Academic Catalog
2021–2022

California Institute of Integral Studies
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President’s Welcome

This has been a remarkable year. Times of crisis teach us a lot about ourselves and our community. As we grappled with COVID-19 and the co-occurring global pandemics of health inequity and violence, we also experienced the resilience and creativity of this community. Throughout the year we were able to maintain our focus on two primary goals: keep the community safe and support students in being able to achieve their academic goals. We were successful in achieving both.

CIIS is a place where education is not only about academic and professional learning, but also about personal and societal transformation. The University holds high aspirations in its mission of service to students, communities, and the Earth. This service is expressed in 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. CIIS’ willingness to transcend disciplinary boundaries means that faculty and students can attend to complex questions of the day. Our curriculum’s multifarious epistemological approach allows students to more powerfully synthesize and act on the knowledge they acquire. We are proud of our exemplary license examination results but are not satisfied with test scores alone. From the earliest days of CIIS, its classrooms have extended beyond the University’s walls. We take students 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 we are proud to have a community that carries on this commitment in diverse ways around the globe.

These values-based educational and scholarship commitments are needed now more than ever before. The 2020 pandemic brought into stark relief widespread inequities within our society and the larger world. As a university, we have a responsibility to scholarship and education that provides insight into racism and other disparities that will lead to transformational change.

The early impetus to create CIIS was to unite Western and Asian thought; this was motivated by the belief that world peace depends upon a greater understanding of and engagement with disparate communities and cultures. In the 50 years since our doors opened, we have continued to look to the horizon of social concern and broadened our areas of study. We recognize that greater global awareness is an essential but elusive goal, and to achieve it requires that all of us challenge our preconceptions, question what we believe we know, and be open to new ideas and approaches.

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 CIIS 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 further explore our website. I also hope you’ll watch our YouTube channel, which provides a great glimpse into the CIIS community. 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: www.ciis.edu

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About CIIS

California Institute of Integral Studies (CIIS) is an internationally recognized leader in integral education. CIIS has an enrollment of more than 1,500 students pursuing degrees in more than 25 academic programs in its schools of Consciousness and Transformation, Professional Psychology and Health, Undergraduate Studies, and American College of Traditional Chinese Medicine (ACTCM). In addition, CIIS hosts a vibrant art exhibition program through The Arts at CIIS and offers a dynamic array of events through its Public Programs division, including conversations, workshops, continuing education, and certificate programs. The University provides affordable mental health and acupuncture services to the San Francisco Bay Area through its eight award-winning clinics. CIIS is accredited by the WASC Senior College and University Commission (WSCUC).

Mission and Values
CIIS is an accredited university that embodies spirit, intellect, and wisdom in service to individuals, communities, and the Earth.

Since its founding in 1968, CIIS has been at the forefront of cutting-edge thought, integrating disciplines, redefining boundaries, and pushing the academy to look at education differently.

Our approach to education is holistic and student-centered. Our curriculum unites the highest values of East-West traditions and global experience. Our learning environment integrates all aspects of the person: cognitive, emotional, physical, social, and spiritual. We encourage students to look inward, while reaching out. At our core, we celebrate the multifarious aspects of people, place, and planet, and are committed to forging a more just and resilient world by giving our students the freedom and flexibility to explore.

The Seven Commitments of CIIS
CIIS is committed to a common set of values as we work together to nurture our community and forward our mission.

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.

The American College of Traditional Chinese Medicine at CIIS
The Master of Science of Traditional Chinese Medicine (MSTCM) degree, Doctorate of Acupuncture and Chinese Medicine Completion Program (DACMCP), and Doctor of Acupuncture and Chinese Medicine (DACM) 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
Any student who believes that they have a valid complaint regarding a decision by or on behalf of the University has access to the General Student Complaint Procedure list here on the CIIS website.

Students are welcome to contact the WASC Senior College and University Commission. See Complaints and Third-Party Comments Policy.

If a student cannot resolve a complaint through the University’s policy, they may contact the Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at P.O. Box 980818, West Sacramento, CA 95798-0818, http://www.bppe.ca.gov, 916.431.6959 (phone), 916.263.1895 (fax).

Students residing outside California can also contact their local Office of Higher Education to submit a complaint. Please click here to download the Student Complaint Information by State and Agency.

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, which 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 longest-standing colleges of its type in the United States. As one of CIIS’ four schools, ACTCM offers 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 the University an extraordinary place for people committed to transforming themselves and the world.

**Students**

In Fall 2020, 1,544 students* attended CIIS. Of those, 94 percent were in graduate programs, 6 percent were in undergraduate programs, 74 percent were women, and 41 percent were students of color.

*Includes matriculated and nonmatriculated.
# Academic Calendars

## School of Undergraduate Studies

### American College of Traditional Chinese Medicine

<table>
<thead>
<tr>
<th>Event</th>
<th>Fall 2021</th>
<th>Spring 2021</th>
<th>Summer 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class schedule published</td>
<td>SUS—April 20, 2021</td>
<td>October 26, 2021</td>
<td>February 8, 2022</td>
</tr>
<tr>
<td></td>
<td>ACTCM—June 22, 2021</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Registration opens (12:05 p.m.)</td>
<td>SUS—April 27, 2021</td>
<td>November 15, 2021</td>
<td>March 29, 2022</td>
</tr>
<tr>
<td></td>
<td>ACTCM—July 13, 2021</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Late registration deadline</td>
<td>August 3, 2021</td>
<td>December 6, 2021</td>
<td>April 18, 2022</td>
</tr>
<tr>
<td>Semester begins; audit registration opens; financial aid disbursement</td>
<td>August 26, 2021</td>
<td>January 3, 2022</td>
<td>May 9, 2022</td>
</tr>
<tr>
<td>first Deferred Payment Plan installment due</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Late-payment fee applied</td>
<td>August 27, 2021</td>
<td>January 11, 2022</td>
<td>May 10, 2022</td>
</tr>
<tr>
<td>Add deadline; grade option selection deadline; book-buying period closes</td>
<td>September 2, 2021</td>
<td>January 18, 2022</td>
<td>May 16, 2022</td>
</tr>
<tr>
<td>Drop deadline</td>
<td>September 14, 2021</td>
<td>January 25, 2021</td>
<td>May 23, 2022</td>
</tr>
<tr>
<td>Deadline to withdraw and receive 75% refund</td>
<td>September 21, 2021</td>
<td>February 1, 2022</td>
<td>May 31, 2022</td>
</tr>
<tr>
<td>Graduation application deadline</td>
<td>September 22, 2021</td>
<td>February 2, 2022</td>
<td>June 1, 2022</td>
</tr>
<tr>
<td>Second Deferred Payment Plan installment due</td>
<td>September 27, 2021</td>
<td>February 10, 2022</td>
<td>June 9, 2022</td>
</tr>
<tr>
<td>Late payment fee applied</td>
<td>September 28, 2021</td>
<td>February 11, 2022</td>
<td>June 10, 2022</td>
</tr>
<tr>
<td>Deadline to withdraw and receive 50% refund</td>
<td>October 19, 2021</td>
<td>March 1, 2022</td>
<td>June 28, 2022</td>
</tr>
<tr>
<td>Third Deferred Payment Plan installment due</td>
<td>October 20, 2021</td>
<td>March 10, 2022</td>
<td>July 11, 2022</td>
</tr>
<tr>
<td>Late payment fee applied</td>
<td>October 21, 2021</td>
<td>March 11, 2022</td>
<td>July 12, 2022</td>
</tr>
<tr>
<td>Semester ends</td>
<td>December 13, 2021</td>
<td>April 25, 2022</td>
<td>August 16, 2022</td>
</tr>
<tr>
<td>Make-up days</td>
<td>December 14–15, 2021</td>
<td>April 26–27, 2022</td>
<td>August 23–24, 2022</td>
</tr>
<tr>
<td>Grades due</td>
<td>January 7, 2021</td>
<td>May 11, 2022</td>
<td>September 8, 2022</td>
</tr>
</tbody>
</table>

*Class schedule published: SUS—April 20, 2021, ACTCM—June 22, 2021*

*Registration opens (12:05 p.m.): SUS—April 27, 2021, ACTCM—July 13, 2021*

*Late registration deadline: August 3, 2021, December 6, 2021, April 18, 2022*

*Semester begins; audit registration opens; financial aid disbursement begins; first Deferred Payment Plan installment due: August 26, 2021, January 3, 2022, May 9, 2022*

*Late-payment fee applied: August 27, 2021, January 11, 2022, May 10, 2022*

*Add deadline; grade option selection deadline; book-buying period closes: September 2, 2021, January 18, 2022, May 16, 2022*

*Drop deadline: September 14, 2021, January 25, 2022, May 23, 2022*

*Deadline to withdraw and receive 75% refund: September 21, 2021, February 1, 2022, May 31, 2022*

*Graduation application deadline: September 22, 2021, February 2, 2022, June 1, 2022*

*Second Deferred Payment Plan installment due: September 27, 2021, February 10, 2022, June 9, 2022*

*Late payment fee applied: September 28, 2021, February 11, 2022, June 10, 2022*

*Deadline to withdraw and receive 50% refund: October 19, 2021, March 1, 2022, June 28, 2022*

*Third Deferred Payment Plan installment due: October 20, 2021, March 10, 2022, July 11, 2022*

*Late payment fee applied: October 21, 2021, March 11, 2022, July 12, 2022*

*Semester ends: December 13, 2021, April 25, 2022, August 16, 2022*

*Make-up days: December 14–15, 2021, April 26–27, 2022, August 23–24, 2022*

*Grades due: January 7, 2021, May 11, 2022, September 8, 2022*
### School of Professional Psychology and Health

### School of Consciousness and Transformation

<table>
<thead>
<tr>
<th>Event</th>
<th>Fall 2021</th>
<th>Spring 2022</th>
<th>Summer 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class schedule published</td>
<td>April 20, 2021</td>
<td>October 26, 2021</td>
<td>March 8, 2022</td>
</tr>
<tr>
<td>Authorized early registration opens</td>
<td>April 27, 2021</td>
<td>November 9, 2021</td>
<td>April 26, 2022</td>
</tr>
<tr>
<td>11:35 a.m.—Registration opens for Counseling Psychology students</td>
<td>May 4, 2021</td>
<td>November 16, 2021</td>
<td>April 26, 2022</td>
</tr>
<tr>
<td>2:50 p.m.—Registration opens for all SPPH/SCT students</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>11:35 a.m.—Program priority registration deadline</td>
<td>May 11, 2021</td>
<td>November 30, 2021</td>
<td>May 3, 2022</td>
</tr>
<tr>
<td>Late registration deadline</td>
<td>August 3, 2021</td>
<td>December 14, 2021</td>
<td>May 10, 2022</td>
</tr>
<tr>
<td>Semester begins; audit registration opens; financial aid disbursement begins; first Deferred Payment Plan installment due</td>
<td>August 26, 2021</td>
<td>January 18, 2022</td>
<td>May 31, 2022</td>
</tr>
<tr>
<td>Late payment fee applied</td>
<td>August 27, 2021</td>
<td>January 19, 2022</td>
<td>June 1, 2022</td>
</tr>
<tr>
<td>Add deadline; grade option selection deadline; book-buying period closes</td>
<td>September 2, 2021</td>
<td>January 25, 2022</td>
<td>June 7, 2022</td>
</tr>
<tr>
<td>Drop deadline</td>
<td>September 14, 2021</td>
<td>February 1, 2022</td>
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</tr>
<tr>
<td>Deadline to withdraw and receive 75% refund</td>
<td>September 21, 2021</td>
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<td>June 21, 2022</td>
</tr>
<tr>
<td>Graduation application deadline</td>
<td>September 22, 2021</td>
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<td>June 22, 2022</td>
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<tr>
<td>Second Deferred Payment Plan installment due</td>
<td>September 27, 2021</td>
<td>February 18, 2022</td>
<td>June 30, 2022</td>
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<tr>
<td>Late payment fee applied</td>
<td>September 28, 2021</td>
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<td>July 5, 2022</td>
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<tr>
<td>Deadline to withdraw and receive 50% refund</td>
<td>October 19, 2021</td>
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<td>July 5, 2022</td>
</tr>
<tr>
<td>Third Deferred Payment Plan installment due</td>
<td>October 20, 2021</td>
<td>March 18, 2022</td>
<td>N/A</td>
</tr>
<tr>
<td>Late payment fee applied</td>
<td>October 21, 2021</td>
<td>March 19, 2022</td>
<td>N/A</td>
</tr>
<tr>
<td>Semester ends</td>
<td>December 13, 2021</td>
<td>May 9, 2022</td>
<td>August 8, 2022</td>
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<tr>
<td>Make-up days</td>
<td>December 14–15, 2021</td>
<td>May 10–11, 2022</td>
<td>August 9–10, 2022</td>
</tr>
<tr>
<td>Grades due</td>
<td>January 7, 2022</td>
<td>May 25, 2022</td>
<td>August 24, 2022</td>
</tr>
</tbody>
</table>
### 2021–2022 Deadlines for Students Finishing a Thesis or Dissertation

<table>
<thead>
<tr>
<th></th>
<th>Fall 2021</th>
<th>Spring 2022</th>
<th>Summer 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete oral defense</td>
<td>October 11, 2021</td>
<td>March 7, 2022</td>
<td>June 13, 2022</td>
</tr>
<tr>
<td>Receive edits from technical reviewer</td>
<td>October 25, 2021</td>
<td>March 28, 2022</td>
<td>June 27, 2022</td>
</tr>
<tr>
<td>Complete technical edits and submit thesis/dissertation to CWS and department/program chair</td>
<td>November 8, 2021</td>
<td>April 11, 2022</td>
<td>July 11, 2022</td>
</tr>
<tr>
<td>Receive feedback and approval from CWS and department/program chair</td>
<td>November 29, 2021</td>
<td>April 25, 2022</td>
<td>July 25, 2022</td>
</tr>
<tr>
<td>Upload publication-ready thesis/dissertation to ProQuest/UMI online</td>
<td>December 13, 2021</td>
<td>May 9, 2022</td>
<td>August 8, 2022</td>
</tr>
</tbody>
</table>

### 2021–2022 Holidays and Commencement Ceremony

- **September 6, 2021**—Labor Day
- **November 25–26, 2021**—Thanksgiving
- **December 20, 2021–January 2, 2022**—Winter holiday break
- **January 17, 2022**—Martin Luther King Jr. Day
- **February 21, 2022**—Presidents’ Day
- **March 21–25, 2022**—Spring break
- **May 15, 2022**—Commencement ceremony
- **May 30, 2022**—Memorial Day
- **July 4, 2022**—Independence Day
Schools, Programs, and Degrees

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

American College of Traditional Chinese Medicine at CIIS
  Doctor of Acupuncture and Chinese Medicine (DACM)
  Master of Science of Traditional Chinese Medicine (MSTCM)
  Doctorate of Acupuncture and Chinese Medicine Completion Program (DACMCP)

School of Professional Psychology and Health
  Clinical Psychology (PsyD)
  Counseling Psychology, with the following concentrations:
    Community Mental Health (MA)
    Drama Therapy (MA)
    Expressive Arts Therapy (MA)
    Integral Counseling Psychology (MA)
    Somatic Psychology (MA)
  Integrative Health Studies (MA)
  Applied Psychology (MA)

School of Consciousness and Transformation
  Anthropology and Social Change
    Anthropology and Social Change (MA and PhD)
    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
    Certificate in Ecoresilience Leadership
  Human Sexuality
    Doctor of Philosophy (PhD) in Human Sexuality
  Integral and Transpersonal Psychology
    Doctor of Philosophy (PhD) in Integral and Transpersonal Psychology
    Doctor of Philosophy (PhD) with an emphasis in Somatic 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
    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 Women, Gender, Spirituality, and Social Justice

Disclaimer

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School of Undergraduate Studies
School of Undergraduate Studies

The School of Undergraduate Studies (SUS) oversees the components of education that are common to all undergraduates at the University. The mission of the school includes responsibility for sustaining a dynamic curriculum and enriching the undergraduate experience through innovative advising, academic assistance, developing of learning communities, fostering interdisciplinarity among programs, and supporting undergraduate research.

Degree Learning Outcomes
To ensure that CIIS undergraduate students are prepared for success, student learning outcomes are defined at three levels: Degree, Program (identified in the program learning outcomes), and Course (identified in the syllabi for each course). All SUS learning outcomes have been informed by the Lumina Foundation’s Degree Qualifications Profile (DQP) and are aligned with CIIS’ mission of providing a quality higher education while preparing students for service and leadership in a diverse, global society. CIIS undergraduate students are expected to graduate with the capacity to demonstrate proficiency in the following learning areas upon completion of any academic program in any discipline:

- Communicate effectively through speech and writing.
- Demonstrate information literacy skills to find, access, critically evaluate, and ethically use information.
- Develop habits of mind characterized by a comprehensive critical exploration of ideas, issues, artifacts, and/or events.
- Represent, evaluate, and communicate quantitative or symbolic information as appropriate to the fields of study.
- Demonstrate a commitment to equity, inclusion, and diversity by articulating ideas and exhibiting behaviors that cultivate collaborative practices and develop communication skills needed to function in a diverse workforce and global community.

Bachelor of Arts in Interdisciplinary Studies (BA)

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Format
The program is offered in a hybrid-online format that meets five weekends each semester with the rest of the work online.

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 co-create 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:
• **Global Interconnectedness**: Introduction to Social Ecology, Decolonizing Worldviews, Planetary Interconnections
• **Liberatory Learning**: Liberatory Education, Theories of Justice, Community Based Strategies for Social Change
• **Research and Writing**: Learning, Cognition, and Writing, Introduction to Research Methods, Senior Project.

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 in 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, as well as 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.

**Program Learning Outcomes**

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

• Students will demonstrate a commitment to the inherent value of learning and the ability to articulate how educational experiences are integrated into students’ personal lives and communities.

• Students will demonstrate a basic understanding of knowledge and methods from disciplines in the humanities and arts, social sciences, and natural sciences.

• Students will demonstrate the ability to conduct and present work (such as essays, research paper, and senior projects) that draws from relevant disciplines to analyze questions facing communities locally and/or globally.

• Students will demonstrate an understanding of the assumptions and strategies (epistemological, critical, spiritual, and heuristic) in the construction of knowledge.

• Students will demonstrate the ability to write well-organized essays that incorporate and synthesize information from multiple sources within a field of study.

• Students will demonstrate an understanding of the intersections between race, ethnicity, gender, sex, sexuality, ability, class, and migration.

**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 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. One letter of recommendation.
7. A preadmissions interview with either the director 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.

Humanities and Arts—9 units
Select from the following:
- BSPSY 1121 Shadow and Anima: Encounters with the Inner Other (1 unit)
- GEN 1360 Visual Thinking (3 units)
- GEN 1366 Exploring Creativity (3 units)
- GEN 1500 Reading into Writing (3 units)
- GEN 1506 Neuroqueer Perspectives in Contemporary Literature (3 units)
- GEN 1507 Listening to Earth: Ecology, Art, and the Spirit of Place (3 units)
- GEN 1581 Psychedelic Experience: Highs, Lows, and Transformations (3 units)
- GEN 1589 Art of Communication (3 units)

English Communication—6 units
Select from the following:
- GEN 1500 Reading into Writing (3 units)
- GEN 1502 Learning the Language of Psychology: APA Style (1 unit)
- GEN 1504 The Art of the Essay (3 units)

Mathematical Concepts and Quantitative Reasoning—3 units
Select from the following:
- 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)

Physical, Biological and Health Sciences—6 units
Select from the following:
- 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 1505 The Biopolitics of the Medical Industrial Complex (3 units)
- GEN 1507 Listening to Earth: Ecology, Art, and the Spirit of Place (3 units)

Social and Behavioral Sciences—9 units
Select from the following:
- 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 1027 Introduction to Transpersonal Psychology (3 units)
- BSPSY 1121 Shadow and Anima: Encounters with the Inner Other (1 unit)
- BSPSY 1400 Lifespan Development (3 units)
- BSPSY 1412 Counseling Skills (1 unit)
- GEN 1505 The Biopolitics of the Medical Industrial Complex (3 units)
- GEN 1510 Introduction to Black Psychology (3 units)
- GEN 1511 Transpersonal Psychology from a Black Perspective (3 units)
- GEN 1512 Africana Research Methods
- GEN 1581 Psychedelic Experience: Highs, Lows, and Transformations (3 units)

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 1224 Introduction to Social Ecology (4 units)
BIS 1225 Liberatory Education (4 units)
BIS 1226 Senior Seminar: Learning, Cognition, and Writing (4 units)
BIS 1227 Decolonizing Worldviews (4 units)
BIS 1228 Theories of Justice (4 units)
BIS 1229 Senior Seminar: Introduction to Research Methods (4 units)
BIS 1230 Planetary Connections (4 units)
BIS 1235 Movement Building and Social Change (4 units)
BIS 1236 Senior Seminar: 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 (BS)

Director
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Kathy Stanley, MA
Monika Tippie, MA

Program Manager
Yue Ming Huang, ymhuang@ciis.edu

Format
The program is offered in two formats: online with a campus-based two-day intensive to begin each semester; and hybrid-online, which meets four weekends each semester with the rest of the work online.

About the Program
The BS Psychology program is an upper-division 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 the number of transfer units accepted by CIIS. The program is offered in two formats: online with a campus-based two-day intensive to begin each semester; and hybrid-online, which meets four weekends each semester with the rest of the work online.

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.

Program Learning Outcomes
The BS Psychology Program Learning Outcomes align with both core competencies, with degree proficiencies as outlined by WSCUC [in 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 in both 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 84 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. One letter of recommendation.
7. A preadmissions interview with either the director 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

BS Psychology—120 Units
The curriculum is composed of 36 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.

Humanities and Arts—9 units
Select from the following:
BSPSY 1121 Shadow and Anima: Encounters With the Inner Other (1 unit)
GEN 1360 Visual Thinking (3 units)
GEN 1366 Exploring Creativity (3 units)
GEN 1500 Reading Into Writing (3 units)
GEN 1506 Neuroqueer Perspectives in Contemporary Literature (3 units)
GEN 1507 Listening to Earth: Ecology, Art, and the Spirit of Place (3 units)
GEN 1581 Psychedelic Experience: Highs, Lows, and Transformations (3 units)
GEN 1589 Art of Communication (3 units)
# English Communication—6 units
Select from the following:
- GEN 1500 Reading Into Writing (3 units)
- GEN 1502 Learning the Language of Psychology: APA Style (1 unit)
- GEN 1504 The Art of the Essay (3 units)

# Mathematical Concepts and Quantitative Reasoning—3 units
Select from the following:
- 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)

# Physical, Biological, and Health Sciences—6 units
Select from the following:
- 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 1505 The Biopolitics of the Medical Industrial Complex (3 units)
- GEN 1507 Listening to Earth: Ecology, Art, and the Spirit of Place (3 units)

# Social and Behavioral Sciences—9 units
Select from the following:
- 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 1027 Introduction to Transpersonal Psychology (3 units)
- BSPSY 1121 Shadow and Anima: Encounters With the Inner Other (1 unit)
- BSPSY 1400 Lifespan Development (3 units)
- BSPSY 1412 Counseling Skills (1 unit)
- GEN 1505 The Biopolitics of the Medical Industrial Complex (3 units)
- GEN 1510 Introduction to Black Psychology (3 units)
- GEN 1511 Transpersonal Psychology from a Black Perspective (3 units)
- GEN 1512 Africana Research Methods
- GEN 1581 Psychedelic Experience: Highs, Lows, and Transformations (3 units)

# Oral Communication—3 units
- GEN 1589 Art of Communication (3 units)

## II. Psychology Core Courses—36 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 1117 ACE/Adverse Childhood Experiences (4 units)
- BSPSY 1119 Senior Project (4 units)
- BSPSY 1120 Cross-Cultural and Multicultural Psychologies (4 units)
- BSPSY 1122 Introduction to Neurodiversity Studies (4 units)

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

# Course Descriptions

## BIS 1224 Introduction to Social Ecology (4.00 Units) LG Grade Option
Social ecology studies the relationships between people and their environment. It is a theory about the relationship between ecological and social issues that we study with an interdisciplinary lens. In this course, we will draw from various disciplines, such as sociology, global studies, environmental studies, systems theory, psychology, and more. We will survey the diversity of
contemporary theories of society-nature relations, social movements, and common responses to ecological crises. Some of the specific issues covered include food production, consumerism, and sustainable development. This course is grounded in discussion, collaboration, and writing exercises.

**BIS 1225 Liberatory Education** (4.00 Units) LG Grade Option
This course promotes perspectives and educational practices that create an environment that centers a culture of inquiry, equity, and engagement in the co-creation of knowledge and understanding. We’ll explore education as a liberatory project as a way of having agency and getting free. Group discussion, exercises, and textual analysis allow students to reflect on shared resources, how to learn in new and unfamiliar ways, and at times “unlearning” previously relied-upon strategies. Students write critical reflections on themselves as learners.

**BIS 1226 Senior Seminar: Learning, Cognition, and Writing** (4.00 Units) LG Grade Option
This foundational course (re)introduces students to essential components of academic reading and writing: the exploration of learning as an ongoing practice of theory and praxis; examining educational cognition processes; and scholarly writing exercises. We will engage the following questions: What is my learning style? What is critical thinking? What is scholarly writing? What does it mean to develop an academic voice, and how does this translate into writing? The class is grounded in discussion, experiential exercises, writing prompts, small group collaboration, and reflection. Students will craft an arts-based personal narrative essay to support their ongoing work.

**BIS 1227 Decolonizing Worldviews** (4.00 Units) LG Grade Option
This course provides students with strategies for understanding the perspectives that inform and sustain their worldview. Worldviews are shaped by the societies in which we live and reflect what those societies value. Often, contemporary Western concepts of knowledge foreclose inquiry and discount what in other cultural contexts is considered valid and richly informative. Students will explore multiple worldviews, such as indigenous and post-indigenous, Eastern and Western, collectivist and individualistic, and more. Students will understand the worldviews that they inhabit or want to inhabit, and engage in a process of decolonizing from the frameworks that are oppressive or do not serve them.

**BIS 1228 Theories of Justice** (4.00 Units) LG Grade Option
This is an interdisciplinary course that will integrate the philosophical constructs of justice with an analysis of contemporary social issues. The class will explore a range of paradigms and religious beliefs that inform and reify contemporary concepts and practices of justice. Drawing on indigenous, Afro-centric, and other non-Western philosophies and spiritualities, this course presents a body of knowledge centering transformative and restorative justice practices. We will address research justice, gender justice, racial justice, and more. An exploration of ancient and contemporary examples of justice practices will allow students to develop practical facilitation tools and skills.

**BIS 1229 Senior Seminar: Introduction to Research Methods** (4.00 Units) LG Grade Option
This class provides students with a broad understanding of the varieties of research methods and frameworks (primarily qualitative), with an emphasis on bibliographic (library) research. Issues of bias, data collection, and legitimacy and validity of sources are engaged using a range of approaches to inquiry and analysis. Students will learn basic skills for reading and assessing peer-reviewed research articles. Individually and collectively, students will develop operational definitions of research as well as skills for assessing the products of research. Each student will complete a literature review and develop a research plan in a subject of their choosing.

**BIS 1230 Planetary Interconnections** (4.00 Units) LG Grade Option
From a human perspective, the Earth is becoming a less healthy place to live. Globalization has created opportunities for combating poverty and disease and for collective action. It has also created opportunities for horrific exploitation of natural resources, including humans and other living beings. Capitalism typically treats the impacts of such practices as “externalities”—that is, not of economic consequence, not figured into the price of things. Understanding planetary interconnections involves ecology, economics, and multiple—and often contradictory—cultural values and perspectives. In this class, teams of students will take on specific issues to research and develop art-based strategies for promoting positive change.

**BIS 1231 Global Systems and Perspectives** (4.00 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. Students will investigate real-world challenges such as globalization, violence, and climate change. Prerequisite: BIS student.

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

**BIS 1233 Senior Project** (4.00 Units) PF Grade Option
In this course, students produce a body of work around a scholarly, creative, or community-based inquiry. Students will synthesize their learning from the three semesters in the program or extend an inquiry they began in prior semesters. Students may choose to do one of the following: (1) undertake a creative, ecological, political, spiritual, or community-based project and write an accompanying theoretical and/or reflective essay; (2) produce an extended research paper pursuing their scholarly interests. Prerequisite: BIS student.

**BIS 1235 Movement Building and Social Change** (4.00 Units) LG Grade Option
This class will explore movement building and movement ecology, and envision paradigms and practices to build more holistic social change movements. Over the course of the semester we will engage these questions: What are frameworks for social change? How do we balance the work of action, social liberation, and personal transformation? 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 better cultivate the relationship between inner and outer transformation? What do social movements look like in terms of real practice and on the ground? How do we walk our talk as agents of change and movement builders? How do we hold the deep and real tension that leaders like Gandhi were deeply imperfect and oppressive while they were on the forefront of big movements—how do we live and understand those dichotomies? Why do movements fail, and what can we learn from those failures? This class is grounded in theory, discussion, experiential exercises, personal inquiry, and a collaborative approach.

**BIS 1236 Senior Seminar: Senior Project** (4.00 Units) LG Grade Option
In this course, students produce a body of work around a creative scholarly inquiry that is grounded in social justice and the larger world. Projects will highlight the interconnections between broad social, historical, and intellectual contexts and their impact on select communities. Students will either synthesize their learning from all three semesters in the program or extend an inquiry begun in the second semester. Students will hone the writing skills acquired during their year in the program through one of the following project options: (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. In addition, students will build upon the oral presentation skills learned throughout the year and have the opportunity to orally present their work to the learning community. Writing and research assignments will be scaffolded throughout the semester, leading to the completion of a robust senior project.

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

**BSPSY 1021 Adolescent Psychology** (3.00 Units) LG 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** (3.00 Units) LG 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** (3.00 Units) LG 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** (3.00 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 1027 Introduction to Transpersonal Psychology** (3.00 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 1110 Theories of Personality** (4.00 Units) LG Grade Option
This course will examine the structure of personality through study of major theoretical frameworks and 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 1111 Neurobiology** (4.00 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 1112 Learning and Cognition** (4.00 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 1113 Social Psychology** (4.00 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 1115 Research Methods in Psychology** (4.00 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 1116 Global Perspectives in Psychology** (4.00 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 perspectives including the influence of cultural and global trends on individual and group behavior. We will explore trends in global psychology, indigenous psychology, and psychotherapy in a global world, as well as the role of psychologists internationally. Psychological issues will be examined from a global rather than a Western/domestic perspective. Prerequisite: BSPSY student.

**BSPSY 1117 ACE/Adverse Childhood Experiences and Their Import** (4.00 Units) LG Grade Option
What are the long-term effects of childhood abuse or 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 1119 Senior Project** (4.00 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 1120 Cross-Cultural and Multicultural Psychologies** (4.00 Units) LG 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: Undergraduate student.

**BSPSY 1121 Shadow and Anima: Encounters With the Inner Other** (1.00 Unit) LG Grade Option
In Jungian psychology, the path to realization of the psyche’s potential for wholeness includes encountering and integrating two archetypal aspects of the inner self: the shadow and the anima/animus. The shadow is made up of the aspects and qualities of the...
self that have been repressed and denied, while the anima or animus serves as intermediary between the ego and the collective unconscious. In this course, we’ll look at the ways that Jung and others have understood and related to these two aspects of the psyche.

**BSPSY 1122 Introduction to Neurodiversity Studies** (4.00 Units) LG Grade Option
Neurodiversity is the diversity of styles of neurocognitive functioning among humans, or, more broadly, the diversity among human minds. The field of psychology, for the most part, has traditionally dealt with this diversity by privileging certain minds as “normal,” while pathologizing minds that diverge from dominant cultural standards of normality. Near the beginning of this present century, activists in the growing autistic civil rights movement began pushing back against systemic oppression by formulating the neurodiversity paradigm: the idea that neurodiversity is a form of human diversity like gender diversity or ethnic diversity, and that the pathologization and oppression of neurominority groups follows patterns similar to the stigmatization and oppression of other minority groups. Over the past two decades or so, the neurodiversity paradigm has increasingly gained footholds in academia. A transdisciplinary field of neurodiversity studies has begun to emerge, driven largely by the work of autistic scholars and incorporating a wide diversity of theoretical frameworks and methodologies. This course serves as an introduction to the concept of neurodiversity, the neurodiversity paradigm, the emergent field of neurodiversity studies, and the current leading edges of autistic culture and scholarship.

**BSPSY 1400 Lifespan Development** (3.00 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** (1.00 Unit) LG Grade Option
Satisfies social and behavior science requirement. This is an introductory skills and methods course. Core helping skills that will be developed and discussed: basic listening skills, developing empathy, assessment, goal setting, and action planning. Core ethical issues that will be discussed: 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** (3.00 Units) LG 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. Prerequisite: Undergraduate student.

**GEN 1309 Sacred Geometry** (3.00 Units) LG 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** (3.00 Units) LG 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 of 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 1360 Visual Thinking** (3.00 Units) LG Grade Option
In this class, students will work primarily at seeing the world around them more clearly, as well as trying to understand what information their eyes are bringing to them. They will deepen this understanding through creating visual pieces and by looking at those created by others. Students will explore ways in which they can engage with and explore the nature of visual experience. Prerequisite: Undergraduate student.

**GEN 1366 Exploring Creativity** (3.00 Units) LG 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 1418 Infographics: Telling Stories With Data (3.00 Units) LG 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 1500 Reading Into Writing (3.00 Units) LG Grade Option
Reading into writing means leading with curiosity and seeking inspiration as you engage with myriad texts—written, visual, hybrid, and otherwise. It means thinking clearly, creatively, and strategically when reading the material at hand, and finding your own methods for mapping a work’s intentions, effects, and desires. We’ll read and be in dialogue with a wide range of texts, including essays, letters, articles, poems, and stories. Throughout this course, you will be encouraged to find fresh and surprising ways of responding to the shared readings. In that spirit, you will engage (i.e., read, react, and respond to) the assigned texts—and each other’s written work—using a variety of modalities, including prose analysis, poetry, spoken word, video, and perhaps more. Prerequisite: Undergraduate student.

GEN 1502 Learning the Language of Psychology: APA Style Special Topics (1.00 Unit) LG Grade Option
This class introduces the American Psychological Association Publication Manual to students who are new or returning to psychology. Important aspects include what APA style is, why it is used, and who should use it. Written and interactive activities will be used to help students understand how to format research papers, including organization, academic tone, citations and references, and how to get the most out of your manual. Prerequisite: Undergraduate student.

GEN 1504 The Art of the Essay (3.00 Units) LG Grade Option
Satisfies expository writing requirement. This course focuses on the essay, 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 1505 The Biopolitics of the Medical Industrial Complex (3.00 Units) LG Grade Option
This course explores the history of the formation of the medical industrial complex, upon and within which the US health-care system and, to a large extent, global health-care systems are embedded. It examines the interlocking institutions and processes that make up the complex—from big pharma, agrichemical multinationals, and health insurers to governmental agencies, ethics boards, professional medical organizations, lobbying groups, private hospitals, and other health-care industries. It evaluates multiple aspects of translational medicine, the process by which new treatments or drugs go from lab bench to bedside, and the process by which diverse medical research institutions and clinical sites define new diseases and establish treatment protocols. This course implements a critical transdisciplinary and people’s science lens, emphasizing and re-centering the research, narratives, and perspectives of those marginalized by the MIC, such as Black, brown, indigenous, LGBT/queer, intersex, and disabled communities. Prerequisite: Undergraduate student.

GEN 1506 Neuroqueer Perspectives in Contemporary Literature (3.00 Units) LG Grade Option
The concept of neuroqueer emerges from the intersection of neurodiversity studies and queer theory; the term neuroqueer was coined by queer autistic neurodiversity scholars in reference to the cultural experience of “queering” (challenging, subverting, or deviating from) dominant neurocognitive norms in ways that both resemble and intertwine with the queering of gender norms. Recent years have seen the emergence of a small but growing body of neuroqueer fiction in which queer autistic authors explore and communicate truths about their lived experiences through novels, short stories, and poetry. In this course, we will read and discuss some notable examples of this emergent neuroqueer literature, with an eye toward how these stories serve to reveal and illuminate aspects of queer autistic life, experience, perception, and thought not readily apprehended through conventional academic or nonfictional approaches. Prerequisite: Undergraduate student.

GEN 1507 Listening to Earth: Ecology, Art, and the Spirit of Place (3.00 Units) LG Grade Option
Bioregional awareness teaches us in specific ways. It is not enough to just “love nature” or to want to “be in harmony with Gaia.” As Gary Snyder said, “Our relation to the natural world takes place in a place, and it must be grounded in information and experience.” Ecopsychology emerged as a field of study out of the recognition that we needed to be able to “hear within ourselves the voice of the earth” (Roszak). But before we can hear, we must listen and observe. This experiential class in ecology, applied ecopsychology, and bioregionalism invites students to explore listening to Earth via deep engagement with the intelligence in nature through expansion of sensory awareness and right-brain processes. Students will study the geography,
topography, and ecology of California through the California Field Atlas and will engage with a chosen place in nature weekly, to build a relationship with the place and the nonhuman beings and elements that are found. Students will keep a nature field journal consisting of drawings, prose, poetry, found objects, collages, photographs, and so on, that reflect their observations, responses to, and messages from nature. The nature field journal will deepen understanding of the ecology of the place and inform reflection on ecological identity. Students will deepen knowledge of bioregional awareness through a Bioregional Awareness handout study guide. Students will visit an art gallery or museum in their local area for immersion in artistic responses to the natural world. A final project will include the creation and development of a “sense-of-place map” that will allow for reflection on the student’s relationship to the natural environment of their place of birth and other lived places that are pivotal in various phases of life cycle development. The sense-of-place map could consist of a series of drawings, paintings, collages, soul collage cards, mobiles, maps, or video, or a PowerPoint presentation that forms a creative expression portfolio on ecological identity. Prerequisite: Undergraduate student.

GEN 1510 Introduction to Black Psychology (3.00 Units) LG Grade Option
Explores the praxis of Black epistemology in the field of Black psychology. Examines the growth and development of Black psychology; its theories, methodologies, and practice are emphasized through an Africentric philosophical model. This course will enhance students’ skills in critical theory, transdisciplinarity, and cross-cultural psychologies.

GEN 1511 Transpersonal Psychology From a Black Perspective (3.00 Units) LG Grade Option
Spirituality, consciousness, personhood, and notions of psychospiritual wellness will be examined through a Black African-centered perspective. Expanding beyond the traditional East-West paradigm of transpersonal psychology, students will learn about the Indigenous roots and contemporary practices of transpersonal and humanist praxis.

GEN 1512 Africana Research Methods (3.00 Units) LG Grade Option
Knowing and knowledge will be assessed and analyzed through African-centered worldviews and methodologies. Topics covered include research ethics, research design, choosing an inquiry question, and data measurement (qualitative and quantitative). Students will be introduced to a variety of paradigms such as: cultural difference, pan-African, Afrocentric, and positivist. The course will also explore supporting theoretical frameworks such as Africana critical theory, Africana womanism, optimal conceptual Theory, extended self model, and location theory. It will also offer an introduction to scholarly personal narrative—a Western research method that lends itself to an Africentric worldview. The course will connect ontology and axiology to culture.

GEN 1581 Psychedelic Experience: Highs, Lows, and Transformations (3.00 Units) LG Grade Option
This course examines the altered states of consciousness commonly characterized as psychedelic. Topics to be explored include the history of how such states have been used and understood in Indigenous cultures and modern culture; the potentials, hazards, and integration of psychedelic experiences; and the past, present, and future of psychedelic research. Prerequisite: Undergraduate student.

GEN 1589 Art of Communication (3.00 Units) LG 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.

GEN 2222 Special Topics (1.00–3.00 Units) LG Grade Option
A course of study not currently encompassed in the curriculum but relevant to the topic of interdisciplinary studies. Prerequisite: Undergraduate student.

Accelerated BA to MA or MFA

About the Accelerated Program
The accelerated BA to MA or MFA program is a dual-degree program that provides admitted students the chance to complete 9 units in selected graduate programs. BA students can apply for dual admissions to the following programs—the MFA in Interdisciplinary Arts and Writing; the MA in East-West Psychology; the online 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. BS students can apply for dual admissions to the MA in Integrative Health Studies 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/BS to 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 to MA or MFA provides students in participating graduate programs the opportunity to reduce their time to degree by one semester with some exceptions.

For the Transformative Leadership Department (TLD), student completion is still four semesters. However, by starting the program while still in BIS, students will have a reduced course load. In addition, only BIS students admitted in Fall will be eligible for consideration to the BA/TLD accelerated program.

**Advisers**
Cindy Shearer, DA
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 SUS to apply to the accelerated BA/BS to MA or MFA program;
- must have completed the following minimum general education requirements before entering SUS: 9 units of humanities and art, 9 units of social and behavioral sciences, 6 units of English communication, 3 units of oral communication, and 3 units of physical and biological and health sciences;
- must apply to the select graduate program at the same time they apply to SUS;
- must meet the existing criteria for admission to SUS and MA or MFA programs;
- specifically for students applying to the accelerated program with the MFA department, must have completed 3 to 6 units in art or writing practice or demonstrate capacity through submission of an art portfolio; and
- must complete two admission interviews, one with SUS 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 SUS and reapply for graduate work later (but cannot reapply to the accelerated program). Once accepted into the BA/BS to MA or MFA accelerated program, students must meet with their graduate adviser 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 director 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 adviser 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 SUS 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 BA/BS, they may not count the graduate units they earned in SUS should they apply later to the graduate program.
13. SUS students cannot take more than 18 units in a semester.

**Curriculum Overview**
Students in the accelerated BA/BS to MA or MFA meet all degree requirements for both the BA/BS program and their graduate program. For more information on the BA/BS 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; the Master of Arts in Transformative Leadership; or the Master of Arts in Integrative Health Studies, see the respective program sections in this catalog.

**Core Requirements**
Students meet all core requirements for the BA/BS 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 adviser 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 7300 Internship (1–2 units)

**Prerequisites and Curriculum for Accelerated BA/MA, East-West Psychology**

**Faculty adviser and liaison:** Ishtar Kramer.

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

**Core Curriculum (Spring Semester)**
EWP 6329 Conscious Diversity (2 units)
EWP 6330 Knowledge-Work and the Modern Academy (1 unit)

**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 6123 Applied Folklore: Retelling Yesterday’s Stories for Today (3 units)
EWP 6125 Integration of Expanded States of Consciousness (3 units)
EWP 6140 Western Mysticism and Esotericism: History and Practice (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 6326 Chinese Body-Mind Healing Systems: An Interdisciplinary Approach (3 units)
EWP 6327 Transformative Themes in the Upanishads (3 units)
EWP 6407 Re-Store/ying OurSelves, Re-Store/ying Our World (3 units)

Elective Courses (Spring Semester)
- EWP 6051 Eastern Theories of Self, Mind, and Nature (3 units)
- EWP 6088 The Song of the Body: Embodied Expressive Arts in the Unfolding of Soul (1 unit)
- EWP 6120 Gnosticism: Ancient Insights, Contemporary Applications (3 units)
- EWP 6121 Terrapsychology: Coming Home to a Reenchanted Planet (3 units)
- EWP 6127 Introduction to Dreamwork (3 units)
- EWP 6149 Animal Dreams: Visitations from the Wild Psyche
- EWP 6321 How to Cultivate Qi (1 unit)
- EWP 6403 Inquiry into True Nature: Exploring Body, Personality, and the Soul (3 units)
- EWP 6466 Introduction to Chinese Philosophy and Psychology (3 units)
- EWP 6496 Indigenous and Shamanic Traditions (3 units)
- EWP 6681 Wisdom Texts, East and West (3 units)
- EWP 7311 Jungian Psychology and East-West Spirituality (3 units)

Elective Courses (Summer Semester)
- EWP 6325 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 adviser and liaison: Targol Mesbah

Fall Semester—3 units
- ANTH 6160 01 Activist Ethnography I (3 units)

Spring Semester—3 units
- ANTH 6152 01 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 8799 Independent Study (1–3 units)

Prerequisites and Curriculum for BA/MA, Women, Gender, Spirituality, and Social Justice (online program)

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

Faculty adviser and liaison: Alka Arora.

Fall semester:
- PARW 6500 Sacred Lineages: Goddesses, Foremothers, and Activists (3 units) OR
- Any 3-unit PARW course selected in consultation with advisor.

Spring semester:
- PARW 6835 Spiritual Activism and Transformative Social Change (3 units) OR
Any 3-unit PARW course selected in consultation with adviser.

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

Prerequisites and Curriculum for BA/MA, Transformative Leadership

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

Faculty adviser and liaison: Dan Crowe.

Fall semester:
TLD 6125 Leadership Models, Maps, and Metaphors (3 units)
TLD 6130 Ways of Relating: Interpersonal Collaboration Skills and Group Dynamics (3 units)
TLD 6300 Ways of Knowing: Systems 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)
TLD 6325 The Leadership Experience: Understanding the Will to Lead (3 units)
Attend Intensive for the one day in which course is presented.

Summer semester:
TID—Elective

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 (see below for definition of transferable undergraduate credit). 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 semester units a student can transfer into either the BA in Interdisciplinary Studies or the BS in Psychology is 84, with 75 being the maximum number of lower-division units. Applicants who have attended a four-year institution may have a mix of upper- and lower-division units not to exceed a total of 84 transfer units. Coursework marked by a grade of D, D–, or F, is not transferable. We will accept a maximum of 3 units of coursework in Physical Education. Coursework taken twice for credit will be counted only once. Developmental or remedial coursework that cannot be applied toward a bachelor’s degree also will 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.

Undergraduate Transfer Credit

The School of Undergraduate Studies (SUS) accepts up to 84 units of transfer credit for both the Bachelor of Arts in Interdisciplinary Studies and the Bachelor of Science in Psychology, 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:

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<tr>
<th>Source</th>
<th>Restrictions</th>
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<tbody>
<tr>
<td>Accredited community or junior colleges*</td>
<td>75-unit limit</td>
</tr>
<tr>
<td>Accredited four-year institutions</td>
<td>84-unit limit, with up to 75 in the lower division and up to 40 in one subject area (potentially more than 40 for interdisciplinary studies)</td>
</tr>
<tr>
<td>Accredited university extension programs for professional development</td>
<td>12-unit limit, evaluated on a case-by-case basis</td>
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<tr>
<td>Advanced Placement (AP) examinations; College Level Examination Program (CLEP); Excelsior College Examination (ECE)</td>
<td>30-unit combined total limit</td>
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<tr>
<td>Professional Military Education (PME)</td>
<td>Evaluated on a case-by-case basis according to American Council on Education (ACE) guidelines</td>
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* Community or junior college credit is accepted for transfer in accordance with the Intersegmental General Education Transfer Curriculum (IGETC). All California community and junior colleges participate in IGETC, and most indicate IGETC-approved courses in their course catalogs. The responsibility for the selection of the proper courses for transfer credit, however, rests with the student.
American College of Traditional Chinese Medicine
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 and is one of the oldest acupuncture and Chinese medicine colleges in the United States. The graduate programs provide a truly exceptional professional education in the field of acupuncture and Chinese medicine. The acupuncture and Chinese medicine clinics at ACTCM 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. 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 is composed of a number of therapeutic practices that include Chinese herbology, acupuncture, Chinese medical nutrition, tuina, tai jí quán, and qì gōng. These modalities 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 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 the Community Clinic, which offers affordable care that provides acupuncture and Chinese medicine to the residents of San Francisco and the greater Bay Area. At the Community Clinic, students, training 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)

**Doctorate of Acupuncture and Chinese Medicine Completion Program (DACMCP)**

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 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.

