
PARP 6133 Whitehead’s Adventure in Cosmology: Toward a Physics of the World-Soul
PARP 6134 Process Approaches to Consciousness
PARP 6135 Process and Difference in the Pluriverse
PARP 6140 Philosophies of Becoming: Late Modern and Postmodern Western Traditions
PARP 6141 Evolutionary Cosmology and Process Philosophy
PARP 6142 Archetypal Research: Writing and Methods for the Archetypal Biographer and Historian
PARP 6143 The Red Books of C.G. Jung and J.R.R. Tolkien: An Archetypal Perspective
PARP 6145 The Way of the Archetypes or Archetypal Astrology and Individuation
PARP 6278 Integral Ecologies
PARP 6392 Plants and People: Understanding the Plant World Through Relationship
PARP 6393 Mind and Nature in German Idealism
PARP 6403 Spirit and Nature
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 6523 Environmental Ethics
PARP 6525 Toward an Integral Ecological Consciousness
PARP 6532 Christianity and Ecology
PARP 6533 Touch the Earth
PARP 6563 Buddhism and Ecology
PARP 6650 Advanced Seminar: A.N. Whitehead’s Process and Reality
PARP 6682 Ecologies of Liberation
PARP 6746 The Earth Journey
PARP 6748 Nature and Eros
PARP 6822 Hegel, Wilber, and Morin: Foundations of Integral Inquiry
PARP 7001 Psyche and Cosmos I: Transpersonal Psychology and Archetypal Astrology
PARP 7002 Psyche and Cosmos II: Transits in Depth (Practicum)
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

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

Online Philosophy, Cosmology, and Consciousness PhD Program after MA in PCC from CIIS
The PCC program offers an accelerated online 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 (online) program upon completion of the MA. Admission into the accelerated PhD (online) 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
The following are representative courses. Course options will vary year to year.
PAR 6071 Philosophy and Ecology: Toward a Green Metaphysics, Phenomenology, and Epistemology
PAR 6078 Theory and Method in the Integrative Study of Religion and Ecology
PAR 6079 Ecology in a Time of Planetary Crisis
PAR 6292 Next of Kin: Perspectives on Animal Ethics and Biodiversity
PAR 6369 Judaisms and Ecology: Visions, Voices, and Practices (1 Unit)
PARP 6110 Cosmological Powers
PARP 6132 Philosophies of Becoming: Ancient, Medieval, and Early Modern Western Traditions
PARP 6133 Whitehead’s Adventure in Cosmology: Toward a Physics of the World-Soul
PARP 6134 Process Approaches to Consciousness
PARP 6135 Process and Difference in the Pluriverse
PARP 6140 Philosophies of Becoming: Late Modern and Postmodern Western Traditions
PARP 6141 Evolutionary Cosmology and Process Philosophy
PARP 6142 Archetypal Research: Writing and Methods for the Archetypal Biographer and Historian
PARP 6143 The Red Books of C.G. Jung and J.R.R. Tolkien: An Archetypal Perspective
PARP 6145 The Way of the Archetypes or Archetypal Astrology and Individuation
PARP 6278 Integral Ecologies
PARP 6392 Plants and People: Understanding the Plant World Through Relationship
PARP 6393 Mind and Nature in German Idealism
PARP 6403 Spirit and Nature
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 6523 Environmental Ethics
PARP 6525 Toward an Integral Ecological Consciousness
PARP 6532 Christianity and Ecology
PARP 6533 Touch the Earth
PARP 6563 Buddhism and Ecology
PARP 6650 Advanced Seminar: A.N. Whitehead’s Process and Reality
PARP 6682 Ecologies of Liberation
PARP 6746 The Earth Journey
PARP 6748 Nature and Eros
PARP 6822 Hegel, Wilber, and Morin: Foundations of Integral Inquiry
PARP 7001 Psyche and Cosmos I: Transpersonal Psychology and Archetypal Astrology
PARP 7002 Psyche and Cosmos II: Transits in Depth (Practicum)
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

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

Course Descriptions

PAR 5028 Religion and Contemporary Society: Diversity, Challenge, and Opportunity (3 Units) OP Grade Option
This course is designed to introduce students to the critical challenges and opportunities facing the world’s religions today. Set within the new global recognition of the irreducibility of religious diversity, this course is organized topically around a series of six key themes facing religions in the 21st century: ethics, conflict, gender, ecology, dialogue, and spirituality. The course will address such questions as: What is the role of religion in democratic societies? How do we make sense of religious violence? Can the religions collaborate in the service of the good? What is the relation between religion and human rights? How do religions reinvent themselves? What is the relation between religion and spirituality?

PAR 6010 Philosophical Inquiry as Spiritual Practice: Eastern and Western Perspectives (3 Units) OP Grade Option
Although philosophy is now often treated as a purely cognitive and intellectual discipline, philosophy began in and has often been renewed by a much more embodied, integral, and participatory approach that saw the practice of philosophy as part of the broader practice of spiritual formation and transformation. Students in this course will be introduced to classical Buddhist, Hellenic, and Christian approaches to philosophy as a way of life, while also considering how such traditions might challenge, renew, and transform the practice of philosophy in the modern and postmodern world.

PAR 6012 Embodied Presence and the Sacred Imaginal: Western and Asian Perspectives (3 Units) OP Grade Option
How do cultural shapings of embodiment affect notions of illness and well-being? Is the body physical, imaginal, or divine? All three modes of envisioning “body” will be explored. We will investigate these themes: the body as putrefaction, playground of divine forces, ongoing embodiment, performance space, cosmic instantiation.

PAR 6015 Integral Yoga: Theory and Practice (1 Unit) OP Grade Option
The Integral Yoga was the spiritual practice of the founder of California Institute of Integral Studies, Haridas Chaudhuri. This course will present material, some of it rarely seen, from Sri Aurobindo and the Mother, the originators of the yoga, and from the works and accounts of Haridas Chaudhuri. This represents the theoretical level. No one can really teach the practice, properly speaking, because of its special character. Each individual, truly, must find their own way in this. And by its nature, there is no set of rules or steps that govern what is called “The Yoga.” This special, extremely flexible, profound, and mysterious yoga, however, does come to bear in myriad forms of practice for those who follow its call. The practice part of this class will involve discussion and some demonstration of various practices with the emphasis on examining the practices (or non-practices!) of the participants to try to point ourselves toward the “integral ideal.”

PAR 6017 Integral Yoga Psychology of Sri Aurobindo (3 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.

PAR 6020 Yoga Sutras of Patanjali (3 Units) OP Grade Option
Study of the Yoga Sutras of Patanjali in the context of commentaries and subcommentaries, with an emphasis on the diversity of interpretation.

PAR 6022 Studies in the Upanishads (3 Units) OP Grade Option
The Upanishads are the spiritual touchstone for most of later Hinduism. In them are contained the most profound insights on the nature of reality. Richly diverse and profound, they present not a single philosophy, but an array of possibilities to guide thinking and meditation that highlight the theme of divine unity.
PAR 6025 The Bhagavad Gita: Ancient and Modern Perspectives (3 Units) OP Grade Option
The Bhagavad Gita is a source book of ontological, ethical, and religious theories of Indian thought with practical applications in the modern world. The course looks in depth at the Gita itself and then surveys the traditional ancient commentaries and the modern commentators and interpreters.

PAR 6030 Hindu Tantrism (3 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. Tantric 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.

PAR 6032 The Hindu Goddess (3 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.

PAR 6034 Sanskrit Language and Consciousness (3 Units) OP Grade Option
Edward Sapir and Benjamin Lee Whorf, basing their work on study of Native American languages, developed a theory that suggested that language is a conditioner of thought process. This class will begin by examining this theoretical realm in preface to looking closely at the Sanskrit theories of language that developed over many centuries. This course will examine Sanskrit grammatical theory, its polysemic and polygonal lexical structure, theories of the relationship between the world and language (including the notion that the universe is nothing but Sanskrit!), and theories of mantra to explore the unique linking of language and consciousness in the traditions and theories of Sanskrit language.

PAR 6038 Visionary Traditions of India and Tibet (3 Units) OP Grade Option
An inquiry into the “hidden treasure” teachings (terma) of Tibet, with parallels to Western traditions.

PAR 6040 Poetics of Enlightenment: Indo-Tibetan Siddha Tradition (3 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 carayagiti (songs of experience). This adventurous play was memorialized in story and song, retold in Indic vernacular dialects, and translated into classical Tibetan. We will engage this literature and compare “ancient” (Vedic), “traditional” (Buddhist), and “modern/postmodern” (20th-century American and European) poetic praxis. Such poetic questing gives rise to these questions: How can enlightenment be seen as a performance of continual creativity and not a bounded mode of quiescence? What does it mean to say that there is an “enlightenment realm,” some mode of being from which creative and spiritually transformative energies emerge? How are saints or great adepts emblematic of such modes of being? We will also explore these questions: What is the moral purpose of such works of art, and how does the study of spiritual biographies of these poetic artists engender an environment that invites creative responses?

PAR 6042 Buddhist Meditative Traditions in India and Tibet (3 Units) OP Grade Option
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.

PAR 6044 Buddhist Cosmology (3 Units) OP Grade Option
An introduction to a variety of Buddhist cosmologies, including Abhidharma, Avatamsaka, Kalacakra, and Dzogchen.

PAR 6045 Buddhism Meets Shamanism (3 Units) OP Grade Option
An introduction to the varieties of Buddhist-shamanic religious contexts, including those of South Asia (India, Sri Lanka), Southeast Asia (Thailand, Burma), the Himalayas (Nepal, Ladakh, Bhutan), and Inner Asia (Siberia, Mongolia, Tibet). This course will provide a solid introductory knowledge base in the religious traditions of actual Buddhist communities in interaction with the folk shamanic cultures of North, South, and Southeast Asia, with special attention to issues of interpretation: methodological, historical, and anthropological.

PAR 6046 Death, Dying, and Beyond: Buddhist Perspectives (3 Units) OP Grade Option
In this course, we explore through texts and exercises both Western and Indo-Tibetan Buddhist understandings of bodily impermanence, decay, old age, dying, and postmortem (after death) experiences. What is, if any, the religious/spiritual meaning of such processes? How does a consideration of dying and death itself foster a deep valuing of living? We examine Western cultural formations, medieval traditions, Todestanz (Dance of Death), Heidegger’s Sein-zum-Tode (being-toward-[one’s own]
comparative work may engender hopeful responses to the question “modernist revolutionary responses to suppressive exclusionary hegemonic rule. We will come to understand and meaningful social agency in times of conflict. We will explore Greek and Roman foundational notions of the city-stateless refugees. Ours is a time of unprecedented upheaval and discontent. In response to this time of challenge we will explore traumatic energy through gentle transformation practices in a supportive environment.

PAR 6047 Working with Emotions: Buddhist Perspectives (3 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.

PAR 6048 Mahayana Buddhism: The School of the Middle Way (3 Units) OP Grade Option
The Madhyamaka critique of philosophic systems; the radical “nonconceptual” approach to reality; the altruistic bodhisattva path.

PAR 6050 Buddhist and Western Philosophies: The Search for Meaning (3 Units) OP Grade Option
A critical inquiry into the encounter between Western philosophical and Buddhist traditions.

PAR 6053 The Coming Social Revolution: Western and Buddhist Approaches to Terrible Times (3 Units) OP Grade Option
We live in a time of great conflicts and terrors—global displacements both economic and demographic—massive movements of stateless refugees. Ours is a time of unprecedented upheaval and discontent. In response to this time of challenge we will explore the writings of social thinkers—in the West and in India (primarily Buddhist)—on conceptions of social and economic justice and meaningful social agency in times of conflict. We will explore Greek and Roman foundational notions of the city-state and modernist revolutionary responses to suppressive exclusionary hegemonic rule. We will compare such approaches with emergent “engaged Buddhism” perspectives, especially those of the Vietnamese Thich Nhat Hanh and the Tibetan H.H. Dalai Lama. Such comparative work may engender hopeful responses to the question “What might we then do?”

PAR 6070 Violence and the Sacred (3 Units) OP Grade Option
The sacred has a shadow, one that continues to haunt our contemporary world. In this course, we will address the complex, fascinating, intimate, and sobering relationship that exists between the human experience of the sacred and our own acts of individual, collective, and imaginal violence. Focusing especially (but not exclusively) on the legacy of Western spiritual and religious traditions, we will consider this relationship from historical, cultural, philosophical, psychoanalytic, and religious lenses. Students not only will be introduced to key theories about sacrifice, scapegoating, the religious marginalization of strangers, and so forth, but also will consider ways in which appeals to the sacred may open pathways of peaceful transformation, reconciliation, and cooperation.

PAR 6071 Philosophy and Ecology: Toward a Green Metaphysics, Phenomenology, and Epistemology (3 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 Units) OP Grade Option
Ancient spiritual wisdom and contemporary scientific findings both refute Descartes’ assertion that nonhuman animals are automatons devoid of consciousness or feeling. Nonetheless, the view of animals as machines undergirds many of our modern practices, such as factory farming and animal experimentation. How have Western philosophical trajectories, economic systems, and linguistic practices led to our ethical myopia concerning animals? What is the relationship between sexism, racism, and “speciesism”? How can we better align our spiritual, philosophical, and ecological wisdom with our actual practices toward our fellow species?

PAR 6078 Theory and Method in the Integrative Study of Religion and Ecology (3 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 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 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 experiential 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 6083 Interdependence: Spiritual and Ecological Crisis in Buddhist and Western Perspectives (3 Units) OP Grade Option

Our current crisis and the challenge to sustainability for quality of life on our planet will be explored through a close reading of Western and Buddhist sources on “interdependence”—Western science, deep ecology, and a variety of Buddhist perspectives. The aim of this course is to imagine how such perspectives can engender ethical responses to this crisis.

PAR 6089 Myth, Imagination, and Incarnation: Barfield, Tolkien, Lewis, and the Oxford Inklings (3 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 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 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 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 6101 Introduction to Chinese Philosophy (3 Units) OP Grade Option
This course comprehensively traces the evolution of Chinese philosophy, including Confucianism, Taoism, Ch’an (Chinese Zen) Buddhism, and other relevant systems of thought, and evaluates its development with an integral perspective.

PAR 6103 The Live of Chinese Philosophical Terms (3 Units) OP Grade Option
A study of the key terms and their different meanings and practices in Confucianism, Taoism, and the Chinese Ch’an (Zen) school.

PAR 6104 The Divination and Wisdom of the I Ching (3 Units) OP Grade Option
Study of the Book of Changes with its commentaries and its philosophies.

PAR 6105 The I Ching II: Metaphysics and Cosmology (3 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.

PAR 6268 Islamic Philosophy (3 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 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 Units) OP Grade Option
Ancient spiritual wisdom and contemporary scientific findings both refute Descartes’ assertion that nonhuman animals are automatons devoid of consciousness or feeling. Nonetheless, the view of animals as machines undergirds many of our modern practices, such as factory farming and animal experimentation. Beyond practices that impose harm on particular animals, human misapprehension of interconnection has allowed the reduction of the richness and diversity of other forms of life. This accelerating biodiversity loss has been identified as a scientific problem of great urgency. Nonhuman and human life are inextricably interdependent. Interdependence includes the profound influence of diverse life on human systems of thought, including aesthetics, symbolism, communication, and spirituality. How can we expand our philosophical frameworks to encompass the interrelationships among humans, animals, and the biosphere? How can we extend frameworks of justice to include nonhuman beings? What is the relationship between sexism, racism, and “speciesism”? How can we better align our spiritual, philosophical, and ecological wisdom with our actual practices toward other species?

PAR 6369 Judaisms and Ecology: Visions, Voices, and Practices (1 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 bio-regional contexts. We will look at biblical, rabbinic, medieval, modern, and contemporary sources, paying attention to those voices and moments where ideas of nature have been emphasized and debated. At the same time, we will pay considerable attention to what many call “eco-Judaism” today. What does it mean to farm “Jewishly”? How are ideas of keeping kosher being debated and reinterpreted in the context of “green,” ethical eating, and climate change? How is “eco-Judaism” being deployed politically? Given that many understand Judaism as a tradition of practice more than belief, we will examine how, in the 21st century, sacred texts, home-based practices, and holidays are being reconceived by those whose Jewish identities are deeply interwoven with their ecological commitments. Our scholarly work will be deepened and supplemented by experiential exercises and contemplative practice.

PAR 6472 The Colors of American Philosophy: Pluralism, Pragmatism, and Political Transformation (3 Units) OP Grade Option
This course will introduce and examine core thinkers and themes in the American philosophical tradition, with a particular focus on the unique importance of pluralism. In line with this focus, course readings will emphasize the influences and perspectives on Native Americans, African Americans, and female Americans on this tradition. Course participants will be invited to situate themselves in relation to the themes explored and to present on a relevant text of their choosing that is
reflective of their own background. The aim of the course is to provide participants with a conceptual grounding in the diverse histories of American thought in the hope that this grounding is of service to social and political transformation in the present.

PAR 6475 Subverting and Transcending Gender in South Asian Religions (3 Units) OP Grade Option
This course is a broad survey, critical evaluation, and investigation of gender in South Asian religions. We will explore the roles that secrecy and esoteric practice and philosophy have played in constructing, subverting, and transcending gender roles, identities, and expectations within and beyond the binary in South Asia. Participants in this course will also have the opportunity to develop comparative methodologies, working with influential theories of gender, secrecy, and power. We will problematize Western and Orientalist approaches to gender issues in South Asian cultures, and critically engage a variety of both Western and South Asian philosophers and theorists, including poststructuralist, postcolonial, intersectional, and feminist thinkers, and explore dynamics, harmonies, and tensions between emic and etic views of gender and power in South Asia.

PAR 8799 Independent Study (1–3 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.

PARP 6020 Archetypal Cosmology: Past and Present (3 Units) LG Grade Option
An overview of the long intellectual tradition as well as the contemporary academic field of archetypal cosmology. The course will begin by tracing the lineage from its roots in archaic astrology, cosmology, and Platonic-Pythagorean philosophy, through its integration with depth psychology in the 20th century, and then focus on recent developments in the field with guest lectures by current practitioners and scholars. There are no formal prerequisites, but the courses Psyche and Cosmos I or II (PARP 7001 or PARP 7002) or some familiarity with astrology is recommended. Prerequisite: Priority to PCC students.

PARP 6060 Introduction to Philosophy, Cosmology, and Consciousness (3 Units) PF Grade Option
This course is the required introduction for all master’s and doctoral PCC students in their first year of coursework. It has three goals: First, it allows students to become familiar with the scholarly work and worldviews of the several core PCC faculty, each of whom presents the key ideas and insights that the teacher most wishes to emphasize as their 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 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 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 6130 Religious Metaphysics After Modernity (3 Units) OP Grade Option
This course introduces students to contemporary problems of religious metaphysics, to enable them to argue rationally and convincingly between alternative positions, both religious and antireligious. The course begins by investigating the way that Western metaphysics was transformed and critiqued by early modern philosophers, considering especially the cases of Hume and Kant and their responses to the classical metaphysical machinery of philosophical theology (“God,” freedom, and the “soul”). The course then provides an account of the way in which 20th- and 21st-century philosophers have sought to diffuse, evade, or constructively respond to the challenges that modern philosophy continues to issue against the very idea of metaphysics, especially religious metaphysics. The course seeks to identify, explain, and analyze four major schools of response: analytic and postanalytic responses; continental, phenomenological, and speculative realists’ responses; neoclassical or process theological responses; and renewed religious responses from both East and West.

PARP 6131 Speculation and Adoration: Introduction to the Study of Medieval Christian Mysticism (3 Units) OP Grade Option
In the popular imagination, mysticism and the Middle Ages are almost inseparably joined. There is reason for this. The medieval period, for better and for worse, was a God-intoxicated epoch, a characteristic that often both troubles and allures us when we think about it today. This course is an introduction to the key texts, themes, and transformations of the Christian
mystical—or, more properly, contemplative—tradition from the end of antiquity through to its flowering in the high Middle Ages. Throughout the course, we will attend to recent scholarly and popular debates about the meaning and nature of mysticism; engage in both critical and charitable readings of key primary texts in translation from the fifth to the fifteenth centuries; place such texts in their spiritual, theological, social, and economic contexts; and endeavor to relate our readings to contemporary spiritual concerns.

**PARP 6132 Philosophies of Becoming: Ancient, Medieval, and Early Modern Western Traditions (3 Units) LG Grade Option**
Although process philosophy is often associated with key 19th- and 20th-century figures, it is possible to trace a much richer metaphysical and theological history for the tradition that ultimately gave rise to thinkers like Schelling, Bergson, and Whitehead. In order to do so, this course will attend to key philosophies of becoming from throughout the premodern and early modern periods. Representative thinkers will include Heraclitus, Plato, and Aristotle from the ancient world; Plotinus, the Stoics, and Pseudo-Dionysius from antiquity; Eriugena, Bruno, and Cusa from the Middle Ages; and Cudworth, Conway, and Leibniz from early modernity.

**PARP 6133 Whitehead’s Adventure in Cosmology: Toward a Physics of the World-Soul (3 Units) OP Grade Option**
This course invites students to explore the relevance of Alfred North Whitehead’s philosophy of organism for contemporary scientific cosmology. The course begins with key historical influences, including Friedrich Schelling’s Naturphilosophie, William James’s “world of pure experience,” and Henri Bergson’s Creative Evolution. The course then examines Whitehead’s journey from mathematics and logic, through the philosophy of science, and finally into the adventure of full-blown cosmological speculation. Following the collapse of the Newtonian paradigm in the early 20th century, Whitehead was compelled to imagine a more adequate and comprehensive philosophical background for the increasingly specialized and fragmented natural sciences. The course unpacks how Whitehead’s novel interpretations of relativity, quantum, evolutionary, and complexity theories makes it possible to re-enchant and ensoul the cosmos while still remaining consistent with the latest scientific findings.

**PARP 6134 Process Approaches to Consciousness (3 Units) OP Grade Option**
Building on the work of Michel Weber and Anderson Weckes in *Process Approaches to Consciousness in Psychology, Neuroscience, and Philosophy of Mind* (2009), this course unpacks the implications of process-relational philosophy for consciousness studies, psychology, and neuroscience. Contemporary consciousness studies and its related fields have run up against what philosopher David Chalmers has called the “hard problem” of consciousness. This course offers a way around the so-called hard problem by examining the alternative ontological and cosmological perspectives offered by Alfred North Whitehead, William James, and other process thinkers. These alternative approaches reject mind/matter dualism by arguing for the intrinsically experiential nature of all physical processes, thereby providing a novel way forward for consciousness studies.

**PARP 6135 Process and Difference in the Pluriverse (3 Units) OP Grade Option**
This course aims to address the challenge of thinking and acting with creativity and compassion in an increasingly complex and pluralistic set of social and ecological contexts. It draws upon an array of diverse process, poststructuralist, and pragmatist thinkers, including William James, W.E.B. DuBois, Gilles Deleuze, Michel Weber, William Connolly, Catherine Keller, Isabelle Stengers, Bruno Latour, and Donna Haraway. The ideas and methods of these thinkers provide a means of reimagining classical liberal constructs (like atomistic individualism) by offering a more relational form of identity and a more receptive way of encountering difference (whether based in race, class, gender, religion, or political ideology).

**PARP 6136 Life and Work of Rudolf Steiner (3 Units) OP Grade Option**
This course covers the life (1861–1925) and work of Rudolf Steiner, including the biography by Henry Barnes and the instructor’s book, *The New Essential Steiner*. The course will conclude with a book on biodynamic agriculture and one on Waldorf education.

**PARP 6137 Love, Death, and Annihilation in Contemporary Fiction and Cinema (3 Units) OP Grade Option**
Out of 30 million species of life on Earth, *Homo sapiens* is singular in its need for imaginative works in order to complete the movement from infancy to maturity. When we reflect on the devastation taking place throughout the Earth Community at this time, we need to ask the obvious question: Why have our symbolic works failed so spectacularly? Part of the answer can be seen in the shift in our universities from communities focused on awakening the deep qualities of humanity to training camps for attaining the particular cognitive skills required by our corporations. Departments of philosophy throughout America are emblematic of this devolution. Instead of fostering the quest for truth, our academic philosophers convinced themselves that they should make their field “scientific” by avoiding such, for them, embarrassing topics as “wisdom” or “the meaning of life.” The human impulse to reflect upon the deep questions of our existence does not cease because of the hyperspecialization and fragmentation of the modern university. If philosophers are going to abandon this quest, the novelists, the filmmakers, and other artists will take up the challenge to provide the works of the imagination necessary for human development. In this course, our search for wisdom will draw from such titles as Henry Miller’s *Tropic of Cancer*, D.H. Lawrence’s *Lady Chatterley’s Lover*, Suzan-Lori Parks’s *Venus*, Leo Tolstoy’s *Anna Karenina*, Mary Gaitskill’s *Bad Behavior*, Georges Bataille’s *Story of the Eye*, Abba Dawesar’s *Babyji*, Don DeLillo’s *The Names*, Alice Munro’s *The Lives of Girls and Women,*
Each era of human history has had its unique manner of expressing its deepest knowledge of the world. In southern Africa, Jungian archetypes were recorded in the Dhammapada, the Bhagavad Gita; Plato, Five Dialogues; Aristotle, Nicomachean Ethics; Marcus Aurelius, Meditations; Gospel of John.

PARP 6138 Sources of Wisdom—East and West (3 Units) OP Grade Option
This course explores the religious and ethical worldviews of the following foundational texts: Confucius, The Analects; Buddha, The Dhammapada; the Bhagavad Gita; Plato, Five Dialogues; Aristotle, Nicomachean Ethics; Marcus Aurelius, Meditations; Gospel of John.

PARP 6139 Something More: Modern Philosophies of Religion (3 Units) OP Grade Option
Inspired by the line at the conclusion of William James’ The Varieties of Religious Experience, “We are continuous with ‘Something More’ through which saving experiences come,” this course explores authors, philosophical and spiritual sources, core ideas, and recommended religious practices, as well as relevance and influence of the following 20th-century texts: William James, The Varieties of Religious Experience; Josiah Royce, The Sources of Religious Insight; A.N. Whitehead, Religion in the Making; Martin Buber, I and Thou; Nicolas Berdyaev, Freedom and the Spirit; Simone Weil, Waiting for God; Henri Bergson, The Two Sources of Morality and Religion.

PARP 6140 Philosophies of Becoming: Late Modern and Postmodern Western Traditions (3 Units) OP Grade Option
This course examines late modern and postmodern contributions to the process philosophical tradition in the West. The course reviews the contributions of German Idealism (including Herder, Goethe, Fichte, Schelling, and Hegel), Charles Sanders Peirce, William James, Henri Bergson, Sri Aurobindo, Pierre Teilhard de Chardin, Gilles Deleuze, Charles Hartshorne, John Cobb Jr., David Ray Griffin, and Edgar Morin.

PARP 6141 Evolutionary Cosmology and Process Philosophy (3 Units) OP Grade Option
This course draws connections between Brian Swimme’s evolutionary cosmology, as depicted in Journey of the Universe, and process philosophy.

PARP 6142 Archetypal Research: Writing and Methods for the Archetypal Biographer and Historian (3 Units) OP Grade Option
The discipline of archetypal cosmology requires the development of what James Hillman called the “archetypal eye”: the capacity to recognize archetypal characteristics through their multidimensional and multivalent expressions. The development of the archetypal eye requires rigor and practice, as well as imagination and inspiration, and thus necessitates a methodology for research and expression. The focus of this course is on the archetypal research process: how to develop the necessary skills to discern archetypal patterning in biography and history, and how to translate those findings into compelling written and spoken narratives. This course emphasizes careful scholarship and intentional use of archetypal language, while also exploring how to create the conditions for what Robert Romanyshyn calls a “poetics of the research process.”

PARP 6143 The Red Books of C.G. Jung and J.R.R. Tolkien: An Archetypal Perspective (3 Units) LG Grade Option
Beginning in 1913, both C.G. Jung and J.R.R. Tolkien independently began to undergo profound imaginal experiences. For Jung, these initially spontaneous visionary experiences, which he later developed into a meditative technique called “active imagination,” were recorded in Liber Novus, or The Red Book. The experiences narrated in The Red Book became the seeds from which nearly all Jung’s subsequent work flowered. For Tolkien, this imaginal journey revealed to him the world of Middle-Earth, whose stories and myths eventually led to the writing of The Lord of the Rings, a book he named within its own internal history The Red Book of Westmarch. This course will explore the conjunction of these two Red Books from an archetypal perspective, looking at Jung’s and Tolkien’s natal charts in relation to their work, as well as their personal transits and the world transits during their respective Red Book periods. Furthermore, this course will explore the nature of imagination and its relationship to the collective unconscious. With Tolkien and Jung as preliminary guides, we will undertake a journey to the depths of an ensouled cosmos in which imagination saturates the very foundations of reality.

PARP 6144 Jung on Astrology (3 Units) OP Grade Option
Examines the place of astrology in Jung’s life and work, including (1) astrology’s place in the modern West and its personal significance to Jung, (2) astrological symbolism in Jungian psychology, (3) the astrological ages and the evolution of mythic/religious consciousness, (4) Jung’s explanations of astrology. (The book of the same name was published by Routledge in 2017.)

PARP 6145 The Way of the Archetypes or Archetypal Astrology and Individuation (3 Units) OP Grade Option
The application of archetypal astrological analysis to illuminate the themes and dynamics of the individuation process. Maps Jungian archetypes onto the planetary archetypes in astrology; uses examples from philosophy, psychology, religion, art, and cultural history to show how natal alignments and transits can be used to gain insight into the phases and challenges of individuation, providing a source of life meaning and existential orientation.

PARP 6147 Modern Cosmology Through the Media (3 Units) OP Grade Option
Each era of human history has had its unique manner of expressing its deepest knowledge of the world. In southern Africa
beginning some 100,000 years ago, the earliest humans used cave paintings; in the Neolithic cultures and then in classical civilizations, our ancestors employed ritual and theater or else captured their cosmologies in literary masterpieces. In the 20th century, yet another mode of expression has appeared, that of electronic media, in which a number of presentations of our modern understanding of the universe now exist, including Carl Sagan’s Cosmos, Jacob Bronowski’s Ascent of Man, James Burke’s Connections, and Brian Swimme’s Journey of the Universe. David Kennard was either director or producer of these as well as five other cosmological productions, all of which, taken together, make up the central subject matter of this course.

Prerequisite: Priority to PCC students.

**PARP 6148 Being and Becoming: Metaphysics Seminar (3 Units) LG Grade Option**

This course is a graduate-level introduction to some of the key texts, questions, arguments, and methods in the Western tradition of metaphysics. Metaphysics—or what Aristotle called “first philosophy”—is not only one of the oldest but also one of the most enigmatic branches of the Western philosophical tradition. Classically, metaphysics was especially associated with the study of the nature of being, and with questions about the relationship between being and becoming. More recently, metaphysics has been characterized as the philosophical study of ultimacy, of what really is, or of what is most fundamental and basic. These abstract and often ancient questions are, at the same time, quite contemporary, relevant, and controversial, bound up both not only with the other branches of philosophy but also with developments in modern science, and with many of the crucial ethical, social-political, and spiritual questions of our day.

**PARP 6150 The Book of Nature (3 Units) LG Grade Option**

Can the ancient metaphor of “the book of nature” provide us with theoretical and imaginative tools for a critique of the current crisis of nature and culture? Increasingly, see our current crisis crystallized in the apparent conflict between a humanism that ignores nature, on the one hand, and a naturalism that warps and disfigures our understanding of humanity, on the other. Can we look at things differently? This course seeks to respond to the prevailing crisis through a critical reconsideration of the metaphor of the book of nature, one of the central root metaphors for relating nature and culture throughout Western history. We will follow the development of this trope from its appearance in antiquity through to its high point of cultural influence in the Middle Ages, its transformation in early modern science and philosophy, and its continuing importance for much romantic and environmental literature. Along the way, we will also consider the role of the imagination in the mediation of knowledge, the relationship between allegory and metaphysics, and the connection between dominant metaphors and the modes of consciousness attaching to them.

**PARP 6153 Philosophy and the Novel (3 Units) OP Grade Option**

This course is designed for the reader, philosopher, and writer who wants to explore the imaginative space between the material world of human existence and the mysteries of the universe. Where are we? What is the nature of life? What is the purpose of humanity? What in our meaning in this universe? The course will focus primarily on novels that grapple with ontology and cosmic ideas. What substantive questions are posed by our personal experience, the human condition, and the sublime? The course will include an outline of philosophy and several philosophical traditions, including such topics as cosmology, metaphysics, ethics, aesthetics, epistemology, and ontology.

**PARP 6159 Plants and People: Understanding the Plant World Through Relationships (1 Unit) OP Grade Option**

This class provides an opportunity for you to learn about the plant world from an interdisciplinary, relationship-based perspective. Over the course of two days, we will travel through redwood, riparian, and oak woodland ecosystems, developing relationships with local, native plants. Field lectures, discussion, and experiential exercises will be allow you to (1) deepen your connection to nature, (2) cultivate your own unique relationship with the plant world, and (3) express your relationship in creative and embodied ways.

**PARP 6249 Romanticism and Philosophy (3 Units) OP Grade Option**

What is the imagination, and what is its relationship to truth, goodness, and beauty? One of the most astonishing developments of modernity is the new literary, philosophical, and cultural role that Western society gave to the imagination. In this course, we will trace how the imagination emerged from its previous role as a subordinative cognitive faculty into the creative organ of meaning, the summit of artistic creation, and the mediator between spirit and matter that it seems to be today. Through a reading of key texts by figures such as Vico, Hume, Kant, Coleridge, Blake, Shelley, and Barfield, students will be led to consider not only the history of the creative imagination but also its relevance for continuing questions in contemporary philosophy and religion.
PARP 6275 Plato and Platonism (3 Units) OP Grade Option
This course is an exploration of the writings, thought, and legacy of Plato, from its roots in his encounter with Socrates through the development of his own writings, and into the continuous tradition that his writings inspired, a tradition that continues to be debated in philosophy and other disciplines to this day. The first half of the course is devoted to a careful reading of and philosophical engagement with central Platonic dialogues. In the latter half of the course, attention turns to the consideration of some of Plato’s Neoplatonic successors, before concluding by considering the ways that Plato’s thought continues to be debated, appropriated, and creatively retrieved as a means of addressing central concerns of our own day. Prerequisite: Priority to PCC students.

PARP 6278 Integral Ecologies (3 Units) OP Grade Option
This course considers the emergence and most prominent contributors to the emerging field of integral ecologies. Though well suited to the modeling of material and energetic flows, standard sciences of ecology are less adept at handling the realm of values and in accounting for the more interior or subjective, let alone spiritual, dimensions of nature or the Earth system. By contrast, integral ecologies are devoted precisely to the integration of these neglected dimensions. Anything less falls short of the integral character of our common home (oikos) and will be inadequate in addressing the issues that threaten it. Prerequisite: Priority to PCC and ESR students.

PARP 6315 The Epic of the Universe (3 Units) OP Grade Option
In the modern form of consciousness, the connotation of “Universe” is “stars and galaxies and planets and life.” But this objectivism no longer serves to orient us in the quantum evolutionary Universe we have discovered through contemporary scientific methods. Though it is approximately true to say that we can store within us an objective knowledge of a Universe out there, it is even more accurate to say that our knowledge of the Universe is one of the ways in which the Universe awakens to its own ongoing creative development. In our post-Heisenberg, post-Einstein world, each human is the autobiography of the Universe. Similarly, each rosebud is the epic of the Universe. This course is an inquiry into the ways in which the Universe has developed. Our overall aim is to participate in the awakening of a nondual, integral form of humanity.

PARP 6339 Subtle Activism: The Role of Consciousness in Planetary Transformation (3 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 Units) OP Grade Option
Through this course, you will learn about the plant world from an interdisciplinary, relationship-based perspective. Doorways into relationship include gardening, farming, conservation, and restoration; philosophies rooted in indigenous wisdom, bioregionalism, deep ecology, and Gaia; and celebrations of these relationships found in imaginal practices, Earth-based rituals, and direct communion/meditation with the plant world. The above relationships and philosophies form a rich tapestry of experience from which we will draw inspiration and tools for connecting to ourselves and the Earth. Explored concepts will find embodied expression as you cultivate your own unique relationship with the plant world and express that relationship through direct engagement and creative expression.

PARP 6393 Mind and Nature in German Idealism (2–3 Units) OP Grade Option
The German Idealist movement, beginning with the publication of Kant’s Critique of Pure Reason in 1781 and climaxing with Hegel’s Phenomenology of Spirit in 1806, is considered by many to be the most inspired period of philosophical activity since Socrates, Plato, and Aristotle. Indeed, this period has been referred to simply as “the 25 years of philosophy” by one recent commentator, as it was Kant who claimed that real philosophy had not even begun until his discovery of the transcendental method, and Hegel who, perfecting this method, claimed to have brought philosophy to its end. This course reevaluates aspects of this standard narrative by highlighting the contributions and critiques offered by other major figures of the time, most notably Schelling and Goethe, both of whom sought to bring balance to the heights claimed by idealist rationality by pointing to Reason’s utter dependence upon and emergence out of the unfathomable depths of Nature.

PARP 6403 Spirit and Nature (3 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 Gaiaosophy, 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 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 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 Unit) OP Grade Option
This course examines the life, work, and worldview of Martin Luther King Jr., from his roots in African American traditions and the black freedom struggle to his culminating vision of a planetary movement linking racial justice, economic justice, and peace. Despite King’s status as a global icon, the deeper dimensions of his thought and the radical directions of his later years have often been obscured. To move beyond the superficial images of King presented in education and media, we will return to the primary sources, engaging his speeches, sermons, and writings. This class will also explore new approaches to King as an ecological, cosmological, and early systems thinker, as well as the links between his social justice activism and his holistic worldview, which emphasized the “interrelated structure of all reality.” We will place King’s work within the context of the civil rights movement of the 1950s and 1960s, and discuss the contemporary relevance of his vision, which was ahead of its time in linking cosmology, social justice, and ecological consciousness.

PARP 6435 Nonviolence to Forgiveness: Gandhi to Tutu (3 Units) OP Grade Option
This course examines the insights concerning nonviolence and forgiveness by four spiritual teachers committed to social justice activism: M.K. Gandhi, leader of the Satyagraha (nonviolent activism campaign) in South Africa (1893–1914) and India (1914–1947); Reverend Martin Luther King Jr., leader of the civil rights movement in the United States (1955–1968); His Holiness the Dalai Lama, lifelong leader of Tibet in exile; and Archbishop Desmond Tutu, with Nelson Mandela, leader of the campaign against apartheid in South Africa (c. 1976–1996).

PARP 6436 Sri Aurobindo and Teilhard de Chardin (3 Units) OP Grade Option
This course treats Sri Aurobindo (1872–1950), neo-Hindu mystical philosopher and visionary, and Pierre Teilhard de Chardin (1881–1955), scientist and Roman Catholic mystic, two of the major 20th-century exponents of spiritual evolution. It studies these thinkers both comparatively and in their own right.

PARP 6438 Dante: Cosmology, Poetry, and Metaphysics (3 Units) OP Grade Option
This course is an introduction to and exploration of one of the most astounding works of the Latin West, Dante Alighieri’s Divine Comedy. Dante’s epic is, at one and the same time, a work of exquisite poetic beauty, spiritual vitality, political protest, and cosmological insight. Dante is an explorer and a lover both of the cosmos and of the soul. This remarkable tale chronicling his journey through the medieval worlds of hell, purgatory, and heaven—from the very nadir of the world through the celestial empyrean that contains all things to final union with the love that moves the sun and the other stars—not only introduces us to much of the best within premodern, Christian theological, spiritual, and philosophical traditions but has inspired and continues to inspire countless poets, thinkers, lovers, activists, and seekers of all sorts. This seminar-style course primarily focuses on a close reading of Dante’s Inferno, Purgatorio, and Paradiso (in English translation), although certain key 20th- and 21st-century commentaries will also be consulted. Students will be led both to understand Dante’s poem in its historical setting and to wrestle with continuing questions of contemporary relevance, such as the role of the imagination in understanding reality, the relationship of cosmology and spirituality, and the nature of human violence and the possibility of its being overcome in the realization of justice and community.

PARP 6439 A Brief History of Western Thought (3 Units) OP Grade Option
This course presents a brief introductory survey of the evolution of the Western worldview, beginning with its roots in Greco-Roman culture and the Judeo-Christian religious traditions. Following its development through the medieval period to the Renaissance, the Reformation, and the Scientific Revolution, the course explores the gradual transformation of the modern worldview, established during the Enlightenment and counterbalanced by Romanticism, into the radically pluralistic postmodern sensibility and increasingly global civilization of the present period. Familiarity with the grand lines of Western intellectual and spiritual history was long considered the mark of an educated person in the West, and to a crucial extent this is still the case. Such knowledge is a necessary part of what we require to comprehend the larger context of our own critical moment in history, which has been fundamentally shaped, for better and for worse, by the powerfully dynamic character of the Western mind and it evolution.
PARP 6500 A History of Western Worldviews I: From the Greeks to the Enlightenment (3 Units) LG Grade Option
Drawing on defining classic texts, this course engages some of the foundational perspectives characteristic of Western thought and culture. Beginning with the ancient Greek worldview and proceeding through the Judeo-Christian to the modern, lectures emphasize the deeper significance and continuing relevance of the ideas under review. This course provides essential background for many of the specialized ESR courses and is highly recommended for students lacking a strong familiarity with the history of Western thought.

PARP 6506 The Great Turning (2 Units) PF Grade Option
We live in a time of radical transformation, when 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 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 of 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 Units) LG Grade Option
To understand the current ecological crisis, we need to investigate the ontological and epistemological foundations of our knowledge about the environment. The science of ecology, in its social and biophysical permutations, is a dominant way of understanding the natural environment. Examining the social construction of scientific and ecological knowledge will shed light on how we know and what we know about the natural environment. In this course, we will critically examine the social construction of scientific and ecological knowledge, coming to see Western scientific knowledge as a particular cultural phenomenon. We will examine countervailing epistemological understandings, such as situated knowledge and traditional ecological knowledge, that challenge the idea of a dispassionate and omniscient scientific viewpoint. We will investigate the compatibility of religious and spiritual insights with ecological knowledge. Applying feminist and non-Western epistemologies to environmental issues, we will seek to generate alternative ways of understanding ecological crises, which may, in turn, generate healing alternatives.

PARP 6523 Environmental Ethics (3 Units) LG Grade Option
This course surveys ethical approaches to the natural environment, with particular focus on the American context. It will trace the ways in which the natural environment has been theorized over time and the ethical approaches that derive from various views of the natural environment. The goal of the course is for students to construct, articulate, and defend a theoretically rigorous environmental ethics.

PARP 6525 Toward an Integral Ecological Consciousness (3 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 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 both 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 which have shaped that relationship and to imagine how Christian wisdom might contribute to answering many of the pressing ecological concerns of our time.

PARP 6533 Touch the Earth: Integral Ecology Practicum (3 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 Units) PF Grade Option
This course provides an opportunity for students to deepen their relationship to Krishna, to Buddha, and to Christ. To this end, the course includes a study of the Bhagavad Gita according to Sri Aurobindo; His Holiness the Dalai Lama on Tibetan Buddhism and in dialogue with Catholic contemplatives; a Jungian interpretation of Christ as a symbol of the Self; and Rudolf Steiner’s lectures on esoteric relationships among Krishna, Buddha, and Christ. Prerequisite: Priority to PCC students.

PARP 6540 A History of Western Worldviews II: From the Romantics to the Postmodern (3 Units) LG Grade Option
This course continues the examination of the modern and postmodern Western perspectives begun in A History of Western Worldviews I. Beginning with Romanticism and the pivotal contributions of Hegel, the course goes on to consider such movements as transcendentalism, depth psychology, feminism, pragmatism, and ecology, as well as the implications of the new science. Some of the figures treated include Emerson, Nietzsche, James, Jung, Buber, Whitehead, Evelyn Fox Keller, and Catherine Keller.

PARP 6563 Buddhism and Ecology (3 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 6650 Advanced Seminar: A.N. Whitehead’s *Process and Reality* (3 Units) OP Grade Option
A seminar-style course focused on Whitehead’s magnum opus, *Process and Reality: An Essay in Cosmology*.

PARP 6667 Radical Mythospeculation: Cosmic Evolution and Deep History (3 Units) PF Grade Option
This course essentially combines and brings into dialogue two longtime core courses of the PCC curriculum, Brian Swimme’s Epic of the Universe and Richard Tarnas’s Brief History of Western Thought. The lecture course will be interdisciplinary and transdisciplinary, as we examine both the evolution of our cosmos and the evolution of our civilization’s cosmology. “Radical mythospeculation” is the term that the sociologist and historian Robert Bellah, drawing on an insight of Eric Voegelin, used to describe an important phenomenon in the history of human thought, when the evolution of symbolic consciousness in certain societies reached a degree of critical reflexivity that transcended the traditional social-religious world of the archaic civilizations but did not reject the mythic-narrative mode of cognition, and thereby led to the emergence of the Axial Age. We will consider whether a new axial age might be emerging out of our own late-modern and postmodern era. The two primary texts for the course will be Swimme and Thomas Berry’s *Universe Story* and Tarnas’s *Passion of the Western Mind*. Prerequisite: Priority to PCC students.

PARP 6682 Ecologies of Liberation (1 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 6700 PCC Online Program Residential Intensive (0 Units) OP Grade Option
To be taken in the student’s first Fall semester. During the first year of coursework, all PCC Online students must meet twice in
the first year and once in the second year in the Bay Area for three-to-five-day residential intensives to meet faculty and staff and to get to know one another in person. There are workshops, presentations, and advising, as well as introductions to coursework. The intensives are an essential aspect of the learning experience, and participation is mandatory. Prerequisite: PCC student.

PARP 6743 Hill of the Hawk (1 Unit) PF Grade Option
What does it mean to participate as conscious, responsible, ethical human beings in food production and consumption, individually and collectively? What is our responsibility, as citizens of planet Earth, to beings who give their lives for our nourishment? How do we ethically, philosophically understand the intimate relationships that we enter into when we consume food? This course does not suggest that there is a single correct answer but proposes that it behooves each of us, as citizens of Earth, to consider this question. Experiencing the land for a weekend at Hill of the Hawk Farm, an inspiring family farm in Big Sur, will allow us to participate in the agro-ecological rhythms of rural farm life during the harvest season. During the weekend, hands-on farm work and food preparation, instruction in Spacial Dynamics®, and reading and reflection on texts by leading thinkers on food and farming will allow us to consider, in practice and theory, our roles in the larger Bay/Delta bioregion as consumers and, to a lesser and individual degree, producers of food. Prerequisite: Priority to ESR and PCC students.

PARP 6744 Hill of the Hawk II (1 Unit) PF Grade Option
These two courses will take place on the Hill of the Hawk Farm, an inspiring farm and retreat center between Route 1 and the Pacific Ocean in Big Sur. The surrounding farmland and coast will provide students with a context for the content of the course over the weekend intensive. The course will be a study of David Abram’s ecophilosophy, Rudolf Steiner and Goethe, Waldorf principles, and Spacial Dynamics (conscious movement). Students will learn from the land, lectures, and discussion. Both of these one-weekend, 1-credit courses are independent of each other but are also continuous.

PARP 6746 The Earth Journey (3 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 Units) PF Grade Option
This course is an engagement in holistic education. During the industrial era, education was understood primarily as the transfer of knowledge and information from teacher to student. The widely assumed worldview of the industrial era regarded nature as something out there, something inferior to the human, something that humans learned about in their classrooms. But in the new evolutionary cosmology, nature is understood as both our primary matrix and our primary teacher. Nature is the source of existence and is an ongoing wellspring of wisdom for what it means to be human. This six-day intensive retreat employs conceptual, emotional, experiential, and intuitive learning processes in order to embrace nature as the multidimensional matrix, not only of our bodies, minds, and souls, but of our civilization as well.

PARP 6751 Nature and Eros (3 Units) PF Grade Option
This six-day intensive is an engagement in holistic education, founded in the evolutionary cosmology of Brian Swimme, the integral wisdom of Kerry Brady, and the ecological science of Brock Dolman. During the industrial era, we have been conditioned to think of nature as green wallpaper that exists as the backdrop to our human endeavors. But in the new evolutionary cosmology, nature is understood as both our primary matrix and our primary teacher. Nature is the source of existence as well as an ongoing wellspring of wisdom for what it means to be human. To come to understand and, most importantly, to live from this knowing requires a profound shift in our perception of reality, a realization that we are an inextricable part of nature, and a profound recognition that we are a mode of cosmic evolution. This course is designed to facilitate this shift in consciousness. In order to do this essential work, we come together in community for five days in close relation with the land. The primary teacher will be the vibrant ecosystem with its sensuous hills and creeks, oak and fir forests, coyotes and hawks, as well as the distinct configuration of students and faculty. Prerequisite: Priority to PCC students.

PARP 6762 Steiner and Jung (3 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 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 Units) PF Grade Option
T’ai chi ch’uan (taiji quan) is a subtle and profound “internal art” that, through embodying the Chinese concepts of yin and yang, tao (dao), and ch’i (qi), promotes greater health and vitality, psychological equanimity, and spiritual alignment. This course will introduce students to t’ai chi ch’uan as an integral, embodied, psychospiritual discipline. As occasions arise, connections will be made between Chinese philosophical and cosmological concepts and their analogues in Western traditions. 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, chi kung (qigong), and standing meditation (zhan zhuang), and of t’ai chi as a method of self-defense.

PARP 6833 The Evolution of Religious Consciousness: From the Paleolithic to the Axial Age (3 Units) OP Grade Option
This course will trace the emergence and evolution of human religious consciousness beginning with early Homo sapiens against the background of mammalian and primate evolution; continuing, through the major forms it has taken in primal or tribal societies from the Paleolithic era onward, the revolution wrought by the major archaic civilizations in Mesopotamia and Egypt; and climaxing in the great Axial Age transformation of the first millennium BCE, marked by the near-simultaneous appearance of the major world religious and philosophical traditions in ancient Israel, Greece, China, and India. We will use a close reading of Robert Bellah’s masterwork Religion in Human Evolution as the principal course text. Emphasis throughout will be on a sensitive transdisciplinary engagement with the complex historical developments being studied, drawing on not only history and religious studies but anthropology, sociology, biology, depth psychology, and philosophy. This course is an advanced participatory seminar and is open only to doctoral students, and to master’s degree students with the permission of the instructor. Prerequisite: PCC PhD student.