During the COVID-19 pandemic, the curriculum in the entry-level programs was resequenced to allow new students to begin their programs online. Students who enter in Fall will start online for two semesters, and students who enter in Spring will begin online for one semester. After the initial one or two semesters, the MSTCM and DACM degrees are residential degree programs, with all classes at the CIIS Arkansas and Mission Street campuses.

The Doctorate of Acupuncture and Chinese Medicine Completion Program (DACMCP) 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 and wish to go on to complete doctoral training. The online DACMCP 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 medicine. The online DACM Completion Program is designed for those graduates of master’s-level education approved by ACAOM. This degree program is for those who want to advance their knowledge and skill sets in integrative, collaborative care while completing their doctoral degree from home.

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 Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM) granted continuing programmatic accreditation to the American College of Traditional Chinese Medicine at CIIS Master of Science of Traditional Chinese Medicine, effective February 12, 2014, and initial programmatic accreditation to the Doctor of Acupuncture and Chinese Medicine program, effective November 12, 2018. Accreditation status and notes may be viewed here.

ACAOM is the recognized accrediting agency for programs preparing acupuncture and Chinese medicine practitioners. ACAOM is located at 8941 Aztec Drive, Eden Prairie, Minnesota 55347; phone (952) 212-2434, fax (952) 657-7068; www.acaom.org.

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 (NCCAOAM) 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 professional licensure information. State regulations for licensure are ever-changing. CHI intends to ensure the accuracy of the following licensure route eligibility by reviewing it annually but cannot guarantee the accuracy of this information. Prospective students should always check with the state license-granting authority to determine eligibility. For a complete disclosure of state license eligibility, please see our State License Requirement Disclosure on the program website.

Graduates of the DACMCP program are only eligible for NCCAOM certification exams and the California Acupuncture Licensing Exam on the basis of their master’s-level degree, which is a prerequisite for entry into the DACMCP. The DACMCP does not confer eligibility for certification or licensure on its own. The ability of an individual candidate to be licensed in a state is dependent on meeting the specific licensure requirements for that state.

ACTCM at CIIS Tuition and Fees 2020–2021
MSTCM/DACM, DACM Completion Program tuition: $515 per unit
ACTCM student audit: $160 per unit
ACTCM alumni audit: $130 per unit
ACTCM herbal sample fee: $210 (onetime fee charged when registering for ACM 5230)
ACTCM malpractice insurance fee*: $70 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’ professional liability carrier.

Course Delivery Planning in Response to the COVID-19 Pandemic
The entry-level degree programs at ACTCM, the Master of Science of Traditional Chinese Medicine (MSTCM), and the Doctor of Acupuncture and Chinese Medicine (DACM), are designed as face-to-face courses. In response to the COVID-19 pandemic, ACTCM has been following its programmatic accreditor’s stipulations on emergency waivers for face-to-face instruction (see http://acaom.org/2020/05/18/revisions-to-emergency-waiver-limitations-and-guidance-18-may-2020/). For the 2021–2022 academic year, ACTCM will continue to offer courses that cover didactic content as live webinars or in asynchronous online format consistent with approval by their programmatic accreditor for inclusion of distance learning courses within the degree programs where 51 percent or more of the content is face-to-face instruction. The course matriculation sequence for the entry classes of Fall 2021 and Spring 2022 has been revised to provide exclusively online courses for Fall 2021 (first semester) and Spring 2022 (first and second semesters). Returning students, who entered prior to Fall 2020, are scheduled in both face-to-face practical courses and online formats for didactic courses in all semesters of the 2021–2022 academic year. Planning for course delivery is ongoing and may be revised in response to public health concerns.

The DACMCP Completion Degree program courses are scheduled as online asynchronous courses. Instructors may elect for thoughtfully planned synchronous delivery of specific lectures, office hours, or learning activities.

For all face-to-face course offerings, ACTCM is implementing engineering and procedural infection control consistent with Coronavirus (COVID-19) Health Directives issued by the San Francisco Department of Public Health.
Faculty of ACTCM at CIIS

Core Faculty
Mark Frost, MSTCM, LAc
Sharon Hennessey, DAOM, LAc
Jung Kim, DAOM, LAc
Pamela Olton, MT (ASCP), LAc
Bingzeng Zou, PhD, DC, LAc

Adjunct Faculty
Marilyn Allen, MS
Jenny Belluomini, MSN, NP, LAc
JoAnn Bennett, MSTCM, LAc
Judith Boice, ND, MAcOM, LAc
Eric Brand, PhD, MSTOM, LAc
Charity Burgess, MSTCM, BA, LAc
Erlene Chiang, DAOM, MS, LAc
Lana Farson, MSTCM, BA, LAc
James Fialk, DACM, ND, LAc
Betty Green, CST, CTMT
Richard Harvey, PhD
Denise Hsu, MB/BS, LAc
Aileen Huang, MPharm, MSTCM, LAc
Deping Ionin, MSTCM, LAc
Daniel Jiao, DAOM, LAc
Bodo Klawonn, MSTCM, LAc
Kenneth Lau, MSTCM, BA, LAc
Michel Lau, DACM, MA
Eunyoung Lee, MSTCM, LAc
David Liu, MSTCM, LAc
Eugene London, DAOM, LAc
Hal Malmud, MSTCM, MA, LAc
Anita Marshall, DAOM, PharmD, LAc
Aide Men, MS, LAc
Michael Morgan, MSTCM, BS, LAc
Mike Ng, DACM, BA, LAc
Chris O’Donnell, MSTCM, BA, LAc
Erin Reilly, MSTCM, LAc
Mi-Yung Rhee, DACM, MSTCM, MA, BS, LAc
Kara Romanko, DAOM, MSTCM, LAc
Kathryn Ryan, MSTCM, LAc
Claudia Venn, MSTCM, BA, LAc
Paz Vizcarra, LAc
Jonathan Wheeler, DAOM, MSTCM, LAc
Krysta Wyatt, MS, BA
Liuhong Xu, MB/BS, LAc

Doctor of Acupuncture and Chinese Medicine
(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 in California. 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). For a complete disclosure of state license eligibility, please see our State License Requirement Disclosure on the program website at https://www.actcm.edu/actcm-state-licensure-requirement-disclosure.

Students graduating at the doctoral level with a DACM have the same scope of practice as those graduating with an 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 and 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. CIIS is limited in which states students may participate in a supervised clinical experience.

DACKM 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. At the present time, CIIS has not determined if these programs meet the curriculum requirements for professional licensing in any state or US territory outside 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 adviser prior to the start of each semester to review their course schedule and discuss any issues or questions. Students are also encouraged to discuss academic or professional issues with the ACTCM director, the ACTCM director of clinical education, or the ACTCM programs manager, all of whom 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.

**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.

**Length of Program**

The DACM program consists of 3,390 clock hours (192 semester credits), with 1,020 clock hours of clinical training and 2,370 clock hours of didactic training. The program also requires 120 clock hours (8 semester credits) of co-requisites, including general chemistry, general biology, general psychology, and general physics. The credit to clock hour conversion is 1 credit for 15 hours of didactic course, and 1 credit for 30 hours of clinical training. The length of the program is 12 semesters. Students have a maximum of eight calendar years from the time of their enrollment in which to complete the DACM program.

**Clinical Training**

The DACM clinical program consists of 1,020 clock 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, and the Women’s Resource Center.

**The ACTCM Clinic**

Located in the campus building on Arkansas Street, this clinic serves as the program’s centerpiece. The clinic provides more than 9,000 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, qi qong, nutritional counseling, and a full-service Chinese herbal dispensary that carries an extensive selection of high-quality raw, powdered, and patent herbs. The ACTCM Clinic operates weekdays, evenings, and Saturdays, by appointment or on a drop-in basis.

**California Pacific Medical Center (CPMC)**

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

**Community Ear Acupuncture**

The mission of the Community Ear Acupuncture Project, established in 1994 as a donation-based community clinic, 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 the 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 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
When travel outside the United States is allowed, 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, if international travel conditions allow. 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
When travel outside the United States is allowed, 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, 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 Traditional 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 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 anytime 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
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 US 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. Prerequisite and co-requisite credits cannot be counted toward ACTCM degree completion credits.
- A maximum of 30 semester credits of the prerequisite requirement may be earned through prior learning assessment using either, or a combination, of the following assessment techniques: (1) credit by examination using standardized tests, and/or (2) assignment of credit for military and corporate training based on recommendations established by the American Council on Education.
- 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 Co-requisite Requirements
Students admitted to the professional doctoral degree in acupuncture and Chinese medicine (DACM) program are required to complete general science courses no later than one semester prior to taking the first-level comprehensive examinations. The general science courses include general physics, general chemistry, general biology, and general psychology. ACTCM recommends that entering students take as many of these courses prior to enrollment as possible. However, an offer of admission is contingent upon completion of these courses. ACTCM offers all of the required general science co-requisite 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 total score of 80 on the internet-based test (iBT). An additional route to demonstrate English language competency is the completion of a two-year (60 semester credits or 90 quarter credits) baccalaureate- or graduate-level degree taught in English in an institution accredited by an agency recognized by the US Secretary of Education, or in the United Kingdom, Australia, Canada (except Quebec), New Zealand, or Ireland. In all cases, English must have been the language of instruction and the curriculum.

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

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

Transfer Students and Applicants with a Master’s Degree in Acupuncture or Chinese Medicine
Students who wish to transfer from another college of acupuncture and Chinese medicine to ACTCM at CIIS, or have previously completed a master’s degree in acupuncture or Chinese medicine, must follow the same application process. In addition to undergraduate transcripts, a transfer student must submit transcripts from all acupuncture and/or Chinese medicine colleges at which they studied previously. All acupuncture and Chinese medicine colleges must be accredited or in candidacy with the Accreditation Commission for Acupuncture and Oriental Medicine or another accreditation commission recognized by the US 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 DACM program. In general, the placement of transfer students into specific DACM classes is based on a review of all previous educational coursework, as well as on the outcomes of any placement examinations taken. ACTCM will not accept nonmatriculated students into the DACM program.

Transfer of Credit

Transfer Credit for Courses That Satisfy the General Science Requirements
- Transfer credit will be granted for individual courses that meet ACTCM’s general science requirements only if the coursework was completed at an US institution accredited by a US 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 US 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 co-requisites, 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 US 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 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 calendar 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. Co-requisites—8 units
   ACM 4041 General Chemistry
   ACM 4042 General Biology
   ACM 4043 General Psychology
   ACM 4045 General Physics

II. Acupuncture Domain—38 units
   ACM 5222 Point Theory I
   ACM 5223 Point Theory II
   ACM 5314 Meridian and Point Location I
   ACM 5315 Meridian and Point Location II
   ACM 5421 Introduction to Tuina OR ACM 5426 Introduction to Shiatsu
   ACM 5324 Acupuncture Technique I and CNT
   ACM 5433 Point Theory III
   ACM 5434 Meridian and Point Location Review
   ACM 5435 Acupuncture Technique II Microsystems
   ACM 5533 Acupuncture Treatment for Disease I
   ACM 5535 Acupuncture Technique III Advanced
   ACM 5633 Acupuncture Treatment for Disease II
   ACM 6421 Advanced Auricular Acupuncture
   ACM 6522 Acupuncture for Musculoskeletal and Sports Injuries

III. Chinese Medicine Domain—35 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 5211 TCM Diagnosis I
ACM 5312 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
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 needleling 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 clock hours (176 semester credits), with 960 clock hours of clinical training and 2,160 clock hours of didactic training. The credit to clock hour conversion is 1 credit for 15 hours of didactic courses and 1 credit for 30 hours of clinical training. The length of program is 12 semesters. Students have a maximum of eight calendar 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 maintains numerous partnerships with local hospitals and clinics. These alliances provide ACTCM interns with opportunities to do clinical rotations in diverse integrative care settings. Sites include California Pacific Medical Center, Glide in the Tenderloin neighborhood, and Women’s Resource 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 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
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 US 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.
- A maximum of 30 semester credits of the prerequisite requirement may be earned through prior learning assessment using either, or a combination, of the following assessment techniques: (1) credit by examination using standardized tests and/or (2) assignment of credit for military and corporate training based on recommendations established by the American Council on Education.
- 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 US 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: English language competency is required of all students seeking admission to the master’s-level program. This must be demonstrated by one of the following means:

- A TOEFL report showing a score of 61 on the internet-based test (iBT), which also requires a minimum speaking exam score of 20 and a minimum listening exam score of 17. ACTCM at CIIS also accepts scores from the IELTS examination of 6.5 or above, with a minimum score of 6.0 on the speaking portion and minimum listening score of 6.5.
- An additional route to demonstrate English language competency is the completion of a two-year (60 semester credits or 90 quarter credits) baccalaureate- or graduate-level degree taught in English in an institution accredited by an agency recognized by the US Secretary of Education, or in the United Kingdom, Australia, Canada (except Quebec), New Zealand, or Ireland. In all cases, English must have been the language of instruction and the curriculum.

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 Chinese 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 Chinese 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 Chinese medical colleges must be accredited or in candidacy with the Accreditation Commission for Acupuncture and Oriental Medicine or another accreditation commission recognized by the US 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 US institution accredited by a US 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 US 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 US 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 5222 Point Theory I
ACM 5223 Point Theory II
ACM 5314 Meridian and Point Location I
ACM 5315 Meridian and Point Location II
ACM 5324 Acupuncture Technique I and CNT
ACM 5421 Introduction to Tuina OR ACM 5426 Introduction to Shiatsu
ACM 5433 Point Theory III
ACM 5434 Meridian and Point Location Review
ACM 5435 Acupuncture Technique II Microsystems
ACM 5533 Acupuncture Treatment for Disease I
ACM 5535 Acupuncture Technique III Advanced Techniques
ACM 5633 Acupuncture Treatment for Disease II

II. Chinese Medicine Domain—29 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 5211 TCM Diagnosis I
ACM 5312 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
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 6336 TCM Internal Medicine II
ACM 6434 Patent Medicine
ACM 6437 TCM Internal Medicine III
ACM 6532 TCM Classics: Wen Bing
ACM 7141 Drug and Herb Interactions
ACM 7231 TCM Classics: Shang Han Lun

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 5527 Shiatsu Therapeutics I  
ACM 5528 Shiatsu Therapeutics II  
ACM 5529 Advanced Shiatsu Practicum  
ACM 5622 Eight Extraordinary Meridians  
ACM 6421 Auricular Acupuncture  
ACM 6522 Acupuncture for Musculoskeletal and Sports Injuries  
ACM 6621 Japanese Acupuncture Techniques  
ACM 6623 Needle Lab  
ACM 7111 TCM Oncology  
ACM 7133 TCM Classics: Jin Gui Yao Lue  
ACM 7243 Research Methods  
ACM 7512 TCM Dermatology  
ACM 7513 TCM Pediatrics  
ACM 7523 Acupuncture Study Elective  
ACM 7535 TCM Classics: Pi Wei Lun  
ACM 7536 Chinese Herbal Medicine Study Elective  
ACM 7541 Biomedical Study Elective  
ACM 7542 Case Studies in Gynecology

Any one of the above elective courses fulfills the elective course requirement for graduation. Elective courses in bioscience in other programs in CIIS may be considered for fulfillment of elective credit.

Doctorate of Acupuncture and Chinese Medicine Completion Program (DACMCP)

About the DACM Completion Program
The Doctorate of Acupuncture and Chinese Medicine Completion Program (DACMCP) 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 and wish to go on to complete doctoral training. The DACMCP Completion Degree program courses are scheduled as online asynchronous courses. Instructors may elect for thoughtfully planned synchronous delivery of specific lectures, office hours, or learning activities. This degree program is for those who want to advance their knowledge and skill sets in integrative, collaborative care while completing their doctoral degree from home.

The online DACMCP provides knowledge beyond the professional master’s degree in acupuncture and Chinese medicine. Designed as an online format, the DACM Completion 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 format of the DACM Completion Program does not include clinic internship. The classes are didactic, or based on clinical analysis and mentorship, making online instruction suitable for deepening and extending practitioner knowledge.

Students who graduate from the DACMCP will receive the DACM degree but will not receive the MSTCM degree. Graduates of the DACMCP program are only eligible for NCCAOM certification exams and the California Acupuncture Licensing Exam on the basis of their previous master’s-level degree, which is a prerequisite for entry into the DACMCP. The DACMCP does not confer eligibility for certification or licensure on its own.

CIIS is limited in which states students may participate in online programs. See State Authorization and Professional Licensure Policies and Procedures for a list of states.

The online DACMCP 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. The online DACMCP 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 online DACMCP is designed to support prior training in acupuncture and Chinese medicine while bringing in advanced training in systems-based medicine, oncology, and advanced syndrome-based herbal study. The current configuration is designed to provide the doctoral degree competencies for prior graduates of an entry-level master’s degree in acupuncture and Chinese medicine.
- The online DACMCP 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. The DACMCP online courses are managed through CIIS’s online learning system, Canvas.

DACM Completion Program Educational Objectives

Upon completion of the DACM Completion 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 online DACM Completion Program consists of 330 hours (22 semester credits), designed to build on the competencies, knowledge, and skills in a professional master’s program in acupuncture and Chinese medicine. The length of the DACMCP is two semesters. The credit to clock hour conversion is 1 credit for 15 hours of DACMCP courses. Students have a maximum of two academic years (4 semesters) from the time of their enrollment in which to complete the DACM Completion Program.

Admissions Requirements
• All applicants must have completed a minimum of 90 semester credits (or 135 quarter credits) from an accredited US 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. Prerequisite and co-requisite credits cannot be counted towards the master’s program in acupuncture and Chinese medicine degree completion credits.
• A maximum of 30 semester credits of the prerequisite requirement may be earned through prior learning assessment using either, or a combination, of the following assessment techniques: (1) credit by examination using standardized tests and/or (2) assignment of credit for military and corporate training based on recommendations established by the American Council on Education.
• Graduation from a master’s degree program in acupuncture and Chinese 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.

For international applicants: A TOEFL report showing a total score of 80 on the internet-based test (iBT) or an overall band score of 6.5 on the IELTS examination. An additional route to demonstrate English language competency is the completion of a two-year (60 semester credits or 90 quarter credits) undergraduate- or graduate-level degree taught in English in an institution accredited by an agency recognized by the US Secretary of Education, or in the United Kingdom, Australia, Canada (except Quebec), New Zealand, or Ireland. In all cases, English must have been the language of instruction and the curriculum.

ACTCM will not accept nonmatriculated students into the DACMCP program.

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

• 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 DACMCP.
• 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

Doctorate of Acupuncture and Chinese Medicine Completion Program (DACMCP)
22 units; all courses are delivered online.

ACMC 7142 Literature Research
ACMC 7632 Herbal Comparison and Syndrome-Based Herbal Study
ACMC 7633 TCM Classics: Jin Gui Yao Lue
ACMC 7637 Case-Based Clinical Mentorship
ACMC 8133 TCM Oncology
ACMC 8222 Laboratory Diagnosis and Medical Imaging
ACMC 8235 Systems-Based and Integrative Medicine
ACMC 8312 Advanced Case Analysis and Clinical Research I
ACMC 8313 Advanced Case Analysis and Clinical Research II
ACMC 8352 Clinical Case Analysis Final Project

Technical Standards for Admission, Promotion, and Graduation
All professions aspire to excellence in practice. Institutions of higher learning shape the future of the profession. The time to shape the profession is before new candidates enter it. To this end, the technical standards provide structure for our students and fulfill our commitment to our profession to promote high standards in practice through educational excellence.

The practice of acupuncture and Chinese medicine is intellectually, physically, and psychologically demanding. A practitioner assesses, diagnoses, and performs treatments within their scope of practice; provides appropriate referrals; and collaborates with other health-care providers. Students acquire the foundation of knowledge, attitudes, skills, and professional behaviors that are needed throughout the practitioner’s professional career. These academic competencies are reflected in the technical standards that follow.

The curriculum leading to the ACTCM at CIIS entry-level degree programs requires students to engage in diverse, complex, and specific experiences essential to the acquisition and practice of essential health-care provider skills and functions. Combinations of cognitive, affective, psychomotor, physical, and social abilities are required to satisfactorily perform these functions. The conditions in which these functions are performed may change without notice and may require performing under stressful and unpredictable situations. In addition to being essential requirements for the successful completion of degree programs, these functions are necessary to ensure the health and safety of patients, fellow students, faculty, staff, and other health-care providers. These are the skills and abilities required to perform the duties of an acupuncturist. For more information on the core job tasks and working environment, see the Occupational Information Network provided by the US Department of Labor/Employment and Training at [http://www.onetonline.org/link/details/29-1199.01](http://www.onetonline.org/link/details/29-1199.01).

With reasonable accommodation as provided by law, candidates and students in the entry-level degree programs must be able to meet these minimum technical standards. These standards, in addition to the CIIS Code of Student Conduct set forth in the CIIS “Student Handbook,” comprise the basis for all evaluation within the college and include but are not limited to the following abilities:

### Standards

#### Motor

A student must have sufficient motor function to obtain information from patients by palpation, auscultation, percussion, and other diagnostic maneuvers. These skills require coordination of both gross and fine muscular movement, equilibrium, and the use of touch. A student must be able to make precisely coordinated movements of the fingers of one or both hands to do the following:

- provide routine care and treatment to patients and implement emergency protocols when indicated;
- provide safe, general, and therapeutic care, including patient positioning, patient draping, insertion of needles, and application of other modalities within the scope of practice;
- safely dispose of or sterilize any materials that may contain blood-borne pathogens.

#### Observation

Observation requires the functional use of sensory input. A student must be able to do the following:

- receive instruction by lectures and practical demonstrations;
- observe a patient accurately and appreciate nonverbal communications when performing an assessment or administering a treatment;
- perceive the signs of disease and infection as manifested through physical examination.

#### Communication

Students must be able to communicate effectively and sensitively with students, faculty, staff, patients, family, and other professionals. Communication includes but is not limited to conveying information, listening, reading, and writing. A student must be able to do the following:

- demonstrate a willingness and ability to give and receive feedback;
- communicate with patients in order to elicit information regarding mood, activity, and posture and to perceive nonverbal communications;
- exchange information to develop a health history, identify problems presented, explain alternative solutions, and give directions during and post treatment;
- communicate effectively and efficiently with other members of the health care community to convey information
essential for safe and effective care;
• express ideas and feelings constructively and clearly.

**Intellectual, Conceptual, Integrative, and Quantitative Abilities**
To effectively solve problems, students must be able to measure, calculate, reason, analyze, integrate, and synthesize information in a timely fashion. A student must be able to do the following:

• engage in critical thinking;
• synthesize knowledge and integrate the relevant aspects of a patient’s history, physical findings, and diagnostic studies;
• develop a diagnosis and formulate treatment plans.

**Cognitive Behavioral and Psychosocial Attributes**
Students must possess the psychological ability and emotional health required for the full utilization of their intellectual abilities, the exercise of good judgment, and the prompt completion of all responsibilities attendant to the diagnosis and care of patients. Students must have the capacity for the development of sensitive, appropriate, and effective relationships with patients. Students must be able to do the following:

• tolerate physically and mentally taxing workloads and function effectively under stress;
• experience empathy for the situations and circumstances of others and effectively communicate that empathy;
• shift back and forth between two or more activities or sources of information (such as speech, sounds, touch, or other sources);
• demonstrate the ability to concentrate on required tasks;
• recognize that their values, attitudes, beliefs, emotions, and experiences affect their perceptions, interactions, and relationships with others;
• be willing and able to examine and change their behavior to foster productive relationships.

**Professional Conduct**
Students must demonstrate the ability for moral reasoning and practice health care in an ethical manner. Students must be able to do the following:

• take direction from faculty, supervisors, staff, and administration;
• learn and abide by professional standards of practice;
• possess attitudes that include compassion, empathy, altruism, integrity, honesty, responsibility, tolerance, and acceptance;
• engage in patient care delivery in various settings and be able to deliver care to diverse patient populations, including but not limited to children, adolescents, adults, developmentally disabled persons, medically compromised patients, and vulnerable adults.

**Curriculum Requirements**
In addition to the standards specified above, students must be able to successfully demonstrate the ability to complete all required components of the curriculum, including the learning objectives in each class. Reasonable accommodation will be provided for qualified students.

**Tests and Evaluations**
In order to evaluate competence, the program employs periodic examinations, both written and practical, as an essential component of the curriculum. Reasonable accommodation will be provided for qualified students.

**Clinical Assessments**
Attainment of clinical competence is fundamental to the progression of the student. The participation in clinical experiences and assessment of student performance is an integral and essential component of the curriculum. Reasonable accommodation will be provided for qualified students.

**Reasonable Accommodation**
CIIS complies with Section 504 of the Rehabilitation Act of 1973 and the Americans With Disabilities Act. Accordingly, no otherwise qualified disabled student shall, solely by reason of their disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any academic, research, counseling, financial aid, or other postsecondary education program or activity that CIIS provides for all students. Students with disabilities must meet the requirements and levels
of competency generally required of all students in the program. In order to assist students with disabilities in fulfilling these requirements of the program, every reasonable effort is made to accommodate special needs of such students. If you would like to request accommodations related to a disability, please contact osas@ciis.edu to register with CIIS Office of Student Accessibility Services.

**Course Descriptions**

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

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

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

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

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

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

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

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

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

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

**ACM 5141 Human Anatomy I** (2.00 Units) LG Grade Option
This course systematically presents morphology of the human body. Topics presented include anatomical structures, 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** (2.00 Units) LG Grade Option
This course introduces techniques for assessing research literature, as well as teaching the basic concepts of research methodology. The course explores library resources and online research, Boolean research, and the evaluation of research literature. Students will conduct literature searches and develop bibliographies related to research topics.

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

**ACM 5211 Diagnosis I** (2.00 Units)
This course introduces Chinese medical diagnosis, including inspection examination, listening and smelling examination, and inquiry examination. The theoretical basis for tongue and pulse are introduced. Students begin to develop skills in clinical reasoning and problem-solving with the presented concepts. Prerequisite: ACM 5110.

**ACM 5222 Point Theory I** (3.00 Units) LG Grade Option
This course presents the location of channel pathways and points of the of the first half of the 12 regular meridians, beginning with the hand taiyin Lung channel and extending through foot taiyang Bladder channel BL 11. In addition to point indications, the course will cover classical point categories and the pathological signs and symptoms of each channel. Point categories are described in classical texts and denote groups of points with related therapeutic functions, as well as their clinical application presented in the modern literature. The categories that will be covered are the five shu, yuan-source, luo-connecting, xi-cleft, lower he-sea, influential, confluent, crossing front-mu, and back-shu points, as well as other groups. The channels are studied following the circadian sequence of qi movement through the channels. Prerequisite: ACM 5110.

**ACM 5223 Point Theory II** (3.00 Units) LG Grade Option
This course completes the actions and indications of points of the 12 regular meridians, beginning with foot taiyang Bladder channel BL 12 through the foot jueyin Liver channel and the Ren and Du channels. In addition to point indications, the course will cover classical point categories and the pathological signs and symptoms of each channel. Point categories are described in classical texts and denote groups of points with related therapeutic functions, as well as their clinical application presented in the modern literature. The categories that will be covered are the five shu, yuan-source, luo-connecting, xi-cleft, lower he-sea, influential, confluent, crossing, front-mu, and back-shu points, as well as other point groups. The channels are studied following the circadian sequence of qi movement through the channels. Co-requisite: ACM 5110.

**ACM 5230 TCM Materia Medica I** (3.00 Units) LG Grade Option
Herbs are divided into functional categories and are studied with regard to unique and common characteristics. This course introduces herbs that release the exterior, herbs that clear heat and drain fire, herbs that clear heat and cool blood, 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 as well. Prerequisites: ACM 5110, ACM 5113.

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

**ACM 5250 Clinic Observation I/Clinic Theater** (2.00 Units) PF Grade Option
Students observe patient care provided by a clinic supervisor who is a licensed acupuncturist. Students observe the interaction between patient and practitioner, including patient intake, differential diagnosis, points and herbal prescriptions, bedside manner, time management, and OSHA and HIPAA requirements. Topics to be covered are professional conduct, acupuncture regulations, history taking and charting, treatment include acupuncture and herbal medicine, and the role of the observer in the clinic. Prerequisite: ACM 5112.

**ACM 5312 TCM Diagnosis II** (3.00 Units) LG Grade Option
This course presents the palpation examination in Chinese medical diagnosis with an emphasis on the pulse diagnosis. Diagnostic techniques are described, demonstrated, and practiced. Students apply theoretical knowledge and develop clinical palpation skill. Co-requisite: ACM 5210.

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

**ACM 5314 Meridian and Point Location I** (3.00 Units) LG Grade Option
This course presents the locations of channel pathways and points of the first half of the 12 regular meridians, beginning with the hand taiyin Lung channel and extending through foot taiyang Bladder channel BL 11. The pathways of the respective 12 primary channels, 12 divergent channels, 15 collaterals, 12 sinew channels, and six cutaneous regions will be covered. Points are located through comparative review of traditional and modern anatomy. Hands-on practice in locating points is emphasized. This course prepares students for clinical practice by developing the skill to accurately locate points and describe channel trajectories. Co-requisite: ACM 5222.

**ACM 5315 Meridian and Point Location II** (3.00 Units) LG Grade Option
This course completes the actions and indications of points of the 12 regular meridians, beginning with foot taiyang Bladder channel BL 12 through the foot jueyin Liver channel and the Ren and Du channels. The pathways of the respective 12 primary channels, 12 divergent channels, 15 collaterals, 12 sinew channels, and six cutaneous regions will be covered as well as the pathways of the Ren and Du channels. Points are located through comparative review of traditional and modern anatomy. Hands-on practice in locating points is emphasized. This course prepares students for clinical practice by developing the skill to accurately locate points and describe channel trajectories. Co-requisite: ACM 5223.

**ACM 5324 Acupuncture Technique I and CNT** (3.00 Units) LG Grade Option
This first course in acupuncture techniques is designed to introduce the basic techniques of needling, moxibustion, cupping, seven-star needling, gua sha, dermal methods, bleeding, and magnets. 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. The course will provide foundational needling skills leading to competency to begin clinical practice. Needling of commonly used points of the 14 meridians will be practiced. 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. Prerequisite: ACM 5314. Co-requisite: ACM 5315.

**ACM 5331 TCM Materia Medica II** (3.00 Units) LG Grade Option
Herbs are divided into functional categories and are studied with regard to unique and common characteristics. This course introduces herbs that expel wind dampness, herbs that aromatically transform dampness, herbs that drain dampness, herbs that warm the interior and expel cold, herbs that regulate qi, herbs that relieve food stagnation, herbs that expel parasites, herbs that stop bleeding, and herbs that invigorate the blood. Students are introduced to the characteristics of the herbs, including their Chinese names (pinyin), nature, entering channels, therapeutic functions, and contraindications. Prerequisite: ACM 5320.

**ACM 5351 Clinic Observation II** (2.00 Units) PF Grade Option
This course allows students to observe patient care in the ACTCM 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 clinic supervisor’s approach to patient care: 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 5230.

**ACM 5412 TCM Diagnosis III** (3.00 Units) LG Grade Option
This course presents Chinese medical diagnostic theories based on zang fu organ pattern differentiation, six channel differentiation, four level differentiation, and san jiao differentiation. Students apply skills in clinical reasoning and problem-solving with the presented concepts. Prerequisite: ACM 5311.

ACM 5421 Introduction to Tuina (3.00 Units) LG Grade Option
This course covers the role of tuina as a form of Chinese physical medicine. 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 course emphasizes the role of proper breathing and movement, as well as stretching exercises for both practitioner and client.

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

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

ACM 5433 Point Theory III (2.00 Units) LG Grade Option
This course reviews the clinical application of point actions through point category theory and channel theory, actions and indications of the extra points, and the theoretical basis for the use of extraordinary meridians. The extraordinary meridian 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 are presented. The functions and indications, and their therapeutics for each channel, are covered, as well as therapeutic options. Prerequisites: ACM 5222, ACM 5223.

ACM 5434 Meridian and Point Location Review (2.00 Units) LG Grade Option
This course reviews the locations 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. Co-requisite: ACM 5433.

ACM 5435 Acupuncture Technique II Microsystems (3.00 Units) LG Grade Option
This course provides students with various microsystems that comprise a variety of clinical approaches. Microsystems of scalp, ear, and wrist-ankle acupuncture are included. Students learn the physical structures of the pinna (external ear or auricle), locate auricular acupuncture points on the auricular surfaces, and learn the application of commonly used points. 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. In addition to the microsystems, points that require advanced needling skill such as points in the neck, around the eye orbit, over the upper back and chest, and sciatic nerve will be practiced. Prerequisite: ACM 5433.

ACM 5452 Clinic Observation II (2.00 Units) PF Grade Option
This course allows students to observe patient care in the ACTCM 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 supervising practitioner’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 practitioner. Prerequisite: ACM 5323.

ACM 5522 Advanced Tuina (2.00 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 (2.00 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 5324.
ACM 5528 Shiatsu Therapeutics II (2.00 Units) LG Grade Option
This course reviews the shiatsu techniques presented in previous shiatsu courses and provides advanced training in therapeutic techniques. The course focuses on the treatment of common musculoskeletal disorders, useful treatment points, and therapeutic exercises. Students review techniques presented in the previous courses, as well as training in advanced therapeutic techniques. The class will focus on the treatment of musculoskeletal disorders caused by faulty posture. Therapeutic treatment techniques will include positional release, post-isometric relaxation, and proprioceptive neuromuscular facilitation with the goal of improving mobility and range of motion in chronically shortened muscles and connective tissue. Patient care planning, treatment goals, facilitated stretching techniques, and patient education will be introduced as part of a holistic treatment program. Prerequisite: ACM 5527.

ACM 5529 Advanced Shiatsu Practicum (2.00 Units) LG Grade Option
This course is the practicum component for Shiatsu Therapeutics. Students develop and expand clinic skills in providing shiatsu in the clinical setting. Students review assessment and treatment protocols for common musculoskeletal disorders. During each class there is 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 5533 Acupuncture Treatment for Disease I (3.00 Units) LG Grade Option
This course presents the use of an integrated approach of acupuncture therapy to treat diseases and conditions commonly encountered in the clinic setting. Disorders are described in terms of both Chinese medical and biomedical assessment, including disorders of EENT, neurological, cardiovascular, pulmonary, and gastrointestinal systems. Treatment principles and point prescriptions are developed based on an understanding of the Chinese medical assessment. Adjunctive therapies to acupuncture are described. The student has an opportunity to develop and implement a treatment plan for specific conditions. Prerequisite: ACM 5433.

ACM 5535 Acupuncture Technique III Advanced Techniques (3.00 Units) LG Grade Option
This course introduces the practice of electro-stimulation, the needling of motor points and trigger points, and the uses of ultrasound. 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 5622 Eight Extraordinary Meridians (2.00 Units) LG Grade Option
This course expands on the basic knowledge of the locations and use of extraordinary meridians to present advanced theory on the application of extraordinary meridian treatment for multiple disorders, including a focus on mental and emotional health. Prerequisites: ACM 5223, ACM 5323, ACM 5434.

ACM 5633 Acupuncture Treatment for Disease II (2.00 Units) LG Grade Option
This course presents the use of an integrated approach of acupuncture therapy to treat diseases and conditions commonly encountered in the clinic setting. Disorders are described in terms of both Chinese medical and biomedical assessment, including disorders of integument (skin), genitourinary (excluding gynecology), kidney, endocrine, and immune systems. Treatment principles and point prescriptions are developed based on an understanding of the Chinese medical assessment. Adjunctive therapies to acupuncture are described. The student has an opportunity to develop and implement a treatment plan for specific conditions. Prerequisite: ACM 5433.

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

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

ACM 6151 Clinic Trainee I (2.00 Units) PF Grade Option
In these two clinical courses, students begin to transition from observing patients to treating them under the direct supervision of a clinical supervisor, who is physically present to observe all patient interactions. Students are responsible for greeting the patient, explaining their role, taking a history, and formulating a diagnosis. They also propose to the supervisor a combination of acupuncture points, a specific herbal formula, and other adjunctive therapies that might be useful. After the clinical supervisor reviews the diagnosis and approves the treatment strategy, the student clinician treats the patient under direct supervision. Prerequisites: ACM 5222, ACM 5223, ACM 5314, ACM 5315, ACM 5323, ACM 5452. Co-requisite: ACM 5435.
ACM 6152 Clinic Trainee I (2.00 Units) PF Grade Option
In these two clinical courses, students begin to transition from observing patients to treating them under the direct supervision of a clinical supervisor, who is physically present to observe all patient interactions. Students are responsible for greeting the patient, explaining their role, taking a history, and formulating a diagnosis. They also propose to the supervisor a combination of acupuncture points, a specific herbal formula, and other adjunctive therapies that might be useful. After the clinical supervisor reviews the diagnosis and approves the treatment strategy, the student clinician treats the patient under direct supervision. Prerequisites: ACM 5222, ACM 5223, ACM 5314, ACM 5315, ACM 5323, ACM 5452. Co-requisite: ACM 5435.

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

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

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

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

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

ACM 6332 TCM Formulary III (3.00 Units) LG Grade Option
This course introduces the following formula categories: formulas that regulate the blood, formulas that expel wind, formulas that treat dryness, formulas that expel dampness, formulas that treat phlegm, formulas that reduce food stagnation, and formulas that expel parasites. Formulas are reviewed in the context of the component herbs, therapeutic function, indications, treatment principles, and information on the classical organization of ingredients. Also covered are the applications of herbal formulas to specific diseases and how to modify formulas based on patient condition and disease course. Prerequisite: ACM 6152.

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

ACM 6336 TCM Internal Medicine II (3.00 Units) LG Grade Option
This course focuses on differential diagnosis and treatment strategies to treat specific disorders. An emphasis is placed on the analysis of case studies using Chinese medical theory in order to select the best acupuncture treatment and herbal formulas. In this course, the following conditions are covered: wasting and thirsting syndrome (xiao ke), convulsive disorder (jing zheng),...
ACM 6342 Physical Assessment (2.00 Units) LG Grade Option
This course provides experience in medical history taking, proper written documentation, and physical examination. The class content will focus on general physical screening and assessment to guide treatment and to determine appropriate referrals to other health-care providers when indicated. Prerequisites: ACM 5242, ACM 6141.

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

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

ACM 6412 TCM Nutrition (2.00 Units) LG Grade Option
This course presents general concepts for the use of nutrition as a treatment modality in Chinese medicine. The assessment of symptoms and signs for various patterns are reviewed, and nutritional approaches to treatment are presented, including herbal stews and soups. Chinese medicinal nutrition is based on Chinese medical theory. 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 Advanced Auricular Acupuncture (2.00 Units) LG Grade Option
This course focuses on advanced theories of neurology and the application of auricular acupuncture. 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 5412, ACM 5435.

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

ACM 6437 TCM Internal Medicine III (3.00 Units) LG Grade Option
This course focuses on differential diagnosis and treatment strategies to treat specific disorders. An emphasis is placed on the analysis of case studies using Chinese medical theory in order to select the best acupuncture treatment and herbal formulas. In this course, the following conditions are covered: stomach pain (wei tong), abdominal pain (fu tong), constipation (bian mi), diarrhea (xie xie), dysentery (li ji), intestinal abscess (chang yong), loss of consciousness (shen hun), mental/emotional disorders (dian kuang), memory loss (jian wang), seizure disorders (xian zheng), enuresis (yi niao), disorders of ejaculation (yi jing, zao xie), erectile dysfunction (yang wei), infertility (bu yu), masses (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 (3.00 Units) LG Grade Option
This course introduces the basic concepts of biomedical practice, including history taking, physical exam and diagnostic testing, treatment methods, and treatment contraindications and complications. Western clinical perspectives on cardiovascular diseases; pulmonary diseases; microbiology and infectious diseases; oncology; and disorders of the ears, nose, and throat as well as gastrointestinal disorders and hepatobiliary disorders, are discussed. Prerequisite: ACM 6241.

ACM 6443 Advanced Physical Assessment (2.00 Units) LG Grade Option
This course provides experience in musculoskeletal, orthopedic, and neurologic physical examination. Procedures for ordering diagnostic imaging and radiological and laboratory tests, and their clinical application, will also be introduced. The course contents will focus on clinical differential assessment in order to guide treatment and to determine appropriate referrals to other health-care providers when indicated. Prerequisite: ACM 6342.
ACM 6455 Clinic Trainee III (2.00 Units) PF Grade Option
Student clinicians continue to develop and refine the skills practiced in the Trainee I and II levels and assume additional responsibilities at the discretion of the attending clinical supervisor. The clinical supervisor continues to be physically present in the treatment room during diagnosis and treatment of patients, approves the entire treatment, and provides guidance as needed. This phase of clinical studies is the preparation for the intern phase, when students function with greater autonomy in caring for patients. Prerequisite: ACM 6152.

ACM 6522 Acupuncture for Musculoskeletal and Sports Injuries (3.00 Units) LG Grade Option
This course is an introduction to the evaluation and treatment of musculoskeletal and sports injuries. Students will learn how to assess, evaluate, and treat musculoskeletal injuries 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 5533, ACM 5633, ACM 6443.

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

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

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

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

ACM 6551 Clinic Intern I (2.00 Units) PF Grade Option
During these two clinical courses, students progress from working as a trainee to assuming individual responsibility for patients. The student intern greets the patient, explains his or her role, takes a history, and proposes to the clinical supervisor a prescription of acupuncture points, an herbal remedy, and/or other adjunct therapies such as cupping, moxibustion, 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 5535, ACM 6455.

ACM 6552 Clinic Intern I (2.00 Units) PF Grade Option
During these two clinical courses, students progress from working as a trainee to assuming individual responsibility for patients. The student intern greets the patient, explains his or her role, takes a history, and proposes to the clinical supervisor a prescription of acupuncture points, an herbal remedy, and/or other adjunct therapies such as cupping, moxibustion, 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 5535, ACM 6455.

ACM 6621 Japanese Acupuncture Techniques (2.00 Units) LG Grade Option
This course provides a survey of the fundamental theories of Japanese acupuncture as well as exposing students to Japanese acupuncture assessment and treatment techniques. Students are introduced to Japanese practices, such as keiraku chiriyo (channel therapy) and the work of Yoshio Manaka, which incorporates abdominal diagnosis and the treatment of the extra channels. Prerequisite: ACM 5323.
ACM 6622 Eight Extraordinary Meridians (2.00 Units) LG Grade Option
This course reviews the pathways, channel points, crossing points, energetics, and associated symptom and sign complexes of the ren, du, chong, dai, yin wei, yang wei, yin qiao, and yang qiao channels. The functions and indications, and their therapeutics for each channel, are covered, as well as therapeutic options. Prerequisite: ACM 5425.

ACM 6623 Needle Lab (1.00 Unit) PF Grade Option
This lab course provides an opportunity for further needling practice under the close supervision of faculty. Ways to approach the needling of various anatomic structures are also reviewed and demonstrated. The students are encouraged to give each other feedback about each other’s needle techniques and to discuss various methods of improving their skills at making their needle recipients feel safe and comfortable. The reasons for different lengths and gauges of needles and practice with a variety of styles are also introduced. Prerequisite: ACM 5324.

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

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

ACM 7133 TCM Classics: Jin Gui Yao Lue (2.00 Units) LG Grade Option
This course covers the etiology and pathology of selected cancers from both Chinese medicine and Western medicine viewpoints. Students will be introduced to current standard of care in 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 7114 Advanced Case Analysis and Clinical Research II (2.00 Units) LG Grade Option
This course is designed to help the students develop advanced skills in analyzing cases. The students are expected to access traditional and contemporary literature in acupuncture and Chinese medicine, as well as biomedical research, including research in epidemiology and treatment, in order to analyze cases they are seeing in the clinic. The students will be required to write high-quality case studies and to do a formal presentation to their classmates regarding findings and recommendations. Prerequisites: ACM 6336, ACM 6551.

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

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

ACM 7113 TCM Classics: Jin Gui Yao Lue (2.00 Units) LG Grade Option
This course covers the etiology and pathology of selected cancers from both Chinese medicine and Western medicine viewpoints. Students will be introduced to current standard of care in 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 7114 Advanced Case Analysis and Clinical Research II (2.00 Units) LG Grade Option
This course is designed to help the students develop advanced skills in analyzing cases. The students are expected to access traditional and contemporary literature in acupuncture and Chinese medicine, as well as biomedical research, including research in epidemiology and treatment, in order to analyze cases they are seeing in the clinic. The students will be required to write high-quality case studies and to do a formal presentation to their classmates regarding findings and recommendations. Prerequisites: ACM 6336, ACM 6551.

ACM 7115 Western Gynecology (2.00 Units) LG Grade Option
This course provides an overview of the biomedical perspective on gynecology and obstetrics, including diagnosis and treatment. The course focuses on well-woman care, gynecological pathology, the menstrual cycle, menopause, sexually transmitted diseases, normal pregnancy, and pregnancy complications. Prerequisite: ACM 6241.

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

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

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

**ACM 7213 Clinical Case Review and Management** (3.00 Units) LG Grade Option
This course provides a structure for students to develop case reports and case presentations, as well as an opportunity to discuss clinical cases in groups. 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** (2.00 Units) LG Grade Option
This course presents the differentiation and treatment of disease based on the patterns (taiyang, yangming, shaoyang, shaoyin, taijin, and juejin) presented in the Chinese medicine classic Shang Han Lun, known in English as the Treatise on Cold Damage Disorders or the Treatise on Cold Injury. This is a Chinese medical treatise compiled by Zhang Zhongjing during the Eastern Han dynasty (25–220 ACE). Prerequisite: ACM 6333.

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

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

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

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

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

**ACM 7342 Systems-Based and Integrative Medicine** (2.00 Units) LG Grade Option
This course explores current examples of integrative medicine and covers the management of health-care systems, diversity issues, population-based assessment and care, and differences between health-care domains such as acupuncture and Chinese medicine, biomedicine, naturopathy, as well as participating on interdisciplinary teams. Prerequisite: ACM 6542.
ACM 7345 Public Health (2.00 Units) LG Grade Option
This course explores the cultural and environmental issues that contribute to health and illness in our society. Topics include the economics of our health-care system, epidemiology, how the socioeconomic factors influence health care, world health, and disease prevention. This class explores the ways in which TCM practitioners interface with, and are affected by, the public health system in the United States. The class also focuses on the specific issue of chemical dependency. Prerequisite: ACM 6241.

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

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

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

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

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

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

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

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

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

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

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

ACM 7900 Board Exam Strategies and Practice (0.1 Unit) 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.

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

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

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

ACMC 7637 Case-Based Clinical Mentorship (2.00 Units) PF Grade Option
This course is case-based and participatory. The course is designed to engage student practitioners in critical thinking, problem-solving, diagnostic skills, and decision-making skills. Led by a senior faculty member who guides and mentors students, this course supports students in identifying areas of specific clinical interest in preparation of upcoming courses: Advanced Case Analysis and Clinical Research II and Clinical Case Analysis Final Project. Prerequisite: DACMCP student.

ACMC 8133 TCM Oncology (2.00 Units) PF Grade Option
This course presents the etiology and pathology of selected cancers from both Chinese medicine and biomedical perspectives. Students will be introduced to the principles of biomedical oncology and Chinese medical modalities (acupuncture, herbs, diet, and 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 treating patients with cancer in the clinical setting. Prerequisite: DACMCP student.

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

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

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

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

**ACMC 8352 Clinical Case Analysis Final Project** (3.00 Units) PF Grade Option
The clinical case analysis project must demonstrate critical thinking and a synthesis of the skill and knowledge learned in the program. The course provides support for clinical case selection, review and critical appraisal of relevant literature, and case analysis writing. The clinical case analysis paper will be of a quality to meet academic form and style standards suitable for peer-reviewed professional publications. Prerequisite: DACMCP student.
School of Professional Psychology and Health

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

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

Clinical Psychology
Doctor of Psychology (PsyD) in Clinical Psychology

Counseling Psychology
Master of Arts (MA) in Counseling Psychology with a concentration in Community Mental Health
Master of Arts (MA) in Counseling Psychology with a concentration in Drama Therapy
Master of Arts (MA) in Counseling Psychology with a concentration in Expressive Arts Therapy
Master of Arts (MA) in Counseling Psychology with a concentration in Integral Counseling Psychology
Master of Arts (MA) in Counseling Psychology with a concentration in Somatic Psychology

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

Applied Psychology
Master of Arts (MA) in Applied Psychology
Clinical Psychology (PsyD)

Department Chair
Rene Dumetz, PhD, LMFT

Director of Clinical Training
Willow Pearson, PsyD

Core Faculty
Margaret Boucher, PsyD
Shanna Butler, PhD
Lani Chow, PhD
David Cushman, PsyD
Rene Dumetz, PhD
Andrew Harlem, PhD
Willow Pearson, PsyD, LMFT

Adjunct Faculty
Jonaly Blaha, PsyD
Geetali Chitre, PsyD
Nitsa Dimitrakos, PsyD
Kellen Grayson, PsyD, LMFT
Peter Van Oot, PhD

Department Manager
Brian Lieske, MFA, blieske@ciis.edu

Field Placement Specialist
Tonya Dowding, PsyD, FieldPlacementPsyD@ciis.edu

Format
This program is offered in person only.

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. CIIS has not determined if completion of this program allows a graduate to become licensed in other states or US territories.

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 innovative 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; humanistic, existential, 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 allow students to apply a significant portion of their master’s-level preparation toward attaining a PsyD degree. CIIS is limited in which states students may participate in a supervised clinical experience. See State Authorization and Professional Licensure Policies and Procedures for a list of states.

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, humanistic, 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, and 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
CIIS is limited in which states students may participate in a supervised clinical experience. See State Authorization and Professional Licensure Policies and Procedures for a list of states.

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. 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.

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.

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 of 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 Clinical Psychology degree fulfills the academic requirements to sit for licensure as a psychologist in the state of California. CIIS has not determined if the program meets the professional licensure educational requirements in any state or territory outside of California.

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. Placement at the PSC is through the BAPIC application process. Placement at the PSC is not guaranteed. 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 requires criminal background checks as a prerequisite to licensure (for more information about California licensure requirements, please see [www.psychology.ca.gov](http://www.psychology.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. Prior conviction is not an automatic disqualification, but the program does not admit students who would be ineligible to obtain a license in California.

Psychotherapy Requirement
The PsyD program requires the student, 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 offered only 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 adviser 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. **CIIS graduate online application.**
2. **Transcripts.** We require official transcripts from all undergraduate and graduate academic institutions attended, regardless of whether 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:** A bachelor’s degree from an accredited college or university.
3. **Grade point average.** A GPA of 2.5 in undergraduate 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 advisers, 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, life-span 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 CIIS PsyD program plan. Students provide copies of the syllabi they wish to transfer to their academic adviser, who determines which courses are equivalent to our program’s offerings and are appropriate for transfer. This transfer of units decreases the total number of units required to complete the doctoral degree at CIIS by a corresponding amount.

All grades received in transferred courses must have been at least a grade of B or P (pass).

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. Students transferring from a program outside CIIS may be required to submit a catalog description or course syllabus, to determine content equivalency before the course can be transferred.

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

Students who require more than 9 units of the 30 listed may be required to complete the pre-core courses prior to enrolling in PsyD core coursework.

- 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—102 to 112.4 Units

• 90 units core coursework
• 2 units Foundational Skills Practicum
• 4–12 units Practicum
• 3–4 units Internship
• 3–4 units Dissertation/Dissertation Continuance

Pre-Core Courses—23 units
PSY 5002 Culture and Ethnicity in Clinical Practice (3 units)
PSY 5401 Research Methods (3 units)
PSY 5502 Psychodynamic Theory (3 units)
PSY 5504 Humanistic-Existential Psychology (3 units)
PSY 5506 Cognitive and Behavioral Therapy (1 unit)
PSY 5601 Psychopathology (3 units)
PSY 5602 Treatment of Alcohol and Chemical Dependence (1 unit)
PSY 5705 Foundational Clinical Skills: Children and Family (3 units)
PSY 6201 Lifespan Development (3 units)

Foundational Skills Practicum—2 units
PSY 6775B Foundational Skills Practicum (Spring) (1 unit)
PSY 6775C Foundational Skills Practicum (Summer) (1 unit)

Core Courses—49 units
PSY 5704 Foundational Clinical Skills: Adults—Individuals and Couples (3 units)
PSYL 5704 Foundational Clinical Skills: Adults—Individuals and Couples Lab (1 unit)
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 9801 Dissertation Proposal Writing I (1 unit)
PSY 9802 Dissertation Proposal Writing II (1 unit)
PSY 9803 Dissertation Proposal Writing III (1 unit)

Electives—18 units
Students select 18 units of elective coursework to complete the requirements of the degree. These courses include:
PSY 6001 Biological Bases of Clinical Practice (3 units)*
PSY 6110 Statistics (3 units)*
PSY 6120 Teaching and Clinical Pedagogy (2 units)
PSY 6192 Social Psychology (3 units)*
PSY 6301 Cognitive and Affective Foundations of Behavior (3 units)*
PSY 6708 Pilgrimage to Sri Lanka
PSY 6724 Buddhism and Psychotherapy (3 units)
PSY 6937 Sacred Union: Depth Psychology and the Psychedelic Experience
PSY 7174 History and Systems of Psychology (3 units)*

* Elective courses marked with * constitute a 15-unit course sequence design for portability of license eligibility. Although not required in California, many states may require coursework in these subject areas in order to sit for the psychologist license. Students considering moving outside California to practice should consult with the state agency that regulates the practice of psychology in that state to determine if any of the specified electives are required to sit for the license in that state.

**Dissertation**

Students are required to enroll for a three-course sequence upon commencing work on their dissertation:

PSY 9900 Dissertation Proposal Completion (1 unit)
PSY 9901 Dissertation Research I (1 unit)
PSY 9902 Dissertation Research II (1 unit)

**Practicum**

Students are required to complete two years of practicum. 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. All practicum activities take place in California.

PSY 6777A Practicum II (1 unit)
PSY 6777B Practicum II (1 unit)
PSY 6777C Practicum II (1 unit)

PSY 6778A Practicum III (1 unit)
PSY 6778B Practicum III (1 unit)
PSY 6778C Practicum III (1 unit)

**Internship**

Students are required to complete an internship, either full-time for one year or part-time for 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. All internship activities take place in California.

**Full-time**

PSY 9699A Internship (1 unit)
PSY 9699B Internship (1 unit)
PSY 9699C Internship (1 unit)

**Part-time**

PSY 9695A Internship (0.5 unit)
PSY 9695B Internship (0.5 unit)
PSY 9695C Internship (0.5 unit)
PSY 9696A Internship (0.5 unit)
PSY 9696B Internship (0.5 unit)
PSY 9696C Internship (0.5 unit)

**Course Descriptions**

**PSY 5002 Culture and Ethnicity in Clinical Practice** (3.00 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 and multicultural issues related to race and ethnicity for beginning clinical practice.

**PSY 5401 Research Methods I** (3.00 Units) LG Grade Option

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

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

**PSY 5503 Theories and Practice of Psychotherapy: Cognitive-Behavioral and Emerging Treatments** (3.00 Units) LG Grade Option

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

**PSY 5504 Theories and Practice of Psychotherapy: Existential-Humanistic** (3.00 Units) LG Grade Option

This course offers an overview of contemporary theory and practice of existential and humanistic 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** (1.00 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** (3.00 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** (1.00 Unit) LG Grade Option

This course begins by developing a foundation for assessment and treatment of substance abuse. In this process, an attempt is made to deepen student perspectives on how concerns about substance use fit into broader clinical practice. Course topics include the following: models of substance abuse and dependence, substance abuse and family systems, modes of assessment, typical presentation of users in psychotherapy, and modes of treatment.

**PSY 5704 Foundation Clinical Skills: Adults—Individuals and Couples** (3.00 Units) LG Grade Option

This course is one of three foundation clinical skills courses in PsyD, offered in the first semester of graduate work. Students master basic clinical skills needed to begin working with adult clients, individually and in couples, through classroom role-plays and other experiential methods. Core topics include, among others, clinical interview and interview formats, empathy and establishing rapport, basic diagnosis and development of treatment targets, history taking, and stages of change. Prerequisite: PsyD student.

**PSY 5705 Foundation Clinical Skills: Children and Family** (3.00 Units) LG Grade Option

This course offers an introduction to child and adolescent psychotherapy in the context of the family: theoretical orientations, conceptualizing common presenting problems, developmentally appropriate practices, diagnostic and treatment strategies, and ethical issues. Emphasis is put on developmental, familial, and cultural factors relevant to treatment. Prerequisite: PsyD student.

**PSY 6001 Biological Basis of Clinical Practice** (3.00 Units) LG Grade Option

This course offers a foundational introduction to biological psychology with special reference to clinical implications. Course content includes the following: functional neuroanatomy and gross brain organization; neural functioning; arousal mechanisms and sleep; sensory-motor systems; memory and learning processes; emotional experience; and consciousness, orientation, and awareness. Prerequisite: PSY student.

**PSY 6010 Professional Standards and Ethics for Psychologists** (3.00 Units) LG Grade Option

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

**PSY 6110 Statistics** (3.00 Units) LG Grade Option
This course focuses on statistical methods of analysis used in the conduct of quantitative research. Students develop analytical skills and critical thinking to guide interpretation and critical appraisal of the psychological research literature, including understanding of probability and hypothesis testing, power and effect size, correlational and regression analysis (including multiple regression), ANOVA and factor analysis, and chi-square methods. Prerequisite: Priority to PSY students.

**PSY 6115 Qualitative Methods** (3.00 Units) LG Grade Option
This course offers a review of research designs and strategies for quantitative approaches involving groups and single participants. Research and issues related to evidence-based practice of psychology are addressed. The course also includes an introduction to qualitative research and data-reduction methods, program evaluation, research ethics, guided practice in interviewing, and consensual coding. Prerequisite: Priority to PSY students.

**PSY 6120 Teaching and Clinical Pedagogy** (2.00 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** (3.00 Units) LG Grade Option
This course examines theory, historical and contemporary research, and best clinical practice related to gender identity and sexuality. Students will gain knowledge and attitudes necessary for working with sexuality in a clinical context and for understanding treatment issues unique to gay/lesbian/bisexual/transgender-identified persons. Prerequisite: Priority to PSY students.

**PSY 6145 Psychedelic Studies** (2.00 Units) OP 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 PSY students.

**PSY 6146 Psychodynamic Work With Dreams** (2.00 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 dreamwork. Issues of assessment and of trauma in dreams will be addressed. Prerequisite: Priority to PSY students.

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

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

**PSY 6203 Psyche and Technology** (2.00 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, which is 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 hookup 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** (2.00 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 to 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** (3.00 Units) LG Grade Option
In this course, students master knowledge of current theory and research on perception, learning, memory, conscious and unconscious processing, theory of mind, simple and complex emotion, and language, as well as contemporary theories of normative and 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** (3.00 Units) LG Grade Option
The course introduces students to psychometric theory, principles and methods of test development and construction, and the use of psychological tests to identify and measure a wide range of human behaviors. Relevant literature, theory, and applications of a variety of psychometric concepts, such as measurement, scaling, validity, true test score theory, measurement error, reliability, item analysis, generalizability theory, item response theory, 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** (3.00 Units) LG Grade Option
The course offers an overview of theories of intelligence, followed by an introduction to standard scores and intelligence test development and practice in administering, scoring, and interpretation of widely used tests for assessing child and adult intelligence and learning disabilities. Tests receiving special attention are current versions of WISC and WAIS. Prerequisite: MCP or PsyD student.

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

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

**PSY 6708 Pilgrimage to Sri Lanka: An Exploration of Culture, Buddhism, and Self** (2.00–3.00 Units) LG Grade Option
This is a two-week study-abroad course held at various locations in Sri Lanka. Its broad objective is to provide therapists-in-training a unique opportunity to learn in situ about the irreducible relationship between culture and psyche. As participants—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** (3.00 Units) LG Grade Option
The course surveys principles and practice of major schools of Buddhism—Theravada, Zen, and Tibetan—to bear on contemporary varieties of psychological suffering. Central themes such as the nature of self, impermanence, suffering, insight, and liberation will be explored from both Buddhist and Western psychotherapeutic perspectives. The specific Buddhist and psychotherapeutic approaches to be highlighted in the course may vary depending on the expertise and orientation of the instructor. Likewise, the extent of experiential exploration of Buddhist meditation and its use in psychotherapy in this course may vary depending on the instructor. Prerequisite: PsyD student.

**PSY 6732 Professional Seminar 1A** (2.00 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 (2.00 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: PsyD student.

PSY 6734 Professional Seminar 2A (2.00 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 (2.00 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 Foundation Skills Practicum (3 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 6776A Practicum I (1 Unit) 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 6776B Practicum I (1 Unit) 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 6776C Practicum I (1 Unit) 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 6777A Practicum II (1 Unit) 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 6777B Practicum II (1 Unit) 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 6777C Practicum II (1 Unit) 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 6778A Practicum III (1 Unit) 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: PsyD student; PSY 6777.

PSY 6778B Practicum III (1 Unit) 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: PsyD student; PSY 6777.

**PSY 6778C Practicum III** (1 Unit) 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: PsyD student; PSY 6777.

**PSY 6779 Practicum Supplemental: Testing** (1.00 Unit) PF Grade Option
PsD 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: PsD student.

**PSY 6920 Advanced Depth Psychology Seminar I: Philosophical Foundations** (3.00 Units) LG Grade Option
This is a doctoral-level course that sets out to create a better understanding of the important and essential ways that philosophy has influenced specific theorists and all the various fields of psychotherapy and psychological research. Philosophy will be shown not only to have an essential aspect of psychological research and therapy but also to have deep impacts on individual behaviors and sociocultural systems and structures. Prerequisite: Priority to CLN students.

**PSY 6925 Advanced Depth Psychology Seminar II: The Therapeutic Relationship** (3.00 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. Prerequisite: Priority to CLN students.

**PSY 6926 Erotics and the Therapeutic Relationship** (2.00 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: Priority to PsyD students; PSY 6925.

**PSY 6927 A Sacred Union: Depth Psychology and the Psychedelic/Entheogenic Experience** (2.00 Units) PF Grade Option
This course provides an introductory understanding of the intersections of depth psychology and entheogenic/psychedelic experiences. Students are given a foundation on how to conceptualize and work with pre- and post-psychedelic states and experiences using depth psychology and transpersonal theories. An overview of shamanic plant traditions and their impact on the West, the psychedelic revolution, contemporary psychedelic research, and the psychospiritual integration process that promotes long-term sustainable change will also be covered. *This is not a course in how to train students on how to guide psychedelic sessions. Prerequisite: Priority to PsyD students.

**PSY 6930 Advanced Depth Psychology Seminar III: The Unconscious as Personal and Social Process** (3.00 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: Priority to CLN students; PSY 5502.

**PSY 6935 Advanced Depth Psychology Seminar IV: The Transpersonal** (3.00 Units) LG Grade Option
This course explores the margins of psychoanalytic thought over time, in recognition of the crucial role that a discipline’s radical edges play in its evolution. The ideas of outcasts and outsiders are the fulcrum here, with particular focus on the feminist and cultural critiques that revitalized and reconfigured psychodynamic theory and practice in recent decades. Prerequisite: Priority to CLN students.

**PSY 6960 Advanced Seminar in Cultural Psychology** (3.00 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: Priority to CLN students; PSY 5002.

**PSY 7033 Supervision and Consultation** (2.00 Units) LG Grade Option
Students learn contemporary approaches to supervision and consultation, reflecting on their own experience of being supervised...
and role-playing supervision of other clinicians in training. The distinction between supervision and consultation is highlighted, as well as the appropriate occasions and uses of each. Course content is designed to prepare clinicians for work as clinical supervisors. Prerequisite: PsyD student.

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

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

PSY 7901 Dissertation Research I (2.00 Units) PF Grade Option
Students register for Dissertation Research with their dissertation chair as they conduct research and write their proposal, prepare for Human Research Review Committee, and select an external reviewer. Prerequisite: PSY student.

PSY 7902 Dissertation Research II (2.00 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 student; PSY 7901.

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

PSY 9801 Dissertation Proposal Writing I (1.00 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 course 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 9802 Dissertation Proposal Writing II. Prerequisite: PSY student.

PSY 9802 Dissertation Proposal Writing II (1.00 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 9801 into the Expanded Dissertation Proposal. By the end of this course, students will have honed their research question and written an expanded literature review and an expanded methods section. This will be further developed in the next course in this sequence, PSY 9803 Dissertation Proposal Writing III. Prerequisite: PSY student.

PSY 9803 Dissertation Proposal Writing III (1.00 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 9802. During this course, students will meet with their dissertation chair so that they can receive guidance from their chair on the creation of and finalizing their dissertation proposal. By the end of this course, students will have created a Final Dissertation Proposal. Prerequisites: PSY student; PSY 9802.

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

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

PSY 8799 Independent Study (1.00–3.00 Units) PF Grade Option
Coursework that extends a student’s field of inquiry beyond current CIHS courses. Requires a syllabus and contract signed by the student and faculty member, and approved by the department chair.
PSY 8888 Special Topics (1.00–3.00 Units) PF Grade Option
Occasional courses offered by faculty regarding their current interests and research. Prerequisite: PsyD or MCP student.

PSY 9695A Internship (Part-Time) Year One (0.5 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 9695B Internship (Part-Time) Year One (0.5 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 9695C Internship (Part-Time) Year One (0.5 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 9696A Internship (Part-Time) Year Two (0.5 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: PsyD student; PSY 9695.

PSY 9696B Internship (Part-Time) Year Two (0.5 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: PsyD student; PSY 9695.

PSY 9696C Internship (Part-Time) Year Two (0.5 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: PsyD student; PSY 9695.

PSY 9699A Internship (Full-Time) (1 Unit) 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 9699B Internship (Full-Time) (1 Unit) 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 9699C Internship (Full-Time) (1 Unit) 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 9900 Dissertation Proposal Completion (1 Unit) 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. Prerequisite: PSY student.

PSY 9901 Dissertation Research I (1 Unit) 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. Prerequisite: PSY student.

PSY 9902 Dissertation Research II (1 Unit) 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 from their dissertation committee, and successfully complete their oral defense. Prerequisite: PSY student.

PSY 9999 Dissertation Continuance (0.1 Unit) PF Grade Option
Students who have completed PSY 7903, PSY 7913, or PSY 9902, 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: PsyD student; advanced to candidacy; PSY 7901, PSY 7902, and PSY 7903.

PSYL 5704 Foundation Clinical Skills: Adult—Individuals and Couples LAB (1.00 Unit) PF Grade Option
Experiential portion of PSY 5704. Prerequisite: PsyD student. Corequisites: PSY 5704, PSY 6775.
Counseling Psychology (MA)

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

Program Director
Jonalyn Blaha, PsyD

Adjunct Faculty
David Akullian, PhD
Aimee Armata, MA
Doris Bersing, PhD
CK Blackmore, PhD, LMFT
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Kellen Grayson, PsyD, LMFT
Megan Hamilton, MA
Zelaika Hepworth-Clark, PhD
Mankit Li, PsyD
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Christopher Olsen, PhD
Seth Pardo, PhD
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Steven Tierney, EdD, LPCC

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Shree Rangaraj, srangaraj@ciis.edu

About the Counseling Psychology Degree
The Master of Arts in Counseling Psychology (MCP) 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 and is for students who value a modern, holistic, and culturally sensitive approach to the practice of psychotherapy. Our integral approach to psychological healing incorporates the mind, body, and spirit, as well as the self in relationship to others and the sociocultural context in which we serve. The program is founded on the premise that excellence in clinical skills is a top priority. Evidence-based didactic learning and exposure to contemporary psychological theories, coupled with rigorous experiential clinical training in class and external practicum placements, prepare our students to sit for the California Board of Behavioral Sciences for both MFT and LPCC licensing exams. The MA in Counseling Psychology program is approved by the California Board of Behavioral Sciences to prepare graduates for a professional license or certification in California. See State Authorization and Professional Licensure Policies and Procedures.

The degree includes a year of clinical practicum, working with clients while under the supervision of a licensed professional. The clinical practicum may be at one of the counseling centers (depending upon the concentration) or at one of the more than 200 clinical agencies and schools in California coordinated through the University’s Field Placement Office. For licensure in California, 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 program 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 areas are offered: Community Mental Health, Drama Therapy, Expressive Arts Therapy, Integral Counseling Psychology, and Somatic Psychology. Students apply for admission to one of the specific concentrations above. Each concentration offers both an LMFT track and an LPCC track; students select their track at the end of their first semester.
All concentrations prepare students for a Master of Arts in Counseling Psychology 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. It is also possible in each of the concentrations to prepare for licensure as a licensed professional clinical counselor (LPCC) in California. This 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 Track should contact their academic adviser 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. Students may complete both LMFT and LPCC tracks, enabling them to be eligible for both licenses. All MCP concentrations are approved by the California Board of Behavioral Sciences to prepare graduates for a professional license or certification in California. CIIS is limited in which states students may participate in a supervised clinical experience. See State Authorization and Professional Licensure Policies and Procedures for a list of states.

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 all 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). Not all of the common core courses are required by all of the concentrations; check the concentration pages for specific requirements. It is important that students understand and follow the concentration’s plan precisely. Any changes must be approved by the program chair and documented in writing.

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 6331 Psychological Assessment: Psychometric Theory (3 units)
- MCP 6401 Research Methods (3 units)
- MCP 6502 Child Therapy (2 units)
- MCP 7601 Pre-Practicum (0.1 unit)
- MCP 7603 Post-Practicum (0.1 unit)
- MCP 8799 Independent Study (1–3 units)

Concentration Courses

Each concentration determines which of the common core courses its students will take. Please consult the pages of this catalog that describe the current curriculum plan for your concentration. Each concentration 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 concentration’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 second 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 to 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 in California. Many practicum sites also require criminal background checks. This early check will inform the student if there are any issues needing resolution.

**Master of Psychology (MCP) Field Placement Office**
The MCP Field Placement Office assists Counseling Psychology students, faculty, and staff in identifying required supervised clinical field placements in California that are appropriate to academic requirements, meet the regulations of the California Board of Behavioral Sciences (BBS), and fulfill 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, and an annual Practicum Fair is sponsored each January.

**Practicum**
The Board of Behavioral Sciences requires successful completion of 6 units of supervised clinical practicum at a site in California that is 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 concentration chair 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 advisers. The practicum readiness procedures for each concentration are spelled out in the handbook and during orientation.

Students are evaluated based on grades and professionalism in the classroom and in their practicum placements. Please discuss this with your academic adviser 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 and meet requirements. The MCP director and Provost serve as CIIS liaisons with the BBS. Students are welcome to meet with MCP staff throughout their time at CIIS with any questions. Upon the certification of graduation by the concentration chair, the MCP director issues the program certification required by the BBS for registration as an LMFTi or PCCI. Each graduate must complete a request indicating which internship they are applying for. Students are welcome to meet with MCP staff about these issues. CIIS has not determined if these programs meet the professional licensure requirements in any other states or US territories. Students planning to apply for licenses in another state or country must contact the licensing boards in that location. MCP staff, academic advisers, and the MCP director are available to assist with navigating the licensure processes.

CIIS cannot guarantee the following:

1. Students will be placed in practicum (required for graduation) in a state other than California.
2. Its graduates will meet the requirements for licensure in states outside of California.
3. Its graduates will pass the licensure exam.

**Course Descriptions**

**MCP 5023 Advanced Treatment of Addiction** (2.00 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; 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. Prerequisite: Priority to MCP students.

**MCP 5101 Professional Ethics and Family Law** (2.00 Units) LG Grade Option
This course studies 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, and the treatment of minors with and without parental consent; a recognition and exploration of the relationship between a practitioner’s sense of self and human values and his or her professional behavior and ethics; differences in legal and ethical standards for different types of
work settings; and licensing law and licensing process. Prerequisites: Non-ICPW student, non-CMH student; priority to MCP students. *Online sections priority to EXAH students.

MCP 5108 Psychopathology and Psychological Assessment (3.00 Units) LG Grade Option
This course covers principles of the diagnostic process, including differential diagnosis, 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. This course also covers assessment and testing of individuals, including basic concepts of standardized and nonstandardized testing and other assessment techniques; statistical concepts; social and cultural factors related to assessment and evaluation of individuals and groups; and ethical strategies for selecting, administering, and interpreting assessment instruments and techniques in counseling. Prerequisites: Non-ICPW student, non-CMH student; priority to MCP students. *Online sections priority to EXAH students.

MCP 5109 Psychopharmacology (3.00 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 naturopathic and entheogenic treatments. This course pays special attention to the scope of practice of psychotherapists, ethical considerations, and practical ways that 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: Priority to MCP students.

MCP 5201 Human Development and the Family (3.00 Units) LG Grade Option
This course covers 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 shall 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, non-CMH student, non-SOM student. *Online sections priority to EXAH students.

MCP 5646 Career Counseling Theory and Practice for Therapists (3.00 Units) LG Grade Option
This course covers 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.

MCP 5651 California Ethics and the Law (1.00 Unit) LG Grade Option
This course supplements 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. This course studies professional orientation, ethics, and law in counseling, including California law and professional ethics for 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 or without parental consent, 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, equity, and success for clients. Prerequisites: Priority to MCP students; MCP 5101.

MCP 6101 Human Sexuality (1.00 Unit) LG Grade Option
This course explores personal, interpersonal, and transpersonal dimensions of sexual experience, including awareness, attitudes, meaning, expression, response, sexual counseling, and integration with personal development. 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, non-SOM student, non-CMH student. *Online sections priority to EXAH students.

MCP 6102 Assessment and Treatment of Addiction Disorders (1.00 Unit) LG Grade Option
This course covers addiction counseling, including substance abuse, co-occurring disorders, and addiction. It focuses on the medical aspects of substance use disorders and co-occurring disorders; the effects of psychoactive drug use; current theories of the etiology of substance abuse and addiction; the role of persons and systems that support or compound substance abuse and addiction; major approaches to identification, evaluation, and treatment of substance use disorders, co-occurring disorders, and addictions including, but not limited to, best practice, legal aspects of substance abuse, populations at risk with regard to
substance use disorders; community resources offering screening, assessment, treatment, and follow-up for the affected person and family; recognition of substance use and appropriate referrals; and the prevention of substance use disorders and addiction. Prerequisites: Non-ICPW student, non-CMH student; priority to MCP students. *Online sections priority to EXAH students.

MCP 6103 Multicultural Counseling and the Family (2.00 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, and 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, non-CMH student, non-SOM student, non-EXA student; priority to MCP students.

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

MCP 6331 Psychological Assessment I: Psychometric Theory (3.00 Units) LG Grade Option
The course introduces students to psychometric theory; principles and methods of basic standardized and nonstandardized testing, 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: Priority to MCP students.

MCP 6401 Research Methods (3.00 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, non-CMH student; priority to MCP students.

MCP 6502 Child Therapy (2.00 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, non-SOM student, non-CMH student. *Online sections priority to EXAH students.

MCP 7600 Pre-Practicum (0.1 Unit) 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: Counseling Psychology student.

MCP 7603 Post Practicum (0.1 Unit) PF Grade Option
Required of MFT trainees who wish to accrue hours toward licensure and who are not enrolled in Supervised Clinical Practicum (either Individual or Group). Online registration not permitted; instead, submit “Individual or Pre/Post Practicum” registration form. Prerequisite: MCP student.

MCP 8799 Independent Study (1.00–3.00 Units) PF Grade Option
Coursework that extends a student’s field of inquiry beyond current CIIS courses. Requires a syllabus and contract signed by the student and faculty member and approval by the department/program chair.
Community Mental Health

MA in Counseling Psychology with a concentration in Community Mental Health

Concentration Chair
Danni Biondini, MA, LMFT

Core Faculty
Fernando Castrillon, PsyD
Elizabeth Markle, PhD

Adjunct Faculty
CK Blackmore, PhD, LMFT
Mischa Freeman, ASW
Andrea Gonzalez Guemes, LMFT
Ariel Landrum, LMFT
Kimia Mansoor, PsyD
Lazzuly Mello, LMFT
Miranda Millican, LMFT

Program Manager
Alyssa Tran, atran@ciis.edu

Format
The concentration is approximately two-thirds in person and one-third online. 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.

About the Community Mental Health Concentration
The Community Mental Health concentration 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 concentration 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.

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. CIIS is limited in which states students may participate in a supervised clinical experience. See State Authorization and Professional Licensure Policies and Procedures for a list of states.

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 60-semester-units 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 in California. 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 adviser will work closely on this decision process.

The Community Mental Health concentration has four key foundational principles:
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.

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.

This concentration 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. The concentration 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 concentration in partnership with public and nonprofit mental health agencies in the San Francisco Bay Area. The result: training 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 concentration 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 reduce 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.

The MA in Counseling Psychology concentration in Community Mental Health is approved by the California Board of Behavioral Sciences to prepare graduates for a professional license or certification in California. CIIS has not determined if the program meets the academic professional licensure requirements in any state or US territory outside of California.

Concentration 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.

**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 concentration has been designed for those with experience in the public and community mental health environments. In selecting candidates for admission, CMH 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 concentration 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. Please check [State Authorization and Professional Licensure Policies and Procedures](#) for eligibility to enroll.

**Practicum**

The California Board of Behavioral Sciences requires successful completion of 6 units of supervised clinical practicum at a site approved by CIIS in California. In their second year, students will enter a clinical practicum 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 adviser and/or the department chair.

**Personal Psychotherapy**

In addition to the academic requirements, the concentration requires students to participate in 50 hours of personal psychotherapy with a therapist who is licensed for clinical practice in the state in which the student is located. This therapy should be in person as opposed to online or by telephone, with exceptions only by the chair's approval. On occasion, the chair may approve a prelicensed, postdoctoral psychotherapist; this exception must be approved prior to commencing hours.

**Curriculum**

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

I. Common Core Courses—13 units
   MCP 5108 Psychopathology and Psychological Assessment (3 units)
   MCP 5613 Therapeutic Communication (3 units)
   MCP 5632 Group Facilitation and Group Therapy (3 units)
   MCP 6101 Human Sexuality (1 unit)
   CMH 6613 Multicultural Foundations of Family Therapy (3 units)

II. Counseling Courses with Emphasis in Community Mental Health—15 units
   These courses have equivalencies in the Drama Therapy, Expressive Arts Therapy, Integral Counseling Psychology, and Somatic Psychology concentrations. These equivalent courses cover the same content, but from the perspective of their own concentrations.
   MCP 5111 Professional Ethics and Family Law (3 units)
   MCP 5201 Human Development Across the Lifespan (3 units)
   MCP 5501 Psychodynamic Foundations for Clinical Practice (3 units)
   MCP 5620 Advanced Therapeutic Skills: The Clinical Relationship (3 units)
   MCP 6401 Research Methods (3 units)

III. Supervised Clinical Practicum—6 units total
   MCP 7602A Supervised Clinical Practicum: Group (2 units)
   MCP 7602B Supervised Clinical Practicum: Group (2 units)
   MCP 7602C Supervised Clinical Practicum: Group (2 units)
   OR
   MCP 7606A Supervised Clinical Practicum: Group—School Setting (3 units)
   MCP 7606B Supervised Clinical Practicum: Group—School Setting (3 units)

IV. 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 Advanced CMH Practice: Severe Mental Illness and Early Psychosis (3 units)
   CMH 7701 Integrative Seminar: Final Project (3 units)

V. Electives—2 units
   Students must take at least two graduate-level units in psychology or a related field. Elective courses are approved by the student’s faculty adviser.

Note: The MA program in Counseling Psychology requires 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, III and IV 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

CMH 5029 Theories and Practices in Community Mental Health (3.00 Units) LG Grade Option
   This course will provide basic theory and introductory practice of psychology 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 overviews of major theoretical traditions within clinical/counseling psychology and contemporary community psychology theory, including liberation psychologies. Topics include best practices, the role of SES on
treatment, and health disparities in both the prevalence of mental health concerns and the effectiveness of treatment. Prerequisite: CMH student.

CMH 5031 Trauma, Crisis, and Recovery-Oriented Practice (3.00 Units) LG Grade Option
This course will serve as an introduction to trauma-informed clinical work, crisis intervention, and recovery-oriented practice within a community mental health context. Individual and collective trauma will be viewed through multiple lenses that include psychology, physiology, and a social justice perspective that studies the impact of marginalization and inequity. Individual and communal wholeness and their relationship to prevention, resiliency, and treatment will be explored. Body-mind approaches will be practiced as the students connect with their own experiences of wholeness and emotional and physiological regulation. Theories and techniques for conceptualizing, assessing, and treating individuals and communities where trauma has occurred will be presented and practiced. Secondary trauma, “activation,” and the clinician’s self-care will be explored, as will the clinician’s own development and growth process. The course will examine trauma as a phenomenon that pervades much of community mental health work, as well as the lived experience of many community members who experience severe social marginalization. Prerequisite: CMH student.

CMH 5033 Diagnosis and Treatment of Co-occurring Disorders and Addiction (3.00 Units) LG Grade Option
This class examines the interrelationships between mental, emotional, behavioral, and chemical dependency problems in the lives of clients. 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; and 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 (3.00 Units) LG Grade Option
This class 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 (3.00 Units) LG Grade Option
Using a multisystemic approach, this 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 in therapy in both traditional and nontraditional settings, including working with families and school systems. 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 5044 Psychotherapies With Families, Couples, and Systems (3.00 Units) LG Grade Option
This course offers a history of family systems theory and related psychotherapies, a survey of family therapy theories and approaches, and their application in community mental health and clinic settings. This course includes evidence-based and culturally responsive theory and practice for the diverse families of California. Students will also explore the role of Family Advocacy services as defined by the MHSA and practiced in community mental health settings. Students will develop and share community resources focused on the family. Students are expected to become proficient in the clinical skills necessary to function as independent mental health practitioners in the field. These skills include the ability to provide assessments, diagnosis, prognosis, treatment planning, effective treatments, and outcomes evaluation of the services provided. Prerequisite: CMH student.

CMH 6001 Advanced CMH Practice: Severe Mental Illness and Early Psychosis (3.00 Units) LG Grade Option
This course introduces the subject of severe and persistent mental health issues, based primarily on the medical model of psychology, as well as alternatives. It teaches therapeutic interventions commonly practiced within most community mental settings (CMS) that service lower SES clients. Emphases are placed on practicality and experiential learning, where the classroom materials have direct, real-world application and utility. Furthermore, this course is dedicated to the cultivation of three critical qualities in emerging therapists: developing evaluative level of comprehension on severe and persistent mental illnesses (SPMI), assessment screeners, and diagnosis; practicing culturally relevant and theory-based case formulation; integrating evidenced-based practice and creativity in treatment planning.

CMH 6613 Multicultural Foundations of Family Therapy (3.00 Units) LG Grade Option
Students will explore sociocultural theory as it relates to community mental health practice. This will include an exploration of cultural competency development, racial identity development, gender, and sexual orientation. Students will explore and learn how to recognize the sociocultural factors that impact the provision of community mental health care in diverse communities and
strategize ways to address the needs of a selected community. Students will become familiar with how sociocultural factors influence family therapy practice. The class will explore the impact of spirituality in a client’s life and explore inclusive methods of addressing these client needs in therapy. Students will explore treatment barriers and learn how to recognize how micro- and macro-aggressions can manifest in the treatment setting, as well as ways to engage clients culturally different from oneself. Students will explore their relationship to the sociocultural issues presented in class and begin the process of integrating what is learned in the cohort experience and in future practice in the field. Prerequisite: CMH student.

CMH 7701 Integrative Seminar—Final Project (3.00 Units) LG Grade Option
This course is the culminating academic experience for students in the Community Mental Health program. This course integrates theoretical learning with the students’ practicum experience and supports students in offering original critical analysis. Each student will be given the opportunity to demonstrate their effective integration of their classroom and clinical experiences. In this seminar, students will demonstrate the ways in which classroom experience, supervised clinical practicum, and participation in a cohort program have transformed them and prepared them to play significant roles as therapists and leaders in the field of community mental health. Students will deepen their understanding of and demonstrate skills in clinical communication across differences including those of race, social class, sexual orientation, gender, ethnicity, and physical abilities. Prerequisite: CMH student.

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

MCP 5109 Psychopharmacology (3.00 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 naturopathic and entheogenic treatments. This course pays special attention to the scope of practice of psychotherapists, ethical considerations, and practical ways that 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: Priority to MCP students.

MCP 5646 Career Counseling Theory and Practice for Therapists (3.00 Units) LG Grade Option
This course covers 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.

MCP 6331 Psychological Assessment: Psychometric Theory (3.00 Units) LG Grade Option
The course introduces students to psychometric theory; principles and methods of basic standardized and nonstandardized testing, 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: Priority to MCP students.

MCPC 5108 Psychopathology and Psychological Assessment (3.00 Units) LG Grade Option
This course covers principles of the diagnostic process, including differential diagnosis and the use of current diagnostic tools. The course will introduce how to assess, diagnose, and create a treatment plan using the current edition of the Diagnostic and Statistical Manual, as well as alternative frameworks for clinical assessment. The course also covers assessment and testing of individuals, including assessment techniques, statistical concepts, social and cultural factors related to assessment and evaluation of individuals and groups, and ethical strategies for selecting, administering, and interpreting assessment instruments and techniques in counseling.

MCPC 5111 Professional Ethics and Family Law (3.00 Units) LG Grade Option
This course raises awareness among mental health professionals of the ethical decision-making process in the helping/healing relationship that entitles the therapist-client relationship. This course examines the different laws and regulations pertaining to the field of mental health in the state of California. During this course of study, we will discuss, examine, explore, and question the critical areas of professional ethics and family law that are likely to arise for marriage and family therapists (MFTs) and licensed professional counselors (LPCCs), interns, and trainees practicing in the state of California. We will also consider how understanding legal patterns and trends as well as the social and psychological implications of socioeconomic and cultural difference contributes to ethical professionalism. Prerequisite: CMH student.
MCPC 5201 Human Development Across the Lifespan (3.00 Units) LG Grade Option
This course will explore human development through multiple lenses: psychodynamic, systemic, attachment, multicultural, and neuropsychology. This class will introduce theoretical perspectives, as theory is an important foundation for your development as therapists, but theory will be brought to life with clinical material. We will examine development as it shows up in actual clinical cases. We will focus on clinical implications for working with clients in various stages of development. We will look at infancy, childhood, latency, adolescence, emerging adulthood, and mid-adulthood, and into death and dying. As per BBS requirements, the class will cover adult abuse, child abuse, intimate partner violence, and foster youth and adoption. Students will learn how to work effectively with issues of child abuse assessment and reporting, as well as spousal abuse and family violence and related reporting issues. Issues of geriatric care, long-term care, and elder abuse will be covered. Prerequisite: CMH student.

MCPC 5501 Psychodynamic Foundations for Clinical Practice (3.00 Units) LG Grade Option
This course will introduce students to the foundations of psychoanalytic thought, beginning with Freud and moving through the various developments through the 21st century. From its origins in Vienna, with Freud’s discovery of the talking cure, psychoanalysis has revolutionized the way that therapists listen to and heal patients. The course is grounded in a social justice and critical framework, using these lenses to critique psychoanalysis, as well as using psychoanalysis to think about social justice. We will learn how to apply psychoanalytic concepts and techniques specifically to work with diverse populations in community settings. This course will explore the foundational concepts of psychodynamic therapy—namely, the unconscious, the drives—and how early relationships are re-created in the relationship with the therapist. We will look at the various schools of psychoanalytic thought that developed in Europe and the United States, including the classical tradition, ego psychology, self-psychology, object relations, the interpersonal school, and Lacanian perspectives. We will also examine critiques of psychoanalysis from feminist, critical race theory, and queer perspectives. Students will learn how to think psychoanalytically about gender, sexuality, race/racism, trauma, immigration, and oppression. This course is rooted in a strong theoretical foundation but will always bring the theory back into the clinical practice. We will focus on developing clinical skills, such as assessment, listening for the unconscious, interpretations, and other psychodynamic interventions. Guest speakers will present case material from their work in CMH settings. Students will have clear examples of how psychodynamic practice looks in community mental health. Prerequisite: CMH student.

MCPC 5613 Therapeutic Communication (3.00 Units) LG Grade Option
This course is designed to provide counseling students with a strong foundation in the microskills of therapeutic communication, with a significant emphasis on practice. Dyadic role-plays will be consistently integrated into the course curriculum to provide students with hands-on opportunities to explore and rehearse both new and familiar clinical interventions and approaches to rapport-building and relational deepening in a therapeutic context. Students will enrich their understanding of therapeutic dynamics and strengthen their confidence in implementing such approaches with individual clients in community mental health settings in ways that are congruent with their unique developing style in conducting psychotherapy. This course will also emphasize the cultivation self-awareness, in the conviction that we cannot adequately attend to the needs of others unless we are first able to sustainably tend to our own well-being. Prerequisite: Priority to CMH students.

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

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

MCP 5646 Career Counseling Theory and Practice for Therapists (3.00 Units) LG Grade Option
This course covers 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.

MCP 6331 Psychological Assessment I: Psychometric Theory (3.00 Units) LG Grade Option
The course introduces students to psychometric theory; principles and methods of basic standardized and nonstandardized testing, 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: Priority to MCP students.

**MCPC 6101 Human Sexuality** (1.00 Unit) LG Grade Option
This course provides an overview and introduction to human sexuality, including both healthy sexual expression and diverse identities, but also introductory skills for diagnosis and treatment of sexual issues for licensed professionals. By sexual issues, we mean anything related to sexuality and gender that causes distress for someone seeking therapy, and those issues that fall within the three chapters of the DSM-V (sexual dysfunctions, paraphilias, and gender dysphoria). While this course is not sufficient training for students who wish to become sex therapists, it does meet the basic requirement for working with LGBTQQAI populations and sexual issues for MFTs and LPCCs. Prerequisite: Priority to CMH students.

**MCPC 6401 Research Methods** (3.00 Units) LG Grade Option
This course is designed to provide students with an introduction to the philosophical, conceptual, and practical foundations of research design methodologies. The course will survey the most common designs of qualitative inquiry and their theoretical roots, the difference between qualitative and quantitative methods, techniques of data collection and analysis, and current issues in community mental health. In addition, students will become familiar with using online databases to find published research articles in their areas of interest in psychology and related fields. A qualitative research project will serve as a practical learning tool of qualitative research design, methodology, and ethical considerations. Prerequisite: CMH student.

**MCPC 7602A Supervised Clinical Practicum: Group** (2.00 Units) PF Grade Option
Presentation and discussion of case material. Emphases on 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 7602B Supervised Clinical Practicum: Group** (2.00 Units) PF Grade Option
Presentation and discussion of case material. Emphases on 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 7602C Supervised Clinical Practicum: Group** (2.00 Units) PF Grade Option
Presentation and discussion of case material. Emphases on 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 7606A Supervised Clinical Practicum: Group (Community or Public Setting)** (3.00 Units) PF Grade Option
Presentation and discussion of case material. Emphases on 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 7606B Supervised Clinical Practicum: Group (Community or Public Setting)** (3.00 Units) PF Grade Option
Presentation and discussion of case material. Emphases on 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.
Drama Therapy

MA in Counseling Psychology with a concentration in Drama Therapy

Concentration Chair
Renée Emunah, PhD, RDT, BCT

Core Faculty
Gary Raucher, MA, RDT, BCT, LMFT
Doug Ronning, MA, RDT, BCT, LMFT
Pella Schafer Weisman, MA, LMFT, RDT-BCT

Adjunct Faculty
Roni Alperin, MA, LMFT, RDT
Aileen Cho, MA, LMFT, RDT, BCT
Deborah French Frisher, MPA, RDT
Sarah Harkness, MA, LMFT, RDT
Sylvia Israel, MA, LMFT, RDT, TEP
Susan Coto McKenna, PsyD, ADTR
Myriam Savage, PhD, RDT/BCT
Nina Strongylou, RN, MA, LMFT, RDT, BCT
Armand Volkas, LMFT, RDT, BCT, MFA

Program Coordinator
Emilie Howlett, ehowlett@ciis.edu

Format
This is a fully residential course of study with required in-person attendance year-round over a 2.5-to-3 year period. While Summer semesters (10 weeks) are optional, Spring and Fall semesters (15 weeks) are mandatory. Students may complete the program in two years if opting to attend two summer semesters. In the first year, courses are generally scheduled on two days to meet the needs of students who work part-time or live at some distance. Further information about course sequencing is available from the Drama Therapy Department staff. The majority of Drama Therapy students choose the LMFT Track (60 units), but the LPCC Track (68 units) is also available; students make this choice at the end of their first semester of study.