PARP 6834 The Evolution of the Modern Self: From Axial Roots to Postmodern Threshold (3 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—it’s 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 6517 or PARP 6667 or PARP 6833.

PARP 6842 Cosmological Epics (3 Units) PF Grade Option
The discovery of number altered the evolution of human consciousness. Among the unforeseen consequences is the fragmentation of modern scientific knowledge into an ever-increasing array of hyperspecializations. The primal and archaic sense of wholeness now seems to be an almost impossible dream. And yet, even so, the artistic impulse to speak to the whole of things continues to burn brightly. This course will examine the integral cosmologies of some traditional and contemporary works of literature as a way of wondering over the possibility that new planetary epics are emerging in our time. Prerequisite: Priority to PCC students.

PARP 6897 PCC and ESR MA Integrative Seminar (3 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. Prerequisite: FCC or ESR student; not advanced to candidacy.

PARP 7001 Psyche and Cosmos I: Transpersonal Psychology and Archetypal Astrology (3 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 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 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 The Metaphysical Club. The middle three classes are given to a study of the core writings of three classic American philosophers—Peirce, James, and Dewey—and with Menand’s thorough account of their entwined biographies. The last class is devoted to a discussion of essays on pragmatism in the second half of the 20th century.

PARP 7008 James Hillman and Archetypal Psychology: An Introduction (1 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 Units) LG Grade Option
Informed by the insights of Jungian, archetypal, and transpersonal psychology, this course uses lecture presentations and works of music, film, and literature to explore and understand the meanings of the planetary archetypes in natal charts and transits. In turn, the archetypal astrological perspective is used to illuminate and more deeply understand the deeper dimensions of major works of art and cultural epochs, from Beethoven’s symphonies and the French Revolution to Fellini, the Rolling Stones, and the 1960s.

PARP 7400 Psyche and Spirit: From the Psychology of Religion to Transpersonal Theory (3 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 psychology. Readings include primary texts—set in their appropriate contexts—by William James, C.G. Jung, Stanislav Grof, Ken Wilber, Jorge Ferrer, Jenny Wade, and others. Major themes include the evolution of consciousness; connections between main elements of Western spiritual and intellectual traditions and analogues from Asian traditions; and contributions of esotericism, new paradigm science, and nonordinary experiences to transpersonal theory.

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: FCC or ESR student; advanced to candidacy.

PARP 8799 Independent Study (1–3 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 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 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 their advisor. Upon reaching agreement on the reading list, the
student reads the texts and write an essay of about 35 pages, making an argument that ties together the various works and
situates the student’s perspective within the field of religion and ecology. Prerequisite: PCC student.
Women’s Spirituality Department
MA in Women, Gender, Spirituality, and Social Justice
PhD in Philosophy and Religion with a concentration in Women’s Spirituality

Program Chair
Annette Williams, PhD

Core Faculty
Alka Arora, PhD
Mara Lynn Keller, PhD

Adjunct Faculty
Asoka Bandarage, PhD
Jennifer Berezan, MA
Carolyn Brandy, BA, Initiated Elder
Susan G. Carter, PhD
Carol P. Christ, PhD
Lisa Christie, PhD
Vivian Deziak, PhD
May Elawar, PhD
Lynne Engelskirchen, PhD
Anne Key, PhD
Mary Mackey, PhD
Sandra M. Pacheco, PhD
Arisika Razak, RN, CNM, MPH
Sara Salazar, PhD
Brenda Salgado, MS
Miriam “Starhawk” Simos, MA
Camille “Afia Walking Tree” Thomas, MA
Elizabeth Ursic, PhD
Karen Villanueva, PhD
Sara Webb, BA, CMT

About the Women’s Spirituality Program
Founded in 1992 by internationally known trailblazers in the women’s spirituality movement, the Women’s Spirituality program offers an interdisciplinary, multicultural, decolonial feminist approach to the study of spirituality and religion. Our curriculum incorporates scholarship from women/gender studies, ethnic studies, religious studies, philosophy, and other related fields. We are the first PhD-granting graduate program in the United States to integrate a study of the sacred feminine with an examination of contemporary social, political, and ecological issues. Faculty and students generate innovative ways to combine rigorous academic scholarship with the passionate pursuit of personal transformation and social justice.

Our scholarship has evolved over the years to incorporate broad, multicultural perspectives on topics related to women, gender, spirituality, and social justice. Some of the questions explored in our curriculum include:

- How can we recover the religious and spiritual voices of women and other historically marginalized groups?
- How do our religious and symbolic systems both shape and reflect gendered, classed, and racialized hierarchies of power?
- What roles have spirituality and religion played in resisting oppression?
- What wisdom can ancient Goddess-centered, matristic, and matriarchal traditions offer today’s efforts to create more just and peaceful communities?
- How do we integrate ecological justice and reverence for the Earth into our spiritual and political practices?

Flexible Formats
Courses are delivered in flexible formats that include weekday, weekend, evening, hybrid, and online courses for both the MA and PhD degrees. We offer a semi-distance option for students who live outside the Bay Area. Students who select this option may take up to 17 of the required 36 units online to complete their degrees. The rest of the required units must be taken at CIIS in...
face-to-face courses. To help semi-distance students meet their face-to-face requirements, we offer six-to-eight-day intensives each semester, as well as additional weekend courses. Semi-distance students should plan to come to face-to-face classes at least twice a semester. Some required classes for residential students also take place during the intensives. In addition, students may take up to 6 units of independent study courses, including those taken as Women’s Spirituality Journeys with WSE core and adjunct faculty. These count as face-to-face units. With the approval of their advisor, incoming students may also transfer up to 6 units of courses taken at another accredited graduate university, provided that those units were not applied toward another degree. Please note that all semi-distance students must be available to attend at least part of the intensive during their first two semesters in the program.

**Integral Feminist Pedagogy**

Our program provides a unique and dynamic synthesis of feminist and integral pedagogies. Feminist pedagogy focuses on education as a site of liberatory praxis, where faculty and students 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 members 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 CIHS, we believe that diversity is linked to academic excellence. We speak with womanist, feminist, mujertista, sisterist, queer, and postcolonial voices and are committed to an engaged spirituality that includes an ecosocial vision of peace, justice, and sustainability. While we are a program that focuses on the roles, activities, and spiritual practices of individuals and groups who identify as women, the Women’s Spirituality program explicitly acknowledges the many difficulties that arise from heteronormativity in spirituality and from hierarchical dual or binary gender systems in various social institutions throughout the world. We welcome individuals of diverse sexualities, diverse sexual orientations, and diverse gender identities. Appreciation for diversity is a primary premise of each class. Diversity is highly valued by our core and adjunct faculty, who represent diverse spiritual traditions, academic disciplines, artistic practices, ethnic and cultural groups, class perspectives, countries of origin, sexual orientations, ages, abilities, and various other identities. Syllabi for our courses include both Western and non-Western academic sources. Methodologies discussed and utilized in Women’s Spirituality courses are sourced in multiple ways of knowing. These methodologies draw from ancient and contemporary worldviews, written texts, scholarly elaborations, religious studies, creative artistic endeavors, and embodied praxis reflecting the contributions of ethnically diverse working-class and professional-class scholars. We recognize and honor the contributions of pre- and postcolonial societies in Africa, Asia, Europe, and North and South America, as well as indigenous and immigrant cultures in the United States.

**Student Diversity**

We value religious and spiritual, ethnic and racial, economic, sexual and gender, age, and abilities diversity in our program, and we make a concerted effort to recruit and retain students who come from communities that reflect these diversities. We support diverse students through hiring diverse faculty, incorporating diverse perspectives throughout the curriculum, and involving diverse students in our recruitment efforts. We pay particular attention to issues of diversity in our advising and mentoring, recognizing that students’ positionality, family and work commitments, and health maintenance are often part of what shapes and directs their academic and career goals.

**About the MA Degree**

Our MA degree was designed to serve students who are passionate about integrating social justice and spiritual transformation. We honor the spiritual impulses that have guided movements for equality and justice across the globe, and we believe that activism can be a form of sacred practice. This MA degree is best suited to those who are interested in developing a visionary approach to their work as activists, educators, healers, facilitators, artists, and socially conscious entrepreneurs.

**The MA degree emphasizes the following areas of scholarship:**

- Ecofeminism/Ecology
- Women in World Religions
Mysteries, Sacred Arts, and Healing
Diversity and Social Justice
Spiritual Activism and Leadership

Students are invited to develop an individualized focus of study within these broad areas. For example, an individualized focus of study may be “ecofeminism and the Abrahamic religions,” “multicultural women’s spiritual leadership,” or “the role of sacred arts in movements for social justice.” Students should also consider their future career goals when developing a focus of study, and should consult with their advisor to ensure that their coursework and extracurricular activities are designed to support their focus. Some areas of focus may involve independent studies courses or coursework from our sister programs in the School of Transformation and Consciousness.

MA Program Learning Outcomes
1. Synthesize and apply knowledge from the transdisciplinary field of Women, Gender, Spirituality, and Social Justice.
   1.1 Analyze the connections among women’s studies, gender studies, spiritual traditions and movements, and social justice movements.
   1.2 Evaluate systems of knowledge construction using a critical spiritual feminist lens.
   1.3 Create scholarly papers and presentations that demonstrate an in-depth knowledge of the foundational concepts in the field.
2. Create scholarly work that reflects upon personal and social transformation.
   2.1 Analyze relative privilege, power, oppression, and marginalization within various local and global communities.
   2.2 Evaluate and articulate one’s spiritual and social transformation.
   2.3 Synthesize the role of history, politics, and culture in shaping one’s positionality.
3. Apply learning toward professional and/or community contexts.
   3.1 Analyze how scholarly knowledge can be applied to real-world problems
   3.2 Create papers that demonstrate proficient academic writing skills.
   3.3 Apply effective presentation and facilitation skills in the classroom.
   3.4 Create papers and projects that demonstrate digital research skills and media literacy.
   3.5 Create and present a culminating body of work that demonstrates ability to present one’s knowledge in professional and scholarly contexts.

MA Career Outcomes
The MA in Women, Gender, Spirituality, and Social Justice prepares students with the research, theory, and skills to work in organizations dedicated to social and spiritual transformation. Our graduates may work in nonprofit or religious/spiritual organizations, particularly those with a focus on women, gender, and/or the environment. Some become visionary social entrepreneurs who work as teachers, artists, healers, and workshop leaders. Many write and publish books and other media. Other graduates go on to doctoral-level work and pursue careers in academic teaching.

MA Admissions Requirements
Applicants must meet the general admissions requirements of the University (CIIS) and demonstrate the potential to be successful in this academically rigorous program. Application materials include a goal statement; an academic writing sample; an autobiographical statement; two letters of recommendation, preferably from former professors; and transcripts. Successful candidates for admission into this MA program typically have the following qualifications: a vision that is compatible with the program’s mission; a commitment to personal and social transformation; scholarly research and writing skills; the ability to think critically and creatively; respect for a diversity of viewpoints; and sufficient maturity and stability to succeed in a rigorous academic program.

Curriculum
MA in Women, Gender, Spirituality, and Social Justice—36 Units

I. Required Foundation Courses—14 Units
   PARW 6027 Foundational Elements of Academic Research and Writing (1 Unit)
   PARW 6047 Critical and Liberatory Methods of Inquiry (2 Units)
   PARW 6286 Building Conscious Allyship (1 Unit)
   PARW 6500 Sacred Lineages: Goddesses, Foremothers, and Activists (3 Units)
   PARW 6835 Spiritual Activism and Transformative Social Change (3 Units)
   PARW 7585 Spirit, Compassion, and Community Activism (1 Unit)
   PARW 7609 Womanist, Feminist, and Decolonial Worldviews (3 Units)
II. Directed Electives—12 Units
With consultation of the academic advisor, students are to take 12 units of PARW courses that support their individualized area of emphasis, as described above.

III. General Electives—7 Units
7 units from any program (a maximum of 3 from Public Programs workshops for academic credit).

IV. PARW 6800 MA Integrative Seminar—3 Units

About the PhD Degree
Our PhD degree is designed for students who seek to deepen their knowledge in the emergent academic field of women’s spirituality, especially as it relates to philosophy and religion, women’s studies, and ethnic studies. Students develop advanced skills in transdisciplinary women’s spirituality research and writing and are prepared to make an original contribution to the field.

The Philosophy and Religion doctoral program in Women’s Spirituality focuses on three broad and deepening areas of study: Women and World Religions; Feminist and Ecofeminist Philosophies and Activism; and Women’s Mysteries, Sacred Arts, and Healing. The multiple epistemological frameworks emphasized by our faculty and students include women’s spiritual ways of knowing: philosophical worldviews; religious belief systems; theology/thealogy; and womanist, feminist, mujerista, sisterist, indigenous, and decolonial lenses.

Areas of Emphasis
PhD students select two of the three following areas of emphasis:

1. Women and World Religions
The study of women and world religions begins with an examination of the evidence for the transmission of signs and symbols of reverence for a dark mother of Africa to all continents of the world. We explore sacred iconographies and diverse spiritual roles of women around the world and across time, focusing on elemental powers, sacred mothers, Goddess(es), divine ancestors, and other female deities. We survey women’s spiritual roles, rituals, and leadership in historical and contemporary expressions of Judaism, Christianity, and Islam; Hinduism; Buddhism; Taoism; Shinto; paganism; contemporary Goddess spirituality; and more. Canonical and orthodox religious beliefs are studied alongside the subterranean, submerged, and heretical streams that run beneath the accepted doctrines of established religions and are found in the folklore, heresies, and everyday rituals of diverse subaltern and colonized/decolonizing cultures. Women’s spiritual quests and Goddess-God interfaith dialogues are encouraged, and the “sacred feminine” of many traditions is reclaimed and honored, through Goddess studies, modern matriarchal studies, women’s spiritual quests, and sacred pilgrimages.

2. Feminist and Ecofeminist Philosophy and Activism
We reclaim the original meaning of philosophy as love of wisdom. Feminist philosophy has long emphasized a relational approach to key philosophical issues. This approach seeks to be holistic, moving beyond reductionist and mechanistic, absolute hierarchical dualisms to reconstitute and generate a worldview of dynamic interconnectedness in the web of life. Ecofeminist philosophy explores the embodied, embedded, ecosocial context of philosophical issues, with attention to the evolving field of relational or holistic thought. Courses include topics such as diverse ecological/indigenous feminisms; spiritual activism and models of justice; animal rights and ethics; multicultural feminist theory; womanist/feminist philosophers, mystics, and wisdom teachers; and process philosophy and process theology/thealogy. We combine feminist and womanist analysis and vision—in regard to social, political, and economic systems—with an engaged spirituality that draws on active compassion to create a more equitable, caring, and sustainable world.

3. Women’s Mysteries, Sacred Arts, and Healing
The experiential as well as intellectual study of diverse sacred arts is intended to evoke one’s innate creativity, revealing personal and cultural sources of mystical insight, embodied healing, and artistic blossoming. Our program includes an emphasis on the embodied wisdom of women and other subaltern populations, and we focus on the vernacular history that preserves the role of women and other oppressed genders who have served as seers, healers, and nurturers of life. Many elements of language, ritual, and the arts have roots in cultural responses to the elemental powers of nature, the ineffable mysteries of the cosmos, and the primal characteristics of the female body. We honor the mysteries of birth, sexuality, death, and rebirth. Courses include modes and powers of healing utilized by women, populations of color, queer peoples, and other subaltern populations from a variety of spiritual, sociocultural, and geographic traditions. Topics include issues in women’s health, healing, and wellness; diverse views on women’s and other marginalized genders’ embodiment and sexualities; and experiential studies in movement and bodywork from a variety of traditions.

PhD Program Learning Outcomes
1. Create a work that makes an original and substantive contribution to the field of women’s spirituality.
   1.1 Develop and engage an original and substantive research question for the dissertation that advances the field of women’s spirituality.
spirituality.

1.2 Produce rigorous and critical scholarship that reflects currency with the themes and issues in the field.

1.3 Apply diverse ways of knowing and multiple theoretical frameworks and methodologies, including those that contest dominant paradigms and theories—e.g., feminist, womanist, postcolonial, indigenous, queer, critical, participatory.

2. Apply advanced research skills to scholarly work.

2.1 Analyze how the transdisciplinary field of women’s spirituality is related to (a) at least one other academic discipline, such as women’s studies/gender studies, religion, philosophy, and/or ethnic studies, by engaging the knowledge of primary and secondary texts, voices, themes, and debates in the literature(s); and/or (b) local and global social, spiritual, and political discourses and movements.

2.2 Integrate traditional research/methodological approaches with feminist, embodied, critical, reflective, transpersonal, and/or collaborative community-based approaches.

2.3 Integrate research from multiple spiritual/wisdom traditions, sacred knowledges, scriptures, myths, rituals, and practices.

2.4 Critically analyze and evaluate both one’s own and others’ standpoints, frameworks/worldviews, and findings.

3. Develop personally and socially relevant scholarship.

3.1 Synthesize and evaluate multiple and diverse philosophies, theologies/thealogies, and/or theoretical frameworks in the field of women’s spirituality.

3.2 Develop a complex and critical understanding of diversity and pluralism, including, but not limited to, issues of (a) gender, gender identity, sexual orientation; (b) race, ethnicity, nationality, and culture; and (c) ecological, spiritual, and religious identities.

3.3 Apply one’s academic inquiry with real-world concerns of communities outside academia.

3.4 Synthesize personal reflections that exhibit growth in self-awareness (including one’s sociopolitical standpoint), emotional intelligence, and spiritual/philosophical/religious development.

3.5 Evaluate one’s growth in cultural sensitivity/humility and awareness of one’s relationship to other humans and to the rest of the natural world.

3.6 Understand and apply one or more modalities of healing, creative production, and/or spiritual practice.

4. Develop professional skill.

4.1 Develop teaching skills grounded in womanist/feminist and integral pedagogies.

4.2 Articulate ideas in clear academic writing, to be communicated using complex and nuanced language appropriate to the venue.

4.3 Create papers and projects that demonstrate digital research skills and media literacy.

4.4 Understand how to apply scholarship toward potential career paths.

PhD Career Outcomes

The PhD in Philosophy and Religion with a concentration in Women’s Spirituality prepares students with the advanced research and writing skills needed for work in higher education or nonprofit organizations. Many of our graduates teach in philosophy, religion, or women’s studies programs. Others are independent scholars who write and publish books and other forms of media. Some find that the PhD enriches their work as organizational leaders, social entrepreneurs, artists, and health-care professionals.

PhD Admissions Requirements

Applicants to the PhD in Philosophy and Religion with a concentration in Women’s Spirituality must meet the general admissions requirements of the University (CIIS). They must also display excellent academic writing skills. Required application materials include an autobiographical statement, a goal statement, an academic writing sample, two letters of recommendation from former professors or employers, and all undergraduate and graduate transcripts. The goal statement should include a prospective area of emphasis and/or intended dissertation topic that is consistent with the program’s mission and the expertise of the faculty. Candidates must have a master’s degree from an accredited graduate university. The Women’s Spirituality doctoral program is located at the intersection of women’s/gender studies, ethnic studies, philosophy, and religion; ideally, applicants should have an MA from one of these disciplines. For those who do not have a background in a related field, up to 12 additional units of courses drawn from the WSE curriculum may be required, minus equivalencies. (Equivalency for university courses previously taken is determined by the WSE Admissions Committee on an individual basis.) Additionally, successful candidates typically have the following characteristics: a vision that is compatible with the program’s mission; a commitment to personal and social transformation; demonstrated ability to think critically and creatively; excellent academic research and writing skills; respect for a diversity of viewpoints; sufficient maturity and stability to pursue independent academic inquiry; and the ability to clearly articulate educational, professional, and research goals.

Curriculum

PhD in Philosophy and Religion with a concentration in Women’s Spirituality—36 Units
I. Foundation—21 Units
PARW 6047 Critical and Liberatory Methods of Inquiry
PARW 6286 Building Conscious Allyship
PARW 6500 Sacred Lineages: Goddesses, Foremothers, and Activists
PARW 6548 Women and World Religions
PARW 6697 Women’s Mysteries, Sacred Arts, and Healing
PARW 7609 Womanist, Feminist, and Decolonial Worldviews
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:
PARW 6835 Spiritual Activism and Transformative Social Change
PARW 7002 Ecofeminist Philosophy and Activism
PARW 7006 Women Philosophers, Mystics, and Wisdom Teachers

III. Areas of Emphasis—6 Units, 3 Units in each of two of the following areas.
Please note that course offerings vary from year to year; some courses are on a three-year rotation, and new courses may be added in future years.
1. Women and World Religions
PARW 6425 Gender, Power, and Spirit in Indigenous Cultures
PARW 6426 The Spirit and the Flesh: Christianity and Paganism in Comparative Perspective
PARW 6441 Liberation Dharma: Gender, Buddhism, and Social Justice
PARW 6671 Lady Wisdom, Hagia Sophia
PARW 6787 Sacred Women of Africa and the African Diaspora
PARW 6798 Women and Tantra
PARW 7050 Goddesses of Prehistory: An Archaeomythology
PARW 7510 Cultures in Balance: Women at the Center
PARW 7560 Theology/Theology: Goddess/God, Humanity, Nature, and Ethics

2. Feminist and Ecofeminist Philosophy and Activism
PARW 6073 Animal Ethics: Spiritual, Ecological, and Philosophical Perspectives
PARW 6080 Holistic Perspectives on Sexual and Reproductive Rights and Freedoms
PARW 6292 Teaching to Transform: Liberatory Feminist Education
PARW 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 6446 Nature as Sacred Text
PARW 6835 Spiritual Activism and Transformative Social Change
PARW 7002 Ecofeminist Philosophy and Activism
PARP 6682 Ecologies of Liberation
TLD 6287 Cultivating Conscious Leadership Among Women
TLD 7562 The Power of Partnership

3. Women’s Mysteries, Sacred Arts, and Healing
PARW 6075 Gender, Sacred Sexuality, and Healing
PARW 6336 Curanderismo: Ancestral Spiritual Healing Traditions
PARW 6424 Mirrors: Reflections on Consciousness, Empowerment, and Spirituality
PARW 6427 Eleusinian Mysteries and Greek Goddess Traditions
PARW 6432 Women’s Visionary Poetry and Fiction
PARW 6450 Women’s Visionary Film: Magic, Myth, and Mystery
PARW 6575 Introduction to the Art of Dreaming
PARW 6697 Women’s Sacred Mysteries, Arts, and Healing
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 Embodiment of Praise: Sacred Traditions of Movement
PARW 6793 Embody Earth Wisdom: Healing and Percussion in the African Diaspora
PARW 7020 Sacred Music of the World
PARW 7199 Coming Alive: Rosen Method Movement and Bodywork
PARW 7202 Peace Is in Our Hands: Rosen Method Bodywork and Movement
PARW 7420 The Healing Ecstasy of Sound
IV. Electives—6 Units
6 units from any program (a maximum of 3 from Public Programs workshops for academic credit). Students are encouraged to take electives in their area of emphasis.

V. Foreign Language Proficiency—Noncredit
Knowledge of a foreign language is highly recommended for all Women’s Spirituality PhD students as a demonstration of multicultural awareness in an extremely diverse and pluralistic world. Knowledge of a foreign language is required for Women’s Spirituality PhD students if, and only if, it is inherent to the research necessary for the dissertation (e.g., the necessity to read primary sources in the language in which they were written rather than depending on translations).

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

VII. Culminating Coursework—0 Units
PARW 6900 Dissertation Proposal Completion (0 Units) (only if needed; two times maximum)
PARW 7809 Dissertation Proposal Writing (0 Units)
PARW 7900 Dissertation Writing Seminar (0 Units)

PhD in Women’s Spirituality after MA in Women, Gender, Spirituality, and Social Justice
The PhD program is designed to encompass and build upon work at the master’s level. WSE students who want to continue from the MA into the PhD in the same program apply during their second year of master’s study for entrance into the PhD program. Acceptance into the PhD program is not guaranteed. The applicant’s qualifications for study at the doctoral level will be assessed by the program faculty who make the final decision for acceptance. With the consent of the faculty, a WGS or WSE MA student accepted into the doctoral program will need to complete 18 units of coursework (beyond the 36 units of the master’s degree), comprehensive examinations, a dissertation proposal, and a dissertation. A graduate of our master’s program may apply for this track within two years after receiving the MA. Depending on the nature of the proposed doctoral study, some students may not be eligible for this accelerated program. Applicants entering our PhD program with a master’s degree from another department or institution are required to complete 36 units of coursework, comprehensive exams, and a dissertation. Students without a master’s degree in a related field (e.g., women’s studies, religious studies) may be required to take supplemental units in addition to their 36 units of coursework, depending upon the specific nature of their master’s coursework. The number of supplemental units required will be specified at acceptance.

PhD Curriculum, Accelerated Program following the Women, Gender, Spirituality and Social Justice MA
PhD in Philosophy and Religion with a concentration in Women’s Spirituality—18 Units

I. Foundations—12 Units
PARW 6548 Women and World Religions
PARW 6697 Women’s Sacred Mysteries, Arts, and Healing
PARW 8012 Women’s Spirituality Research Methodologies

And one of the following options in Feminist and Ecofeminist Philosophy and Activism:
PARW 6835 Spiritual Activism and Transformative Social Change
PARW 7002 Ecofeminist Philosophy and Activism
PARW 7006 Women Philosophers, Mystics, and Wisdom Teachers

Note: If these courses were taken during student’s MA coursework, they should be substituted with a different course in the same area of emphasis for the PhD coursework.

II. Electives—3 Units
Three units from any program (a maximum of 3 from Public Programs workshops for academic credit, with approval of advisor and program chair; if student took three Public Programs workshops during their MA, then another 3 units are not permitted). Up to 3 units may be independent studies.

III. 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).

IV. Comprehensive Exams—3 Units
PARW 7880 Comprehensive Exam: Literature Review (3 Units)
PARW 7881 Comprehensive Exam: Advanced Research Methods (0 Units)

V. Culminating Coursework—0 Units
PARW 6900 Dissertation Proposal Completion (0 Units)
PARW 7809 Dissertation Proposal Writing (0 Units)
PARW 7900 Dissertation Writing Seminar (0 Units)

Course Descriptions

PARW 6018 Water Across Spiritual Traditions: Rituals, Symbols, and Meaning (2 Units) OP Grade Option
Water is one of the primary elements of Mother Earth and necessary for all life to continue and thrive. As such, in most world
religions and spiritual traditions water is considered sacred and is associated with a wide variety of myths, divine beings, and
ceremonial practices. Drawing upon world mythology, sacred texts, and purification rites (past and present), this
multidisciplinary course offers students the opportunity to explore symbols and imagery, engage in their own personal rituals of
renewal and healing, and read and interpret narratives involving water across diverse spiritual traditions.

PARW 6027 Foundational Elements of Academic Research and Writing (1 Unit) LG 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, and
what distinguishes appropriate from inappropriate Internet resources for use in scholarly research. We review research
paper guidelines and rubrics, which include clear templates for the structure of a paper, as well as instructions on format and
footnoting. We discuss what constitutes doing “original” research, and we clarify how to distinguish and do such original
research as opposed to simply reporting on the literature that is already out there. This course discusses scholarship related to
the MA degree in Women, Gender, Spirituality, and Social Justice but is open to students from other programs.

PARW 6047 Critical and Liberatory Methods of Inquiry (2 Units) LG Grade Option
This course strengthens students’ critical-thinking skills and provides an introductory level understanding of graduate
methodologies. Critical thinking exercises will strengthen academic skills for analyzing texts, constructing well-designed and
cogent research papers, and engaging in dialogue and debate regarding ideas and beliefs. Students will learn about differing
worldviews and methodologies from the humanities, and social sciences, and reflect on what it means to develop an
interdisciplinary approach to research. This includes an exploration of standpoint theory and critically situating the personal
perspective within a broader social and cultural context. Research methodologies from a number of scholarly traditions will be
introduced, including Feminism and Women’s Spirituality, Integralism, Critical Theory, Postmodernism, Indigenous and
Postcolonial Scholarship, Queer Theory, and Participatory Research.

PARW 6073 Animal Ethics: Spiritual, Ecological, and Philosophical Perspectives (2 Units) OP Grade Option
Ancient spiritual wisdom and contemporary scientific findings both refute Descartes’ assertion that nonhuman animals are
automatons devoid of consciousness or feeling. Nonetheless, the view of animals as machines undergirds many of our modern
practices, such as factory farming and animal experimentation. How have Western philosophical trajectories, economic
systems, and linguistic practices led to our ethical myopia concerning animals? What is the relationship between sexism,
racism, and “speciesism”? How can we better align our spiritual, philosophical, and ecological wisdom with our actual
practices toward our fellow species?

PARW 6117 Sustainability and the Soul: Social Justice and Ecology (2 Units) OP Grade Option
In this course, we will look at the ways that two of the major issues of our times, social justice and ecology, are connected in
consciousness, society, and our own lives. A way of thinking that repudiates our own earliest sense of other creatures—from
trees to animals to rivers to clouds—as alive and sentient also creates divisions in society through racism, misogyny, and other
prejudices. The same approach that threatens to destroy the Earth as we know it through climate change damages the human
spirit. While delineating the false separations that Western culture has made, we will explore the work of artists, thinkers, and
scientists; indigenous and pagan cosmologies; and our own dreams, intuitions, and experiences that restore deep relatedness to a
soulful world. Prerequisite: Priority to WSE students.

PARW 6265 Return of the Goddess: Literature of the Goddess Spiritual Movement (3 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 prepatrarchal 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 Unit) OP Grade Option
This course introduces students to some of the basic frameworks that support engagement with diversity in respectful and transformative ways. We will provide a safe space in which students will have the opportunity to review their own social/historical location and explore the connections between spirituality, liberation, and knowledge. Using a diversity of tools and techniques, we will create a forum in which students will deepen their ability to effectively dialogue across difference, and begin the process of building meaningful alliances.

PARW 6292 Teaching to Transform: Liberatory Feminist Education (3 Units) OP Grade Option
This course will provide students with the tools needed to foster transformative learning experiences in academia as well as sites of popular education. We will engage with feminist and critical pedagogies, integral and embodied learning, intergroup dialogue, and deep education. This course will emphasize practical skills for applying these theoretical frameworks to actual classroom or workshop settings. We will pay particular attention to facilitating difficult conversations related to gender, diversity, and social justice. Students will develop a statement of teaching philosophy, create an original syllabus, deliver presentations, and lead group activities. Prerequisite: Priority to WSE students.

PARW 6328 Writing Spiritual Memoir (2 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 Unit) OP Grade Option
Curanderos are 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 contexts in which curanderismo emerged and persists to this day as an often-preferred practice that draws on multiple modalities for promoting health and well-being. Some of the modalities that will be explored in the class include the complex and integral use of plants, eggs, prayer, floral waters, and massage. Students will also learn about related contemporary and local spiritual healing traditions in the Bay Area and have an opportunity to explore their own respective cultural ancestral healing traditions. Prerequisite: Priority to PARW students.

PARW 6418 Lady Wisdom, Hagia Sophia (3 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 reemerge once more.

PARW 6419 Transformative Philosophies of Justice: Local and Global Perspectives (3 Units) OP Grade Option
This class will explore a diversity of philosophical paradigms and religious beliefs that inform and justify various contemporary concepts and practices of transformative and restorative justice. Drawing on Indigenous, Afro-centric, and other non-Western philosophies and spiritualities, this course presents a body of knowledge on transformative justice. This is an interdisciplinary course that will integrate the philosophical constructs of justice with an analysis of contemporary social issues. Readings will address research justice, gender justice, racial justice, and so on. In addition, an exploration of ancient and contemporary examples of restorative justice practice will allow students in this course to develop some practical restorative facilitation tools and skills.

PARW 6424 Mirrors: Reflections on Consciousness, Empowerment, and Spirituality (2 Units) OP Grade Option
Mirrors are much more than mere tools of vanity. Throughout the ages, they are believed to have predicted the future, captured and transported souls, and reflected far more than the user’s image. Mirrors have served as metaphors with myriad meanings, as symbols of divinity and power, implements of distortion, and tools for self-reflection. The mirror, in its variety of forms and applications, has truly captured the human imagination. This course is an interdisciplinary, selective cross-cultural exploration of the mirror (from c. 7,000 BCE to the present). Students will explore the mirror in a variety of contexts: in world religions and
spiritual traditions (such as Japanese Shinto, the Afro-American religion of Yoruba, medieval Christianity, or the Aztec religion of Mesoamerica); mythology and folklore from ancient Greece to Africa to Asia; and literature and the visual arts from various historical periods to modern times. Students are encouraged to study an aspect of the mirror in a historical-cultural context of their choosing, and also examine the roles 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 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 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 (2–3 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 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 Units) OP Grade Option
This course explores movements to end gender-based violence that are based in spiritual and/or transformative frameworks. Across the globe, foundational religious texts as well as customs have been used as justifications to support violence against women and LGBTQI individuals. In response, spiritual feminists and queer leaders are tackling this problem using spiritual foundations that inspire gender and sexual equality, inclusion, and respect. Healing from the trauma of violence is also a key concern of spiritual feminists, who are drawing from a range of healing traditions to support survivors. This course will address responses to gender-based violence ranging from individual healing to global social change.

PARW 6432 Women’s Visionary Poetry and Fiction (2 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; eco-Buddhism; 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 Units) OP Grade Option
Whether we are looking to heal and transform our personal hurts or the huge wounds our society inflicts on the Earth and other human beings, the Earth herself is our greatest teacher and healer. The ancient Goddess traditions had no sacred texts or dogmas: instead, their mystics learned how to read the book of nature. Understanding how the Earth’s cycles work, how change occurs in nature, and how mother Earth designs coevolving, interdependent systems can help us to be better designers of the changes we want to see in our own life and the world. Our connection to Earth is our deepest source of hope, renewal, and strength. This course weaves together readings, lectures, and experiential practices from Earth-based ritual traditions with insights from permaculture and nature awareness, to open our ears to nature’s communications, to help us connect more deeply with her great transformative powers, and to bring those creative energies fully alive in our lives, homes, and communities.

PARW 6450 Women’s Visionary Film: Magic, Myth, and Mystery (2 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 6493 Women’s Visionary Poetry and Fiction (3 Units) OP Grade Option
In their poetry, novels, and short stories, as in the ancient traditions of priestesses and mystics, women poets and fiction writers tell us about women’s other worlds, inner and outer, past and future—worlds of imagination, prayer, prophecy, and vision. We consider works by Isabel Allende, Janine Canan, Ella Deloria, Chitra Banerjee Divakaruni, Lina Hogan, Susan Griffin, Audre Lorde, Mary Mackey, Mary Oliver, Adrienne Rich, Starhawk, and Alice Walker, among others, as we explore the following questions: What is women’s visionary poetry and fiction? How do women writers make their invisible inner experiences visible to their readers? How do they use the crucible of language to tell the truth? How do they interweave fiction and memoir? Creative writing exercises draw students directly into the process of creating women’s visionary poetry and fiction.

PARW 6497 Gender, Sacred Sexuality, and Healing (3 Units) OP Grade Option
How does the sacred inform our sexual practice, gender identity, and physical embodiment? Based on the lives and experiences of diverse populations, this course offers a multicultural exploration of some of the various strategies for individual and community healing employed by contemporary women and other oppressed genders in their search for liberation and wholeness. We will use memoirs, theoretical essays, personal narratives, films, and new findings from medical research to explore a variety of sexual and gender identities, spiritual and transcendent sexual experiences, and practical links between the body, sexuality, healing, and spirituality.

PARW 6500 Sacred Lineages: Goddesses, Foremothers, and Activists (3 Units) OP Grade Option
This course traces the lineage of the women’s spirituality movement and how it has intersected with the development of feminism, womanism, and ecofeminism. Course themes also include feminist transformations of patriarchal religions, sacred sexuality, reproductive justice, and women’s spiritual leadership and activism. The central project in this course asks students to research their maternal lineage and place it within historical, political, and spiritual contexts. The development of a strong learning community is integral to this course. Students are expected to participate actively in both face-to-face and online modules, to take leadership in building community, and to show up fully for their peers during paired or small group activities.

PARW 6548 Women and World Religions (1–3 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 to 3 units; grading is student’s option.

PARW 6575 Dreaming I: Introduction to the Art of Dreaming (1 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 6614 Narratives of the Oppressed: Embodiment, Resistance, and Healing (2 Units) LG Grade Option
How do interlocking systems of social oppression affect the personal lives of marginalized individuals and communities? What wisdom has emerged from individuals living in the borderlands where diverse and conflicting identities, geographies, and histories intersect? What cultural practices and healing arts support the development of resilience and the movement from surviving to thriving in individuals and communities experiencing social oppression? Based on narratives exploring the lives and experiences of oppressed and marginalized individuals and communities, this course examines contemporary and historic strategies for survival, resistance, and healing found in the writings, activism, and artistry of contemporary artists, activists, healers, and scholars. We will use memoirs, novels, theoretical essays, personal narratives, and films to explore the effects of overlapping institutionalized oppression—e.g., racism, sexism, classism, homophobia, transphobia, ableism, nativism, etc.—on populations of color, women and other oppressed genders, im/migrants, the LGBTQIQ and queer communities, working-class people, the disabled, and multiracial individuals and families.

PARW 6615 Conference Production (2 Units) PF Grade Option
Gain theoretical knowledge and practical experience in conference production through directed readings and producing the biannual conference of the Women’s Spirituality program, Women Rising. Students will participate in all aspects of running the conference, from developing logistical plans such as instructions to speakers, artists, vendors, and facilities; to managing the logistics and communications during the conference; to assessing the conference and participating in post-conference following up. This course is the follow-on to PARW 6840 Women Rising: Conference Planning and Development; however, this course is open to all students.

PARW 6616 Editing and Publishing (2 Units) PF Grade Option
This course will cover all aspects of self-publishing, from writing to editing to final electronic and print products. In a collaborative environment, students will work together to create a group project. A possibility is being part of an initial team to work on conference proceedings. This process entails planning the composition and order of the submissions as a volume, interacting with conference speakers and artists, proofreading submissions, confirming sources and permissions, and preparing the manuscript for publication. You will also learn about different publication options and gain practical experience in book promotion. Students from all programs are welcome to register.

PARW 6647 Spiritual Activism and Transformative Social Change (2 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 intersections 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 6657 Women's Sacred Mysteries, Arts, and Healing (3 Units) OP Grade Option
Women have served the deities and Spirit in many ways, invoking the divine, celebrating the change of seasons, fostering agricultural rites and urban rituals, stimulating healing, and inspiring the next generations. We learn how women in diverse cultures participate in the Mysteries of life, as priestesses and priests, healers, dancers, praise singers, midwives, daughters, mothers, grandmothers, artists, writers, and actresses of many media. These include sacred song, dance, visual arts, poetry, fiction, theater, and film. We reflect upon the themes that arise from women’s profound rites of passage, including the mysteries of menstruation and conception, sacred sexuality, the sacrament of birth and motherhood, and death/rebirth. We also study various methods and methodologies used in these practices.

PARW 6697 Vocation, Passion, and Action: Creative Career Design (2 Units) OP Grade Option
Students with a degree in Women’s Spirituality or in Women, Gender, Spirituality, and Social Justice pursue careers in a wide variety of fields, including teaching, writing and publishing, healing, the arts, social and environmental activism, and social entrepreneurship. In this course, you will draw upon your sense of vocation and purpose, career management best practices, and spirituality informed research methods to imagine your work in the world, and then learn tangible career-planning and career-management skills to support you in actualizing your vision. These skills include inventorying your knowledge, skills, and passions; identifying and researching possible career objectives; developing your materials (CV, résumé, marketing brochure, and/or website); and building and growing your communications platform through social media, presentations, articles, books,
and other activities. Other topics to be discussed include teaching, writing and publishing, and introduction to social entrepreneurship. Guest speakers will share how they crafted their unique career paths in areas of interest to students in the course.

PARW 6779 Embodied Healing Traditions (2 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 Unit) OP Grade Option
This class explores contemporary and historic examples of female power as manifested in selected African/diasporan communities. We review the attributes and iconography of Ibo and Yoruba goddesses; the institution of sacred queenship among the Ashanti; the complexity and fluidity of gender roles in various African cultures; and the Afrocentric integration of spirituality, sexuality, and female power. Using film, novels, oral literature, and womanist prose and scholarly writing from the field of Africana studies, we will identify African cultural tropes and their transformation and retention in selected areas of the diaspora.

PARW 6781 Orisha: Indigenous Philosophy—Experienced Through Song, Drum, and Dance (1 Unit) OP Grade Option
In this class, we will experience the philosophy and mythology of Orisha as they were brought to the New World, and especially to Cuba, from Nigeria, during the 19th-century slave trade. Orisha are powers of nature: the ocean, rivers, mountains, wind, thunder and lightning, and others. The practice of Orisha worship is an indigenous way of life, and its survival through colonialism is an awesome story preserved through song, drumming, dance, art, and divination. It is a philosophy that has been passed down for centuries and has traveled the globe. We will study this philosophy through the songs, rhythms, and dances that accompany the Orisha.

PARW 6787 Sacred Women of Africa and the African Diaspora (3 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 feminisms.

PARW 6788 Embodying Praise: Sacred Traditions of Movement (1 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 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 Unit) OP Grade Option
In this course, we will theoretically contextualize why the healing traditions of Africa—based in live percussive music, movement, storytelling, shamanism, village circle games, and belly laughter—have now become central to the embodied healing that we humans seek in our lives and for the 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 their 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 Unit) OP Grade Option
Using the Kabbalistic Tree of Life as a way to connect to our Earth and cosmic consciousness, this course begins with an explanation of kundalini (the life force) and its implications for spiritual awakening. The course will consist of guided meditation, movement, drumming, and an academic exploration aimed toward an understanding of kundalini energy and spiritual awakening. The course is designed to deepen the awareness of our connection to the Earth and to the cosmos.

PARW 6798 Women and Tantra (2 Units) OP Grade Option
This course is an experiential exploration of Tantra, a sacred embodied tradition. We will review Sakti, the feminine energy; trace her immanence in creation, the Earth, and our bodies through sacred art and yantras; learn how presence, sensuality, and ecstasy are doorways to the Divine; and explore the role of women in Tantra from historical through contemporary times. We will engage with practices of mantra, mudra, and movement to deepen our presence and embodiment.

PARW 6800 MA Integrative Seminar (3 Units) OP Grade Option
MA students are mentored in the preparation of a portfolio or advanced research paper. Students draw together the knowledge, insights, and skills of their coursework and especially their chosen area of study, and work with the library to refine their research skills. They review relevant methodologies and issues of epistemology in preparation for the completion of the MA degree.

PARW 6835 Spiritual Activism and Transformative Social Change (3 Units) OP Grade Option
This course will explore how our connection to embodied, spiritual wisdom can inform our efforts to create a more socially and ecologically just world. Feminist/womanist analyses of gender, power, and social change will be integrated with insights from diverse spiritual and social justice traditions. While drawing inspiration from social change movements and leaders of the past, we will also explore the need to develop new strategies and visions to meet the challenges of our current historical moment. In this highly participatory class, students will be encouraged to raise questions and issues draw from their own personal, professional, and activist experiences. Prerequisite: Priority to WSE students.

PARW 6836 African and African Diaspora Spiritual Traditions (1 Unit) OP Grade Option
Diverse in its expression, African traditional religion shares certain precepts. Most notably among these are respect for and honoring of spirit and ancestors as well as the centrality of myth and ritual. This class will focus primarily on the West African Yoruba and their system of spiritual beliefs and practices as conveyed through Odu Ifa, their oracular corpus. Owing to enslavement, the culture of the Yoruba was transported along the “middle passage” into the Western Atlantic. Using visual presentation as well as oral literature and scholarly writing, we will identify Yoruba cultural tropes and their transformation and retention in selected areas of the diaspora. The class offers a blend of cultural history, sacred art, ritual practices, and spiritual self-examination. Each student will be encouraged to identify a personification of spirit whose energy permeates the individual’s life and to create a work of art (writing, painting, song, ritual, etc.) demonstrating that relationship. Students are encouraged to bring small instruments and their favorite art supplies as well as an item for our communal altar.

PARW 6840 Women Rising: Conference Planning and Development (2 Units) OP Grade Option
Gain theoretical knowledge and practical experience in conference planning and production through directed readings and by participating in the planning, design, and development of the biannual Women’s Spirituality program conference. Students participate on overall conference planning team and gain in-depth practical experience in one or more of the following areas: writing and publishing calls for papers, panels, workshops, and other activities; evaluating proposals; organizing conference logistics; and marketing and promotion. For each 1 unit taken, students complete 45 hours of in-service learning.

PARW 6900 Thesis/Dissertation Proposal Completion (0 Units) PF Grade Option
Students who have not completed their thesis or dissertation proposal within the Proposal Writing Seminar may sign up for Proposal Completion with their chair, for up to two more semesters. Prerequisites: WSE student; not advanced to candidacy.

PARW 7002 Ecofeminist Philosophy and Activism (3 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 Philosopher, Mystics, and Wisdom Teachers (3 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 7202 Sacred Music of the World: Traditional and Contemporary (1 Unit) OP Grade Option
This is an experiential class exploring traditional and contemporary sacred music from various cultures with a focus on women’s expressions—including traditions of chant, song, shamanistic healing, women drummers, ecstatic practices, and contemporary explorations. The class is an exploration of the power of music to heal, create, and strengthen community; tell the story of a people; and connect to the divine.

PARW 7050 Goddesses of Prehistory: An Archaeomythology (3 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 Unit) PF Grade Option
Developed by internationally renowned somatics pioneer Marion Rosen, the Rosen Method allows us to access unconscious energies and patterns in new ways, to see connections between our emotions, our posture, and the spiritual attitudes we carry. Effortless movement to music opens the breathing, lubricates the body’s joints, stretches and strengthens muscles, and awakens an aliveness and enjoyment in the body. Relaxing hands-on work with chronic muscle tension invites the comfortable acceptance of one’s body, dissolves mind-body dualism, and creates an opening for the surfacing of emotions that had been obscured within the holding patterns of the body.

PARW 7202 Peace in Our Hands: Rosen Method Bodywork (1 Unit) PF Grade Option
Rosen Method bodywork bridges the disjunction between mind and body to find peace where there has been troubled conflict. Students will learn how to exchange nonintrusive, hands-on bodywork and learn flexibility exercises that invite the relaxation of tension and the dismantling of body armoring. Students will also gain an understanding of posture and breathing patterns that can improve communication skills. As we gradually allow harmony among the different aspects of our inner being, we generate the potential for more peaceful relationships and positive effective action in the larger world.

PARW 7420 The Healing Ecstasy of Sound (3 Units) OP Grade Option
Exercises and practice in toning, changing rhythm and drumming traditions, musicality, song, sound healing rituals, and various musical spiritual practices, both traditional and contemporary, will be shared. Students apply their knowledge to cocreating a final presentation that serves as a spring music and healing event for the community, where they will share their original creations.

PARW 7510 Cultures in Balance: Women at the Center (3 Units) LG Grade Option
Drawing its title from the groundbreaking work of Peggy Reeves Sanday and her book Women at the Center: Life in a Modern Matriarchy, this course presents the body of knowledge that is developing about contemporary and historical societies where women are seen as the center of culture and where women and men collaborate to create balanced, sustainable societies. These societies show markedly different social customs, artistic expressions, and religious beliefs and practices when compared with cultures where women are disrespected and excluded from leadership roles. The underlying assumptions, biases, and expectations of researchers investigating the beliefs, rituals, and social structures of societies—especially those in the distant past—influence the interpretation of data, often with dramatically different results.

PARW 7585 Spirit, Compassion, and Community Activism (1–3 Units) OP Grade Option
Through selective readings, class discussion, and personal reflection, this course supports students in putting their spiritual values and beliefs into action in the larger community. Students have the opportunity to integrate their academic study with practical transformative experience. Students may deepen and broaden their concepts of compassion, spirit, and activism, and explore their educational and lifework goals and visions through community engagement and service. This course can be taken for 1 to 3 units, with each unit requiring 30 hours of community service work. The course fulfills the Women’s Spirituality program’s community service practicum requirement.

PARW 7609 Womanist, Feminist, and Decolonial Worldviews (3 Units) OP Grade Option
This class examines a diversity of womanist, feminist, mujerista, indigenous, and postcolonial worldviews, theories, and activism in the U.S. and internationally. It reviews contemporary international dialogues and postcolonial discourses, along with modern-day and historical womanist-feminist controversies. The reading, discussions, and writing assignments will focus especially on issues related to conflict, race, agency, survival, resistance, intervention, difference, sexuality, class, womanhood, disability, nationality, religion, spirituality, gender, transformation, spiritual activism, and alliance building. Our topics will be explored through diverse texts, including letters, essays, poetry, stories, dance, prayers, and documentary films. This course is centered on the following questions: How have diverse women theorized and resisted systems of sexism,
heterosexism, racism, classism, colonialism, and violence? What are the possibilities of dialogue, collaboration, and solidarity among women and men with vastly different backgrounds and worldviews? How is women’s spirituality linked to women’s social and political lives?

PARW 7640 Goddess and God Civilization of Ancient Crete (20–3 Units) OP Grade Option
In ancient Crete, the central divinity was a Nature Goddess or Goddesses who shared powers in partnership with a Nature God or Gods. We question how Crete’s nature religion influenced this extraordinary culture, including gender relations of women and men and the social roles each sex played in family, economic, political, and religious life; the naturalistic and exuberant 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 archaeoemythology, we trace evidence for ritual activity and for Goddess and God iconography in Neolithic and Bronze Age Crete from c. 7000 BCE to c. 1100 BCE. Interrelations are situated in the specific eras of cultural history on the fabled isle of Crete.

PARW 7809 Thesis/Dissertation Proposal Writing (0 Units) PF Grade Option
MA and PhD students are taught the basics for writing a good thesis or dissertation proposal. Institute and program guidelines for the thesis and dissertation—as articulated in the “Proposal Rubric,” University and WSE program policies and procedures, the Human Research Review Committee application, conscientious work relations and timelines, committee chair and membership, technical review, library requirements, and graduation requirements—will be discussed.

PARW 7880 Comprehensive Examination: Literature Review (3 Units) PF Grade Option
This comprehensive exam asks doctoral students to demonstrate in-depth knowledge of the key authors, texts, theories, and debates in one of their chosen areas of emphasis in the Women’s Spirituality curriculum: Women and World Religions; Feminist/Ecofeminist Philosophy and Activism; and/or Women’s Mysteries, Sacred Arts, and Healing. Students will write a 35-to-50-page essay with subsections to be negotiated with their comp supervisor. This 3-unit comp is taken after the completion of approximately 33 units. Consult with the program handbook as well as your advisor and then submit the “Comprehensive Examination Contract” in order to register. Please note that this cannot be registered for online. If the student has not passed the exam after one semester, they can attempt it once more. Prerequisite: WSE student.