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 33 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 concentration is one of the first two master’s-level programs in North America and is accredited and approved by the North American Drama Therapy Association. 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 tailor the work to the needs of specific groups or individuals. In drama therapy, music, dance/movement, art, poetry, and photography/video can be selectively incorporated to enhance the therapeutic or aesthetic nature of the work.

Our aim 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, sensitively, 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, including social justice and trauma-informed lenses. 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, anti-racism training, and community projects. Others are engaged in research, teaching, publication, performance, or doctoral and postdoctoral pursuits.

This concentration follows the guidelines set forth by the North American Drama Therapy Association and meets the academic requirements that enable a student to qualify as a Registered Drama Therapist (RDT) in California. 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.

The MA in Counseling Psychology with a concentration in Drama Therapy is approved by the California Board of Behavioral Sciences to prepare graduates for a professional license or certification in California. CIIS has not determined if the program meets the academic professional licensure requirements in any state or US territory outside of California. Students have the options of pursuing the LPCC (requiring an additional 8 units); the LCPP license is nationally accepted.

Concentration Learning Outcomes

Students will be able to do the following:

1. Evaluate and apply drama therapy methods 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. Understand 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 recovery model and other major approaches to psychotherapeutic 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.

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 strongly encouraged, and volunteer or paid work experience in human services is also recommended. We review each applicant from a holistic perspective.

The concentration is designed for Fall-semester entry only.

**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 for the pre-practicum.

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 in California. Students receive on-site supervision by a licensed clinician, as well as small-group supervision in drama therapy in the MCPD 7602 Clinical Practicum: Case Seminar course, which is taken over three semesters. 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. CIIS is limited in which states students may participate in practicums. See [State Authorization and Professional Licensure Policies and Procedures](#) for a list of states. Work is conducted with groups as well as with individuals and often with couples or 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**
Students must complete fifty (50) hours of individual, group, family, or couples therapy before graduation. Recent therapy experience that meets guidelines may fulfill this requirement with the adviser’s approval.

**Curriculum**

**MA in Counseling Psychology with a concentration in Drama Therapy, MFT Track—60 Units**

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 the Family (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—11 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)

III. **Practicum—6 units**
   - MCPD 7602A Supervised Clinical Practicum/Case Seminar in Drama Therapy (2 units)
   - MCPD 7602B Supervised Clinical Practicum/Case Seminar in Drama Therapy (2 units)
   - MCPD 7602C Supervised Clinical Practicum/Case Seminar in Drama Therapy (2 units)

IV. **Drama Therapy Concentration Courses—22 units**
These courses do not have equivalencies in the other concentrations.

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 5609 Special Methods in Drama Therapy: Narradrama* (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 on the MFT Track are required to take one of the three courses marked with an asterisk. The other two may be taken as electives. Students on the LPCC Track do not need to take the asterisked courses and have no electives requirement.

V. Electives—2 units
2 units from any CIIS program (or approved independent studies).

Note: The Master of Arts Concentrations 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. CIIS is limited in which states students may participate in practicums. See State Authorization and Professional Licensure Policies and Procedures for a list of states.

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

Note: “PDT” stands for “Psychology–Drama Therapy” and is the acronym for Drama Therapy students.

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

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

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

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

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

**PDT 5609 Special Methods in Drama Therapy: Narradrama** (1.00 Unit) OP Grade Option
Students experience the framework of scaffolding drama therapy projective and embodied exercises embedded in the eight steps of Narradrama and explore the practical application of Narradrama in various clinical and educational settings. Participatory and equitable research using new forms of Narradrama are reviewed, and the integration of the method with aspects of the Integrative Five Phase Model is experienced. Prerequisite: Priority to PDT students.

**PDT 5614 Advanced Improvisation and Playback Theatre** (1.00 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. As a final project, students perform Playback in the community. Prerequisite: PDT student.

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

**PDT 5627 Trauma and Resilience: Embodied Approaches to Treatment** (1.00 Unit) OP Grade Option
An exploration 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, historical trauma, and therapeutic applications of mindfulness and other body-oriented therapies is considered. Prerequisite: Priority to PDT students.

**PDT 5628 Advanced Integrative Five Phase Model of Drama Therapy** (1.00 Unit) OP Grade Option
A seminar exploring the use of the Integrative Five Phase Model of Drama Therapy in various clinical contexts 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 student; PDT 5602.

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

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

**PDT 7700 Integrative Seminar in Drama Therapy: Final Project** (4.00 Units) OP Grade Option
A seminar integrating two years of study in the process, theory, and practice of drama therapy, and culminating in a final project that may include either a Self-Revelatory Performance, a theoretical paper/article, a therapeutic performance that the student directs, or a video documenting a drama therapy treatment series. Prerequisites: PDT student; 2 units of MCPD 7602.

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

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

**MCPD 5604 Group Dynamics and Creative Arts Therapies** (2.00 Units) OP Grade Option
Examination of basic theories of group dynamics. Exploration of group process through group interaction, didactic analysis, and synthesis. Overview of the field of creative arts therapy, with an emphasis on the use of the various modalities—dance/movement, music, art, poetry, and drama therapies—in group work. Prerequisite: Priority to PDT students.
MCPD 5605 Family Dynamics and Therapy (3.00 Units) OP Grade Option
Covers the family life cycle, as well as the theories and methods of major family theories, including strategic, brief strategic, systemic, narrative, solution-focused, family-of-origin, structural, and symbolic-experiential family therapy. Prerequisites: Non-ICPW student; priority to PDT students.

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

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

MCPD 6605 Advanced Family and Couples Therapy: Action-Oriented Approaches (2.00 Units) OP Grade Option
Approaches and techniques in 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: Priority to PDT students; MCPD 5605.

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

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

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

MA in Counseling Psychology with a concentration in Expressive Arts Therapy

Concentration Chair
Danielle Drake, PhD

Core Faculty
Christine Brooks, PhD
Myriam Savage, PhD, RDT/BCT
Shoshana Simons, PhD, RDT
Phillip Weglarz, MA, LMFT, REAT

Adjunct Faculty
Jeffrey Jamerson, PhD
Suraya Keating, MFT, REAT, RDT, RYT
Nicole Koethner, MA, MFT
Charlie Korda, MA
Francisca Lizana, LMFT
Mireya A. Marcet, MA, MFT
Ellen Morrison, MSW
Jenna Robinson, MA
Rosario Sammartino, PhDc, RSME, RSMT
Nina Strongylou, RN, MA, LMFT, RDT, BCT
Jill Therrien, MA, MFTi
Armand Volkas, LMFT, RDT, BCT, MFA
Sanjen Miedzinski, PhD, Professor Emerita

Program Manager
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Format
This is a fully residential course of study with required in-person attendance year-round over a 2.5-to-3-year period. While Summer semesters (10 weeks) are optional, Spring and Fall semesters (15 weeks) are mandatory. Students may complete the program in two years if opting to attend two summer semesters.

About the Expressive Arts Therapy Concentration
At California Institute of Integral Studies, expressive arts therapy refers to a therapeutic approach with individuals, couples, families, groups, and community-based programs that integrates a wide range of arts modalities in the service of human growth, development, and healing. The Expressive Arts Therapy (EXA) concentration in counseling psychology prepares students for real-world practice in the art and science of expressive arts therapy through a curriculum rooted in contemporary, creative, competency-based adult learning approaches.

The Expressive Arts Therapy concentration 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). The MA in Counseling Psychology concentration in Expressive Arts Therapy is approved by the California Board of Behavioral Sciences to prepare graduates for a professional license or certification in California. CIIS has not determined if the program meets the academic professional licensure requirements in any state or US territory outside of California.

The principles of liberation psychology and relational-cultural theory (RCT) provide overarching theoretical frameworks for the curriculum. The EXA concentration 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.

**About the Expressive Arts Therapy Concentration**

The Expressive Arts Therapy concentration 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.

**Highlights of the Expressive Arts Therapy Concentration**

- Completion of CIIS’ State of California–approved 60-unit curriculum preparing students for licensure in California as either a marriage and family therapist (MFT).
- Preparation for Registered Expressive Arts Therapist credential (REAT) via the International Expressive Arts Therapy Association.*
- Preparation for Registered Expressive Arts Therapist credential (REAT) via the Support for International Students through CIIS’ International Student Advisor.*
- 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.
- Teaching methodologies promoting the scholar-artist-practitioner model through integration of theory into the “real world.”

* The MA in Counseling Psychology concentrations are approved by the California Board of Behavioral Sciences to prepare graduates for a professional license or certification in California. CIIS has not determined if the program meets the academic professional licensure requirements in any state or US territory outside of California.

**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 using expressive arts practices.
- Demonstrate ability to conceptualize and intervene holistically (addresses body, mind, and spirit).

**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 concentration. Please visit [http://www.ciis.edu/admissions](http://www.ciis.edu/admissions) for complete admissions requirements and instructions for the EXA concentration.

CIIS is limited to enrolling students located in certain states. See [State Authorization and Professional Licensure Policies and Procedures](http://www.ciis.edu/admissions) for a list of states.

**Academic Prerequisites Recommendations**

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 Overview**
Students engage in three years of study at the CIIS campus in San Francisco. Students engage in a formal yearlong practicum in the third year. Each student is assigned to an academic adviser who works closely with them for the entirety of the student’s study. CIIS is limited in which states students may participate in practicums. See State Authorization and Professional Licensure Policies and Procedures for a list of states. Please be sure to consult with your state regarding any changes in policy.

The Expressive Arts Concentration has the following requirements:

1. **Practicum**
   A year of clinical 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 psychotherapy with a mental health professional who is also an expressive or creative arts therapist is preferred. These hours can be completed through a combination of group and individual psychotherapy work.

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 will participate as presenters in an Expressive Arts Symposium to which all first- and second-year students are mandated to attend.

The EXA concentration curriculum meets the State of California licensure requirements for the Marriage and Family Therapy (MFT).

The MA in Counseling Psychology concentration in Expressive Arts Therapy is approved by the California Board of Behavioral Sciences to prepare graduates for a professional license or certification in California. CIIS has not determined if the program meets the academic professional licensure requirements in any state or US territory outside of California.

**Experiential Learning**
Clinical training occurs in classes, which may be offered in-person, virtual synchronous, or asynchronous format. New theoretical, experiential, and expressive arts skills are integrated into the student’s work and in their communities. Additionally, they will be visiting and interviewing practitioners in their communities.

CIIS EXA students typically complete their clinical fieldwork in the third year, beginning in the fall semester. CIIS is limited in which states students may participate in a supervised clinical experience. See State Authorization and Professional Licensure Policies and Procedures for a list of states.

**Curriculum**

MA in Counseling Psychology with a concentration in Expressive Arts Therapy, MFT

**Track—60 Units**

I. **Common Core Courses—11 units**
   - MCP 5101 Professional Ethics and Law (2 units)
   - MCP 5108 Psychopathology and Psychological Assessment (3 units)
   - MCP 6101 Human Sexuality (1 unit)
   - MCP 6102 Assessment and Treatment of Addiction Disorders (1 unit)
   - MCP 6502 Child Therapy (2 units)
   - MCP 6233 Introduction to Community Mental Health and the Recovery Model (2 units)

II. **Counseling Courses with Emphasis in Expressive Arts Therapy—21 units**
   The following courses have equivalencies in the Community Mental Health, Drama Therapy, Integral Counseling Psychology, and Somatic Psychology concentrations. These equivalent courses cover the same content, but from the perspective of their own concentrations.
   - EXA 5501 Psychotherapy Theories and Practices (3 units)
   - MCPE 5201 Human Development and Family (3 units)
   - MCPE 5606 Family and Couples Dynamics I (3 units)
### Course Descriptions

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

**EXA 5993 Expressive Arts Therapy Integrative Seminar I** (1.00 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** (2.00 Units) LG Grade Option
The seminar course includes an oral and written clinical case presentation that 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** (3.00 Units) OP Grade Option
This class focuses on developing an understanding of what trauma is and how it functions. The course discuss the ways in which the body, the imagination, and one’s capacity to symbolize are affected due to trauma. Students will learn how to explore the ways that expressive arts and somatic psychotherapies can be effective as interventions in helping clients to recover from trauma. Prerequisite: MCPE 5605.

**EXA 6036 History and Foundations of EXA Therapy** (2.00 Units) LG Grade Option
This course provides graduate students in expressive arts therapy with an introduction to the historical, foundational, and emerging concepts of this transdisciplinary field of mental health practice. This course also provides students with a broader inquiry into the various ways the arts mediate human health and relationships across diverse cultural-historical contexts. This course critically evaluates the historical development and essential practice of each of the five dominant creative arts therapies and the emergence of expressive arts therapy as a distinct profession. The course employs an integrated approach to aesthetic
culture, fostering the student’s ability to begin to work across and beyond cultural borders between visual art, dance, drama, music, poetry, etc. Prerequisite: EXA student.

EXA 6055 The Arts in Therapy I (3.00 Units) LG Grade Option
The Arts in Therapy is a unique EXA course that offers each participant the opportunity to revisit the program’s Artist-Scholar-Practitioner transdisciplinary model as a means of integrating learning from the first two years of coursework for application in practice next year. The course fosters the development of each participant’s unique stance, voice, and professional identity utilizing arts-based reflection and peer dialogue, clinical practice, and structured presentation of topical research.

EXA 6064 Psychological Assessment and Creative Arts Therapy (3.00 Units) LG Grade Option
Psychological Assessment and Creative Arts Therapy is designed to build upon the information learned in the History and Foundations of Expressive Arts Therapy course by exposing students to a wide range of expressive arts therapy practices in various settings with multiple populations. This course focuses on the initial stage of therapy, including intake, psychological assessment, history-taking, evaluation, goal-setting, and establishing rapport through the use of arts interventions. We will read case studies highlighting different types of client populations, expressive arts experiences, therapeutic goals, and treatment milieus. We will look at specific assessment techniques using the various 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 student; EXA 6036.

EXA 6088 EXA Approaches: Module I (1.00 Unit) PF 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. Approaches can include visual arts, digital narrative remix, dance/movement, drama therapy, drumming, poetry therapy, sand tray/play therapy, etc. Prerequisites: EXA student; EXA 6036.

EXA 6089 EXA Approaches: Module II (1.00 Unit) PF 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. Approaches can include visual arts, digital narrative remix, dance/movement, drama therapy, drumming, poetry therapy, sand tray/play therapy, etc. Prerequisites: EXA student; EXA 6088.

EXA 6090 EXA Approaches: Module III (1.00 Unit) PF 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. Approaches can include visual arts, digital narrative remix, dance/movement, drama therapy, drumming, poetry therapy, sand tray/play therapy, etc. Prerequisites: EXA student; EXA 6089.

EXA 6091 EXA Approaches: Module IV (1.00 Unit) PF Grade Option
Module IV 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. Approaches can include visual arts, digital narrative remix, dance/movement, drama therapy, drumming, poetry therapy, sand tray/play therapy, etc. Prerequisites: EXA student; EXA 6090.

EXA 6618 EXA Approach: Narrative Expressive Arts Family Therapy (2.00 Units) LG Grade Option
This class introduces students to the theories and practices that inform collaborative and narrative approaches to EXA. In this class, rooted within social constructionist philosophy and congruent with the principles and practices of the recovery model, students learn how to use EXA to build collaborative relationships with clients, integrating “playful approaches to serious problems” (Epton, 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 (1.00 Unit) PF 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 student; EXA 5501.

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

**EXAL 5602 EXA and Therapeutic Communication Lab** (1.00 Unit) PF 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.

**MCPE 5101 Professional Ethics and Family Law** (2.00 Units) OP Grade Option
Ethical standards for the practice of counseling and psychology. Review and discussion of ethical and legal aspects of marriage and family therapy and practice. Prerequisites: Priority to EXA students; MCPE 6601.

**MCPE 5606 Family and Couples Dynamics I** (3.00 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 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, 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. Prerequisite: EXA student.

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

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

**MCPE 6606 Family and Couples Dynamics II** (3.00 Units) LG Grade Option
This course builds on the foundational theories and practices of family and couples therapy studied in Family and Couples I. The primary emphasis of Part II is on the theories and practices of EFT and the 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 and separation, addiction, and illness. Students learn how to integrate the use of visual arts, music, movement, drama, and language arts in family and couples therapy practice. Prerequisites: EXA student; Family and Couples Dynamics I.

**MCPE 7601 Supervised Clinical Practicum: Individual** (2.00 Units) PF Grade Option
Students are required to take group practicum, and individual practicum is available only 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.

**MCP 7600 Pre-Practicum** (0.1 Unit) 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: Counseling Psychology student.

**MCPE 7603 Post Practicum** (0.1 Unit) 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 7604A Supervised Clinical Practicum: Group** (3.00 Units) PF Grade Option
The 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.

**MCPE 7604B Supervised Clinical Practicum: Group** (3.00 Units) PF Grade Option
The 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

Concentration Chair
George Kitahara Kich, PhD

Program Director
Collin Eyre, MA

Core Faculty
Elizabeth M. Abrams, PhD
Alzak Amlani, PhD
Anna Benassi, MA, LMFT
Leticia Brown, MA
Jason Butler, PhD
Gisele Fernandes-Osterhold, MA, LMFT
Mark Fromm, PhD
Emily Marinelli, MA, LMFT
Barbara Morrill, PhD
Alice Phipps, LMFT
Sergio Rodriguez-Castillo, MA, LLM, JD, LMFT
Rachael Vaughan, MA, LMFT

Adjunct Faculty
Vivek Anand, LMFT
Nancy Arvold, PhD, LMFT
Doris Bersing, PhD
CK Blackmore, PhD, LMFT
Dietmar Brinkmann, LMFT
David Brown, MA, LMFT
Chevalisa Bruzzone, LMFT
Renu Maria Cappelli, PhD, MA
Jessica Chesbro, AMFT
Jennifer Christian, PsyD
Liron Cohen, LMFT
Rene Dumetz, PhD, LMFT
David Fish, LMFT
Christine Gindi, LMFT
Kellen Grayson, PsyD, LMFT
Megan Hamilton, AMFT
Gary Hoeber, LMFT
Nicole Hsiang, LMFT
Drew Hutchinson, LMFT
Sriyali Katragadda, LMFT
Ling Lam, PhD, LMFT
Dominique Lando, LMFT
Barbara Lankamp-Kochis, LMFT
Stella Lefevre, PsyD
Molly Lucier, LCSW, PMH-C
Rob Schene, LMFT
Claudette Mestayer, LCSW
Henry Most, MA
Chris Olsen, PhD
Gieve Patel, LMFT
Chris Perry, MA, LMFT
Fred Rozendal, PhD
This concentration has two formats: a weekday format and a weekend format.

The weekday format is a residential course of study with required in-person attendance year-round over a 2.5- to 3-year period. While Summer semesters (10 weeks) are optional, Spring and Fall semesters (15 weeks) are mandatory. Students may complete the program in two years if opting to attend two summer semesters.

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

About the Integral Counseling Psychology Concentration

Founded in 1973 on the recommendation of Dr. Haridas Chaudhuri, the Integral Counseling Psychology (ICP) concentration was the first transpersonally oriented, East-West psychology graduate training in the world. The concentration 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 concentration 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 the curriculum’s requirements. The MA in Counseling Psychology concentration in Integral Counseling Psychology is approved by the California Board of Behavioral Sciences to prepare graduates for a professional license or certification in California. CIIS has not determined if the program meets the academic professional licensure requirements in any state or US territory outside of California.

Concentration 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 engage in the following:
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 life-span as it relates to competent work as a therapist (e.g., developmental progressions, stages and life transitions, aging, social/community impacts, community trauma effects, grief and end-of-life issues, especially but not exclusively in the context of California).
2.3 Apply theoretical knowledge from humanistic, contemporary psychoanalytic approaches; transpersonal perspectives; and systems theories to issues that emerge in the clinical relationship, including unconscious processes, boundaries, the therapeutic space, transference and countertransference, and treatment planning.
2.4 Situate and articulate their personal vision of integral psychology within relevant theoretical approaches and scholarship.
2.5 Understand and reasonably integrate the principles of Gestalt therapy.
2.6 Describe and critically assess key theories and practices that focus on how therapists can work with specific demographic groups (families, adults, children, couples, and groups).
2.7 Reflect critically as a practitioner in the field and to continually reexamine theoretical biases and practice in light of new information and experience.
2.8 Demonstrate understanding of substance abuse and addictions (e.g., recognize symptoms, patterns, and medical aspects; be aware of and use community resources; understand co-occurring disorders and major treatment approaches [including recovery model]; know current theories of etiology, prevention, and the role of persons and systems that affect substance abuse and addiction).

2.9 Understand the impact of extra-therapeutic influences on therapy, as well as therapy’s impact on extra-therapeutic 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 do the following:

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 engage in the following:

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.

CIIS is limited to enrolling students located in certain states. See State Authorization and Professional Licensure Policies and Procedures for a list of states.

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. Advisers 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. CIIS is limited in which states students may participate in practicums. See [State Authorization and Professional Licensure Policies and Procedures](#) for a list of states.

**Pre-Practicum Coursework**

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

**Weekday**

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

**Weekend Cohort**

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 Committee. Recommendations or requirements may include the Clinical Practice Lab class, a request for therapy, and/or a request to demonstrate clinical skills. Once approval is granted, students may submit applications to our Integral Counseling Centers or to external practicum sites. The Field Placement Office is available for questions regarding external practicum sites and applications.

Students are required to take a minimum of 6 practicum semester units. Students register for practicum units via a group or an individual supervision class, which is provided through ICP. This is a requirement and is 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 format must register for ICP group supervision for the first of their semesters of practicum. Students in the ICP Weekend cohort 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 MCP office.

Additional LPCC Requirements
CIIS has been approved by the California BBS as offering a qualified degree for those interested in pursuing licensure as an LPCC in California. The education and practicum requirements are quite specific and will require students to take courses (and semester units) beyond the standard curriculum of this concentration. Each student should select their license specialization(s) by the end of their first semester. Your academic adviser 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.

The MA in Counseling Psychology concentration in Integral Counseling Psychology is approved by the California Board of Behavioral Sciences to prepare graduates for a professional license or certification in California. CIIS has not determined if the program meets the academic professional licensure requirements in any state or US territory outside of California.

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

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

- Church Street ICC
  1782 Church Street
  (415.648.2644)

- Pierce Street ICC
  2140 Pierce Street
  (415.776.3109)

- Golden Gate ICC
  507 Polk Street, Suite 450
  (415.561.0230)

Curriculum
MA in Counseling Psychology with a concentration in Integral Counseling Psychology
Weekday program, MFT Track—60 Units

I. Common Core Courses—17 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 6101 Human Sexuality (1 unit)
   MCP 6102 Assessment and Treatment of Addiction Disorders (1 unit)
   MCP 6233 Introduction to Community Mental Health and the Recovery Model (2 units)
   MCP 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)

III. Practicum—6 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.

IV. 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)

V. Electives—3 units
Any CIIS course or approved independent study.

Licensed Professional Clinical Counselor Track—69 Units
The courses designated in I, II, and III above and the following:
MCP 5023 Advanced Treatment of Addiction (2 units)
MCP 5109 Psychopharmacology (3 units)
MCP 5646 Career Counseling Theory and Practice (3 units)
MCP 5651 California 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, MFT Track only—60 Units

I. Common Core Courses—17 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 6101 Human Sexuality (1 unit)
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 (3 units)
ICPW 5610 Therapeutic Communication (3 units)
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—14 units
These courses do not have equivalencies in the other concentrations.
ICPW 5606 Gestalt Therapy (3 units)
ICPW 5620 Integral Philosophy, Meditation, and Yoga (1 unit)
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—2 units
Any CIIS course or approved independent study.

Licensed Professional Clinical Counselor Track—70 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)
MCP 5651 CA Ethics and the Law*
* 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

ICP 6488 Clinical Practice Lab (1.00 Unit) PF Grade Option
This course is a practical exploration of the clinical relationship and employs hands-on learning techniques to build clinical skills. We will explore and deepen listening skills and empathy, working with feelings, and examining personal issues related to transference and countertransference. In addition, we will focus on working in the present moment, intention, and how it supports the therapeutic relationship. Prerequisites: Priority to ICP and ICPW students; MCP student; MCPI 5610 or ICPW 5610.

MCPI 5501 Psychodynamics (3.00 Units) OP Grade Option
Presents a history of psychodynamic ideas and their application in clinical settings. Offers a historical perspective beginning with Freudian theory through the development of object relations theory. Covers basic theoretical and clinical concepts, clinical theories about the self and self-development, and the topics of transference, countertransference, and defense. Examines relationships between psychodynamic and other clinical theories. Prerequisites: ICP student; non-ICPW student.

MCPI 5602 The Clinical Relationship (3.00 Units) PF Grade Option
The relationship between therapist and client is one of the central concerns of contemporary theories of therapeutic change. This course explores the relationship between therapist and client from the perspectives of contemporary psychoanalysis, humanism, and self-psychology. Provides various perspectives on transference and countertransference, and how to work with these dynamics in the clinical setting. Prerequisites: ICP student; Psychodynamics; Therapeutic Communication.

MCPI 5604 Group Dynamics and Facilitation (3.00 Units) PF Grade Option
This class has two main purposes: to study itself as a group and to learn about group psychotherapy facilitation. The first focus is on addressing increasing empathy and interpersonal sensitivity in a way that will help students develop their therapeutic skills in a group context. The second focus is on learning about different kinds of therapy groups and the different kinds of group facilitation skills necessary to lead such groups. Prerequisites: ICP student; non-ICPW student.

MCPI 5610 Therapeutic Communication (3.00 Units) PF Grade Option
This course provides an overview of key concepts and methods in therapeutic communication, integrating psychodynamic, humanistic, and other approaches. Experiential portion includes role-play and simulations. Includes the experiential portion of Therapeutic Communication. Prerequisites: ICP student; non-ICPW student.
MCPI 5615 Family Dynamics and Therapy (3.00 Units) PF Grade Option
This course explores the various schools of family therapy, including the work of Whitaker, Satir, Bowen, and Minuchin, as well as strategic, narrative, internal family systems, and core-focused family therapy. There will be a strong experiential component involving in-depth study of each student’s family of origin through psychodramatic or monodramatic formats or sculpture, as well as through live demonstrations of therapy sessions with students’ family members.

MCPI 6601 Couples Counseling (3.00 Units) OP Grade Option
Theoretical and therapeutic approaches to working with couples, including object relations, ego analytic, cognitive-behavioral, existential, and transpersonal perspectives, as well as family-system approaches. Students learn how to integrate the use of visual arts, music, movement, drama, and the language arts with these different theoretical approaches. Includes the experiential portion of Marriage and Couples Counseling. Prerequisites: ICP student; non-ICPW student.

MCPI 6603 Multicultural Counseling and the Family (3.00 Units) PF Grade Option
This course provides an overview of multicultural counseling through exploration of ethnic, social, and cultural mores and values of representative social groups and special populations. The content will focus on developing oneself as a student, therapist, and educator, who understands the complexity of human diversity—ethnicity, race, religion, sexual orientation, gender, socioeconomic class, and color. We will look at the limitations of current psychological models in addressing the particularities of our clients’ diverse familial and cultural backgrounds. Students will be asked to do mindfulness practices, inquiry, and dialogue to explore experiences and cultural backgrounds to help uncover their own beliefs, unconscious assumptions, projections, countertransference, fears, and biases. The instructor will help create a safe space and offer appropriate exercises and communication tools to encourage authentic exploration and dialogue of an emotionally charged topic. Prerequisites: ICP student; non-ICPW student; Therapeutic Communication; Group Dynamics.

MCPI 7601 Supervised Clinical Practicum: Individual (2.00 Units) PF Grade Option
Presentation and discussion of case material. Emphases upon case formulation, the therapeutic relationship, and the development of clinical skills. Online registration not possible. Submit “Individual Practicum Registration Form.” An “NP” grade will be given if “Supervised Fieldwork Agreement” is not on file in the Field Placement Office by semester’s end. Prerequisites: ICP or ICPW student; criminal background check.

MCPI 7602 Supervised Clinical Practicum: Group (2.00 Units) PF Grade Option
Presentation and discussion of case material in a group setting. 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 (3.00 Units) PF Grade Option
For MCP Practicum students working in schools. Presentation and discussion of case material. Emphases upon case formulation, the therapeutic relationship, and the development of clinical skills. Prerequisites: ICP or ICPW student; criminal background check.

MCPI 7605 Supervised Clinical Practicum: Group (School Setting) (3.00 Units) PF Grade Option
Presentation and discussion of case material. 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 (3.00 Units) PF Grade Option
Gestalt therapy will be presented as an adjunct to Existential Philosophy and Therapy, and as a natural reflection of humanities psychology. The elements of Gestalt therapy will be demonstrated—i.e., contact boundaries, awareness, figure formation, the Gestalt theory of neurosis, and disturbances at the boundaries. The primary emphasis will be on working in the here and now with a process-oriented focus. Prerequisite: ICP student.

ICP 5621 Cognitive Behavioral Therapy (1.00 Unit) PF Grade Option
Cognitive behavioral therapy (CBT) has been so effective in clinical trials that it is the standard of care for many psychiatric disorders, including depression and anxiety, and all therapists are now expected to have at least some familiarity with it. This course provides an overview of CBT, from its origins in Pavlov and Skinner though its therapeutic success in Beck and Ellis, and in 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 6414 Inquiry Into True Nature: Exploring Body, Personality, and the Soul (3.00 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, the personality, and the soul. These perspectives will naturally create a nondual and welcoming space for all of who we are in the moment. We will explore into the known and the unfolding Mystery in each of us. The instructor will 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 6501 Transpersonal Psychotherapy (3.00 Units) OP Grade Option
An overview of transpersonal psychology with an emphasis on integral approaches to psychotherapy. Focus on specific clinical issues in the field and methods for working with clients. Prerequisites: Non-ICPW student; priority to ICP students.

ICP 6517 Jungian Theory and Dreamwork (1.00 Unit) LG Grade Option
The course provides an introduction to Jungian theory and clinical use of dreams. Prerequisite: Priority to ICP students.

ICP 6579 Inquiry Into True Nature: Exploring Body, Personality, and the Soul (2.00 Units) PF Grade Option
In this experiential, spiritual elective, you will learn and practice ways to more deeply explore, understand, and optimize your psychospiritual unfoldment. This course will introduce the idea of a multidimensional soul with essential qualities such as compassion, joy, strength, and love. In addition to meditative practices and somatic exercises, students will learn how to actively open these inner states through inquiry (sensing, feeling, speaking, hearing, and moving with the arising of one’s inner experience) to accelerate the inner journey. Inquiry also assists in clearly seeing and metabolizing our childhood experiences and personality patterns to help us mature into our unique wholeness. We will draw from various Jungian authors, A.H. Almaas, Ramana Maharshi, Krishnamurti, and possibly others to learn the art of deep listening, seeking intuitive guidance, and opening to the moment-to-moment shifts in our consciousness. The Enneagram of personality types will assist us in recognizing personality structures. The practices and perspectives taught in this course will have direct application to psychotherapeutic work. The instructor will do clinical demonstrations with students. Students will practice these methods with each other for personal growth and clinical development. Prerequisite: Priority to ICP students.

ICP 6830 Trauma (3.00 Units) PF Grade Option
Assuming that “trauma is in the nervous system and not in the event,” this course will introduce students to the basic neuropsychology and treatment of trauma. The work of Bessel van der Kolk, Judith Herman, Daniel Goleman, Peter Levine, Jim Kepner, and others will be summarized. Principles and methodology for treating trauma from a somato-emotional framework, based on understanding of the triune brain and ANS functioning, will be emphasized. Assessment and reporting of child abuse, and of elder and dependent adult and spousal/intimate partner abuse, will be covered.

ICP 6832 Introduction to Psychedelic Assisted Psychotherapy (3.00 Units) PF Grade Option
The field of psychedelic assisted psychotherapy has been growing rapidly in recent years. With decriminalization efforts moving forward on local, state, and federal levels, a multitude of clinical research trials are showing promising results of therapies utilizing MDMA, psilocybin, ketamine, and other medicines in the treatment of trauma, end-of-life struggles, addiction, and other ills. Preparing clinicians toward these new horizons in psychotherapy, this introductory course reviews the Indigenous origins and history of psychedelic medicine, explores relevant sociocultural aspects of the use of psychedelic medicines with diverse populations, and offers an integral clinical focus to ensure best practices within the ethics and scope of the field. Prerequisites: Priority to ICP students; ICP 6830.

ICP 7599 Clinical Practice Lab (2.00 Units) PF Grade Option
The focus of this course is to provide in-depth practical exploration of the clinical relationship and how it can deepen and enrich the therapeutic process. We will practice listening skills and working with feelings as well as examining personal issues related to transference, countertransference, and the deepening of empathy. The learning outcomes will be to recognize personal qualities in oneself that might contribute to a more effective clinical relationship, as well as those that could be problematic. In addition, students will learn how to work with one’s strengths and challenges to support the therapeutic process. We will be addressing how to identify specific ways of working in the clinical relationship that are useful to one’s practice. There will be mostly dyad work to facilitate the process of deepening the clinical relationships in this class. Prerequisites: Priority to ICP and ICPW students; MCP student; Therapeutic Communication.

ICP 7702 Integrative Seminar (3.00 Units) PF Grade Option
This culminating course provides an opportunity for students to reflect on their processes of personal and academic integration in the ICP program. Equal attention is given to the deepening of one’s unique process of personal integration and to the integration of key learning from theoretical and conceptual standpoints and clinical experience. Prerequisites: ICP student; Practicum.
ICP 8601 Hakomi (2.00 Units) PF Grade Option
Hakomi body-centered psychotherapy is an elegant, deep, and gentle experiential and somatic approach to working with clients. The course, through both didactic and experiential material, will provide the basic knowledge and skills necessary to apply a variety of Hakomi interventions and principles to therapeutic encounters that will immediately inspire, enliven, and deepen your work. Prerequisites: Non-ICPW student; priority to ICP students.

ICP 8602 Psychosynthesis (3.00 Units) PF Grade Option
The basic principles of psychosynthesis, such as the dynamics of self-realization, the will, and the natural multiplicity and harmonization of the personality, will be taught. We will work with the translation of these principles into counseling practice, working with guided imagery, the therapeutic practice of presence, the role of intention and intentionality in the guiding process, and the steps in working with subpersonalities. Prerequisite: ICP student.

ICP 8606 Integral Psychology (3.00 Units) PF Grade Option
Sri Aurobindo’s Integral Yoga and integral philosophy, including Haridas Chaudhuri’s contributions, form the spiritual foundation of the Institute. As an integration of the major schools of Vedanta, Yoga, and Tantra, integral philosophy provides an integrative framework for the many divergent schools of Western psychology as well as a synthesis of Eastern psychological perspectives. Integral psychotherapy is a psychospiritual method of working that is relational, embodied, and transformational. Prerequisite: Priority to ICP students.

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

ICP 8888 Special Topics (1.00–3.00 Units) LG Grade Option
A course of study not currently encompassed in the curriculum but relevant to evolving topics of growing importance in psychology.

ICPW 5103 Professional Ethics and Family Law I (1.00 Unit) LG Grade Option
Ethical standards for the practice of counseling and psychology. Review and discussion of ethical and legal aspects of marriage and family therapy practice. This course is restricted to Integral Counseling Psychology Weekend Program students. Prerequisite: ICPW student.

ICPW 5104 Professional Ethics and Family Law II (1.00 Unit) LG Grade Option
Ethical standards for the practice of counseling and psychology. Review and discussion of ethical and legal aspects of marriage and family therapy practice. Prerequisites: ICPW student; ICPW 5103.

ICPW 5108 Psychopathology and Psychological Assessment (3.00 Units) LG Grade Option
Comparative historical and contemporary views of the development of adult psychopathology and the categorization system of the Diagnostic and Statistical Manual. Prerequisite: ICPW student.

ICPW 5201 Human Development and the Family (3.00 Units) LG Grade Option
Theories and research in life transitions, stages of development, and rites of passage from prenatal conditions to adult experience to dying. Prerequisite: ICPW student.

ICPW 5302 Jungian Dreamwork and Psychotherapy (1.00 Unit) PF Grade Option
This course is an introduction to Jung’s analytical psychology and the practice of Jungian psychotherapy. Topics include Jung’s childhood and student years; the relationship between Freud and Jung; Jung’s “confrontation with the unconscious”; the personal and collective unconscious; libido (psychic energy); archetypes and myth; ego and complex; persona and shadow; anima and animus; the process of individuation; Jungian dream interpretation; psychological types; and Jung’s views on religion, myth, and alchemy. Students learn basic Jungian concepts and develop a deepening relationship to their own unconscious through dreamwork, mandala drawing, and reflection on personal myths and symbols. Prerequisite: ICPW student.

ICPW 5311 Sexuality and Spirituality (1.00 Unit) PF Grade Option
This course honors the sacredness of sexual, creative energy and explores a wide range of sexual expressions, behaviors, and concerns. The intent is to provide an overview of the subjects of adult human sexuality, sexual development, and sexuality and spirituality, in addition to current trends in sex therapy. The class is designed to assist student therapists to get in touch with themselves in order to facilitate the sexual health of their clients. Through lecture, video, discussion, and experiential exercises, students will gain a basic understanding of sexuality. The topics of sexual physiology, social and multicultural issues associated with sexual identity, and behaviors and sexual disorders will be discussed. A primary focus of the class, sexuality and spirituality, will be explored. (This course meets and exceeds the requirement for 10 hours of training in human sexuality for California BBS licensure.)
ICPW 5508 Psychodynamics I (2.00 Units) LG Grade Option
Presents a history of psychodynamic ideas and their application in clinical settings. Offers a historical perspective, beginning with Freudian theory through the development of object relations theory. Examines relationships between psychodynamic and other clinical theories. This course is restricted to Integral Counseling Psychology Weekend Program students. Prerequisite: ICPW student.

ICPW 5509 Psychodynamics II (1.00 Unit) OP Grade Option
Presents a history of psychodynamic ideas and their application in clinical settings. Offers a historical perspective, beginning with Freudian theory through the development of object relations theory. Examines relationships between psychodynamic and other clinical theories. Prerequisites: ICPW student; ICPW 5508.

ICPW 5602 The Clinical Relationship (3.00 Units) PF Grade Option
The relationship between therapist and client is one of the central concerns of contemporary theories of therapeutic change. This course explores the relationship between therapist and client from the perspectives of contemporary psychoanalysis, humanism, and self-psychology. Provides various perspectives on transference and countertransference, and how to work with these dynamics in the clinical setting. Prerequisites: ICPW student; ICPW 5610.

ICPW 5604 Group Dynamics and Facilitation (3.00 Units) PF Grade Option
This class has two main purposes: to study itself as a group and to learn about group psychotherapy facilitation. The first focus is on addressing increasing empathy and interpersonal sensitivity in a way that will help students develop their therapeutic skills in a group context. The second focus is on learning about different kinds of therapy groups and the different kinds of group facilitation skills necessary to lead such groups. Prerequisite: ICPW student.

ICPW 5605 Group Process and Facilitation (1.00 Unit) PF Grade Option
Students will learn theory and application of groups, including group development and group dynamics; be introduced to group process; and have 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 (3.00 Units) PF Grade Option
Gestalt therapy will be presented as an adjunct to Existential Philosophy and Therapy, and as a natural reflection of humanities psychology. The elements of Gestalt therapy will be demonstrated—i.e., contact boundaries, awareness, figure formation, the Gestalt theory of neurosis, and disturbances at the boundaries. The primary emphasis will be on working in the here and now with a process-oriented focus. Prerequisite: ICPW student.

ICPW 5610 Therapeutic Communication (3.00 Units) PF Grade Option
This course provides an overview of key concepts and methods in therapeutic communication, integrating psychodynamic, humanistic, and other approaches. Experiential portion includes role-play and simulations. Includes the experiential portion of Therapeutic Communication. Prerequisite: ICPW student.

ICPW 5615 Family Dynamics and Therapy (3.00 Units) PF Grade Option
This course explores the various schools of family therapy, including the work of Whitaker, Satir, Bowen, and Minuchin, as well as strategic, narrative, internal family systems, and core-focused family therapy. There will be a strong experiential component involving in-depth study of each student's family of origin through psychodramatic or monodramatic formats or sculpture, as well as through live demonstrations of therapy sessions with students' family members. In the lab, each student will have an opportunity to practice conducting a role-play family therapy session. Prerequisite: ICPW student.

ICPW 5620 Integral Philosophy, Meditation, and Yoga (1.00 Unit) PF Grade Option
This course introduces the philosophy of Integral Yoga as taught by Sri Aurobindo and Haridas Chaudhuri, and the practices of hatha yoga and meditation. Prerequisite: ICPW student.

ICPW 5621 Cognitive Behavioral Therapy (1.00 Unit) PF Grade Option
Cognitive behavioral therapy (CBT) has been so effective in clinical trials that it is the standard of care for many psychiatric disorders, including depression and anxiety, and all therapists are now expected to have at least some familiarity with it. This course provides an overview of CBT from its origins in Pavlov and Skinner, though its therapeutic success in Beck and Ellis, and its inclusion of mindfulness in third-wave behavioral treatments such as dialectical behavior therapy (DBT) and acceptance and commitment therapy (ACT). This class will combine theory presented in lectures and readings with experience in role-plays, demonstrations, and mindfulness exercises. Prerequisite: ICPW student.

ICPW 5636 Group Facilitation and Counseling (2.00 Units) PF Grade Option
This course will study the theory and practice of group psychotherapy, focusing on the principles of group dynamics, formation, and development, and understanding and developing advanced group leadership skills from various group leadership styles and approaches. Therapeutic factors of group work, group process components, developmental stage theories, and common critical incidents and special problems in group structure and development, including the recognition and management of conflict, “the antigroup,” will be addressed. Ethical, legal, and professional concerns and issues of diversity will be discussed, as well as the importance of recognizing, managing, and utilizing transference and countertransference in groups, and therapist self-care during conflict and confrontation. Students will be offered both didactic and experiential presentations on group development, process, and dynamics through lecture, videos, class discussion, and demonstrations of select theoretical approaches by the instructor in which students may elect to participate as both group members and co-therapists. Among various theoretical approaches to be discussed and demonstrated 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 6102 Alcohol and Chemical Dependency Counseling (1.00 Unit) LG Grade Option
Survey of current treatment approaches to chemical dependency and examination of humanist-transpersonal perspectives. Prerequisite: ICPW student.

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

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

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

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

ICPW 6545 Community Mental Health and the Recovery Model (2.00 Units) PF Grade Option
This course will introduce students to community mental health as expressed in the Wellness and Recovery Model and through Proposition 63, the Mental Health Services Act. Students will learn effective strategies to manage the complexities of delivering mental health services to marginalized populations in settings that go beyond private practice to include community-based clinics, hospitals, and agencies. The course will describe and evaluate service delivery using innovative approaches that engage clients where they are and how they can best integrate mental health resources. Recovery-based language, strength-based communication, resiliency, and the foundations of recovery and wellness will be discussed. Prerequisite: ICPW student.

ICPW 6546 Community Mental Health and the Recovery Model (3.00 Units) LG Grade Option
This course is designed for students in MCP concentrations other than CMH. Students will learn the basic principles of the recovery model of mental health as described and supported by the California Mental Health Services Act of 2004. Students will learn and work with the “mental health recovery” models of service and treatment delivery, including key structural components. Evidence-based treatment interventions will be demonstrated and experienced, and effective strategies for working on the integrated service teams and evaluation methodologies will be developed. Prerequisite: ICPW student.

ICPW 6578 Ecopsychology (1.00 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, Latina, and Native American thinkers. We will examine the intersection of embodiment, environment, psychology, and spirituality. We will ask questions about how we can rewild and reconnect 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 (1.00 Unit) PF Grade Option
In this experiential, spiritual elective, you will learn and practice ways to more deeply explore, understand, and optimize your psychospiritual unfoldment. This course will introduce the idea of a multidimensional soul with essential qualities such as compassion, joy, strength, and love. In addition to meditative practices and somatic exercises, students will learn how to actively open these inner states through inquiry (sensing, feeling, speaking, hearing, and moving with the arising of one’s inner experience) to accelerate the inner journey. Inquiry also assists in clearly seeing and metabolizing of our childhood experiences and personality patterns to help us mature into our unique wholeness. We will draw from various Jungian authors, A.H. Almaas, Ramana Maharshi, Krishnamurti, and possibly others to learn the art of deep listening, seeking intuitive guidance, and opening to the moment-to-moment shifts in our consciousness. The Enneagram of personality types will assist in recognizing personality structures. The practices and perspectives taught in this course will have direct application to psychotherapeutic work. The instructor will do clinical demonstrations with students. Students will practice these methods with each other for personal growth and clinical development. Prerequisite: ICPW student.

ICPW 6601 Couples Counseling (3.00 Units) PF Grade Option
Theoretical and therapeutic approaches to working with couples, including object relations, ego analytic, cognitive-behavioral, existential, and transpersonal perspectives, as well as family-system approaches. Students learn how to integrate the use of visual arts, music, movement, drama, and the language arts with these different theoretical approaches. Includes the experiential portion of Marriage and Couples Counseling. Prerequisite: ICPW student.

ICPW 6603 Multicultural Counseling and the Family (3.00 Units) PF Grade Option
This course provides an overview of multicultural counseling through exploration of ethnic, social, and cultural mores and values of representative social groups and special populations. The content will focus on developing oneself as a student, therapist, and educator who understands the complexity of human diversity—ethnicity, race, religion, sexual orientation, gender, socioeconomic class, and color. We will look at the limitations of current psychological models in addressing the particularities of our clients’ diverse familial and cultural backgrounds. Students will be asked to do mindfulness practices, inquiry, and dialogue to explore experiences and cultural backgrounds to help uncover their own beliefs, unconscious assumptions, projections, countertransference, fears, and biases. The instructor will help create a safe space and offer appropriate exercises and communication tools to encourage authentic exploration and dialogue of an emotionally charged topic. Prerequisite: ICPW student.

ICPW 6669 Multicultural Counseling: Gender Considerations in Psychotherapy (1.00 Unit) PF Grade Option
Is gender a cultural construction, a biological fact, or some of both? Or is it even fundamentally real? This course will look at these questions and at how our clients are influenced by their gender-related experiences throughout their lives. Gender roles and gender training across cultures will be discussed, and special attention will be paid to the particular issues that can arise, and particular approaches that can be helpful, in psychotherapy with men, with women, and with those who identify as other categories, or no category, of gender. Prerequisite: ICPW student.

ICPW 6683 Clinical Skills (1.00–3.00 Units) PF Grade Option
This course is an opportunity for students to take a step, or even a quantum leap, forward in their counseling abilities in a safe, supportive, mentoring classroom atmosphere. It features dyad practice with intensive, individual, and specific coaching and feedback from the instructor and classmates, as well as exploration of “growing edge” issues of greatest value to the student in their future work with clients. Wherever they are in their development, students are helped to strengthen and enhance their therapeutic skills and self-awareness, including building upon feedback they have received from instructors to this point.

ICPW 6830 Trauma (3.00 Units) PF Grade Option
Assuming that “trauma is in the nervous system and not in the event,” this course will introduce students to the basic neuropsychology and treatment of trauma. The work of Bessel van der Kolk, Judith Herman, Daniel Goleman, Peter Levine, Jim Kepner, and others will be summarized. Principles and methodology for treating trauma from a somato-emotional framework, based on understanding of the triune brain and ANS functioning, will be emphasized. Assessment and reporting of child abuse, and of elder and dependent adult and spousal/intimate partner abuse, will be covered. Prerequisite: ICPW student.

ICPW 6846 Applied Spirituality (1.00 Unit) PF Grade Option
Integral psychotherapy includes a spiritual perspective about ourselves, our clients, and the world that informs and supports our therapeutic work. Each of us has a particular understanding and experience of, and relationship to, what we consider to be spiritual. In this online and in-the-world course, students will further explore this relationship by creating a program of activity such as developing or deepening spiritual practices, engaging in community service, or applying spiritual attitudes and principles in daily behavior. The course will include readings and assignments to help students more fully express and embody spirituality in their lives and work. Prerequisite: ICPW student.

ICPW 7702 Integrative Seminar (3.00 Units) PF Grade Option
This culminating course provides an opportunity for students to reflect on their processes of personal and academic integration in the ICP program. Equal attention is given to the deepening of one’s unique process of personal integration and to the integration of key learning from theoretical and conceptual standpoints and clinical experience. Prerequisite: ICPW student.
ICPW 8799 Independent Study (1.00–6.00 Units) PF Grade Option
Coursework that extends a student’s field of inquiry beyond current CIIS courses. Requires a syllabus and contract signed by the student and faculty member and approved by the program chair. Prerequisite: ICPW student.
Somatic Psychology

MA in Counseling Psychology with a concentration in Somatic Psychology

Concentration Chair
Jean-Paul Eberle, MA, CMT, RYT-500, LMFT

Core Faculty
Terese Gjernes, PsyD, CMTSE, SEP, Lic. Psychologist
Deanna Jiminez, LMFT
Patricia Rojas-Zambrano, MA, MFT
Theresa Silow, PhD, LPCC
Sherri Taylor, PsyD
Nick Walker, PhD

Adjunct Faculty
Joel Decker, MA, SEP, MFT
Natashia Fuksman, MA, MFT
Daniel Lesny, MFT
Cambria Lowe, MA, MFT
Angela Porter, MA, MFT
Eugene Porter, MA, MFT
Julie Rappaport, MFT
Bill Say, MA
Gal Szekely, MA, LMFT
Biran Tierney, PhD
Fae Tippie, MS, AMFT
Chris Walling, PsyD, MFF

Program Manager
Megan Jacobs, mjacobs@ciis.edu

Format
This is a residential course of study with required in-person attendance year-round over a 2.5-to-3-year period. While Summer semesters (10 weeks) are optional, Spring and Fall semesters (15 weeks) are mandatory. Students may complete the program in two years if opting to attend two summer semesters.

About the Somatic Psychology Concentration
The Somatic Psychology program at California Institute of Integral Studies is one of the few programs in the United States that are offered by a regionally accredited University that prepare students to use both conventional and body-oriented approaches to psychotherapy. Students participate in a vibrant academic community where learning includes both didactic and experiential practices, leading to the ability to work with clients holistically and effectively. After completing the program and other Board of Behavioral Sciences (BBS) requirements for licensure, graduates are prepared to do counseling psychology in both private practice and agency settings. This concentration by itself is not approved for a license or certification in any state or US territory.

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
Since its inception in 1980, the Somatic Psychology concentration has developed a unique learning environment that combines experiential work, rigorous academics, research, and a deep commitment to community. Students in the Somatic Psychology concentration 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 compartment 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 dreamwork, talk, interpretation, and reflection, with experiential explorations. Somatic psychotherapists are trained to help clients explore the bodily means by which they conduct their daily lives. Through the use of breathwork; movement exercises; touch; and explorations of feeling, sensation, posture, gesture, and expression, clients experience how they shape particular identities and interact with others. Somatic psychotherapies have been found to be particularly effective means of working with trauma, posttraumatic stress disorder (PTSD), dissociation, identity issues, and affect regulation. They are effective in both group and individual settings, and are especially useful as aids to self-reflection and the development of new ranges of affect, expression, and self-compartment.

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 concentration, 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 concentration 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 concentration 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 do the following:

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.

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. CIIS is limited in which states students may participate in a supervised clinical experience. See State Authorization and Professional Licensure Policies and Procedures for a list of states.

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 concentration includes the study of a range of psychodynamic approaches, including drive theory; object relations; self-psychology; and 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.

Additional LPCC Requirements
CIIS has been approved by the California BBS as offering a qualified degree for those interested in pursuing licensure as an LPCC in California. The education and practicum requirements are quite specific and will require students to take courses (and semester units) beyond the standard curriculum of this program. Students are encouraged to decide no later than the end of their first year about adding the additional LPCC licensure track.

Most MA in Counseling Psychology concentrations are approved by the California Board of Behavioral Sciences to prepare graduates for a professional license or certification in California. CIIS has not determined if the program meets the academic professional licensure requirements in any state or US territory outside of California.

Please refer to the BBS website (http://www.bbs.ca.gov/) for up-to-date LMFT and LPCC licensure requirements in California.

Practicum
The Somatic Psychology curriculum includes a carefully supervised practicum counseling experience. Students are able to start practicum after being approved by the 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. CIIS is limited in which states students may participate in a supervised practicum experience. See State Authorization and Professional Licensure Policies and Procedures for a list of states.

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
Personal Psychotherapy Requirement
During their enrollment in the program, students must complete 50 hours of personal somatic psychotherapy with a licensed psychotherapist. The concentration maintains a referral base of licensed somatic psychotherapists who work in the Bay Area.

Curriculum

MA in Counseling Psychology with a concentration in Somatic Psychology, MFT Track—60 Units
Courses in the Somatic Psychology concentration are highly sequenced. Specific course exemptions are determined on an individual basis. Please contact the concentration staff 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—25 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 and Group Therapy (2 units)
MCPS 6102 Human Sexuality (2 units)
MCPS 6502 Child Therapy
MCPS 6104 Multicultural Counseling and the Family (2 units)
MCPS 6601 Couples Counseling (3 units)
MCPS 6605 Child Therapy (2 units)

III. Practicum—6 units
MCPS 7601A Supervised Clinical Practicum: Individual (2 units)
MCPS 7601B Supervised Clinical Practicum: Individual (2 units)
MCPS 7601C Supervised Clinical Practicum: Individual (2 units)
OR
MCPS 7604A Supervised Clinical Practicum: Individual-School Setting (3 units)
MCPS 7604B Supervised Clinical Practicum: Individual-School Setting (3 units)

IV. Somatic Psychology Concentration Courses—18 units
These courses do not have equivalencies in the other concentrations.
SOM 5202 The Body: Experienced, Conceptualized, and Verbalized (2 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)
Course Descriptions

MCPS 5201 Human Development and the Family (3.00 Units) OP Grade Option
This course covers 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 shall 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. The conceptual frame is organized around a dynamic and integral living systems model of development. We will study the works and ideas of developmental theorists and discuss chronological developmental milestones. The course also reviews the dialectical dynamics of the formative process and the organizing field. The development of the self-organizing activity of the person and the formation of biological/nervous system capacities will be discussed within the context of the relational and social-cultural environment. Prerequisite: SOM students.

MCPS 5501 Psychodynamics (3.00 Units) OP Grade Option
This course presents a history of psychodynamic ideas and their application in clinical settings. It offers a historical perspective, beginning with drive theory through the development of relational theory, and covers basic theoretical and clinical concepts; clinical theories about the self and self-development; and the topics of transference, countertransference, and defense. The course examines relationships between psychodynamic and other clinical theories from a traditional, critical, and 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 students.

MCPS 5602 The Clinical Relationship (2.00 Units) OP Grade Option
The relationship between therapist and client is one of the central concerns of contemporary theories of therapeutic change. This 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. Prerequisite: SOM student; one semester of MCPS 7601 or MCPS 7602 or MCPS 7604 or MCPS 7605.

MCPS 5605 Family Dynamics and Therapy (3.00 Units) OP Grade Option
Covers the family life cycle, as well as the theories and methods of many of the major family theories, including strategic, brief strategic, systemic, narrative, solution-focused, family-of-origin, structural, and symbolic-experiential family therapy. Includes experiential learning processes and instructor-demonstrated family-of-origin interviews. Explores cultural difference and diversity in family dynamics. Prerequisite: SOM students.

MCPS 5609 Therapeutic Communication (3.00 Units) OP Grade Option
This course provides an overview of key concepts and methods in therapeutic communication, integrating psychodynamic, humanistic, and other approaches. Appreciating the dynamic unity of psychological and bodily experiences, this course presents the foundations of therapeutic theories and techniques integrating traditional and somatic perspectives. Emphasis is placed on personal and interpersonal somato-psychological issues as well as on basic treatment considerations, including the therapeutic container, empathy, boundaries, assessment, transferences, interventions, impuls, and embodying one’s self as therapist. Stages of therapy, the scope of practice, and an appreciation of multiculturalism are elaborated. Specific clinical approaches in somatic psychotherapy are introduced, including explorations with sensory mindfulness, breath, movement, and touch. Emphasis is placed on appreciating, from a somatic perspective, (1) individual organization and expression, (2) family and social systems, and (3) practitioner self-awareness and development. Prerequisite: SOM student.

MCPS 5622 Group Facilitation and Group Therapy (2.00 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 approaches, and dance/movement approaches, will be presented and experienced. Prerequisite: SOM student.
MCPS 6102 Human Sexuality (2.00 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. 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. 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: SOM student.

MCPS 6104 Multicultural Counseling and the Family (2.00 Units) OP 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, and 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. Students will develop an awareness of cultural variation and acquire the tools to address this, including race, ethnicity, sexual orientation, class, gender, religion, language, immigration status, age, and ability. 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. Prerequisite: SOM student.

MCPS 6601 Couples Counseling (3.00 Units) OP Grade Option
Theoretical and therapeutic approaches to working with couples and relationships. Modalities may include object relations, ego analytic, cognitive-behavioral, existential, transpersonal perspectives, Hakomi Experiential Couples Therapy, emotion-focused therapy (EFT), and the Gottman Method, as well as family-system approaches. Students will be presented an overview of couples therapy techniques, as well as learn mindfulness-based interventions to work with self and couples’ emotional regulation in session. Students may 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. Common issues and themes that inspire couples and those in relationship to seek counseling, such as communication challenges, fertility, finances, grief, infidelity, parenting, and sexuality, will be explored. The course will support students in building therapeutic understanding and skills in working with couples from diverse backgrounds and experiences while focusing on core universal principles toward conceptualization and practice, applicable across differences. Students will also be asked to explore how their own personal and cultural backgrounds shape and influence their clinical work with couples. Prerequisite: SOM student.

MCPS 6605 Child Therapy (2.00 Units) OP 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 self of the child in the context of social, cultural, and economic factors. Somatic, neurodevelopmental, and relationship-based therapy techniques for children and their families are covered. Case material introduces strategies of intervention from early childhood and school age to adolescence through transition-aged youth. Settings include private practice as well as school-based and community mental health models of treatment. A focus will be placed on trauma-informed care and on engaging the child’s systems of care to support resiliency and change. Modalities explored may include play therapy, sand tray, neurosequentially informed treatment, sensorimotor informed psychotherapy, and ARC (attachment, regulation, and competency). Prerequisite: SOM student.

MCPS 7601A Supervised Clinical Practicum: Individual (2.00 Units) PF Grade Option
Presentation and discussion of case material. Emphases upon case formulation, the therapeutic relationship, and the development of clinical skills. Cannot be registered for online. Submit “Individual or Pre/Post Practicum Registration Form.” An “NP” (No Pass) grade will be assigned if “Supervised Fieldwork Agreement” is not on file by semester’s end. Prerequisites: SOM student; criminal background check.

MCPS 7601B Supervised Clinical Practicum: Individual (2.00 Units) PF Grade Option
Presentation and discussion of case material. Emphases upon case formulation, the therapeutic relationship, and the development of clinical skills. Cannot be registered for online. Submit “Individual or Pre/Post Practicum Registration Form.” An “NP” (No Pass) grade will be assigned if “Supervised Fieldwork Agreement” is not on file by semester’s end. Prerequisites: SOM student; criminal background check.

MCPS 7601C Supervised Clinical Practicum: Individual (2.00 Units) PF Grade Option
Presentation and discussion of case material. Emphases upon case formulation, the therapeutic relationship, and the development of clinical skills. Cannot be registered for online. Submit “Individual or Pre/Post Practicum Registration Form.” An “NP” (No Pass) grade will be assigned if “Supervised Fieldwork Agreement” is not on file by semester’s end. Prerequisites: SOM student; criminal background check.
MCPS 7602 Supervised Clinical Practicum: Group (2.00 Units) PF Grade Option
Presentation and discussion of case material in a small-group setting. Emphases upon case formulation, the therapeutic relationship, and the development of clinical skills. Prerequisites: SOM student; criminal background check.

MCPS 7604A Supervised Clinical Practicum: Individual (School Setting) (3.00 Units) PF Grade Option
For Somatic Psychology students pursuing practicum in schools. Presentation and discussion of case material. Emphases on case formulation, the therapeutic relationship, and the development of clinical skills. Prerequisites: SOM student; criminal background check.

MCPS 7604B Supervised Clinical Practicum: Individual (School Setting) (3.00 Units) PF Grade Option
For Somatic Psychology students pursuing practicum in schools. Presentation and discussion of case material. Emphases on 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) (3.00 Units) PF Grade Option
For Somatic Psychology students pursuing practicum in schools. Presentation and discussion of case material in a small-group setting. Emphases on case formulation, the therapeutic relationship, and the development of clinical skills. Prerequisites: SOM student; criminal background check.

SOM 5202 The Body: Experienced, Conceptualized, and Verbalized (2.00 Units) OP Grade Option
This course is an introduction to methods for navigating the dialectic between one’s experiences of the body and ideas about the body learned in one’s history. It is a basic introduction to the use of transformative practices of breathing, touching, sensing, and moving that have established the experiential foundations for re-visioning the theory and practice of psychotherapy in somatic psychotherapy. Prerequisite: SOM student.

SOM 5607 Movement Approaches in Somatic Psychotherapy (2.00 Units) OP Grade Option
This course teaches the use of movement approaches such as authentic movement and dance therapy in the context of psychological theory and practice. Specific approaches are emphasized by each instructor. Prerequisite: SOM student.

SOM 6202 Somatics and Society (2.00 Units) OP Grade Option
A study of how individual bodies, as well as individual experiences of the body, are shaped from infancy by major social institutions (education, medicine, religion, science, the media, etc.), and how that shaping process anchors the power of those institutions in our perceptions and emotional responses to authority. Focuses on how people are coaxed to neglect the sources of wisdom and decision-making within the social body, and to give authority to publicly designated experts and authorities. Particular attention is given to the question “What does it mean to be a somatic therapist or educator in a world characterized by widespread abuse of both the personal and political body?” Prerequisite: SOM student.

SOM 6476 Neuroscience for Somatic Psychology Practice (2.00 Units) OP Grade Option
This course is an overview of applied, clinical neuroscience research. Basic neuroanatomy of the central and peripheral nervous systems (sensory and motor) will be addressed. The course will look at the clinical relevance of the evolutionary development of the human nervous systems, with special emphasis on the polyvagal theory (Porges). The interpersonal neuropsychology of attachment (Schore, Siegel) and the underlying neural mechanisms of trauma and PTSDs will also be addressed. This course includes basics of 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. Prerequisite: SOM student.

SOM 6646 Theories and Techniques of Somatic Psychotherapy I (3.00 Units) OP Grade Option
This course gives in-depth exploration of somatic principles, practices, and approaches to psychotherapy. While students will be introduced to some of the historic somatic psychotherapy innovators and their lineages, the primary focus of the course will entail embodying and practicing the principles and practices of our field. Fundamentally the course will give students exposure to a range of somatic approaches to working with clients’ emotions, feelings, and actions through continued work with gesture, posture, facial expression, voice, and breath. Issues of somatic transference, countertransference, resistance, and projection, as well as various modes of somatic intervention, will be central to the inquiry of the class. Movement, dreamwork, role-play, and other experiential approaches will be incorporated into a psychodynamic, relational approach to somatic psychotherapy. We will also work with developmental, attachment, and trauma issues through somatic psychotherapeutic approaches. Sociocultural understandings regarding culture, sexuality, identity, and emotional expressions are integrated throughout the course. We will integrate the clinical application of psychopharmacology and working collaboratively with a client’s systems of care. Prerequisite: SOM student.

SOM 6647 Theories and Techniques of Somatic Psychotherapy II (2.00 Units) OP Grade Option
This is the second of a series of core courses and continues the development of one’s therapeutic capacity and deepens the
principles and techniques of somatic psychology. This course deals with a variety of approaches and techniques, and includes issues of transference, countertransference, and attunement, and resistance in the application of somatic and other experiential exercises in the practice of psychotherapy. Prerequisites: SOM student; MCPS 5609, SOM 6646.

**SOM 6659 Somatic Approaches to Trauma and Posttraumatic Stress Disorder** (2.00 Units) OP Grade Option
This course provides an overview of somatic approaches to trauma and will review current theories about the nature of trauma and relevant somatic psychotherapy methods for healing trauma. It will provide a basic understanding of the psychobiology and neurobiology of trauma and its impact on affect regulation, attachment styles, and the ability to live in present time. The course will cover a wide range of topics, including: therapeutic approaches to create safety and rapport within the clinical setting; somatic and relational resource building; maps of arousal states related to traumatization; issues of attachment and neglect; cross-cultural responses to traumatization, social oppression, catastrophic disasters, accidents, medical procedures. An overview of somatically oriented treatment models drawing on the work of Steve Porges, Peter Levine, Bessel van der Kolk, Pat Ogden, Judith Herman, and Babette Rothschild will be presented. The course invites a titrated exploration of diversity and cultural competence and a spiritual framework for neurobiological trauma work. Prerequisites: SOM student; MCPS 5609, SOM 6646.

**SOM 7701 Integrative Seminar** (3.00 Units) OP Grade Option
This course is the final class that students take in the program. The course emphasizes the integration of somatic and other clinical approaches. Theoretical understandings of clinical applications are focused upon, and skills such as observation, diagnosis, treatment planning, and intervention are underscored and further developed. Students write a final paper and do a presentation on the theme “Toward a Theory and Practice of Somatic Psychotherapy.” This course integrates the equivalent of 1.0 unit of California Ethics and the Law through the lens of clinical work, including professional orientation, ethics, and law in counseling, including California law and professional ethics for 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 or without parental consent, 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, equity, and success for clients. Prerequisites: SOM student; MCPS 7601 or MCPS 7602 or MCPS 7604 or MCPS 7605.

**SOM 8799 Independent Study** (1.00–3.00 Units) PF Grade Option
Coursework that extends a student’s field of inquiry beyond current CIIS courses. Requires a syllabus and contract signed by the student and faculty member, and approved by the program chair. Online registration not possible.

**SOM 8888 Special Topics** (1.00–3.00 Units) OP Grade Option
A course of study not currently encompassed in the curriculum but relevant to evolving topics of growing importance in body-oriented psychotherapy.
Integrative Health Studies (MA)

Program Co-chairs
Meg A. Jordan, PhD, RN, NBC-HWC
Megan Lipsett, MA, NBC-HWC

Core Faculty
Megan Lipsett, MA, NBC-HWC

Adjunct Faculty
Jacqueline Bergman, PhD
Leslie Davenport, MS, LMFT
Heidi Fraser Hageman, PhD
Teresa McBride, ND
R. Ruth Linden, PhD
S. Shmee Giarratana, MA

Program Manager
S. Shmee Giarratana, MA sgiarratana@ciis.edu

Format
The program is an online program, delivered in a hybrid format. Each semester includes a mandatory six-day intensive.

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 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 six-day intensive is held 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 National Board for Health and Wellness Coaching certification exam, and also are prepared to pursue a personal fitness trainer certification with NASM.

Program Learning Outcomes
1. Demonstrate skill in scholarship, systematic inquiry, and critical thinking.
   1.1 Apply the use of scholarly resources and related materials to 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; 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 Health 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 may earn a Certificate in Patient Navigation as part of the 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, an essay 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. CIIS is limited in enrolling students located in certain states. See State Authorization and Professional Licensure Policies and Procedures for a list of states.

Curriculum

MA in Integrative Health Studies—36 Units

Required Courses—31 units
IHL 6055 Contemporary Topics in Integrative Health
IHL 6060 Integrative Wellness Coaching
IHL 6061 Advanced Health Coaching
IHL 6085 Holistic Medicine and Modalities
IHL 6093 Transformative Imagery
IHL 6362 Mindfulness and Stress Physiology
IHL 6366 Sustainable Health and Ecological Resilience
IHL 6443 Wellness Entrepreneurship
IHL 6444 Integrative Body
IHL 6550 Integrative Nutrition
IHL 6992 Introduction to Academic Writing
IHL 6995 Integrative Seminar

Elective Courses—5 units
IHL 6054 Creative Explorations of Self
IHL 6056 Indigenous and Ancestral Medicine
IHL 6064 Patient Navigator
IHL 6185 Stress Management and Fitness

Course Descriptions

IHL 6054 Creative Explorations of Self (3.00 Units) LG Grade Option
This course utilizes creative inquiry to explore intersectionality and the varying phenomenology of self. Our identities are shaped and reinforced by context, relationship, and environment. Now more than ever, it is crucial to understand the ways these perspectives filter an understanding of the world and one’s participation within it. Alongside study of theoretical and empirical research, students will reflect on what defines identities and constitutes a sense of self by exploring their relationship to personal and group identities through art-based inquiry. A series of creative and meaning-making projects encourage students to examine unconscious assumptions and beliefs while integrating new perspectives and understandings. The course will focus on the function of narrative (linear and nonlinear) in self-organization and use this as an approach for discussing place and ecological identities, social and relational identities, online identities, consumer identities, spiritual identities, identities of health and healing, and the multitude of personalities and archetypes at play in the world. We will also explore how identities are embodied and the lived dynamics of sociopolitical power as it relates to the well-being of all beings and the planet.

IHL 6055 Contemporary Topics in Integrative Health (2.00 Units) LG Grade Option
This seminar-style course is an opportunity to explore, analyze, and discuss contemporary issues in the field of integrative health. Topics will focus on emerging concepts in the field (i.e., cutting-edge modalities, theoretical models, or methodological approaches; national credentialing and policy, social movements shaping the field, or health communication), but may also include professional development or departmentally relevant activities. The primary purpose of this course is to provide opportunities for students from every cohort to expand or strengthen their capacity for critical thinking toward the application of
integrative health principles, practices, and research to innovative solutions to current health challenges.

**IHL 6056 Ancestral and Indigenous Medicine** (3.00 Units) LG Grade Option
This course provides a cross-cultural introduction to the philosophy and practice of Indigenous and ancestral medicines. Through an exploration of various paradigms in health and medicine, alongside the tenets of Indigenous science, ways of thinking, and traditional knowledge, different cultural healing systems will be examined, noting their commonalities and differences. The importance of Indigenous and ancestral medicines for individuals, cultures, and society, as well as the opportunities for and challenges of integrating Indigenous and ancestral medicines into a modern model of healing, will be discussed.

**IHL 6060 Integrative Wellness Coaching** (3.00 Units) LG Grade Option
This course launches students’ study and experience of being an integrative wellness coach and is targeted toward experiential practice of basic coaching skills. Students will engage in case studies, learn strategies for behavior change, and become familiar with basic practical guides and theoretical models. Other courses in the IHL curriculum are designed to supplement the students’ special knowledge in health and wellness. Prerequisite: Priority to IHL students.

**IHL 6061 Advanced Health Coaching** (3.00 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 applied findings in interpersonal neurobiology and instruction in establishing appropriate referral systems Prerequisites: Priority to IHL students; IHL 6060.

**IHL 6064 Patient Navigator** (3.00 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 US 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** (3.00 Units) OP Grade Option
This course provides an overview of holistic systems of medicine and modalities in use today, including 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 holistic medical systems and modalities, existing structures for integration, and engagement with holistic practitioners, we will cultivate our own creative visions for the dynamic and potent field of integrative medicine. Prerequisite: Priority to IHL students.

**IHL 6093 Transformative Imagery** (3.00 Units) LG Grade Option
Through a compelling and extensive body of research connected to the field of psychoneuroimmunology, we have learned that conscious and unconscious images within us have a direct impact on our physiology, offering guided imagery an important role for a range of health-related conditions. Students will learn and practice an interactive style of imagery facilitation that navigates the mind-body-emotions-spirit matrix, along with an understanding of its applications for a variety of health and lifestyle concerns. Prerequisite: Priority to IHL students.

**IHL 6185 Stress Management and Fitness** (2.00 Units) OP Grade Option
This course presents a scientific overview supporting how and why regular vigorous movement is a fundamental modality employed by integrative health coaches. In addition to hands-on skills, students are trained to professionally communicate and present comprehensive fitness and stress management information for individual clients or organizations. Students will be prepared to take the personal fitness trainer examination from the National Academy of Sports Medicine, if they choose. Prerequisite: Priority to IHL students.

**IHL 6362 Mindfulness and Stress Physiology** (3.00 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 mindset 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** (3.00 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

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of common products to understand the impact of globalization on our health and well-being.

**IHL 6443 Wellness Entrepreneurship** (3.00 Units) LG Grade Option
This course involves the development of the core skills needed for 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** (3.00 Units) LG Grade Option
This course presents a new conceptual framework for understanding the complex, interdependent networks within the human body from an integrative and holistic perspective, while giving a concise overview of anatomy, physiology, and pathology. Students will look at the fundamental processes of homeodynamic health as well as the underlying causes that account for chronic disease. 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. Prerequisite: Priority to IHL students.

**IHL 6550 Integrative Nutrition** (3.00 Units) LG Grade Option
This course explores a holistic approach to the various ways in which we nourish ourselves, and to the dietary and functional medicine aspects of digestive health and wellness. Students will study the research, tools, and skills needed to make recommendations about food, nutrition, and wellness; learn how to identify and address nutrition-related acute and chronic conditions; and learn and apply clinical skills for comprehensive nutritional assessment. Prerequisites: Priority to IHL students; IHL 6444.

**IHL 6992 Introduction to Academic Research and Writing** (1.00 Unit) PF Grade Option
This course is designed to help students learn and practice academic writing for graduate-level scholarship, as well as learn how health research is constructed and applied. Students will have extensive practice in developing their academic voice by honing their capacity for organizing their thinking and therefore their writing. APA format will be taught along with use of library and online resources. Prerequisite: Priority to IHL students.

**IHL 6995 Integrative Seminar** (3.00 Units) LG Grade Option
This seminar course provides the support to prepare and 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 and create a webinar presentation of written scholarly work. Prerequisite: IHL student.

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

**IHL 8888 Special Topics** (1.00–3.00 Units) LG Grade Option
A course of study not currently encompassed in the curriculum but relevant to evolving topics of growing importance in health.
Applied Psychology (MA)

**Program Director**
Toby Spiegel, PsyD

**Faculty**
Shi-kai Chung, PhD
Gang Fang, PhD
Glenn Hartelius, PhD
Clark Hsu, MFT
Yu-Kuang Kevin Hsu, PhD
Meg Jordan, PhD, RN, NBC-HWC
Michelle Marzullo, PhD
Rachael Vaughan, MA, LMFT
Kaiwen Xu, PhD
Yinyin Zang, PhD
Peichao Zhang, PhD

**Program Manager**
Luna Ren, MA, lren@ciis.edu

**Format**
The program is online and is offered only in the Mandarin language.

**About the Master’s in Applied Psychology Degree**
This new degree is a transformative and rigorous degree program that offers a coherent overview and exploration of the most important areas of psychological development, including problem areas and aspects of healing and growth. It features a whole-person—integral psychology approach including the body, mind, and spirit and includes the learners not only in lecture and theory learning but also in applied experiential learning. All graduates will develop their coaching skills so they apply them in various contexts, such as in work with individuals, couples, families, or groups, or in leadership contexts. This degree can be completed within two years entirely online and in Mandarin. Most activities can be completed asynchronously, meaning students can complete the activities and lectures as they have time within the semester.

This program is designed to help advance the careers of professionals in coaching, leadership, HR, consulting, counseling, group facilitation, education, psychology research, theory development, and writing. All graduates of this program will have met the 60+ hours of coaching practice to apply for the associate-level credential with the International Coaching Federation, which provides an international network of coaches with ongoing networking, learning, and business opportunities. We fully expect our graduates to find successful application in private practice or in companies and nonprofit organizations.

**Requirements**
This online program consists of two years of coursework. There are two courses per semester, with three semesters per year. The total credit count for the program is 36 credits, and this includes a capstone project. Embedded within the curriculum are two coaching skills courses that fulfill the coursework requirement for the International Coaching Federation’s associate coach requirements, should graduates wish to pursue this additional certification. All coursework is completed entirely online in Mandarin during the Fall, Spring, and Summer semesters. This program accepts students in the Fall, Spring, and Summer on a rolling basis and expects students to continue with two courses per semester for the duration of the program with their cohort. After all other courses are completed, students begin their final semester in the capstone project experience, where they develop a professional coaching relationship, ground their work in the literature, and write about this experience, integrating all that they have learned in the program. This culminating experience results in a thesis project that is presented to the faculty and cohort.

Fundamental to the vision of this program is psychology as integral whole-person psychology, and the learning will be conducted through engaging theory, research, and applied practice, and also through experiential activities designed to transform the learner and develop skills and knowledge through experience.

**Program Learning Outcomes**

1. **Knowledge**
   1.1 Demonstrate knowledge of human development theory, sexual health, family dynamics, group process, and the principles of leadership development.
1.2 Understand models of subclinical levels of problematic behavior and relationship dynamics, including trauma.

2. **Coaching and Leadership Development Skills**
   2.1 Demonstrate the ability to structure a coaching relationship, including note taking, fee setting, and framing the relationship.
   2.2 Utilize alliance-building techniques; active listening; and change-oriented and acceptance-oriented techniques toward client goals.
   2.3 Demonstrate competent use of several applied interventions, including but not limited to: narrative methods, expressive arts, role-play, group facilitation, drama therapy techniques, movement, motivational interviewing, guided imagery, thought logs, and somatic approaches.
   2.4 Manage the self, including one’s sensations, reactions, attitudes, and emotions, as well as other aspects of one’s experience of the self, in professional relationships.

3. **Values**
   3.1 Appreciate diverse experiences and identities.
   3.2 Adopt a whole-person integral view of psychology—body, mind, spirit.
   3.3 Assume an ethical stance and professional practice of applied psychology and coaching.

**Admissions Requirements**
All applicants must be residents of China and must have a bachelor’s degree or equivalent from an accredited university.

**Curriculum**

**MA in Applied Psychology—36 Units**
The curriculum for the MA in Applied Psychology requires 36 semester units, 18 units, or the equivalent each year for two years.

**I. Common Core (27 units required)**
- APSY 5000 Integral Psychology and Critical Discourse (3 units)
- APSY 5001 The Self as Inquiry (3 units)
- APSY 5002 Families as Inquiry (3 units)
- APSY 5003 Couples as Inquiry (3 units)
- APSY 5004 Trauma (3 units)
- APSY 5005 Sexuality as Inquiry (3 units)
- APSY 5008 Leadership (3 units)
- APSY 5010 Group Dynamics and Facilitation (3 units)

**II. Coaching Skills**
- APSY 5006 Ethical Practice (3 units)
- APSY 5007 Applied Skills and Coaching 1 (3 units)
- APSY 5009 Applied Skills and Coaching 2 (3 units)

**III. Capstone Project (Required)**
- APSY 5011 Capstone Project (3 units)

**Course Descriptions**

**APSY 5000 Integral Psychology and Critical Discourse** (3 Units)
This is the foundational course that invites students into exploration and dialogic discourse in the program. This course develops a framework for multiple ways of knowing and being and how to be in an East-West dialogue in an inclusive and reflexive manner. This course is designed to help students master key theoretical aspects of integral psychology but also to begin to develop a sense of curiosity about the self, others, groups, and society in a more experiential manner. This course is the occasion to consider what it means to know anything at all, what is psychology, what is healing, and all of the philosophical issues associated with our work. It is a place to introduce a whole-person view of psychology that includes body, mind, and spirit. The ultimate goal is to develop a community of learners that can be critically reflexive in their approach to difficult topics and who can identify that there are perspectives and sources of knowing that may differ between people, between cultures, and over time. Another goal is that this course will set the tone for all subsequent coursework, including rigorous theoretical material and personal experiential exercises.
**APSY 5001 The Self as Inquiry (3 Units)**
The self is investigated fully from multiple ways of knowing, beginning with our own selves. What is the self? Artistically, somatically, as separate and innately different from others, as a developing entity, in context and relationship to others and culture. This course will include information on human development and some of the major theoretical frameworks used for understanding the self in the East and West throughout the life-span. This course will offer an opportunity to experience various modalities of exploration of the key inquiry questions. This will be the place to consider problems and concerns of the self. Here we will encourage artistic exploration, dream work, spiritual inquiry and ritual, movement, narrative, and inner exploration as a means to engage the inquiry and as applied to theory. The beginnings of discussions of how others shape the self, empathy, emotional intelligence, intellectual capacities, neurodiversity, and other dimensions of difference, ethnic and sexual identity, problems with the self, and health and disease will occur. The central question will be: What is the self, and what does the self mean in China now, and how does our understanding of the self have implications for our relationships and for coaching practice? Practical skills for addressing problems with self-development will be honed further in the last semester in the coaching skills series.

**APSY 5002 Families as Inquiry (3 Units)**
This course includes a focus on key theories of parenting, family dynamics, and conflicts and concerns, as well as intergenerational transmission of values and experiences. Both lecture and experiential activities and reflections will occur. We will develop stories, make genograms, and consider role-play and other activities designed to explore the ways that families operate and can develop. Structural interventions and consideration of power and gender dynamics will be addressed. Common parenting dilemmas will be explored. Discussion of co-regulation, positive discipline, nonviolent communication, and other skills will be offered. These will be honed further in the last semester in the coaching skills series.

**APSY 5003 Couples as inquiry (3 Units)**
This course is the occasion to consider marriage, infidelity, dating, and intimacy through reflection and discussion. The course will utilize attachment literature and theory and activities (eye gazing, media depictions) and discussions of the issues associated with bonding, flirting, trust, romance, conflict, power, abuse, vulnerability, gender roles, etc. Same-sex couples and other structures such as open arrangements and infidelity will be discussed. Some discussion of emotionally focused therapy principles, Gottman method, nonviolent communication skills, and cross-cultural frameworks will be addressed. The life cycle of a couple will also be explored. Skills for application will be honed further in the last semester in the coaching skills series.

**APSY 5004 Trauma (3 Units)**
Trauma-informed perspectives, including theories of intergenerational trauma and how trauma impacts well-being, will be presented. This course is dedicated to considering skills for self-care as a coach and building capacity for big feelings/experiences in working as a coach. This will also help to ground coaches in understanding how trauma may impact their clients and how to navigate these experiences. Practical skills will be offered, including emotion regulation, mindfulness, distress tolerance, and interpersonal effectiveness. Consideration of referrals for trauma and ethical scope of practice issues will be discussed.

**APSY 5005 Sexuality as Inquiry (3 Units)**
This course will provide a bio-psycho-social perspective on sexuality, including medically accurate and research-based information about sexual behavior, desires, orientations, and practices. This course is helpful to those in particular who will be working with families and couples and individuals for whom intimacy and sexual issues may be of concern.

**APSY 5006 Ethical Practice (3 Units)**
In this course, we will consider ethics broadly defined and specifically related to coaching and consulting practices. Particular attention will be paid to the dynamics of the coaching relationship, scope of competence, and scope of practice and practical issues associated with beginning and ending a coaching relationship, making referrals, the meaning of money, and consent and other ethical issues. Difficult cases and the ethical issues that arise from them will be discussed as a way to develop an ethical community of thinkers together.

**APSY 5007 Applied Skills and Coaching 1 (3 Units)**
This course provides the basic professional skills for coaching. Skills such as active listening, reflective listening, supporting clients, motivational interviewing, somatic attunement, goal setting and planning, setting up the coaching relationship, note taking, reflection, awareness and management, and coaching activities for particular issues will be covered and developed through dyad work and demonstration. Finding client strengths and resistances, using intuition, self-management for the coach, and clarifying goals will also be addressed. This course is largely done in an experiential, integrative manner. After this course, students will begin to feel that they have some skills for beginning a professional coaching practice.

**APSY 5008 Leadership (3 Units)**
This course will situate leadership in terms of transformative leadership, beginning with the self to create change socially through leveraging our curriculum. Techniques for grounding leadership dilemmas in larger philosophical issues and meanings are offered, and leadership as developed and supported from the inside out is discussed. This is a reflective course on the leadership
level, helping to develop creative depth in leadership and to facilitate capacity for change and vision that can later be delivered through coaching for leader clients.

**APSY 5009 Coaching 2 (3 Units)**

In the second coaching skills course, the more difficult and sophisticated coaching skills are honed. This course addresses the need for discernment in making referrals, understanding the scope of coaching practice, and identifying possible concerns of an ethical nature that may arise. Dealing with issues such as client wishes for self-harm, criminal behaviors, and other larger concerns will be addressed. Dual roles and the limits of the coaching role are all explored in this class. This course will also focus on how to approach difficult and resistant clients, confrontation and conflict, repairing after a break in attunement with the client, managing difficult emotions, complex cases, acceptance versus change strategies, and ending coaching relationships. The course deepens and extends the learning from Applied Skills and Coaching 1, considering more complex cases and dilemmas. Ethical learning is integrated and applied in this course.

**APSY 5010 Group Dynamics and Facilitation (3 Units)**

In this course, the focus is on group process and group behaviors. Students will learn about the structure of groups, facilitation processes, and group power dynamics. How to facilitate groups and address process-oriented application of coaching skills will be covered. Cases taken from professional contexts and leadership situations that address various issues such as motivation, fairness issues, workforce communication, and leadership dilemmas will be addressed.

**APSY 5011 Capstone Project (3 Units)**

Students will integrate their learning and apply it to a coaching case, which they will explore in depth, and present this case to the group for comment. It will include the use of coaching to address a social issue and will demonstrate integral coaching in service of the case. This project must meet the standards of the faculty in order for the student to meet the graduation requirements. The rubric for assessment will be developed by the faculty.
SCHOOL OF CONSCIOUSNESS AND TRANSFORMATION
School of Consciousness and Transformation

The School of Consciousness and Transformation (SCT) strives to embody spirit, intellect, and wisdom through the arts, humanities, and social sciences. SCT approaches the idea of integral education in two ways. First, SCT is distinct among liberal arts graduate schools in recognizing that scholarship should involve attention to profound issues of ultimate or essential concern. For this reason, SCT programs aim at social and personal transformation in service to individuals, communities, and the Earth. This vision is enacted through an integral pedagogy that sees means and ends as inseparable. Teaching and learning are not steps to transformation but are transformative processes themselves.

Second, SCT is committed to pedagogical and scholarly work that includes multiple ways of being, knowing, and acting. Accordingly, SCT programs embrace interdisciplinary, transdisciplinary, and integral approaches to knowledge and seek to include a plurality of methodological and social perspectives. Students graduate from the School of Consciousness and Transformation with a deepened sense of vocation, a rigorous approach to critical scholarship, and the ability to creatively engage their chosen fields.

The School of Consciousness and Transformation has the following programs and degrees:

**Anthropology and Social Change**
- Master of Arts (MA) in Anthropology and Social Change
- Doctor of Philosophy (PhD) in Anthropology and Social Change

**East-West Psychology**
- Master of Arts (MA) in East-West Psychology
- Doctor of Philosophy (PhD) in East-West Psychology
- Certificate in East-West Spiritual Counseling
- Certificate in Ecoresilience Leadership

**Human Sexuality**
- Doctor of Philosophy (PhD) in Human Sexuality

**Integral and Transpersonal Psychology**
- Integral and Transpersonal Psychology (PhD)
- Integral and Transpersonal Psychology with an emphasis in Somatic Psychology

**Philosophy and Religion**
- Ecology, Spirituality, and Religion (MA and PhD)
- Philosophy, Cosmology, and Consciousness (MA and PhD)
- Women’s Spirituality (PhD)

**Women, Gender, Spirituality, and Social Justice (MA)**

**Transformative Inquiry**
- Master of Arts (MA) in Transformative Leadership
- Doctor of Philosophy (PhD) in Transformative Studies

**Interdisciplinary Arts Department**
- Master of Fine Arts (MFA) in Interdisciplinary Arts and Writing
Consciousness and Transformation

The following courses offered by the School of Consciousness and Transformation are not associated with a particular program or concentration 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 a supportive and rigorous workshop-style environment. It is organized by one- and two-week-long modules with a live, online class following each module (approximately seven to eight live classes). Areas of study include cultivating critical self-reflection about the students’ experience with writing; analyzing and synthesizing research and developing critical thinking skills to produce a strong thesis statement and convincing argument; exploring what it means to have a writing voice and how to join academic conversations; understanding some of nuances of writing for different disciplines; and reviewing APA/Chicago/MLA formatting styles. The course may be taken for 1 unit (no final paper due) or 2 units (final 10-to-12-page paper developed for another course or a new paper based on student interest).

**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 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; instructor consent.

**CT 6366 Teaching Academic Writing: Leading Classes, Workshops, and Groups (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, 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 develop a teaching philosophy statement and other portfolio artifacts. 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; CT 6364; instructor consent.

**CT 6408 Academic Foundations: Composition and Communication Skills (2 Units) OP Grade Option**
This online course supports students of all writing levels and abilities who want to cultivate their academic writing skills. It is designed to complement writing being developed for other courses and, as such, is an ideal way to incorporate real-time learning without having to write additional papers or essays. The goal is to support students in achieving new levels of writing proficiency as well as self-awareness and confidence in an academic environment as both writers and readers. Students will work on foundational writing skills, from grammar and punctuation to thesis statement development, transitions, and paper structure. Additional topics include revising for meaning and purpose and citing texts. Students will briefly explore how language, culture, society, and identity shape the expression of ideas. This is an online, asynchronous course (no live classes) utilizing discussion posts to help build a supportive writing community.

**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 is not only 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 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 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 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

Program Chair
Andrej Grubačić, PhD

Core Faculty
Michelle Glowa, PhD
Targol Mesbah, PhD

Adjunct Faculty
Dalit Baum, PhD
Chris Carlsson
Laura Fantone, PhD
Ramsey Kanaan
Caitlin Kelly Henry, JD
Greg Landau, PhD
Sasha Lilley, BA
David Martinez, MFA

Program Coordinator
Sean K. MacCracken, MA, smaccracken@ciis.edu

Please note: During the pandemic only, our department is providing courses virtually to protect students, faculty, staff, and our research protagonists. Students conducting field study work closely with advising faculty to modify research plans along special HRRC guidelines for COVID-19. Direct questions to our program coordinator, Sean MacCracken.

Format
This program is offered in person only.

About the Anthropology and Social Change Programs
Founded in 1981, the Anthropology programs offer a critical, advocacy approach to education. In 1997, the program expanded to include a doctoral track. In 1999, the program was reenvisioned to prioritize issues of social and ecological justice in the context of a multicultural, postcolonial world. In 2012, the program was again reenvisioned 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 from the Popular University of Social Movements (PUSM),* we believe that universities and social sciences are, for the most part, isolated from new practices and new movements, as they keep insisting on concepts and theories that are not adequate 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 programs reflect 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 studies relates to a specific research methodology, an activist ethnography that rests on the

*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 de Sousa Santos—a space for meetings and exchanges among social movements from different parts of the world.
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* (Shukaitis, Graeber, Biddle 2007) suggest, research is an uncertain process wherein the researcher knows “how to start but not how to end” (83), 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” (11).

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—and envision a project of an integral epistemology and integrated social science.

**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 part of a broader movement that seeks to return ethnography to the forefront of anthropology. Together with new journals like *HAU*, or contributors to the *Insurgent Encounters* (Juris, Khasnabish 2013), *Constituent Imagination* (Shukaitis, Graeber, Biddle 2007), and *Team Colors Collective* (2010) 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” (Marx 1843) and more in what our colleagues from *HAU* call “ethnography of everyday theory” (Da Col and Graber 2011, xii). 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 prefigurative and postcapitalist research. In this experimental play with different forms of militant and activist research, we strive to construct a distinct model of a postcapitalist ethnography.

**Participatory Approach to Learning**

The graduate program in Anthropology and 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 Illich, Paul Goodman, Angela Davis, bell hooks, and Paulo Freire. We are excited to learn from past educational experiences in the Bay Area: Black Panther community schools, San Francisco Liberation School, New College of California, and Berkeley Free School—these are only some of the exciting traditions that inspire our educational vision. We conceive 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 *convivia*, or convivial spaces of knowledge creation, communication, and sharing:

**Emergency Library**—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 *convivium*, we share ideas, skills, and organizing knowledge with the communities outside the University. We are scholars on call, responding to the emergent needs of the communities in struggle, who might be in need of do-it-yourself law and justice resources, 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.

**Guerrilla Workshop**—An improvised event space where students, faculty, or both present on their current work. This includes papers to be presented at various conferences, report-backs from academic or activist events, and dialogues relevant to anthropology, social justice, and critical theory. 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...
Please consider supporting or creating these spaces each semester.

The vision of the Popular University of Social Movements, created by the initiative of Boaventura de Sousa Santos, is envisioned 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 these two locations of knowledge production, is designed to be a space of translation of academic and grassroots knowledge and experiences, produced in the encounter among social movements, activists, and scholars.