PARW 7881 Comprehensive Examination: Advanced Research Methods (0 Units) PF Grade Option
Students will write a 35-to-50-page paper that demonstrates their mastery of a chosen set of research methodologies applicable to one of their two areas of emphasis: Women and World Religions; Feminist and Ecofeminist Philosophy and Activism; and/or Women’s Mysteries, Sacred Arts, and Healing. Please note that this cannot be registered for online. Consult with the program handbook as well as your advisor and then submit the “Comprehensive Examination Contract” in order to register. Prerequisite: WSE student.

PARW 7900 Thesis/Dissertation Seminar (0 Units) PF Grade Option
The advanced student’s researching and writing of a thesis or dissertation progresses with the mentorship of, and in close consultation with, one’s chair and thesis or dissertation committee. The dissertation is to be a minimum of 200 and a maximum of 300 pages. Prerequisites: WSE student; advanced to candidacy.

PARW 8012 Women’s Spirituality Research Methodologies (3 Units) LG Grade Option
Women’s Spirituality is a transdisciplinary field that draws from women/gender studies, religious studies, philosophy, ethnic studies, and related disciplines. This course will provide students with an overview of the multidisciplinary epistemologies, methodologies, and methods used in women’s spirituality scholarship. This course is designed to provide doctoral students with both the conceptual frameworks and the practical tools necessary to conduct original and meaningful research in this field. This course places particular emphasis upon (1) the integration of interior/intuitive ways of knowing with traditional academic frameworks that are more externally oriented; and (2) the potential of research to contribute to social justice and collective transformation. We will explore the theoretical frameworks and methodologies emerging out of political movements, including feminism/womanism, anti-racism, indigenous resistance movements, postcolonial activism, and queer studies.

PARW 8799 Independent Study (1–3 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 (1–3 Units) LG Grade Option
A course of study not currently encompassed in the curriculum that addresses a topic relevant to women, gender, spirituality, and social justice.

PARW 9600 Comprehensive Examination (0 Units) PF Grade Option
Cannot be registered for online. Submit “Comprehensive Examination Contract.” Taken at the end of the PhD coursework, the
comprehensive exams are composed of two take-home bibliographic essays in the doctoral student’s two chosen areas of emphasis: Women and World Religions; Feminist and Ecofeminist Philosophy and Activism; and/or Women’s Mysteries, Sacred Arts, and Healing. The two 35-to-50-page take-home exams must demonstrate an understanding of theoretical frameworks, scholarly debates, and the evolution of knowledge in the particular area of each comprehensive exam. The exams ask the student to explore primary texts in the two areas of emphasis, and to demonstrate the cultivation of broad and deep knowledge in these areas before proceeding to the dissertation. The exams also serve to develop a student’s areas of competency for teaching. In consultation with their comprehensive exam supervisors, students negotiate approval for three major subtopics in each area of emphasis, and they agree on a list of at least 30 key texts to be reviewed and discussed for each essay. These texts must be deeply researched. Each bibliographic essay needs to be well crafted and must meet the standards of the program. The student has one or a maximum of two semesters to pass the exam. If the exam is not passed, the student cannot continue toward the dissertation and may wish to opt for an MA degree in Women’s Spirituality instead.

Prerequisite: WSE student.
Transformative Inquiry (MA and PhD)
MA in Transformative Leadership (online)
PhD in Transformative Studies (online)

Director
Jocelyn Chapman, PhD

Core Faculty
Leslie Combs, PhD
Daniel Deslauriers, PhD
May Elawar, PhD
Joanne Gozawa, PhD
Constance A. Jones, PhD
Alfonso Montuori, PhD
Jennifer Wells, PhD

Adjunct Faculty
Alka Arora, PhD
Hilary Bradbury, PhD
Susan Carter, PhD
Jocelyn Chapman, PhD
Carey Clark, PhD
Dan Crowe, PhD
Gabrielle Donnelly, PhD
Riane Eisler, JD
Ursula Fahim, PhD
Gary Lachman
Lesley Jackson, PhD
Chip McAuley, PhD
Christine Pelosi, JD
Michael Raffanti, EdD, JD
Peter Reason, PhD
Roxanne Reed, PhD
James R. Rolling, PhD
Charlotte Sáenz, MA, MFA
Shoshana Simons, PhD, RDT

About the Transformative Inquiry Program
These innovative degrees are designed for individuals who wish to be thought leaders as well as action leaders. The PhD in Transformative Studies focuses on the creation of original, leading-edge research in a context where academic research, self-inquiry, and our global context are intimately related. The MA in Transformative Leadership is designed for students who have a passion for creating positive change in the world and want to work in a community of like-minded individuals to develop the skills and personal qualities needed to make their vision a reality. Following CIIS’s educational mission, both programs stress an integral perspective in which self-reflection, self-inquiry, and personal growth are combined with rigorous academic inquiry. Both the MA in Transformative Leadership and the PhD in Transformative Studies are offered primarily 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 transformation 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. Explore processes and principles of ongoing personal transformation in order to become the persons and leaders they want to be.
2. Develop their philosophy of leadership based on their values, in dialogue with the readings and experience in the program.
3. Develop their creative thinking abilities and learn how to apply systems and complexity to their leadership initiatives.
4. Initiate and follow through on innovative projects, including the skills to plan, manage, and work collaboratively on projects.
5. Master contemporary research on leadership as well as personal and social transformation.
6. Engage in collaborative creativity and participatory leadership and a range of approaches to cultivating generative collaborative skills.
7. Creatively engage dynamics of power, diversity, and change.

**MA Admissions Requirements**
Applicants to the MA in Transformative Leadership must meet the general admissions requirements of the University. In addition, applicants must submit the following: two letters of recommendation, preferably one from an academic advisor or someone familiar with the applicant’s ability to do academic work, and one from a supervisor in a recent professional or volunteer setting; a résumé of relevant experiences; and a sample of recent scholarly writing. Applicants should have a demonstrated capacity to learn and work both independently and collaboratively. The program admits students in Fall and Spring. Students must follow the course sequence.

**Curriculum**
**MA in Transformative Leadership—36 Units**

1. **Required Courses—27 Units**
   1st Semester (Fall)
   - TLD 6001 Residential Intensive I (required in person)
   - TLD 6125 Leadership: Models, Maps, and Metaphors
   - TLD 6130 Ways of Relating: Interpersonal and Group Dynamics
   - TLD 6300 Ways of Knowing: Systems and Metaphors
   - TLD 7996 Integrative Seminar I

   2nd Semester (Spring)
   - TLD 6002 Residential Intensive II (required in person)
   - TLD 6145 Leadership, Pluralism, and Creativity: Diversity in Action
   - TLD 6325 The Leadership Experience: Understanding the Will to Lead
   - TLD 7997 Integrative Seminar II

   3rd Semester (Fall)
   - TLD 6003 Residential Intensive III (required in person)
   - TLD 6349 Creating Communities and Coalitions
   - TLD 6635 Transformative Leadership: Leading Ourselves Among Others
   - TLD 7998 Integrative Seminar III

   4th semester (Spring)
   - TLD 6004 Residential Intensive IV (required in person)
   - TLD 7999 Capstone: Action Project
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.

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. Of these units, 21 are for foundation courses, and 9 are for electives, which may be taken from both the Transformative Leadership and Transformative Studies programs. Coursework concludes with two comprehensive exams (6 units) in the form of essays, one addressing the knowledge base of the student’s area of inquiry, and the other the chosen research methodolgy 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/complex 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 complex thought and the psychology and sociology of knowledge to apply them to academic discourse and each person’s 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. Apply an appropriate method to a research question and evaluate the appropriateness of various methods in the exploration of different kinds of questions.
10. Work in a collaborative context, creating and evaluating groups to support learning and change, and also be self-motivated, self-directed inquirers who take responsibility for their own learning process.

PhD in Transformative Studies with a focus in Consciousness Studies
The Consciousness Studies Focus allows the student to explore the many aspects of human consciousness, including its evolution through time; its growth and transformation in each individual; and its expressions in art, science, and society. The focus requires two specific courses designed to provide a conceptual foundation for the study of consciousness, and a dissertation that addresses some question concerning consciousness. 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 their field of work, which might be in such areas as education, health care, the arts, social activism, psychology, organizational development, or corporate management. Applicants should have a demonstrated capacity to learn and to work both independently and collaboratively. All students must have consistent access to a computer with the capacity to navigate the Internet and the Web, and the ability to use the online medium for ongoing dialogue. The program admits students in fall only. Students must follow the course sequence.

Curriculum
PhD in Transformative Studies—36 Units

I. Required Courses—27 Units
1st Semester (Fall)
TSD 6001 Residential Intensive I (required in person)
TSD 8005 Introduction to Transformative Studies
TSD 8120 Learning Community I
TSD 8125 Creative Inquiry: Scholarship for the 21st Century
TSD 8210 Self, Society, and Transformation

2nd Semester (Spring)
TSD 6002 Residential Intensive II (required in person)
TSD 8130 Transdisciplinarity: Complex Thought and the Pattern That Connects
TSD 8215 Varieties of Scholarly Experience
TSD 8220 Learning Community II

3rd Semester (Fall)
TSD 6003 Residential Intensive III (required in person)
TSD 6526 The Ecology of Ideas
TSD ____ Directed Research Course (permission of advisor required)
TSD 8320 Learning Community III

4th Semester (Spring)
TSD 6004 Residential Intensive IV (required in person)
II. Electives—9 Units
Possibilities include the following:
TSD 6111 Archetypes, Movies, and Reality
TSD 6134 Depth Psychology in Creative Process
TSD 6155 Social Transformation and Nonviolent Conflict
TSD 6235 Integral Approaches to Dreams
TSD 6252 Cultivating Discernment on the Spiritual Path
TSD 6302 Art as Mirror of Evolving Consciousness
TSD 6316 Consciousness and the Brain: An Integral Study of the Brain and the Mind
TSD 6370 Introduction to Consciousness Studies
TSD 6389 Transformative Influence of Art in Public and Community Spaces
TSD 6474 Creating Transformative Media
TSD 6491 The Lost Knowledge of the Imagination
TSD 6567 Synchronicity: The Bridge Between Matter and Mind and the Resurrection of Spirit in the World
TSD 6593 Film, Creativity, and Transformation
TSD 6640 Integral Growth and Development: Individual Growth and the Evolution of Consciousness
TSD 6660 Narrative Research
TSD 6818 Phenomenology as a Mystical Discipline
TSD 7047 Ideas in Transition
TSD 7057 Integral Methodology: Integral Methodology Pluralism
TSD 7098 Integral Research: Art- and Imagination-Based Methods
TSD 7099 Mysticism and Esotericism in the West
TSD 7129 Theory and Methods for Feminist and Critical Inquiry
TSD 7419 Self-Inquiry: Using Awareness and Attention for Transformation
TSD 8014 Creativity and Personal Transformation
TSD 8218 Basic Qualitative Research
TSD 8225 Evolution of Consciousness

III. Dissertation—0 Units
TSD 6900 Thesis/Dissertation Proposal Writing Completion
TSD 7900 Thesis/Dissertation Seminar
TSD 8720 Thesis/Dissertation Proposal Support (required for students enrolled in TSD 6900)
TSD 8820 Thesis Dissertation Completion Support (required for students enrolled in TSD 7900)

Curriculum
PhD in Transformative Studies with a focus in Consciousness Studies—36 Units
Follow the Transformative Studies curriculum, including the following designated electives.

TSD 6316 Consciousness and the Brain: An Integral Study of the Brain and the Mind
TSD 6370 Introduction to Consciousness Studies

Other electives and dissertation topics chosen to complement the field of consciousness studies.

Course Descriptions

TSD 6001 Residential Intensive I (0 Units) PF Grade Option
To be taken in the student’s first Fall semester. During the coursework phase, all Transformative Inquiry students meet twice a year in the Bay Area for five-to-seven-day residential intensives to meet faculty and staff and to get to know one another in person. There are workshops, presentations, advising, as well as introductions to coursework. The intensives are an essential aspect of the learning experience and participation is mandatory. Prerequisite: TSD student.

TSD 6002 Residential Intensive II (0 Units) PF Grade Option
To be taken in the student’s first Spring semester. During the coursework phase, all Transformative Inquiry students meet twice a year in the Bay Area for five-to-seven-day residential intensives to meet faculty and staff and get to know each other in person. There are workshops, presentations, advising, as well as introductions to coursework. The intensives are an essential
aspect of the learning experience and participation is mandatory. Prerequisites: TSD 6001; TSD student.

**TSD 6003 Residential Intensive III (0 Units) PF Grade Option**
To be taken in the student’s second Fall semester. During the coursework phase, all Transformative Inquiry students meet twice a year in the Bay Area for five-to-seven-day residential intensives to meet faculty and staff and to get to know one another in person. There are workshops, presentations, advising, as well as introductions to coursework. The intensives are an essential aspect of the learning experience and participation is mandatory. Prerequisites: TSD 6002 or TSD 6555; TSD student.

**TSD 6004 Residential Intensive IV (0 Units) PF Grade Option**
To be taken in the student’s second Spring semester. During the coursework phase, all Transformative Inquiry students meet twice a year in the Bay Area for five-to-seven-day residential intensives to meet faculty and staff and to get to know one another in person. 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. Prerequisites: TSD 6003 or TSD 6555; TSD student.

**TSD 6005 Residential Intensive V (0 Units) PF Grade Option**
To be taken in the student’s third Fall semester. During the coursework phase, all Transformative Inquiry students meet twice a year in the Bay Area for five-to-seven-day residential intensives to meet faculty and staff and to get to know one another in person. There are workshops, presentations, advising, as well as introductions to coursework. The intensives are an essential aspect of the learning experience and participation is mandatory. Prerequisites: TSD 6004 or TSD 6555; TSD student.

**TSD 6006 Residential Intensive VI (0 Units) PF Grade Option**
To be taken in the student’s third Spring semester. During the coursework phase, all Transformative Inquiry students meet twice a year in the Bay Area for five-to-seven-day residential intensives to meet faculty and staff and to get to know one another in person. There are workshops, presentations, advising, as well as introductions to coursework. The intensives are an essential aspect of the learning experience and participation is mandatory. Prerequisites: TSD 6005 or TSD 6555; TSD student.

**TSD 6111 Archetypes, Movies, and Reality (3 Units) LG Grade Option**
An online exploration of archetypal themes such as lovers, heroes, villains, vampires, tricksters, and angels in the movies; and the kinds of realities depicted by them. The class will involve watching and discussing films that are widely available online. It will include an informal discussion forum and require an essay at the end of the course. Prerequisite: Priority to TSD, TLD students.

**TSD 6134 Depth Psychology in Creative Process (3 Units) LG Grade Option**
Charting the development of psychodynamic psychology from its roots in German idealism to the present day, students will explore how the idea of “the unconscious” has given rise to new ways of thinking about mind. The course will begin with an overview of the work of Freud and Jung, before turning to consider some of the major themes preoccupying American psychoanalysis in the last 40 years. Particular attention will be paid to the emergence of the relational movement, to the nature of belief in the clinical setting, and to the challenges of cultural and theoretical pluralism. Students will discover how depth psychology can be interpreted as an emancipatory discourse concerned with fostering change not only in individuals, but also in the wider society.

**TSD 6155 Social Transformation and Nonviolent Conflict (3 Units) LG Grade Option**
The course content is designed to introduce students to the diversity of ideas, personalities, debates, dynamics, misconceptions, and critiques and concerns informing the use of nonviolent conflict for social transformation.

**TSD 6235 Integral Approaches to Dreams (3 Units) LG Grade Option**
This course provides a foundation for an integral approach to dreams and dream work, in both theory and practice. It explores traditional and contemporary approaches to dreams as well as investigating models that attempt to integrate both. We inquire on the transformative role of dreams with integral philosophy. The course calls for a strong experiential component that addresses body, mind, and spirit in an integral perspective.

**TSD 6252 Cultivating Discernment on the Spiritual Path (3 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 to navigate this “labyrinth of increasing subtlety,” we will address such topics 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 6302 Art as a Mirror of Evolving Consciousness (3 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 humankind’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 worldviews 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 6316 Consciousness and the Brain: An Integral Study of the Brain and the Mind (3 Units) LG Grade Option
This course offers an introduction to the larger issues concerning the nature of consciousness and the brain. It will survey the most prominent theories of how the brain and consciousness are related and how they interact. It will also explore current topics such as consciousness in the left and right hemispheres; mirror neurons and the social brain; and the nature of emotion, thought, memory, and perception, much of this through fascinating case studies such as those by Oliver Sacks, Vilayanur Subramanian, and Michael S. Gazzaniga. The course will use a variety of readings, including 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 in or comfort with biological ideas.

TSD 6370 Introduction to Consciousness Studies (3 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 they can schedule it.

TSD 6389 Transformative Influence of Art in Public and Community Spaces (3 Units) LG Grade Option
Art in the public sphere offers an opportunity to examine how art changes our awareness of self, our relationship and interaction with others, and how we navigate space and the environment. We will examine public art in historical context and consider the stasis of public art as contemporary art and, subsequently, its ability to comment on and influence contemporary society. Another area of exploration we will undertake in this course is how public art 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 6473 Music as a Source of Healing and Stress Relief (3 Units) LG Grade Option
Since ancient times, human beings have known about the healing and mind-altering power of sound to motivate or soothe and transform behavior, whether it was patterned sound we call music produced by our voices or sounds produced by instruments or beautiful sounds found in nature. Recent studies have confirmed that music has the power to shift consciousness, to accelerate learning, and to heal and reduce stress. Cutting-edge research is now demonstrating that music has quantum healing properties, and music is being recognized as an authentic therapeutic agent in hospital settings, in mental health clinics, in dental offices, and as an anesthetic adjunct before and after surgery to speed recovery. This course will explore the global healing and stress-reducing properties of music within the broader historical context up through modern times. Students will be encouraged to explore the cross-cultural, theoretical, vibrational, and practical implications of music in society as it is used more prominently as a therapeutic agent. This includes a review of using music as medicine and as a method for preventing and ameliorating disease. The course will be divided into a number of discussion sections. Each section will begin with background readings on a particular topic and then move to a discussion of one or more aspects of music from that section. These readings will also be supplemented by relevant music-related articles and recordings given to students via email to read, listen to, and review.

TSD 6474 Creating Transformative Media (3 Units) LG Grade Option
In the 21st century, competence in creating lively media and the ability to be a compelling storyteller are fundamental tools for communication, transformation, and thought leadership. This course will introduce students to the fundamentals of conceptualizing, structuring, writing, funding, and creating both short and long video pieces for use on the Internet, on television, and on cinema screens. It will also lay out strategies for using these videos as part of live personal presentations to funders, decision makers and the community, helping students to communicate to and transform the world in a spirit of inspiration and leadership. Students will be expected to create a highly focused one-page synopsis; then a three-to-five-minute video and/or a highly imaginative and compelling PowerPoint document on their chosen topic, using their own resources; and finally, an online on-camera presentation of their project.

TSD 6491 The Lost Knowledge of the Imagination (3 Units) LG Grade Option
When we hear the word imagination, what do we think? Mostly we tend to see the imagination as a substitute for reality, a form
of wishful thinking, a pleasant alternative to the hard facts of life. Or we see it as a means of developing novel ideas, of being on the cutting edge of technology, a way of making things bigger and better. But this is not the only way to understand the imagination. For poets and scholars like Kathleen Raine, Henry Corbin, and Owen Barfield, the imagination is not a substitute for reality but a way of grasping its essence. For them, imagination isn’t a form of make believe, but a faculty of cognition, a way of knowing things that would otherwise remain unknown. This knowledge was accessible at an earlier time, but in recent centuries it has been minimized, if not vigorously rejected, by our emphasis on hard, scientific thinking. This course will look at the imagination as a faculty for grasping the invisible realities that surround us and at the tradition of knowledge rooted in it—a knowledge that, if lost, can still be recovered.

TSD 6526 The Ecology of Ideas (3 Units) LG Grade Option
All inquiry is situated in an “ecology of ideas,” which is to say the literature for a dissertation, including scholarly articles, books, essays, and/or cultural artifacts. This course supports students as they identify, evaluate, and orient themselves within all this dissertation literature. The course explores the nature and role of theory in any inquiry. Finally, it prepares students to develop and articulate their own stance and theoretical orientation for any type of dissertation, whether it be qualitative, theoretical, or arts-based. Prerequisites: TSD 8130, TSD 8215; TSD student.

TSD 6567 Synchronicity: The Bridge Between Matter and Mind and the Resurrection of Spirit in the World (3 Units) LG Grade Option
Synchronicities are those mysterious and inexplicable coincidences that occasionally erupt into a life. At times, we may feel that those around us are confined to a narrow world of logic and physical law, a world that admits no hint of mystery. This can give rise to a feeling of isolation within an indifferent universe and an increasingly complex society whose members are reduced to ciphers. Synchronicities, by contrast, offer a doorway into a very different world—a world that also has resonances with the deep insights that have been revealed by the new sciences. We will explore a number of connections between our subjective, internal world and the objective, external. One route will be to reflect on the metaphor of alchemy as a pathway to inner transformation. This will include an exploration of the deep links between art and alchemy.

TSD 6593 Film, Creativity, and Transformation (3 Units) LG Grade Option
This class focuses on some of the world’s most powerful films, exploring creativity, the imaginary, and social change in the 21st century. We look at some of the few thinkers and filmmakers from around the world who have had the genius to conceive of “real utopias,” real and utopic transformations for a better world. We explore today’s deepest social problems, but also the most far-reaching visions of restorative justice, ecological regeneration, and a more creative worldview. All CIIS students are welcome. Students may need to use Netflix or rent or buy films to secure access.

TSD 6640 Integral Growth and Development: Individual Growth and the Evolution of Consciousness (3 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 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 Units) LG Grade Option
The philosophical method known as phenomenology, founded by Edmund Husserl in the early 20th century, is associated with existential thinkers like Heidegger, Sartre, and Merleau-Ponty. But phenomenology has a long and varied history, and its roots lie in the Romantic response to the “disenchantment of the world” brought about by the rise of the scientific method. In essence, phenomenology is an investigation into the structures and processes of consciousness. Its fundamental insight is that, rather than a passive mirror reflecting reality, consciousness is an active grasping of the world. Perception, Husserl argued, is intentional.

TSD 6843 Science Fiction, Fantasy, and Transformation (3 Units) LG Grade Option
This course 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 theastics of science fiction and fantasy be used as tools in our own transformative processes? To do this, seminal works in the field of science-fiction and fantasy literature and film will be utilized. Science fiction and fantasy are often viewed as countercultural genres that help society look at itself in new ways. Prerequisite: Priority to TSD students.
TSD 6900 Thesis/Dissertation Writing Proposal Completion (0 Units) PF Grade Option
Students have four semesters—two academic years—to complete the proposal. Students cannot enroll in TSD 6900 unless they complete all required TSD coursework. Students must be concurrently enrolled in TSD 6900 for Learning Community V and TSD 7900 for Learning Community VI. Prerequisites: TSD 9610, TSD 9611; TSD student; not advanced to candidacy.

TSD 7047 Ideas in Transition (3 Units) LG Grade Option
This class explores inspiring ideas and projects of societal transition today. We survey recent ideas in transition of some of the best intellectuals, artists, and activists—from the world’s majority marginalized, indigenous, and third and fourth worlds, as well as from the most privileged groups and most promising American thought. For instance, we survey current critical studies in utopia, social change, political ecology, climate justice, indigenous thought, African diasporic thought, and the environmental humanities. The class draws on multimedia, including international films, podcasts, video games, and (local or virtual) museum trips, as well as short texts. The topics and pedagogy enhance one’s sense of agency, creative thought, and approaches to some of the vital questions of humanity today. Background lenses of an emergent worldview include indigenous and spiritual wisdom traditions, as well as emergent quantum and complex thought. Importantly, the class is set up for you to focus a part of the classwork directly on your own dissertation, thesis, or other professional or creative project. We will look at how all our research areas open opportunities for cocreative systems change. This is an elective, with a very reasonable workload. Some previous knowledge of these topics is helpful but not required. All CIIS students are welcome.

TSD 7057 Integral Methodology: Integral Methodology Pluralism (3 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, Loevinger’s ego development, etc.). Likewise, the lower left (LL) quadrant can be studied in its own interior (Socratic dialog, Buber’s “I and thou,” hermeneutics) or objectively from outside (Spiral Dynamics’ “value memes,” linguistics, European structuralism). The course surveys these methodologies, emphasizing those that deal with inner experience and social realities. Then students will 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 7098 Integral Research: Art- and Imagination-Based Methods (3 Units) LG Grade Option
Art-based inquiry and “image work” are ways of knowing and perceiving that often precede, complement, or de-center literal description most commonly attached to qualitative inquiry. This course explores some of the modalities of art-based and image-based methods of inquiry through theory and the study of exemplars. Methodological issues discussed include the role of critical subjectivity, the nature of knowledge and its relationship to modes of discourse and presentation; and the applications of art-based or image work for studying psychospiritual phenomena.

TSD 7099 Mysticism and Esotericism in the West (3 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 to explore the relationship between esotericism and mysticism. The relationship between esoteric and exoteric religion will be a focus, as we attempt to discover how these respective forms of thought and practice function in society and culture. Students will research one movement in depth and will share their research with the class in a learning community.

TSD 7129 Theory and Methods for Feminist and Critical Inquiry (3 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 Units) LG Grade Option
A collaborative exploration of how to use attention and self-awareness to expand personal development and understanding of self and others. The class will include exercises that provide skills for increasing awareness, including self-observation, class discussion, and interpersonal dialogue (developed by David Bohm and J. Krishnamurti) toward the aim of discovering how
exploration of self is integral to both personal and social transformation. The course will draw on theoretical and practical contributions from J. Krishnamurti, David Bohm, Jeanne de Salzmann, and Edward Said.

**TSD 7900 Thesis/Dissertation Seminar (0 Units) PF Grade Option**

The advanced student’s researching and writing of a thesis or dissertation, which 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 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 8005 Introduction to Transformative Studies (3 Units) LG Grade Option**

This course addresses the relationship between academic inquiry and personal transformation, as well as the transformation of inquiry. Applying insights from Jungian, feminist, and complexity theories, we will explore the role of the inquirer in every inquiry, how psychological factors and gender influence what and how we inquire, and the implications of the new science for our understandings of knowledge. Prerequisite: TSD student.

**TSD 8014 Creativity and Personal Transformation (3 Units) LG Grade Option**

In this course, we’ll explore the personal and social implications of seeing the entire Universe, including our own life, as a creative process. We’ll explore creativity from the stars above us to Nature all around us, from our cities to our institutions, our personal relationships, and our innermost selves. What are the implications for our expression of who we are as human beings, our everyday experience, and our process of self-creation? What would it be like to live life as participants in the cosmic creative process, and to experience ourselves as part of it? We’ll study the foundations of this perspective and the personal and social implications of a creative worldview. Topics will include articulating the old and the new views of creativity; the mysteries of “creation,” “creatures,” and “creators”; the connection between creativity, love, consciousness, and spirituality; humanity’s struggles with creativity and control; and how creativity might help us change our relationship to the planet and to ourselves. The course will combine a strong experiential dimension with an immersion in a variety of sources, from the great spiritual traditions to the most recent scientific developments. The course is designed as an adventure, a combination of play, study, and personal growth.

**TSD 8120 Learning Community I (0 Units) PF Grade Option**

This course serves multiple purposes. It is designed to develop a community of online learners; to foster dialogue, reflection, and exploration about the coursework and its relationship to individual and collective interests; to develop or improve basic scholarly skills; and to integrate the material from the coursework. It also serves as an online homeroom. Prerequisite: TSD student.

**TSD 8125 Creative Inquiry: Scholarship for the Twenty-First Century (3 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 transdisciplinary theories and research. Prerequisite: TSD student.

**TSD 8130 Transdisciplinarity: Complex Thought and the Pattern That Connects (3 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 who we are and our values, assumptions, and blind spots.
play a role in our inquiry. Students will be able to ground all the work in this class in their chosen areas of inquiry. Prerequisites: TSD 8005, TSD 8125; TSD student.

**TSD 8210 Self, Society, and Transformation (3 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 Units) LG Grade Option**
This course provides a general introduction to research methods, models of research, and research design. It includes an overview of the epistemological and ontological foundations of research, a survey of research methods, and the basics of research design. Students will reflect on the ways in which the human sciences have addressed very basic philosophical questions that have a profound influence on our research and our everyday existence. Students will learn how inquiry questions and values are related to specific methods and research designs. Prerequisites: TSD 8005, TSD 8125; TSD student.

**TSD 8218 Basic Qualitative Research (3 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.

**TSD 8225 Evolution of Consciousness (3 Units) LG Grade Option**
Through art, literature, archaeology, and history, this course explores the evolution of human consciousness from its prehuman origins through the Neolithic and Paleolithic periods, through ancient history, and on down through the Renaissance to modernity and postmodernity. It will begin with the origins of the human mind as depicted in the writings of Merlin Donald and David Lewis-Williams, and continue with an inquiry into cultural and historical structures of consciousness with Jean Gebser, Ken Wilber, and Allan Combs. The course will be based in an ongoing dialogue and exploration of these topics on the Web, as well as requiring midterm and end-of-term papers.

**TSD 8320 Learning Community III (0 Units) PF Grade Option**
This class serves to guide students through the program’s process to secure a dissertation chair. Students develop an “elevator pitch” for their dissertation inquiry, bringing to bear what they have discovered through previous coursework. They seek feedback from peers and submit a final “pitch,” which includes three names of persons, any one of whom would make a suitable chair. The TSD faculty then formally assigns a chair to each student. Prerequisite: TSD student.

**TSD 8420 Learning Community IV (0 Units) PF Grade Option**
This course serves as an online homeroom where time-sensitive communications from the program, from CIIS administration, and from student support services are posted to further amplify some students’ listserv e-blasts. Services such as the library, the writing center, and the wellness center can request ready access to the whole community in one virtual space. Students are also invited to use the virtual community space to communicate with the whole cohort and/or to collaborate with particular peers. Prerequisite: TSD student.

**TSD 8720 Dissertation Proposal Support (0 Units) PF Grade Option**
The Dissertation Proposal Support course is designed to offer a scholarly and supportive environment for doctoral students in the process of preparing and completing a dissertation proposal or dissertation. Students will gain an increased understanding of the dissertation proposal completion process, to include the development of strategies to improve productivity and workflow of their research and writing, navigating the CIIS graduate requirements, enhanced critical/analytical thinking and scholarly discourse, and the management of such elements as personal and professional relationships, as well as health and well-being during the dissertation proposal completion experience. Prerequisite: Completion of 36 TSD required program units and not advanced to candidacy.

**TSD 8799 Independent Study (1–3 Units) PF Grade Option**
Coursework that extends a student’s field of inquiry beyond current CIIS courses. Requires a syllabus and contract signed by the student and faculty member, and approved by the program chair.
TSD 8820 Dissertation Support (0 Units) PF Grade Option
The Dissertation Support course is designed to offer a scholarly and supportive environment for doctoral students in the process of preparing and completing a dissertation. Students will gain an increased understanding of the dissertation completion process, to include the development of strategies to improve productivity and workflow of their research and writing, navigating the CIIS graduate requirements, enhanced critical/analytical thinking and scholarly discourse, and the management of such elements as personal and professional relationships, as well as health and well-being during the dissertation proposal completion experience. Prerequisite: TSD student; advanced to candidacy.

TSD 8888 Special Topics (1–3 Units) LG Grade Option
A course of study not currently encompassed in the curriculum but relevant to evolving topics of growing importance in Transformative Studies.

TSD 9610 Comprehensive Exam: Essay—Dissertation Literature Review (3 Units) LG Grade Option
This course focuses on writing a literature review for the student’s dissertation. This literature must be written in such a way that it can be submitted as a publishable article to a journal relevant to the student’s interest area. Prerequisites: TSD 6526, TSD 8210, TSD Directed Research; TSD student.

TSD 9611 Comprehensive Exam: Essay—Dissertation Research Methodology (3 Units) LG Grade Option
The second comprehensive exam outlines and articulates the methodology the student will use for the dissertation or equivalent. As well as showing how the student intends to apply the methodology, the paper must, among other things, explain why this particular methodology was chosen, where it is situated in the broad spectrum of available methodologies, and what its limitations are. Prerequisites: TSD 6526, TSD 8210, TSD Directed Research; TSD student.

TLD 6001 Residential Intensive I (0 Units) PF Grade Option
To be taken in the student’s first Fall semester. During the coursework phase, all Transformative Inquiry students meet twice a year in the Bay Area for five-to-seven-day residential intensives to meet faculty and staff and to get to know one another in person. There are workshops, presentations, advising, as well as introductions to coursework. The intensives are an essential aspect of the learning experience and participation is mandatory. Prerequisite: TLD student.

TLD 6002 Residential Intensive II (0 Units) PF Grade Option
To be taken in the student’s first Spring semester. During the coursework phase, all Transformative Inquiry students meet twice a year in the Bay Area for five-to-seven-day residential intensives to meet faculty and staff and to get to know one another in person. There are workshops, presentations, advising, as well as introductions to coursework. The intensives are an essential aspect of the learning experience and participation is mandatory. Prerequisites: TLD 6001; TLD student.

TLD 6003 Residential Intensive III (0 Units) PF Grade Option
To be taken in the student’s second Fall semester. During the coursework phase, all Transformative Inquiry students meet twice a year in the Bay Area for five-to-seven-day residential intensives to meet faculty and staff and to get to know one another. There are workshops, presentations, advising, as well as introductions to coursework. The intensives are an essential aspect of the learning experience and participation is mandatory. Prerequisites: TLD 6002 or TLD 6555; TLD student.

TLD 6004 Residential Intensive IV (0 Units) PF Grade Option
To be taken in the student’s second Spring semester. During the coursework phase, all Transformative Inquiry students meet twice a year in the Bay Area for five-to-seven-day residential intensives to meet faculty and staff and to get to know one another in person. There are workshops, presentations, advising, as well as introductions to coursework. The intensives are an essential aspect of the learning experience and participation is mandatory. Prerequisites: TLD 6003 or TLD 6555; TLD student.

TLD 6005 Residential Intensive V (0 Units) PF Grade Option
To be taken in the student’s third Fall semester. During the coursework phase, all Transformative Inquiry students meet twice a year in the Bay Area for five-to-seven-day residential intensives to meet faculty and staff and to get to know one another in person. There are workshops, presentations, advising, as well as introductions to coursework. The intensives are an essential aspect of the learning experience and participation is mandatory. Prerequisites: TLD 6004 or TLD 6555; TLD student.

TLD 6006 Residential Intensive VI (0 Units) PF Grade Option
To be taken in the student’s third Spring semester. During the coursework phase, all Transformative Inquiry students meet twice a year in the Bay Area for five-to-seven-day residential intensives to meet faculty and staff and to get to know one another in person. There are workshops, presentations, advising, as well as introductions to coursework. The intensives are an essential aspect of the learning experience and participation is mandatory. Prerequisites: TLD 6005 or TLD 6555; TLD student.

TLD 6125 Introduction to Leadership: Models, Maps, and Metaphors (3 Units) LG Grade Option
This course covers a variety of different models and metaphors of leadership, as well as exploring the vocabulary of contemporary leadership.

TLD 6130 Ways of Relating: Interpersonal Collaboration Skills and Group Dynamics (3 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 Units) LG Grade Option
The purpose of this course is to understand and experience the ways in which diversity can be a source of creativity and strength; to explore the challenges and opportunities confronted by leaders working toward creating productive, vibrant organizational environments that embrace differences; to learn how to move with increasing ease across and among diverse cultures in our work as leaders and in our daily lives in a multicultural, global society; to understand the theoretical and practical constructs that are helpful in this journey; and to deepen understanding of the impact of our own race, culture, gender, differing abilities, social class, and “sexual affectional” preference on leadership practices.

TLD 6287 Cultivating Conscious Leadership Among Women (3 Units) LG Grade Option
This course is for students seeking an understanding of women’s leadership styles as well as the opportunities and challenges in their path as women leaders. The purpose of this course is to facilitate the development of leadership skills among women through active engagement in the process of examining of their beliefs about leadership and its influence on their performance; the cultivation of conscious leadership by studying successful women leaders; and the practice of coaching and mentorship. This course is based on an action research model that requires students to be fully immersed in the practice of leadership as well as in the study of women’s leadership as scholars.

TLD 6300 Ways of Knowing: Systems and Metaphors (3 Units) LG Grade Option
Ways of Knowing addresses the ways in which leaders and change agents know and make sense of the world. The course explores the foundations of systems and complexity theories and their applications. The way metaphors can create different understandings of phenomena will be illustrated through the exploration of metaphors of organization.

TLD 6325 The Leadership Experience: Understanding the Will to Lead (3 Units) LG Grade Option
This course explores the leadership experience through film, biography, and case study. It examines the leadership experiences of individuals who have demonstrated a will to lead. A focus of the course will be to consider common experiences shared by those who choose to lead.

TLD 6349 Creating Communities and Coalitions (3 Units) LG Grade Option
Leaders must be able to inspire, influence, and communicate effectively with others to make their vision a reality. This course addresses the role of communities, coalitions, and tribes in creating change. Topics covered will include the use of language; creating a vision; inspiration, influence, and creativity; communicating effectively; bringing people together; and setting an agenda for change.

TLD 6350 Arts and Creativity in Leadership and Life (3 Units) LG Grade Option
This class explores the use of arts and creative practice in contributing to transformative change. Contemporary leadership theories highlight the role that the arts can play in our increasingly complex, turbulent, and resource-challenged personal and social worlds. For example, theater improvisation techniques, percussion workshops, visual arts, the written word, singing, and voice work are variously used to develop flexibility, teamwork, and intercultural sensitivity while assisting in creative problem-solving. Students will engage in theoretical and experiential learning at the intensive, followed by integrating theory into practice in their coursework during the semester. Prerequisite: Priority to TLD students.

TLD 6394 Metacognition and Arts Integration: Contemporary Perspectives on Leadership (3 Units) LG Grade Option
The work of Malcolm Gladwell, author of the best-selling books Blink, The Tipping Point: How Little Things Can Make a Big Difference, Outliers: The Story of Success, What the Dog Saw and Other Adventures, and most recently, David and Goliath: Underdogs, Misfits, and the Art of Battling Giants, explores intellectual curiosities pertinent to everyday people living their everyday lives. Gladwell’s is a contemporary voice that articulates in common parlance thinking about how we think. Psychologists have termed this concept metacognition—awareness of one’s own processes toward the end of maximizing knowledge and operational strategy. Although distinctively non-arts in scope, Gladwell’s metacognitive approach aligns with the primary tenets of arts integration thinking and methodologies. It is our aim in this course to explore the intersection of metacognition in its psychological context and arts integration in its arts context to arrive at transformational strategies that inform leadership in everyday roles: the home business entrepreneur, the small-business owner, startups, the homeschool teacher, and the general working professional, among others.
TLD 6635 Transformative Leadership: Leading Ourselves Among Others (3 Units) LG Grade Option
This course serves as the first capstone project in the program. It provides students the opportunity to articulate their leadership philosophy, gives them feedback on their actual practice of leadership through a 360 feedback process, teaches them the skills to give (and receive) a 360 feedback, and teaches them how to develop their own vision of their role as leaders.

TLD 7996 Integrative Seminar (1 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 (1 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 7998 Integrative Seminar III (1 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 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 (1–3 Units) PF Grade Option
Coursework that extends a student’s field of inquiry beyond current CIIS courses. Requires a syllabus and contract signed by the student and faculty member, and approved by the program chair.
Interdisciplinary Arts Department
MFA in Interdisciplinary Arts and Writing

Department Chair
Cindy Shearer, DA

Core Faculty
Carolyn Cooke, MFA

Adjunct Faculty
Anne Bluethenthal, MFA
Kris Brandenburger, PhD
Alex Burger, MBA
Judy Grahn, PhD
Mary Guzman, MFA
Tomiko Jones, MFA
Pireeni Sundaralingam, MS
Deirdre Visser, MFA

Recent mentors and guest artists include:
Indira Allegra (multidisciplinary artist); Natalie Baszile (novelist); Jason Bayani (writer); Alex Burger (screenwriter); Ellen Sebastian Chang (director); Ching-In Chen (writer); Jaime Cortez (artist/writer); D’Lo (performer); Ali Dadgar (artist/activist); Annie Danger (artist/activist); Jezebel Delilah X (writer/performer/educator); Melanie DeMore (solo artist/musician); Duane Deterville (visual studies); Amy Franceschini (artist/activist); Thaisa Frank (writer); Mary Guzman (filmmaker); Joanna Haigood (performer/choreographer); Marisa Handler (writer/activist); Mark Harris (visual artist); Keith Hennessy (performer/choreographer); Jay-Marie Hill (musician/educator/organizer); Chinaka Hodge (writer/performer); Mildred Howard (visual artist); Chris Johnson (artist/activist); Rhodessa Jones (performer/writer/activist); Debby Kajiyama (dancer/choreographer); Bhanu Kapil (writer); Lynne Kaufman (playwright); Alonzo King (choreographer); Keiko Lane (writer); Ajuan Mance (visual artist); Sean Labrador y Manzano (writer/performer); Shinichi Momo Iova-Koga (dancer/theater director); Catherine Long (performance artist/dancer); Rick Lowe (visual artist/organizer); Mari Naomi (graphic memoirist/cartoonist); Nayomi Munaweera (writer); Amara Tabor-Smith (performance artist/activist); Ryan Tacata (performance studies); Truong Tran (visual artist/poet); Deborah Vaughn (dancer/choreographer); Ronaldo Wilson (poet); Natalie Zimmerman (filmmaker); Lidia Yuknavitch (writer); Tony Robles (poet).

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”

Interdisciplinary Arts Department (MFA)
The Interdisciplinary Arts Department offers the MFA in Interdisciplinary Arts and Writing.

Our innovative MFA in Interdisciplinary Arts and Writing (IAW) is a 39-unit, two-year program conducted in a unique hybrid format including both on-campus and online learning. Students enroll for five continuous semesters. Writers and artists from wide-ranging genres and forms participate in conversation with one another, while also engaging across disciplines—in classes, workshops, and arts events—in a culture of inquiry that helps them to further develop and better articulate their work.

Students attend six-day intensives in San Francisco twice a year (Fall and Spring semesters), then continue the learning experience online for the remainder of the semester. We initiate coursework in the residential intensives and add to it by providing students the chance to attend art events in the Bay Area and to learn from guest artists through short workshops, readings, talks, and panel discussions. Throughout the program, students have individualized sessions with faculty advisors and local art mentors they choose. At present, students can also earn degree credit by opting for a summer intensive in the United Kingdom or Greece or by designing their own international summer residency (planned with and approved by the MFA program chair). We currently have two U.K. partnerships with the Kingston Writing School and the University of Chichester.

Our hybrid (low residency with online work) degree includes the following:
- Individualized sessions with faculty advisors and local art mentors
- Interdisciplinary conversation across the arts through workshops and online work
- A focus on multicultural and global perspectives on art making
- Exploration of inquiry as a vital skill in development of artwork and the artist
- Summer intensives (for degree credit) in the United Kingdom and Greece
- Articulating an arts context by learning to name one’s relationship to social, spiritual, and/or artistic movements as well as diverse cultural, gender, political, and global perspectives
- Creating a significant writing, art, or inter-arts project and opportunities to present one’s art through MFA semester showings

Our department values the complex range of human experience and welcomes artists from all disciplines (literary, visual, performing, media, and interdisciplinary) into an innovative laboratory for individual and collaborative projects. Working in small groups, individually with faculty and mentors, and with organizations in San Francisco and the Bay Area, students emerge as a community of artists, with valuable connections and relationships. We know that most artists will live a hybrid life, so we offer professional development courses and internships—focusing on building an arts career, community engagement, teaching, and editing and publishing our own inter-arts journal, Mission at Tenth.

Admissions Requirements
Applicants must meet the general admissions requirements of the University. Information about application procedures, deadlines, and transfer of credit can be found in the CIIS catalog. Students must complete their bachelor’s degree before beginning the program or be accepted into the Accelerated BA/MFA (http://www.ciis.edu/academics/bachelors-completion-program/accelerated-ba-and-ma/mfa); there is no requirement as to the field of study of the undergraduate degree. IAW admits students in the Fall semester but may also admit students in the Spring semester if workshop spaces are available. 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.
- A personal statement (usually about five pages) incorporating any or all of the following questions: What experiences, interests, and goals do you bring to the MFA at CIIS? What makes you ready for an MFA now? What projects are you currently working on? How would you describe yourself as a writer or artist? What influences and experiences have been central for you? What do you hope to accomplish during your time with us? Where do you see yourself five years after graduation? What do you hope to achieve artistically and professionally?
- Two letters of recommendation from academic advisors or from professional artists familiar with your practice. One letter may be from a supervisor in a recent professional or volunteer setting.
- Art sample: Depending on your practice, please submit a 15- to 40-page manuscript or collection of writing (fiction, nonfiction, poetry, mixed genre) or CDs or links to performances or artworks. You can also arrange to submit work samples via Dropbox.

These items and the personal interview, held either on campus or by phone or Skype, are all considered in the Admissions Committee’s decision. The Graduate Record Examination (GRE) is not required.

Program Learning Outcomes
1.0 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 cultural and global arts perspectives and on current issues 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.

2.0 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 and its capacities for social change.

3.0 Transferable Skills
3.1 Students use analytic tools and critical analysis.
3.2 Students demonstrate the principles of integral education by thinking critically and deeply across diverse and/or multicultural paradigms, traditions, worldviews, and ways of knowing.
3.3 Students demonstrate ingenuity, resourcefulness, and cultural fluency in tackling problems in complex and unpredictable situations.
3.4 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.  
3.5 Students develop a five-year professional plan.

Curriculum

MFA in Interdisciplinary Arts and Writing (39 Units)

All courses are required, except an optional international summer exchange course. Students who do not take an exchange will take MFA 7219: Arts Mentorship (1 Unit) and MFA 7300: Internship (1 Unit). All courses are Pass/No Pass.

Semester One (10 Units)
- MFA 7091 MFA Interdisciplinary Arts Workshop (6 Units)
- MFA 7104 Creative Inquiry for Artists (3 Units)
- MFA 7219 Arts Mentorship (1 Unit)

Semester Two (10 Units)
- MFA 7092 MFA Interdisciplinary Arts Workshop (6 Units)
- MFA 7219 Arts Mentorship (1 Unit)
- MFA 7282 01 Arts in Context (3 Units)

Semester Three (Summer Intensive) (4 Units)
- MFA 7219 Arts Mentorship (1 Unit) (Required for students not enrolling in summer intensive)
- MFA 7220 Art Making: Global Influences (1 Unit)
- MFA 7222 International Summer Exchange (2 Units) or, if offered, MFA 7225 Exchange: Kingston Writing School (2 Units) or MFA 7224 Exchange: University of Chichester (2 Units)
- MFA 7300 Internship (1 Unit) (Required for students not enrolling in summer intensive)
- MFA 7713 MFA Project Proposal (1 Unit)

Semester Four (9 Units)
- MFA 7038 Interdisciplinary Pedagogy (3 Units)
- MFA 7219 Arts Mentorship (1 Unit)
- MFA 7226 01 Interdisciplinary Arts Seminar (2 Units)
- MFA 7712 MFA Project (3 Units)

Semester Five (6 Units)
- MFA 7128 Artist in the World (3 Units)
- MFA 7712 MFA Project (3 Units)

Course Descriptions

MFA 7038 Interdisciplinary Pedagogy (3 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.

MFAL 7038 Interdisciplinary Pedagogy LAB (0 Units) PF Grade Option
Lab component of MFA 7038.

MFA 7090 MFA Interdisciplinary Arts Workshop: Practice (3 Units) PF Grade Option
This course provides an immersive workshop setting in which students can develop a particular project or work more generally on their creative practice. In each class meeting, students will present works-in-progress and receive feedback in a supportive, rigorous, and cross-disciplinary setting, benefiting from the dialogue with artists working in multiple disciplines. All students will develop their critical vocabularies to address the visual, material, and conceptual dimensions of the work. Students will also get practice making work together in an intensive workshop format. Prerequisite: Priority to MFA students.
MFA 7091 MFA Interdisciplinary Arts Workshop I (6.00 Units) PF Grade Option
In this workshop, students explore how the arts intersect, interrelate, and rely on each other by using their own artwork as the primary course text. Topics covered include the formal applications used in a variety of art forms, techniques each artist has drawn on, artistic process and influences. Students keep journals, study texts from a variety of art forms, and begin to develop a vocabulary and a method for responding to each other’s work. Expert mentors introduce additional interdisciplinary perspectives on art practice and work with each student to develop an individual art. Prerequisite: MFA student.

MFA 7092 MFA Interdisciplinary Arts Workshop II (6.00 Units) PF Grade Option
A follow-up to MFA Interdisciplinary Arts Workshop I, this course allows students to build on the skills and expertise of the first semester, while offering a new perspective and approach. Students’ work continues to be the primary course text, and students continue to work with outside mentors, keep online journals, and read and reflect on texts from a variety of art forms as they develop a body of their own work and a plan for the MFA project. Prerequisite: MFA student.

MFA 7093 MFA Writing Workshop I (6.00 Units) PF Grade Option
This workshop helps students to find and name the ambitions expressed in their work, and to significantly advance a book-length project—a literary work of art. To that end, critique will focus on technical and craft decisions that enhance or limit the effects 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. 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 7104 Creative Inquiry for Interdisciplinary Artists (3 Units) PF Grade Option
This course is grounded in the belief that curiosity about one’s work and world are valuable and related to each other—and it provides you the chance to engage inquiry as a discrete act (a way to ask specific questions) and a way to probe larger contexts. Through readings, class visits with guest artists, interdisciplinary exercises, and/or arts activities, we’ll ask: What environments allow a question to thrive and become the working matrix for your art? Which questions arise for you in the context of what art or arts practices? In what ways do your questions, art, and world correspond with each other, and how can you be responsive to, articulate about, and assessing of that correspondence? Prerequisite: MFA student.