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, which combined the intellectual and political experience of social movement theorists and activists Selma James, Peter Linenbaugh, Andayie, Gustavo Esteva, George Katziaficas, Ruth Reitan, and Scott Crow (March 30, 2012). Julieta Paredes, an Aymara feminist from Bolivia, gave a workshop presentation of “feminismo comunitario.” Against the Grain producer Sasha Lilley interviewed Iain Boal about his book on communes in Northern California. Hank Herrera presented, with faculty and students, on a panel celebrating the US 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 5,000 years of debt. Arturo Escobar presented on anthropology and postcapitalism. Our first visiting activist scholar was John Holloway. We cosponsor events such as American Indian Movement West’s annual conference, the Western Workers Labor Heritage Festival, and the Institute for Social Ecology summer school. Recent visiting scholars include female activist Havin Gunser of the Kurdish Freedom Movement as well as artist and activist Eddie Yuen and critical theorist Ana Cecilia Dinerstein. In 2019, the department hosted the 5th Annual World-Ecology Research Network Conference with more than 100 participants. In August 2020, the department had planned a conference on the legacies of Immanuel Wallerstein, which was canceled for health and safety.

**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 copublished 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 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. For a full list of Kairos publications, please visit [https://blog.pmpress.org/kairos/](https://blog.pmpress.org/kairos/).

Presentations by past visiting scholars have included the following:

- “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
- “Critical Research on the Global Politics of Hope,” by Ana Cecilia Dinerstein

**About the MA Program in Anthropology and Social Change**
The Master of Arts in Anthropology and Social Change is the only anthropology department in the United States, of which we are aware, that is focused entirely 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 movements, activists, and scholars.

*These convivial spaces are only possible when members of the community—students, faculty, and staff—take the initiative to cocreate them. Please consider supporting or creating these spaces each semester.
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 relationships 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 Approaches to Theory, Social Movements and Social Change, Contemporary Capitalism, and Image and the Ethnographic Imagination. 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).

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 engagement 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. CHS is limited in which states students may participate in a supervised practicum experience. See State Authorization and Professional Licensure Policies and Procedures for a list of states.

**Career Outcomes**

The MA in Anthropology and Social Change offers an opportunity to develop research, theory, and skills that are relevant to careers in education and social justice work. Our program has been structured to respond to two related aims: The first is to provide a particular experience in training for research in education; and the second is to provide relevant knowledge and skills required by social movements, networks, and nonprofit/nongovernmental organizations. Like our sister programs in Leeds; Maynooth; Exeter; and Puebla, Mexico, the program will offer students extensive knowledge of critical theory and activist anthropology; academic skills needed for continuation of their graduate studies; engagement with the important debates in anthropology and other social sciences; experience in working with networks and community groups; competence in various activist research techniques; and organizing and media skills appropriate for employment in a range of progressive and social justice professional environments.

**MA Program Learning Outcomes**

1. **Activist Ethnographic Research**: Students train in the activist ethnographic research methodology: an integral anthropological approach that actively includes participants as co-researchers in a reciprocal process of knowledge production and emancipatory co-learning.
   1.1 Applies activist approach to anthropological research methodology (activist ethnography) focusing on a specific grassroots activist community of knowledge.
   1.2 Makes an original activist ethnographic research contribution to both the discipline of anthropology and the nonacademic (grassroots) community of knowledge and practice that is the focus of the research.

2. **Theoretical**: Students will develop a theoretical knowledge base in the activist anthropology.
   2.1 Demonstrates an integrated intellectual grasp of major theories of sociocultural anthropological theory and critical social theory.
   2.2 Demonstrates ability to critically evaluate and link theoretical ideas to contextualize and address specific issues of political, environmental, or social struggle.
   2.3 Demonstrates ability to practically apply intellectual and theoretical knowledge.
   2.4 Critically approaches conventional notions of the social sciences by engaging multiple epistemologies, methodologies, and theories.

3. **Professional Skills**: Students train in professional skills relevant and translatable to work in a variety of settings: educational, nonprofit, community, and social justice networks.
3.1 Confidently applies at least three activist media production skills (e.g., strategic filmmaking, radio production, Web publishing, and writing/editing).
3.2 Confidently applies at least three activist organizing skills (e.g., campaigning, environmental, legal, policy, organizing).
3.3 Demonstrates professional integration of marketable attributes and skill sets for application in a variety of social justice or research settings.
3.4 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 adviser 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.

Part-Time Curriculum
Students may pursue a part-time course of study in consultation with their academic adviser.

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 adviser.

Curriculum

MA in Anthropology and Social Change—36 Units

Year 1 Fall
ANTH 6148 Approaches to Theory (3 units)
ANTH 6160 Activist Ethnography I (3 units)
As well as 3 x (1 unit) Activist Media or Organizing Skills Courses
Activist Media Skills Courses (1 unit) OR
Activist Organizing Skills Courses (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)
As well as 2 x (1 unit) Activist Media or Organizing Skills Courses
Activist Media Skills Courses (1 unit) OR
Activist Organizing Skills Courses (1 unit)

Year 2 Fall
*General Elective(s) (6 units)

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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
- Critical analyses of colonialism, globalization, and development
- Anarchist, Marxist, antiracist, and feminist theoretical perspectives
- Political ecology

### About the PhD Program in Anthropology and Social Change

The Anthropology and Social Change doctoral program is the only anthropology department in the United States, of which we are aware, that is focused entirely 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 (1962) on the “importance of building castles in the sky” (4), we see as an even more urgent necessity the study of politics of alternatives in the here and now: the need to engage with postcapitalist cultures that are already being built, and to understand other worlds that are already possible.

Together with the activists of the World Social Forum (Fisher, Ponniah 2003), 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, colonialism, patriarchy, 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, has 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” (Graeber 2004, 11–12). 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 *Contexting Development* remind us, “More than one in six humans now live in slums, with over one billion in a world of jobless growth, or no growth” (McMichael and Morarji 2010, 235). Solutions offered by mainstream social science are often the source of the problem, and our students are expected to have a good understanding of intertwined historical processes of colonization, development, and liberal modernity.

The doctoral program is distinctive for its focus on alternatives. What are some of them? Worker cooperatives in Oakland, social centers in Italy, autonomous systems of justice in Guerrero, community gardens in Detroit, occupied self-managed factories in Argentina, “good government” of the Zapatistas, *buen vivir* (good life) and pluri-nationalism in Bolivia, participatory democracy in Kerala, solidarity economics of Mondragon, participatory economics in Winnipeg, pedagogy of the block in African American communities, alternative environmentalism in Afro-Colombian river regions, legal pluralism, autonomy of migration, marginalized medical practices in South Asia, solidarity unionism in New York City, communal agriculture in Malawi, shack dweller democracy in South Africa, Copwatch in Los Angeles, biodiversity in Brazil, restorative justice in Ohio, knowledge commons and globalization, independent media, and autonomous food systems in Japan are only some of the examples of postcapitalist possibilities. There are many more; one of the responsibilities of our students is to discover them.

### The program is distinctive in its emphasis on the following:

- Postcapitalist analysis of historical alternatives in the present
- Global social movements and lost revolutionary treasures
- Critical analyses of colonialism, globalization, and development
- Anarchist, Marxist, antiracist, and feminist theoretical perspectives
- Political ecology
• Integration of activism and scholarship: developing research skills in activist ethnography, intercultural translation, and emancipatory research

Many classes include a research component, and the doctoral dissertation is based on activist ethnographic research. Activist ethnographic frameworks include participatory and collaborative research approaches as well as more recent research techniques and strategies associated with militant research and co-research approaches (see “Distinctive Approach to Methodology” in the introductory section above).

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, as well as ability 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 adviser.

Required Coursework
The PhD requires 36 units of coursework divided between required units and electives. Students should consult with their academic adviser 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 that 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 9800) 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 9800) 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 9900). 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
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 adviser 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, advisers 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:

- ANTH 6148 Approaches to Theory
- ANTH 6159 Image and the Ethnographic Imagination
- ANTH 6385 Anthropology of the Commons, Space, and Place
- ANTH 6152 Social Movements and Social Change
- ANTH 6404 Ecology, Climate, and the Crisis of Nature
- ANTH 6198 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 adviser. 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)

**Curriculum**

**ANTH PhD Course Sequence (42.52 Units) Including Post-Coursework Phases**

**Year 1 Fall**
- ANTH 6148 Approaches to Theory (3 units)
- ANTH 6160 Activist Ethnography I (3 units)
- ANTH 6163 Alternative Economic Systems (3 units)

**Year 1 Spring**
- ANTH 6158 Alternative Political Systems (3 units)
- ANTH 6161 Activist Ethnography II (3 units)
- General Elective(s) (3 units)

*Three of these 18 units may be substituted, with department chair and academic adviser 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.*
Year 2 Fall
ANTH 6166 Other Ways of Being Human (3 units)
ANTH 6890 Social Research Methods (3 units)
General Elective(s) (3 units)

Year 2 Spring
ANTH 6172 Other Ways of Knowing (3 units)
ANTH 7890 Directed Seminar in Research (3 units)
General Elective(s) (3 units)

Year 3
ANTH 9600 Comprehensive Exam (first comp; 3 units)
ANTH 9601 Comprehensive Exam (second comp; 3 units)

Year 4
Dissertation Proposal and Advancement to Candidacy
ANTH 9800 Dissertation Proposal Completion (four times maximum; 0.1 units)
ANTH 9900 Dissertation Completion (four years after advancing to candidacy maximum; 0.1 unit)

Course Descriptions

ANTH 6148 Approaches to Theory (3.00 Units) OP Grade Option
The purpose of this course is to introduce students to social theory for radical change. We will interrogate radical theoretical traditions and become acquainted with concepts relevant to political action. Students will gain familiarity with basic concepts of Marxist critiques of political economy, anarchist analyses of hierarchy, feminist approaches to intersectionality, and critical race theory. Additionally, this seminar explores the theory behind struggles against capitalism, coloniality, and neoliberal globalization that have taken place over the past few decades, and the theoretical alternatives and new forms of political expression that have emerged in countries throughout the Global South and Global North. We will look at new ideas, cultural practices and knowledge produced within the World Social Forum, Indigenous movements, new anarchist and post-Marxist traditions, Quaker and liberation theology, feminist networks, and transnational coordinations like La Via Campesina, as well as concepts of “other theory,” solidarity economy, and participatory democracy. Prerequisite: Priority to ANTH students.

ANTH 6152 Social Movements and Social Change (2.00 Units) OP Grade Option
This seminar examines moments and movements of social protest on a world scale, from the early centuries of capitalist development to the present. The course covers a broad history, ranging from periods of path-breaking revolutions (e.g., “the Age of Revolutions” in the late 18th century) through anarchist, Marxist, feminist, and anticolonial movements in the 20th century, to global outbreaks of social movements surrounding 1968, to antiglobalization, autonomous, and occupy movements. Our aim is nothing less than an understanding of how antisystemic movements have successively challenged and changed the colonial-capitalist world system over the last three centuries.

ANTH 6158 Alternative Political Systems (3.00 Units) OP Grade Option
This seminar is meant to explore alternatives to liberal representative democracy. Is politics equivalent to state action? Or can it be found in seemingly unlikely places, such as Egyptian social movements, Argentine neighborhood assemblies, or Roma settlements? As David Graeber (Graeber 2008) asks, is “democracy” an inherently Western concept? Does it refer to a form of governance (a mode of communal self-organization) or a form of government (one particular way of organizing a state apparatus)? Today, when politics is the preserve of statesmen and professors, experts and media mavens, and not the subject of widespread public debate, counter-hegemonic models of doing and thinking politics are well worth of examining—perhaps more than ever before. Prerequisite: ANTH 6160.

ANTH 6159 Critical History of Social Sciences (2.00 Units) OP Grade Option
Immanuel Wallerstein (2001), in his celebrated plea for “unthinking social science,” made a powerful case that social science divided the world into three arenas: politics, economics, and socioculture. 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 at the Fernand Braudel Center, the link between liberal ideology and the social science enterprise has been both essential and existential. Social scientists were urged to be “empirical,” “objective,” and “neutral,” in search of “universal” truths (Wallerstein 1997). This link is predicated on a split between what C.P. Snow (1957) calls “two cultures,” the so-called divorce between philosophy and science, or what would be better characterized as the separation of the quest for the true and the quest for the good and the beautiful (Lee 2011). This double epistemology has been seriously challenged only in the last decades. In this course, we will attempt to explore the ways of overcoming once and for all
the distinction between antagonistic epistemologies and formulating an integral epistemology of knowledge that treats simultaneously and inextricably the issues of the true and the good (Wallerstein 1997). Prerequisite: Priority to ANTH students.

ANTH 6160 Activist Ethnography I (3.00 Units) OP Grade Option
This course will explore various approaches to activist ethnography and the complications presented by observant participation. Our goal will be to interrogate the tension between quantitative and qualitative methodologies by taking advantage of subaltern strategies of knowledge production. We will interrogate activist ethnography by examining more traditional approaches to participant observation and constructing 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 (3.00 Units) OP Grade Option
In this course, students will build on skills from Activist Ethnography I in conjunction with working with a local organization to develop their practicum. Prerequisite: ANTH 6160.

ANTH 6163 Alternative Economic Systems (3.00 Units) OP Grade Option
This course offers a critical examination of economic possibilities, alternative production systems, and subjectivities that can be considered “postcapitalist” in that they strive to transcend what is conceivable within the current socioeconomic order. The critiques and experiments examined here include both past and present attempts to carve out autonomous spaces of noncapitalist production. We will embark on a journey through popular economic organizations, communal self-management of land, experiments in solidarity economy, community economy, participatory economics, and self-organized workplaces and cooperatives. In doing so, we arrive at a very different notion of “development,” a perspective grounded in a number of noncapitalist or postcapitalist struggles in different parts of the world. Such struggles for dignity and alternative production systems are epistemic, critical, and prefigurative. At once challenging and reimagining development, those struggles contribute to an emerging sensibility that another world is possible (McMichael 2009).

ANTH 6166 Other Ways of Being Human: Alternative Sexualities, Family, and Kinship Systems (3.00 Units) OP Grade Option
Being human under the conditions of late capitalism has become increasingly more precarious as neoliberal forms of governmentality produce less viable forms of life and sociality. Yet we can qualify this statement with two observations. First, a longer history of oppression has been creating an extreme state of uncertainty or “state of emergency.” As Walter Benjamin famously wrote in 1940, “The tradition of the oppressed teaches us that the ‘state of emergency’ in which we live is not the exception but the rule.” Second, alongside the violent legacies of oppression—including colonialism, capitalism, sexism, and others—there have always been forms of resistance, survival, and even flourishing of lives lived otherwise. While human social relations have always been anthropology’s object of study, in this course we will focus on how critical, feminist, queer, and postcolonial theories and experiences have challenged and transformed anthropological engagements with human social and cultural formations. We will consider how categories of difference and experience are not static but shifting and mutually constitutive and always in relation to power. Therefore, much of the scholarship we will be reading thinks through different forms of social belonging, some tethered to normative privileges and others that move toward nonnormative or other ways of being. Our approach will be thematic, organized around specific topics, including transpolitics, homonationalism, biopolitics, posthumanism, and multispecies approaches, among others. Prerequisite: Priority to ANTH students.

ANTH 6171 Campaigning for Social Justice (1.00 Unit) OP Grade Option
What are the problems and challenges of working in the nongovernmental and nonprofit sector? What tactics and strategies work best? What skills and techniques are needed? What do people mean when they say that “revolution won’t be funded”? How do we write grants? This course will examine the theory and practice behind a range of campaigning tactics in conjunction with exploration of particular forms of social justice campaign work. These lessons form an important knowledge base for equipping students with the ideas, techniques, and skills useful for working alongside local nonprofit and campaign groups, providing mutual benefits to students and to the Bay Area community. Prerequisite: Priority to ANTH students.

ANTH 6172 Other Ways of Knowing: Alternative Epistemologies, Rival Knowledges, and Systems of Justice (3.00 Units) OP Grade Option
As sociologist and critical legal theorist Boaventura de Sousa Santos (2008) writes, there is no global social justice without global cognitive justice. According to this theorist, epistemicide was the other side of genocide. From a postcapitalist perspective, such recognition is crucial. The epistemological privilege granted to modern science from the 17th century onward, which made possible the technological revolutions that consolidated colonial/capitalist order, was also instrumental in establishing what de Sousa Santos calls “abyssal thinking”: drawing an abyssal line between scientific knowledge and other, nonscientific forms of knowledges. Our intention is to explore how the reinvention of social emancipation is premised upon replacing the “monoculture of scientific knowledge” by an “ecology of knowledges.”
ANTH 6174 Activist Media Skills: Writing, Editing, and Getting Published (1.00 Unit) OP Grade Option
I wrote something incisive and political, but who is going to publish it? This intensive course will integrate the “political economy” and practice of writing, editing, and publishing. We will explore the many issues that emerge in writing about social movements or causes that one is part of, or sympathetic to, and examine the multitude of questions related to the process of writing, editing, and publishing. Writing articles, essays, or opinion columns for progressive periodicals is an important (and frustrating!) craft, and so is editing and finding adequate publication outlets. Prerequisite: Priority to ANTH students.

ANTH 6175 Activist Media Skills: Web Publishing and Internet Media (1.00 Unit) OP Grade Option
This media skills course will address practical and technical aspects of designing a presence on the internet. We will learn the latest technical strategies and resources for using 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 (1.00 Unit) OP Grade Option
This intensive course will integrate the theory and practice of producing radical radio. We will explore the many issues that emerge in covering movements or causes that one is part of, or sympathetic to, and examine the questions that arise from utilizing the radio medium. We will review the mechanics of radio production, preparation and research, interview technique, dissemination, and the challenges of presenting critical ideas to different audiences. Emphasis will be on producing in-depth analytical radio programming, rather than radio journalism and reportage. Prerequisite: Priority to ANTH students.

ANTH 6178 Activist Media Skills: Introduction to Activist Videography and Strategic Filmmaking (1.00 Unit) OP Grade Option
Critics and political activists often assume that nonfiction filmmaking merely serves to reflect upon political realities or as a tool for denouncing intolerable abuses or social situations. This is wrong. At numerous times throughout the last several decades, political filmmakers have used nonfiction filmmaking as a tool for community organizing and have used their films as effective tools to change political situations. From the agitprop films of the Third Cinema movement in Latin America in the 1960s to the internet-based videos produced in Egypt that paved the way for the 2011 Egyptian Revolution, we will study several moments from recent history in which documentary and other nonfiction filmmaking practices became effective nonviolent weapons to transform society; identify and discuss diverse and crucial chapters from the history of political documentary filmmaking; articulate the way documentary films have formed part of the repertoire of strategies and tactics used by agents of social change in different parts of the world under diverse social conditions; and understand how to effectively distribute nonfiction videos online and offline to affect the outcome of social movements in which students might be involved. The course will also introduce successful examples of community video collective productions. Students will leave the media skills seminar with hands-on knowledge of camera use and video production. They will be asked to complete a video assignment to apply techniques covered during the course.

ANTH 6179 Organizing for Social Justice (1.00 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 6180 Activist Legal Skills (1.00 Unit) OP Grade Option
In this activist skills course, we aim to share skills and existing resources among a diverse range of activist 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 6182 Activist Policy Analysis (1.00 Unit) OP Grade Option
This course introduces activist policy analysis as a set of applied research practices and approaches undertaken within a diverse community of analysts and activists. Policy analysis contributes information useful for activist work. Its concepts and approaches derive from social sciences—in particular, political science, economics, sociology, and history. In this class, we cover the basic areas of policy analysis, including problem identification, generating policy alternatives, government impact on our lives, methods for judging various policy approaches, and making arguments for change. Prerequisite: Priority to ANTH students.

ANTH 6186 Marx for Activists Skill I: Marx and Political Economy: The Critique of Capitalist (1.00 Unit) PF Grade
Option
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: Class Struggle and Self-Emancipation (1.00 Unit) PF Grade Option
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 (3.00 Units) OP Grade Option
Theorists have only interpreted the world, in various ways; the point is to change it. Fair enough, but what is radical theory? What concepts and relations among concepts will facilitate our understanding of the modern world in the effort of changing it? What does radical theory tell us about societies and history? This two-part seminar traces the development of radical social theory, from the classical ideas of Marx and Bakunin, through 20th-century debates in post/decolonial, neo-anarchist, autonomous/critical Marxist, queer, gender, feminist, and critical race theory, to an accessible review of contemporary theoretical controversies. Rather than giving a history of Great Thinkers, this seminar will introduce students to radical theory through a critical exposition of key concepts: nature, autonomy, hope, authority, identity, insurgency, war, orientalism, coloniality (“colonial situations” in the present period), community/commons, enclosure, dignity-desire, epistemology, composition, and biopower/biopolitics. We will not impose a radical canon of ideas and towering figures as much as collectively discover a complex history of competing conceptualizations and applications through the lens of our own struggles. Prerequisite: Priority to ANTH students.

ANTH 6197 Activist Skills: Art, Activism, and Social Justice (1.00 Unit) OP Grade Option
This course is both an activist media skills and activist organizing skills seminar. It examines the relationship between the arts, social science, social justice, and political theory. This 1-unit course is intended for master’s students but is also open to doctoral students. Prerequisite: Priority to ANTH students.

ANTH 6198 Contemporary Capitalism (3.00 Units) OP Grade Option
All you ever wanted to know about capitalism but were too exploited to ask. This course will offer an introduction to political economy from a Marxist perspective. It introduces students to radical approaches to political economy and offers a critical perspective that provides an alternative to conventional economic theory as well as to more economic determinist versions of Marxian political economy. Can there be such a thing as a free market? What is globalization? Does capitalism have an “outside”? And what on earth is “overdetermination”? This course provides an understanding of economic processes and larger contexts of exploitation and domination. Prerequisite: Priority to ANTH students.

ANTH 6263 Activist Organizing Skills: Social and Ecological History of San Francisco (1.00 Unit) OP Grade Option
This class will take students on a breathtaking tour of how San Francisco came to be what it is today. The original landscape of rolling sand dunes and wetlands (today’s CHS building sits where once 120-foot sand dune ridges crisscrossed the area) was literally flattened during early urbanization, a city-making process that took place in the throes of early industrialization. We’ll navigate local lost landscapes, and in virtual tours we’ll come to understand the ebb and flow of the bitter class war that has 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 creek beds to the abiding racism of local labor movements, the deep roots of the City will be uncovered, putting to rest the self-congratulatory boosterism that characterizes all too much of local “history.” Prerequisite: Priority to ANTH students.

ANTH 6297 Readings in Radical Anthropology: Utopian and Political (Science) Fiction (1.00 Unit) LG Grade Option
In this course, students will read radical, eccentric, and exciting literature, and discuss the work of radical, interesting, and eccentric thinkers. This course considers notions of Indigenous governance, temporary autonomous zones, and French critical geography. We will also study the anthropology of non-state spaces, utopian science fiction, radical fiction, nonfiction, and revolutionary memoirs. This course is open to students from all levels. Prerequisite: Priority to ANTH students.

ANTH 6372 Readings in Activist Scholarship: Antonio Negri (1.00 Unit) OP Grade Option
We are living at a critical moment in history when small actions can play a huge role in moving the human community toward emancipation and away from destructive competition and environmental degradation. The work of scholars and teachers—both within and outside of academia—is vital to global efforts for social change. Activist scholarship presents unique challenges and opportunities, inviting us to engage with transformative ideas and emancipatory perspectives. Readings in Activist Scholarship courses aim to introduce students to some of the most exciting, relevant, and surprising topics and thinkers of our time. These conversations can help us to understand better our particular roles as activists and scholars, as well as strengthen our collective capacity to build movements for social transformation. Antonio Negri is a well-known Italian social and political theorist who studies the contemporary revolutionary movements that challenge the hegemony of today’s global imperial powers. He
investigates the conditions that could possibly lead to global transformation. In this course, we will study the basic ideas and frameworks that Negri uses to understand imperial power. We will look at the impact of new working conditions and new systems of communication and their roles in the development of late capitalism. Students will have the opportunity to use Negri’s perspectives to understand the different international solidarity groups and how they challenge the dominant ideology to bring about global social change. This class will be conducted as a seminar, where students’ readings, interpretations, and discussions of Negri’s texts will form the major pedagogical approach to understanding his work.

ANTH 6373 Readings in Activist Scholarship: Jean Baudrillard (1.00 Unit) OP Grade Option
We are living at a critical moment in history when small actions can play a huge role in moving the human community toward emancipation and away from destructive competition and environmental degradation. The work of scholars and teachers—both within and outside of academia—is vital to global efforts for social change. Activist scholarship presents unique challenges and opportunities, inviting us to engage with transformative ideas and emancipatory perspectives. Readings in Activist Scholarship courses aim to introduce students to some of the most exciting, relevant, and surprising topics and thinkers of our time. These conversations can help us to understand better our particular roles as activists and scholars, as well as strengthen our collective capacity to build movements for social transformation. Among the contemporary French intellectuals, Jean Baudrillard is less widely read than Foucault or Derrida. Some have placed him as an American intellectual because he uses the terminology of modern physics, which seduces some Americans, New Age thinkers, and artists. Baudrillard is a controversial thinker who has been quoted by both the political right and left to support their ideas. He has challenged Western intellectuals about the Gulf War and about the events of 9/11 by contending that 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 Shallins. 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 (1.00 Unit) OP Grade Option
This course will assist students in writing grant proposals for anthropological research. We will explore relevant steps involved in writing funded proposals, including identifying funding opportunities, managing a grant proposal project, and writing and editing. Special attention will be given to research, planning, and writing strategies. Prerequisite: Priority to ANTH students.

ANTH 6384 Political Ecology: Critical Approaches to Anthropology of the Environment and Socio-Ecological Change (3.00 Units) OP Grade Option
In the last century, we entered a period of unprecedented environmental transformations leading to what many scholars believe is the biosphere on the brink. In this landscape of uncertainty and change, heated debates over environmental conservation, land use, and livelihoods dominate the contemporary sociopolitical arena. This course explores political ecology as an interdisciplinary approach to understanding socio-ecological processes of change. We start with an examination of the political stakes and dynamics of environmental access, management, and transformation. Through critiques of scholars and communities, we will challenge understandings of nature, resource use, and degradation that have 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 these 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).

ANTH 6385 Anthropology of the Commons, Space, and Place (2.00 Units) OP Grade Option
This course explores a range of contemporary theory of the commons, the social production of space, and the movements engaged in contesting privatization, enclosure, and commodification. We take as a starting point the argument that humans collectively and tangibly produce space, and that space is never neutral. In the last 30 years, two simultaneous movements, one based in academic theory and one in social movements practice, have simultaneously unfolded: the spatial turn and the reemergence of the commons. We will draw on activists and scholars such as Rachel Gutierrez, Henri Lefebvre, Stavros Stavridis, and Nicholas Blomley to consider the entanglement of social and spatial processes in the development of capitalist relations and the communities in struggle contesting and forming alternatives, from the rural lands of Latin America to the inner cities of globalized urban centers. Prerequisite: Priority to ANTH students.

ANTH 6387 Introduction to Economic Activism: People’s Power and Corporate Greed (1.00 Unit) LG Grade Option
In the neoliberal globalized economy, corporations have amassed an overwhelming unchecked economic and political power. Led by profit, they have become some of the main drivers of exploitation, repression, and war around the world. However, the same profit motivation may make these corporations very sensitive to some forms of public pressure. In this course, we will study some of the main historical examples of successful economic activism campaigns, ranging from student divestment campaigns to responsible investment strategies, from consumer direct action to international union organizing. We will analyze the main strategies and tools available for social movement organizers in various situations and discuss the conditions for their effective use. Finally, using the prison industrial complex in the United States as our main example, we will practice strategic corporate
research and campaign planning.

ANTH 6388 Violence and Nonviolence in Social Change (1.00 Unit) OP Grade Option
Beginning with a critical reading of a range of definitions for violence and nonviolence, this course tracks the development of the theory and practice of nonviolent organizing strategies in the last century, from the suffragists through Gandhian-Kingian theories, to the debates in the 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 (1.00 Unit) OP Grade Option
Since the earliest development of states, groups of people either escaped or were exiled. They often established self-governed communities (Scott 2010). As nation-states and capitalism developed, and particularly as new regions were incorporated into the emerging capitalist world system beginning in the 16th century, the problem was not simply how to escape states but also how to escape capitalist relations and processes of accumulation that were bundled up with state control. But people still did it. Well-known historical examples of escape include Russian Cossacks (Boeck 2009), pirates (Linebaugh and Rediker 2001), and escaped slaves or maroons (Price 1996). Contemporary examples of territorial escape include the Zapatistas in Mexico (Earle and Simonelli 2005), land occupations, and even political prisoners (O’Hearn 2009). Structural escape has been identified in urban communities in the heart of Jamaica (Gray 2004), in the shack-dwelling areas of African cities (Pithouse 2006), and on the outskirts of large South American cities (Zibechi 2012). This course addresses the following questions: How do people leave the spaces, structures, and/or processes of world capitalism? Who 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 6403 Activist Skills in Urban Organizing: From Housing Justice to Urban Agriculture (1.00 Unit) OP Grade Option
This course will prepare students with methods and practices from the contemporary organizing for socio-ecological 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 6405 The Marvelous: Surrealism and Utopia (1.00 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 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 a collective sense of wonder, transcendence, and freedom. Prerequisite: Priority to ANTH students.

ANTH 6452 Anarchist Anthropology (2.00 Units) LG Grade Option
Anarchist anthropology is an emerging field of inquiry concerned with the lived realities of non-state spaces and so-called stateless people. We say so-called stateless, as anarchist anthropology does not see the absence of the state as a lack, but as a strategic and, why not, moral and political choice made by people throughout history. In this course, we will study the comparative anthropology of the Atlantic pirate ships, Maroon societies, Cossack steppes, Zapatista communities, South Asian hill tribes, Balkan brigands, and other experiences of mutual aid, solidarity, and state-avoiding practices of those who have managed to escape the reach of the state and capital. Prerequisite: Priority to ANTH students.

ANTH 6454 Theoretical and Systems Tools for Social and Ecological Change (2.00 Units) OP Grade Option
Systems analysis has become part of the established scientific and popular culture of our times. The purpose of this class is to apply systemic tools to practical problems of social and ecological change. Engineering and various areas of technology have utilized systems concepts for decades. Many authors have popularized the notion of interrelatedness and complexity, including ideas about chaos, fractals, and catastrophe theory. However, despite many efforts to create an integrated framework, systems thinking is not often put to use in the areas of social change. In this course, we will look at the historical and practical origins of several key concepts in systems theory. We will examine the ideas of innovation, organizational change, social change, feedback loops, and chaos theory. We will look into the application of these ideas in the areas of ecology, psychology, and politics. We will investigate the interdisciplinary character of systems thinking to include art and entropy, literature and philosophy, freedom and symmetry. Our focus will be integrative and holistic, yet practical.
ANTH 6456 Image and Ethnographic Imagination (2.00 Units) OP Grade Option
The ethnographic image has been closely tied to observing, categorizing, and knowing the other, but also to imagination, inspiration, and creativity. An expanding field, visual and media anthropology considers different forms of non-logocentric media to broaden and refine its conception of how we know the changing world. In this seminar, we will begin with the observational impulse in ethnographic and documentary images of the other, consider different approaches to the ethnographer’s representational strategies, and engage the scholarly debates surrounding them. We will examine examples from cinema verité, the militant image, experimental ethnography, essay films, sensory ethnography, and visual activism to consider different ways of addressing contemporary social issues with a particular focus on the conditions of globalization and war. Our approach in this seminar will be experimental as we think through together challenges and possibilities that an expanded sense of the ethnographic can offer.

ANTH 6457 Media Ecologies and the Senses (2.00 Units) OP Grade Option
This course draws on a range of theoretical orientations and media practices to examine media within circuits of information, experience, and production. “Media ecologies” here refers to the materiality of environments as well as the relationship between media and the environment in shaping experiences of world events and the daily realities of lived social relations.

ANTH 6458 New Media and Social Movements (1.00 Unit) OP Grade Option
In this course, we study media practices for recent social movements such as Black Lives Matter, teacher rebellions in Mexico, and uprisings in Iran, Tunisia, and Egypt, among others. We move beyond overly deterministic conceptions of new media, including social media, mobile phones, film, photography, and television. How do collective expressions across social media relate to the mobilization of bodies? How do digital surveillance and military interventions miscarry revolutionary movements? What role do media play in radical moments of economic, political, and affective change? How do media help these changes persist or dissipate? We draw from critical media theories of spectacle, network, protocol, assemblage, and counter-visuality to guide us through these questions.

ANTH 6459 From Local to Global: Native American Community Organizing and Global Indigenous Politics (1.00 Unit) OP Grade Option
This seminar will address key issues related to the history of Native American activism in California and the United States. We will discuss matters of concern related to community organizing as viewed from Native American perspectives. The class will also focus on key issues of contemporary global Indigenous politics and Indigenous organizing strategies on the global level.

ANTH 6460 Hidden History in Plain Sight: Stories From Oakland to San Francisco (1.00 Unit) OP Grade Option
San Francisco and Oakland straddle the bay, and together they hold dozens of histories, social and ecological. From general strikes to long-forbidden public transit systems, subterranean waterways, and decimated forests, from racially charged settlement patterns to government-sponsored mass evictions, the histories that lie hidden beneath today’s pulsing urban landscapes cast a very different light on notions of progress and even civilization! This weekend class will involve lengthy walking tours of both cities and will introduce students to a critical historical understanding of urban development, urban ecology, and the way that land uses shape social possibilities.

ANTH 6461 Food Sovereignty, Climate Justice, and Cooperative Economy (1.00 Unit) OP Grade Option
In this course, we will explore the contemporary upsurge of food and climate activism through the lens of creating cultures of postcapitalist possibility. Students will investigate the emerging practices, institutions, and experiences of alternative economies of food and energy in projects such as community-supported agriculture, urban gardening, and community energy co-ops. We will ask how these alternatives are being constructed at the same time that movements are resisting fossil fuel development and exploitation of labor and land in industrial agriculture. In addition, we will examine how these movements construct relationships to nature, modes of production, and urban/rural spaces as practices of social-ecological transformation. While examining these relationships, we will ask: Where are communities changing or sparking sustainability, 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 History for Social Justice: Toward an Inclusive Approach to Movement Building (1.00 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 caravan. 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 6675 Guest Seminar in Native American Studies (1.00 Unit) OP Grade Option
This guest seminar explores resistance in Native American Studies. Prerequisite: Priority to ANTH students.
ANTH 6890 Social Research Methods (3.00 Units) OP Grade Option
This course will introduce students to a variety of strategies and methods that have informed social science research over recent decades. Particular attention is given to understanding the issues involved in constructing and developing theoretically informed, case-based, tractable research methodology. We will examine how to define a research question; how the nature of the research question informs the choice of research strategy; how practitioners negotiate the tensions between their own existing theoretical predilections and the demands of empirical case-based methodology; how empirical material is generated; and how empirical practice can be used to inform and transform existing theory. We will inquire into what defines a “case”; how an empirically tractable research problem is posed; issues of complexity reduction; and how the research question informs consideration of the proper temporal and spatial “scale” for investigation. Prerequisite: Priority to ANTH students.

ANTH 6901 Integrative Seminar (3.00 Units) PF Grade Option
The integrative seminar is a scholarly process designed to demonstrate critical knowledge in the student’s area of study. This seminar is the culminating course for the MA program. It provides an opportunity for students to reflect critically upon all work accomplished during the course of the program, while clarifying professional goals. During the seminar, students will locate a particular area of specialization. The term paper will delineate the objectives and domains of the student’s area of work, drawing on key theoretical and methodological frameworks in anthropology.

ANTH 7650 Representations of the Other (3.00 Units) LG Grade Option
This course will look at some of the ways in which cultural others have been represented by varying academic interests, specifically ethnography and anthropology, literature, and popular media, including films and photography. We will examine how images and techniques of representation of the other function in a context of ideology and power. Postmodernism and poststructuralism will be among the frameworks used to discuss the different issues associated with representation, be they class, gender, or race. Prerequisite: Priority to ANTH students.

ANTH 7890 Directed Seminar in Research (3.00 Units) OP Grade Option
Semester before comprehensive exams to help develop a dissertation research focus. 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 8799 Independent Study (1.00–3.00 Units) PF Grade Option
To register, submit “Independent Study Contract” to the Registrar’s Office. Coursework that extends a student’s field of inquiry beyond current CIIS courses. Requires a syllabus and contract signed by the student and faculty member, and approved by the department chair. Online registration not possible.

ANTH 8888 Special Topics (1.00–3.00 Units) LG Grade Option
A course of study relevant to evolving topics of growing importance in cultural anthropology and social transformation. Prerequisite: Priority to ANTH students.

ANTH 9600 Comprehensive Examinations (3 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: ANTH student; 36 ANTH units.

ANTH 9601 Comprehensive Examinations (3 Units) PF Grade Option
The comprehensive examinations are taken after completion of all PhD coursework and prior to the PhD Specialization Seminar/Dissertation Proposal Writing. Completion of the comprehensive exams, the dissertation proposal, HRRC Approval, and, where applicable, the language exams allows the student to advance to candidacy. The comprehensive examinations require two essays: one essay to demonstrate mastery in the particular area of study relevant to the student’s dissertation topic, and the other to satisfy the requirements of the literature review. Each essay is 18–20 pages and is read by two core faculty members in the department. Students are required to register separately for each comprehensive exam.

ANTH 9800 Thesis/Dissertation Proposal Completion (0.1 Unit) 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 student; not advanced to candidacy; ANTH 9600 (both exams).
ANTH 9900 Thesis/Dissertation Seminar (0.1 Unit) 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.
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  
Robert McDermott, PhD  
Helge Osterhold, PhD  
Jun Wang, PhD

Adjunct Faculty  
Alzak Amlani, PhD  
Susana Bustos, PhD  
Heidi Fraser Hageman, PhD  
Kimmy Johnson, PhD  
Stephen Julich, PhD  
Mira-Michelle Kennedy, MA  
Bia Labate, PhD  
Sam Malkemus, PhD  
Sophia Reinders, PhD  
Phillip Scott, MA  
Carol Whitfield, PhD

Program Manager  
Stephen Julich, PhD, ewp@ciis.edu

Format  
This MA program is offered in two formats: a residential format and an online format. Students enrolled in either format 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. For a list of online courses, please see below under MA Curriculum/Online MA in East-West Psychology.

Please be advised, due to the pedagogy of East-West psychology, which gives importance to multiple ways of knowing and experiential learning, several of our courses include a synchronous remote component, and some of them may include a limited residential requirement. The EWP online MA program has been designed so that a student may complete it entirely online. However, due to the multiple time zones involved in synchronous meetings as well as the possibilities of travel and residence in some cases, students should familiarize themselves with these course requirements through the syllabi to assess their availability for the courses of their interest.

The PhD program is residential.

About the East-West Psychology Programs  
Founded in 1975, East-West Psychology (EWP) is a multidisciplinary hub for engaged synergistic dialogue among Eastern, Western and Earth psychologies and psychospiritual traditions of the world. Through its unique combination of cognitive and experiential offerings, East-West Psychology provides a transdisciplinary, integral, and cross-cultural approach that generates frameworks and methods for exploring questions around the nature of the psyche and the meaning of life.

The East-West Psychology graduate serves as a new kind of psychospiritual practitioner, teacher, mentor, healer, and thought leader who brings creative and critical perspectives and practices to tend to the psychological roots of the ecological and cultural
creses and social injustices of our times. Students gain insight toward the healing of individual, community, and Earth by developing embodied knowledge, intuitive wisdom, emotional intelligence, and practice (*gnosis*).

In the transformation of the self and relations promoted by the department, students move away from fixed attitudes and unconscious actions, turning instead to deep reflective, heartfelt, intentional, and responsible ways of being. The practical tools carried forward by East-West Psychology world therapists can fashion future-oriented changes in and re-enchchantment of our relations with self, other, and world.

East-West Psychology 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, East-West psychology 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. The East-West department offers an MA, a PhD, two certificates, and two accelerated tracks, all of which are described below.

**Integral Transformative Education**

East-West Psychology prepares a new type of 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 “metta-psychologist” brings mentoring, healing, knowledge, communications, 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 specific 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 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 skills necessary for traditional teaching positions, the department supports students in envisioning creative applications of psychology in careers outside of clinical and academic settings. 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 (see 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. All internship activities must take place in California.

**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 East-West 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 adviser. For a general comprehension of the program’s curriculum, the student must take at least 9 units of their remaining 17 units from among relevant East-West 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, Taoism, 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 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 lies at the intersection of several 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 include Earth-based approaches to psychospiritual healing. Topics include shamanism (which we see as the practice of working with spirits—divine, demonic, or ancestral—for the purposes of healing or gaining knowledge necessary for the well-being of the community), working with the ancestors, entheogens, techniques for attaining ecstatic states, psychospiritual healing, dreams and dreamwork, and ecology and shamanism.

Integral and Transpersonal Psychology
Integral and transpersonal psychologies are 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, as well as the counselor’s own values, beliefs, and practices.
and the ways in which they influence the process of spiritual counseling. This specialization does not qualify a graduate to sit for a professional licensure exam as a counselor.

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, qigong), 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 titled 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 flier, business cards and stationery, the creation of a syllabus for a course offering, a PowerPoint presentation, the design of a workshop, the draft of a presentation at a conference, and/or a simulated teaching experience.

Application to the MA Program
EWP MA applicants must have earned a bachelor’s degree and meet the general admissions requirements of the University. 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 able to assess the applicant’s preparation for graduate work. The application needs to include a writing sample, an autobiographical statement, a goal statement, and official transcripts. International applicants must have their transcripts evaluated by the World Education Services (http://www.wes.org/students/).

An undergraduate major in psychology is not necessary for applying for the MA in East-West Psychology, 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. The academic writing sample should be a piece of original academic writing of 2,000–4,000 words meant to demonstrate the ability to express ideas and evaluate and critique existing scholarship in a chosen area. It should follow a consistent academic style and maintain grammatical correctness in the English language. Applicants who do not have a sample on hand will need to compose one. Consult an online resource like the Purdue Online Writing Lab for more about academic formatting.”

Accelerated Degree Track Options
East-West Psychology offers two accelerated programs of study: one for CIIS BA students wishing to earn their MA in EWP and one for EWP MA students wanting to earn a PhD in the program.

BA/MA Accelerated Degree Track
Students currently enrolled in one of CIIS’ BA degree completion programs may want to consider the BA/MA accelerated track in East-West Psychology. This track involves students taking one course in East-West Psychology every semester along with coursework required for their BA degree. Once the BA has been completed, students in the accelerated track then enter directly into the EWP MA program to complete program requirements for graduation with an EWP MA. Permission of both East-West Psychology and the director of the School of Undergraduate Studies is required. For more information on the accelerated BA/MA Track, visit https://www.ciis.edu/academics/undergraduate-degree-completion-programs/bachelor-of-arts-in-interdisciplinary-studies/ba-to-ma.

MA/PhD Accelerated Degree Track
Normally, completing an MA and then a PhD in East-West Psychology requires 72 units of coursework in addition to writing a dissertation. A 54-unit accelerated MA/PhD option, which reduces the PhD coursework requirements from 36 units to 18 units, is available for MA graduates of East-West Psychology with a GPA of 3.8 and above whom the faculty have determined consistently produce advanced and accelerated academic work during their master’s-degree studies. The 18 PhD units of pre-dissertation coursework required for this option focus primarily on research and advanced seminar courses, requiring fewer elective units than the usual 36-unit program.
All students hoping to apply for the accelerated MA/PhD Track must first be accepted in the East-West Psychology master’s program. Upon completion of a year of MA coursework, students interested in this track should contact their adviser 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. All students who wish to pursue this track must demonstrate PhD-level writing and research skills, superior self-direction, enough psychological maturity for PhD work, a grade point average of 3.8 or more, and a clear and workable dissertation topic. Students who take MA courses for a Pass/Fail grade are ineligible for admission to the PhD program.

Admissions Process
All students applying for the accelerated MA/PhD Track must first apply for and be accepted into the East-West Psychology master’s program. Upon completion of a year of MA coursework, students interested in this track should contact their adviser 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 adviser 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, enough psychological maturity for PhD work, good grades, and a clear and workable dissertation topic as determined by the admission committee of the East-West Psychology Department.

MA Curriculum

Residential MA in East-West Psychology—37.4 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 6350 Knowledge Work and the Modern Academy (Online, 1 unit)

II. Directed Requirements, one from each of the following four categories—12 units
Classes listed are examples of what is available.

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 6120 Gnosticism: Ancient Insights, Contemporary Applications
EWP 6127 Introduction to Dreamwork
EWP 6245 Archetypal Psychology
EWP 7311 Jungian Psychology and East-West Spirituality

Earth
EWP 6112 Wilderness Rites of Passage
EWP 6121 Terrapsychology: Coming Home to a Re-enchanted Planet
EWP 6122 Enchantivism: Transforming Culture With Stories of Inspiration and Hope

World
EWP 6046 Jung, Nonduality, and Ecopsychology
EWP 6123 Applied Folklore: Retelling Yesterday’s Stories for Today
EWP 6261 Psychology of Death and Dying: An Integral Approach
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 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 6117 Ecospirituality 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

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 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 6127 Introduction to Dreamwork  
EWP 6261 The Psychology of Death and Dying: An Integral Approach  
EWP 7311 Jungian Psychology and East-West Spirituality

7. Culture and Psychology  
EWP 6043 Introduction to Yoga Psychology  
EWP 6074 Western Mystical Traditions: Judaism, Christianity, Islam (Online)  
EWP 6113 Buddhist Psychospirituality Through Asian Art  
EWP 6114 Auroville: An Immersive Research Experience  
EWP 6165 Leadership, Evolution, and Transformative Change  
EWP 6320 The Dao of Life Cultivation in Chinese Traditions  
EWP 6326 Chinese Body-Mind Healing Systems: An Interdisciplinary Approach  
EWP 7011 Indigenous Traditions: Ancestral Consciousness and Healing

8. Psychospiritual Practice  
EWP 6088 The Song of the Body: Embodied Expressive Arts in the Unfolding of Soul (1 unit)  
EWP 6112 Wilderness Rites of Passage  
EWP 6149 Animal Dreams: Visitations From the Wild Psyche (1 unit)
Online MA in East-West Psychology—36 Units

All classes 3 units unless otherwise specified.

I. Core Requirements—7 units
EWP 6000 Community Retreat (1 unit)
EWP 6001 Intro to East-West Psychology (2 units)
EWP 6015 MA Integrative Seminar (1 unit)
EWP 6329 Conscious Diversity: Inner and Outer (2 units)
EWP 6440 Knowledge Work and the Modern Academy (1 unit)

II. Directed Requirements, one from the following four categories—12 units
Classes listed are examples of what is available.

East
EWP 6043 Introduction to Yoga Psychology
EWP 6113 Buddhist Psychospirituality Through Asian Art
EWP 6124 Chan/Zen Buddhism

West
EWP 6245 Archetypal Psychology
EWP 7311 Jungian Psychology and East-West Spirituality

Earth
EWP 6121 Terrapsychology: Coming Home to a Re-Enchanted World

World
EWP 6123 Applied Folklore: Retelling Yesterday’s Stories for Today
EWP 6681 Wisdom Texts: East and West
EWP 7794 Spiritual Counseling Skills 1: The Art of Listening

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 6124 Chan/Zen Buddhism
EWP 6320 Dao of Life Cultivation
EWP 6326 Chinese Body-Mind Healing Systems: An Interdisciplinary Approach
EWP 6466 Introduction to Chinese Philosophy and Psychology

2. Depth Psychology
EWP 6120 Gnosticism: Ancient Insights, Contemporary Applications
EWP 6245 Archetypal Psychology
EWP 7311 Jungian Psychology and East-West Spirituality

3. Ecopsychology
EWP 6121 Terrapsychology: Coming Home to a Re-enchanted Planet

4. Indigenous Traditions
EWP 6125 Integration of Expanded States of Consciousness
EWP 6467 Ayahuasca, Science, and Spirituality
EWP 6496 Indigenous and Shamanic Traditions
5. Integral and Transpersonal Psychology
EWP 6128 Integral Yoga Psychology
EWP 6752 Transpersonal Psychology

6. East-West Spiritual Counseling
EWP 7311 Jungian Psychology and East-West Spirituality
EWP 7794 Spiritual Counseling Skills 1: The Art of Listening

7. Culture and Psychology
EWP 6123 Applied Folklore: Retelling Yesterday’s Stories for Today
EWP 6140 Western Mysticism and Esotericism: History and Practice
EWP 6157 Krishna, Buddha, Christ, Sophia
EWP 6165 Leadership, Evolution, and Transformative Change
EWP 6681 Wisdom Texts: East and West

8. Psychospiritual Practice
EWP 6047 Restoring Ourselves, Restoring Our World

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, advanced seminars, two comprehensive studies courses resulting in two comprehensive exams, and a dissertation. Students focus on a specific area of study and develop methodological skills. They work closely with their adviser to complete their curriculum, participate in their comprehensive exams, and articulate their dissertation research project.

PhD Comprehensive Studies
Comprehensive Studies I and II are a combined sequence of two courses spanning one semester, with the aim of preparing the doctoral student to write a research proposal in a peer setting, based on the student’s graduate coursework in East-West Psychology. These courses are to be taken after completion of all doctoral coursework in the penultimate semester before ANTH 9800 Proposal Writing. They are the only courses to be taken in this semester, and their assignment submissions will be considered as the student’s Comprehensive Exams.

PhD Admissions Requirements
Applicants must meet the general admissions requirements of the University and have an MA in East-West Psychology or its equivalent (e.g., academic background in humanistic, Jungian, or transpersonal psychology; psychology of religion; or religious studies) or show a strong interest and background in research areas promoted by the department (e.g., the above categories plus yoga studies, Indigenous wisdom traditions or ancestor work, ecological activism, postmodern and postcolonial studies). Applicants complete an online application to initiate the admissions process. Two letters of recommendation are required from individuals who are familiar with the applicant’s academic work and able to assess the applicant’s preparation for graduate work. Applicants need to provide a writing sample, an autobiographical statement, a goal statement, and official transcripts. International applicants must have their transcripts evaluated by the World Education Services (http://www.wes.org/students/) as part of their application. The academic writing sample should be a piece of original academic writing of 2,000–4,000 words meant to demonstrate the ability to express ideas and evaluate and critique existing scholarship in a chosen area. It should follow a consistent academic style and maintain grammatical correctness in the English language. Applicants who do not have a sample on hand will need to compose one. Consult an online resource like the Purdue Online Writing Lab for more about academic formatting.

Successful candidates for admission in the program will have 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 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)
EWP 6330 Knowledge Work and the Modern Academy (1 unit)

II. Required Research Courses—6 units
EWP 7035 Research Methods 1: (Research Foundations) (3 units)
EWP 7036 Research methods 2: (Research Lab) (3 units)

III. Advanced PhD Seminars—6 units
Two of the following:
EWP 6126 Jung and the Sacred
EWP 9005 Gnosticism, Alchemy, Terraspirituality
EWP 9010 Integral Scholarship
EWP 9106 Contemplative Traditions and Practices
EWP 9107 Archetypal Mythology
EWP 9406 Jung’s Red Book (Online)
EWP 9566 Comparative Mysticism

IV. Area of Specialization Electives—19 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 adviser.)

V. Dissertation Seminar—variable units
EWP 8100 (1-3 units)
EWP 9800 Thesis/Dissertation Proposal Completion (0.1 unit)
EWP 9900 Thesis/Dissertation Seminar (0.1 unit)
Select one of the following
CT 6468 Academic Foundations: Composition and Communication (2 units; Fall only)
CT 6461 Academic Foundations: Academic Writing and Scholarship (2 units; Spring only)

East-West Psychology Certificate Offerings

Format
Certificates are offered as either a residential or online course of study.

East-West Psychology offers two certificates for students who are currently matriculated in either EWP or another CIIS MA or PhD program. Students from programs outside of EWP must make sure that their programs allow the number of elective units required to earn the certificate in East-West Psychology.

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 at the master’s or doctoral level.

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 preferred 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 East-West core faculty members is part of the application process. For more details on the EWP’s Certificate Program in East-West spiritual counseling, visit https://www.ciis.edu/academics/course-descriptions/east-west-spiritual-counseling.

Certificate in East-West Spiritual Counseling Curriculum—18 Units

Core Courses (6 units)
EWP 7794 Spiritual Counseling Skills 1: The Art of Listening (3 units)
EWP 7795 Spiritual Counseling Skills 2: The Counseling Relationship (3 units)

Applied Skills Electives—Possible Course Choices (6 units)
EWP 6011 Non-dual Perspectives in Spiritual Counseling
EWP 6022 Self, Community, and the World: Relational Ways of Being
EWP 6088 The Song of the Body: Embodied Expressive Arts in the Unfolding of Soul
EWP 6108 Ecospirituality and Creative Expression: Touching the Sacred Within and Without
EWP 6112 Wilderness Rites of Passage
EWP 6125 Integration of Expanded States of Consciousness
EWP 6127 Introduction to Dreamwork
EWP 6130 North American Indigenous Ways of Wisdom and Medicine
EWP 6261 The Psychology of Death and Dying
EWP 6149 Animal Dreams: Visitations from the Wild Psyche
EWP 6320 The Tao of Life Cultivation in Chinese Tradition
EWP 6321 How to Cultivate Qi
EWP 6407 Re-store/ying OurSelves, Re-Store/ying Our World
EWP 7011 Indigenous Traditions: Ancestral Consciousness and Healing

Applied Wisdom Electives—Possible Course Choices (6 Units)
EWP 6021 Hermeticism: An Earth-Honoring Path of Wisdom, Imagination, and Action
EWP 6023 Psyche, Reciprocity, and Earth: Sacred Earth Practices for Living and Resilience
EWP 6043 Introduction to Yoga Psychology
EWP 6046 Jung, Nonduality, and Ecopsychology
EWP 6051 Eastern Theories of Self, Mind, and Nature
EWP 6120 Gnosticism: Ancient Insights, Contemporary Applications
EWP 6124 Applied Folklore: Retelling Yesterday’s Stories for Today
EWP 6125 Chan/Zen Buddhism: Practice Through Life and Art
EWP 6128 Integral Yoga Psychology
EWP 6140 Western Mysticism and Esotericism: History and Practice
EWP 6245 Archetypal Psychology
EWP 6326 Chinese Body-Mind Healing Systems: An Interdisciplinary Approach
EWP 6327 Transformative Themes in the Upanishads
EWP 6466 Introduction to Chinese Philosophy and Psychology
EWP 6496 Indigenous and Shamanic Traditions
EWP 6681 Wisdom Texts: East and West
EWP 6752 Transpersonal Psychology
EWP 7311 Jungian Psychology and East-West Spirituality

Certificate in Ecoresilience Leadership
This program offers current CIIS 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, emotional 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 do the following:*

- 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 may spread the coursework over four or more semesters as they weave in the certificate requirements with those of the CIIS MA or PhD degree program in which they are enrolled. When students enroll in the certificate program, ecoresilience leadership becomes their area of specialization in the degree program.

**Certificate in Ecoresilience Leadership Curriculum—12 Units**

**Fall Semester**
- EEWP 6121 Terrapsychology
- EWP 6165 Leadership, Evolution, and Transformative Change
- EWP ___ Ecoresilience Directed Elective

**Spring Semester**
- EEWP 6112 Wilderness Rites of Passage
- EWP ___ Ecoresilience Directed Elective

**Sample Ecoresilience Leadership Directed Electives**
- EWP 6046 Jung, Nonduality, and Ecopsychology
- EWP 6107 Ecopsychology and Expressive Arts: Reawakening the Wild Heart of Being (1 unit)
- EWP 6117 Ecospirituality and Creative Expression: Touching the Sacred Within and Without (1 unit)

**Course Descriptions**

**EWP 6000 East-West Psychology Community Retreat** (1.00 Unit) PF Grade Option
This is an off-campus retreat for all new MA and PhD students. Emphasis placed on community building, storytelling, interactive exercises, and interpersonal communication skills. Prerequisite: East-West Psychology student.

**EWP 6001 Introduction to East-West Psychology** (2.00 Units) PF Grade Option
Intro to EWP is a foundational class that situates the encounter of East-West psychology, the field of which is concerned with the integration of the whole person—physical, emotional, mental, spiritual, relational, and social. Integral contemplative education will lead us in this inquiry, the vision of which is directed toward self and world healing. We will engage in Eastern psychospiritual modalities and experiences; Western psychological traditions, including Jungian, depth, and archetypal psychology; world psychologies, including whole-person and integral psychologies; and Earth-based traditions and practices, including ecopsychological practices and approaches. Through readings, class presentations, and experiential and interactive practices, students will deepen their inner knowing, community knowing, and relational ways of being. Prerequisite: East-West Psychology student.

**EWP 6011 Nondual Perspectives in Spiritual Counseling** (3.00 Units) OP Grade Option
Students explore traditional methods of directly apprehending nonduality, reflect on the effects on their own psychology, and integrate their understandings into therapeutic schools and methods. Prerequisite: Priority to East-West Psychology students.

**EWP 6015 Integrative Seminar** (1.00 Unit) OP Grade Option
Taken during their last semester of coursework, this seminar provides the opportunity for MA students to reflect on their learning experience in the program, to create a portfolio of their most important work, and to prepare future professional goals. Prerequisite: East-West Psychology MA student.
EWP 6021 Hermeticism: An Earth-Honoring Path of Wisdom, Imagination, and Action (3.00 Units) OP Grade Option
Rooted in ancient Egyptian esoteric practice, Hermeticism, also known as the Way of Hermes, flourished in Alexandria until suppressed. From there it went underground and traveled to the Middle East and Europe, resurfacing as Gnosticism, alchemy, Renaissance natural magic, Romantic nature philosophy, depth psychology, and, more recently, terrapsychology, the study of how the things of the world reappear in the mind and heart. This class explores Hermeticism as a lost Earth-honoring and cosmos-appreciating wisdom path and applies its insights and practices to urgent concerns of our day. We will also learn how Hermetic practices can inform telling stories more spacious than the ruptures that give rise to them.

EWP 6022 Self, Community, and the World: Relational Ways of Being (1.00 Unit) OP Grade Option
Self, Community, and the World: Relational Ways of Being is a foundational community-building class designed to help students come into relation with their personal inner world, the EWP community, and the world at large. To do this, we will invite students to inquire into a variety of personally relevant psychospiritual issues from an integral perspective. We will employ multiple ways of knowing and multiple ways of being to collectively inquire into psychological topics that support our own and others’ well-being and transformation. Engaging in a range of psychospiritual modalities and tools in the pursuit of self-inquiry, self-healing, and self-empowerment, students will also learn how to bring this work into their own communities for healing and transformation. Prerequisite: East-West Psychology student.

EWP 6023 Psyche, Reciprocity, and Earth: Sacred Earth Practices for Living and Resilience (3.00 Units) OP Grade Option
This online course is designed to help students to re-member into our corporeal body our relationship to our Earth body. This re-membering is a way to listen and feel in the womb of nature to that which is essential to our life. It is here in the huge silence of the wild where nature begins to speak to us through the setting sun, the howling wind, and the rustling in the trees. It is here that our life can transform, and we can learn our own resilience in the mirror of Earth’s resilience. We will engage in depth and ecopsychological practices to come into balance with our inner seasons, learning to feel and know ourselves in reciprocity with the Earth. Just as winter turns to spring, and summer leads to fall, we too have our innate ability to move from season to season, gleaning the messages from the inner landscape, tracking the necessary shifts that bring transformation and healing. Students will engage in a variety of Earth-based practices, designed to assist this re-membering, as well as a rekindling of an inherent reciprocity with our Earth and all beings.

EWP 6024 Advanced PhD Seminar: Civilization in Transition—From Shadow to Soul (3.00 Units) OP Grade Option
In C.G. Jung’s theory, modern humanity’s alienation from its archetypal ground is at the root of many psychological, spiritual, cultural, and ecological problems. An important part in this dynamic belongs to “the shadow,” those aspects of the psyche that are repressed and unconscious because they seem unacceptable or shameful in relation to the conscious personality. Befriending and integrating personal and cultural shadow elements provides possibilities to overcome disconnection, alienation, and conflict within and between people and serve wholeness and healing in individuals and communities. This course offers a conceptual and experiential inquiry into the phenomenon of personal and cultural shadow. Drawing primarily from depth psychology but also from neuroscience, trauma therapy, and other healing modalities, this class explores personal, cultural, and ancestral contexts to understand, reimagine, and possibly transform shadow elements. Students present their ideas and applications in a conference format. Prerequisite: Priority to East-West Psychology PhD students.

EWP 6026 Magic and Mysticism: The Western Magical Traditions (3.00 Units) OP Grade Option
Magical traditions are usually associated with the acquisition of personal power, while mystical traditions are more often associated with surrender to higher spiritual ones. Both, however, may incorporate meditation, theurgy (rituals meant to draw down higher powers into the human sphere), thaumaturgy (the working of miracles), and communication with deities or demons in service of spiritual development. In this course, we will look at the confluence of these two traditional paths of knowledge within Western traditions and view them as intimately related attempts to transcend the ordinary through mastery of the imaginal realm. Among the topics covered are prehistoric, Mesopotamian, Egyptian, and Greek magic; magic in the Abrahamic religions; European paganism and witchcraft; Renaissance syncretic magic; the occult revival of the 19th and 20th centuries; and modern, postmodern, and contemporary trends.

EWP 6027 The Living Symbol: Fairy Tales and the Individuation Process in the Work of Marie-Louise von Franz (3.00 Units) OP Grade Option
Marie-Louise von Franz is considered by many to have been psychologist C.G. Jung’s most gifted pupil. Possessed of a brilliant analytical mind and famous for her warm and highly accessible lectures on fairy tale interpretation, she also wrote on alchemy, dreams, the Arthurian and Grail romances, and the individuation process. In this course, we will look at seminal works by von Franz on these and other subjects, approaching her writings as a primer in seeing life as a living symbol, or as she put it, “a riddle that hides a secret.”

EWP 6028 Magic and Mysticism: The Eastern Magical Traditions (3.00 Units) OP Grade Option
Magical traditions are usually associated with the acquisition of personal power, while mystical traditions are more often associated with surrender to higher spiritual ones. Both, however, may incorporate meditation, theurgy (rituals meant to draw down higher powers into the human sphere), thaumaturgy (the working of miracles), and communication with deities or demons...
in service of spiritual development. In this course we will look at the confluence of these two traditional paths of knowledge within Eastern traditions and view them as intimately related attempts to transcend the ordinary through mastery of the imaginal realm. Among the traditions surveyed will be the Earth-based beliefs and practices of East and South Asia, and Hindu, Buddhist, Jain, Taoist, and Indian Sufi schools of thought.

EWP 6029 The Living Symbol: Mahabharata and Cosmic History (3.00 Units) OP Grade Option
A sprawling epic of over two million words that spans multiple generations, the Mahabharata is a journey through what C.G. Jung would call the mill of psychological opposites in which the forces of good and evil are played out in each situation and within each individual. In this course, we will read sections from this great epic, paying particular attention to the events that led to and from its heart: the teaching of Krishna to the warrior Arjuna on the battlefield of Kurukshetra—the magnificent Bhagavad Gita. A repository of myth, history, philosophy, theology, and ritual, the Mahabharata is also a living symbol that can carry us, if we are attentive readers, into the heart of our personal story through an exploration of the mysteries of being and becoming.

EWP 6031 Awakened Warriorship in the Modern Age (3.00 Units) OP Grade Option
Since antiquity, particularly in Indigenous cultures throughout the world, there have existed individuals of great distinction who, through years of arduous training and devotion, have become exemplars of conduct for their nations and communities. Having liberated themselves from the shackles of collective slumber and social conditioning, they express a fundamental absence of concern, which according to the Toltec peoples of ancient Mexico is tantamount to freedom. These awakened warriors walk a path with heart, honoring and living according to stringent, often tacit, inviolable codes that shape their destinies, thereby upholding and embodying the highest values of a true human being (known as Wica—the complete man—in the Lakota culture), ultimately being of selfless service to all of Creation. This course is a cross-cultural exploration and elucidation of the values, qualities, attributes, and disciplines that shape, define, and characterize the awakened warrior’s life, and its application to sacred activism and to social, environmental, and Indigenous justice.

EWP 6032 Ancient Ways of Leadership (3.00 Units) OP Grade Option
Moments of challenge and crisis shape, craft, and reveal genuine leaders. Our current global situation is certainly no exception. As the first year of the pandemic draws to a close and people emerge from veritable isolation, it is prudent to prepare—anticipating various readjustments socially, economically, and materially that will inevitably arise. Coupling this with the tsunami of people rising up in the name of genuine justice means we are standing on an auspicious threshold of profound movement and change. As a leader, people will seek your guidance and assistance with navigating these major transitions. Drawing upon the profound, accumulated wisdom and experiences (literally thousands of years) of Indigenous peoples, we will learn and explore potent, time-tested sacred practices that cultivate intrinsic leadership in all arenas of our lives. In this course, students will be offered the opportunity to discover the qualities that define and characterize genuine leaders; learn ancient paradigms and models of effective Indigenous leadership and mentorship; embody sacred practices to cultivate sobriety, clarity, and connection; learn efficient communication in moments of challenge and duress; and obtain methods to maintain corporate, community, and familial cohesion while in chaos.

EWP 6034 Modernity, Colonialism, and Transcultural Hermeneutics (3.00 Units) OP Grade Option
This course aims at deepening an understanding of contemporary research based on an examination of the ethics and hermeneutics of transcultural processes. Twenty-first-century postmodernity is an ontology of entangled cultural histories with contested power differentials. Post-Enlightenment modernity and its foster child colonialism have been accompanied and facilitated by processes of translation involving positivism, orientalism, and epistemic violence. By studying texts on modernity, orientalism, postcolonialism, and hybridity, this course will invite reflection on transcultural hermeneutics as a core aspect of contemporary academic practice.

EWP 6035 Sources of Indian Wisdom: Upanishad and Gita (3.00 Units) OP Grade Option
This course introduces the two major early textual sources of Vedantic wisdom from India, the Upanishads, and the Bhagavad Gita. The Upanishads are a textual tradition that stretches in the main from the late 1st millennium BCE to the second century BCE and deals with questions of knowledge (jñana) and bliss (ananda). The Bhagavad Gita is a synthetic text embedded in the epic Mahabharata, dealing principally with questions of ethics (dharma) and action (karma). The Gita conceives of itself as an Upanishad and synthesizes other schools of metaphysical praxis such as Sankhya and Yoga and foregrounds a new school of theistic devotion (bhakti). Bhagavata. The course will consider the principal ideas of these textual bodies with a view to understanding their contributions to the wisdom traditions of India and the world.

EWP 6036 Sanskrit Philosophical Terms (3.00 Units) OP Grade Option
This course introduces the vocabulary of Indian philosophies (darshan) and psychospiritual praxis (yoga) contextualized historically and by tradition. Students taking the course will receive a situated understanding of these terms, many of which have entered modern English vocabulary in a distorted and flattened way. They will be able to distinguish their variety of uses with their nuances, connotations, and polemics.

EWP 6037 Ancestral Migrations: Honoring Our Families’ Journeys (3.00 Units) OP Grade Option
This course is based on the belief that deep within the history of every people lies the source for renewal and rejuvenation.
Through research into the migratory paths of our family, we shift our perspective and see our own journeys anew. Renewing relationship to place—the place of our birth, our ancestral lands—nurture us with an ancestral consciousness (a way of knowing) that holds the seeds of personal and collective healing. Ancestral consciousness asks us to recognize and honor obligations. Traditional elders around the globe offer teachings about these obligations, telling us that we must learn anew about our relationships to other peoples and species in order that our planet and our species may survive. We begin where we are standing—on the tribal lands of the Ohlone and Coastal Miwok. From this place at the edge of the ocean we track back along the migratory paths that brought us here. As we research our migrations, retracing our footsteps and those of our families across this land, we recover a renewed connection to Earth, and to traditions lost and ancestors long forgotten. Student research for the final paper will include one of the following areas: (a) preparing a personal migratory map and briefly exploring the identities of Indigenous peoples along that migratory route; (b) researching and sketching a family tree and preparing a familial migratory map for the last century (or longer if information is available).

EWP 6043 Introduction to Yoga Psychology (3.00 Units) OP Grade Option

*Yoga* is a term with both a broad and general meaning and a narrower and specialized meaning in the country of its origin. The West has its history of reception of the term, which has colored its meanings. In this course, we will look at the broader understanding of yoga as a pervasive Indic cosmo-psychology and an occult anatomy with its archive of practices, cultural expressions, and goals related to life choices. Taking a historical approach, we will explore the roots of yoga practice in the Indus Valley; the cosmological and psychological maps of the Vedas and Upanishads; the occult world of deities and supernaturals; the psychology of ritual, soul, and reincarnation; the constitution of human nature; the psychology of knowledge, moksha, and samadhi; the Gita’s synthesis; the will and its uses; bhakti or devotion; the Tantric system of kundalini and the chakras; siddhis or paranormal powers; and cultural expressions influenced by these understandings. Finally, we will consider attempts at integrating these structures and processes and the utilities of yoga psychology to (post-)human potential.

EWP 6046 Jung, Nonduality, and Ecopsychology (3.00 Units) OP Grade Option

This course offers an interdisciplinary exploration into the transpersonal dimensions of ecopsychology. The course will take place offsite at a farm where we will learn non-dual 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. Prerequisite: Priority to East-West Psychology students.

EWP 6047 Re-Store/yng OurSelves, Re-Store/yng Our World (3.00 Units). OP Grade Option

This course provides an in-depth inquiry into the healing medicine and remedies of archetypal stories. We will use the medicine of story as a tool and guide, a companion of sorts, walking alongside our lived experiences—our challenges, traumas, and gifts. Applying a depth psychological lens to story will allow us to implement key transformational practices as a guiding light for revelation and self-growth. We will look at stories of the overculture that we have unconsciously ascribed to, and we will look at stories that have been inflicted upon us. We will as well look at stories we are building and co-generatively creating in this very moment. Once we have dismantled and disrupted the stories we have been told about ourselves and about the world, we will re-store/ourselves, and re-store/the world around us.

EWP 6049 Qigong and Inner Alchemy (3.00 Units) OP Grade Option

*Qigong* is a modern Chinese word that covers a variety of ancient energetic exercises, including daoyin, guiding and stretching (the body), tuina, breathing techniques, anqiao, meridian acupoint–based massage, and xingqi, moving vital energy. In a broader sense, t’ai chi ch’uan and inner alchemy (neidan shu) are specific qigong practices based on Taoist yin-yang and spiritual philosophy. This course introduces basic concepts of qigong and inner alchemy. The core practice focuses on qigong meditation and the 34 movements of t’ai chi neigong—the art of building up one’s vital energy (qi) and transforming it into psychospiritual power (shen), the fundamental and essential practice of inner alchemy.

EWP 6051 Eastern Theories of Self, Mind, and Nature (3.00 Units) OP Grade Option

This course discusses the spiritual tenets common to religious traditions and disciplines originating in India, such as Advaita Vedanta, Samkhya Yoga, and Buddhism. It offers the foundation necessary to understand Eastern approaches to psychology and spirituality. The course includes experiential components centering on meditation and spiritual practice.

EWP 6074 Western Mystical Traditions: Judaism, Christianity, Islam (3.00 Units) OP Grade Option

In this course, students will learn about the mystical traditions and contemplative practices of the Abrahamic (i.e., descending from the patriarch, Abraham) faiths—Judaism, Christianity, and Islam. Although born in the Middle East, all three are often referred to as Western because of the profound influence they have had in the Western world. Students will be introduced to the three faiths in historical and cultural context, trace their developmental arcs, and study the devotional and ecstatic elements of each through an exploration of seminal texts and practices.

EWP 6088 The Song of the Body: Embodied Expressive Arts in the Unfolding of Soul (1.00 Unit) OP Grade Option

Transformation begins in our sensing, perceiving, feeling, and moving body, in which our psyche is embedded. The nonverbal language of the expressive arts invites us to give embodied creative expression to the soul’s images. Participants in this course...
give creative voice to the body in the healthful unfolding of the psyche through drawing and painting, movement, collage, voice, and other symbolic embodied practices.

**EWP 6107 Ecopsychology and Expressive Arts: Reawakening the Wild Heart of Being** (1.00 Unit) OP Grade Option
From deep within our perceiving, sensing, feeling, and imagining body arises the knowing of the intimate indwelling of our body within the Earth body. Students in this course engage in creative expressive modalities to evoke and celebrate an embodied, Earth-embracing consciousness. These practices unfold within an exploration of the growing field of ecopsychology and its urgent appeal to develop an ecological self.

**EWP 6108 Ecopsychology: Foundations, Applications, Frontiers** (3.00 Units) OP Grade Option
This course provides students with an overview of the field of ecopsychology. After explicating the foundations of the discipline, emphasis is placed on contemporary applications and challenges in light of the current ecological crisis. The course includes training in wilderness practices. Prerequisite: Priority to East-West Psychology students.

**EWP 6111 Ecopsychology and Expressive Arts: Reawakening the Wild Heart of Being** (1.00–4.00 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 units) 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 6112 Wilderness Rites of Passage** (3.00 Units) PF Grade Option
Ancient cultures performed rites and ceremonies as a way of renewing their connection with the Earth and their communities. This course introduces ancient rites of passage while giving students the opportunity to experience the initiatory threshold in a safe yet challenging way with a solo vision quest in the wilderness. The ceremony follows the traditional stages of a rite of passage: severance (leaving behind what is familiar); threshold (the actual solitude and fasting); and reincorporation (return to the community with gifts and insights). Prerequisite: Priority to East-West Psychology students.

**EWP 6113 Buddhist Psychospirituality Through Asian Art** (3.00 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, the “City of Dawn”: An Immersive Research Experience** (1.00–4.00 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 units) 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 6117 Ecospirituality and Creative Expression: Touching the Sacred Within and Without** (1.00 Unit) OP Grade Option
Enlivening and embodying our deepest spiritual apprehensions of the cosmos and our place in it might be our most urgent task indeed. This experiential course explores human intimate relationship with the fabric of the living Earth, in which spirit and matter take form in the unfathomable dance of being.

**EWP 6120 Gnosticism: Ancient Insights, Contemporary Applications** (3.00 Units) OP Grade Option
More than 2,000 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 Re-enchanted Planet** (3.00 Units) 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 link 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** (3.00 Units) 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 nonheroes who either never felt called to direct activism or have served as activists and become burned out with it. We will explore how changing the story changes the entire game.

**EWP 6123 Applied Folklore: Retelling Yesterday’s Stories for Today** (3.00 Units) OP Grade Option
Folktales, 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 6124 Chan/Zen Buddhism: Practice Through Life and Art (3.00 Units) OP Grade Option
This course explores the history and practice of Chan/Zen Buddhism in China and Japan through important life stories, teachings, and cultural manifestations (such as poetry, painting, and landscape design) of the founding patriarchs, masters, and artists. With origins in Indian yoga and Buddhism, Chan developed in China from around the seventh century in close proximity to Taoist circles and later found fertile ground in Japan, where it became known as Zen. Similar to Tao, the concept and practice of Chan has been conducted through self-cultivation in traditions of intellectual thought and culture in both monastic and household literati settings. The course will trace the historical development of some of these traditions, continuing to contemporary times.

EWP 6125 Integration of Expanded States of Consciousness (2.00 Units) OP Grade Option
Directed to nonclinical students, this course is a coparticipatory inquiry into approaches, theories, and practices that support the process of metabolizing induced and spontaneous experiences in nonordinary states of consciousness, as well as the implementation of their transformational potential into daily life. This course explores the contributions to the topic of classic and contemporary Western authors, insights from the fields of psychedelic assisted psychotherapies and spiritual emergency, and knowledge from shamanistic traditions. Drawing from case studies and their own sharing, students will be introduced to a synthetic model of stages and levels in the integration process, challenges, pitfalls, cautions, and tools for differential diagnosis. Different modalities of integration work and techniques will be presented and practiced upon generation of a safe container among students.

EWP 6126 Advanced PhD Seminar: Jung and the Sacred (3.00 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. The class explores Jung’s depth-psychological engagement with and bearing to religious and spiritual traditions from East, West, North and South that 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 East-West Psychology PhD students.

EWP 6127 Introduction to Dreamwork (3.00 Units) OP Grade Option
This course provides students with a foundation of traditional and contemporary theories about dreams and dreaming and develops techniques for interpretive, noninterpretive, and integrative approaches, drawing from depth psychology, archetypal psychology, and Gestalt psychotherapy, as well as from transpersonal and Indigenous approaches. The class uses lecture and discussion as well as multimodal 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 exploration of the potential for wisdom and healing in dreams. Students will gain or refine skills in working with dreams and will be able to apply tools in their personal lives as well as in their counseling practice.

EWP 6128 Integral Yoga Psychology (3.00 Units) OP Grade Option
This course explores the ideas of Sri Aurobindo, a modern Indian yogi and philosopher, who gave his teaching the name Integral Yoga. Centering on Sri Aurobindo’s experiments, his insights, and his formulation of Integral Yoga as a whole-person psychology, the course is designed as an exploration of its metaphysics (darshan), applied psychology (yoga), phenomenology, and individual and collective/participative dimensions.

EWP 6130 North American Indigenous Ways of Wisdom and Medicine (2.00 Units) OP Grade Option
Indigenous medicine is the most ancient form of healing on the planet. Its elegant, sophisticated methods remain potent and efficacious to this day. The cycles of Nature are honored, and intimate relationships with the Earth and unseen realms are cultivated. This experiential course presents North American Indigenous perspectives—principles and practices—related to medicine ways. It is designed to introduce and inform the student of the rich, complex worldviews and lifeways of Native peoples as well as to foster religious and cultural sensitivity and personal healing. Exposed to and immersed in the sacred traditions, dreaming, and healing practices of Indigenous traditions of North America, the student will directly benefit from a deepening of relationship to the Source, the ancestors, Earth, and all of our relations. Furthermore, an appreciation and honoring of the diversity of other cultures will result. Contemporary matters regarding cultural appropriation, the decolonization of “shamanism,” and plant medicines will be addressed.

EWP 6140 Western Mysticism and Esotericism: History and Practice (3.00 Units) OP Grade Option
Western mystical and esoteric traditions, although typically treated as distinct subjects, are intimately interconnected and not fully comprehensible except in relation to one another. Following on this premise, this course traces the evolution of what religious studies scholar Arthur Versluis calls Platonic Mysticism—the Neoplatonic tradition of contemplative ascent and illumination—in the Jewish, Christian, and Islamic traditions. Beginning with archaeological and anthropological evidence of pre-Platonic shamanic practices, we will survey the developmental arc of Western mysticism and esotericism up to the present.
Life cultivation (yang sheng in Chinese) refers to the realization of sublime human potentialities by following the Tao or spirituality. This approach allows patients and caregivers facing mortality, dying, and bereavement to gain insight into the complexities of death and dying and to explore their own beliefs, attitudes, practices, and concerns. The course will enable students to understand how archetypal themes can be discovered and appreciated in the world and life. The course will also introduce students to the historical and contemporary understanding and relevance of four of the most influential personalities in world spiritual traditions: Krishna, Buddha, Christ, and Sophia. In addition, the course will explore 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 6149 Animal Dreams: Visitations From the Wild Psyche (1.00 Unit) OP Grade Option
This course suggests a shift from an anthropocentric to an ecocentric sensibility toward the dreaming psyche as a doorway to genuine care for the Earth. When at night in our dreams we are visited by other-than-human inhabitants of our planet, the Earth’s psyche discloses itself to our own primal soul, our Earth-soul. Animal dreams help us to reflect on what the living Earth is asking of us today. Throughout our sessions, creative practices deepen our attunement to the animals and life forms who visit in our dreams.

EWP 6157 Krishna, Buddha, Christ, Sophia (3.00 Units) OP Grade Option
This course introduces the historical and contemporary understanding and relevance of four of the most influential personalities in world spiritual traditions. All these four figures, embraced by different religious followings, are believed to have had human lives while at the same time being divine. The course will consider the principal texts through which these figures have been known in history and the different traditions they have inspired. Coming to modernity, the course will consider the relevance for world spirituality these figures have assumed, in the thought of modern mystics and spiritual thinkers, such as Rudolf Steiner, Sri Aurobindo, Teilhard de Chardin, the Dalai Lama, and Thich Nhat Hanh.

EWP 6165 Leadership, Evolution, and Transformative Change (3.00 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 cocrete 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 Ecoresilience Leadership Certificate offered through the East-West Psychology department.

EWP 6204 The Body in the Transformation of Consciousness: Awakening Joy at the Heart of Being (1.00 Unit) OP Grade Option
In this course, students will engage body, mind, emotions, and imagination in creative practices such as expressive movement, kinesthetic awareness practices, active imagination as dialogue with the body, poetic writing, enactment, and painting. They will reflect on the role of the body in psychotherapy and explore skills and practices to attend empathically to the movement of joyful transformation in self and other.

EWP 6245 Archetypal Psychology (3.00 Units) OP Grade Option
James Hillman, founder of archetypal psychology, bases his explorations on a complex metaphorical strand derived primarily from 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 an embodied inquiry process, working with dreams, poetry, art, and myth to become familiar with the archetypal approach and reflect upon one’s personal mythopoetic journey. Additionally, the course explores psychological themes in the pantheon of Greek god and goddess archetypes, as well as other related culturally shaped archetypes, and how archetypal themes can be discovered and appreciated in the world and life.

EWP 6261 The Psychology of Death and Dying: An Integral Approach (3.00 Units) OP Grade Option
Perhaps nothing is more profoundly human than the awareness and experience of mortality and loss. Our understanding of the realities and mysteries surrounding death and dying, as well as our responses to grief and loss, are influenced by our community, our culture, and our personal history. While the awareness of impermanence can be disarming, it can be purposefully engaged and infused our psychospiritual development with meaning and possibility and ultimately invigorate how we engage with life. An exploration of current and traditional Eastern and Western theories, principles, and practices related to the understanding of death and dying and dealing with grief and loss will allow students to explore their own beliefs, attitudes, practices, and concerns about these topics. Additionally, they will gain insight into psychospiritual approaches used to assess and relieve emotional distress in patients and caregivers facing mortality, dying, and bereavement.

EWP 6320 The Dao of Life Cultivation in Chinese Traditions (3.00 Units) OP Grade Option
Life cultivation (yang sheng in Chinese) refers to the realization of sublime human potentialities by following the Tao 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: Taoism 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 Taoist 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)** (1.00 Unit) OP Grade Option
In this course, students obtain an embodied knowledge and deeper understanding of the metaphysical and psychological aspects of qi and learn qi-cultivation techniques through various qigong exercises, including (1) standing meditations; (2) Yi Jin Jing, a well-known qigong exercise attributed to the Indian Buddhist preceptor Bodhidharma, who came to China in the sixth century CE; (3) Six Healing Breath. The movements are simple and easy to learn, but it takes repeated practice to develop the sensitivity of qi and eventually apply it to the overall body-mind well-being.

**EWP 6325 Psyche, Self, and Nature** (3.00 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 the 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 non-dual 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 Body-Mind Healing Systems: An Interdisciplinary Approach** (3.00 Units) OP Grade Option
This course examines key concepts and psychological components of major Chinese philosophical traditions, including Taoism, Confucianism, Mohism, yin-yang theory, and Chinese Buddhism. Drawing on the key classical texts as well as up-to-date scholarship, we will focus on the following topics: (1) human nature based on the concepts of Ren, Tao, qi, and self-nature; (2) heart-mind (xin) and body-mind transformations; (3) Chinese language, symbols, and aesthetics. Students will contribute to the discussions of cross-cultural psychology and have a deeper understanding of Chinese cultural practices.

**EWP 6327 Transformative Themes in the Upanishads** (3.00 Units) OP Grade Option
The Upanishads are the earliest proto-philosophical texts of India. *Upnishad* 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 a view to understanding their transformative devices, their relation to yoga practice, and the goals they work toward.

**EWP 6328 Phenomenology of the Body** (3.00 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 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** (2.00 Units) OP Grade Option
We live in a diverse world and need to be able to respond appropriately, not just from the heart, nor just from the mind, but also from skillful means, in ways that enhance cross-cultural relationships, value differences, and deepen one’s ability to act responsibly, think critically, and negotiate borders that might otherwise divide. This course will draw upon the inspiration and work of Arnold Mindell and his application of Process Work (Process Oriented Psychotherapy), World Work, and Deep Democracy, in order to gain skills that will cultivate awareness, cultural sensitivity, and inclusivity, as well as tools and concepts designed to resolve tensions, utilize strengths, support collaboration, and create welcoming environments. Students will begin to learn how to become skillful practitioners, facilitators, and change makers, modeling the world they want by the way they work with themselves. It is up to each of us to contribute to a new tomorrow, a diverse rich world, where everyone feels at home.

**EWP 6330 Knowledge Work and the Modern Academy** (1.00 Unit) OP Grade Option
This course will introduce the modern knowledge academy as a form of discourse and culture. With its roots in the 17th-century 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** (3.00 Units) OP Grade Option
This course explores the interconnectedness of expanded states of consciousness and Western models of psychotherapy. Students will consider how aspects of their lives have been affected by their own past experiences of expanded states of consciousness. Various techniques for accessing expanded states of consciousness will be discussed, as well as the ways they create
opportunities for healing and growth. Emphasis will be placed on the importance of maximizing the benefits of the experience of expanded states of consciousness through preparation and integration. This course will also provide current practicing therapists with tools to better support their clients who are actively experiencing expanded states of consciousness.

EWP 6374 Advanced PhD Seminar: Jung’s Red Book (3.00 Units) OP Grade Option
Started in 1914 when Jung entered a four-year spiritual crisis, the Red Book served Jung as a journal containing dreams, fantasies, intuitions, calligraphy, artwork, and the seeds of what grew into Jungian psychology. This seminar offers a transdisciplinary tour of Jung’s Red Book, examining it from the vantage point of several fields, including depth psychology, Freudian psychoanalysis, complexity theory, deep ecology, history, mythology, and ecopsychology.

EWP 6400 Knowledge Work and the Modern Academy (1.00 Unit) OP Grade Option
This course will introduce the modern knowledge academy as a form of discourse and culture. With its roots in the 17th-century 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 6403 Inquiry Into True Nature: Exploring Body, Personality, and the Soul (2.00 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 become 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, our 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 multidimensional and psychospiritual unfoldment. This will have deep personal, clinical, and spiritual value.

EWP 6407 Re-Store/y OurSelves, Re-Store/y Our World (3.00 Units) OP Grade Option
This course provides an in-depth inquiry into the healing medicine and remedies of archetypal stories. We will use the medicine of story as a tool and guide, a companion of sorts, walking alongside our lived experiences—our challenges, traumas, and gifts. Applying a depth psychological lens to story will allow us to implement key transformational practices as a guiding light for revelation and self-growth. We will look at stories of the overculture that we have unconsciously ascribed to, and we will look at stories that have been inflicted upon us. We will as well look at stories we are building and co-generatively creating in this very moment. Once we have dismantled and disrupted the stories we have been told about ourselves and about the world, we will re-store/y ourselves, and re-store/y the world around us.

EWP 6466 Introduction to Chinese Philosophy and Psychology (3.00 Units) OP Grade Option
This course examines key concepts and psychological components of major Chinese philosophical traditions, including TDaoism, Confucianism, Mohism, yin-yang theory, and Chinese Buddhism. Drawing on the key classical texts as well as up-to-date scholarship, we will focus on the following topics: (1) human nature based on the concepts of Ren, Dao, qi, and self-nature; (2) heart-mind (xin) and body-mind transformations; (3) Chinese language, symbols, and aesthetics. Students will contribute to the discussions of cross-culture psychology and have a deeper understanding of Chinese cultural practices.

EWP 6467 Ayahuasca, Spirituality, and Science (2.00 Units) OP Grade Option
This course will systematize and reflect on the academic knowledge of ayahuasca from an anthropological perspective. An interdisciplinary understanding and comprehensive view of this Amazonian brew will be promoted, stimulating an exchange between academic knowledge and the knowledge of practitioners. The course will offer a historical and sociocultural overview of ayahuasca shamanism, ritual, and religion in multiple modalities. Analysis of contemporary expansion, and controversies and disputes related to the internationalization of shamanism and its uses in traditional societies and in urban settings, will be encouraged. Considering this, the legitimacy of neo-shamanism will be contemplated on its own terms. Students will be introduced to the field of health-related ayahuasca studies and its main concepts. This focus will lead us to explore the continuities and discontinuities between religion and healing, as well as between sacred and profane uses. This class will help students to understand cultural and social aspects of ayahuasca in relation to artistic productions such as songs and designs and patterns associated with visions. By its conclusions, methodological, ethical, and political aspects of research will be addressed. The ultimate aim of this course is to stimulate intellectual reflection and research on this topic and enhance the development of this emergent field of studies.

EWP 6496 Indigenous and Shamanic Traditions (3.00 Units) OP Grade Option
This course explores Indigenous knowledge and traditions from the perspective of ancient and current life practices and beliefs of Indigenous peoples from all over the planet. Shamanic techniques that arose from Indigenous worldviews are studied along with modern-day neo-shamanic practices. The animistic belief systems shared by most Earth-based peoples are explored to understand not only Indigenous spiritual traditions but also ourselves.
EWP 6537 Entheogenic Shamanism (3.00 Units) OP Grade Option
This course explores the fundamentals of shamanic traditions whose practices are based on sacred visionary plants, with a deeper focus on Amazonian ayahuasca shamanism. Cultural, philosophical, and psychological questions are addressed, concerning, for example, the “dark side” of entheogenic shamanic practices, the ontological status of visionary experiences, the spread of entheogenic shamanic practices into the West, and the issue of integration. Prerequisite: Priority to East-West Psychology students.

EWP 6681 Wisdom Texts, East and West (3.00 Units) OP Grade Option
This course includes a historical, hermeneutical, and comparative consideration of canonical and influential wisdom texts of the West and of India. Western texts will include several books of the Hebrew and Christian Bible as well as selections from Plato and Aristotle. Indian texts will include selections from the Upanishads, the Bhagavad Gita, and Buddhist texts from Pali and Mahayana canons. The course is co-taught in a dialogic fashion and includes on-campus and online components.

EWP 6752 Transpersonal Psychology (3.00 Units) OP Grade Option
Discusses the historical origins and theoretical foundations of transpersonal psychology, drawing from the main representative authors and models: Jung, Assagioli, Maslow, Grof, Wilber, Washburn, Almaas, and others. Students learn the nature and significance of transpersonal phenomena and work with experiential exercises to integrate this understanding.

EWP 9800 Thesis or Dissertation Proposal Completion (0.1 Unit) PF Grade Option
Provides support for thesis or dissertation proposal writing after all coursework and research colloquia are completed. Prerequisites: EWP student; not advanced to candidacy.

EWP 7011 Indigenous Traditions: Ancestral Consciousness and Healing (3.00 Units) OP Grade Option
Indigenous traditional knowledge is every person’s birthright. This course provides students with an opportunity for reclaiming their Indigenous heritages, allowing them to make breaks with beliefs, tradition, extended family, community, and homeland. Students focus on aspects of their individual ancestral heritages and family lineages that call for healing.

EWP 7035 Research Methods 1 (Research Foundations) (3.00 Units) OP Grade Option
This course focuses upon theoretical and qualitative methodologies to research as well as mixed methods approaches. We will study the purposes, principles, and variations of a selected group of methodologies. Whereas some of these methodologies have an ample trajectory and recognition in the field of psychology, other newer approaches and creative variations promise to revolutionize the field. We will understand the historical and philosophical foundations shaping each methodology and acknowledge the subjective and contextual aspects in research. The selection includes hermeneutics (text-based research), phenomenology, ethnography, grounded theory, narrative, single case study, arts-based research, action-participatory research, transpersonal methodologies, and postcolonial Indigenous and feminist approaches. We will alternate Yin (contemplative) and Yang (active) phases to engage the readings and required tasks. A strong experiential-practice component will allow us to embark on a journey in which we will connect with our inner researcher and uncover some potential topics for inquiry.

EWP 7036 Research Methods 2 (Research Lab) (3.00 Units) OP Grade Option
This course is intended to be a learning lab for research methods, where students will explore in depth a single methodology of their choice (which, ideally, they wish to use for their dissertation). The Research Lab builds on and hence presupposes completion of Research Methods I. In this course, we will review the basic components of a research design and start exploring a particular topic on a small scale. Students using a qualitative research method will deepen into the method that better suits their interests and will apply it to design, conduct, and analyze the data of a pilot study on a delimited research problem. Finally, they will write a paper where they will introduce their topics in context, describe their design and methodologies for collecting and analyzing data, and describe and discuss the results of their study. On the other hand, students using a theoretical research method will depend in one or several theoretical methodologies to understand treatises or articles theorizing on a particular topic of their choice. They will write a paper where they will introduce the theme of study, describe their methodologies, and offer new perspectives on the topic through analysis, synthesis, integration, or comparison from a particular standpoint and in a systematic way. Prerequisite: EWP 7035.