MFA 7128 The Artist in the World: Preparing the Artist’s Portfolio (3 Units) PF Grade Option
All cultural producers (visual artists, writers, performers, et al.) must discover methods for bringing their ideas into the public realm; they must also determine how they want their work to engage with the world politically and socially. Through the examination of models from varied disciplines, students will formulate individual strategies to present their work autonomously. Coursework places a strong emphasis on examining methods of practice at work in the world and considers the varied approaches artists take as strategic models. Work includes external research in this area, alongside the development of personalized foundation materials, such as artist statements, narrative biographies, and résumés, and an action plan for garnering emotional and financial support. Coursework also develops the communication skills and materials necessary for self-promotion, including visual presentations, written materials, and tools for the Web. The course is designed in the spirit of a think tank, and coursework will be tailored to the creative pursuits of enrolled students.

MFA 7202 Arts Practice: Inter-Arts (3 Units) PF GradeOption
This course, offered on a rotating basis with other arts practice courses, fosters students’ aesthetic and skill development in their inter-art practice through arts instruction, intensive artwork, class sessions, and individual and/or small-group meetings (with faculty or mentors), as well as readings on the history and practice of inter-art forms. Students will integrate at least two art disciplines and/or develop collaborative work with another artist. Focus is on artistic process, purpose, and discipline and/or specific craft elements (across genres), as well as essential techniques and current practices. Prerequisite: MFA student.

MFA 7206 Editing and Publishing: Mission at Tenth Inter-Arts Journal (3 Units) PF Grade Option
In this course students will have the opportunity to produce the MFA inter-arts journal, Mission at 10th. 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 7219 Arts Mentorship (1 Unit) PF Grade Option
Each semester, through this online course, students work with an art mentor (approved by the department chair). You will report
on your mentor meetings, and both you and your mentor will provide a final assessment of the work. Prerequisite: MFA student.

MFA 7220 Art Making: Global Influences and Perspectives (1–2 Units) PF Grade Option
Building on the work from Art in Context, you’ll ask: What are global perspectives that speak to or challenge my work as an artist? How can I place my work in an international arts context? Drawing from your experience in a summer intensive and/or relying on readings and research, you’ll demonstrate a global arts awareness of art making through creation of original work. Prerequisites: MFA 7282; priority to MFA students.

MFA 7222 International Summer Exchange (2.00–3 Units) PF Grade Option
In this summer exchange, students will develop and participate in an international or travel residency that connects them with accomplished international artists and further develops their international perspectives on art making. Students may be resident at programs with MFA partners, such as the Kingston Writing School or the University of Chichester, or may develop their own options through approval of the course instructor. Students will prepare and present an art-driven portfolio of their experience. Prerequisite: Priority to MFA students.

MFA 7224 Summer Exchange: University of Chichester (2 Units) PF Grade Option
In this summer intensive, students will be based at the University of Chichester, England—and though activities may change each year, it will also include time at the Edinburgh Fringe Festival. Students will work with accomplished U.K. artists and visit U.K. arts organizations to learn more about contemporary international perspectives of performance making as art makers and art professionals. Students will prepare and present a short portfolio of their experience. Prerequisite: Priority to MFA students.

MFA 7225 Summer Exchange: Kingston Writing School (2 Units) PF Grade Option
In this summer intensive, students will be based in Athens, Greece, and/or London, England, and attend writing workshops sponsored by the Kingston Writing School. Although activities may change each year, students will work with accomplished U.K. writers to learn more about contemporary international perspectives on writing and publishing. Students will prepare and present a portfolio of their experience. Prerequisite: Priority to MFA students.

MFA 7226 Interdisciplinary Arts Seminar (2 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. Prerequisite: Priority to MFA students.

MFA 7282 Arts in Context (3 Units) PF Grade Option
What do I make and why? What is my relationship to art and art making? How do I name myself as artist and why? In this course, you’ll learn to articulate your artistic heritages and the social, cultural, political, historical, spiritual, psychological, and/or contemporary influences on your work. You’ll learn to talk about yourself as art maker and place yourself within an art lineage and current generation of artists. You’ll also seek out potential new influences that will initiate the future of your work. Through reading, discussion, art making, inquiry, and research, you’ll create and present the context that holds your work. Prerequisites: MFA 7104; Priority to MFA students.

MFA 7300 Internship (1–2 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.

MFA 7505 Interdisciplinary Writing (3 Units) PF Grade Option
In this course, we’ll ask: What is the interdisciplinary nature of writing, and why does it matter? How can understanding it add to our capacities as writers and open new doors for engagement with readers? We’ll focus on nonfiction writing and the interdisciplinary art of the essay. In At Large and At Small, Anne Fadiman says, “Today’s readers encounter plenty of critical essays (more brain than heart) and plenty of personal—very personal—essays (more heart than brain), but not many familiar essays (equal measures of both).” We’ll look at how embracing writing’s inherent interdisciplinary inquiry invites us to bring head or heart or equal measures of both to the writing process—and encourages us to take on new, unexpected, and innovative ways of creating writing. We’ll read a wide variety of nonfiction work and will examine the interdisciplinary approach used by writers. You’ll conduct your own interdisciplinary inquiry and research and write in multiple forms.

MFA 7712 MFA Project (3 Units) PF Grade Option
In MFA Project, students have the chance to significantly advance a large-scale work that reflects their core values and obsessions as an artist. The project will develop from the proposal presented to and accepted by the department. Students will draw on their arts lineage, the contexts that inform their work, and discoveries from the first year, as well as conversations and insights generated by the class and during individual meetings with the project advisor. Students will complete a large-scale
project and prepare an essay situating the work within a cultural, aesthetic, or other framework, describing the ambitions, challenges, and supports in the process. Prerequisites: MFA student.

**MFA 7713 MFA Project Proposal (1 Unit) PF Grade Option**
Drawing on the MFA Guidelines for MFA project proposal, you will prepare and present your MFA project proposals for approval by the department. Prerequisites: MFA 7091, MFA 7092; MFA student.

**MFA 8799 Independent Study (1–3 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, describing the ambitions, challenges, and supports in the process. Prerequisite: MFA student.

**MFA 8888 Special Topics (1–3 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.
General Information and Policies

Admissions Policies

CIIS actively seeks a culturally and socially diverse student population. Decisions regarding admission are based on consideration of (1) potential for success in the chosen field of study based upon past academic or professional achievement, personal qualification, and motivation for educational and personal development; and (2) the congruence of the applicant’s interests with the philosophy, pedagogy, and purpose of the program and University. Admissions decisions are made independent of need for financial aid.

Applying to CIIS

The Admissions Office welcomes applications to all four of its schools. Applicants who are intrigued by several programs are encouraged to carefully explore each one, prior to submitting their application. Applicants may apply to only one graduate program at a time. If an applicant is accepted to one graduate program and wishes to apply to another, the applicant must first decline acceptance to the original program in order to be eligible to apply to the new program. Upon declining acceptance to one program and applying to another, acceptance to the original program is invalidated.

We offer a dual admission and accelerated program track for applicants interested in the undergraduate BA degree completion program in Interdisciplinary Studies and one of the following five graduate programs: (1) Anthropology and Social Change (MA); (2) East-West Psychology (MA); (3) Interdisciplinary Arts and Writing; (4) Transformative Leadership; (5) Women, Gender, Spirituality, and Social Justice (MA). Students can indicate their interest in this dual-admission track on the undergraduate student application.

Academic Prerequisites and Requirements

Individual program admissions requirements can be found in greater detail on the individual program “Apply” pages on the University website.

Undergraduate Program

1. Applicants to the School of Undergraduate Studies’ BA in interdisciplinary studies and BS in psychology must have earned a minimum of 54 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 for the BA in Interdisciplinary Studies is 84, with 75 being the maximum for lower-division units, and the maximum number of units a student can transfer for the BS in psychology is 81. Coursework marked by a grade of D, D–, or F, or coursework falling under the rubric of “physical education,” is not transferable. Coursework taken twice for credit will be counted only once. Developmental or remedial coursework that cannot be applied toward a bachelor’s degree will also not be accepted.

2. Applicants must demonstrate a readiness to explore and develop their life direction or vocation, a commitment to learning that incorporates significant personal growth, a willingness to work within a group setting, and college-level communication skills.

Graduate Programs

1. Applicants to MA programs in SPPH and SCT must have a BA, BS, or BFA from a regionally accredited institution.

2. Applicants to ACTCM at CIIS’s MSTCM and DACM programs must have completed 90 semester units (or 135 quarter units) from a regionally accredited institution. These units must be at the college level and be applicable toward a degree program such as an associate’s or bachelor’s degree.

3. Applicants to ACTCM at CIIS’s DAOM program must have a master’s degree from an accredited program in Chinese medicine, Oriental medicine, or the foreign equivalent (to be determined by the admissions committee).

4. Those applying to PhD programs must have an MA or its equivalent from a regionally accredited institution in an appropriate discipline.

5. Students with an MA in an unrelated field may be admitted to a PhD program with additional course requirements, depending on the degree and program to which a student is applying.

6. Applicants to the Clinical Psychology doctoral program who wish to be considered for advanced standing to the program must have earned an MA or MS degree in counseling psychology (or equivalent) with a GPA of 3 and completed a supervised field placement with at least 500 practicum hours.

7. A grade point average of 3.0 or higher from previous academic institutions is required by all graduate programs. See the individual program descriptions for additional requirements. A request for exception to the policy will be considered if a student can demonstrate that the current cumulative GPA is not a true reflection of academic abilities. Applicants with a
GPA below 3.0 who want to be considered need to submit an addendum, outlining any extenuating circumstances explaining their GPA and specifying the steps they have taken to ensure that they can succeed academically.

**Application Materials**
Application requirements and materials vary by program. General requirements and guidelines across programs are detailed below. Please see each program’s individual “Apply” page on the University website for the applicable list of materials to include in the application.

**Required application materials for all programs include:**
1. Online application at [https://apply.ciis.edu/apply/](https://apply.ciis.edu/apply/)
2. Nonrefundable $65.00 application fee, payable via the online application portal.
3. Official transcripts from all postsecondary institutions attended, including non-U.S. universities, where the applicant has earned 7 units or more. U.S. and Canadian transcripts sent via postal mail must arrive in their official, sealed envelopes; sent via electronic mail, the sending institution should transmit them to materials@ciis.edu. Degrees must be earned from regionally accredited institutions.
4. Foreign credential evaluation for schooling completed outside of the United States or Canada (at foreign institutions not regionally accredited in the United States). All transcripts from schools outside the United States and Canada must be sent, at the applicant’s expense, to World Education Services (WES), a foreign credential evaluation service. A course-by-course report is required for all programs and will be used in lieu of the CIIS application requirement for original transcripts. CIIS accepts the WES “Basic” report, but applicants may wish to complete the “ICAP.” CIIS will also accept foreign credential evaluations that are in a comprehensive course-by-course format from the current members of the National Association of Credential Evaluation Services (NACES).
5. English-language-proficiency test report for applicants for whom English is not their native language or who did not earn a bachelor’s degree or master’s degree from an English-language university. Minimum score required:
   - TOEFL: 80 test score
   - Pearson’s Test of English Academic (PTE): 53 test score
   - IELTS: 6.0 band score

**Common application materials include** the items listed below, but not all programs require these in the listed form. Please see the program’s individual “Apply” page for program-specific prompts and questions for each application requirement.

- Autobiographical statement: Includes a personal history and introspective discussion addressing your values, emotional and spiritual insights, aspirations, and life experiences that have led to your decision to apply to CIIS and to the program of choice. Length dependent on program.
- Statement of educational and professional goals and objectives: One page unless otherwise stated in the program description.
- Résumé or CV of relevant work, volunteer experience, and community activities.
- Two letters of recommendation from recommenders who can directly speak to an applicant’s ability to successfully complete the program of study (e.g., instructors, academic advisors, professional supervisors, etc.). Recommenders should use standard business format and include full contact information (name, email, phone number, and mailing address).
- Academic writing sample that 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 applicant materials (other than transcripts) will need to be submitted electronically via the application portal. Please inform the Admissions Office if your transcript is listed under a different name.

CIIS will accept electronic materials in Microsoft Word .doc or Adobe .pdf versions emailed to materials@ciis.edu. Electronic copies are preferred. Hard-copy materials can be mailed to:

CIIS Admissions Office
1453 Mission St.
San Francisco, CA 94103

Please submit only an individual program’s required application materials. Materials submitted and not required by an individual program will be discarded.
Handling and Retention of Application Materials
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 admission and enrollment, official transcripts, test scores, and acceptance letters will be transferred to the Registrar’s Office.

Personal Interviews
All application materials must be received by the Admissions Office before a personal interview is offered. After all application materials have been received, qualified applicants will be contacted to arrange an interview (if required by the program). Many of our MA, PsyD, and PhD programs conduct interviews for Fall admissions during the months of February and March, but interviews may also be available after this date, depending on the admissions cycle of each individual graduate program. Interviews for the undergraduate degree programs will be conducted on an ongoing basis for Fall and Spring admissions. The interview structure and format vary according to program. An in-person interview is preferred by several programs, whereas others prefer online or phone interviews. For those programs that prefer in-person interviews, an interview by phone or online may suffice for students living outside a 500-mile radius of the University or for students in exceptional circumstances. Please consult with the admissions counselor for your program of interest on specifics of the interview format.

Admissions Application Deadlines
Applications may be accepted after these priority deadlines, pending availability of space.

Fall
All CIIS programs admit students for the Fall semester. The priority application deadline for entrance into the Fall semester for all programs is February 15 (unless indicated otherwise on the CIIS website). Applicants will be notified of the admissions decision by 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
- BS in Psychology

School of Professional Psychology and Health
- MA in Counseling Psychology with a concentration in Community Mental Health
- MA in Counseling Psychology with a concentration in Integral Counseling Psychology (weekday track only)

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, Cosmology, and Consciousness
- MA in Transformative Leadership
- MA in Women, Gender, Spirituality, and Social Justice
- MFA in Interdisciplinary Arts and Writing
- 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
- Master of Science of Traditional Chinese Medicine
- Doctor of Acupuncture and Chinese Medicine
- Doctor of Acupuncture and Oriental Medicine
- Transitional Doctorate of Acupuncture and Chinese Medicine

Admissions Status
Full Admission
Full admission to CIIS programs is based on consideration of (1) the applicant’s potential for success in the chosen field of study based upon past academic/professional achievement, maturity, and motivation for educational and personal development; (2) the congruence of the applicant’s interests with the philosophy and purpose of the program and University; and (3) a complete
application with all supporting documentation. Only upon completion of all requirements and submission of all materials can full acceptance be granted.

**Provisional Admission**
CIIS may admit graduate applicants provisionally when the institution the applicant is currently attending has yet to confer the degree. CIIS will convert this to full admission only upon receipt of an official transcript showing that the degree has been conferred. CIIS may admit undergraduate applicants provisionally when the institution that the applicant is currently attending has yet to post final grades. CIIS will convert this to full admission only upon receipt of an official transcript with all grades posted. Provisionally admitted students are not eligible to receive financial aid and may register for only one semester. Students who still hold provisional status by the first day of classes need to understand the financial implications of this status if they are not able to meet all outstanding requirements by the provisional admission deadline. Students should speak with the appropriate admissions counselor if they have questions.

**Conditional Admission**
CIIS may admit applicants conditionally when the program believes the applicant has the potential to complete the program successfully but the applicant does not meet all of the program admissions criteria. Conditionally admitted graduate students are required to receive grades of P or B or higher in their first 9 units. Conditionally admitted undergraduate students are required to receive grades of P or C or higher in their first 12 units. I (Incomplete) grades are insufficient. Depending upon the applicant’s record, the program may require additional conditions to be met. CIIS will convert the status from conditional to full admission only when these conditions have been met. Should the applicant not meet all the conditions of acceptance by the end of the first semester, the offer of admission will be rescinded. Conditionally admitted students are eligible to receive financial aid. These policies apply to newly admitted students.

**Enrollment Deposit (Nonrefundable)**
Upon notification of acceptance into a degree program and to secure a place in the program, students are required to submit a nonrefundable $300 enrollment deposit within 30 days of acceptance. The deposit is credited to the student’s account and is applied toward tuition for the intended start semester. Admitted students who do not pay a deposit within 30 days will not be guaranteed enrollment in their respective program and may forfeit their offer of admissions for the program. Students who submit an enrollment deposit will have it forfeited if they do not enroll in the intended term.

**Reapplication: Previously Accepted Applicant**
The admissions acceptance offer is valid for one semester. Students not accepting our offer of admissions for the Fall or Spring semester may reapply to the same program within one year. Applicants will be required to submit a new admissions application and a one-page statement describing the reasons for not enrolling previously and addressing any circumstances that have changed and will now permit them to enroll. All other application materials are waived, with the exception of official transcripts if the student attended another institution of higher education since originally applying to CIIS.

This policy will NOT guarantee admission; students may be re-interviewed by the program. All application fees, if previously paid, can be waived.

**Rejected Applications**
An applicant denied admission by a program may contact the appropriate admissions counselor to discuss the steps needed to bolster the application and reapply in the future. However, please keep in mind that the Admissions Office cannot answer questions concerning the specific reasons an application was rejected. All admissions decisions are final.

**Readmission to Active Status**
Students who have become inactive because of a break in attendance must apply for readmission. Applicants for readmission are required to meet current admissions requirements. Students must submit the application for readmission by the deadlines listed by the Admissions Office. Students must pay the regular $65 application fee at the time the application is submitted.

Applicants for readmission should be prepared to submit a full set of application requirements. Each academic program has the option of waiving the requirement to resubmit all previously submitted transcripts, but is not required to do so. The program chair may place conditions on the readmission or deny it. Students applying for readmission are notified by an official letter from the Office of Admissions of the decision. At the same time, the Admissions Office will forward the admitted student and the Registrar’s Office the program’s list of conditions placed on readmission, if any, and its list of which current degree requirements have yet to be met.

Students who left in a warning or probation status, or who are considered by the Associate Provost to have special circumstances, must have the approval of the program and the Academic Standards Committee to return to the University. The application for readmission is first reviewed by the program. The program chair may specify special conditions or requirements and must
describe which units are accepted for the current degree and which requirements have yet to be met. If the program is recommending readmission, it forwards the file to the Academic Standards Committee along with a plan specifying how the student will return to satisfactory academic standing.

Special attention should be paid to doctoral students who had been admitted to candidacy prior to becoming inactive. Doctoral candidates who fail to register continuously and who have not been granted a leave of absence must be readmitted to candidacy as well as to the graduate program. The program should notify the Associate Provost and the Registrar’s Office regarding the status of the dissertation committee, the current relevance of the dissertation topic, whether the proposal meets current standards, the age of the coursework, any conditions to be placed, and the means of monitoring progress. The program may impose additional coursework for the program of study prior to readmitting the student to candidacy.

Transfer Credit
CIIS has established criteria to evaluate work submitted for consideration for transfer credit, and the applicant or student must demonstrate that the learning experience meets these criteria. The following policies pertain to transfer credit for both undergraduate and graduate programs:

- Credits, not grades, transfer.
- Credit will be granted only 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 54 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>
</tr>
</thead>
<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>
</tr>
</tbody>
</table>

* Community or junior college credit is accepted for transfer in accordance with the Intersegmental General Education Transfer Curriculum (IGETC). All California community and junior colleges participate in IGETC, and most indicate IGETC-approved courses in their course catalogs. The responsibility for the selection of the proper courses for transfer credit, however, rests with the student.

The following are further policies pertaining to undergraduate transfer credit:

- Courses must be completed with a grade of C or better to be accepted for transfer.
- Transfer credit will not be accepted more than once for identical or significantly similar courses of study. For instance, if the individual has taken two introductory biology courses, CIIS will accept only one for transfer credit. CIIS may require course descriptions to determine course content overlap.
- Graduate-level courses may be accepted in transfer for undergraduate credit.
- Courses taken in correspondence are acceptable for transfer.
The following credits will not be accepted for transfer:
- Life experience credit (i.e., learning portfolio) granted by other institutions.
- Physical education units except in these specifically defined areas: dance, yoga, some forms of martial arts.

**ACTCM at CIIS Transfer Credit**

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

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

**Graduate Transfer Credit**
The School of Professional Psychology and Health and the School of Consciousness and Transformation both accept graduate-level transfer credit. These units must

- be no more than one-sixth of the total units required for the student’s program, with the exception of the Clinical Psychology (PsyD) program, where 30 transfer units are allowed;
- 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 (certain exceptions are allowed); and
- be approved for transfer by the candidate’s academic advisor after being evaluated for content and quality.

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

The following further policy pertains to graduate transfer credit:

- Professional Military Education (PME) or training courses evaluated by the American Council on Education (ACE) may qualify for transfer credit. In considering the ACE recommendation, CIIS assesses the level and determines the amount of credit.
This policy also pertains to credit transferred from a CIIS degree program from which a student has graduated.

Unit Applicability Between Changed Programs
A student changing from one program to another may be eligible to have CIIS units already earned apply toward the degree requirements of the new program. The number of these units is not subject to the one-sixth rule that applies to credit transferred from a degree program from which a student has graduated (see “Graduate Transfer Credit,” above). 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 through the Registrar’s Office. See “Special Student Registrations” in “Registration and Grading Policies” for further information.

International Applicants
International applicants have an earlier admissions deadline and are encouraged to apply by the priority deadline. In addition to meeting the general requirements for admission, international applicants must have a foreign-credential evaluation service evaluate the transcript reflecting the latest degree conferred. (Students who have obtained a degree from a Canadian university are exempted from the policy.) Please visit the International Students Web page at http://www.ciis.edu/international for credential evaluation services and links to the online applications.

Applicants for whom English is not their native language are required to submit an English-language-proficiency score. Exceptions are made for students who have earned their bachelor’s degree from an English-language university. Admission to CIIS requires a minimum score of

- TOEFL: 80 test score. TOEFL is an Internet-based test. The CIIS TOEFL code is 4807. Visit the TOEFL website (http://www.ets.org/toefl).
- Pearson’s Test of English Academic (PTE): 53 test score. Visit the Pearson website (https://pearsonpte.com/).

It is the applicant’s responsibility to make arrangements to take this test.

Aside from meeting the admissions requirements, international applicants must also demonstrate that they have the financial resources necessary to cover one year’s costs for tuition and living expenses. This amount varies by degree and is likely to change from year to year. The costs associated with study at CIIS are reflected on the Certificate of Funding, which must be submitted by the applicant along with corroborating financial documents upon admission. Please contact the international student advisor and recruitment manager for more information at 415.575.6157 or international@ciis.edu.

A SEVIS Form I-20 for use in obtaining an F-1 student visa will be issued after the student has been admitted to a program of study and has submitted proof of financial support for one year of study. Students who enter the United States on an F-1 student visa must maintain full-time student status by carrying a minimum of 12 units per semester at the BA level, 9 units per semester for graduate students, or as otherwise defined by the University.

Financial Aid Policies
CIIS maintains a broad-based financial aid program of grants, scholarships, assistantships, loans, and part-time employment for students who require financial assistance. Administered by the Financial Aid Office, these resources help bridge the gap between the cost of attendance and what the student and their family can be expected to contribute. The Expected Family Contribution (EFC) is a measure of the student’s and their family’s financial strength and is calculated according to a formula established by law. The student’s and their 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 email inbox for updated information.

We encourage everyone to read the financial aid website for complete information about aid sources and policies at http://www.ciis.edu/Admissions_and_Financial_Aid/Financial_Aid.html.

**Need Determination**

In determining the cost of attending the University, students should consider not only tuition and fees but personal expenses as well. For tuition costs and information, go to the “Tuition and Fees” section in this catalog, or go to http://www.ciis.edu/Admissions_and_Financial_Aid/Tuition_and_Fees.html.

Consult the table below to draw up a realistic estimated personal budget. If this exercise indicates a need for financial assistance to attend our school, information about such assistance is available in the “Applying for Financial Aid” section, or you can go to https://www.ciis.edu/admissions-and-financial-aid/financial-aid/apply-for-financial-aid. We offer financial planning counseling to students who need further assistance in how to budget their educational expenses at CIIS during open-house events, in new-student orientations, and on a one-on-one basis.

**Nontuition Expenses per Semester, 2019–2020 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</td>
<td>$24,440</td>
<td>$1,973</td>
<td>$1,300</td>
<td>$5,212</td>
<td>$32,925</td>
</tr>
<tr>
<td>Semesters</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer Semester (SPPH, SCT)</td>
<td>$7,638</td>
<td>$617</td>
<td>$518</td>
<td>$1,629</td>
<td>$10,402</td>
</tr>
<tr>
<td>Summer Semester (SUS)</td>
<td>$12,220</td>
<td>$987</td>
<td>$649</td>
<td>$2,606</td>
<td>$16,462</td>
</tr>
<tr>
<td>Summer Semester (ACTCM)</td>
<td>$12,220</td>
<td>$987</td>
<td>$649</td>
<td>$2,606</td>
<td>$16,462</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, once all registration fees are paid, checks and direct deposits of excess financial aid funds will be disbursed 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**

To be eligible for financial aid, a student must meet all of the following requirements:

- File the Free Application for Federal Student Aid (FAFSA). The FAFSA can be submitted online at https://fafsa.ed.gov/. The Federal School Code for CIIS is 012154.
- 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 from 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 the 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.

Also, 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 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 more than 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 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 more than tuition, you may be eligible for a book credit for necessary books and supplies. Your vouchers for use at the CIIS Online Bookstore will be available if your aid has been approved (awarded) and you’ve registered for the term. You must apply for a voucher from the Financial Aid Office using the MyCIIS form: https://my.ciis.edu/ICS/Financial_Aid/Other_Financial_Aid_Requests_Form.jnz. 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 their 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 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. Also, 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’ recommended maximum is 25 hours per week, and international students’ is up to 20 hours per week, during the Fall and Spring semesters. Domestic and 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. Teaching assistants must complete a contract for every class they assist prior to starting to work to receive payment of their work.
Research assistantships provide an opportunity for students to acquire experience in diverse areas of research and writing projects. The research assistant must complete a contract per semester or per year, depending on the length of the appointment. The student must also complete a timecard to receive payment of 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](http://www.ciis.edu/About_CIIS/Consumer_Information.html).

**Questions**

Please contact the Financial Aid Office for more information at 415.575.6122 or finaid@ciis.edu, or visit our website at [http://www.ciis.edu/Admissions_and_Financial_Aid/Financial_Aid.html](http://www.ciis.edu/Admissions_and_Financial_Aid/Financial_Aid.html).

**Registration and Grading Policies**

**Administrative Withdrawal**

CIIS reserves the right to administratively withdraw students from courses who fail to meet their financial obligations with the university, meet course prerequisites, or adhere to academic or administrative policies.

An AW (Administrative Withdrawal) grade is assigned. An AW grade is considered to be an unsatisfactory grade. (See “Academic Probation” in the “Academic Policies” section.) The date of the withdrawal is the last date of attendance. The student remains responsible for remitting the course’s tuition. If the student received any form of federal financial aid for the semester in which they are 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 Deadline. It is not possible to change from audit status to academic status after the Add 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 Deadline. Students are notified by phone and/or email when a course for which they are registered is canceled. Every effort will be made by the University to provide another alternative. Students are not charged the Late Registration Fee if they register for another course. If a course is canceled, its tuition charge is fully reversed.

**Certificate Completion**

This policy applies to certificates awarded by the University, as opposed to a program. The former are found in the catalog; the latter are not.
To be eligible to be awarded a certificate, a student must fulfill all academic requirements and submit a “Certificate Completion” form and fee. Students cannot be awarded a certificate with missing or I (Incomplete) grades for the courses that are applicable to the certificate. Both the form and the fee must be submitted by the semester’s graduation application deadline for the student to be eligible to be awarded the certificate in that semester. If the student fulfills the academic requirements but fails to submit the form by the semester’s deadline, the certificate is not awarded in that semester. Similarly, if the student submits the form by the semester’s application deadline but fails to fulfill the academic requirements by the end of that semester, the certificate is not awarded in that semester.

The “Certificate Completion” form remains valid for three consecutive semesters (Summer included). Students who fail to fulfill the academic requirements by the end of those three semesters must resubmit the form and fee. The form is invalid without the fee payment. The fee covers the cost of evaluating the fulfillment of the academic requirements, a certificate cover, an official transcript, and delivery and administrative-related expenses. The fee is nonrefundable, even if it is determined that the student is ineligible to be awarded the certificate. CIIS has three certificate award dates per year: the final day of the reporting semester, which covers both the SUS/ACTCM and SPPH/SCT calendars. The degree date will not be earlier in a semester, even if all academic requirements are met and the “Certificate Completion” form and fee are submitted.

The certificate and one copy of the official transcript are issued approximately three and a half months after the semester of completion. The certificate appears on the transcript approximately two months after the semester of completion. Students wanting additional copies of the transcript must submit a “Transcript Request” form and applicable fee. CIIS does not release the official transcript or certificate or verify the student’s certificate completion to third parties if the student has any outstanding financial obligations with CIIS and, if the student is not concurrently enrolled in a degree program, any outstanding library materials.

The earning of a certificate does not qualify a student to be eligible to participate the commencement ceremony.

**Class Attendance Policy**
Students are expected to attend all class meetings regularly and punctually. Students may be assigned an F (Failure) or NP (No Pass) grade if they are absent for more than 20 percent of a course. This maximum includes both excused and unexcused absences. Three instances of tardiness or leaving early are considered equivalent to one absence. Instructors may permit a student to deviate from this rule on the grounds of illness necessitating confinement for 24 hours or more, a death in the family, or other extreme emergencies. The instructor may request verification of these circumstances by a letter from a medical professional, the Dean of Students, or the Provost as appropriate. Due to the nature of some courses, individual programs, departments, and instructors may enforce stricter policies than these. Check the program handbook and/or the syllabus of a course to see these policies.

**Dropping and Withdrawing**
A drop is conducted before the semester’s Drop Deadline. Students may drop online through MyCIIS or by submitting a “Registration” form to the Registrar’s Office. Notification of a drop, written or otherwise, to the instructor, program staff, or any other CIIS office is insufficient. A drop results in a 100 percent reversal of the course’s tuition charge.

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. CIIS does not classify this as an unsatisfactory grade. To withdraw, submit a “Registration” form to the Registrar’s Office, signed by the instructor. The official date of withdrawal is the date the form is received by the Registrar’s Office. The Registrar’s Office does not process add or withdrawal requests submitted after the last class meeting. This is true even if the class finishes prior to the Drop deadline. A partial reversal of the tuition charge may be possible depending on the date of the withdrawal. See the academic calendar for these dates. This applies to courses that start after the Drop Deadline as well as to courses that start before the Drop Deadline.

**Enrollment Maximums**
**Student’s School Fall Spring Summer Approver of Exception**
Students may enroll up to a certain maximum number of units per semester. The amounts depend on the school. For the School of Undergraduate Studies (SUS), it’s 16 units; for the American College of Traditional Chinese Medicine (ACTCM), 24 units; for the School of Professional Psychology and Health (SPPH) and the School of Consciousness and Transformation (SCT), 13 units in Fall and Spring, and in Summer.

Appeals to exceed these maximums are to be directed in writing to academic advisors. SCT students may also appeal to their program chairs. International students also need written approval from the international student advisor. These are school-wide semester maximums. Individual programs may have maximums lower than these. Noncompliance may result in being administratively withdrawn from the semester. Units taken in audit status are not included in these limits.
## Enrollment Status Classifications

A student’s enrollment status is dependent upon their academic division and either (1) the number of units registered for within the semester or (2) the type of course registered for.

### Fall or Spring 1/2 Time 3/4 Time Full Time

<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>6–8 Units</td>
<td>9–11 Units</td>
<td>12 Units or more</td>
</tr>
<tr>
<td>Non-ACTCM Graduate</td>
<td>6–8 Units OR one of the following courses: Clinical Psychology Half-Time Internship PSY 9695, PSY 9696 Clinical Psychology Practicum PSY 6776, PSY 6777, PSY 6778 Counseling Psychology Individual Practicum MCPC 7601, MCPD 7601, MCPE 7601, MCP 7601, MP 7601, MCPS 7601, MCPS 7604 Counseling Psychology Group Practicum MCPC 7602, MCPD 7606, MCPE 7602, MCPE 7604, MCPI 7602, MCPI 7605, MCPS 7602, MCPS 7605 Integrative Health Studies Internship IHL 6990 Internship</td>
<td>N/A</td>
<td>9 Units or more OR one of the courses listed in the “1/2 Time” section plus 3 additional Units OR one of the following courses: Clinical Psychology Full-Time Internship PSY 9699 Comprehensive Examination ANTH 9600, HSX 7881, HSX 7882, PARA 9600, PARP 9600, PARW 7880, PARW 7881, PARW 9600, TSD 9610, TSD 9611 Thesis/Dissertation Proposal Writing or Completion ANTH 6900, EWP 6900, HSX 6900, ITP 6900, PARA 6900, PARP 6900, PARW 7809, PARW 6900, PSY 7000, PSY 7911, TSD 6900 Thesis/Dissertation Seminar, Research or Continuance ANTH 7900, EWP 7900, HSX 7900, ITP 7900, PARA 7900, PARP 7900, PARW 7900, PSY 7901, PSY 7902, PSY 7903, PSY 7912, PSY 7913, PSY 9999, TSD 7900 Transformative Leadership Capstone Action Project TLD 7999</td>
</tr>
<tr>
<td>MSTCM or DACM</td>
<td>6–11.99 Units</td>
<td>N/A</td>
<td>12 Units or more</td>
</tr>
<tr>
<td>DAOM</td>
<td>2–3.99 Units</td>
<td>N/A</td>
<td>4 Units or more</td>
</tr>
<tr>
<td>DACMt</td>
<td>6–9.99 Units</td>
<td>N/A</td>
<td>10 Units</td>
</tr>
<tr>
<td>Summer</td>
<td>1/2 Time</td>
<td>3/4 Time</td>
<td>Full Time</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>6–8 Units</td>
<td>9–11 Units</td>
<td>12 Units or more</td>
</tr>
<tr>
<td>Non-ACTCM Graduate</td>
<td>3–5 Units OR one of the courses listed in the “1/2 Time” section above</td>
<td>N/A</td>
<td>6 Units or more OR one of the courses listed in “Full Time” above OR one of the courses listed in the “1/2 Time” section plus 3 additional Units</td>
</tr>
<tr>
<td>MSTCM or DACM</td>
<td>6–11.99 Units</td>
<td>N/A</td>
<td>12 Units or more</td>
</tr>
<tr>
<td>DAOM</td>
<td>2–3.99 Units</td>
<td>N/A</td>
<td>4 Units or more</td>
</tr>
</tbody>
</table>

### Grade Access

Students are eligible to see their grades via MyCIIS, provided they have no outstanding course evaluations. See the “Course Evaluation Policies and Procedures” in the “Academic Policies” section.

### Grade and Coursework Evaluation Deadlines

All instructors are to submit grades within 10 business days of the end of the semester, and written feedback on midsemester assignments, final course papers/projects, and theses and dissertations within three weeks of receipt. During the Summer semester, the student and the thesis/dissertation committee chair and members are to agree upon feedback deadlines, with faculty expected to be available by email, by phone, or, if possible, in person.
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 Fall or Summer grade no later than the last day of the following semester; a Spring grade, no later than the last day of the following Fall semester. 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 their department/program chair along with an explanation of the reasons for the change. If the chair approves of the change, they sign the form and submit 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, they should write a statement explaining why they believe the grade was based on instructor error or bias, attach supporting factual evidence, and submit it, along with the “Grade Change” form, to the chair of the program in which the course is housed. If the instructor and the chair are the same person, then the appeal documentation is submitted to the Associate Provost. The Associate Provost will bring it to the school’s program chairs, who will designate one within their group to respond.

3. The department/program chair may contact both parties to determine whether informal resolution is possible. If resolution is not achieved this way, the chair forwards the appeal to the Program Committee (or to an ad hoc Appeal Committee of faculty within the program or the school). The instructor whose grade is under dispute is not part of the Committee.

4. The Committee decides whether or not to change the grade and contacts the student and instructor. If the decision is made to change the grade, the Committee determines the new grade and forwards the “Grade Change” form to the Registrar, who updates the student’s record. The program chair notifies the student and the faculty member of the decision either way.

5. The decision of the Program Committee or ad hoc Appeal Committee is final; no appeals will be considered by deans, the Provost, or the President.

Grade Option Request Procedure
Some courses are offered only for letter grades, some only for Pass/No Pass (P/NP), and some for either. Students may elect their option when they register online. This option may be changed up through the Add Deadline, but it is not possible to do so online; submit either a “Grade Options Change” form to the Registrar’s Office or an email to registrar@ciis.edu. Emailed requests must originate from the email address the University has on record for the student. Students may not change a grade option past the Add 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>Grade</th>
<th>Indication</th>
<th>Quality Points per Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Outstanding</td>
<td>4.0</td>
</tr>
<tr>
<td>A–</td>
<td>Outstanding</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>Good</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.0</td>
</tr>
<tr>
<td>B–</td>
<td>Good</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>Average</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>2.0</td>
</tr>
<tr>
<td>C–</td>
<td>Average</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>Poor</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>Poor</td>
<td>1.0</td>
</tr>
<tr>
<td>D–</td>
<td>Poor</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.0</td>
</tr>
</tbody>
</table>
Graduate Grade Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Indication</th>
<th>Quality Points per Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Outstanding</td>
<td>4.0</td>
</tr>
<tr>
<td>A−</td>
<td>Very Good</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>Good</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>Average</td>
<td>3.0</td>
</tr>
<tr>
<td>B−</td>
<td>Below Average, but Passing</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>Failure</td>
<td>0.0</td>
</tr>
<tr>
<td>C</td>
<td>Failure</td>
<td>0.0</td>
</tr>
<tr>
<td>C−</td>
<td>Failure</td>
<td>0.0</td>
</tr>
<tr>
<td>D</td>
<td>Failure</td>
<td>0.0</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.0</td>
</tr>
</tbody>
</table>

These are University grade indications. Departments and programs may have indications that are stricter than these. For instance, a B, not a B−, may be required to pass a course. Consult the program handbook.

The following have no quality point value and are not used in the calculation of the GPA:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Indication</th>
</tr>
</thead>
<tbody>
<tr>
<td>AU</td>
<td>Audit</td>
</tr>
<tr>
<td>AW</td>
<td>Administrative Withdrawal</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>IN</td>
<td>Permanent Incomplete</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress</td>
</tr>
<tr>
<td>NP*</td>
<td>No Pass</td>
</tr>
<tr>
<td>NS</td>
<td>Not Satisfactory</td>
</tr>
<tr>
<td>P**</td>
<td>Pass</td>
</tr>
<tr>
<td>TR</td>
<td>Transfer Credit</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
</tr>
<tr>
<td>X</td>
<td>Grade Not Received from Instructor</td>
</tr>
</tbody>
</table>

*NP equivalent to C− or below for undergraduate student; B− or below for graduate student.
**P equivalent to C or higher for undergraduate student; B or higher for graduate student.

The following grades are considered unsatisfactory grades for probation purposes (see “Academic Probation” in the “Academic Policies” section): AW, I, IN, NP, and NS.

Holds

<table>
<thead>
<tr>
<th>Type of Hold</th>
<th>Applied When Student…</th>
<th>Owner</th>
<th>Transaction(s) Prevented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Probation</td>
<td>Exceeds limits to be in good academic standing</td>
<td>Registrar’s Office</td>
<td>Registering; graduating</td>
</tr>
<tr>
<td>Business Balance</td>
<td>Has outstanding financial obligation with a plan for fulfillment</td>
<td>Business Office</td>
<td>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>Course Evaluation</td>
<td>Has outstanding course evaluations</td>
<td>Provost’s Office</td>
<td>Seeing grades</td>
</tr>
<tr>
<td>Enrollment Deposit</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>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>
</tbody>
</table>
The following are the policies governing independent studies:

An independent study is defined as coursework designed to meet a program requirement or to extend a student’s academic program 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 their 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.

Incompletes: Policies Regarding Faculty Granting Incompletes

Students anticipating being unable to complete a course may request permission from the instructor to receive an I (Incomplete) grade; students who have not completed the work required for a course are not to be given a passing grade in the course without completing the required work. CIIS courses are expected to be organized in a way that allows work to be completed during the semester when the course is being offered. Below are the policies related to incomplete grades:

1. Permission to be given an I grade is given only in the following circumstances:
   a. medical reasons documented by a health-care professional;
   b. a family emergency verified with supporting documentation; or
   c. decision by faculty member based on exceptional pedagogical reasons.
2. The instructor has the right to refuse to grant an I grade.
3. The Registrar’s Office does not record an I grade without receiving an “Incomplete Grade Request” form signed by the student and the instructor by the grade submission deadline. This form stipulates what coursework is remaining and its due date.
4. The instructor, not the student, determines the deadline for the remaining coursework. This deadline cannot exceed two semesters (including summer) from the last day of the semester in which the course took place, and can be earlier. (For example, if the course is in Fall 2016, the student has until the last day of the Summer 2017 semester to submit the work unless the instructor specifies an earlier deadline.) The maximum deadline for an Incomplete given for exceptional pedagogical reasons is one semester. This deadline is not extended for students who are on a leave of absence, become inactive, or refrain from registering for any semester while the work remains outstanding.
5. If the student does not submit the coursework by this deadline, the I grade converts to an IN (Permanent Incomplete). An IN is irreversible.
6. Students may not graduate with an I grade on their record even in an elective course. Students may graduate with an IN grade on their record, provided that if the IN was for a required course, the student later successfully repeated the course.
7. The submission of an I grade by an instructor does not imply that that instructor will be a CIIS employee in a subsequent semester. It is the student’s responsibility to maintain current contact information for this instructor.
8. Students may not sit in on a subsequent semester’s offering of the same course in order to make up the coursework.
9. When submitting the remaining coursework, the student must include a signed “Grade Change” form. The instructor uses this form to notify the Registrar’s Office of the final grade.

Independent Study

An independent study is defined as coursework designed to meet a program requirement or to extend a student’s field of inquiry beyond current University courses. To register, submit an “Independent Study Contract” with the syllabus attached to the Registrar’s Office. This contract can be obtained in the Registrar’s Office and online on MyCIIS. ACTCM MS in Traditional Chinese Medicine students and Doctor of Acupuncture and Chinese Medicine students are ineligible to register for independent studies.

The following are the policies governing independent studies:

1. Graduate students must have a cumulative grade point average of 3.0 or higher; undergraduates, 2.0 or higher.
2. The faculty member’s field of interest must be compatible with the proposed area of study.
3. No faculty member is under obligation to accept independent study students.
4. An independent study that has content similar to a course already offered in the current CIIS catalog will not be approved except in unusual circumstances. Approval is given by the department or program chair, not the instructor.
5. A maximum of one-sixth of a graduate student’s total unit requirements may be satisfied by independent study credit; 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 their academic program’s office by the semester’s regular registration deadlines.
11. An independent study is subject to the same registration, grading, and other deadlines and policies as regular classes.
International Students Enrollment Minimums
The U.S. Citizenship and Immigration Service (USCIS) requires international students on F-1 visas to carry a full-time course of study to remain in status. Any exceptions for less than a full-time load must be approved by the international student advisor. See “Enrollment Status Classifications” above.

Internship Registration
The following applies only to students in the Clinical Psychology program who may register for internship. To register, submit a “Registration” form to the Registrar’s Office or register online through MyCIIS. A signed “Internship Agreement” must be on file with the PsyD Department two weeks before the student starts at the site. Hours acquired before this two-week window or without a contract will not be counted toward the required predoctoral internship hours.

IP Grades
An IP grade indicates “In Progress.” It is a temporary grade. IP grades are given only in courses for which the student needs to register more than once to complete its requirements. Such courses include, but are not limited to, thesis or dissertation proposal writing; thesis or dissertation writing; PsyD practicum; and PsyD internship. The final grade is assigned upon completion of the entire course sequence. The instructor assigns an IP grade if the student’s work in the semester is deemed satisfactory and an NS (Not Satisfactory) if not.

For instance, a student registers for dissertation proposal completion in the Fall semester. She doesn’t complete the proposal, and the dissertation chair deems the work she has done so far to be satisfactory. The grade for Fall would be IP. The student registers for proposal completion again in the Spring semester and finishes. Again the instructor assigns an IP. The Registrar’s Office then converts the IP grades to P once the advancement to candidacy paperwork is processed. The IP, therefore, reflects the work done in the semester; the P reflects that the proposal was completed satisfactorily.

IP grades are not given in courses that have requirements that are expected to be completed within one semester. For such courses, if the student does not complete the requirements by the end of the semester, they may request the instructor to give an I (Incomplete) grade. See the “Incompletes: Policies Regarding Faculty Granting Incompletes” section below.

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. The LOA form must be submitted to the Registrar’s Office, with all necessary signatures, by the semester’s drop deadline. Forms submitted afterward will not be processed.
8. An LOA does not cancel CIIS-sponsored health insurance coverage. Contact Student Affairs for further information.
9. While on an LOA, students are restricted in their use of the library; though they may visit the library, they may not check out materials, reserve student study rooms, have full access to all library services, or have remote access to electronic resources provided by the library. Restrictions also apply to faculty response; while on LOA, students may not request that faculty review their written work.
10. Students must register for the semester immediately following the LOA. Those who do not are administratively withdrawn and need to be readmitted to be eligible to resume.
11. Before registering for courses after the LOA, students need to contact the Registrar’s Office and request that the LOA hold be lifted. It is permissible to return from an LOA prematurely.
Maintaining Active Student Status

“Active” students maintain the degree requirements under which they were most recently admitted, are eligible to register, and have access to University resources, including the library, computer labs, academic advising, thesis/dissertation committee support, etc. Students who fall inactive are administratively withdrawn and must be readmitted to be eligible to register again. If readmitted, they must meet the degree requirements in effect upon readmission, not the requirements in effect at the time of their original admission. Students’ active or inactive status is determined by their registration activity.

Students lose their active student status under the following conditions, unless they are on a leave of absence:

1. BA and ACTCM at CIIS students lose their active student status if they do not register every semester, including Summer.
2. PsyD students lose their active student status if they do not register every semester, including Summer. Once they advance to candidacy, however, registration in Summer is not required to maintain active status.
3. All other students lose their active student status if they do not register every semester, excluding Summer.

Students on a leave of absence lose their active student status if they do not register in the semester immediately following the leave of absence. Summer registration is required only 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, below). Courses that are graded with a P count toward degree requirements; those with grades of NP do not. Undergraduate students must earn the equivalent of C or higher to receive a P; graduate students, a B or higher. Courses offered for Pass/No Pass status are indicated with “P/NP” in the Class Schedule and on MyCIIS. Courses marked “OP” offer either the P/NP option or the letter-grade option. (See “Grade Option Request Procedure” above.) Note that the grading option of Pass/No Pass may be shown as either “P/NP” or “PF” in the catalog, schedule, transcript, and various reports. P and NP are the actual grades.

Practicum Registration Procedure

Students must be registered for practicum or pre/post practicum every semester they are conducting their practicum. Counseling Psychology students must submit a “Supervised Fieldwork Agreement” to CIIS’s Field Placement Office signed by their site supervisor, clinic director, and academic advisor. Clinical Psychology students must submit a “Practicum Contract” to the PsyD Department Office signed by their site supervisor, clinic director, and academic advisor. The agreement or contract must be submitted before the semester begins or as early in the semester as possible. If it’s not on file by the end of the semester, the student receives an NP (No Pass) grade and is required to repeat the practicum. Counseling Psychology students may register for Group Practicum online. They must register for Individual Practicum using the hard-copy registration form, as approvals by the student’s practicum supervisor, their program chair, and the Field Placement Office are required.

Program Priority Registration

Programs may choose to limit registration into certain courses up through the Program Priority Registration Deadline, after which registration opens to students in other programs. Such courses will have a prerequisite of “Priority to...” in the Class Schedule. Consult the academic calendar for this deadline.

Registering After the Late Registration 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.

Registering After the Add Deadline

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’s and student’s department/program chair’s signatures; (2) an attached explanation as to why an exception to the add deadline is warranted. the circumstances that caused the deadline to be missed, and the necessary steps that will be taken to avoid a similar occurrence in the future, and, if appropriate, supporting documentation such as a letter from a physician.
**Registration Fee Policy**
A registration fee is charged at the time of initial registration. It is charged once per semester regardless of the number of courses registered for. It is not refunded to students who drop or withdraw from all or any courses, with the exception of students dropping all of their courses before the Drop Deadline in the first semester of their programs. 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 and has no academic requirements. It serves two separate functions:

1. **To avoid the Late Registration Fee.**
   Students who register for Registration Maintenance before the Late Registration Deadline and then register for courses after that deadline are not charged the Late Registration Fee. Students do this when they know they will register but don't yet know for which courses. Registering generates the Registration Fee which is non-refundable, even for students who subsequently do not register for courses. The Registrar's Office drops students from Registration Maintenance on the Drop Deadline.

2. **For students who're completing a thesis or dissertation to remain in active student status.**
   Registration Maintenance has a lower tuition charge than Thesis/Dissertation Seminar. Students are eligible to take it if the dissertation committee members have signed the Thesis/Dissertation Approval form. (It is not necessary for the committee chair to have signed, but only one semester may pass in this particular status; if the chair has not signed after one semester, the student must return to registering for Thesis/Dissertation Seminar.) Registration Maintenance keeps students in active status but it does not qualify as half-time enrollment, and so does not make students eligible for financial aid and does not defer loan repayments.

**Registration Methods**
Students may add and drop courses in person at the Registrar's Office, located in room 405 of 1453 Mission Street, online via MyCIIS, by mail, or by fax. The fax number is 415.575.1267. Students may not add or drop a class by telephone. All registration requests must come from the student, list the specific courses wanted (including section numbers), and be signed and dated. The date the registration request is received in the Registrar's Office is considered the official registration date.

**Repeated Courses**
This policy applies only to repeated courses in which the initial course was taken in or after fall 2011. A student’s academic history prior to fall 2011 is not taken into consideration. Prior to fall 2011, the grades and units for each instance of a repeated course contribute to the GPA and unit total.

1. A student may earn credit for a course only once, with the following exceptions:
   a. Special Topics (___ 8888) courses, which are designed to have changing content and so may be repeated with different subject matter;
   b. Supervised Clinical Practicum (MCP 7601, 7602, 7603, 7605);
   c. Arts Practice courses (MFA 7202–7205) and Master of Fine Arts Project courses (MFA 7712); and
   d. courses in which enrollment reflects participation in ongoing research (e.g., SOM 6717, PSY 7000, PSY 7900).
2. A student who does not earn a passing grade in a required course must either repeat the course or otherwise satisfy the requirement as prescribed by the student’s advisor or department/program chair.
   a. Undergraduate students may repeat an elective or general education course once in which they received a grade of D, F, or NP. Both the original and repeated course appear on the transcript, but only the repeated grade is calculated into the grade point average (even if that grade was lower the second time) and counts as units toward graduation. Undergraduate students who receive a grade of NP in one or more of the linked core courses taken during a semester must repeat all of the linked core courses in a subsequent semester.
   b. Graduate students may repeat a course once in which a grade of B– or lower was received in order to meet graduation requirements (the Clinical Psychology and Anthropology and Social Change Departments require that all courses in which a student receives a grade of B– or lower be repeated). Repeating a course does not expunge the earlier attempt from the student’s record but may improve the grade point average if the second grade was an improvement over the first. Both grades remain on the transcript, but only the second grade is calculated into the grade point average and counted as credit earned toward graduation.

**Retreat/Intensive Fees**
Many CIIS academic programs host off-campus residential programs that are considered part of the student’s academic requirements and afford the opportunity for close interaction among students and faculty and experiential learning in an intensive setting. Retreat fees for lodging and meals are charged as separate fees. Because CIIS must arrange advance contracts with retreat
sites, exceptions for these fees can be considered only in situations where students have a medical reason or family emergency, supported by licensed professional documentation, to decline lodging and/or meals at the retreat site. Requests to decline lodging and/or meals must be submitted in advance of the retreat to the program manager/coordinator. Requests for refunds of lodging or meal fees must be submitted to the Financial Petition Committee (FPC) within 90 days of the last day of the retreat. Approval by the manager/coordinator for an exemption from retreat site lodging and/or meals does not guarantee approval by the FPC of an exemption from fee payment. Programs reserve the right to enforce stricter 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 register for independent studies.
4. Students registered in Special Student status are not eligible to earn an academic certificate. Those seeking an academic certificate must submit an Application for Admission.
5. Special Student status remains active for one semester. Special Students must resubmit the Special Student Application every semester that they intend to register.
6. Special Students are allowed to choose between credit and audit for each course they register for.
7. Special Students must have their registration approved by a department/program chair each semester. Special Students are encouraged to bring copies of transcripts to help establish their eligibility for enrollment in courses.
8. Special Students must have earned a high school diploma or GED to be eligible to take undergraduate courses, and their diploma/GED must be declared on the “Special Student Application.” Special Students may take elective undergraduate courses only, not courses reserved for undergraduate cohort students.
9. Special Students must have earned a bachelor’s degree to be eligible to take graduate courses, and this degree must be declared on the Special Student Application.
10. Special Students may take graduate courses in audit status without having earned a bachelor’s degree if permission is given by the department/program chair in which the course is housed.
11. Special Students are required to be in satisfactory academic standing to enroll and to remain enrolled. Evidence of satisfactory academic standing is determined in the following manner:
   a. Undergraduate students: No more than two grades of C–, D+, D, D–, F, NP, I, IN, NS, or AW.
   b. Graduate students: No more than two grades of B–, C+, C, C–, D, F, NP, I, IN, NS, or AW. Students who fall below this standard are not permitted to register.

The maximum number of credit hours taken as a Special Student that may apply to a program upon admission to CIIS is limited to one-sixth of the credits required for the program.

**Special Student Alumni Discount**

Special Students who had previously been matriculated in a CIIS degree or certificate program are eligible for the Alumni Discount if they completed at least 18 units in that program with satisfactory grades. A satisfactory grade is defined as a P or, for graduate students, a B or higher and, for undergraduate students, a C or higher. It is not necessary to have graduated from the program. This definition of alumni is applicable to this particular discount only; consult Alumni Services for eligibility criteria on other offerings. See “Tuition and Fees” for the Alumni Discount rate.

**Student ID Cards and Stickers**

The CIIS student ID card shows the student ID number and allows students to gain entrance to the campus and to check out books from the CIIS Library and other libraries. 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 by the Registrar’s Office. There is no charge for the initial ID card. See the “Tuition and Fees” section for the replacement fee amount.
The ID card has a sticker affixed to it showing the date that the student’s active status expires if they do not register again. The Registrar’s Office does not mail stickers automatically upon registration but will do so upon individual request. To make a request, go to the office, send an email to registrar@ciis.edu, or call 415.575.6126.

**Technology Fee Policy**

The Technology Fee is charged each semester to all registrants. This charge is reversed for registrants who drop all of their courses by the Drop Deadline. This fee supports student learning and educational opportunities at CIIS. As at most institutions of higher education, supplemental funding is necessary for CIIS to adequately support technology operations, support, and training. Some of this is apparent—the computer labs, the website, MyCIIS, Canvas, wireless access, library materials, and online courses—but the bulk of it is behind the scenes in the form of staffing, equipment, software, licenses, servers, firewalls, backups, and upgrades. Technology evolves rapidly and increasingly undergirds most pedagogical and administrative processes. CIIS seeks to continually stay abreast of current standards and to maintain efficient and effective technological resources.

**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 information identical to official ones but include a watermark to indicate that 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 they are on a Leave of Absence. The information in unofficial transcripts is live and identical to official transcripts except for the addition of an “unofficial” watermark. Students with holds are able to view and print their unofficial transcripts.

Official transcripts are available for a fee (see the “Tuition and Fees” section of the catalog) that is charged upon the fulfillment of the request. Fees are not refunded for canceled requests. CIIS has contracted with the National Student Clearinghouse to provide our official transcript ordering services. Both electronic and hard-copy transcripts may be ordered. Before ordering an electronic transcript, check with the recipient as to whether or not they accept them. Hard-copy official transcripts are printed on security paper and delivered in a sealed envelope. Electronic transcripts are issued within two business days. Hard-copy transcripts are issued within 10 business days. A rush hard-copy order is processed within two business days. For both regular and rush service, the transcript is mailed via first-class U.S. Postal Service delivery (not overnight). One order of 10 or more hard-copy transcripts is charged at a reduced bulk rate. The bulk rate is not available for rush orders.

Transcripts are issued in their entirety only; CIIS does not process requests asking to exclude a degree program or academic level. We do not release official transcripts for students with outstanding tuition balances, uncompleted financial aid exit interviews, unreturned library materials, unmet practicum site obligations, or, for Spring ’09 graduates onward, those who have not completed the graduation survey. You will be notified if such a hold exists. If you do not resolve the matter, the request is not processed and the fee is not charged.

**Waitlist Procedure**

Students remain on waitlists until either: (1) they drop themselves from them, which can be done online or by submitting a hard-copy “Registration” form; or (2) the waitlist is purged after the semester’s Add 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. Once added, a student becomes responsible for the course’s tuition and academic requirements. Ignorance of being added is not accepted as a reason for waiving these requirements.

Students who have not been added by the course’s start date may attend the first class meeting with the instructor’s permission. They should bring a “Registration” form. If they receive permission to be added, they should have the instructor sign the form, and bring it to the Registrar’s Office prior to the Add Deadline. Students should not assume that the instructor will notify the Registrar’s Office of their 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 Deadline.

**Wellness Fee Policy**

The Wellness Fee is charged each semester to all registrants. This charge is reversed for registrants who drop all of their courses by the Drop Deadline. This fee funds wellness support services available for enrolled students. Services covered by this fee may include one-on-one counseling, group counseling, wellness coaching, yoga and other movement courses (and access to a regularly updated video library of these courses), wellness through the arts, speakers and workshops, and more. Most services are accessible at all CIIS locations (Mission Street and ACTCM campuses) and available through online platforms. The Wellness Fee is designed to offer holistic and whole-person services for students during their time at CIIS.
Withdrawal from CIIS Procedure
Students may withdraw from the University by submitting the “Withdrawal from CIIS” form to the Registrar’s Office. They should also notify their academic advisor and program coordinator; confirm with the library that there are no outstanding materials or fines; and confirm with the Business Office that there are no outstanding financial obligations. If a financial aid recipient, conduct an exit interview with the Financial Aid Office; and if an international student, confirm with the international student advisor the impact that the withdrawal will have on the visa status.

Upon receiving the form, the Registrar’s Office notifies the student’s academic advisor, department/program chair, and program coordinator; the library; the Business Office; the Financial Aid Office; the Dean of Students Office; and, for international students, the international student advisor. If the student has any unmet obligations, the relevant office contacts them 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 them 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 them from the University, including any courses for which they are registered.
2019–2020 Tuition and Fees

**Tuition**

<table>
<thead>
<tr>
<th>Undergraduate Division Students (SUS)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Per Unit</td>
<td>$85</td>
</tr>
<tr>
<td>• Package Price (12–18 units)</td>
<td>$10,250 (Package price does not include units taken in audit status.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Master’s Division Students (SPPH and SCT)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Per Unit</td>
<td>$1,206</td>
</tr>
<tr>
<td>• MCP 7603 Pre/Post Practicum</td>
<td>$65</td>
</tr>
<tr>
<td>• Thesis Proposal Writing or Completion</td>
<td>$2,762</td>
</tr>
<tr>
<td>• Thesis Seminar</td>
<td>$2,762</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Doctoral Division Students (SPPH and SCT)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Per Unit</td>
<td>$1,393</td>
</tr>
<tr>
<td>• Clinical Psychology Dissertation Continuance</td>
<td>$3,784</td>
</tr>
<tr>
<td>• Clinical Psychology Full-Time Internship</td>
<td>$888</td>
</tr>
<tr>
<td>• Clinical Psychology Half-Time Internship</td>
<td>$455</td>
</tr>
<tr>
<td>• Clinical Psychology Practicum</td>
<td>$455</td>
</tr>
<tr>
<td>• Comprehensive Examination</td>
<td>$3,784</td>
</tr>
<tr>
<td>• Dissertation Proposal Writing or Completion</td>
<td>$3,784</td>
</tr>
<tr>
<td>• Dissertation Seminar</td>
<td>$3,784</td>
</tr>
<tr>
<td>• Transformative Inquiry Dissertation Completion Support</td>
<td>$340</td>
</tr>
<tr>
<td>• Transformative Inquiry Learning Community</td>
<td>$340</td>
</tr>
<tr>
<td>• Transformative Inquiry Proposal Support</td>
<td>$340</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Special Students (nonmatriculated)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Per Unit</td>
<td>Based on division rates</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Auditors (SUS, SPPH, and SCT)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students (per Unit)</td>
<td>$340</td>
</tr>
<tr>
<td>• Special Students (per Unit)</td>
<td>$340</td>
</tr>
<tr>
<td>• Special Students Who Are Alumni (per Unit)</td>
<td>$172</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Public Program Classes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• For Academic Credit</td>
<td>Based on division rates</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—All Fees Are Nonrefundable**

<table>
<thead>
<tr>
<th>Admissions Fees</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Application Fee</td>
<td>$65</td>
</tr>
<tr>
<td>• Enrollment Deposit (applied to tuition charges)</td>
<td>$300</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduation Application Fees</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Graduation Application Fee</td>
<td>$100</td>
</tr>
<tr>
<td>• Thesis/Dissertation Publication Fee—Traditional</td>
<td>$200</td>
</tr>
<tr>
<td>• Thesis/Dissertation Publication Fee—Open Access</td>
<td>$300</td>
</tr>
<tr>
<td>• Certificate Completion</td>
<td>$35</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Payment Fees</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Deferred Tuition Payment Plan</td>
<td>$50</td>
</tr>
<tr>
<td>• Late Deferred Payment Installment Fee</td>
<td>$50</td>
</tr>
<tr>
<td>• Late Tuition Payment Fee</td>
<td>$120</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Registration Fees</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Registration Fee</td>
<td>$85</td>
</tr>
<tr>
<td>• Late Registration Fee</td>
<td>$150</td>
</tr>
<tr>
<td>• Technology Fee</td>
<td>$100</td>
</tr>
<tr>
<td>• Student Wellness Fee</td>
<td>$55</td>
</tr>
<tr>
<td>• Registration Maintenance:</td>
<td></td>
</tr>
<tr>
<td>• Undergraduate</td>
<td>$150</td>
</tr>
<tr>
<td>• Master’s or Doctoral (except ACTCM)</td>
<td>$450</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Fees or Retreat Accommodations Fees (subject to change)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• BIS 1455: Ecopsychology</td>
<td>$155</td>
</tr>
<tr>
<td>Course</td>
<td>Fee</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>EWP 6000: East-West Psychology Community Retreat</td>
<td>$400</td>
</tr>
<tr>
<td>EWP 6001: Intro to East-West Psychology</td>
<td>$400</td>
</tr>
<tr>
<td>EWP 6046: Jung, Nonduality, and Ecopsychology</td>
<td>$440</td>
</tr>
<tr>
<td>EWP 6112: Wilderness Rites of Passage</td>
<td>$510</td>
</tr>
<tr>
<td>EWP 6328: Phenomenology of the Body</td>
<td>$315</td>
</tr>
</tbody>
</table>
| Clinical Psychology (PsyD) Fall New Student Retreat at IONS  
  ° Fall 2018 single occupancy (payable upon approval of PsyD program manager) | $165 |
|  
  ° Fall 2018 single occupancy  
  ° Single occupancy available for a $250 supplement.  
  ° Day use only available for a $413 credit.  
  ° Single occupancy available for a $94 supplement. | $110 |
| Integral Counseling Psychology Weekend Program Retreat (double occupancy)  
  ° Single occupancy available for a $250 supplement. | $1,087 |
| MCPI 5604: Group Dynamics (double occupancy)  
  ° Single occupancy available for a $94 supplement. | $504 |
| SOM Retreat (Dorm)                          | $184 |
| SOM Retreat 2 (Camp)                        | $136 |
| PARP 6748: Nature and Eros                  | $485 |
| PDT 7700: Integrative Seminar (varies per student; contact program for information) | $112–$337 |
| TLID/TSD 6001, 6002, 6003, 6004: Residential Intensive (double occupancy)  
  ° Single occupancy available for a $670 supplement. | $1,850 |
| IHL Intensive  
  ° Exception of Intro to Academic Research and Writing (6992-01) | $750 |
| ITP Residential Intensive 7001–7006 (double occupancy)  
  ° Single occupancy available for a $350 supplement. | $1,650 |

**Service Fees**

<table>
<thead>
<tr>
<th>Service Fee</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change of Degree Program Fee</td>
<td>$100</td>
</tr>
<tr>
<td>Returned-Check Fee</td>
<td>$30</td>
</tr>
<tr>
<td>ID Card Replacement Fee</td>
<td>$10</td>
</tr>
<tr>
<td>Diploma or Transcript Apostille Fee</td>
<td>$50</td>
</tr>
<tr>
<td>Transcript Fees (per transcript)</td>
<td></td>
</tr>
<tr>
<td>Electronic Transcript (processed within two business days)</td>
<td>$10</td>
</tr>
</tbody>
</table>
| Hard-Copy Transcript  
  ° Regular Service (processed within 10 business days) | $15  |
|  
  ° Bulk Service (one order of 10 or more)      | $4   |
|  
  ° Rush Service (Bulk Service not available for Rush Service) | $25  |

**ACTCM at CIIS Tuition**

<table>
<thead>
<tr>
<th>Tuition Type</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSTCM/DACM/DACMt Tuition</td>
<td>$515 per Unit</td>
</tr>
<tr>
<td>DAOOM Tuition</td>
<td>$4,950 per term</td>
</tr>
<tr>
<td>ACTCM Student Audit</td>
<td>$160 per Unit</td>
</tr>
<tr>
<td>ACTCM Alumni Audit</td>
<td>$130 per Unit</td>
</tr>
<tr>
<td>ACTCM Herbal Sample Fee</td>
<td>$210 (onetime fee)</td>
</tr>
<tr>
<td>ACTCM Malpractice Insurance Fee</td>
<td>$70</td>
</tr>
<tr>
<td>ACTCM Capstone Completion Fee (DAOM program only)</td>
<td>$675</td>
</tr>
<tr>
<td>ACTCM Clinical Externship Completion Fee (DAOM only)</td>
<td>$465</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](https://my.ciis.edu) and click the “eBiz” tab to view the available balance on your student account. After viewing the balance, click the “eBiz Payment Portal” blue button to proceed with making a payment toward the tuition and fees for the given semester.

**Payment Deadlines**

Tuition and fees are charged upon registration and vary depending on the current academic semester. All students should refer to the Academic Calendar for tuition payment deadlines for all semesters at [https://www.ciis.edu/academics/academic-calendar](https://www.ciis.edu/academics/academic-calendar). Financial aid recipients whose aid covers only a portion of the total charges must pay the balance by the tuition payment deadline see below for tuition deadline.

---

287
Tuition Payment Deadline
School of Professional Psychology and Health and School of Consciousness and Transformation

<table>
<thead>
<tr>
<th>Semester</th>
<th>Fall 2019</th>
<th>Spring 2020</th>
<th>Summer 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Payment Deadline</td>
<td>Aug. 1, 2019</td>
<td>Jan. 2, 2020</td>
<td>May 1, 2020</td>
</tr>
</tbody>
</table>

School of Undergraduate Studies and American College of Traditional Chinese Medicine

<table>
<thead>
<tr>
<th>Semester</th>
<th>Fall 2019</th>
<th>Spring 2020</th>
<th>Summer 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Payment Deadline</td>
<td>Aug. 1, 2019</td>
<td>Dec. 10, 2020</td>
<td>April 8, 2020</td>
</tr>
</tbody>
</table>

CIIS expects all students to regularly monitor their tuition and fee charges and pay them by tuition payment deadline before the start of each term.

Semester Begins
School of Professional Psychology and Health and School of Consciousness and Transformation

<table>
<thead>
<tr>
<th>Semester</th>
<th>Fall 2019</th>
<th>Spring 2020</th>
<th>Summer 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Begins</td>
<td>Aug. 29, 2019</td>
<td>Jan. 21, 2020</td>
<td>May 29, 2020</td>
</tr>
<tr>
<td>Add and Grade Option Selection Deadline</td>
<td>Sept. 10, 2019</td>
<td>Jan. 28, 2020</td>
<td>June 5, 2020</td>
</tr>
<tr>
<td>Drop Deadline</td>
<td>Sept. 17, 2019</td>
<td>Feb. 4, 2020</td>
<td>June 12, 2020</td>
</tr>
<tr>
<td>Deadline to Withdraw and Receive 75% Refund</td>
<td>Sept. 24, 2019</td>
<td>Feb. 11, 2020</td>
<td>June 19, 2020</td>
</tr>
<tr>
<td>Deadline to Withdraw and Receive 50% Refund</td>
<td>Oct. 16, 2019</td>
<td>March 10, 2020</td>
<td>July 6, 2020</td>
</tr>
</tbody>
</table>

School of Undergraduate Studies and American College of Traditional Chinese Medicine

<table>
<thead>
<tr>
<th>Semester</th>
<th>Fall 2019</th>
<th>Spring 2020</th>
<th>Summer 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Begins</td>
<td>Aug. 29, 2019</td>
<td>Jan. 6, 2020</td>
<td>May 1, 2020</td>
</tr>
<tr>
<td>Financial Aid Disbursement Begins</td>
<td>Aug. 29, 2019</td>
<td>Jan. 6, 2020</td>
<td>May 1, 2020</td>
</tr>
<tr>
<td>Drop Deadline</td>
<td>Sept. 17, 2019</td>
<td>Jan. 21, 2020</td>
<td>May 15, 2020</td>
</tr>
<tr>
<td>Deadline to Withdraw and Receive 75% Refund</td>
<td>Sept. 24, 2019</td>
<td>Jan. 28, 2020</td>
<td>June 19, 2020</td>
</tr>
<tr>
<td>Deadline to Withdraw and Receive 50% Refund</td>
<td>Oct. 16, 2019</td>
<td>Feb. 25, 2020</td>
<td>July 6, 2020</td>
</tr>
</tbody>
</table>

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. To sign up for the Deferred Payment Plan, you’ll need to log on to MyCIIS at [https://my.ciis.edu](https://my.ciis.edu) and click the “eBiz” tab and complete the “Deferred Payment Plan Form.”

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

<table>
<thead>
<tr>
<th>Installment</th>
<th>Fall 2019</th>
<th>Spring 2020</th>
<th>Summer 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>Aug. 29, 2019</td>
<td>Jan. 21, 2020</td>
<td>May 29, 2020</td>
</tr>
<tr>
<td>Second</td>
<td>Sept. 27, 2019</td>
<td>Feb. 20, 2020</td>
<td>June 29, 2020</td>
</tr>
<tr>
<td>Final</td>
<td>Oct. 30, 2019</td>
<td>March 19, 2020</td>
<td>N/A</td>
</tr>
</tbody>
</table>

School of Undergraduate Studies and American College of Traditional Chinese Medicine

<table>
<thead>
<tr>
<th>Installment</th>
<th>Fall 2019</th>
<th>Spring 2020</th>
<th>Summer 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>Aug. 29, 2019</td>
<td>Jan. 6, 2020</td>
<td>May 1, 2020</td>
</tr>
<tr>
<td>Second</td>
<td>Sept. 27, 2019</td>
<td>Feb. 6, 2020</td>
<td>June 1, 2020</td>
</tr>
<tr>
<td>Final</td>
<td>Oct. 30, 2019</td>
<td>March 5, 2020</td>
<td>July 1, 2020</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:

<table>
<thead>
<tr>
<th>School of Professional Psychology and Health and School of Consciousness and Transformation</th>
<th>Late Payment</th>
<th>Fall 2019</th>
<th>Spring 2020</th>
<th>Summer 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>$120</td>
<td>Aug. 30, 2019</td>
<td>Jan. 22, 2020</td>
<td>June 1, 2020</td>
<td></td>
</tr>
<tr>
<td>$50</td>
<td>Sept. 30, 2019</td>
<td>Feb. 21, 2020</td>
<td>June 30, 2020</td>
<td></td>
</tr>
<tr>
<td>$50</td>
<td>Oct. 31, 2019</td>
<td>March 20, 2020</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School of Undergraduate Studies and American College of Traditional Chinese Medicine</th>
<th>Late Payment</th>
<th>Fall 2019</th>
<th>Spring 2020</th>
<th>Summer 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>$50</td>
<td>Sept. 30, 2019</td>
<td>Feb. 7, 2020</td>
<td>June 2, 2020</td>
<td></td>
</tr>
<tr>
<td>$50</td>
<td>Oct. 31, 2019</td>
<td>March 6, 2020</td>
<td>July 2, 2020</td>
<td></td>
</tr>
</tbody>
</table>

**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. The only exception is when the student has dropped all of their courses by the Drop Deadline, in which case the Technology Fee and the Wellness Fees are discharged. If it is the first semester of the student’s program, the Registration Fee is also discharged.

**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 their 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

Maximum Time Limits to Degree Completion
These time limits start from the semester when the student is admitted to the program. A leave of absence does not extend them; see the LOA policies in the “Registration and Grading Policies” section for more information.

School of Undergraduate Studies
- Interdisciplinary Studies (with or without a minor)—3 years.

School of Professional Psychology and Health
- Clinical Psychology—10 years. Must advance to candidacy within first 3 years. Any requests for exceptions to this policy must be addressed directly with the program.
- Counseling Psychology—6 years.
- Human Sexuality—10 years; must advance to candidacy within first 6 and must graduate within 4 after advancing.
- Integrative Health Studies—5 years.

School of Consciousness and Transformation
- MA—4 years; 7 if pursuing a thesis (must complete coursework within 4 years and thesis within 3 after coursework).
- MFA—4 years.
- PhD—10 years; must advance to candidacy within first 6 and must graduate within 4 after advancing.

American College of Traditional Chinese Medicine
- MS in Traditional Chinese Medicine—8 years.
- Doctor of Acupuncture and Oriental Medicine—4 years.
- Doctor of Acupuncture and Chinese Medicine—8 years.

Grade Requirements
For graduate students to remain in good academic standing, they must have no more than two grades of B–, C+, C, C–, D, F, NP, NS, I, IN, AW, or WN.

For undergraduate students to remain in good academic standing, they must have no more than two grades of C–, D+, D, D–, F, NP, NS, AW, or WN, and have no more than 7 units with a grade of I or IN. Additionally, standing is monitored each semester by the student’s submission of an integrative essay that is evaluated by the instructor, and the instructor’s submission of narrative assessments for interdisciplinary core courses, which evaluates the students on their work, participation, attendance, preparation, group engagement, ability to reflect, different ways of thinking, and critical thinking.

Academic Probation
A student is placed on academic probation for any of the following reasons:
- Failure to maintain the grade requirements (see above)
- Exceeding the limits on the number of times to register for Thesis/Dissertation Proposal Completion (see the “Proposal Approval” part of the “Thesis and Dissertation Policies” section) or the time limit to advance to candidacy (see above)
- Exceeding the time limit to graduate (see above)
- Exhibition of a need for remedial work in a specific area

Students are notified when they are placed on academic probation, the reason(s) they were put on probation, and what they need to do to return to good academic standing. Typically, students are directed to submit a plan written in conjunction with their academic advisor and endorsed by their department/program chair to the Associate Provost. The student is forbidden to register until the Associate Provost has approved the plan. The student is returned to good academic standing and removed from probation upon meeting the terms of the plan.

Students who do not fulfill the terms of their plan have their records reviewed by the Academic Standards Committee (ASC), which decides whether (1) the probation is extended to allow for additional registrations, (2) the student is suspended, or (3) to recommend a dismissal to the Provost (PRV). If option 3 is chosen, the PRV conducts a review and notifies the student regarding
the final outcome. The student is invited to meet with the ASC; and the student, the student’s advisor, and the department/program chair are invited to submit statements, which the ASC carefully considers in making its decision.

A student on probation is not eligible to graduate.

Catalog Rights
Students acquire “catalog rights” with respect to the requirements of a degree program and are expected to fulfill the program requirements in effect at the time of their entrance into the program. Those who fall out of active student status must reapply for admission and, if readmitted, will fall under the degree requirements in effect at the time of readmission. Catalog rights refer to the program requirements; by contrast, the policies in the most current catalog replace all previous ones and apply to students regardless of the year in which they were admitted.

Course Evaluation Policies and Procedures
CIIS expects all of our students to evaluate their courses and instructors. The data in these evaluations provides CIIS valuable information in assessing our academic integrity and instructional practices. It’s also an opportunity for students to reflect on and integrate their expectations and methods of learning.

Policy
1. All courses are evaluated except: those with less than three registrants; comprehensive exam; thesis/dissertation proposal and dissertation seminar; individual practicum; independent studies.
2. The Provost’s Office administers the evaluation process. It is conducted solely online, using the same form for all instructors.
3. Students receive the evaluation form only upon the course’s completion, and only if they have not withdrawn from the course.
4. All evaluations are anonymous.
5. Students who have submitted the course’s evaluation are eligible to see their grade on MyCIIS 24 hours after the instructor has submitted it. Students who do not submit an evaluation are eligible to see their grade four weeks after the grade submission deadline (see the academic calendar for this).
6. Only the holders of these roles are eligible to see evaluation data:
   a. The Provost
   b. The dean of the school in which the course is housed
   c. The chair of the department and/or program in which the course is housed
   d. The instructor, only after submitting all of the course’s grades
   e. The Faculty Evaluation, Promotion, and Scholarship Committee, for the purposes of considering whether to promote the instructor or to renew their contract
7. Evaluation data is considered personnel data and so is stored and disclosed in accordance with federal and state law and the university’s employee policies.

Procedure
1. On the last date of the course, the Provost’s Office emails the students a hyperlink to the evaluation, and emails the instructor a notification that it’s been sent.
2. The email to the instructors asks them to encourage their students to submit the evaluation, and includes a hyperlink where they can see the response rate.
3. The Provost’s Office emails instructors their evaluation data one week after the semester’s grade submission deadline. Instructors who submit grades after this deadline must send a request for their data to surveys@ciis.edu or to their program manager/coordinator.

Program Agreements
Each academic advisor and student will complete a “Program Agreement” at the time the student first enters the program. The “Program Agreement” is based on the current curriculum in the program. Fulfillment of the “Program Agreement” is tracked in the degree audit of the student information system, to which the student and the academic advisor have continuous access.

Any change to the “Program Agreement” needs to be documented with the date and signatures by both the student and the advisor and filed in the program office. A “Program Modification” form, signed by the student and the department/program chair, is submitted to the Registrar’s Office so that the amendments are recorded in the student information system. The “Program
Agreement,” and its amendments, becomes the basis for the Registrar’s Office report to the National Student Clearinghouse, which determines eligibility for financial aid.

Program Completion
CIIS strives to create and maintain a student-centered and effective learning environment so that students may achieve their learning goals in the desired timeframe. Although CIIS faculty and staff will make available appropriate advising, resources, and support toward the goal of assisting every student to succeed, admission is not a guarantee of completion. Successful completion of an academic program is ultimately determined by the student’s ability to meet academic requirements, abide by academic policies, follow University procedures, and meet financial obligations. Faculty and administrators reserve the right to determine a student’s capability to progress in a program, including suitability for placement in a clinical setting.

Changing Degree Programs
To request to change your program:

1. Obtain a “Change of Degree Program” form from the Admissions Office.
2. Submit this form and the Change of Degree Program Fee to the Business Office. The fee is nonrefundable, even if the request to change programs is denied.
3. The academic program will ask for any additional materials it will need, such as goal statements, etc. These materials become the property of CIIS and will not be returned.
4. The Admissions Office notifies the student of the decision.

Submit an admission application instead of the “Change of Degree Program” form if any of the following apply:

- It’s before the Add/Drop Deadline of your very first semester at CIIS (contact Admissions and request that the application be updated).
- You’ve fallen inactive.
- You’re finishing one CIIS program and intend to start another.
- You want to add a certificate program.

A request for a change of degree program is evaluated based upon the following criteria:

1. The student has enrolled and completed courses within the semester prior to submitting the request.
2. The student has met all requirements that would apply to an admissions applicant (consult the catalog for these requirements).
3. The student is in good academic standing. If not, but they qualify under point 2 above, additional requirements may need to be fulfilled if the student is accepted into the new program.
4. International students must be in good status with all visa requirements. A new I-20 will be issued once the program has been changed. Before submitting the “Change of Degree Program” form, international students should discuss their plans with the CIIS international student advisor.
5. If the change of degree program request is approved, the student becomes subject to the academic requirements of the catalog year associated with the semester they begin 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 that they 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 their record. Such a student must meet the following conditions:

1. has completed at least 36 units of coursework;
2. is in good academic standing;
3. has completed any additional requirements (e.g., a culminating project) specified by the department awarding the degree; and
4. if they have earned a master’s degree already, that degree must have been in a different field of study than the CIIS doctoral program.
A student who leaves a PhD program and receives a master’s degree in lieu of the PhD may not return to pursue a PhD in the same field of study.

**Obtaining a Master’s Degree When Enrolled in the PsyD Program**

The CIIS PsyD program only admits students seeking the doctoral degree. These students may earn a Master of Arts (MA) degree in Clinical Psychology, however, by meeting the following requirements:

1. complete two years of full-time coursework;
2. be in good academic standing;
3. pass the first-year integrative paper;
4. pass the second-year research oral examination; and
5. pass the second-year faculty review.

The MA will be conferred on the last day of the semester in which all of the above requirements have been met and the student has submitted an application. Students receiving this degree are not eligible to participate in the commencement ceremony. The degree will not be rescinded should the student not complete the PsyD degree program.

**Obtaining a Psychological Studies Degree When Enrolled in the Counseling Psychology Program**

The Master of Arts in Psychological Studies (MAPS) is a nonclinical degree in the Counseling Psychology Department. It does not qualify individuals to seek licensure in California as a Marriage and Family Therapist, Licensed Professional Clinical Counselor, Registered Drama Therapist, or Registered Expressive Arts Therapist, and may not qualify them for licensure in states other than California. Faculty offer it to students who they conclude would not be successful in a clinical setting. Students cannot apply to be admitted to the MAPS, nor can they request to change to it. However, they may refuse it if offered to them. If they refuse, they are academically disqualified. A MAPS conferral is final; no appeals for its rescission are considered by programs, deans, the Provost, or the President. Both academic disqualification and the MAPS make students ineligible for readmission to the same or a different counseling psychology program at CIIS.

The requirements for MAPS recommendation are:

1. The student is in good academic standing; and
2. has successfully completed at least 48–50 units (excluding practicum units); and
3. has successfully completed all requirements as determined by the student’s academic advisor.

The student is changed to the MAPS program once the student, the advisor, and the program chair have signed the “Approval to Change Program to MA in Psychological Studies” form. The MAPS degree is conferred on the last day of the semester that the student has completed the requirements as listed above and submitted the graduation application.

**Number of Units Required for a Doctoral Student Who Has Completed an MA in the Same Program**

This policy goes into effect for students beginning their degree program in the Fall 2015 semester. This policy applies to the following degree programs:

1. Anthropology and Social Change
2. Philosophy and Religion with a concentration in Ecology, Spirituality, and Religion
3. Philosophy and Religion with a concentration in Philosophy, Cosmology, and Consciousness
4. Philosophy and Religion with a concentration in Women’s Spirituality

The CIIS School of Consciousness and Transformation offers degrees at the master’s and PhD levels. While students may enter these graduate programs at either level, the PhD programs are designed to encompass and build upon work at the master’s level. The master of arts programs are designed to be 36-unit, two-year (four semesters of full-time work) programs of study. CIIS students who want to continue from the MA into the PhD in the same program apply during their second year of master’s study for entrance into the PhD program. Acceptance into the PhD program is not guaranteed. The applicant’s qualifications for study at the doctoral level will be assessed by the program faculty who make the final decision for acceptance.

If accepted for admission into the doctoral program, the student graduating from the MA in the same program will need to complete 18 units of coursework (beyond the 36 units of the master’s degree), comprehensive examinations, a dissertation proposal, and a dissertation. A CIIS graduate may apply for this track within two years after receiving the MA.
Applicants entering a CIIS PhD program with an MA degree earned at another institution should expect to be required to complete 36 units of coursework, comprehensive exams, and a dissertation. Depending upon their background, some applicants may be required to complete more than 36 units of coursework; this will be specified at acceptance. Applicants to the PhD program must be determined to be qualified for doctoral study by the program faculty.

Concentrations, Emphases, Foci, Graduate Certificates, and Tracks

Concentration
A concentration is a 36- to 48-unit specialization or major within a larger degree curriculum (e.g., Expressive Arts and Somatics are concentrations in MACP). Prospective students apply for admission directly to the concentration.

Designated Emphasis (PhD level)
A designated emphasis is a PhD-level specialization that may combine courses from different programs (12–18 units total) and a capstone project to indicate mastery of a particular academic domain that spans existing programs (e.g., “ecology”).

Focus
A focus is an organized emphasis of 9–12 units within a curriculum that may be optional for students in the program (i.e., not all students need to designate a focus).

Graduate Academic Certificate
A structured sequence of courses in a specialty or area of expertise offered within a regular graduate degree program. Graduate Academic Certificates are administered by academic departments or programs. They constitute an alternative sequence of training for graduate students. Graduate Academic Certificates must be approved by the Curriculum and Academic Review Committee (CARC) and consist of a minimum of 12–18 units of graduate-level instruction.

Track
A track is an emphasis within a curriculum that helps students, in consultation with their faculty advisors and program committees, to pursue courses and research areas tailored to their interests.

Earning Academic Credit Outside the Classroom

Transfer Credit
See the “Transfer Credit” part of the “Admissions Policies” section.

Test Credit
Under certain circumstances, applicants to a program may wish or need to demonstrate that certain academic requirements have been met by taking an examination:

1. Applicants to the PsyD program will be asked to demonstrate the expected proficiency by taking the GRE examination.
2. A student who seeks to have a required program course waived must show on their transcript that an equivalent graduate-level course has been taken. If unable to produce documentation, the student may request that the program director and the instructor who usually teaches that course at the University schedule an examination on the subject. Having demonstrated proficiency either by transcript or examination, the student may be excused from taking the required course, but such waiver does not reduce the total number of units to be taken to complete the degree program at the University.

Unit of Credit Policy
At California Institute of Integral Studies, one credit hour is defined as a minimum of three hours of work by an average student for a 15-week semester (i.e., 45 hours for a full semester). That work is to be supervised by an instructor, represented in intended learning outcomes, and verified by evidence of student achievement. An hour of direct faculty instruction is defined as being the equivalent of 50 minutes of classroom time. CIIS’s definition of a credit hour is consistent with federal regulation (CFR section 600.2), which defines a credit hour as “an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than—

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or
“2. At least an equivalent amount of work as required in paragraph (1) of this definition above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.”

This work can be fulfilled in a variety of ways, including, but not limited to: direct faculty instruction and systematic outside reading; research under the supervision of an instructor; studio, field, clinical, or laboratory work; internships, service learning, or directed study. One credit hour would be granted for specific types of courses as follows (this list is not intended to be exhaustive):

- At least 15 contact hours of lecture, discussion, or seminar, as well as a minimum of 30 hours of student work outside the class are required for each unit of student credit.
- For courses in which classroom time does not apply (e.g., online or hybrid courses), one hour of direct faculty instruction is expected each week along with two hours of additional student work each week.
- For courses wholly occupied with studio, field, clinical or laboratory work, internships, service learning, or directed study, the amount of student work for the semester should constitute 45 hours for a 15-week semester, supervised by an instructor.
- For courses in which direct faculty instruction is less than 50 minutes per week but is supplemented with additional student work (e.g., outside reading, directed research or projects, or experiments) so that the total is at least 45 hours for a 15-week semester.
- For courses offered in fewer than 15 weeks, the same number of total hours must be completed as during the standard 15-week semester (i.e., 45 hours of combined direct faculty instruction plus student work per unit).
- For workshops that have at least 15 contact hours and sufficient student work outside the workshop to make up a total of at least 45 hours of work.

It is understood that the hour requirements specified above represent minimums for average students and that considerable deviation in excess of these requirements may occur, particularly at the graduate level.

**Academic Sanctions**

Deficiencies, misconduct, or other inappropriate action in or related to coursework, practicum/internship and research activity, or other University activities may result in student discipline in the form of probation, suspension, or dismissal. The University will in some cases give the student written notice of the nature of the deficiency, misconduct, or other inappropriate action prior to imposition of the sanction, where such notice is appropriate in the University’s view.

**Academic Integrity**

As an academic community dedicated to the application, dissemination, and creation of knowledge, CIIS is committed to fostering an intellectual and ethical environment based on the principles of academic integrity. Academic integrity is essential to the success of the University’s mission. Violations of academic integrity constitute serious offenses against the entire academic community. This academic integrity policy is designed to guide students as they prepare assignments, take examinations, write papers, and perform the work necessary to complete their degree requirements.

The principles of academic integrity require that a student do the following:

- Properly acknowledge and cite all use of the ideas, results, or words of others.
- Properly acknowledge all contributors to a given piece of work.
- Make sure that all work submitted as the student’s own work in a course or other academic activity is produced by the student without the aid of unsanctioned collaboration.
- Obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student’s interpretation or conclusions or fabricating sources, citations, or data.
- Not submit essentially the same material in more than one course without prior authorization by the faculty member.
- Treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress.
- Uphold the canons of the ethical or professional code of the profession for which the student is preparing.

Failure to uphold these principles of academic integrity threatens both the reputation of CIIS and the value of the degrees awarded to its students. Every member of the community therefore bears a responsibility for ensuring that the highest standards of academic integrity are upheld.
Faculty Members’ Responsibility
The faculty holds responsibility for educating students about the importance and principles of academic integrity. Faculty members are expected to inform students of how assignments will contribute to the final grade in a course and of particular requirements regarding academic integrity within specific courses and programs. Faculty members are expected to make reasonable efforts to minimize academic dishonesty, and to respond appropriately to violations of academic integrity. Faculty members are strongly encouraged to provide a statement concerning academic integrity and a link to the “Academic Integrity” policy on their course syllabi and in program handbooks.

Students’ Responsibility
Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at CIIS.

Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.

Procedures for the Resolution of Violations of Academic Integrity
Step 1: When a faculty member has reason to believe that a student has violated the policy on academic integrity, the faculty member should:

- Make an academic assessment of the work, including the evidence that an academic integrity violation has occurred, and assign an appropriate grade. The faculty member notifies the student of the sanction and the reason for it. The faculty member decides on the severity of the violation and of the sanction to be applied (e.g., failing grade for the exercise, remedial work, another exercise, failing grade for the course).
- The faculty member submits the relevant information (a written statement of the incident with supporting evidence) to the program chair. All alleged cases of academic dishonesty must be reported.

Step 2: The program chair should conduct an informal hearing, contacting the student and asking that the student make an appointment with the chair within five days. The student has the right to bring a support person whose only role is to accompany the student to the hearing. At the appointment, the student should be informed of rights and options, of the charge and of the evidence from the faculty member. The chair shall encourage the student to provide a full explanation of the situation to ensure due process. The chair, in consultation with the program committee, considers the seriousness of the case and previous charges of academic dishonesty, if any.

Step 3: The chair makes a recommendation regarding action to the Provost, including a written statement of the incident with supporting evidence. The action may be academic or administrative and will vary depending upon the severity of the case, any previously recorded offenses, and any mitigating circumstances. Academic sanctions range from adjusting the grade given for the course to requiring a rewritten paper or assigning additional work. Administrative sanctions range from administrative probation to dismissal from CIIS. If the decision is to put the student on administrative probation or to suspend or dismiss the student from CIIS, the Provost sends a letter to the student within 10 days of receiving and reviewing the recommendation from the chair. The student is granted another 10 days to appeal the decision and to provide the Provost with mitigating information.

Examples of Violations of Academic Integrity
This section describes various ways in which the principles of academic integrity can be violated. Examples of each type of violation are given, but neither the types of violations nor the lists of examples are exhaustive. The list has benefitted from those prepared by many other universities.

Plagiarism: Plagiarism is the use of another person’s words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation, and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are:

- Copying word for word (i.e., quoting directly) from an oral, printed, or electronic source without proper attribution, whether in a paper or in an online class posting.
- Paraphrasing without proper attribution—i.e., presenting in one’s own words another person’s written words or ideas as if they were one’s own.
- Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
- Incorporating into one’s work graphs, drawings, photographs, diagrams, tables, spreadsheets, or other nontextual material from other sources without proper attribution.
Students are highly encouraged to submit their writing to Turnitin (accessible through the Canvas learning management platform) to check for accidental misappropriation of others’ writing. CIIS reserves the right for its instructors to process students’ writing assignments, proposals, and dissertations through Turnitin or some other plagiarism checker without advance notice or receiving students’ consent.

**Cheating:** Cheating is the use of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results and reports, analyses, etc., as one’s own work when they were, in fact, prepared by others. Some common examples are:

- Receiving research, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted.
- Copying another student’s work or answers on a paper or examination.
- Using or possessing books, notes, calculators, cellphones, or other prohibited devices or materials during an examination.
- Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved.
- Acquiring a copy of an examination from an unauthorized source prior to the examination.
- Having a substitute take an examination for one.
- Having someone else prepare a term paper or other assignment for one.

**Fabrication:** Fabrication is the invention or falsification of sources, citations, data, or results, and recording or reporting them in any academic exercise. Some examples are:

- Citing a source that does not exist.
- Making up or falsifying evidence or data or other source materials.
- Falsifying research papers or reports by selectively omitting or altering data that do not support one’s conclusions or claimed experimental precision.

**Facilitation of Dishonesty:** Facilitation of dishonesty is knowingly or negligently allowing one’s work to be used by other students without prior approval of the instructor or otherwise aiding others in committing violations of academic integrity. A student who intentionally facilitates a violation of academic integrity can be considered to be as culpable as the student who receives the impermissible assistance, even if the facilitator does not benefit personally from the violation. Some examples are:

- Collaborating before a quiz or examination to develop methods of exchanging information.
- Knowingly allowing others to copy answers to work on a quiz or examination or assisting others to do so.
- Distributing an examination from an unauthorized source prior to the examination.
- Distributing or selling a paper to other students.
- Taking an examination for another student.

**Academic Sabotage:** Academic sabotage is deliberately impeding the academic progress of others. Some examples are:

- Intentionally destroying or obstructing another student’s work.
- Stealing or defacing books, journals, or other library or University materials.
- Removing posted or reserve material or otherwise preventing other students’ access to it.

**Violation of Research or Professional Ethics:** Violations in this category include both violations of the code of ethics specific to a particular profession and violations of more generally applicable ethical requirements for the acquisition, analysis, and reporting of research data and the preparation and submission of scholarly work for publication. Some examples are:

- Violating a canon of the ethical or professional code of the profession for which a student is preparing.
- Using unethical or improper means of acquiring, analyzing, or reporting data in a project, a master’s or doctoral research project, or research submitted for publication.
- Misuse of grant or institutional funds.
- Violating professional ethics in performing one’s duties as a teaching assistant.
- Conducting research without appropriate Human Subjects review.

**Violations Involving Potentially Criminal Activity:** Violations in this category include theft, fraud, forgery, or distribution of ill-gotten materials committed as part of an act of academic dishonesty. Some examples are:

- Stealing an examination from a faculty member’s or University office or from electronic files.
- Selling or distributing a stolen examination.
• Forging a change-of-grade form.
• Falsifying a University transcript.
• Hacking the University's digital resources, including email.

Suspension and Dismissal
Program committees may establish criteria for student suspension or dismissal in accordance with specific professional or disciplinary standards, subject to review by the Provost. Students should consult their program handbook for an explanation of the criteria.

Imposition of such sanctions may be initiated by the program committee, the Academic Standards Committee, or the Provost. The student will be notified of this decision by letter and will be ineligible to register during the period of time specified in the letter. All the rights and privileges normally accorded University students in good standing are also suspended.

If a student is dismissed from the University, it is the program committee’s determination as to whether the student will be allowed to reapply to the program, subject to review by the Provost. If readmission is allowed, application may be made only after at least one academic semester has passed following dismissal. Program committees may consider extenuating circumstances in recommending exceptions to this rule for approval by the Provost.

Policy Updates
Visit http://www.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.
• Overall, any previously published material reproduced in the dissertation, including the author’s own previously published work, must include permission from the copyright holder(s). A sample letter for obtaining copyright permission is on MyCIIS > “Academics” tab > Center for Writing and Scholarship > Handbooks for Technical Review and Dissertation Publication.

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 Integral and Transpersonal Psychology, and the Department of Transformative Inquiry. Note: Students must obtain permission from the department and/or committee before pursuing this option, and an integrated, synthesized document must be created in lieu of the dissertation (i.e., students cannot simply submit the three articles; they must
produce coherent integration of the three articles in a separate document that includes a comprehensive introduction and conclusion).

**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 to determine when a proposal is ready for approval and to give 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 the form “Thesis/Dissertation Proposal Assessment,” which can be found on MyCIIS under the “Registrar” tab, on the Registrar’s Office Forms page.

**Advancement to Candidacy**

Advancing to candidacy requires successful completion of all course and comprehensive exam requirements, and the thesis or dissertation subject (i.e., the proposal) being approved by the student’s thesis/dissertation committee, the Human Research Review Committee if the research involves human subjects (see the “Human Research Review Committee Handbook” on the “Registrar’s Office Forms” page of MyCIIS), the student’s department/program chair, and the Provost. For PhD students, approval of the proposal is reported to the Registrar’s Office via submission of the “Thesis/Dissertation Proposal Assessment,” one from the chair and one from the external member, and the completed “Thesis/Dissertation Proposal Approval” form. The Registrar’s Office then requests confirmation from the program that all other academic requirements have been fulfilled. Upon receiving this, they record the advancement to candidacy status on the student’s transcript and notify the student by letter and by email.

PhD students must register for Proposal Completion every Fall and Spring until they receive this notification. Summer registration is contingent on approval of the dissertation chair. (PsyD students may enroll in Dissertation Proposal Writing: see the program handbook.) For those PhD programs which require an initial proposal writing course, this must precede registering into Proposal Completion. If the student advances to candidacy after the semester’s add/drop deadline, the Registrar’s Office will drop the student from Proposal Completion and register them into Dissertation Seminar. This will not incur additional tuition or fee charges.

Each program has designated a maximum number of semesters in which their students may enroll in Proposal Completion. If exceeded, the student is placed on academic probation. (See the “Academic Probation” policies in the “Academic Policies” section.) These limits are:

- East-West Psychology—2
- Ecology, Spirituality, and Religion—3
- Human Sexuality—3
- Integral and Transpersonal Psychology—3
- Philosophy, Cosmology, and Consciousness—3
- Anthropology and Social Change—4
- Transformative Studies—4
- Women’s Spirituality—2

The Clinical Psychology program has designated a maximum of three semesters in which its students may enroll in Dissertation Proposal Writing.

After advancement to candidacy, PhD students must register for Thesis/Dissertation Seminar, and PsyD students must register for Dissertation Research. These registrations must occur every Fall and Spring semester until the oral defense. Summer registration is optional for PhD students, contingent on the approval of the dissertation chair. After defending, students must register for Registration Maintenance until the dissertation is published.

**Committee Composition and Responsibilities**

The dissertation committee (which determines the acceptability of the dissertation) must be verbally proposed via the student’s department when enrolling in Dissertation Proposal Completion. Once preliminary approval is granted, students file the forms noted above to contract the committee members officially for the project. The dissertation committee includes 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, either in person or virtually.

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 Provost) 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.

It is the responsibility of the dissertation committee chair to:

• 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.

It is the responsibility of the internal committee member 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.

It is the responsibility of the external member 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, along with a W9 tax form, if they have not worked with CIIS in the recent past.
Time Limits
See “Maximum 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 student’s program and the Provost, alternative formats may be permitted. CIIS requires that the final product be a document that is professional in appearance and suitable for publication.

Language
Theses and dissertations must be written in English, although they may include references in other languages.

Technical Review
Theses and dissertations are required to be reviewed by a CIIS-approved technical editor to ensure that all style policy requirements are met and intellectual property concerns are properly addressed. After the defense and after any and all substantive and/or minor edits requested by the committee at the time of defense have been complete, the student must submit the manuscript to one of the approved technical editors for technical review (to see the list of CIIS-approved technical editors, log in to MyCIIS > “Academics” tab > Center for Writing & Scholarship (left column) > Handbooks for Technical Review and Dissertation Publication.)

Technical review is not the same as copy editing or content editing; technical review focuses on the chosen style format and on formatting issues relevant to publication. After technical edits are complete, the Center for Writing and Scholarship will review the manuscript for acceptance. The timeline for these final stages of the process can be found in the CIIS Academic Calendar. Note: Be sure to choose the appropriate school and semester when viewing the CIIS Academic Calendar.

Technical reviewers 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 (note: CIIS does not pay for technical review), and other contractual arrangements for the technical review services. CIIS ensures full payment to technical editors for services rendered by withholding final degree conferral until these financial obligations are met and the Center for Writing and Scholarship confirms their completion.

Note that technical review time and costs vary widely, depending on factors such as the length of the dissertation, the inclusion of tables and figures, and the degree to which the student has already incorporated and mastered style guidelines. Please review the Handbooks for Technical Review and Dissertation Publication for further information, and contact the Center for Writing and Scholarship with any questions.

Style Policy

CIIS Requirements
The margin settings, title page, signature page of the thesis or dissertation, and citation formatting must meet CIIS requirements. Students who submit pages that do not meet these requirements will be asked to reformat the pages. Sample pages and formatting guides are available on the Center for Writing and Scholarship’s MyCIIS page.

It is at the discretion of the programs to require or suggest their own professionally acceptable style: APA, Chicago, or MLA. Students are advised to consult with their committee chair regarding the acceptable style and familiarize themselves thoroughly with it before they begin to prepare their manuscript.

There are a number of formatting points on which CIIS’s citation requirements deviate from APA, Chicago, and MLA. 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) > Handbooks for Technical Review and Dissertation Publication.

Margin Settings
To ensure that no part of the manuscript is cut off when it is bound by the Laurance S. Rockefeller Library, CIIS requires standardized margins on every page of the manuscript. The side margins must be 1.5 inches from the edge. The top and bottom margins must be between 1 inch and 1.5 inches from the edge; the margins are to be the same for top and bottom. The entire content on the page, including page numbers, must fall within the margins specified. The page number can be centered on the top or bottom of the page.
Title Page
Please pay special attention to the following features on the title page:

- Indicate your degree and program. Use only the official degree name. If in doubt, refer to the catalog or check with the Registrar’s Office.
- Indicate the year of graduation.

Certificate of Approval Page
The Certificate of Approval with original signatures must be submitted to the Registrar’s Office, where it resides in the student’s file.

An unsigned copy of the Certificate of Approval page should be submitted with the original manuscript.

Format the Certificate of Approval according to the sample Certificate of Approval, provided within each Format Style file (APA, Chicago, or MLA); visit the Center for Writing and Scholarship’s MyCIIS page for sample pages.

Please pay special attention to the following elements on the Certificate of Approval:

- Do not include title or heading on the signature page.
- Position the page number consistently with the page numbers in the rest of the manuscript.
- Include the following statement: “I certify that I have read [TITLE, exactly as it appears on the title page] by [student name], and that in my opinion this work meets the criteria for approving a dissertation submitted in partial fulfillment of the requirements for the [student 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 their legal name, academic degree, and program or school (if not CIIS).
- Customarily, the name of the chair is given first (and designated as chair), and the outside committee member is given last.
- Increase the right margin on this page to 2 inches.

Submission of Completed Draft
Students expecting to graduate in a given semester should submit, after consultation with their chair, a complete final draft of the thesis/dissertation to all committee members no later than the first week of class in that semester. Students should expect a reading time of four weeks by faculty, including the external committee member. While individual chapters may have been separately reviewed, the entire document may undergo a more comprehensive review. It is often necessary to have more than one cycle of feedback and corrections/additions.

Dissertation Defense
When all committee members have read the dissertation and no major changes are required, the chair, in consultation with the committee, will determine whether or not the student is ready to defend. It is the responsibility of the chair to make this determination. Determining the readiness for the defense is based primarily on the satisfactory completion of the work. Students need to be prepared to register for an additional semester if the committee determines that the document is not ready to defend.

The final defense is an oral examination open to the public, during which the author of a thesis or dissertation demonstrates to their 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 is responsible to orchestrate the scheduling of the defense with the committee and their department.

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 post-defense and after any necessary changes have been incorporated into the manuscript. For Thesis/Dissertation deadlines, including defense deadlines for each semester, please visit the Academic Calendar: http://www.ciis.edu/academics/academic-calendar.

Defense Requirements
Doctoral students must defend their dissertations; master’s students may or may not need to defend their theses, depending on their program’s requirements.
When the committee chair has deemed the thesis/dissertation ready to defend, the student is to arrange the defense’s date and time with all committee members. The defense must take place at CIIS (students in distance programs are exempt from this requirement), although committee members may participate remotely via teleconference or online. The student submits the “Request for Oral Defense Announcement and Room Reservation” form at least three weeks prior to the defense to the program coordinator/manager of their department, 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 video conference or 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” 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 and the manuscript to the program chair, who submits the signed form to the Registrar’s Office and to the Center for Writing and Scholarship.

Minor Revisions Required: If minor changes are required, the committee members, but not the committee chair, sign the Certificate of Approval. The chair specifies the required changes on the “Thesis/Dissertation Approval” form, and both the chair and the student sign the form. The student has 30 days from the date of the defense to complete and submit the changes. Only after the required revisions have been completed and accepted does the chair sign the “Certificate of Approval” and forward it, the “Thesis/Dissertation Approval” form, and the manuscript to the program chair. If these revisions extend into the subsequent semester, the student must register in that semester.

Instead of registering for Thesis/Dissertation Seminar, the student is eligible, in this situation, to register for Registration Maintenance. See the “Registration Maintenance” part of the “Registration and Grading Policies” section for further information about this. If the student elects not to register for Registration Maintenance, they 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 the required changes to the dissertation are remedial or nonremedial. If the revisions are remedial, the student may continue in the dissertation phase and may be asked to reapply for a second defense at a future time. If the changes required are nonremedial, the student may not apply to defend the same dissertation. Only after the required revisions have been completed and accepted do the chair and other committee members sign the “Certificate of Approval” and forward it, the “Thesis/Dissertation Approval” form, and the manuscript to the program chair.

Final Review and Approval
After theses and dissertations are approved by the student’s committee members and program chair, and after the technical review is complete, final drafts are submitted by the student to the Center for Writing and Scholarship for final review and approval. Instructions about technical review and details regarding final review procedures may be found via MyCIIS: Log in to MyCIIS > “Academics” tab > Center for Writing & Scholarship (left column) > Handbooks for Technical Review and Dissertation Publication. 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.
Once your thesis or dissertation has received final approval from the Center for Writing and Scholarship, students are provided instructions for uploading the document to ProQuest/UMI for publication. There are two options for publishing with ProQuest/UMI (Open Access or Traditional). Please review these options prior to applying for graduation.

Copyright
For information on quotations, citations, and copyright, see http://library.ciis.edu/information/handouts/quotations.asp. For further information on copyright ownership for a thesis or dissertation, see http://www.proquest.com/products-services/dissertations/submitting-dissertation-proquest.html and http://manoa.hawaii.edu/graduate/content/copyright-patent.

Depending on their country of origin, students who are foreign nationals may be subject to certain restrictions when applying for a copyright in the United States. For more information, see http://manoa.hawaii.edu/graduate/content/copyright-patent.

ProQuest/UMI Copyright Registration Service
Students who publish their thesis or dissertation with ProQuest/UMI may choose to utilize that company’s service to act as the students’ agent to register their copyright to that work with the United States Copyright Office. If students wish to use some other means to secure copyright and publication rights to their work (e.g., Creative Commons), they will need to work directly with ProQuest/UMI to verify copyright and to ascertain the latter’s right of first publication of the work.

Graduation and Commencement Policies
To be eligible to graduate, a student must fulfill all academic requirements and submit a Graduation Application and application fee to the Registrar’s Office. Students cannot graduate with missing or I (Incomplete) grades on their record, even for courses that do not apply to the student’s degree.

Both the application and the fee must be submitted by the semester’s application deadline for the student to be eligible to graduate in that semester. If the student fulfills the academic requirements but fails to apply by the semester’s deadline, the degree is not conferred in that semester. Similarly, if the student applies by the semester’s application deadline but fails to fulfill the academic requirements by the end of that semester, the degree is not conferred in that semester. The Graduation Application remains valid for three consecutive semesters (Summer included). Students who fail to fulfill the academic requirements by the end of those three semesters must reapply to graduate and resubmit the application fee.

The Graduation Application is invalid without payment of the Graduation Application Fee and, for PhD and PsyD students, the Dissertation Publication Fee and, for Doctor of Acupuncture and Oriental Medicine students, the Capstone Binding Fee. The Graduation Application Fee pays for the cost of evaluating the student’s eligibility to graduate, the diploma and cover, one official transcript, and commencement ceremony expenses. All students must apply and pay this fee, even if they do not participate in the ceremony. These fees, like all CIIS fees, are nonrefundable, even should it be determined that the student is ineligible to graduate.

When applying to graduate, PhD and PsyD students must elect one of two dissertation publication options: Traditional or Open Access. The differences between these is described here: http://corpweb.proquest.com/assets/etd/umi_publishingoptionsguide.pdf. If the student changes their publication option, the new option’s fee must be paid for this choice to be valid. If the option is changed after the Graduation Application Deadline, the charge for the original option is not reversed.

CIIS has three degree-conferral dates per year: the final day of the reporting semester; the date used is the later of the two dates listed as the final day on the SUS/ACTCM calendar and the SPPH/SCT calendar. The degree date will not be earlier in a semester, even if all academic requirements are met and the graduation application and fee are submitted.

Once the degree is conferred, CIIS will not release the official transcript or diploma or verify the student’s degree to third parties until the student meets all outstanding CIIS financial obligations, and returns all CIIS Library materials. 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, they must submit a “Transcript Request” form and applicable fee.
Graduating Counseling Psychology students applying to the California Board of Behavioral Sciences (BBS) for an intern number need to submit a “Transcript Request” form to the Registrar’s Office and check the box on this form to indicate that the transcript is being used for this purpose. The Registrar’s Office then forwards the transcript to the Counseling Psychology Coordinator, who completes it and includes a program certification.

Commencement Ceremony Requirements
There is one commencement ceremony each academic year: at the end of the Spring semester. Degrees, however, are conferred at the ends of all semesters. Summer 2019, Fall 2019, and Spring 2020 graduates may participate in the Spring 2020 commencement ceremony.

Students with incomplete grades and/or with any remaining courses to be completed after the Spring semester (including culminating and integrative seminars) will not be allowed to participate in the commencement ceremony. The only allowable exception is for students completing practicum and the concurrent case seminar or predoctoral internship hours, to be concluded by the end of the succeeding Summer semester. These students must apply to graduate by the spring prior to commencement and have their Commencement Ceremony Exception Form submitted, and subsequently approved, by the deadline 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.

Student Affairs provides information about commencement to all students who have filed the graduation application with the Registrar’s Office. Information about the commencement ceremony, including the date, time, and location, ordering of caps and gowns, and “Commencement Ceremony Exception Form” can be found on the Commencement page of the Student Affairs MyCIIS tab: https://my.ciis.edu/ICS/Student_Life/Commencement.jnz.

University Policies

Accommodation for Students with Disabilities
CIIS is committed to equal access for students with disabilities. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, CIIS will not discriminate against qualified students with disabilities on the basis of disability in the programs and services provided to all students. Students with disabilities may register with CIIS Student Disability Services by providing documentation of disability status from an appropriate provider. Student Disability Services will then work with the student to identify areas for reasonable accommodation that will provide students with the opportunity for access and participation in the academic environment. If you would like to request accommodations related to a disability, please contact sds@ciis.edu to register with CIIS Student Disability Services.

Changes in Rules and Policies
While every effort has been made to ensure the accuracy of the information in this catalog, those using the catalog should note that rules and policies change from time to time and that those changes may alter the information contained in this publication. Updates to catalog information are printed on the CIIS website.

In addition to this catalog, several other publications are available that include detailed information about specific subjects such as financial aid and doctoral dissertations. These include the CIIS “Student Handbook” and handbooks published by each academic program. It is the responsibility of the individual student to become familiar with the announcements and regulations of the University that are printed in the catalog and other campus publications.

Drug-Free Campus Policy
The U.S. Congress passed the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Amendments of 1989. In accordance with these acts, CIIS has enacted a policy maintaining a drug-free workplace and campus. The unlawful manufacture, distribution, dispensation, possession, and/or use of controlled substances or the unlawful possession, use, or distribution of alcohol is prohibited in CIIS facilities, in the workplace, or as part of any of the University’s activities. The workplace and campus are presumed to include all premises where activities of the University are conducted. Violation of this policy may result in disciplinary sanctions up to and including termination of employment or expulsion of students. Violations may also be referred to the appropriate authorities for prosecution. This policy is reviewed biennially. Students who are concerned about substance use, abuse, and rehabilitation are strongly urged to contact their family physicians, who can refer them to appropriate resources (community or private agencies) that provide complete, confidential substance abuse counseling. The Drug-Free Campus Policy is available online at https://my.ciis.edu/ICS/Student_Life/Student_Handbook.jnz. The Policy on Drugs and Alcohol is on page 21.
FERPA—Students’ Rights Regarding Their Education Records
California Institute of Integral Studies (CIIS) maintains student education records in compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), Public Law 93-380, as amended. FERPA affords students these rights with respect to their education records:

1. The right to inspect and review the student’s education records within 45 days after the day CIIS receives a request for access. A student should submit to the registrar, Dean, head of the academic department, or other appropriate official a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. The educational records are the property of CIIS, and CIIS will not supply copies to the student, unless the student is unable to view them otherwise (i.e., it is impossible for the student to come to CIIS). In that case, photocopies will be supplied at 25 cents per image.

2. The right to request the amendment of the student’s education records that the student believes are 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 their tasks. A school official has “legitimate educational interests” if the official needs to review an education record in order to fulfill their professional responsibilities for CIIS.

   b. FERPA permits an institution, for the purposes of conducting its functions, to identify a subset of students’ PII as “directory information” that can be disclosed without the student’s prior written consent. Directory information is considered not generally harmful or an invasion of privacy if disclosed. CIIS designates only the following as a student’s directory information: full name, address, email address, telephone number, photograph, program of study, dates of attendance, enrollment status (e.g., full-time, half-time), participation in officially recognized activities, and degree and awards received. Students may direct CIIS to not disclose their directory information. To initiate or revoke this directive, students should contact the registrar.

   c. Upon request, to officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student’s enrollment or transfer, subject to the requirements of §99.34. FERPA requires a school to make a reasonable attempt to notify each student of these disclosures.

   d. To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local educational authorities. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of federal- or state-supported education programs, or for the enforcement of or compliance with federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.

NOTE REGARDING POINT D: As of January 3, 2012, the U.S. Department of Education’s FERPA regulations expand the circumstances under which student education records and PII contained in such records—including Social Security Number, grades, or other private information—may be accessed without the student’s consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities (“Authorities”) may allow access to records and PII without consent to any third party designated by an Authority to evaluate a federal- or state-supported education program. Second, Authorities may allow access to education records and PII to researchers performing certain types of studies—in certain cases even if the school doesn’t request or even objects to such research. The Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive the students’ PII, but the Authorities need not maintain direct control over such entities. Additionally,
in connection with Statewide Longitudinal Data Systems, state authorities may collect, compile, permanently retain, and share without students’ consent PII from education records, and may track students’ participation in education and other programs by linking such PII to other personal information obtained from other federal or state data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

e. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.

f. To organizations conducting studies for, or on behalf of, the school, in order to (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction.

g. To accrediting organizations to carry out their accrediting functions.

h. To parents of an eligible student if the student is a dependent for IRS tax purposes.

i. To comply with a judicial order or lawfully issued subpoena.

j. To appropriate officials in connection with a health or safety emergency, subject to §99.36.

k. To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding.

l. To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a 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

State Authorizations
Individual states in the U.S. exercise oversight authority related to residents from their states attending CIIS online programs, recruitment of prospective students living in their states, and clinical placements for CIIS students that are arranged in their states. There is great variance in the extent of these state regulations. Questions regarding CIIS compliance with state authorization requirements may be addressed to the Provost.

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 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).

The Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM), by mail to 8941 Aztec Drive, Eden Prairie, MN, 55347, or electronically (coordinator@acaom.org), http://acaom.org, 952.212.2434 (phone), 952.657.7068 (fax).

**Policy for the Protection of Students from Sexual Misconduct**

CIIS is committed to maintaining its campus and programs free from all forms of sexual misconduct. This particular policy is geared to the protection and safety of the students. By this Policy, all forms of sexual misconduct, including sexual and gender-related violence, assault, harassment, domestic violence, dating violence, and stalking, are prohibited and will be promptly responded to with disciplinary or other corrective action measures that are appropriate.

This policy also explains the procedures of CIIS that allow for fact-finding for those students who find themselves to be victims of sexual misconduct and to provide ways in which the University supports and protects its students.

This policy applies to all forms of sexual misconduct, whether it occurs on CIIS property or anywhere else that has a connection to sponsored events or programs involving the University. Off-campus sexual conduct that the University thinks can interfere with students having a safe or welcoming experience or education at the University, or that poses a threat or danger to the CIIS community, is still within the University’s oversight for the protection of our students, and any incidents should be brought to our attention.

**Notice of Nondiscrimination**

This particular policy concerns matters involving sexual misconduct as that term is defined above. However, please know that CHS’s other policies in the “Student Handbook” prohibit other kinds of misconduct. CIIS does not permit discrimination or harassment in its programs and activities on the basis of race, color, national origin, ancestry, gender, gender identification or expression, sexual orientation, disability, age, religion, medical condition, veteran status, or marital status, or on the basis of any other characteristic protected under law.

Incident(s) that involve one of these other kinds of misconduct will be handled under the CIIS Student Code of Conduct Process.

For information related to academic misconduct, or other misconduct that is not sexual misconduct, please refer to the applicable sections of the CIIS “Student Handbook.”

The full policy on Sexual Misconduct can be found online at http://www.ciis.edu/student-affairs.

**Smoking Policy**

For the health, safety, and comfort of everyone, smoking and vaporizing are not permitted anywhere or at any time within the buildings and facilities and during indoor or outdoor events. The University is committed to full compliance with state law and prohibits smoking and vaporizing in all enclosed workplaces.

**Statement of Nondiscrimination**

The University does not discriminate in its educational programs or services on the basis of race, color, religion, religious creed, ancestry, national origin, age (except for minors), sex, marital status, citizenship status, military service status, sexual orientation, medical condition, disability, gender identity, and any another status protected by law. The University will implement reasonable accommodation of qualified individuals with disabilities to the extent required by law. The General Student Complaint Procedure (GSCP) is available to resolve complaints of violations of this and other University policies and is set forth in the “University Policies” section of this catalog.

The University seeks to affirmatively enhance the diversity of its student population. Diversity is a strength and a resource in our educational environment. As an educational community, we seek cultural, ethnic, racial, and gender diversity to improve the educational experience at the University.

**Communication Policy**

CIIS uses the following electronic means to communicate to students: (1) the CIIS website, (2) the University-issued email account, (3) the CIIS student portal, and (4) the online learning platform. CIIS presumes that students will read these communications in a timely fashion. Not reading them does not absolve a student from knowing and complying with them.
CIIS MyMail email is the mechanism for official communication within CIIS. CIIS has the right to expect that such communications will be received and read in a timely fashion. Students are expected to read, understand, and appropriately respond to official administrative emails. Students will be responsible for any official administrative communication sent to their CIIS email account. This will be the only email address to which official administrative communication will be sent. Students should check their emails frequently, as it is the official form of communication at CIIS.

Students are expected to use the CIIS email account when communicating with the University and to not share their password with anyone. Passwords are reset regularly. These measures allow CIIS to verify that the email is coming from the student and that further correspondence will not disclose the student’s information to others. Students contacting CIIS faculty and staff through a personal account will be asked to re-contact us using the CIIS account. This is true even for students who have set the account to redirect to a personal one. See the “Student Email Policy.”

Faculty will be requested to refer to this policy in their syllabi.

**Transaction Policy**

Students can submit transactions to CIIS either (1) by hard copy with a “wet” signature in person, by mail, by fax, or by scan; or (2) electronically through the Web portal, MyCIIS. Because the portal requires a two-step authentication (user ID and password) this legally constitutes an electronic signature. CIIS cannot process transaction requests submitted by telephone or through the body of an email, including from the student’s University email account, as this requires only a one-step authentication (password). Digital signatures are also not legally acceptable, as CIIS cannot authenticate them.

**Student Email Policy**

CIIS issues email accounts to students and requires correspondence to be conducted through it. This assures that the emails we send go to an active account, and it better protects students’ privacy. See the “Communication Policy.”

CIIS has contracted with Microsoft for the use of its Office 365 product to create email accounts with the domain name @mymail.ciis.edu. The email platform is Outlook. Additionally, Office 365 includes applications such as Word, Excel, and PowerPoint, and storage on One Drive. These are all cloud-based and are accessible through a Web browser.

The accounts are maintained by CIIS and are issued at the time an applicant is admitted. The account is permanent, and students who leave the University, whether or not they graduate, will still have access to them. CIIS reserves the right to purge an account that has not been accessed over a period of time. Notification will be given beforehand.

The email account naming format is based on the student’s name on file with the Registrar’s Office: It’s the first letter of the preferred name if the student supplied one; otherwise, it’s the first letter of the first name, and then the full last name. (Students may create a display name that differs from the student record.) Requests for exceptions to this format are evaluated on a case-by-case basis. Students who change their name will have their email account name changed only upon request. Indicate this option when submitting the “Personal Information Update” form to the Registrar’s Office. Changing the email account name does not create a new email account.

Microsoft 365 allows emails to be redirected, and students may do so, but at their own risk. CIIS will not be responsible for the handling of email by outside vendors. Any emails that do not get redirected, for whatever reason, are still presumed by CIIS to have been received. Even the students who have their email redirected are expected to contact the University through the CIIS email account. See the “Communications Policy.”

CIIS owns these email accounts and reserves the right to lock or purge them if the student violates the conduct codes found in the “Student Handbook.”

**CIIS Student Email Account**

CIIS student email accounts are automatically opened for all newly enrolled students. An email is sent to the student’s personal email account on record with the student’s account and access information. Information regarding CIIS Student Email accounts can be found on MyCIIS under the “Technology” tab. Questions regarding CIIS Student Email accounts can be sent to helpdesk@mymail.ciis.edu. See also the information on the Student Email and other communication policies in the “University Policies” section.

CIIS will send all official communications to students through their University email account (username@mymail.ciis.edu). Students are expected to (1) check it regularly, (2) correspond with CIIS through it, and (3) not share their password. This ensures that the intended recipient receives the emails CIIS sends, and that the emails CIIS receives are coming from the student, and not someone posing as the student. This both keeps the student apprised of important information and helps protect the student’s information and identity.
It is possible to set up the University account to redirect to a personal account, but students do so at their own risk. Students are presumed to have received all emails sent to their University account, even if they do not get redirected, whatever the cause. Be aware that CIIS’s online course platform, Canvas, will not redirect notifications, including log-in resets. Even students who set up their accounts to redirect must still contact CIIS with their University email for the reasons stated above.

**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 at the heads of those departments or, as appropriate, the Dean of Students. Issues of student concern may also be brought to the attention of the appropriate governance bodies and institutional committees on which students have representation, including program committees.

It is the intention of California Institute of Integral Studies to be responsive to student concerns, and to deal with problems in as constructive and timely a manner as possible, through the exercise of appropriate responsibility by the University administrators and committees in charge of particular areas of University life.

**Student Services**

**Academic Advising**

Students are assigned an academic advisor who is a member of the faculty or the staff of the student’s program. The advisor’s job is to assist the student in selecting courses and provide guidance on requirements and policies. Students may change their academic advisors by submitting an “Advisor Change” form, available from the Registrar’s Office or online on MyCIIS. Both the student and advisor can track progress in meeting academic requirements through the “degree audit” interface with the advising module of the Jenzabar Student System.

**Center for Writing & Scholarship**

The Center for Writing & Scholarship (CWS) supports students, staff, and faculty in their development as writers, scholars, critical thinkers, and integral learners—regardless of skill level—through free in-person and online consultations, community workshops, classes, and access to resources on academic writing, research, and pedagogy. CWS is an instrumental resource in empowering individuals across program areas as they engage with, contribute to, and potentially transform their fields of practice and scholarship. The CWS Fellows Program—a yearlong training program for current CIIS students—is at the heart of the Center’s mission. Writing Fellows from a variety of academic disciplines are specially trained to work within the CIIS community as tutors, teachers, and facilitators of academic writing and research skills.

At CWS, we view learning, teaching, writing, and research as interconnected processes that depend on creative and critical inquiry, whole-person engagement, and self-reflective analysis. In supporting the academic and professional growth of the CIIS community, CWS strives to empower individual writers and scholars through a student-centered approach that values deep listening, process-oriented inquiry, anti-oppressive practices, and collaboration. Fellows and staff at CWS work with students at all stages of the writing process, from brainstorming and outlining ideas to finalizing theses and dissertations. Students, faculty, and staff can request appointments via MyCIIS (log in to MyCIIS, click the “Academics” tab, click “Center for Writing & Scholarship,” and scroll down to the section “Schedule a Tutoring Session” for step-by-step instructions).

**Diversity and Inclusion**

The Office of Diversity and Inclusion aims to cultivate and sustain an inclusive campus culture that strives for academic excellence by creating an environment that educates, empowers, and mobilizes our students, faculty, staff, and community. The office provides dynamic programs, which range from speakers and workshops to community service, training events, and student-centered programming—each representing a vital piece of the diversity displayed on the CIIS campus.
Career and Community Engagement

Student Affairs supports CIIS students in the process of career exploration and decision making, helping them to identify employment opportunities that are related to their academic programs, levels of experience, training, theoretical orientation, goals, and interests. Professional development workshops are offered throughout the academic year, and individual support on résumé preparation, job searches, interviewing skills, and entrepreneurship is available by appointment. Students can view a collection of resources, make career coaching appointments, and sign up for the career opportunities listserv on the “Career & Community Engagement” page of MyCIIS, under the Student Affairs tab (https://my.ciis.edu/ICS/Student_Life/Career__Community_Engagement.jnz).

Field Placement Office

The MCP Field Placement Office assists Counseling Psychology students, faculty, and staff in identifying required supervised clinical field placements that are appropriate to academic requirements, regulations of the California Board of Behavioral Sciences (BBS), and the students’ individual educational goals and interests. The office provides workshops on applying to practicum sites, interviewing for practicum placement, and additional topics of interest to MCP practicum students. Individual consultations are available by appointment. An annual Practicum Fair is sponsored each December.

Health Insurance

CIIS offers a student health insurance plan for degree-seeking students who meet specific eligibility criteria. Coverage is available for a domestic partner, spouse, or dependents. For more information and policy details, please visit our health insurance Web page at https://my.ciis.edu/ICS/Student_Life/Wellness_Services.jnz.

Student Disability Services

Students who request accommodation for a disability should contact Student Disability Services at sds@ciis.edu. Students will be guided through the registration procedures for accommodation. Any questions, requests for accommodation or access, or concerns regarding services for students or applicants with a disability as defined by law should be addressed to Student Disability Services or the University disability officer, who is also the Dean of Students. More information can be found on the “Student Disability Services” page of MyCIIS, under the Student Life tab (https://my.ciis.edu/ICS/Student_Life/Student_Disability_Services.jnz).

Student Union

Student Union is a student-run organization that supports students’ needs by promoting their involvement in all levels of the CIIS community. Its mission is to facilitate communication, sponsor events, and distribute funds to promote the good of the community within CIIS. More information can be found at https://my.ciis.edu/ICS/Student_Life/Student_Alliance.jnz

International Student Services

The international student advisor is dedicated to supporting international students throughout their education at the University. International students are offered orientation, the Summer Bridge program, immigration and visa advising, informational workshops, English-language tutors, and social events. Students are encouraged to participate in the development of the international student community by assisting with the planning of social and educational events.

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 Affairs” tab, “International Students” page, on MyCIIS.

International students are also encouraged to participate in the international student listserv. The international student advisor uses this email list to communicate important information regarding immigration regulations and University policies. The “International Students” page of MyCIIS, under the “Student Life” tab (https://my.ciis.edu/ICS/Student_Life/International_Students.jnz), serves as a reference and a place to download important forms.

CIIS is committed to promoting diversity and cross-cultural exchange. The international student advisor acts as an advocate for international students, and students are encouraged to bring their questions and concerns to the international student advisor.

Veteran Student Services

The University’s academic programs of study are approved by the California State Approving Agency for Veterans Education, Department of Veterans Affairs, for enrollment of persons eligible to receive educational benefits under Title 38 and Title 10, U.S. Code. If you qualify for these benefits, you may use them toward your tuition. The Veterans Administration School Certifying Official at CIIS is the registrar, who works with Financial Aid in administering these benefits. Please contact the Financial Aid Office to initiate the certification of your CIIS enrollment to the V.A.
Alumni Association
More than 8,000 people have earned degrees from the University and have taken the integral vision into the world community. In 43 countries, alums play an active part in the University community through the Alumni Association. All CIIS alums are welcomed as members of the Alumni Association upon graduating, and there is no charge to participate. Alums enjoy discounts on hotels, rental cars, entertainment, and travel, and they may audit CIIS courses. Through Alumni University events, alums may present lectures and workshops and attend presentations by their colleagues. The Alumni Online Community and other social media sites foster connection and networking—both personal and professional. Alumni reunions are held annually in cities around the United States. For more information, contact the Dean of Alumni.

Library Services

Welcome
The Laurance S. Rockefeller Library, located on the second floor of the Mission Street building, provides resources and research assistance in support of the academic work of the University.

Our Collections
The Library has a specialized collection of print and electronic books, journal subscriptions (mostly available online), audiovisual items (including streaming video titles), and CIIS dissertations and master’s theses. The Library is particularly strong in the fields of counseling and psychology, philosophy and religion, East-West comparative studies, social and cultural anthropology, human sexuality, integrative health, various facets of an integral worldview, diversity and social justice, and the perennial wisdom.

The Library also holds one of the most extensive collections of works on Traditional Chinese Medicine and acupuncture in the United States. It includes books and journals (print and online) on Traditional Chinese Medicine, Western medicine, Asian philosophies and cultures, various alternative healing modalities, general sciences, and other subject areas relevant to the needs and interests of our students, in English, Chinese and Japanese.

Online Resources
The Library Web page (http://library.ciis.edu) offers students 24/7 access to a universe of online scholarly resources, including subscription-only e-books, journals, and research tools like the American Psychological Association’s databases, Oxford University Press’s Reference Online, PEP-Web, SAGE Research Methods, ProQuest Dissertations & Theses, Humanities International Complete, Counseling & Therapy in Video, MEDLINE, Alternative Health Watch, LGBT Life full text, Archives for Research in Archetypal Symbolism, and many others. These resources can be accessed online from any computer on or off campus. For students, the only requirement is a CIIS ID number and current registration. See the “Access” section below for more details about Library privileges.

Interlibrary loan services (http://library.ciis.edu/services/illiad_loan.asp) are available to obtain materials not available through our Library’s collections.

Research Assistance
Students are welcome to ask for research help by sending an email to askref@ciis.edu or, for more in-depth questions and/or research strategies, by scheduling one-on-one consultation appointments with Library reference staff.

- Research consultations can be scheduled using the “Appointments” tool available on the CIIS Library home page (http://library.ciis.edu).
- Library staff create and maintain a collection of curated resource guide by subject—please see the “Library Guides” link from the Library home page.
- Library staff also collaborate with faculty in teaching research skills for relevant classes and offer individual workshops on topics relating to the research process.
- The CIIS Library provides a site license to RefWorks, a full-featured Web-based citation management software package, and support in learning to use it.

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 Operations Manager 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 are restricted to in-library use only. Details about the designation and/or use of items on reserve can be found on the Library website or by contacting reserve@ciis.edu.

For Library purposes, students have “Distance Student” status when they reside outside the immediate San Francisco Bay Area. In addition to having access to all online resources and to research assistance, the CIIS Library facilitates access to most of the physical Library resources (books, A/V materials) for distance students. Please see [http://researchguides.ciis.edu/libraryservices](http://researchguides.ciis.edu/libraryservices) for full details.

Students on leave of absence are inactive, and thus will not have Library privileges until returning to active status. Students requesting LOA must clear their Library accounts prior to leave.

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 we borrow materials from other libraries via interlibrary loan, or 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 Library privileges suspended and/or have holds put on their registration.

Prior to graduating, all students must have their library records cleared.

Library policies are explained in more detail on the CIIS Library website. Noncompliance with Library policy will impact Library privileges.

**Visiting the Library**

When classes are in session, the CIIS Library is typically open seven days a week (daily hours are posted on the Library website as well as the Library’s front doors). The Library space features:

- A comfortable sitting area
- A spacious reading room with outlets for computers below each table
- Seven public access computers
- Two study rooms available to reserve for quieter study, group work, or to watch A/V materials
- A (pay per use) printer, scanner and photocopier

Please contact us at library@ciis.edu with questions. 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](https://my.ciis.edu).

You must log in to MyCIIS with a User ID and password. Your User ID is the same as your Student ID number and should have been sent to you with your password via email when you applied to CIIS.
The “Help” tab on MyCIIS provides you with guides for how to use MyCIIS, helps you to retrieve your User ID and password if you forgot or misplaced them, answers frequently asked questions, and lists email addresses if you need further assistance.

The “Technology” tab on MyCIIS provides students with access to IT policies. For assistance with MyCIIS, email portalhelp@ciis.edu.

CIIS Wireless Network
CIIS provides Wi-Fi access to students at all CIIS locations. CIIS_Student is the name of the CIIS Student wireless network in the Mission building. actcmroaming is the name of the CIIS Student wireless network in the Arkansas building. Details necessary to access the wireless networks can be found on the “Technology” tab of MyCIIS.

CIIS Student Email Account
CIIS Student Email accounts are automatically opened for all newly enrolled students. An email is sent to the student’s personal email account on record with the student’s account and access information. Information regarding CIIS Student Email accounts can be found on MyCIIS under the “Technology” tab. Questions regarding CIIS Student Email accounts can be sent to helpdesk@mymail.ciis.edu. See also the information on the Student Email and other communication policies in the “University Policies” section.

CIIS will send all official communications to students through their University email account (username@mymail.ciis.edu). Students are expected to (1) check it regularly, (2) correspond with CIIS through it, and (3) not share their password. This ensures that the intended recipient receives the emails CIIS sends, and that the emails CIIS receives are coming from the student, and not someone posing as the student. This both keeps the student apprised of important information and helps protect the student’s information and identity.

It is possible to set up the University account to redirect to a personal account, but students do so at their own risk. Students are presumed to have received all emails sent to their University account, even if they do not get redirected, whatever the cause. Be aware that CIIS’s online course platform, Canvas, will not redirect notifications, including log-in resets. Even students who set up their accounts to redirect must still contact CIIS with their University email for the reasons stated above.

Computer Labs
CIIS provides students with computer labs at the Mission and ACTCM campuses that have Macs and virtualized PCs with access to Microsoft Office and Adobe Acrobat software. A separate computer lab serves as a teaching lab at the Mission campus that can be reserved for classes and other functions where a networked computer lab situation is needed. Hours are posted on the lab door and vary from semester to semester. The labs are managed by the Operations Department and are usually staffed by a lab assistant who can offer basic computer help. When an assistant is not present, you can call the Information Technology Services Help Desk at 415.575.6140.

Student Computer Use Policy
Students are expected to adhere to the Student Computer Acceptable Use Policy, which can be found on MyCIIS under the “Technology” tab and is posted in our computer labs.

Computer Hardware Recommendations
CIIS recommends the following minimum system requirements to access technology resources from your personal computer:

1. A computing device with at least 1 GB of system memory and networking capability
2. A current, modern browser (e.g., Firefox, Chrome, Safari, Opera)
3. Email access and word-processing software

Note: If students have a portable device, they will need to have wireless networking capability (Wi-Fi) in order to access the student wireless network at CIIS.

CIIS Email Account for Alumni and Former Employees
CIIS alumni and former faculty members with emeriti status may request that their CIIS email accounts remain active. Former staff members and faculty members who are not granted emeriti status may not retain their CIIS email accounts. Continued use of CIIS email accounts does not include continued access to email distribution lists or files and folders on the CIIS network.
Online Learning

Canvas Learning Management System (LMS)

Ben Cline-Suzuki, MS-TSTM
Director
415.936.5377
bcline@ciis.edu

Elisa Paik
Instructional Designer
415.575.3499
epaik@ciis.edu

Canvas Course Spaces
All academic courses (e.g., face-to-face, blended/hybrid, online) at CIIS have an associated Canvas Learning Management System (LMS) virtual, online course space accessible at ciis.instructure.com

Enrollment in a Canvas Course Space
A faculty member is enrolled in a Canvas course space(s) once they have been assigned to teach a course(s) in the student information system; a student is enrolled in a Canvas course space(s) once they have successfully registered for their first academic course(s) (no enrollment holds) on the MyCIIS website. Enrollment in Canvas course spaces is done by an automated process between the University’s student information system and Canvas that can take up to 24 hours from the time a faculty member is assigned to a course or a student successfully registers for their first academic course.

Canvas Course Space Access
Canvas course spaces are made accessible to students by faculty. Once made accessible, full course space functionality is available from 14 days prior to the start of a course’s term. CIIS Canvas users set their own passwords and are never issued a password for Canvas. A step-by-step guide to setting (or resetting) a CIIS Canvas password is at this link: https://my.ciis.edu/ICS/Canvas/

All Canvas course spaces conclude on the day that grades are due for a term and faculty and students maintain access to concluded Canvas course spaces indefinitely in a read-only format (refer to the CIIS academic calendar for specific term dates). The read-only format of concluded courses allows faculty and students to return to a concluded Canvas course space(s) at any time in the future from the CIIS Canvas website (ciis.instructure.com) to download course materials and past assignment submissions.

Special Circumstances (Incompletes)
Students who are granted an incomplete for a course may be granted temporary access to a Canvas course space after it has been concluded only to submit an assignment(s) through the Canvas assignment feature. Email onlinelearning@ciis.edu for information after an incomplete has been granted for a course.

Special Access and Policy
Access to a Canvas course space(s) is guided by FERPA and policies established by the Human Resources, Provost, and Registrar’s offices. All access to Canvas course spaces outside of established policies must originate as a registration record in the University’s student information system or upon approval of the Human Resources office. This includes any access by auditors, resident scholars, visiting scholars, teaching assistants, guest lecturers, and all other individuals not enrolled in a Canvas course space via the University’s student information system.

Privacy
The CIIS Canvas website is not public and is not in any way searchable externally. All communication (through the Canvas grade feature) between a student and a faculty member is private, as is all content of any submitted assignment (through the Canvas assignment feature).

Grades
The Canvas gradebook is an LMS feature that allows an instructor to provide feedback on an assignment(s) and for a student and instructor to privately communicate about a student’s submitted academic work in Canvas. The Canvas gradebook feature may
include letter grades and a final grade for a course(s); however, a student’s official grade for any course (as it appears on the student’s official University transcript) is viewable only on the MyCIIS website.

**International faculty and students:** The CIIS Canvas website, ciis.instructure.com, is expected to be accessible anywhere with an internet connection. If you experience an inability to connect to CIIS Canvas from outside of the United States, please email onlinelearning@ciis.edu for support. For up-to-date Canvas Internet browser compatibility information, visit: https://community.canvaslms.com/docs/DOC-10461-supported-web-browsers.

**Canvas LMS Support**

CIIS community members have access to 365/24/7, live Canvas technical support by calling 844.462.8394.

For detailed Canvas support information, all faculty members have access to the Canvas Faculty Resources course once enrolled in a Canvas course space, and all students have access to the Canvas Student Resource course while enrolled in a Canvas course space for an academic course.

**International faculty and students:** The phone number for Canvas support does not connect from all countries, and when you are able to contact Canvas support through the support phone number from outside of the United States, there may be an international calling fee associated with the call. If international faculty and students wish to contact Canvas support by phone and are not able to, consider using the chat feature from the help button from any page in Canvas. If you are unable to contact Canvas for assistance from outside the United States, please email onlinelearning@ciis.edu for support.

---

**Campus Facilities**

**Hours**

CIIS hours of operation are dependent on whether school is in session. You can get up-to-date information on the hours by calling the Main Reception desk at 415.575.6100. Below are the regular and semester-break hours.

<table>
<thead>
<tr>
<th>Building/Location</th>
<th>Regular Hours</th>
<th>Semester-Break Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Campus</td>
<td>Mon–Sat 8 a.m.–10 p.m. Sun 8 a.m.–8 p.m.</td>
<td>Monday-Saturday 8 a.m.–7 p.m. Sunday 8 a.m.–5 p.m.</td>
</tr>
<tr>
<td>ACTCM at CIIS Main Campus</td>
<td>Mon–Thur 8:30 a.m.–9:00 p.m. Fri 8:30 a.m.–5:30 p.m.</td>
<td>Mon–Fri 8:30 a.m.–5 p.m. Sat–Sun Closed</td>
</tr>
<tr>
<td>ACTCM at CIIS Acupuncture and Herbal Clinic</td>
<td>Mon–Thur 8:30 a.m.–9:00 p.m. Fri–Sat 9:00 a.m.–5:30 p.m. Sun Closed</td>
<td>Mon–Thur 8:30 a.m.–5:30 p.m. Fri–Sat 9:00 a.m.–5:30 p.m. Sun Closed</td>
</tr>
</tbody>
</table>

**Art Galleries**

Building lobby (Desai-Matta Gallery), and second-, third-, and fourth-floor hallways.

The Arts at CIIS maintains an active program of 12 to 15 exhibitions per year, making visible a diverse array of voices grappling with today’s urgent social, ecological, and aesthetic questions. The Arts at CIIS promotes dialogue across disciplines, and within and between communities, about the arts, visual culture, and social change.

**Café**

Third floor, Room 309

The CIIS Awakenings Café aims to embody the University’s core values of sustainability and integral health, featuring organic, vegetarian, vegan, and fair-trade foods.

**Counseling Centers**

The University has six counseling centers in San Francisco that serve as professional training facilities for students and as community service agencies for the public.

**Integral Counseling Centers**

Associated with the Integral Counseling Psychology program; therapists here take an integral approach to healing that recognizes the interrelationships among mind, body, and spirit.
- Church Street Center, 1782 Church Street, 415.648.2644.
- Golden Gate Counseling Center, 507 Polk Street, Suite 440, 415.561.0230.
- Pierce Street Center, 2140 Pierce Street, 415.776.3109.

**Somatic Psychology Counseling Center**
Associated with the Somatic Psychology program, this center offers the community affordable psychotherapy based on body-oriented approaches integrated with other therapeutic modalities.

- Center for Somatic Psychotherapy, 312 Sutter Street, Suite 410, 415.217.8895, 415.558.0880.

**Psychological Services Center (PSC)**
Associated with the Clinical Psychology doctoral program (PsyD), this center provides psychological services and testing while functioning as a training facility for advanced students in the PsyD program.

- Psychological Services Center, 507 Polk Street, Suite 420, 415.346.1011.

**Clinic Without Walls**
Associated with the Community Mental Health program, this clinic uses a wellness model whereby psychotherapy is part of a broad approach that includes linking the clients to resources to help with nutrition, parenting, exercise, transportation, and other needs. 415.373.4094.

**Meditation Room**
Second floor, Room 212A

The Sri Aurobindo Meditation Room, a space initiated by students, is dedicated for silent meditation, prayer, and contemplation. This room is open during all hours of operation and is available to all current students. No shoes, beverages, or food are allowed in the Meditation Room.

**Student Break Room**
Fifth floor, Room 548

The Student Break Room is an inviting space for students to eat, relax, converse, or study. The room is equipped with a refrigerator, a microwave, and a sink for storing and preparing your food. All food stored in the Student Break Room must be labeled with your name and an expiration date.

**Zen Garden**
Sixth floor

The Zen Garden is a rooftop sanctuary open to all, featuring live plants, flowers, a rock garden, and a seating area. The garden is a smoke-free zone.

**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 (Mission Campus).

The Operations Department oversees our security procedures/policies and works closely with the Student Affairs and Human Resource Offices 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 Mission and Arkansas campuses are open to prospective students, current students, alums, faculty, staff, and guests during regular hours of operation (see “Campus Facilities” above for information about hours).

CIIS issues photo identity cards to current students, faculty, and staff. This card is produced by the Registrar’s Office (Room 405). ID cards are not transferable. Everyone, upon entering the campus, is required to either present a valid CIIS ID card or be signed in using a government-issued photo ID. Student IDs are considered invalid without a current sticker. Anyone on campus must carry their CIIS ID and be prepared to present it when asked by CIIS personnel.

Reporting and Response Procedures
Any member of the CIIS community who experiences or witnesses an incident that is threatening or dangerous should immediately dial “911” from any campus phone to reach San Francisco emergency response services. For non-life-threatening disruptions or emergencies, we encourage you to contact at least one of the following:

- The security officer in the lobby of the Main Campus
- The receptionist in the fourth-floor reception area
- Any member of the Operations and Facilities Department team
- 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 they are 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 Student Affairs and Operations offices are responsible for collecting crime statistics, with cooperation from the San Francisco Police Department. See http://www.ciis.edu/campus-resources/campus-safety for more information.

Emergency Notifications
The e2Campus system is used to provide timely emergency notifications to students. This system utilizes email, texting, and phone calls to alert students to emergencies such as campus closures, power outages, and emergency situations. Students provide their appropriate contact information for these emergency announcements through the “Personal Contact Information Update” form when they register and/or look at their class schedules each semester.
Faculty

Core Faculty

Elizabeth Allison, PhD
Associate Professor, Philosophy and Religion
PhD, University of California, Berkeley
MEM, Yale School of Forestry and Environmental Studies
MAR, Yale Divinity School
BA, Williams College

Alzak Amlani, PhD
Associate Professor, Integral Counseling Psychology
PhD, MA, Institute of Transpersonal Psychology
BA, University of California, Santa Cruz

Alka Arora, PhD
Assistant Professor, Women’s Spirituality
PhD, University of Washington
BA, University of Southern California, Los Angeles

Debashish Banerji, PhD
Professor, Haridas Chaudhuri Chair in Indian Philosophy and Culture, Chair, East-West Psychology
PhD, University of California, Los Angeles
MS, University of Louisville
BA, Bombay University

Annamaria Benassi, MA
Assistant Professor, Integral Counseling Psychology
MA, California Institute of Integral Studies
BA, San Francisco State University

Danni Biondini
Assistant Professor, Community Mental Health
MA, California Institute of Integral Studies
BA, Lewis & Clark College

Margaret Boucher, PsyD
Assistant Professor, Clinical Psychology
PsyD, California Institute of Integral Studies
MA, Colombia University
BA, University of California, Berkeley

Christine Brooks, PhD
Associate Professor, Expressive Arts Therapy
PhD, Institute of Transpersonal Psychology
MA, Institute of Transpersonal Psychology
BFA, New York University, Tisch School of the Arts

Philip Brooks, EdD, LMFT
Associate Professor, Integral Counseling Psychology
EdD, MA, University of Massachusetts
BA, Lake Forest College

Butler, Jason, PhD
Associate Professor, Integral Counseling Psychology
PhD, Pacifica Graduate Institute
MA, Saybrook University
BA, Humboldt State University

Fernando Castrillon, PsyD
Professor, Community Mental Health
PsyD, California Institute of Integral Studies
MA, University of California, Davis
BA, University of Houston

Craig Chalquist, PhD
Professor, East-West Psychology
PhD, Pacifica Graduate Institute, Santa Barbara

Lani Chow, PhD
Chair, Associate Professor, Clinical Psychology
PhD, California School of Professional Psychology
BA, University of California, San Diego

Allan Combs, PhD
Professor, Transformative Inquiry
PhD, MS, University of Georgia
MRC, University of Florida
BS, Ohio State University

Carolyn Cooke, MFA
Professor, Writing, Consciousness, and Creative Inquiry
MFA, Columbia University
MA, BA, Smith College

Daniel Deslauriers, PhD
Professor, Transformative Inquiry
PhD, MS, BS, Université de Montréal

Kendra Diaz-Ford, PhD
Assistant Professor, Integral and Transpersonal Psychology
PhD, Sofia University
MA, Dominican University of California
BA, Dominican University of California

Janna Dickenson
Assistant Professor, Human Sexuality
PhD, University of Utah, Salt Lake City
BA, University of California, Los Angeles

Danielle Drake, MA, MFTi
Associate Professor, Expressive Arts Therapy
MA, California Institute of Integral Studies

Rene Dumetz, PhD, LMFT
Assistant Professor, Clinical Psychology
PhD, Pacifica Graduate Institute
MA, Antioch University
BS, University of the West Indies

Jean-Paul Eberle, MA
Assistant Professor, Somatic Psychology
MA, Naropa University
BA, Boston College
Frank Echenhofer, PhD
Professor, Clinical Psychology
PhD, Temple University
MA, West Georgia College
BA, University of Delaware

May Elawar, PhD
Assistant Professor, Transformative Inquiry; Women’s Spirituality
PhD, California Institute of Integral Studies
MA, American University, Washington, DC
BA, Webster University, Geneva, Switzerland

Renée Emanah, PhD
Chair, Professor, Drama Therapy
PhD, RDT/BCT, Union Institute
MA, San Francisco State University
BA, Antioch University West

Gisele Fernandes-Osterhold, MA, LMFT
Associate Professor, Integral Counseling Psychology
MA, California Institute of Integral Studies
BA, Pontificia Universidada Catolica

Jorge N. Ferrer, PhD
Professor, East-West Psychology; Integral and Transpersonal Psychology
PhD, California Institute of Integral Studies
Lic. Psicologia Clinica, University of Barcelona
BA equivalent, University of Barcelona

Mark Fromm, PhD
Professor, Clinical Psychology; Counseling Psychology
PhD, University of Colorado
MA, State University of New York at Plattsburgh
BA, Carnegie-Mellon University

Mark Frost, MSTCM, LAc
Core Faculty, ACTCM
MSTCM, ACTCM

Craig Garfinkel, PhD
Associate Professor, Community Mental Health
PhD, Meridian University
MA, New York University
BA, Johns Hopkins University

Cosmin Gheorghe, MD, LMFT
Associate Professor, Expressive Arts Therapy
MD, University of Medicine and Pharmacy Timisoara
MA, California Institute of Integral Studies

Terese Gjernes, PsyD, Lic. Psychologist
Associate Professor, Somatic Psychology
PsyD, California Institute of Integral Studies
MA, California Institute of Integral Studies

K. Michelle Glowa, BS, BA, PhD Cand.
Assistant Professor, Anthropology and Social Change
PhD Cand., University of California, Santa Cruz
BA, BS, Colorado State University

Steven D. Goodman, PhD
Associate Professor, Philosophy and Religion
PhD, MA, University of Saskatchewan
BA, University of California, Berkeley

Joanne Gozawa, PhD
Associate Professor, Transformative Inquiry
PhD, California Institute of Integral Studies
BA, San Francisco State University

Andrej Grubacic, PhD
Chair, Professor, Anthropology and Social Change
PhD, MA, State University of New York, Binghamton
BA, University of Belgrade

Andrew Harlem, PhD
Professor, Clinical Psychology
PhD, MA, University of Chicago
BA, University of Pennsylvania

Glenn Hartelius, PhD
Chair, Professor, Integral and Transpersonal Psychology
PhD, California Institute of Integral Studies
MA, Loma Linda University
BA, Pacific Union College

Sharon Hennessey, DAOM, LAc
Senior Lecturer, ACTCM
DAOM, ACTCM
MSTCM, ACTCM

Marsha Hiller, MSEd, LMFT
Associate Professor, Somatic Psychology
MA, John F. Kennedy University
MS Ed, Bank Street College of Education
BA, SUNY at Stony Brook

Constance A. Jones, PhD
Professor, Transformative Inquiry
PhD, Emory University
MA, BA, Vanderbilt University

Meg A. Jordan, PhD, RN, CWP, ACC, NBC-HWC
Chair, Professor, Integrative Health Studies, Somatic Psychology; Adjunct Professor, ACTCM
PhD, Union Institute & University
MA, California Institute of Integral Studies
BS, Metropolitan State College of Denver
BS, University of Illinois
Mara Lynn Keller, PhD  
Professor, Women’s Spirituality  
PhD, MPhil, Yale University  
MA, Purdue University  
BA, Gettysburg College

Sean Kelly, PhD  
Professor, Philosophy and Religion  
PhD, MA, University of Ottawa  
BA, Carleton University

George Kitahara Kich, PhD  
Chair, Professor, Integral Counseling Psychology  
PhD, The Wright Institute  
BA, DePaul University

Jung Kim, DAOM, LAc  
Senior Lecturer, ACTCM at CIIS  
DAOM, ACTCM  
MSTCM, ACTCM  
BA, San Francisco State University

Daniela Koenig, MA, LMFT  
Assistant Professor, Integral Counseling Psychology  
MA, John F. Kennedy University  
BA, John F. Kennedy University

Ishtar Kramer, MA  
Lecturer, East-West Psychology  
MA, Naropa University  
BA, University of the Witwatersrand

Roger Kuhn, MA, LMFT  
Assistant Professor, Somatic Psychology  
MA, California Institute of Integral Psychology  
BA, University of Massachusetts

Megan Lipsett, MA, NBC-HWC  
Assistant Professor, Integrative Health Studies  
MA, California Institute of Integral Studies  
BA, University of Colorado, Boulder

Alec MacLeod, MFA  
Professor, Interdisciplinary Studies  
MFA, Stanford University  
BA, Hampshire College

Emily Marinelli, MA, LMFT  
Assistant Professor, Integral Counseling Psychology  
MA, California Institute of Integral Studies  
BA, California State University, Long Beach

Elizabeth Markle, PhD  
Chair, Assistant Professor, Community Mental Health  
PhD, Northeastern University  
MA, Pacifica Graduate Institute

Michelle Marzullo, PhD  
Chair, Professor, Human Sexuality  
PhD, American University, Washington, DC  
MA, San Francisco State University  
BA, Western Connecticut State University

Robert McDermott, PhD  
Professor, Philosophy and Religion  
PhD, Boston University  
MA, Emory University  
BA, Queen’s College, CUNY

Targol Mesbah, PhD  
Assistant Professor, Anthropology and Social Change  
PhD, University of California, Santa Cruz  
BA, University of California, Irvine

Natalie Metz, ND  
Assistant Professor, Integrative Health Studies  
MA, California Institute of Integral Studies  
NMD, Southwest College of Naturopathic Medicine  
BA, Elon College

Alfonso Montuori, PhD  
Professor, Transformative Inquiry  
PhD, Saybrook Institute  
MA, Monterey Institute of International Studies  
BA, University of London

Barbara Morrill, PhD  
Assistant Professor, Human Sexuality  
PhD, MA, University of California, Davis  
BS, Saint Mary’s College of Maryland

Pamela Olton, MT (ASCP), LAc  
Senior Lecturer, ACTCM  
Certificate in Acupuncture, San Francisco College of Acupuncture and Oriental Medicine  
MT (ASCP), Nassau County School of Medical Technology, East Meadow, NY  
BA, William Smith College, Geneva, NY

Helge Osterhold, PhD  
Associate Professor, East-West Psychology  
PhD, MA, California Institute of Integral Studies  
BA, Golden Gate University

Sandra M. Pacheco, PhD  
Associate Professor, Interdisciplinary Studies  
PhD, MS, University of California, Santa Cruz  
BA, California State University, Los Angeles

Janis Phelps, PhD  
Professor, East-West Psychology  
PhD, MA, University of Connecticut  
BA, Allegheny College

Jyoti Rao, MA, MFT  
Assistant Professor, Integral Counseling Psychology  
MA, California Institute of Integral Studies  
BA, University of California, Berkeley
Gary Raucher, MA, RDT, BCT, LMFT  
Assistant Professor, Drama Therapy  
MA, California Institute of Integral Studies  
BA, Binghamton University

Sergio Rodríguez-Castillo, MA, LLM, JD, LMFT  
Associate Professor, Integral Counseling Psychology  
MA, California Institute of Integral Studies  
LLM, University of Warwick, United Kingdom  
JD, Autonomous University of Queretaro, Mexico

Ronning, Doug, MA  
Assistant Professor, Integral Counseling Psychology  
MA, California Institute of Integral Studies  
BFA, University of Wisconsin

Charlotte Sáenz, MA, MFA  
Senior Lecturer, Interdisciplinary Studies  
MFA, School of the Art Institute of Chicago  
EdM, Harvard University  
BA, Yale University

Sara Salazar, PhD  
Lecturer, Interdisciplinary Studies, Women’s Studies  
PhD, MA, California Institute of Integral Studies  
BA, Saint Mary’s College–Notre Dame

Matthew T. Segall, PhD  
Assistant Professor, Philosophy and Religion  
PhD, California Institute of Integral Studies  
BA, University of Central Florida

Sonya Shah, MFA  
Associate Professor, Interdisciplinary Studies  
MFA, School of the Art Institute of Chicago  
BA, Brown University

Cindy Shearer, DA  
Chair, Professor, Interdisciplinary Arts  
DA, State University of New York, Albany  
MA, Antioch University  
BA, Wright State University

Jacob H. Sherman, PhD  
Chair, Professor, Philosophy and Religion  
PhD, University of Cambridge  
MA, California Institute of Integral Studies  
BA, Pepperdine University

Theresa Silow, PhD, LPCC  
Chair, Professor, Somatic Psychology  
PhD, Ohio State University  
MSW, Catholic University of Social Sciences, Munich, Germany

Shoshana Simons, PhD, RDT  
Chair, Professor, Expressive Arts Therapy  
PhD, MA, The Fielding Institute  
MA, University of North London

Jason Su, DAOM, LAc  
Senior Lecturer, ACTCM  
DAOM, ACTCM  
MB/BS, Zhejiang University of Chinese Medicine, Hangzhou, China

Brian Swimme, PhD  
Professor, Philosophy and Religion  
PhD, University of Oregon  
BS, Santa Clara University

Richard Tarnas, PhD  
Professor, Philosophy and Religion  
PhD, Saybrook Institute  
BA, Harvard College

Sherri Taylor, PsyD  
Assistant Professor, Somatic Psychology  
PsyD, The Wright Institute  
BA, Stanford University

Rachael Vaughan, LMFT  
Associate Professor, Integral Counseling Psychology  
MA, Pacifica Graduate Institute  
MA, University of Edinburgh

Jenny Wade, PhD  
Professor, Integral and Transpersonal Psychology  
PhD, Fielding Graduate University  
MA, Fielding Graduate University  
BA, Texas Christian University

Qinyu Wang, PhD, LAc  
Senior Lecturer, ACTCM  
PhD, Guangzhou University of Chinese Medicine  
MS, Anhui University of Traditional Chinese Medicine  
BS, Hunan University of Chinese Medicine

Phillip Weglarz, MA, LMFT, REAT  
Associate Professor, Expressive Arts Therapy  
MA, California Institute of Integral Studies  
BA, University of Colorado

Jennifer Wells, PhD  
Professor, Transformative Inquiry  
PhD, University of California, Berkeley  
PhD, Sorbonne Paris IV  
MA, Yale School of Forestry and Environmental Studies  
BA, Friends World College and Ramapo College of New Jersey

Jonathan Wheeler, DAOM, MSTCM, LAc  
Senior Lecturer, ACTCM  
DAOM, ACTCM  
MS, ACTCM  
MA, San Francisco State University
Carol Whitfield, PhD  
Professor, East-West Psychology  
PhD, San Francisco School of Psychology  
PhD, Graduate Theological Union  
MA, University of California, Berkeley  
BA, Sonoma State College

Anne Williams, PhD  
Program Chair, Assistant Professor, Women’s Spirituality  
PhD, California Institute of Integral Studies

Bingzeng Zou, PhD, DC, Lac  
Professor, ACTCM  
DC, Life University, Marietta, GA  
PhD, China Academy of Chinese Medical Sciences, Beijing, China  
MB/BS, Guangzhou University of Chinese Medicine, Guangzhou, China
Faculty Emeriti

Hilary Anderson, PhD
PhD, California Institute of Integral Studies
BA, San Jose State University

Lucia Chiavola Birnbaum, PhD
PhD, MA, BA, University of California, Berkeley

Padma Catell, PhD
PhD, California Institute of Integral Studies
MA, City University of New York
BA, Hunter College

Brendan Collins, PhD
PhD, U.S. International University
MTS, Graduate Theological Union
MS, San Francisco State University
BA, St. John’s University

Brant Cortright, PhD
Professor, Integral Counseling Psychology
PhD, Union Institute
BA, University of California, Santa Cruz

Lucanna Grey, MA, LMFT
MA, LMFT, University of Santa Clara

Vern Haddick, PhD * (Deceased) Check – Judy
PhD (Hon.), California Institute of Integral Studies
MS, Columbia University
MA, BA, University of California, Berkeley

Judy Hess, PhD
PhD, University of Rhode Island
MA, Columbia University
BA, New York University

Katharine McGovern, PhD
PhD, University of Minnesota
MA, University of Wisconsin
BA, Carleton College

Kimberly McKell, PhD
PhD, California Institute of Asian Studies (now CIIS)
MA, American Academy of Asian Studies/University of the Pacific

Ralph Metzner, PhD
PhD, Harvard University
BA, Oxford University
BA, National Normal University

Sanjen Miedzinski, PhD
PhD, City University of New York
BS, Pennsylvania State University

Esther Nzewi, PhD
PhD, MA, New York University
MA, Montclair State University
BA, Chestnut Hill College

Kaisa Puhakka, PhD
PhD, MA, University of Toledo

Arisika Razak, RN, CNM, MPH
MPH, University of California, Berkeley
CNM, BS, University of California, San Francisco

James Ryan, PhD
PhD, University of California, Berkeley
MA, BA, University of Wisconsin

Rina Sircar, PhD
PhD, Gujarat University
PhD, California Institute of Asian Studies
MA, BL, BA, Rangoon University

Charlene Spretnak, MA
MA, University of California, Berkeley
BA, University of California, Santa Cruz

Steven Tierney, EdD, LPCC
Professor, Community Mental Health; Adjunct Professor,
DAOM Program at ACTCM
EdD, Northeastern University
MA, Wayne State University
PhD Monteith College, Wayne State University

Leland van den Daele, PhD, ABPP
PhD, MS, Purdue University
AB, University of San Francisco

Jack S. Weller, MA
MA, University of California, Santa Barbara
BA, University of California, Los Angeles

Tanya Wilkinson, PhD
Professor, Clinical Psychology
PhD, MA, California School of Professional Psychology
BA, Antioch College

Yi Wu, PhD
PhD, MA, University of Chinese Culture
Adjunct Faculty

Krishan Abeyatunge, MA
*Adjunct Instructor, Integral Counseling Psychology*
MA, California Institute of Integral Studies

Sara Acevedo Espinal, MA
*Adjunct Instructor, Bachelor’s Degree Completion Program*
MA, Temple University
BA, Universidad de Salamanca

Bahman Agha-Kazem-Shirazi, PhD
*Adjunct Professor, Integral Counseling Psychology*
PhD, California Institute of Integral Studies
MS, California State University, Hayward
BS, Iowa State University

Michael Aho, MFA, MA
*Adjunct Instructor, Bachelor’s Degree Completion Program*
MFA, California Institute of Integral Studies
MA, Counseling Psychology
BA, Bates College

David Akullian, PhD
*Adjunct Senior Lecturer, Counseling Psychology*
PhD, California Graduate School of Marital and Family Therapy
MS, Eastern Michigan University
BA, University of Oregon

Marilyn Allen, MS
*Adjunct Faculty, ACTCM at CIIS*
MS, Pepperdine University
BA, California State University, Long Beach

Patricia Allen, PhD
*Adjunct Senior Lecturer, Expressive Arts Therapy*
PhD, Union University
BFA, Tufts University
MA, Goddard College

Therese Allen, MA, MFT
*Adjunct Lecturer, Counseling Psychology*
MA, California Institute of Integral Studies
BA, Friends World Program

Ron Alperin, MA
*Adjunct Instructor, Drama Therapy*
MA, California Institute of Integral Studies

Angela Anderson, MA
*Adjunct Instructor, Bachelor’s Degree Completion Program*
MA, University of Chicago
BA, University of Notre Dame

Adrian Arias
*Adjunct Instructor, Bachelor’s Degree Completion Program*

Nancy Arvold, PhD
*Adjunct Lecturer, Integral Counseling Psychology*
PhD, Institute of Transpersonal Psychology
MA, San Jose State University
BA, San Jose State University

Nadia Ashjaee, MA
*Adjunct Instructor, Expressive Arts Therapy*
MA, California Institute of Integral Studies
BA, University of California, San Diego

Mera Atlis, PhD
*Adjunct Senior Lecturer, Counseling Psychology*
PhD, University of Minnesota

Randall Babtkis, MFA
*Adjunct Senior Lecturer, Master of Fine Arts*
MFA, Columbia University
AB, University of California, Los Angeles

Christopher Bache, PhD
*Philosophy and Religion*
PhD, Brown University
MA, Cambridge University
AB, University of Notre Dame

Garrett Bain, MSTCM
*Adjunct Faculty, ACTCM at CIIS*
BS, Maharishi University

Shirley Bar-Dvir, MA
*Adjunct Lecturer, Integral Counseling Psychology*
MA, John F. Kennedy University
BA, Haifa University

Linda Bark, PhD
*Adjunct Professor, Integrative Health Studies*
PhD, California Institute of Integral Studies
RN, University of Nevada
MCC, Fielding Institute

Julie Barr, MA
*Adjunct Lecturer, Community Mental Health*
MA, University of San Francisco
BA, University of Tennessee

Michael Baugh, MSW
*Adjunct Senior Lecturer, Integral Counseling Psychology*
MSW, University of California, Berkeley
BA, Yale University

Dalit Baum, PhD
*Adjunct Instructor, Anthropology and Social Change*
PhD, Hebrew University of Jerusalem
MS, Bar Ilan University
BS, Bar Ilan University

David Belden, DPHIL
*Adjunct Lecturer, Bachelor's Degree Completion Program*
DPHIL, Oxford University
BA, Oxford University
Helene Belluomini, MSN  
*Adjunct Professor, ACTCM at CIIS*  
MSN, University of California, San Francisco  
BS, California State College, Bakersfield  
BA, University of San Francisco

Kristin Belshaw, MA  
*Adjunct Instructor, Counseling Psychology*  
MA, California Institute of Integral Studies

Annamaria Benassi, MA  
*Adjunct Instructor, Integral Counseling Psychology*  
MA, California Institute of Integral Studies  
BA, San Francisco State University

JoAnn Bennett, MSTCM  
*Adjunct Faculty, ACTCM at CIIS*  
MSTCM, American College of Traditional Chinese Medicine  
BA, New College of California

Denise Benson, MA  
*Adjunct Lecturer, Counseling Psychology*  
BA, San Francisco State University  
MA, Santa Clara University

Jennifer Berezan, MA  
*Adjunct Professor, Women's Spirituality*  
MA, Holy Names University  
BA, University of Calgary

Jacqueline Bergman, PhD  
*Adjunct Senior Lecturer, Integrative Health Studies*  
PhD, University of California, Davis  
BS, University of California, Davis

Patricia Berry, PhD  
*Adjunct Professor, East West Psychology*  
PhD, University of Dallass

Doris Bersing, PhD  
*Adjunct Lecturer, Integral Counseling Psychology*  
PhD, University of Toulouse-Le Mirail, France  
MA, Centro de En trenamiento en Psicoterapia y Educacion, Venezuela  
MA, Psicogrup; Spain, Venezuela, Brazil  
BA, Universidad Catïolica Andrïe Bello, Venezuela

Glennery Besson, PhD  
*Adjunct Instructor, East West Psychology*  
PhD, California Institute of Integral Studies

Priya Bhogaonker, PsyD  
*Adjunct Lecturer, Clinical Psychology*  
PsyD, California Institute of Integral Studies

Christina Blackmore  
*Adjunct Instructor, East West Psychology*
Kathleen Brown, PhD  
Adjunct Professor, Integral Counseling Psychology  
PhD, California Institute of Integral Studies  
MA, California Institute of Integral Studies  
BA, University of California, Berkeley  
BS, University of California, San Francisco

Robin Brown, PhD  
Adjunct Lecturer, Transformative Inquiry  
PhD, California Institute of Integral Studies

Rachel Bryant, MA  
Adjunct Lecturer, Counseling Psychology  
MA, California Institute of Integral Studies  
BA, California State University

Richard Buggs, PhD  
Adjunct Faculty, China Summer Program  
PhD, California Institute of Integral Studies  
BA, California State University

Alex Burger, MBA  
Adjunct Senior Lecturer, Master’s of Fine Arts  
MBA, INSEAD, Singapore and France  
A.B, Harvard University

Charity Burgess, MSTCM  
Adjunct Professor, ACTCM at CIIS  
BA, Virginia Commonwealth University

Susan Burggraf, PhD  
Adjunct Instructor, Human Sexuality  
PhD, Bryn Mawr College

Susana Bustos Bischof, PhD  
Adjunct Lecturer, East West Psychology  
PhD, California Institute of Integral Studies  
MA, Pontifical Catholic University of Chile  
MA, University of Chile

Zayin Cabot, PhD  
Adjunct Lecturer, East West Psychology  
PhD, California Institute of Integral Studies  
MA, California Institute of Integral Studies  
BA, University of Hawaii

Kandace Cahill, DAOM  
Adjunct Faculty, ACTCM  
DAOM, Oregon College of Oriental Medicine  
MSOM, Southwest Acupuncture College  
BA, University of Missouri

Gay Calhoun, MPH  
Adjunct Faculty, ACTCM at CIIS  
MPH, California State University, San Jose  
BA, University of California, Berkeley

Juan Camarena, PhD  
Adjunct Senior Lecturer, Human Sexuality  
PhD, Widener University  
MSED, Widener University  
BA, San Diego State University  
MS, San Diego State University

Maria Cappelli, PhD  
Adjunct Senior Lecturer, Integral Counseling Psychology  
PhD, University of California, Berkeley

Fritjof Capra, PhD  
Adjunct Professor, East West Psychology  
PhD, University of Vienna

Susan Carter, PhD  
Adjunct Professor, Transformative Inquiry  
PhD, California Institute of Integral Studies  
MA, California Institute of Integral Studies  
BA, Lewis and Clark College

Shawn Casey, MA  
Adjunct Lecturer, Integrative Health Studies  
MA, California Institute of Integral Studies  
BA, Fordham University

Carla Cassler, DAOM  
Adjunct Faculty, ACTCM at CIIS  
DAOM, American College of Traditional Chinese Medicine  
MSTCM, American College of Traditional Chinese Medicine  
BS, Hunter College  
LMT, Swedish Institute of Massage Therapy

Ermal Cela, PhD  
Adjunct Lecturer, Counseling Psychology  
PhD, California Institute of Integral Studies

Yuwen Cen, DAOM  
Adjunct Faculty, ACTCM at CIIS  
PhD, Guangzhou University of Chinese Medicine  
MS, Guangzhou University of Chinese Medicine  
BS, Guangzhou University of Chinese Medicine

Craig Chalquist, PhD  
Adjunct Professor, East West Psychology  
PhD, Pacifica Graduate Institute

Jocelyn Chapman, PhD  
Adjunct Lecturer, Transformative Inquiry  
PhD, California Institute of Integral Studies  
MA, California Institute of Integral Studies  
BA, Sonoma State University

Marjorie Chaset, MA, MBA  
Adjunct Lecturer, Counseling Psychology  
MA, California Institute of Integral Studies  
MBA, Simmons College  
BA, Boston University
Anita Chen-Marshall, DAOM, PHARMD
Adjunct Faculty, ACTCM at CIIS
DAOM, American College of Traditional Chinese Medicine
MSTCM, Academy of Chinese Culture and Health Sciences
PHARMD, University of the Pacific
BS, University of Washington

Erlene Chiang, DAOM
Doctor of Acupuncture and Chinese Medicine
DAOM, American College of Traditional Chinese Medicine
MSTCM, American College of Traditional Chinese Medicine
BS, San Francisco State University

Geetali Chitre, PsyD
Adjunct Instructor, Clinical Psychology
PsyD, Alliant International University

Aileen Cho, MA
Adjunct Instructor, Drama Therapy
MA, California Institute of Integral Studies

Carol Christ, PhD
Adjunct Professor, Women’s Spirituality
PhD, Yale University
BA, Stanford University
MA, Yale University

Lisa Christie, PhD
Adjunct Lecturer, Integral Counseling Psychology
PhD, California Institute of Integral Studies
MBA, Santa Clara University
BA, Coleman College

Claudia Citkovitz, MS
Doctor of Acupuncture and Oriental Medicine
MS, Tri-State College of Acupuncture and Oriental Medicine
BA, University of Chicago

Carey Clark, PhD
Adjunct Senior Lecturer, Transformative Inquiry
PhD, California Institute of Integral Studies
MS, California State University, Dominguez Hills
BS, Excelsior College
BS, Whittier College

Joanna Clyde Findlay, MA
Adjunct Senior Lecturer, Expressive Arts Therapy
MA, Cambridge University
BA, Cambridge University
BA, Open University
MA, Pacifica Graduate Institute
MA, Phillips Graduate Institute

Misha Cohen, OMD
Adjunct Faculty, ACTCM at CIIS
OMD, San Francisco College of Acupuncture and Oriental Medicine
BS, Oberlin College
MS, San Francisco College of Acupuncture and Oriental Medicine

Yamonte Cooper, MS
Adjunct Senior Lecturer, Human Sexuality
MS, California State University
EDD, University of Southern California

Natalie Cox, PhD
Adjunct Instructor, Anthropology and Social Change
PhD, California Institute of Integral Studies

Axil Cricchio, MA
Adjunct Senior Lecturer, Bachelor’s Degree Completion Program
MA, California State University, Monterey Bay
BA, California State University, Monterey Bay

Courtenay Crouch
Adjunct Instructor, Integral and Transpersonal Psychology

Byron Crowe, PhD
Adjunct Senior Lecturer, Transformative Inquiry
PhD, California Institute of Integral Studies
BA, Harvard University
MED, University of Georgia

Karim Dajani, PsyD
Adjunct Lecturer, Community Mental Health
MA, California Institute of Integral Studies
PsyD, The Wright Institute

Jeffrey Dann, PhD
Adjunct Faculty, DAOM at ACTCM
PhD, University of Washington
MA, University of Washington
BA, Dartmouth College

Leslie Davenport, MS
Adjunct Senior Lecturer, Integral Counseling Psychology
MS, Dominican College
MA, Mills College
BA, San Francisco State University

Shellee Davis, MA
Adjunct Senior Lecturer, Expressive Arts Therapy
MA, Sonoma State University
BA, Sonoma State University

Joel Decker, MA, LMFT
Adjunct Lecturer, Somatic Psychology
MA, John F. Kennedy University
BFA, California Institute of the Arts
Susanne DeCosterd, MS
Adjunct Faculty, ACTCM at CIIS
BA, California State University
MS, Western University of Health Sciences

Arnaud Delorme, PhD
Adjunct Senior Lecturer, Integral and Transpersonal Psychology
PhD, Paul Sabatier University

Michele DeMarco, MFT, MSC
Adjunct Instructor, East West Psychology
MFT, Antioch New England Graduate School
MSC, The New Seminary
BS, Boston College

Vivian Deziak, PhD
Adjunct Lecturer, Women’s Spirituality
PhD, California Institute of Integral Studies
MA, California Institute of Integral Studies
BA, California State University, Hayward

Janna Dickenson, PhD
Adjunct Lecturer, Human Sexuality
PhD, University of Utah
MS, University of Utah
BA, University of California, Los Angeles

Carol Dietrich, MA
Adjunct Lecturer, Drama Therapy
MA, California Institute of Integral Studies

Uma Dinsmore-Tuli, PhD
Adjunct Instructor, Integrative Health Studies
PhD, Goldsmiths College, University of London
MA, Birkbeck College, University of London

Gabrielle Donnelly, PhD
Adjunct Lecturer, Transformative Inquiry
PhD, California Institute of Integral Studies
BA, University of Alberta

Christine Donohue, MA
Adjunct Senior Lecturer, Counseling Psychology
MA, California Institute of Integral Studies
BS, University of Vermont

Kathleen Donohue, PhD
Adjunct Professor, Expressive Arts Therapy
PhD, Temple University
MED, Temple University
BA, Trenton State College

Christopher Dryer, PhD
Adjunct Professor, Clinical Psychology
MBA, Santa Clara University
PhD, Stanford University
BA, University of Pennsylvania

Mildred Dubitzky, PhD
Adjunct Senior Lecturer, Integral Counseling Psychology
PhD, Harvard University
BS, Goucher College
MS, Harvard University

Jay Dufrechou, PhD
Adjunct Senior Lecturer, Integral and Transpersonal Psychology
PhD, Institute of Transpersonal Psychology

Robert Dunlap, PhD
Adjunct Professor, Human Sexuality
PhD, Institute for Advanced Study of Human Sexuality

Timothy Dymond, ND
Adjunct Faculty, ACTCM at CIIS
ND, Bastyr University

Apollinaire Ebedendi, PhD
Adjunct Lecturer, East West Psychology
PhD, California Institute of Integral Studies
MA, University of Yaounde
BA, University of Yaounde

Jean-Paul Eberle, MA
Adjunct Lecturer, Somatic Psychology
BA, Boston College
MA, Naropa University

Sekayi Edwards, MA
Adjunct Instructor, Expressive Arts Therapy
MA, California Institute of Integral Studies

John Elia, PhD
Adjunct Professor, Human Sexuality
PhD, University of California, Davis

Donald Elium, MA
Adjunct Senior Lecturer, Integral Counseling Psychology
MA, John F. Kennedy University

John Ellis, MSTCM
Adjunct Faculty, ACTCM at CIIS
MSTCM, American College of Traditional Chinese Medicine

Lynne Engelskirchen, PhD
Adjunct Lecturer, Women’s Spirituality
PhD, Columbia University
BA, State University of New York, Albany
MA, University of Michigan

Avery Erickson, MSTCM
Adjunct Faculty, ACTCM at CIIS
MSTCM, American College of Traditional Chinese Medicine
BA, University of California, Los Angeles
Mordecai Ettinger, BA  
Adjunct Instructor, Bachelor's Degree Completion Program  
BA, McGill University  
MA, New College of California

Urusa Fahim, PhD  
Adjunct Lecturer, Transformative Inquiry  
PhD, California Institute of Integral Studies  
BA, Kinnaird College  
MSC, Punjab University

Laura Fantone, PhD  
Adjunct Senior Lecturer, Anthropology and Social Change  
PhD, City University of New York

Yvonne Farrell, DAOM  
Doctor of Acupuncture and Oriental Medicine  
DAOM, Emperor's College of Traditional Oriental Medicine  
MTOM, Emperor's College of Traditional Oriental Medicine

Lana Farson, MSTCM  
Adjunct Faculty, ACTCM at CIIS  
MSTCM, American College of Traditional Chinese Medicine

Michelle Fauver, PhD  
Adjunct Lecturer, East West Psychology  
PhD, Institute of Transpersonal Psychology  
BS, Bastyr University  
MS, Institute of Transpersonal Psychology

Susi Ferrarello, PhD  
Adjunct Professor, Human Sexuality  
PhD, La Sorbonne  
MA, Alma Mater University  
BA, La Sapiena University

Sue Ferrer, MA  
Adjunct Lecturer, Counseling Psychology  
MA, California Institute of Integral Studies

James Fialk, DACM  
ACTCM at CIIS  
ND, National College of Natural Medicine  
BS, Antioch College

David Fish, MS  
Adjunct Instructor, Integral Counseling Psychology  
MS, San Francisco State University

Andrew Fitzcharles, MSTCM  
Adjunct Faculty, ACTCM at CIIS  
MSTCM, ACTCM  
BA, San Francisco State University

Antonia Fokken, MA  
Adjunct Senior Lecturer, Counseling Psychology  
MA, College of Notre Dame  
BA, San Francisco State University

Anahita Forati, MSTCM  
Adjunct Faculty, ACTCM at CIIS  
MSTCM, American College of Traditional Chinese Medicine  
DAOM, Bastyr University  
BS, University of California, Davis

Marilyn Fowler, PhD  
Adjunct Professor, East West Psychology  
PhD, California Institute of Integral Studies  
MA, John F. Kennedy University  
BA, San Diego State University

Heidi Fraser, PhD  
Adjunct Lecturer, East West Psychology  
PhD, California Institute of Integral Studies  
MA, California Institute of Integral Studies  
BA, Plymouth State University

Brenda Frechette, PhD  
Adjunct Senior Lecturer, Integral Counseling Psychology  
PhD, California Institute of Integral Studies  
MA, Northern Arizona University  
BA, University of Michigan

Freidman, Sharlene  
Adjunct Senior Lecturer, Counseling Psychology  
BA, University of Witwatersrand, South Africa

Deborah French Frisher, MPA  
Adjunct Lecturer, Drama Therapy  
MPA, Harvard University  
BA, Wake Forest University

Harris Friedman  
Integral and Transpersonal Psychology

Christian Frock, MA  
Adjunct Senior Lecturer, Master of Fine Arts  
BA, San Jose State University  
MA, University of London

Jessika Fruchter, MA  
Adjunct Lecturer, Expressive Arts Therapy  
MA, California Institute of Integral Studies

Yefim Gamgoneishvili, MTCM  
Adjunct Faculty, DAOM at ACTCM  
MTCM, San Francisco College of Acupuncture and Oriental Medicine

Fanny Garcia, MA  
Adjunct Senior Lecturer, Anthropology and Social Change  
MA, Columbia University  
BA, University of California, Los Angeles

Albert Garcia-Romeu, PhD  
Adjunct Lecturer, Integral and Transpersonal Psychology  
PhD, Sofia University  
MA, Sofia University  
BA, Tulane University
Stephanie Gay Moss, PsyD
Adjunct Senior Lecturer, Community Mental Health
PsyD, The Wright Institute
MA, La Sorbonne Nouvelle

Daniel Geren, MSTCM
Adjunct Faculty, ACTCM at CIIS
MSTCM, American College of Traditional Chinese Medicine
BS, University of California, Berkeley

Cosmin Gheorghe, MD, LMFT
Adjunct Senior Lecturer, Expressive Arts Therapy
MD, University of Medicine and Pharmacy Timisoara
MA, California Institute of Integral Studies

Steuart Gold, MA, MFA
Adjunct Senior Lecturer, Counseling Psychology
MA, California Institute of Integral Studies
MFA, University of Illinois
BFA, Juilliard School

Anthony Gonzales, MA
Adjunct Instructor, Anthropology and Social Change
MA, Fresno City College

Maria Gonzalez-Blue, MA
Adjunct Senior Lecturer, Expressive Arts Therapy
MA, Sonoma State University
BA, Sonoma State University

Christopher Goodman-Smith, MD
Adjunct Faculty, ACTCM at CIIS
MD, University of East Ramon Magsaysay Memorial Medical Center, Philippines
BA, Colorado College

Judy Grahn, PhD
Associated Distinguished Professor, Integral and Transpersonal Psychology
PhD, California Institute of Integral Studies
BA, San Francisco State University

Carrie Gray, LMFT, MA
Adjunct Lecturer, Somatic Psychology
MA, The Wright Institute
MA, California Institute of Integral Studies
BA, Wesleyan University

Kellen Grayson, PsyD
Adjunct Lecturer, Counseling Psychology
PsyD, Alliant International University
MA, New College of California
BA, Ohio State University

Betty Green, BA
Adjunct Faculty, ACTCM at CIIS
BA, San Francisco State University

Austin Gresham, MSTCM
Adjunct Faculty, ACTCM at CIIS
BA, Wofford College

Katherine Grill, PhD
Adjunct Lecturer, Somatic Psychology
PhD, American University

Stanislav Grof, PhD
Adjunct Faculty, Philosophy, Cosmology, and Consciousness
PhD, Czechoslovakian Academy of Sciences
MD, Charles University, Prague

Anthony Guarnieri, PhD
Adjunct Professor, Integral Counseling Psychology
PhD, Professional School of Psychology
MS, Southern Connecticut State University
BS, Southern Connecticut State University

Kiley Guyton-Acosta, PhD
Adjunct Lecturer, Philosophy and Religion
PhD, University of New Mexico

Holly Guzman, OMD
Adjunct Faculty, DAOM at ACTCM
OMD, SAMRA University

Mary Guzman, BA
BA, San Francisco State University

Jason Hao, MS, MB/BS, MBA
Adjunct Faculty, ACTCM at CIIS
Doctor of Acupuncture and Chinese Medicine
MS, Heilongjiang University of Traditional Chinese Medicine, China
MB/BS, Heilongjiang University of Traditional Chinese Medicine, China
MBA, University of Phoenix

Timothy Hartnett, PhD
Adjunct Senior Lecturer, Somatic Psychology
PhD, California Coast University

Sylvia Hartowicz, MA
Adjunct Instructor, East West Psychology
MA, University of Illinois at Chicago

Richard Harvey, PhD
Adjunct Faculty, ACTCM at CIIS
PhD, University of California, Irvine
MA, San Francisco State University
BA, University of California, Santa Cruz

Wendy Heffner, MS
Adjunct Lecturer, Counseling Psychology
MS, San Francisco State University
BA, Michigan State University

Sarah Henley, MA
Adjunct Instructor, Expressive Arts Therapy
MA, California Institute of Integral Studies
Gilbert Herdt, PhD  
Adjunct Professor, Human Sexuality  
PhD, Australian National University  
MA, California State University, Sacramento  
BA, California State University, Sacramento  
MA, University of Washington

Lisa Herman, PhD  
Adjunct Senior Lecturer, Integral and Transpersonal Psychology  
PhD, California Institute of Integral Studies  
MS, California State University  
BA, University of California, Berkeley

Herrera, Michelle, PhD  
Adjunct Lecturer, Philosophy and Religion  
PhD, John F. Kennedy University  
MA, California Institute of Integral Studies  
BA, New Mexico State University

Clifton Hicks, PhD  
Adjunct Senior Lecturer, Integral Counseling Psychology  
BA, Bates College  
PhD, Smith College

Clark Hirabayashi, MSTCM  
Doctor of Acupuncture and Oriental Medicine  
MSTCM, American College of Traditional Chinese Medicine

Barbara Holifield, MSW  
Adjunct Senior Lecturer, Somatic Psychology  
MSW, New York University  
BA, Prescott College

Noel Honeck, PhD  
Adjunct Lecturer, Counseling Psychology  
PhD, Palo Alto University

Jane Horan, EDD  
Adjunct Lecturer, Transformative Inquiry  
EDD, Bristol University  
MA, The Fielding Institute  
BA, University of California, Irvine

Heather Howard, PhD  
Adjunct Professor, Human Sexuality  
PhD, Institute for Advanced Study of Human Sexuality  
MPH, Institute for Advanced Study of Human Sexuality  
MBA, New York University  
BA, University of California, Berkeley

Denise Hsu, MB/BS  
Adjunct Faculty, ACTCM at CIIS  
MB/BS, Shanghai University of Traditional Chinese Medicine

Shih-Chen Hsu  
Adjunct Instructor, Expressive Arts Therapy

Yi-Chen Hsu, MA  
Adjunct Instructor, Expressive Arts Therapy  
MA, California Institute of Integral Studies  
BS, Ateneo de Manila University

Aileen Huang, MSTCM, MPHARM, MB/BS  
Adjunct Faculty, ACTCM at CIIS  
MSTCM, American College of Traditional Chinese Medicine  
MPHARM, Capital Medical University  
MB/BS, Norman Bethune College of Medicine, Jilin University

Danita Hudson, MPH  
MPH, Boston University  
BA, University of California, Berkeley

Anne Huffman, PhD  
Adjunct Senior Lecturer, Master of Fine Arts  
PhD, Sofia University  
MA, Institute of Transpersonal Psychology  
BS, Pacific Lutheran University

Lee Hullender-Rubin  
Adjunct Faculty, ACTCM at CIIS

Sylvia Israel, MA  
Adjunct Senior Lecturer, Drama Therapy  
MA, California Institute of Integral Studies  
MA, San Francisco State University  
BA, State University of New York, Buffalo

Lesley Jackson, PhD  
Adjunct Senior Lecturer, Transformative Inquiry  
PhD, California Institute of Integral Studies  
MA, Michigan State University  
BA, Michigan State University

Mark Jackson, BA  
Adjunct Lecturer, Master of Fine Arts  
BA, San Francisco State University

Phoenix Jackson, MA, LMFT  
Adjunct Instructor, Somatic Psychology  
MA, John F. Kennedy University  
BA, University of Minnesota

Jeffrey Jamerson  
Adjunct Lecturer, Expressive Arts Therapy

Jeremy Jensen  
Adjunct Senior Lecturer, Community Mental Health

Daniel Jiao, DAOM  
Adjunct Faculty, ACTCM at CIIS  
DAOM, American College of Traditional Chinese Medicine  
MSTCM, American College of Traditional Chinese Medicine
Hong Jin, DAOM  
Adjunct Faculty, ACTCM at CIIS  
MB/BS, Nanjing University of Traditional Chinese Medicine  
DAOM, Oregon College of Oriental Medicine

Erin Johansen, PhD  
Adjunct Instructor, Asian, Philosophies, and Cultures  
PhD, California Institute of Integral Studies  
MA, California Institute of Integral Studies  
BA, New College of California

David Johnson, PhD  
Adjunct Professor, Drama Therapy  
PhD, Yale University  
BA, Yale College

Kimmy Johnson, PhD  
Adjunct Senior Lecturer, East West Psychology  
PhD, California Institute of Integral Studies  
BA, University of California, Berkeley

Rachelle Johnson, MSOM, ND, MPH, BS  
Adjunct Faculty, ACTCM at CIIS  
MSOM, National University of Natural Medicine  
ND, National University of Natural Medicine  
MPH, University of North Carolina, Greensboro  
BS, University of North Carolina, Greensboro

Stephanie Johnson, PhD  
Adjunct Professor, Master of Fine Arts  
PhD, Union Institute and University  
BFA, Emerson College  
MA, San Francisco State University  
MFA, University of California, Berkeley

Sarah Jolley, MA  
Adjunct Lecturer, Counseling Psychology  
MA, California Institute of Integral Studies  
AS, Napa Valley College  
BA, Sonoma State University

Tomiko Jones, MFA  
Adjunct Lecturer, Master of Fine Arts  
MFA, University of Arizona  
BA, Western Washington University

Kaela Joseph, PhD  
Adjunct Lecturer, Counseling Psychology  
PhD, Palo Alto University  
BA, University of Colorado

Stephen Julich, PhD  
Adjunct Lecturer, East West Psychology  
PhD, California Institute of Integral Studies  
MA, City University of New York  
BA, Empire State College of New York  
MDIV, New Seminary for Interfaith Ministers

Ramsey Kanaan, MA  
Adjunct Senior Lecturer, Anthropology and Social Change  
MA, Edinburgh University

Sharon Katz, MA  
Adjunct Senior Lecturer, Expressive Arts Therapy  
MA, Temple University

Suraya Keating, MA  
Adjunct Senior Lecturer, Integral Counseling Psychology  
MA, California Institute of Integral Studies  
BA, State University of New York, Albany  
MA, University of North Carolina, Chapel Hill

Mira Kennedy, MA  
Adjunct Instructor, East West Psychology  
MA, California Institute of Integral Studies

Anne Key, PhD  
Adjunct Lecturer, Women's Spirituality  
PhD, California Institute of Integral Studies  
MA, Stephen F. Austin State University  
BA, Stephen F. Austin State University

Deborah Kirby, PhD  
Adjunct Lecturer, Transformative Inquiry  
PhD, California Institute of Integral Studies

Nicole Koethner, MA  
Adjunct Instructor, Expressive Arts Therapy  
MA, California Institute of Integral Studies  
BA, City University of New York

Akhila Kolesar, PhD  
Adjunct Lecturer, Integral Counseling Psychology  
PhD, Institute of Transpersonal Psychology  
MA, Institute of Transpersonal Psychology  
BA, University of California, Santa Cruz

Charlotte Korda, MA  
Adjunct Instructor, Expressive Arts Therapy  
MA, University of London

Anne Krantz  
Adjunct Senior Lecturer, Somatic Psychology

Odelya Kraybill, PhD  
Adjunct Senior Lecturer, Expressive Arts Therapy  
PhD, Lesley University  
MA, Lesley University  
MA, Eastern Mennonite University

Alan Kubler, PhD  
Adjunct Senior Lecturer, Counseling Psychology  
PhD, Center for Psychological Studies  
MA, John F. Kennedy University  
BA, University of Reading, England

Diego Kusnir, PsyD  
Adjunct Lecturer, Integral Counseling Psychology  
PsyD, Alliant International University, San Francisco  
BA, University of California, Berkeley
Beatriz Labate, PhD
Adjunct Senior Lecturer, East West Psychology
PhD, State University of Campinas
MA, State University of Campinas
BA, State University of Campinas

Gary Lachman, BA
Adjunct Lecturer, Transformative Inquiry
BA, California State University, Los Angeles

Ling Lam, PhD
Adjunct Senior Lecturer, Integral Counseling Psychology
MA, Santa Clara University
PhD, Sofia University
MS, Stanford University
BS, Stanford University

Heidi (River) LaMoreaux, PhD
Adjunct Faculty, BsPsy
PhD, University of Georgia
MS, University of Utah
BS, University of Utah

Brian Lancaster, PhD
Adjunct Professor, Integral and Transpersonal Psychology
MSC, University of Manchester
PhD, Liverpool John Moores University

Gregory Landau, PhD
Adjunct Senior Lecturer, Anthropology and Social Change
PhD, University of California, San Diego
BA, University of California, Berkeley
MA, University of California, San Diego

Dominique Lando, MA
Adjunct Lecturer, Integral Counseling Psychology
BA, Jackson College
MA, John F. Kennedy University

Raven Lang, MSTCM
MSTCM, American College of Traditional Chinese Medicine
BA, San Francisco State University

Candace Laughinghouse, MA
Adjunct Instructor, Women's Spirituality
MA, Harvard Divinity School

Jamie Lavender, MA
Adjunct Lecturer, Integral Counseling Psychology
BA, Drew University
MA, John F. Kennedy University

Stella Lefevre, PsyD
Adjunct Senior Lecturer, Integral Counseling Psychology
PsyD, The Wright Institute
MA, The Wright Institute
BA, University of Stendhal

Monique Lesarre, PsyD
Adjunct Senior Lecturer, Bachelor's Degree Completion Program
PsyD, California Institute of Integral Studies
MA, California Institute of Integral Studies
BA, California Institute of Integral Studies

Stanley Leung, MB
Adjunct Faculty, ACTCM at CIIS
MB/BS, Xiangya School of Medicine, Changsha, China

Ellen Levine, PhD
Adjunct Professor, Expressive Arts Therapy
PhD, York University MSW, York University
MA, New School for Social Research
BA, Wheaton College

Stephen Levine, PhD
Adjunct Professor, Expressive Arts Therapy
PhD, New School for Social Research
DSSC, New School for Social Research
BA, University of Pennsylvania

Mirie Levy, DRPH
Adjunct Professor, Integrative Health Studies
DRPH, Loma Linda University
BA, University of Arizona MSG, University of LaVerne

Joy Li, MS
Adjunct Faculty, ACTCM at CIIS
MS, San Francisco State University
BS, University of California, Davis

Mankit Li, PsyD
Adjunct Faculty, Community Mental Health
PsyD, Alliant University, San Francisco Campus
BA, San Francisco State University

Sasha Lilley, BA
Adjunct Lecturer, Anthropology and Social Change
BA, University of California, Berkeley

Kathy Littles, PhD
Adjunct Senior Lecturer, Bachelor's Degree Completion Program
PhD, University of California, Davis
MA, San Francisco State University
BA, St. Mary's College

Dave Liu, MSTCM, MB/BS
ACTCM at CIIS
MSTCM, Academy of Chinese Culture and Health Sciences
MB/BS, Shanghai University of Traditional Chinese Medicine

Jose Lizarraga, MA
Adjunct Lecturer, Bachelor's Degree Completion Program
MA, Stanford University
Claudia Lodia, AomMA
Adjunct Instructor, Bachelor's Degree Completion Program
BA, California State University, Los Angeles
MA, San Francisco State University

Eugene London, DAOM
Adjunct Faculty, ACTCM at CIIS
TCM, Academy of Chinese Culture and Health Sciences
DAOM, American College of Traditional Chinese Medicine

Sheila Longerbeam, PsyD
Adjunct Senior Lecturer, Clinical Psychology
MA, John F. Kennedy University
PsyD, Psychoanalytic Institute of Northern California
BA, University of Mexico

Sarah Loose, BA
Adjunct Senior Lecturer, Anthropology and Social Change
MA, Columbia University
BA, Yale University

Syntha Lorenz, MA
Adjunct Lecturer, Expressive Arts Therapy
MA, California Institute of Integral Studies
BA, East Tennessee State University

Cambria Lowe, MA
Adjunct Lecturer, Counseling Psychology
MA, California Institute of Integral Studies
BA, Oberlin College

Kai Lundgren-Williams, PhD
Adjunct Senior Lecturer, Bachelor's Degree Completion Program
PhD, Binghamton University
BA, Oberlin College
MA, State University of New York, Binghamton

Nathan Lupo, MA, LMFT
Adjunct Instructor, Counseling Psychology
MA, California Institute of Integral Studies

David MacBryde, MA, LMFT
Adjunct Lecturer, Community Mental Health
MA, California Institute of Integral Studies

Joanna Macy, PhD
Philosophy and Religion
PhD, Syracuse University
BA, Wellesley College

Cristin Mahaffey, MS, LMFT
Adjunct Lecturer, Counseling Psychology
MS, California Baptist University
BA, University of Colorado at Boulder

Samuel Malkemus, PhD
Adjunct Lecturer, East West Psychology
PhD, California Institute of Integral Studies
MA, California Institute of Integral Studies
BA, Humboldt State University

Hal Malmud, MSTCM, LAc
Adjunct Faculty, ACTCM at CIIS
MSTCM, American College of Traditional Chinese Medicine

Mireya Marcet, MA
Adjunct Lecturer, Expressive Arts Therapy
MA, California Institute of Integral Studies

Thomas Marchevsky, PhD
Adjunct Senior Lecturer, Community Mental Health
PhD, Saybrook University
MM, New England Conservatory of Music
BA, Western Connecticut State University BM, Western Connecticut State University

Emily Marinelli, MA
Adjunct Lecturer, Integral Counseling Psychology
MA, California Institute of Integral Studies

David Martinez, MFA
Adjunct Lecturer, Anthropology and Social Change
MFA, University of Texas at Austin

Laura Mayorga, PhD
Adjunct Lecturer, Integral Counseling Psychology
PhD, University of California, Berkeley
BA, Florida International University

Charles McAuley, PhD
Adjunct Lecturer, Transformative Inquiry
PhD, California Institute of Integral Studies
MA, Sonoma State University
BA, Sonoma State University

Teresa McBride, ND
Adjunct Lecturer, Integrative Health
ND, Southwest College of Naturopathic Medicine
BA, University of Missouri, Kansas City

Henry McCann, DAOM
Adjunct Senior Lecturer, ACTCM at CIIS
Doctor of Acupuncture and Oriental Medicine
MAOM, New England School of Acupuncture
BA, Oberlin College
DAOM, Oregon College of Oriental Medicine

Bree McDaniel, PsyD
Adjunct Lecturer, Counseling Psychology
PsyD, Alliant International University
MA, Alliant International University
BA, DePaul University
Katharine McGovern, PhD
Adjunct Professor, Clinical Psychology
BA, Carleton College
PhD, University of Minnesota
MA, University of Wisconsin

Rebecca McGovern, MA
MA, California Institute of Integral Studies
MA, University of Illinois
BA, University of Illinois

Susan McKenna, PsyD
Adjunct Professor, Drama Therapy
PsyD, Alliant International University MS, Hunter College
BA, Immaculate Heart College

Kyle McKinley, MFA
Adjunct Lecturer, Anthropology and Social Change
MFA, University of California, Santa Cruz

Clare McLaughlin, MA
Adjunct Senior Lecturer, Integral Counseling Psychology
MA, California Institute of Integral Studies
BA, Humboldt State University

Stephen Meeneghan, MSOM, ND
ACTCM at CIIS
MSOM, National University of Natural Medicine
ND, National University of Natural Medicine
BA, The Evergreen State College

Mytrae Meliana, MA
Adjunct Lecturer, Women's Spirituality
MA, Ball State University
MM, Ball State University
MA, California Institute of Integral Studies
BA, Wake Forest University

Ai-de Men, MB/BS
Adjunct Faculty, ACTCM at CIIS
BS, Shangdong University of Traditional Chinese Medicine
MB/BS, Shangdong University of Traditional Chinese Medicine

Lauve Metcalfe, MS
Adjunct Professor, Integrative Health Studies
MS, Florida State University
BED, University of Miami

Samuel Mickey, PhD
Adjunct Senior Lecturer, Philosophy, Cosmology, and Consciousness
PhD, California Institute of Integral Studies
MA, University of North Texas
BA, University of North Texas

James Milliken, MFA
Adjunct Instructor, Master of Fine Arts
MFA, California Institute of Integral Studies

Aaron Mishara, PhD
Adjunct Professor, Somatic Psychology
PhD, Pennsylvania
MA, Duquesne University

Monica Mody, PhD
Adjunct Instructor, East West Psychology
PhD, California Institute of Integral Studies
MFA, University of Notre Dame
BA, National Law School of India University

Bindu Mohanty, PhD
Adjunct Lecturer, East West Psychology
PhD, California Institute of Integral Studies
MA, University of Kentucky
BA, Sambalpur University

Amy Moll, Lac, DAOM
DAOM, AOMA Graduate School of Integrative Medicine
MOM, Northwestern Health Sciences University

Carolyn Moore
Adjunct Lecturer, Counseling Psychology

Curtis Moore, MPH
Adjunct Faculty, ACTCM at CIIS
MPH, San Francisco State University
BS, University of Toronto

Jessica Moreno, MFA
Adjunct Lecturer, Bachelor's Degree Completion Program
MFA, California Institute of Integral Studies
BA, California Institute of Integral Studies

Amanda Morrison, MA
Adjunct Lecturer, Community Mental Health
MA, California Institute of Integral Studies
BA, San Jose State University

Ellen Morrison, MSW
Adjunct Senior Lecturer, Master's in Counseling Psychology
MSW, San Francisco State School
BA, University of California, Davis

Julia Mossbridge, PhD
Adjunct Professor, Integral and Transpersonal Psychology
PhD, Northwestern University
MA, University of California, San Francisco
BA, Oberlin College

Henry Most, MA
Adjunct Lecturer, Counseling Psychology
MA, California Institute of Integral Studies
BA, Cornell University, Ithica, New York

Riyaz Motan, MA
Adjunct Lecturer, Integral Counseling Psychology
MA, California Institute of Integral Studies
BA, Simon Fraser University
Kathren Murrell Stevenson, PhD  
Adjunct Senior Lecturer, Philosophy, Cosmology, and Consciousness  
PhD, University of California, Davis  
BA, University of Texas, Austin

Nhat Nguyen, PsyD  
Adjunct Lecturer, Clinical Psychology  
PsyD, California Institute of Integral Studies  
BA, San Francisco State University  
MA, San Jose University

Thanh Trung Nguyen, MS  
Adjunct Faculty, ACTCM at CIIS  
MS, San Francisco State University  
MS, Touro University California  
BA, University of California, Berkeley

Arya Nielsen, PhD  
Doctor of Acupuncture and Oriental Medicine  
PhD, Union Institute and University  
MAOM, New England School of Acupuncture  
MS, Queens College, City University of New York  
BA, University of Wisconsin, Madison

Jaime Nisenbaum, PhD  
Adjunct Senior Lecturer, Expressive Arts Therapy  
MS, Escola Politecnica da Universidade de Sao Paulo, Brazil PhD, Pacifica Graduate Institute  
MA, Sonoma State University

Sal Nunez, PhD  
Adjunct Senior Lecturer, Integral Counseling Psychology  
PhD, Capella University  
BA, New College of California  
MS, Nova Southeastern University  
BA, Universidad Inter-Americana Puerto Rico

Esther Nzewi  
Adjunct Professor, Clinical Psychology

Chris O'Donnell, MSTCM  
Adjunct Faculty, ACTCM at CIIS  
BA, University of California at Santa Cruz

Nicholas O'Donnell  
Adjunct Faculty, ACTCM at CIIS

Carol Oberg, PhD  
Adjunct Lecturer, Transformative Inquiry  
PhD, California Institute of Integral Studies  
MA, Simon Fraser University

David M. Odorisio, PhD  
Adjunct Lecturer, East West Psychology  
PhD, California Institute of Integral Studies

Gina Ogden, PhD  
Adjunct Professor, Human Sexuality  
MA, Goddard College  
PhD, Institute for Advanced Study of Human Sexuality  
BA, Smith College

Christopher Olsen, PhD  
Adjunct Senior Lecturer, Integral Counseling Psychology  
PhD, Institute of Transpersonal Psychology  
BA, Covenant College  
MA, Towson University

Hui Ouyang  
Doctor of Acupuncture and Oriental Medicine

Seth Pardo, PhD  
Adjunct Professor, Community Mental Health  
PhD, Cornell University  
MA, Cornell University  
BA, Duke University

Gieve Patel, MA  
Adjunct Lecturer, Integral Counseling Psychology  
BA, Albright College  
MA, California Institute of Integral Studies

David Peat, PhD  
Adjunct Professor, Transformative Inquiry  
MSC, University of Liverpool  
PhD, University of Liverpool

Christine Pelosi, BSFS, JD  
Adjunct Senior Lecturer, Transformative Inquiry  
BSFS, Georgetown University  
JD, University of California, Hastings College of the Law

Ana Perez-Chisti, PhD  
Adjunct Senior Lecturer, East West Psychology  
PhD, California Institute of Integral Studies  
MA, Holy Names University  
BA, Mills College

Chris Perry, MS  
Adjunct Lecturer, Community Mental Health  
MS, San Francisco State University

Majica Alba Phillips, MFT, ATR  
Adjunct Instructor, Expressive Arts Therapy  
MFT, Notre Dame de Namur University.

Wendy Phillips, PhD  
Adjunct Professor, Expressive Arts Therapy  
PhD, Georgia State University

Laurie Phuong Ertley, MA  
Adjunct Instructor, Counseling Psychology  
BA, Naropa University  
MA, Santa Barbara Graduate Institute

Joanne Piretti, MA  
Adjunct Senior Lecturer, Expressive Arts Therapy  
MA, Antioch University  
BA, State University of New York

Renee Pitre, MA  
Adjunct Instructor, Drama Therapy  
MA, Concordia University
Justine Polevoy, MA
Adjunct Senior Lecturer, Counseling Psychology
MA, California Institute of Integral Studies
BFA, California College of Arts and Crafts

Melina Manuela Polit Dillon, MA
Adjunct Instructor
MA, California Institute of Integral Studies

Angela Porter, MA, LMFT
Adjunct Lecturer, Somatic Psychology
MA, Wright Institute
BA, Goddard College

Eugene Porter, MA
Adjunct Lecturer, Somatic Psychology
MA, Antioch University

John Prendergast, PhD
PhD, California Institute of Integral Studies
MA, California Institute of Integral Studies
BA, University of California, Santa Cruz

Leena Puhakka
Adjunct Professor, Clinical Psychology

Laura Pustarfi, MA
MA, California Institute of Integral Studies
BA, College of Charleston

Laura Putnam, MA
Adjunct Senior Lecturer, Integrative Health Studies
MA, Brown University BA, Stanford University

Leah Qubty, MS
Adjunct Faculty, ACTCM at CIIS
MS, Northeastern University
BA, Concordia College

Linda Quiquivix, PhD
Adjunct Lecturer, Bachelor's Degree Completion Program
PhD, University of North Carolina, Chapel Hill

Michael Raffanti, JD
Adjunct Senior Lecturer, Transformative Inquiry
JD, Boston College Law School
EDD, Fielding Graduate University
MIT, The Evergreen State College
BA, University of Portland

Lisa Rapalyea, PhD
Adjunct Professor, Human Sexuality
PhD, University of California, Davis
BA, University of California, Davis
MS, University of California, Davis

Arisika Razak, PhD
Adjunct Professor, Women's Spirituality
PhD, MA California Institute of Integral Studies
MPH, University of California, Berkeley
CNM, UC San Francisco

Peter Reason, PhD
Adjunct Professor, Transformative Inquiry
MA, Bath Spa University
PhD, Case Western Reserve University
BA, Emmanuel College, Cambridge

Paulo Rebello, MA, LMFT
Adjunct Lecturer, Integral Counseling Psychology
MA, John F. Kennedy University
BA, Universidade Do Norte

Roxanne Reed, PhD
Adjunct Senior Lecturer, Transformative Inquiry
PhD, University of Wisconsin-Madison

Erin Reilly, MSTCM
Adjunct Faculty, ACTCM at CIIS
MSTCM, American College of Traditional Chinese Medicine

Sophia Reinders, PhD
Adjunct Senior Lecturer, East West Psychology
MA, Antioch University
PhD, Saybrook University

Mi-Yung Lisa Rhee, DACM
Adjunct Faculty, ACTCM at CIIS
DACM, American College of Traditional Chinese Medicine
MSTCM, American College of Traditional Chinese Medicine

Clara Rojas-Zambrano, MA
Adjunct Lecturer, Expressive Arts Therapy
MA, California Institute of Integral Studies
BA, Universidad de Los Andes

James Rolling
Adjunct Senior Lecturer, Transformative Inquiry

Marina Romero
Adjunct Senior Lecturer, East West Psychology

Ryan Rominger, PhD
Adjunct Senior Lecturer, Integral and Transpersonal Psychology
PhD, Institute of Transpersonal Psychology

Doug Ronning, MA
Adjunct Lecturer, Drama Therapy
MA, California Institute of Integral Studies
BA, University of Wisconsin

Eric Rosenberg, MSTCM
Adjunct Faculty, ACTCM at CIIS
MSTCM, American College of Traditional Chinese Medicine

Frederick Rozendal, PhD
Adjunct Professor, Integral Counseling Psychology
PhD, Georgia State University
AB, Calvin College
MA, Georgia State University

Marta Rubinart, PhD
Adjunct Instructor, East West Psychology
PhD, Autonomous University of Barcelona

James Ryan, PhD
Adjunct Professor, Transformative Inquiry
PhD, University of California, Berkeley
MA, BA, University of Wisconsin

Paul Ryan, MS
Doctor of Acupuncture and Oriental Medicine
MS, Beijing University of Chinese Medicine
BS, University of Vermont

Sujata Saha
Adjunct Lecturer, Community Mental Health

Brynn Saito, MA
Adjunct Senior Lecturer, Bachelor's Degree Completion Program
MA, New York University
MFA, Sarah Lawrence College
BA, University of California, Berkeley

Brenda Salgado, MS
Adjunct Instructor, Women's Spirituality
MS, University of California, Davis

Rosario Sammartino, MA
Adjunct Lecturer, Expressive Arts Therapy
MA, Pacifica Graduate Institute
BA, Universidad Catolica Argentina

Danielle Saunders, MA
Adjunct Lecturer, Integral Counseling Psychology
MA, California Institute of Integral Studies
BA, Duquesne University

Bill Say, MA
Adjunct Instructor, Somatic Psychology
MA, Summit University of Louisiana
BA, University of California, Berkeley

Shelley Scammell, PsyD
Adjunct Lecturer, East West Psychology
PsyD, California Institute of Integral Studies

Adrian Scharfetter, MA
Adjunct Instructor, Expressive Arts Therapy
MA, California Institute of Integral Studies

Galina Schechter, PsyD
Adjunct Lecturer, Somatic Psychology
PsyD, The Wright Institute
MBA, Georgetown University
BA, University of Massachusetts

Rowan Schuitevoerder, PsyD
Adjunct Instructor, Clinical Psychology
PsyD, California Institute of Integral Studies
MA, California Institute of Integral Studies
BA, Evergreen State College

Routa Segal, MA
Adjunct Instructor, East West Psychology
MA, California Institute of Integral Studies

Irene Serlin, PhD
Adjunct Professor, Integral and Transpersonal Psychology
PhD, University of Dallas
MA, University of Dallas

Alistair Shanks, BS
Adjunct Faculty, ACTCM at CIIS
BS, San Francisco State University

Xiaotian Shen
Doctor of Acupuncture and Oriental Medicine

Jessie Shepherd, MA
Adjunct Lecturer, Counseling Psychology
MA, John F. Kennedy University

Clayton Shiu
Adjunct Faculty, ACTCM at CIIS

Steven Shomo
Doctor of Acupuncture and Oriental Medicine

Michaela Simpson, MA
Adjunct Lecturer, East West Psychology
MA, Santa Barbara Graduate Institute
BA, Stanford University

Sadhna Singh, DAOM
Doctor of Acupuncture and Oriental Medicine
MSOM, American College of Acupuncture and Oriental Medicine
DAOM, American College of Traditional Chinese Medicine
MBBS, Guru Nanak Dev University, Punjab, India
BS, University of Indore, India

Coleen Smith, DAOM
Doctor of Acupuncture and Oriental Medicine
MOM, American College of Acupuncture and Oriental Medicine
DAOM, American College of Traditional Chinese Medicine

Renee Snow, PhD
Adjunct Senior Lecturer, Clinical Psychology
PhD, Institute of Transpersonal Psychology

Vernice Solimar, PhD
Adjunct Professor
PhD, California Institute of Integral Studies
BA, Hunter College
MS, Long Island University

Jo Sopko, MA
Matthew Spalding, PsyD  
**Adjunct Lecturer, Community Mental Health**  
PsyD, California Institute of Integral Studies  
BA, Georgetown University  
EDM, Harvard University Graduate School of Education

Richard Sprott  
**Adjunct Lecturer, Counseling Psychology**

Janice Stein, MA  
**Adjunct Lecturer, East West Psychology**  
MA, University of San Francisco  
BA, Rutgers University

Shanee Stepanoff, PhD  
**Adjunct Professor, Expressive Arts Therapy**  
PhD, St. John's University  
BA, Clark University  
MFA, The New School University  
MA, University of Maryland  
MA, Willilam Lyon University  
BS, Worcester State College

Cheryl Sterling, MTOM  
**Adjunct Faculty, ACTCM at CIIS**  
MTOM, Pacific College of Oriental Medicine  
Medicine  
MEd, Beaver College  
BS, Temple University

Deborah Stone, LMFT  
**Adjunct Lecturer, Integral Counseling Psychology**

E. Strada, PhD  
**Adjunct Senior Lecturer, East West Psychology**  
PhD, Alliant International University  
PhD, California Institute of Integral Studies  
PsyD, University of Bologna

George Stretch, DAOM  
Doctor of Acupuncture and Chinese Medicine  
DAOM, American College of Traditional Chinese Medicine  
MSOM, Midwest College of Acupuncture and Oriental Medicine  
DN, National College of Naprapathic Medicine

Nina Strongylou, MA  
**Adjunct Senior Lecturer, East West Psychology**  
MA, Antioch College  
BA, Muhlenberg College

Pireeni Sundaralingam, PhD  
**Adjunct Senior Lecturer, Master of Fine Arts**  
PhD, University of Oxford  
MS, University of London  
BA, University of Oxford

Atava Swiecki, MA  
**Adjunct Lecturer, Integrative Health Studies**  
MA, Naropa University, Oakland  
MA, Naropa University Oakland  
BA, Stanford University

Gal Szekely, MA  
**Adjunct Lecturer, Somatic Psychology**  
MA, California Institute of Integral Studies  
MA, Tel-Aviv University

Ryan Tacata, PhD  
**Adjunct Lecturer, Master of Fine Arts**  
PhD, Stanford University

Yuanjin Tao, MB/BS  
**Adjunct Faculty, ACTCM at CIIS**  
MB/BS, Chengdu University of Traditional Chinese Medicine

Rebecca Tarnas, PhD  
**Adjunct Lecturer, Philosophy, Cosmology, and Consciousness**  
PhD, California Institute of Integral Studies  
MA, California Institute of Integral Studies  
BA, Mount Holyoke

Sherri Taylor, PsyD  
**Adjunct Senior Lecturer, Somatic Psychology**  
PsyD, The Wright Institute  
MA, The Wright Institute  
BA, Stanford University

Kirk Templeton, PhD  
**Adjunct Instructor, Asian, Philosophies, and Cultures**  
PhD, California Institute of Integral Studies  
MA, San Francisco State University  
BA, Sonoma State University

Betty Tharpe, MS  
**Adjunct Lecturer, Integral Counseling Psychology**  
MS, San Francisco State University

Jill Therrien, MA  
**Adjunct Instructor, Expressive Arts Therapy**  
MA, California Institute of Integral Studies  
BFA, California State University

Camille Thomas, MA  
**Adjunct Lecturer, Women's Spirituality**  
MA, Bank Street College of Education  
BA, Vassar College

Michael Thompson, PhD  
**Adjunct Professor, Clinical Psychology**  
PhD, The Wright Institute  
MA, Antioch University, London

Noa Tidhar, PsyD  
**Adjunct Lecturer, Clinical Psychology**  
PsyD, Argosy University  
BA, University of California, Santa Cruz

Steven Tierney
Adjunct Professor, Community Mental Health; DAOM Program at ACTCM
EdD, Northeastern University
MA, Wayne State University
PhD Montemeth College, Wayne State University

Latanya Tigner
Adjunct Lecturer, Master of Fine Arts

Hodari Toure, PhD
Adjunct Lecturer, Anthropology and Social Change
PhD, MA, BA, University of California

Fouzieyha Towghi, PhD
Adjunct Senior Lecturer, Anthropology and Social Change
PhD, MA, State University of New York, Stony Brook
MR, University of Notre Dame

Amber Trotter, PsyD
Adjunct Lecturer, Clinical Psychology
PsyD, California Institute of Integral Studies
BA, Middlebury College

Candice Turner, PsyD
Adjunct Lecturer, Counseling Psychology
PsyD, California Institute of Integral Studies
BA, University of California, Santa Barbara

Jessica Urzua-Jones, LMFT
Adjunct Lecturer, Counseling Psychology
MA, University of California, Los Angeles

Leland van den Daele
Adjunct Professor, Clinical Psychology

Jared Van Der Beek, MSTCM
Adjunct Faculty, ACTCM at CIIS
MSTCM, American College of Traditional Chinese Medicine
BS, University of Vermont

Peter Van Oot, PhD
Adjunct Senior Lecturer, Clinical Psychology
PhD, Pennsylvania State University
MA, University of British Columbia
BA, University of Delaware

Claudia Venn, MSTCM
Adjunct Faculty, ACTCM at CIIS
BA, Humboldt State University

Karen Villanueva, PhD
Adjunct Senior Lecturer, Women’s Spirituality
PhD, California Institute of Integral Studies
MA, George Washington University
MA, Holy Names University
BA, University of Michigan

Adrian Villasenor-Galarza

Adjunct Instructor, Bachelor's Degree Completion Program

Deirdre Visser, MFA
Adjunct Lecturer, Master of Fine Arts
MFA, University of California, Irvine
BA, Mills College

Armand Volkas, MA
Adjunct Senior Lecturer, Expressive Arts Therapy
MA, Antioch University
BA, California State University, Pomona
MFA, University of California, Los Angeles

Helane Wahbeh, MA
Adjunct Professor, Integral and Transpersonal Psychology
MA, Oregon Health and Science University

Nicholas Walker, MA
Adjunct Senior Lecturer, Counseling Psychology
MA, California Institute of Integral Studies
BA, California Institute of Integral Studies

Jun Wang, PhD
Adjunct Professor, East West Psychology
PhD, University of North Carolina
CMD, Capital Medical University
MA, University of North Carolina

Sara Webb, BA
Adjunct Professor, Women’s Spirituality
BA, University of California, Berkeley

Kerri Welch, PhD
Adjunct Senior Lecturer, Bachelor's Degree Completion Program
PhD, California Institute of Integral Studies
BA, Austin College
MA, California Institute of Integral Studies

Andrew Wilford
Adjunct Senior Lecturer, Theatre Performance Making

Emily Williams, MD
Adjunct Senior Lecturer, Philosophy and Religion, Women’s Spirituality
MD, Medical University of South Carolina
BS, Clemson University, South Carolina

Oliver Williams, PhD
Adjunct Professor, Integral and Transpersonal Psychology
PhD, University of California
BS, University of California, Irvine
MS, University of California, Santa Barbara

Carla Wilson, PhD, DAOM
Adjunct Faculty, ACTCM at CIIS
DAOM, American College of Traditional Chinese Medicine
PhD, California Institute of Integral Studies

Michael Winkelman, PhD
Adjunct Senior Lecturer, East West Psychology
PhD, University of California Irvine

Ahria Wolf, MFT

Tibebe Worku, MA
Adjunct Instructor, Counseling Psychology
MA, California Institute of Integral Studies
BA, University of California, Santa Cruz

Devin Wu, DAOM
Adjunct Faculty, ACTCM at CIIS
DAOM, American College of Traditional Chinese Medicine
MSTCM, American College of Traditional Chinese Medicine
BA, San Francisco State University
MS, University of the Pacific

Yi Wu
Adjunct Professor, Asian, Philosophies, and Cultures

Krysta Wyatt, MS
Adjunct Faculty, ACTCM at CIIS
MS, University of California, Berkeley
BA, Texas A&M University

Abdelmalek Yamani, PhD
Adjunct Lecturer, East West Psychology
PhD, California Institute of Integral Studies

Joseph Yang
Doctor of Acupuncture and Oriental Medicine

Deborah Yarock
Adjunct Lecturer, Community Mental Health

Robert Yazzie, JD
Bachelor's Degree Completion Program
JD, University of New Mexico

Christina Youngren
Adjunct Faculty, ACTCM at CIIS

Zhongkang Yu
ACTCM at CIIS

Mena Zaminsky, MA
Adjunct Lecturer, Counseling Psychology
MA, California Institute of Integral Studies
BA, San Francisco State University

Nicole Zapien, PhD
Assistant Professor, Human Sexuality
PhD, Saybrook University
EdM, Harvard University
MA, Professional School of Psychology
BA, University of Oregon

Benjamin Zappin

Adjunct Faculty, ACTCM at CIIS

Cynthia Zecic
Adjunct Lecturer, Counseling Psychology

Liping Zhu, MSTCM
Adjunct Faculty, ACTCM at CIIS
MSTCM, American College of Traditional Chinese Medicine
MA, Hunan Normal University, Shangsha, China

Zara Zimbardo, MA
Adjunct Senior Lecturer, Bachelor's Degree Completion Program
MA, California Institute of Integral Studies
BA, University of California, Berkeley

Jeremie Zulaski, MA
Adjunct Instructor
MA, California Institute of Integral Studies
BFA, State University of New York
Associated Faculty

Barnaby Barratt, PhD  
*Adjunct Senior Lecturer*  
PhD, Harvard University  
PhD/DHS, Institute of Human Sexuality  
MA, Harvard University  
BA, University of Sussex

Jessica Bockler, PhD  
*Adjunct Senior Lecturer*  
PhD, Liverpool John Moores University  
MSc, Liverpool John Moores University  
BA, Liverpool Institute for Performing Arts

Kristine Brandenburger, PhD  
*Adjunct Senior Lecturer, Interdisciplinary Studies*  
BA, California Institute of Integral Studies  
PhD, California Institute of Integral Studies

Christine Brooks, PhD  
*Associate Professor, Expressive Arts Therapy*  
PhD, Institute of Transpersonal Psychology  
MA, Institute of Transpersonal Psychology  
BFA, New York University, Tisch School of the Arts

Etzel Cardena, PhD  
*Adjunct Distinguished Professor*  
PhD, University of California, Davis  
MA, University of California, Davis  
MA, York University, Toronto

Allan Combs, PhD  
*Professor, Transformative Inquiry*  
PhD, MS, University of Georgia  
MRC, University of Florida  
BS, Ohio State University

Eleanor Criswell, EdD  
*Associated Distinguished Professor, Integral and Transpersonal Psychology*  
EdD, University of Florida  
MA, University of Kentucky  
BA, University of Kentucky

Courtenay Crouch  
*Adjunct Instructor, Integral and Transpersonal Psychology*

Arnaud Delorme, PhD  
*Associated Full Professor, Integral and Transpersonal Psychology*  
PhD, Paul Sabatier University, France  
MSEE, Paris XII University, France  
BSc, Paris XII University, France

Michelle Fauver, PhD  
*Adjunct Lecturer, East West Psychology*  
BS, Bastyr University  
PhD, Institute of Transpersonal Psychology  
MS, Institute of Transpersonal Psychology

Harris L. Friedman, PhD  
*Associated Distinguished Professor, Integral and Transpersonal Psychology*  
PhD, Georgia State University  
MA, Emory University  
BA, Emory University

Albert Garcia-Romeu, PhD  
*Associated Assistant Professor*  
PhD, Sofia University  
BA, Tulane University

Judy Grahn, PhD  
*Associated Distinguished Professor, Integral and Transpersonal Psychology*  
PhD, California Institute of Integral Studies  
BA, San Francisco State University

Don Hanlon Johnson, PhD  
*Professor, Somatic Psychology*  
PhD, Yale University  
MA, Gonzaga University  
MA, BS, University of Santa Clara

Lisa Herman, PhD  
*Adjunct Senior Lecturer, Integral and Transpersonal Psychology*  
PhD, California Institute of Integral Studies  
MS, California State University  
BA, University of California, Berkeley

Annie Huffman, PhD  
*Adjunct Senior Lecturer, Master of Fine Arts*  
PhD, Sofia University  
MA, Institute of Transpersonal Psychology  
BS, Pacific Lutheran University

Dianne Jenett, PhD  
*Adjunct Senior Lecturer*  
PhD, California Institute of Integral Studies  
MA, Institute of Transpersonal Psychology  
BA, Colorado State University

Jacob Kaminker, PhD  
*Adjunct Senior Lecturer*  
PhD, Institute of Transpersonal Psychology  
MA, Sonoma State University  
BA, Rutgers College

Beatriz Labate, PhD  
*Adjunct Senior Lecturer, East West Psychology*  
PhD, State UFUniversity of Campinas  
MA, State University of Campinas  
BA, State University of Campinas

B. Les Lancaster, PhD  
*Associated Distinguished Professor, Integral and Transpersonal Psychology*  
PhD, Liverpool John Moores University, U.K.  
MSc, University of Manchester, U.K.  
BSc, University of Manchester, U.K.
Frederic Michael Luskin, PhD
Associated Distinguished Professor, Integral and Transpersonal Psychology
PhD, Stanford University
MS, San Jose State University
BS, State University of New York at Binghamton

Douglas MacDonald, PhD
Associated Distinguished Professor
PhD, University of Windsor, Ontario
MA, University of Windsor, Ontario
BA, University of Windsor, Ontario

Aaron Mishara, PhD
Adjunct Professor, Somatic Psychology
PhD, Pennsylvania
MA, Duquesne University

Barbara Morrill, PhD
Associate Professor, Integral Counseling Psychology
PhD, MA, Institute of Transpersonal Psychology
MEd, Boston College
BA, Pfeiffer College

Julia Mossbridge, PhD
Associated Full Professor, Integral and Transpersonal Psychology
PhD, Northwestern University
MA, University of California, San Francisco
BA, Oberlin College

Adam Rock, PhD
Associated Distinguished Professor
PhD, Charles Sturt University, NSW, Australia

Ilene A. Serlin, PhD
Associated Distinguished Professor, Integral and Transpersonal Psychology
PhD, University of Dallas
MA, University of Dallas
MA, City College of New York
BA, University of Michigan

Theresa Silow, PhD, LPCC
Chair, Professor, Somatic Psychology
PhD, Ohio State University
MSW, Catholic University of Social Sciences, Munich, Germany

Shoshana Simons, PhD, RDT
Chair, Professor, Expressive Arts Therapy
PhD, MA, The Fielding Institute
MA, University of North London

Brian Swimme, PhD
Professor, Philosophy and Religion
PhD, University of Oregon
BS, Santa Clara University

Steven Tierney
Professor, Community Mental Health; Adjunct Professor,
DAOM Program at ACTCM
EdD, Northeastern University
MA, Wayne State University
PhD Monteith College, Wayne State University

Christopher W. Tyler, PhD, DSc
Associated Distinguished Professor, Integral and Transpersonal Psychology
DSc, University of Keele, U.K.
PhD, University of Keele, U.K.
MSc, University of Aston, U.K.
BA, University of Leicester, U.K.

Helané Wahbeh, ND, MCR
Associated Full Professor, Integral and Transpersonal Psychology
MCR, Oregon Health and Science University
ND, National College of Natural Medicine
BA, University of California, Berkeley

Carol Whitfield, PhD
Professor, East-West Psychology
PhD, San Francisco School of Psychology
PhD, Graduate Theological Union
MA, University of California, Berkeley
BA, Sonoma State College

Oliver Williams, PhD
Adjunct Professor
PhD, University of California, Santa Barbara
MS, University of California, Santa Barbara

Council of Sages
Angela Alioto
Lauren Artress
Alexander Astin
Helen Astin
Coleman Barks
Jean Shinoda Bolen
Lee G. Bolman
Josef Brinckmann
Cynthia Brix
Andre Carothers
Carol P. Christ
Ram Dass
Angela Davis
Joy DeGruy
Helen Desai
Rajnikant Desai
Riane Eisler
Duane Elgin
Barbara A. Garcia
John Grim
Stanislav Grof
Joan Halifax
Sandra R. Hernández
Jane Hirshfield
James Catherwood Hormel
Jane Hirschfield
James Catherwood Hormel
Alan Jones
Jon Kabat-Zinn
Will Keepin
Valerie Kaur
Jack Kornfield
Stanley Krippner
Satish Kumar
Joanna Macy
Elizabeth J. McCormack
Kimberly McKell
Carolyn Merchant
Janice Mirikitani
Phillip Moffitt
Jacob Needleman
Vicki Noble
Mayumi Oda
Parker Palmer
Lisa Stone Pritzker
Paul H. Ray
Rachel Naomi Remen
Eugene Robinson
Betty Roszak
Rupert Sheldrake
Mimi Halper Silbert
Anne Simpkinson
Greg Steltenpohl
William B. Stewart
Robert A.F. Thurman
Mary Evelyn Tucker
Lynne Twist
Alice Walker
Roger Walsh
Marion Weber
John Welwood
Cecil Williams

**Board of Trustees**

**Officers**

Ruel Walker, Chair  
*Attorney, Law Offices of Ruel Walker*

Ricki Pollycove, Vice Chair  
*Obstetrician and Gynecologist, California Pacific Medical Center*

Judie Wexler, President

Liz Beaven, Secretary  
*Provost*

**Board Members**

Aneel Chima

Associate Director, Division of Health and Human  
*Performance at Stanford University School of Medicine*

Richard J. Cohn  
*Managing Partner, Crestmont Advisors, LLC*

Daphne Crocker-White  
*Clinical Psychologist, Writer, and Editor*

Fania E. Davis  
*Executive Director, Restorative Justice for Oakland Youth*

Daniel Ellenberg  
*President, Relationships That Work*

Francisco Gomez  
*Staff Trustee, Program Coordinator for Expressive Arts Therapy*

Betsy Gordon  
*Founder, the Betsy Gordon Foundation*

Mike Hebel  
*Attorney, Financial Planner, Real Estate Investor*

J. Manuel Herrera  
*Trustee, East Side Union High School District*

George Kitahara Kich  
*Faculty Trustee, Chair of Integral Counseling Psychology*

Susan Elisabeth Laurenson  
*Regional Manager, Institute for Health and Healing*

Bill Mosca  
*Executive Director, California State Oriental Medicine Association*

Stephen Olsson  
*President, Cultural and Educational Media*

Ricki Pollycove, Vice Chair  
*Obstetrician and Gynecologist, California Pacific Medical Center*

Brenda M. Sanders  
*President, Brenda Sanders & Associates*

Dan Seda  
*Student Trustee, Chair of Student Life Doctoral Student in ITP*

Mikey Siegel  
*Founder, Consciousness Hacking and Lecturer at Stanford*

Martin Sproul  
*Principal, Sproul Law Offices*

William Ruel Walker  
*Attorney*

Bill Weathersby
Cofounder, Acresis

Judie Wexler
President, California Institute of Integral Studies

Meihong Xu
Investor, Author

Council Trustees

Navin Doshi
Entrepreneur Philanthropist

John Paul Lenney
Former SVP, ALEKS Corporation

Emeriti Members

Peter Baumann
Founder, the Baumann Institute

Keith Cich, Chair and Treasurer
Principal, Pacific Rim Capital

Helen Desai

Civic Leader

Richard Giardina
Associate Provost (Ret.)

Kishore Kripalani
Owner, Gaylord India Restaurants

Tamar March
Senior Fellow, Association of American Colleges and Universities

Elizabeth McCormack
Associate, Rockefeller Family & Associates

Ashok Narasimhan
Parallel Entrepreneur

Renu Prasad Relan
Civic Leader

Presad Vepa
Management Consultant
Departmental Directory

Administrative Offices

PRESIDENT’S OFFICE
Judie Wexler ........................................ 415.575.6124
President
jwexler@ciis.edu

Christine Filimonova .......................... 415.575.6136
Executive Assistant, President
Staff Secretary to Board of Trustees
cfilimonova@ciis.edu

CHIEF OF STAFF
Richard Buggs ................................. 415.575.6116
rbuggs@ciis.edu

PROVOST’S OFFICE
Liz Beaven........................................ 415.575.6105
Provost
ebeaven@ciis.edu

Chip B. Goldstein ............................. 415.575.6259
Associate Provost
cbgoldstein@ciis.edu

Matthew T. Segall ......................... 415.575.6104
Special Projects Manager
mseggall@ciis.edu

Michelle Clark .................................. 415.575.6196
Manager, Office of the Provost
mclark@ciis.edu

AMERICAN COLLEGE OF TRADITIONAL
CHINESE MEDICINE
Carla Wilson .................................. 415.229.9739
Dean, ACTCM
cwilson@ciis.edu

Caitlin Shepherd ............................ 415.229.0735
ACTCM Manager
cshepherd@ciis.edu

Richard Alberta ............................ 415.229.9748
Administrative Assistant to Dean of ACTCM
ralberta@ciis.edu

Andrea Natta ................................. 415.229.9749
Academic Advisor MSTCM/DACM Program
anatta@ciis.edu

Jennifer Bezjak .............................. 415.229.9733
Academic Support Administrator
jbezjak@ciis.edu

Bingzeng Zou ................................. 415.229.9741
Director of Clinical Education
bzou@ciis.edu

Jung Kim ...................................... 415.229.9746
Assistant Director of Clinical Education
jkim@ciis.edu

Ian Hua ........................................ 415.229.9752
Clinic Operations Director
ihua@ciis.edu

Alice (Hui Zhen) Yu ......................... 415.229.9740
Front Desk Coordinator
aliu@ciis.edu

Michelle (Xiaoming) Wu .................. 415.229.9751
Clinical Receptionist
mwu@ciis.edu

David Liao .................................... 415.229.9603
Clinical Receptionist
dliao@ciis.edu

Paolina Maldenoff ......................... 415.229.9747
Insurance Billing Coordinator
pmaldenoff@ciis.edu

Valérie Hobbs ............................... 415.229.9745
Director of Postgraduate Doctoral Programs
vhobbs@ciis.edu

Michel Lau ..................................... 415.229.9737
DAOM Administrator
mlau@ciis.edu

ADMISSIONS OFFICE
Ellen Durst ................................. 415.575.6153
Director of Admissions
edurst@ciis.edu

Mahesh Francis ......................... 415.575.6227
Associate Director of Admissions
mfrancis@ciis.edu

Kate Boeyen ............................... 415.575.6154
Admissions Systems Manager
kboeyen@ciis.edu

Wendy Campbell ...................... 415.575.6151
Admissions Manager
wcampbell@ciis.edu

Skylar Hall ................................. 415.575.6155
Admissions Counselor
shall@ciis.edu

Ryan Kozisek ............................. 415.575.6294
Admissions Counselor
rkozisek@ciis.edu
Danielle Niakaros ......................................... 415.575.6291
Admissions Counselor
dniakaros@ciis.edu

Lily Ritchie .............................................. 415.575.6152
Admissions Counselor
lritchie@ciis.edu

Richard Wormstall ..................................... 415.575.6156
Admissions Counselor
rwormstall@ciis.edu

ALUMNI OFFICE
Vacant
Dean of Alumni

Cynthia Mitchell ....................................... 415.575.6278
Alumni Relations Manager
cmitchell@ciis.edu

ARTS
Deirdre Visser .......................................... 415.575.6242
Curator of the Arts
dvisser@ciis.edu

BUSINESS OFFICE
Isaac Ojikutu ........................................... 415.575.6132
Business Office Manager
iojikutu@ciis.edu

Jessy Aquino ............................................ 415.575.6132
Student Accounts Specialist
jaquino@ciis.edu

CAFÉ
TBD ....................................................... 415.575.6177
Café Manager
@ciis.edu

CENTER FOR PSYCHEDELIC THERAPIES AND RESEARCH
Janis Phelps ............................................. 415.518.6257
Director
jphelps@ciis.edu

Laura Pustarfi .......................................... 415.575.6243
Center Manager
lpustarfi@ciis.edu

CENTER FOR WRITING AND SCHOLARSHIP
Heidi Fraser Hageman ................................. 415.575.3495
Director
hfraser@ciis.edu

Adam Robbert
Dissertation Coordinator
arobbert@ciis.edu

CHINA PROJECTS OFFICE
Lixin Huang .............................................. 415.575.6283
Executive Director and Vice President of Operations and China Projects
lhuang@ciis.edu

Lena Liu .................................................. 415.575.6295
Administrative Assistant to the Vice President of Operations and China Projects
lliu@ciis.edu

COUNSELING CENTERS
Center for Somatic Psychotherapy .......... 415.217.8895
220 Montgomery Street, Suite 600
Steuart Gold, Clinic Director
Miriam Smolover, Clinic Manager

Clinic Without Walls .............................. 415.373.4094
Administrative Offices
390 Valencia Street
San Francisco, CA 94103
Thomas Marchevsky, Clinic Director

Church Street Counseling Center .......... 415.648.2644
1782 Church Street
Deborah Stone, Clinic Director
dstone@ciis.edu
TBD, Clinic Manager

Golden Gate Counseling Center .......... 415.561.0230
507 Polk Street, Suite 420
Kellen Grayson, Clinic Director
Melina Polin, Clinic Manager

Pierce Street Counseling Center .......... 415.776.3109
2140 Pierce Street
TBD, Co-director
Susan Weiss, Co-director

Psychological Services Center .......... 415.346.1011
507 Polk Street, Suite 420
Lani Chow, Clinic Director
Melina Polin, Clinic Manager

INSTITUTIONAL ADVANCEMENT OFFICE
Jillian Elliott ............................................. 415.575.6194
Vice President of Institutional Advancement
jelliott@ciis.edu

Charles Wilmoth ................................. 415.575.6269
Associate Director of Development
cwilmoth@ciis.edu

TBD ....................................................... 415.575.6279
Development Manager

Sarah Heady ........................................... 415.575.6297
Senior Grants Writer
sheady@ciis.edu
DIVERSITY AND INCLUSION OFFICE
Rachel Bryant .......................... 415.575.6224
Interim Director of Diversity and Inclusion
rbryant@ciis.edu
Felipe Restrepo ......................... 415.655.5582
Program Manager
frestrepo@ciis.edu

FINANCE OFFICE
Gail Bergunde ......................... 415.575.6143
Vice President, Finance
gbergunde@ciis.edu
Michael Caballero ..................... 415.575.6202
Accounts Payable Analyst
mcaballero@ciis.edu
Cheryl Gueverra ....................... 415.575.6128
Data and Finance Analyst
cgueverra@ciis.edu
Billy Muchtar .......................... 415.655.5583
Assistant Controller
bmuchtar@ciis.edu
George Tan ............................. 415.575.6112
Senior Staff Accountant
gtan@ciis.edu
Lena Liu ................................ 415.575.6247
Administrative Coordinator
lliu@ciis.edu

FINANCIAL AID OFFICE
Larry Blair ............................. 415.575.6120
Director
lblair@ciis.edu
Maria Aguilar ......................... 415.575.6108
Assistant Director
maguilar@ciis.edu
Jennifer Gruczelak ................. 415.575.3433
Associate Director of Financial Aid
jgruczelak@ciis.edu
Elizabeth Hernandez ............... 415.575.6121
Financial Aid Assistant
ehernandez@ciis.edu

HUMAN RESOURCES OFFICE
Gregory Thomas ....................... 415.575.6160
Director of Human Resources
gthomas@ciis.edu
Christina Ong-Do ...................... 415.575.6161
Human Resources Analyst
cong-do@ciis.edu

INSTITUTIONAL EFFECTIVENESS OFFICE
Peter Jones ............................ 415.575.3415
Director of Institutional Effectiveness
pjones@ciis.edu
Lael Fon ............................... 415.575.6233
Institutional Research Manager
lfon@ciis.edu
Kathleen Clancy ...................... 415.575.6222
Senior Systems Analyst
kclancy@ciis.edu
Jessica McGuire ..................... 415.575.3421
Institutional Effectiveness Analyst
jmcguire@ciis.edu

LIBRARY
Kelly Sundin ......................... 415.575.6187
Library Director
ksundin@ciis.edu
Alina Mansfield ...................... 415.575.6184
Library Operations Manager
amansfield@ciis.edu
TBD ........................................... 415.575.6186
Interlibrary Loan, Serials & Electronic Resources Manager
Kelly Karst .................................. 415.575.5182
Outreach and Instruction Librarian
kkarst@ciis.edu

Ari Kleinman ................................ 415.575.6185
Cataloging and Reference Librarian
akleinman@ciis.edu

Salina Lee .................................. 415.575.6183
Systems & Reference Librarian
slee@ciis.edu

Heather Nelson ............................ 415.575.6253
Reference Librarian and Project Archivist
hnelson@ciis.edu

Sara Wang .................................. 415.575.6167
Circulation Supervisor
swang@ciis.edu

MARKETING AND COMMUNICATIONS OFFICE
Lisa Denenmark .......................... 415.575.6282
Director of Marketing and Communications
ldenenmark@ciis.edu

Michele DeMarco ......................... 415.575.6166
Sr. Marketing and Communications Manager
mdemarco@ciis.edu

Danielle Freiman ......................... 415.575.6248
Marketing and Communications Project Manager
dfreiman@ciis.edu

Mustafah Greene .......................... 415.575.9272
Website Specialist
mgreene@ciis.edu

Crystal Erlendson .......................... 415.575.6169
Sr. Marketing Manager
erlundson@ciis.edu

MCP FIELD PLACEMENT AND CIIS CLINICS OFFICE
Becky McGovern ......................... 415.575.6117
Director
bmcgovern@ciis.edu

Gia Stark .................................. 415.575.6207
MCP Field Placement Clinics and Site Manager
gstark@ciis.edu

Allison Grossman ......................... 415.575.6207
MCP Field Placement Clinics and Site Manager
agrossman@ciis.edu

Mei-Hua Gee .............................. 415.575.6207
MCP Field Placement Manager
mgee@ciis.edu

ONLINE LEARNING OFFICE
Ben Cline-Suzuki .......................... 415.575.6111
Director
bcline@ciis.edu

Elisa Paik .................................. 415.575.3499
Instructional Designer
epaik@ciis.edu

OPERATIONS AND FACILITIES OFFICE
Lixin Huang .............................. 415.575.6283
Vice President of Operations and China Projects
lhuang@ciis.edu

Monica Munjal ............................ 415.575.6263
Associate Director of Operations
mmunjal@ciis.edu

Joe Fitzsimmons .......................... 415.575.6149
Facilities Project’s Manager
jffitzsimmons@ciis.edu

Bennett Monaco .......................... 415.575.6159
Facilities Associate
bmonaco@ciis.edu

Hamish Kumaran ......................... 415.575.3401
Operations Associate
hkumaran@ciis.edu

Yan Li ...................................... 415.575.6293
Network Administrator
yli@ciis.edu

PUBLIC PROGRAMS OFFICE
Kirstin Van Cleef ......................... 415.575.6176
Interim Director
kvancleef@ciis.edu

Alex Elliot ............................... 415.575.6106
Events and Sponsorship Manager
aelliott@ciis.edu

Kyle DeMedio ............................ 415.655.5561
Senior Program Manager
kdemedio@ciis.edu

Emlyn Guiney ............................. 415.575.6190
Head of Programming
eguiney@ciis.edu

REGISTRAR’S OFFICE
Dan Gurler ................................ 415.575.6125
Registrar
dgurler@ciis.edu

Jim Hable ................................ 415.575.3408
Associate Registrar
jhable@ciis.edu
Francia Friendlich .................................. 415.575.6127
Assistant Registrar
friendlich@ciis.edu

James Schweig .................................. 415.575.6126
Registrar Coordinator
jschweig@ciis.edu

STUDENT AFFAIRS
Yunny Yip ........................................ 415.655.5573
Dean of Students
yyip@ciis.edu

Fraylanie Aglipay
Mission Office ................................ 415.655.5575
Arkansas ........................................ 415.229.9736
Associate Dean of Students
faglipay@ciis.edu

Francisco Gomez ................................ 415.575.6171
Student Affairs Manager
fgomez@ciis.edu

Jody O’Connor .................................. 415.575.6157
Associate Director, International Student Recruitment and Services
joconnor@ciis.edu

Hedieh Vafaeenia ................................ 415.575.6171
Student Disability Services and Wellness Center Manager
hvafaeenia@ciis.edu
sds@ciis.edu

Sandra Williams ................................ 415.575.6118
Career Development Manager
swilliams@ciis.edu

Student Union .................................. 415.575.6256
studentunion@ciis.edu

WELLNESS CENTER
Hedieh Vafaeenia ................................ 415.575.6240
hvafaeenia@ciis.edu
wellness@ciis.edu
counseling@ciis.edu

TRAVEL PROGRAMS OFFICE
Vacant

ACADEMIC OFFICES

ANTHROPOLOGY AND SOCIAL CHANGE DEPARTMENT
Andrey Grubacic .................................. 415.575.6275
Department Chair
agrubacic@ciis.edu

Chantal Yazbek .................................. 415.575.6249
Program Coordinator
cyazbek@ciis.edu

CLINICAL PSYCHOLOGY DEPARTMENT
Lani Chow ....................................... 415.575.6134
Department Co-Chair and Director of Clinical Training
lchow@ciis.edu

Rene Dumetz .................................... 415.575.6212
Department Co-Chair
rdumetz@ciis.edu

Brian Lieske ...................................... 415.575.6192
Program Manager
blieske@ciis.edu

Jonalyn Blaha .................................... 415.575.6174
Program Manager
jblaha@ciis.edu

COMMUNITY MENTAL HEALTH PROGRAM
Elizabeth Markle .................................. 415.575.3494
Program Chair
emarkle@ciis.edu

Brittaney Barba .................................. 415.575.6209
Senior Program Manager
bbarba@ciis.edu

COUNSELING PSYCHOLOGY PROGRAM
Jonalyn Blaha .................................... 415.575.6209
MCP Coordinator
bbarba@ciis.edu

DRAMA THERAPY PROGRAM
Renée Emunah .................................. 415.575.6231
Program Chair
reemanah@ciis.edu

Jeff Aitken ....................................... 415.575.6230
Program Coordinator
jaikens@ciis.edu

EAST-WEST PSYCHOLOGY DEPARTMENT
Dushan Banerji ................................ 415.575.6170
Department Chair
dbanerji@ciis.edu

Stephen Julich .................................. 415.575.6189
Program Manager
sjulich@ciis.edu

ECOLOGY, SPIRITUALITY, AND RELIGION PROGRAM
Elizabeth Allison ................................ 415.575.3482
Program Chair
eallison@ciis.edu

Shnee Giaratana ................................ 415.655.6133
Program Coordinator
siyaratana@ciis.edu
EXPRESSIVE ARTS THERAPY PROGRAM
Shoshana Simons ..................................... 415.575.3409
Program Co-Chair
ssimons@ciis.edu
Danielle Drake ....................................... 510.447.9202
Program Co-Chair
dydrake@ciis.edu
Philip Weglarz ...................................... 415.575.6223
Practicum Site Coordinator
pweglarz@ciis.edu
Paula Junn ........................................... 415.575.6290
Program Coordinator
pjunn@ciis.edu

HUMAN SEXUALITY DEPARTMENT
Michelle Marzullo .................................. 415.575.3406
Program Chair
mmarzullo@ciis.edu
Margey DeCuir ...................................... 415.575.5581
Program Coordinator
mdecuir@ciis.edu

INTEGRAL COUNSELING PSYCHOLOGY PROGRAM
George Kitahara Kich ............................. 415.575.6221
Program Chair
gkich@ciis.edu
Collin Eyre .......................................... 415.575.6228
Senior Program Manager
ceyre@ciis.edu
Jessica Bockelman ................................. 415.575.6130
Program Coordinator
jbockelman@ciis.edu
Pauline Cashion .................................... 415.575.3484
Advising and Admissions Manager
pcashion@ciis.edu

INTEGRAL AND TRANSPERSONAL PSYCHOLOGY PROGRAM
Glenn Hartelius ..................................... 707.578.5785
Program Chair
ghartelius@ciis.edu
Kendra Diaz-Ford ................................... (Unlisted)
Program Director
kdiaz-ford@ciis.edu
Sabrina (Brea) Rock ............................... 805.868.9208
Program Coordinator
srock@ciis.edu

INTEGRATIVE HEALTH STUDIES DEPARTMENT
Meg A. Jordan ...................................... 415.575.6284
Program Chair
mjordan@ciis.edu
Barbara Jaspersen ................................. 415.575.6252
Program Manager
bjaspersen@ciis.edu

INTERDISCIPLINARY ARTS DEPARTMENT
Cindy Shearer ...................................... 415.575.6285
Department Chair
cshearer@ciis.edu

PHILOSOPHY, COSMOLOGY, AND CONSCIOUSNESS PROGRAM
Jacob Sherman ................................. 415.575.6137
Program Chair
jsherman@ciis.edu
Lilly Falconer ...................................... 415.575.6270
Program Coordinator
lfalconer@ciis.edu

PHILOSOPHY AND RELIGION DEPARTMENT
Jacob Sherman ..................................... 415.575.6137
Department Chair
jsherman@ciis.edu
Lilly Falconer ...................................... 415.575.6270
Program Coordinator
lfalconer@ciis.edu

SCHOOL OF UNDERGRADUATE STUDIES
Michelle Eng ........................................ 415.575.6286
Academic Dean
meng@ciis.edu
Kris Brandenburger .............................. 650.521.7441
Director of Undergraduate Online Programs
kbrandenburger@ciis.edu
Yue Ming Huang ................................. 415.575.3400
Program Manager
ymhuang@ciis.edu

SCHOOL OF CONSCIOUSNESS AND TRANSFORMATION
(Academic Dean) Vacant ........................ 415.575.6288

SCHOOL OF PROFESSIONAL PSYCHOLOGY AND HEALTH
(Academic Dean) Vacant ........................ 415.575.5577
SOMATIC PSYCHOLOGY PROGRAM
Terese Gjernes .......................... 415.655.5572
Program Chair
tgjernes@ciis.edu

Allysa Bernardo .......................... 415.575.6235
Administrative and Advising Manager
abernardo@ciis.edu

TRANSFORMATIVE INQUIRY DEPARTMENT
Jocelyn Chapman.......................... 415.575.6288
Director
jchapman@ciis.edu

Mayra Cortez .......................... 415.575.6173
Senior Program Manager
mcortez@ciis.edu

WOMEN'S SPIRITUALITY PROGRAM
Annette Williams ....................... 415.575.6139
Program Chair
avilliams@ciis.edu

Violeta Krasnić ....................... 415.575.6255
Program Coordinator
vkrasnic@ciis.edu