EWP 7311 Jungian Psychology and East-West Spirituality (3.00 Units) OP Grade Option
This course examines C.G. 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 toward an individual, creative, and participatory spirituality, infused by and connected to the wisdom of East, West, and Indigenous traditions. The class uses lecture and 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 (3.00 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 psychodynamics 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 (3.00 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 century. 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 Dream: A Jungian Dream Catcher (1.00 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 7794 Spiritual Counseling Skills 1: The Art of Listening (3.00 Units) OP Grade Option
This course explores—through experience and reflection—the meaning, purpose, and practice of the transformative art of spiritual counseling. This inquiry unfolds within a creative dialogue between global wisdom traditions, depth psychology, and current trends in mindfulness-based and transpersonal therapeutic approaches, providing a foundation for a spiritual counseling paradigm and practice. Throughout the semester, students embark upon a threefold path that includes (a) developing mindfulness-based listening skills and deep presence for working with clients seeking spiritual counseling, (b) a personal inquiry into their own psychospiritual development and paradigms, and (c) an exploration of various existential topics that are deemed significant for the spiritual counseling context.

EWP 7795 Spiritual Counseling Skills 2: The Counseling Relationship (3.00 Units) OP Grade Option
This course explores the intricacies of the spiritual counseling relationship and container. It develops an understanding of the participatory, co-creative nature of the alchemical encounter of spiritual counseling, explores transference and countertransference concepts, and provides an understanding of practical aspects like assessment and referral, ethical considerations and boundaries, and planning of individual sessions and overall care, as well as an understanding of self-care and resiliency. This course draws from established knowledge within Western psychology as well as from global wisdom traditions, honoring extended epistemologies and diverse ontologies in creating healing contexts. Prerequisite: EWP 7794.

EWP 9900 Thesis or Dissertation Seminar (0.1 Unit) PF Grade Option
The advanced student’s research and writing of a dissertation progresses with the mentorship of, and in close consultation with, his or her dissertation chair and committee. Prerequisites: East-West Psychology student; advanced to candidacy.

EWP 8999 Independent Study (1.00–3.00 Units) PF Grade Option
Coursework that extends a student’s field of inquiry beyond current CIIS courses. Requires a syllabus and contract signed by the student and faculty member and approved by the program chair.

EWP 8990 Supervised Fieldwork (1.00–3.00 Units) PF Grade Option
Applied psychological work in an approved off-campus setting under individual professional supervision.

EWP 9904 Advanced Seminar: Jung and the Sacred (3.00 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. The class explores Jung’s depth-psychological engagement with and bearing on religious and spiritual traditions from East, West, North, and South that 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 East-West Psychology PhD students.

EWP 9010 Advanced PhD Seminar: Integral Scholarship (3.00 Units) OP Grade Option
This doctoral seminar explores progressive education models and distinguishes integral education at CIIS through examining its
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 East-West Psychology PhD students.

**EWP 9106 Advanced PhD Seminar: Contemplative Traditions and Practices** (3.00 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 East-West Psychology PhD students.

**EWP 9107 Advanced PhD Seminar: Archetypal Mythology** (3.00 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 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, dreamwork, 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 East-West PhD students.

**EWP 9406 Jung’s Red Book**
This hybrid course will offer a transdisciplinary tour of Jung's Red Book, examining its epochal flashes of illumination from the vantage of several perspectives, including depth psychology, Freudian psychoanalysis, Gnosticism, history, mythology, and ecopsychology. We will explore Jung's attempts to fashion a deep psychology capable of linking not only the personal and transpersonal dimensions of experience, but a post-heroic, post-Faustian consciousness with the aliveness of its natural surroundings. Through all this we will track Jung the conflicted psychiatrist who wrestled mightily with inner conflicts and emerged from the fray with a firm sense of personal destiny.

**EWP 9566 Advanced PhD Seminar: Comparative Mysticism** (3.00 Units) OP Grade Option
In the spirit of empathetic dialogue and inquiry, this doctoral seminar provides both an in-depth exploration of the field of comparative mysticism and a sustained examination of the nature of mystical phenomena. After we discuss the various meanings of the term mysticism and the methodological foundations of the field of comparative mysticism research, the remainder of the class will be dedicated to reading and discussing selected mystical texts from around the world. As a part of the requirements for the course, students will present to the class on a topic within the field of comparative mysticism. Prerequisite: Priority to East-West Psychology PhD students.
Human Sexuality

PhD in Human Sexuality

Program Chair
Michelle Marzullo, PhD

Founding Director
Gilbert Herdt, PhD

Core Faculty
Penny Harvey, PhD
Michelle Marzullo, PhD
Aaron Norton, PhD

Program Manager
Margey DeCuir, mdecuir@ciis.edu

Please note: The Fall 2021 academic residency (AR) weekends for the Human Sexuality PhD Program will be held virtually via Zoom. Students are not required to come to campus during the Fall 2021 semester. For questions, email Michelle Marzullo: mmarzullo@ciis.edu.

Format

This is a residential program. Students attend three mandatory academic residencies (long weekends) per semester on the CIIS campus with online coursework in between residencies.

About the Human Sexuality PhD Program

This is a doctoral program 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 through 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 program mission is to create thought leaders in critical sexuality studies who draw upon an ethical praxis and a critical framework. The scholar-practitioner model is used to challenge students to create new knowledge while engaging real-world solutions on sexuality and gender issues.

The Human Sexuality PhD program (HSX) consists of four semesters of coursework, two comprehensive exams, and a research-based 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. 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, two comprehensive examinations, and a research-based dissertation. Time to completion is five to six years, estimated. During coursework, students will attend three mandatory academic residencies (long weekends) per semester on the CIIS campus with online coursework in between residencies. Select courses integrate several core knowledge areas of the American Association of Sexuality Educators, Counselors and Therapists (AASECT; see http://www.aasect.org/) to assist students seeking AASECT certification. The PhD in Human Sexuality by itself does not lead to AASECT certification. 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 the dissertation proposal. After the completion of dissertation research, a public dissertation defense is held.

Fundamental to the vision of this program is an intersectional and critical view of sexuality that includes attention to salient power differentials, such as ethnicity, race, gender, class, age, ability, national origin, and religion. Foundational courses address foundational concepts, theory, methodology, and applied skills appropriate for use in various research, educational, health, and policy settings on issues of sexuality.
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 epistemes 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 acknowledgment 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 adviser 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 examinations, dissertation proposal, dissertation, 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 the University 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, lack of demonstrated ability for evidence-based theorizing/research, or poor
professionalism. The decision to award a terminal Master of Arts in Human Sexuality will be made by the HSX program chair in consultation with the program faculty, registrar, and Provost.

**Dismissal From the Program**
A student can be suspended or dismissed (disqualified) from the program when the student incurs serious or repeated concerns about their fitness for the profession; because of performance concerns such as poor/marginal overall grades and academic performance issues regarding writing, analysis, original graduate-level research and thinking, or lack of demonstrated ability for evidence-based theorizing/research, poor professionalism, and/or issues that violate the University’s academic integrity policy; when they fail to meet the conditions of a remediation plan; or when they engage in violence, threats, or intimidation (or similar criminal/illegal behavior/s) against faculty, students, or staff. Recommendations for suspension or dismissal can be initiated by the program or the Academic Standards Committee. The Provost makes the final decision about suspension or dismissal. Students are given a written notice outlining reasons for the dismissal and given an opportunity to appeal the decision. If a student is dismissed from CIIS, the program decides whether the student will be allowed to reapply to the program, subject to review by the Provost.

**Curriculum**

**PhD in Human Sexuality—42.3 to 44.2 Units**
The curriculum for the PhD in Human Sexuality requires a minimum of 42 semester units, inclusive of passing comprehensive examinations.

I. **Common Core (33 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 7228 Global Sexualities (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 7263 Sexual, Gender, and Reproductive Rights (3 units)
- HSX 7274 Gender and Queer Theory (3 units)
- HSX 7885 Understanding Research (3 units)

II. **Electives (3-4 units required)**
- HSX 7234 Sex Therapy Professional Skills (4 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 (6 units required)**
- HSX 7883 Core Concept Comprehensive Examination (3 units)
- HSX 7884 Literature Review Comprehensive Examination (3 units)

IV. **Dissertation (Required)**
- HSX 9800 Dissertation Proposal (0.1 unit)
- HSX 9900 Dissertation Seminar (0.1 unit)

**Course Descriptions**

**HSX 7170 Introduction to Human Sexuality (3.00 Units) LG Grade Option**
This course offers an introduction to the interdisciplinary field of human sexuality and sexual literacy. It reviews theoretical, methodological, epistemological, historical, clinical, policy, and public health areas of knowledge in understanding the spectrum of sexual meanings and practices across time and space. Prerequisite: HSX students only.

**HSX 7173 Sexual Theory and Intersectionality (3.00 Units) LG Grade Option**
This foundational course surveys various theories through a lens of critical sexuality studies (CSS) using a triadic framework: (1) concepts, (2) abjection, and (3) normativities. It is a primer for orienting the vast works that inform the field using CSS as a
HSX 7175 Sexual Orientation and Gender Identity (3.00 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. Gender identity and sexual orientation, taken together or held distinctly, profoundly shape how human populations are managed and understood, and are centrally significant in what types of bodies, lives, behaviors, and pleasures are considered human. This course approaches the categories of gender, sex, and sexuality across various scales: transnational research, scholarship, politics, and social justice. Prerequisite: HSX students only.

HSX 7228 Global Sexualities (3.00 Units) LG 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 imbued 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. Prerequisite: HSX students only.

HSX 7229 Sexual Function and Practices (3.00 Units) LG Grade Option
This course represents the core knowledge that students are required to engage about sexuality practices and behaviors to be competent in the field. Topics covered include biopsychosocial developmental models of sexuality and gender identity, sociocultural and familial influences, LGBTQQIA identities and experiences, intimacy-enhancing skills and diversities of sexual expression, sexual anatomy and physiology, STIs, desire, arousal and orgasm, and sexual health and pleasure. These content areas are aligned to AASECT’s core knowledge areas.* This course will be addressed from an inclusive and sex-positive perspective.*For more details, visit www.aasect.org. Prerequisite: HSX students only.

HSX 7232 Problems and Professional Issues in Sexuality (3.00 Units) LG Grade Option
The focus of this course is to address issues of ethics, axiology, exploitation, abuse, harassment, assault, rape, rape culture, sex trafficking, problematic sex (e.g., compulsions, dysfunction, sexuality and substances, and disease), and other issues that can be thought of as problematic. While not necessarily subscribing to a pathologizing or criminalizing view, these important issues will be thoughtfully considered in a historical, contextual, reflexive, and critical manner. Attention will be paid to the history of the field, current controversies with internet sexuality, ethics, philosophical issues, and professional communication skills. 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. *For more details, visit www.aasect.org. Prerequisite: HSX students only.

HSX 7234 Sex Therapy Professional Skills (4.00 Units) LG Grade Option
This professional training course builds on the AASECT aligned core knowledge sequence (e.g., Sexual Function and Practices, and Problems and Professional Issues in Sexuality) in an applied manner in service of developing the skills for diagnosis and treatment of sexual issues for licensed professionals. Content areas are aligned with AASECT’s course knowledge areas.* By sexual issues, we mean anything related to sexuality and gender that causes distress for someone seeking therapy, and those issues that fall within the three chapters of the DSM-V (sexual dysfunctions, paraphilias, and gender dysphoria). The course supports competent development of sexual assessment and diagnostic skills; theory and methods of intervention; collaboration with clinical sexologists and sex medicine among other professionals; ethical sex therapy practice; working within interdisciplinary teams; treatment planning; and biopsychosocial case conceptualizations or formulations. *For more details, visit www.aasect.org. Prerequisites: Clinical license or license-eligible; HSX students only.

HSX 7236 Sex Education and Learning Theory (4.00 Units) LG Grade Option
This practical and professional training 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 course knowledge areas. For more details, visit www.aasect.org. Prerequisite: HSX students only.

HSX 7237 Methodology I (3.00 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. It is the first in a series of two. Prerequisite: HSX students only.

**HSX 7238 Methodology II** (3.00 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. This is the second in a series of two. Prerequisite: HSX students only.

**HSX 7263 Sexual, Gender, and Reproductive Rights** (3.00 Units) LG Grade Option
This seminar is an overview of sexual, gender, and reproductive rights in the context of the culture, politics, government, and history of rights and social movements. The course will primarily focus on the United States context but will also integrate examples of rights-based movements, advocacy, and policy making from various countries and municipalities as applicable. It describes the policy-making process and why sexuality, gender, and reproduction are often the subjects of policy making. Threaded throughout the course will be an examination of the concept of sexual citizenship. Analytic techniques will draw on the fields of policy evaluation and health communications. Central goals of this course are for students to analyze the epistemological assumptions within a current sexuality, gender, and/or reproductive policy; deconstruct the historical context of the policy; then propose recommendations for a new or improved policy and communications campaign. Prerequisite: HSX students only.

**HSX 7274 Gender and Queer Theory** (3.00 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: HSX students only.

**HSX 7883 Core Concept Comprehensive Examination** (3.00 Units) PF Grade Option
The Core Concept Comprehensive Examination is intended for doctoral students in good standing with the Human Sexuality Studies (HSX) program. Prerequisite for registering for this course is 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 that the student learned over their coursework in the program. Student may only attempt this exam twice in two successive semesters. Prerequisite: HSX students who have successfully passed all course requirements.

**HSX 7884 Literature Review Comprehensive Examination** (3.00 Units) PF Grade Option
The Literature Review Comprehensive Examination is intended for doctoral students in good standing with the Human Sexuality Studies (HSX) program. Prerequisite for registering for this course is 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 students who have successfully passed all course requirements.

**HSX 7885 Understanding Research** (3.00 Units) LG Grade Option
This course will be an in-depth review on how to read and understand research findings and methods by deconstructing research studies. It will prime students with the critical skills necessary for analyzing and applying research findings for future research studies. The goal of the course is for students to think critically about the credibility of what they are reading by learning a process for identifying problems and developing constructive questions applied to both quantitative and qualitative inquiries. Prerequisite: HSX students only.

**HSX 8799 Independent Study** (1.00–3.00 Units) PF Grade Option
To register, submit “Independent Study Contract” to the Registrar’s Office. With permission of the adviser, 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. The Independent Study may serve any student who wishes to study with a particular faculty member. Manual registration with a CIIS professor; online registration not possible.

**HSX 9800 Dissertation Proposal Completion** (0.1 Unit) PF Grade Option
This course provides support for dissertation proposal writing after all coursework and comprehensive examinations are successfully completed. Prerequisites: HSX student; not advanced to candidacy; HSX 7883, HSX 7884.

**HSX 9900 Dissertation Seminar** (0.1 Unit) 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 program adviser/dissertation chair and dissertation committee. Prerequisites: HSX student; advanced to candidacy.
Integral and Transpersonal Psychology

PhD in Integral and Transpersonal Psychology

Department Chair
Cindy Shearer, PhD

Core Faculty
Courtenay Crouch, PhD
Don Hanlon Johnson, PhD
Glenn Hartelius, PhD
David S.B. Mitchell, PhD
Theresa Silow, PhD, LPCC

Associated Core Faculty
Christine Brooks, PhD
Barbara Morrill, PhD
Janis Phelps, PhD
Shoshana Simons, PhD, RDT
Brian Swimme, PhD
Carol Whitfield, PhD

Associated Faculty
Barnaby Barratt, PhD
Jessica Bockler, PhD
Kris Brandenburger, PhD
Etzel Cardena, PhD
Eleanor Criswell, EdD
Arnaud Delorme, PhD
Michelle Fauver, PhD, MS, BS
Harris L. Friedman, PhD
Albert Garcia-Romeu, PhD
Judy Grahn, PhD
Lisa Herman, PhD
Harry Hunt, PhD
Dianne Jennett, PhD
Jacob Kaminker, PhD
B. Les Lancaster, PhD
Douglas A. MacDonald, PhD
Aaron Mishara, PhD
Julia Mossbridge, PhD
Dean Radin, PhD
Ruth Richards, PhD
Adam Rock, PhD
Ilene A. Serlin, PhD
Charles Tart, PhD
Steven Tierney, EdD, LPCC
Jenny Wade, PhD
Kurt Wagner, PhD, LMFT
Helané Wahbeh, ND, MCR

Adjunct Faculty
Holly Adler, PhD
Maria Mangini, PhD
Terry Marks-Tarlow, PhD
Valeria McCarroll, PhD
Sabrina Rock, PhD Candidate
Oliver Williams, PhD
Program Manager  
Sabrina Rock, PhD Candidate, srock@ciis.edu

Please note: In response to COVID-19, our biannual Residential Intensive will be held virtually. For further information, contact the program manager.

Format  
This program is a research-oriented half-time online program. Coursework is offered online; in addition, there are two weeklong residential intensives per year in California.

About the Integrated and Transpersonal Psychology PhD Program  
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 adviser approval, to add a second 12-unit focus area to their program, thereby extending their program of study for an additional year.

Focus Areas  
The ITP PhD offers three focus areas: Integral and Transpersonal Psychology, Consciousness Studies and Contemplative Neuroscience, and Somatic Studies.

Integral and Transpersonal Psychology  
A transpersonal approach appreciates all that a conventional psychology brings, but also gives weight to lived experience, intuition, and exceptional human experiences such as those associated with mysticism and spirituality. It is a transformative psychology of the whole person, not just as an individual, but as part of a diverse, interconnected, and evolving cosmos. Integral psychology is a related approach that sees the typical human personality as fragmented and understands both healing and personal evolution as linked to the integration of these aspects into a more whole being. The integral tradition has roots in Indian spirituality through the writings of the Indian philosopher and spiritual teacher Sri Aurobindo, but now also refers to contemporary whole-person approaches.

Consciousness Studies and Contemplative Neuroscience  
The study of consciousness brings a new dimension to both philosophy and psychology, so that the process of knowledge is turned back onto itself and consideration is given to the remarkable fact of awareness, of knowing, that makes knowledge possible. What contemplative neuroscience adds to this is a careful consideration of those states of consciousness, such as meditation, that involve the cultivation of consciousness. If these states can be understood, both from within experience and with the tools of neuroscience, this may advance understandings of the human mind, of experiences associated with mysticism and spirituality, and of consciousness itself.

Somatic Studies  
Somatics and somatic psychology consider the intimate lived experience of embodiment—of understanding what it is to be human from the inside, and how these experiences illuminate culture, consciousness, and healing. This focus area is designed to support students with experience in transformative body practice such as a martial art, bodywork, dance or movement practice, advanced sport practice, gyrotontics, Pilates, or similar traditions, in enhancing their capacities for teaching their practice, advancing their understanding of its relevance to challenges in the contemporary world, and supporting their ability to publish scholarly work related to their area of expertise.

ITP Program Learning Outcomes  
1. Demonstrate the ability to produce doctoral-level scholarly work in integral/transpersonal psychology.
   1.1. Exhibit doctoral-level scholarly writing and critical thinking skills.
   1.2 Display expertise in a topic area within integral/transpersonal psychology.
   1.3. Employ interdisciplinary scholarship in a careful and rigorous way.
   1.4. Design and carry out scholarly research using an appropriate research method.
   1.5. Integrate creativity and embodiment in the processes of scholarship.

2. Engage in communities of scholarship in a professional and collegial manner.
   2.1. Present scholarship effectively in a group setting.
   2.2. Engage in respectful dialogue with scholars from other fields and backgrounds.
   2.3. Employ integral and transpersonal psychology concepts in teaching contexts.
   2.4. Practice inclusiveness with and appreciation of diverse and minority voices.

3. Demonstrate expertise in an area of integral and/or transpersonal psychology.
   3.1. Display command of the literature in an area of scholarship related to integral and/or transpersonal psychology.
3.2. Participate in advancing scholarly research in the fields of integral and/or transpersonal psychology.

**PhD Admissions Requirements**
 Applicants must meet the general admissions requirements of the University. Applicants must have a master’s degree from an accredited institution. 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. Completion of this program by itself does not lead to a professional license or certification.

Applicants accepted to the Integral and Transpersonal Psychology PhD program (ITP) may apply to transfer in no more than 6 units of credit toward their degree from relevant accredited doctoral coursework not used to satisfy requirements for a previously earned academic degree. 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 taking a self-study course and exam in general psychology provided through the ITP department and must be completed by no later than the first day of the Fall semester of year two in the program. The self-study and exam is available for access on the Canvas Café. In-depth instructions and guidelines for completing the self-study and exam are available on the Canvas Café.

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 30-page scholarly paper of publishable or near-publishable quality as determined by the grading rubrics, with a clear and delimited thesis statement, definitions of technical terms, a well-organized literature review demonstrating synthesis, 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 7th Edition style. The paper will be graded by a member of the ITP core faculty. This examination must be completed no later than one semester prior to enrolling in ITP 6898 Proposal Writing course.

**Curriculum**

**PhD in Integral and Transpersonal Psychology—37.5 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)
The course will pose the question of how psychology might be transformed in the context of other world philosophies such as.

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.

Course Descriptions

ITP 6898 Proposal Writing (3.00 Units) LG Grade Option
This course provides the student with an opportunity to write a preliminary research proposal under faculty supervision. A completed preliminary research proposal will include well-crafted drafts of an introductory chapter, a literature review chapter, and a methods chapter, in good APA style. Here the student will have opportunity to demonstrate the skills and knowledge of critical thinking, scholarly writing, and research design and critique gained at earlier stages of the program. Prerequisite: ITP student.

ITP 7001 Residential Intensive I (0.1 Unit) 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. Prerequisite: ITP student.

ITP 7002 Residential Intensive II (0.1 Unit) 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 student; ITP 7001.

ITP 7003 Residential Intensive III (0.1 Unit) 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 student; ITP 7002.

ITP 7004 Residential Intensive IV (0.1 Unit) 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 student; ITP 7003.

ITP 7005 Residential Intensive V (0.1 Unit) 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 student; ITP 7004.

ITP 7006 Residential Intensive VI (0.1 Unit) 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 student; ITP 7005.

ITP 7184 Western/World Philosophies With History and Systems of Psychology (3.00 Units) LG Grade Option
This course is designed to situate the fields of integral and transpersonal psychologies in global and historical contexts. Students will be invited to consider how the history and systems of psychology have been shaped by the context of Western philosophy. The course will pose the question of how psychology might be transformed in the context of other world philosophies such as.
Advaita Vedanta, Integral Yoga, Buddhism, shamanism, and integrative Western philosophies that attempt to reflect values of interconnectedness. The course also introduces embodiment practices for use in the scholarly context. Prerequisite: ITP/ITPS student.

**ITP 7186 Critical Thinking With Integral/Transpersonal Psychologies** (3.00 Units) LG Grade Option
This course offers tools and processes of critical thinking in the context of an overview of integral and transpersonal approaches to psychology. The major concepts, 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. Prerequisite: ITP/ITPS student.

**ITP 7188 Scholarly Writing With Integral and Transpersonal Studies** (3.00 Units) LG Grade Option
This course engages students in processes of enhancing their scholarly writing skills in relationship to an overview of integral and transpersonal studies. The holistic, transformative lens of integral and transpersonal approaches has applications well beyond psychology, in such fields as anthropology, shamanism, parapsychology, spirituality, Black psychology, ecopsychology, sociology, social activism, feminism, sexual orientation and gender identity, ecology, medicine, leadership, literature, and the arts. A consideration of such applications will provide context for learning and applying scholarly writing skills. Prerequisite: ITP/ITPS student.

**ITP 7195 Statistics for Integral and Transpersonal Research** (3.00 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 the 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** (3.00 Units) LG Grade Option
This course examines research methods that draw together various strategies in the context of creative expression approaches to psychology. Integral methods include approaches such as grounded theory, mixed methods, theoretical research, and somatic phenomenology; and creative expression considers artistic expressive activity as meaningful participation in the healing and revealing processes of transformation. The student will have opportunity to consider potentials for creative applications of integral research approaches through examining research in creative-expression approaches to psychology. Prerequisite: ITP/ITPS student.

**ITP 7201 Qualitative Research Methods for Integral and Transpersonal Psychologies** (3.00 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. Prerequisite: ITP/ITPS student.

**ITP 7202 Somatic Psychology and Exceptional Human Experiences** (3.00 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. Prerequisite: ITP/ITPS student.

**ITP 7203 Advanced Topics in Exceptional Human Experiences** (3.00 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. Prerequisite: Priority to ITP students.

**ITP 7220 Women in Psychedelics History** (3.00 Units) LG Grade Option
The discourse around psychedelic drugs has historically been dominated by men. Much has been written about women and drugs, and the drug experiences of women have been both sensationalized for their scandalous aspects and sterilized in clinical reports, but the historic contributions of women to psychedelic research, therapy and culture are obscure, the identities of early women participants are often unknown, and the involvement of women in significant events has frequently gone unreported. As a
consequence of historic gender imbalance, there are a number of women whose significant role in the study and employment of psychedelics for spiritual development, personal discovery, and therapeutic impact has not been well recorded or reported. This class will investigate the largely unknown history of women’s contributions to psychedelic exploration and research.

ITP 7221 Color Confrontation and Integral/Transpersonal Psychologies (3.00 Units) LG Option
This course examines the potential roots of functional racism as a consumptive and confrontational force through the lenses of integral/transpersonal and critical traditions and theories. Students will explore perspectives and practices from BIPOC and Western traditions that recognize and mitigate these forces. Course content includes topics such as contemporary Black American, Kemetic Egyptian, Buddhist, and Native American traditions, as well as Western orientations such as depth psychology.

ITP 7228 Quantitative Research Methods With Neuroscience of Consciousness (3.00 Units) LG Grade Option
This course introduces quantitative methods of research in the context of neuroscientific approaches to the study of consciousness. Neuroscience seeks to understand aspects of the mind by measuring activity and change in various dimensions of the human nervous system, and quantitative methods are used to identify and describe potentially meaningful patterns in experimental results. The student will be invited to consider the value of quantitative approaches in whole-person approaches to psychology. Prerequisites: Doctoral student; ITP/ITPS student.

ITPS 7183 Spiritual Traditions of Embodied Practice (3.00 Units) LG Grade Option
Intersections between somatic practices and transpersonal psychologies occur in many spiritual disciplines: breathing practices, ritual movements and postures, chants, tracking sensations and energy flows. This course offers the opportunity to study and work with examples of embodied practices in the context of their spiritual traditions, with an appreciation for what can be learned from such traditions as well as what cannot be imparted to practitioners who are not themselves embedded in a tradition. Prerequisite: ITP/ITPS student.

ITPS 7185 Further Reaches of Somatics/Somatic Psychology (3.00 Units) LG Grade Option
This course explores topics that address new questions and issues in somatic psychology and seek to push the boundaries of current knowledge and approaches. Topics may include new ways of integrating touch when working across the mind-body interface; embodied self-identity; micro-tracking and somatic phenomenology; structure and fluidity; the evolution of the nervous system; awareness beyond the nervous system; sentiency of non-nervous-system cells; embryology and embodiment; embodiment and the subtle body; embodiment and the Earth; impact of awareness on tissue functioning; embodiment, spiritual states, and nondual states. Some course content may vary depending on students’ areas of interest. Prerequisite: ITP/ITPS student.

ITPS 7190 Advanced Topics in Somatic Psychology Disciplines (3.00 Units) LG Grade Option
This course provides an opportunity to study the practices of current somatic psychology/somatic disciplines and modalities and inquire into their underlying values. Course discussions will not only address underlying principles—stemming from Western and non-Western practices—but also seek to clarify underlying assumptions and beliefs about the body and somatic work. The course invites students to openly question customary assumptions with the hope to open students’ critical engagement with various topics (intellectually as well as somatically) and enhance their capacity to invite potentiating questions to emerge. In addition, attention will be given to the question of what it might take to increase the accessibility of somatic psychology and somatics to a wider range of populations. Course content may include creative or innovative applications in somatic psychology/somatics, working with special populations, or interdisciplinary scholarship. Prerequisite: ITP/ITPS student.

ITPS 7191 Somatic Psychologies in Global Context (3.00 Units) LG Grade Option
This course opens inquiry into multicultural traditions of embodiment and polymorphous understandings of the significance of the human body. Western cultures have been dominated by a certain crystallization of a solution to the mind/body problem that bore such fruit in the creation of empirical science that it gained undue power over other regions of inquiry. Other cultures have taken different turns in responding to the meaning of human presence in the world equipped with particular organs, approaches that create their own unique advantages and problems. The course develops a framework to take into account a diversity of challenges that has led to a variety of articulations of “body,” “mind,” and “spirit,” with the goal of forming a collaborative rather than competitive model of research and practice. Prerequisite: ITP/ITPS student.

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

ITP 9800 Thesis/Dissertation Proposal Completion (0.1 Unit) PF Grade Option
Provides support for thesis or dissertation proposal writing after all coursework is completed. Prerequisites: ITP student; not advanced to candidacy.

ITP 9900 Thesis/Dissertation Seminar (0.1 Unit) PF Grade Option
This advanced student’s research and writing of a dissertation progresses with the mentorship of, and in close consultation with, their dissertation chair and committee. Prerequisites: ITP student; advancement to candidacy.
PhD in Integral and Transpersonal Psychology With a Designated Emphasis in Somatic Psychology

Department Chair
Cindy Shearer, PhD

Core Faculty
Courtenay Crouch, PhD
Don Hanlon Johnson, PhD
Glenn Hartelius, PhD
Theresa Silow, PhD, LPCC

Associated Core Faculty
Christine Brooks, PhD
Barbara Morrill, PhD
Janis Phelps, PhD
Shoshana Simons, PhD, RDT
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Kris Brandenburger, PhD
Etzel Cardena, PhD
Eleanor Criswell, EdD
Arnaud Delorme, PhD
Harris L. Friedman, PhD
Albert Garcia-Romeu, PhD
Judy Grahn, PhD
Harry Hunt, PhD
Dianne Jennett, PhD
Jacob Kaminker, PhD
B. Les Lancaster, PhD
Douglas A. MacDonald, PhD
Aaron Mishara, PhD
Julia Mossbridge, PhD
Dean Radin, PhD
Ruth Richards, PhD
Adam Rock, PhD
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Charles Tart, PhD
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Helané Wahbeh, ND, MCR
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Adjunct Faculty
Holly Adler, PhD
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Program Coordinator
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Format
The PhD emphasis in Somatic Psychology is a research-oriented half-time online program. Coursework is done online. In addition, there are two weeklong residential seminars per year.

About the Designated Emphasis in Somatic Psychology
The program consists of core scholarship skills, research courses, somatic psychology, two comprehensive exams, and a dissertation. All courses in the Somatic Psychology emphasis are graded by letter grade; there is no Pass/Fail option. Students in the emphasis 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 and broadening it to include additional elective courses from the Integral and Transpersonal Psychology PhD curriculum or other advisor-approved doctoral level electives from within the University.

Vision
The CIIS PhD emphasis in Somatic Psychology is a unique doctoral program that approaches psychology from the lived experience of being human, and then invites in scientific rigor as an ally in building a more insightful, effective psychology of the living person. Somatic Psychology is at the heart of mind-body research and on the frontier of exploration into embodied consciousness. Here the living body is the seat of consciousness, and the mind is the intelligence of the whole embodied person, woven from and into the fabric of a vibrant world. Entering the body, a world opens up that speaks in multitudes of texture and shades of aliveness, with contours of vitality and tangible presence—nuances that the intellect can only speculate about from an external perspective.

The curriculum also considers how embodiment awakens empathy for the environment, how the body holds personal and collective trauma, and how early attachment patterns and socioeconomic contexts can be embedded in and expressed through the body. When mind and body are reconnected in a scientific context, powerful opportunities emerge for new ways to embody a more just world, promote sustainability, and cultivate human healing.

This course of study is situated within the Integral and Transpersonal Psychology PhD, which focuses on whole-person approaches to research and systematic knowledge-building. Whole-person psychologies expand the horizons of psychology to include the body’s ways of knowing and moving as an expression of the interconnected living, breathing systems of community, society, and world. From this perspective, it becomes possible to ask new and compelling research questions that lie close to the heart of what it is to be human. The future of whole-person psychology lies in what the body knows.

Somatic Psychology Emphasis Program Learning Outcomes
1. Demonstrate the ability to produce doctoral-level scholarly work in somatics/somatic psychology.
   a. Exhibit doctoral-level scholarly writing and critical thinking skills.
   b. Display expertise in a topic area within somatics/somatic psychology.
   c. Employ interdisciplinary scholarship in a careful and rigorous way.
   d. Design and carry out scholarly research using an appropriate research method.
   e. Integrate creativity and embodiment in the processes of scholarship.
2. Engage in communities of scholarship in a professional and collegial manner.
   a. Present scholarship effectively in group settings.
   b. Engage in respectful dialogue with scholars from other fields and backgrounds.
   c. Employ somatics/somatic psychology concepts in teaching contexts.
   d. Practice inclusiveness with and appreciation of diverse and minority voices.
3. Demonstrate expertise in an area of somatics/somatic psychology.
   a. Display command of the literature in an area of scholarship related to somatics/somatic psychology.
   b. Participate in advancing scholarly research in the field of somatics/somatic psychology.

PhD Admissions Requirements
Applicants must meet the general admissions requirements of the University. Applicants must have a master’s degree from an accredited institution. 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.

This program is designed for scholars and practitioners who have long-established practices in a transformative body practice—such as biosynthesis, Bodywork, Hakomi, sensorimotor psychotherapy, Somatic Experiencing, Authentic Movement, Body-Mind Centering, craniosacral therapy, Continuum, Feldenkrais, hatha yoga, massage, Rolfing, and similar disciplines—and who want to develop new kinds of knowledge that emerge from these practices. 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. This program by itself does not lead to any professional license or certification.

Applicants accepted to the Somatic Psychology PhD emphasis may apply to transfer in no more than 6 units of credit toward their degree from relevant accredited doctoral coursework not used to satisfy requirements for a previously earned academic degree. 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 taking a self-study course and exam in general psychology provided through the ITP department and must be completed by no later than the first day of the Fall semester of year two in the program. The self-study and exam is available for access on the Canvas Café. In-depth instructions and guidelines for completing the self-study and exam are available on the Canvas Café.

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 30-page scholarly paper of publishable or near-publishable quality as determined by the grading rubrics, with a clear and delimited thesis statement, definitions of technical terms, a well-organized literature review demonstrating synthesis, 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 7th Edition style. The paper will be graded by a member of the ITP core faculty. This examination must be completed no later than one semester prior to enrolling in ITP 6898 Proposal Writing course.

The third comprehensive examination offers the student an opportunity to integrate somatic practice or embodied experience with scholarly literature, and produce a project that includes and bridges lived experience with rigorous scholarship. This examination is completed in the Spring semester of the third year in the program and must be passed prior to enrolling in ITP 9800 Dissertation Proposal Completion.

Curriculum

PhD Emphasis in Somatic Psychology (Online)—37.5 Units

I. Core Scholarship Skills—6 units
   ITP 7186 Critical Thinking With Integral/Transpersonal Psychologies
   ITP 7188 Scholarly Writing With Integral and Transpersonal Studies

II. Research Courses—12 units
   ITP 7201 Qualitative Research Methods
   ITP 7228 Quantitative Research Methods With Neuroscience of Consciousness
   ITP 7197 Integral Research Methods With Creative Expression
   ITP 6898 Proposal Writing

III. Somatic Psychology—18 units
   ITPS 7182 Origins of Somatic Psychology
   ITPS 7183 Spiritual Traditions of Embodied Practice
   ITPS 7185 Further Reaches of Somatics/Somatic Psychology
   ITPS 7190 Advanced Topics in Somatic Psychology Disciplines
   ITPS 7191 Somatic Psychologies in Global Context
   ITPS 7192 to 7197 Somatic Praxis I through VI (0.5 units each; 3 units total)

IV. Dissertation Seminar
Course Descriptions

ITP 6898 Proposal Writing (3.00 Units) LG Grade Option
This course provides the student with an opportunity to write, under faculty supervision, a preliminary research proposal. A completed preliminary research proposal will include well-crafted drafts of an introductory chapter, a literature review chapter, and a methods chapter, all in correct APA style. This course, 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.

ITP 7001 Residential Intensive I (0.1 Unit) 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 (0.1 Unit) 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 student; ITP 7001.

ITP 7003 Residential Intensive III (0.1 Unit) 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 student; ITP 7002.

ITP 7004 Residential Intensive IV (0.1 Unit) 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 student; ITP 7003.

ITP 7005 Residential Intensive V (0.1 Unit) 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 student; ITP 7004.

ITP 7006 Residential Intensive VI (0.1 Unit) 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 student; ITP 7005.

ITP 7186 Critical Thinking With Integral/Transpersonal Psychologies (3.00 Units) LG Grade Option
This course offers tools and processes of critical thinking in the context of an overview of integral and transpersonal approaches to psychology. Major concepts and theorists as well as developments of the transpersonal field will be considered. The student will have opportunity to learn and practice both intellectual discrimination and intuitive discernment in thinking about whole-person approaches to psychology. Prerequisite: ITP student.

ITP 7188 Scholarly Writing With Integral and Transpersonal Studies (3.00 Units) LG Grade Option
This course engages the student in processes of enhancing their scholarly writing skills in relationship to integral and transpersonal studies. The holistic, transformative lens of integral and transpersonal approaches has applications well beyond psychology, in such fields as anthropology, shamanism, parapsychology, spirituality, Black psychology, ecopsychology, sociology, social activism, feminism, sexual orientation and gender identity, ecology, medicine, leadership, literature, and the arts. A consideration of such applications will provide context for learning and applying scholarly writing skills. Prerequisite: ITP/ITPS student.
ITP 7197 Integral Research Methods With Creative Expression (3.00 Units) LG Grade Option
This course examines research methods that draw together various strategies in the context of creative-expression approaches to psychology. Integral methods include approaches such as grounded theory, mixed methods, theoretical research, and somatic phenomenology; further, creative expression considers artistic expressive activity as meaningful participation in the healing and revealing processes of transformation. The student will have opportunity to consider potentials for creative applications of integral research approaches through examining research in creative expression approaches to psychology. Prerequisite: ITP/ITPS student.

ITP 7201 Qualitative Research Methods for Integral and Transpersonal Psychologies (3.00 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. Prerequisite: ITP/ITPS student.

ITP 7228 Quantitative Research Methods With Neuroscience of Consciousness (3.00 Units) LG Grade Option
This course introduces quantitative methods of research in the context of neuroscientific approaches to the study of consciousness. Neuroscience seeks to understand aspects of the mind by measuring activity and change in various dimensions of the human nervous system, and quantitative methods are used to identify and describe potentially meaningful patterns in experimental results. The student will be invited to consider the value of quantitative approaches in whole-person approaches to psychology. Prerequisite: ITP/ITPS student.

ITP 9800 Thesis/Dissertation Proposal Completion (0.1 Unit) PF Grade Option
Provides support for thesis or dissertation proposal writing after all coursework is completed. Prerequisites: ITP student; not advanced to candidacy.

ITP 9900 Thesis/Dissertation Seminar (0.1 Unit) PF Grade Option
This advanced student’s research and writing of a dissertation progresses with the mentorship of, and in close consultation with, their dissertation chair and committee. Prerequisites: ITP student; advancement to candidacy.

ITPS 7182 Origins of Somatic Psychology (3.00 Units) LG Grade Option
This course will explore revolutionary movements in the Western world, such as European phenomenology, American pragmatism, and the analytic psychologies, which were designed to heal the deleterious effects of the radically dualistic approach to understanding human beings crafted during the European Enlightenment. Sigmund Freud, Carl Jung, Wilhelm Reich, Elsa Gindler, Marion Rosen, Gerda Alexander, Moshe Feldenkrais, Mary Starks Whitehouse, and others were among the pioneers during the early 20th century whose works impacted our own developments. The course emphasizes unifying core teachings often obscured by public representations of the different methods. Prerequisites: ITP/ITPS student; priority to ITPS students.

ITPS 7183 Spiritual Traditions of Embodied Practice (3.00 Units) LG Grade Option
Intersections between somatic practices and transpersonal psychologies occur in many spiritual disciplines: breathing practices, ritual movements and postures, chants, tracking sensations and energy flows. This course offers the opportunity to study and work with examples of embodied practices in the context of their spiritual traditions, with an appreciation for what can be learned from such traditions as well as what cannot be imparted to practitioners who are not themselves embedded in a tradition. Prerequisites: ITP/ITPS student; priority to ITPS students.

ITPS 7185 Further Reaches of Somatics/Somatic Psychology (3.00 Units) LG Grade Option
This course explores topics that address new questions and issues in somatic psychology and seek to push the boundaries of current knowledge and approaches. Topics may include the following: new ways of integrating touch when working across the mind-body interface; embodied self-identity; micro-tracking and somatic phenomenology; structure and fluidity; the evolution of the nervous system; awareness beyond the nervous system; sentiency of non-nervous-system cells; embryology and embodiment; embodiment and the subtle body; embodiment and the Earth; impact of awareness on tissue functioning; embodiment, spiritual states, and nondual states. Some course content may vary, depending on students’ areas of interest. Prerequisites: ITP/ITPS student; priority to ITPS students.

ITPS 7190 Advanced Topics in Somatic Psychology Disciplines (3.00 Units) LG Grade Option
This course provides an opportunity to study the practices of current somatic psychology/somatic disciplines and modalities and inquire into their underlying values. Course discussions will not only address underlying principles—stemming from Western and non-Western practices—but also seek to clarify underlying assumptions and beliefs about the body and somatic work. The course invites students to openly question customary assumptions with the hope to open students’ critical engagement with various topics (intellectually as well as somatically) and enhance their capacity to invite potentiating questions to emerge. In addition, attention will be given to the question of what it might take to increase the accessibility of somatic psychology and somatics to a wider range of populations. Course content may include creative or innovative applications in somatic
psychology/somatics, working with special populations, or interdisciplinary scholarship. Prerequisites: ITP/ITPS student; priority to ITPS students.

**ITPS 7191 Somatic Psychologies in Global Context** (3.00 Units) LG Grade Option
This course opens inquiry into multicultural traditions of embodiment and polymorphous understandings of the significance of the human body. Western cultures have been dominated by a certain crystallization of a solution to the mind/body problem that bore such fruit in the creation of empirical science that it gained undue power over other regions of inquiry. Other cultures have taken different turns in responding to the meaning of human presence in the world equipped with particular organs, approaches that create their own unique advantages and problems. The course develops a framework to take into account a diversity of challenges that has led to a variety of articulations of “body,” “mind,” and “spirit,” with the goal of forming a collaborative rather than competitive model of research and practice. Prerequisites: ITP/ITPS student; priority to ITPS students.

**ITPS 7192 Somatic Praxis** (0.50 Unit) PF Grade Option
This course sequence explores the impact of somatic practices—Western and Indigenous—to reconnect with the sensory foundations of experience. Students are asked to engage in one particular somatic practice for a minimum of 20 minutes a day during the semester. These practices may involve movement, somatic awareness, touch, affect regulation, grounding in the natural world, and so forth—all of which support the development, tracking, and/or integration of sensory, motor, perceptive, affective, and cognitive elements of embodied experience. Students are asked to write about their experience in relationship to one or two concepts from the class readings in weekly class postings as a way to develop and share language for what is often an otherwise silent experience. Prerequisite: ITPS student.
Philosophy and Religion

Concentration in Ecology, Spirituality, and Religion
Concentration in 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
Sean Kelly, PhD
Robert McDermott, PhD
Matthew T. Segall, PhD
Jacob Sherman, PhD
Brian Swimme, PhD
Richard Tarnas, PhD

Affiliated Faculty
Debashish Banerji, PhD

Adjunct Faculty
Nahid Angha, PhD
Kerry Brady, MA
Drew Dellinger, PhD
Stanislav Grof, MD, PhD
Madhu Khanna, PhD
Joanna Macy, PhD
Laura Michetti, PhD
Sam Mickey, PhD
Kathren Murrell Stevenson, PhD
James Ryan, PhD, Faculty Emeriti
Becca Tarnas, PhD
Jun Wang, PhD
Kerri Welch, PhD
Yi Wu, PhD

Program Coordinators
Shmee Giarratana, MA, Ecology, Spirituality, and Religion, sgiarratana@ciis.edu
Lilly Falconer, MA, Philosophy, Cosmology, and Consciousness, lfalconer@ciis.edu

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 diverse religious, spiritual, and philosophical identities. Our faculty is committed to academic excellence, the cultivation of wisdom, and the 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. We offer the Master of Arts and the PhD in Ecology, Spirituality, and Religion, and second, in Philosophy, Cosmology, and Consciousness. The concentration are encouraged to benefit from the rich resources spread throughout the Department of Philosophy and Religion. Some of our courses of interest to students in other concentrations are 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

CIIS is limited to enrolling students located in certain states. See State Authorization and Professional Licensure Policies and Procedures for a list of states.

About the Concentration in Ecology, Spirituality, and Religion

Format
Both concentrations (MA and PhD) are offered online.

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, according to prominent environmental scientists and numerous reports from leading international organizations, including the United Nations, the World Resources Institute, the World Conservation Union (IUCN), and the World Wildlife Fund. The standard scientific, economic, and policy responses are inadequate to the scope and urgency of the crisis. We believe 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 address these and related questions with rigor, insight, and efficacy. Taking inspiration from such visionaries as geologist 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.

The mission of the Ecology, Spirituality, and Religion concentration in the Philosophy and Religion Department at CIIS is to guide master’s and doctoral students in the exploration of 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 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 adviser, master’s 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, including holding an undergraduate degree (BA, BS, or the equivalent) from a regionally accredited institution with a GPA of 3.0 or higher. However, a GPA below 3.0 does not automatically disqualify an applicant, and CIIS will consider a prospective student whose GPA is between 2.0 and 3.0. These
individuals are required to submit a “GPA Statement” and are encouraged to contact the Office of Admissions to discuss their options. 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 with a concentration in Ecology, Spirituality, and Religion—36 Units

I. Foundational Courses—6 units
   PAR 6078 Theory and Method in the Integrative Study of Religion and Ecology
   PAR 6079 Ecology in a Time of Planetary Crisis

II. Philosophy Electives—3 units
   Select from the following courses (course offerings may vary):
   PAR 6071 Philosophy and Ecology: Toward a Green Metaphysics, Phenomenology, and Epistemology
   PAR 6089 Myth, Imagination, and Incarnation: Barfield, Tolkien, Lewis, and the Oxford Inklings
   PAR 6472 The Colors of American Philosophy: Pluralism, Pragmatism, and Political Transformation
   PAR 8799 Independent Study
   PAR 6278 Integral Ecologies
   PAR 6403 Spirit and Nature
   PAR 6407 Biography and Karma
   PAR 6422 Aurobindo, Steiner, Teilhard
   PAR 6436 Sri Aurobindo and Teilhard de Chardin
   PAR 6438 Dante—Cosmology, Poetry, and Metaphysics
   PAR 6667 Radical Mythospeculation: Cosmic Evolution and Deep History
   PAR 6762 Steiner and Jung
   PAR 7006 Women Philosophers, Mystics, and Wisdom Teachers
   SOM 6709 Phenomenology of the Body

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
   PAR 6120 Cosmology of Literature
   PAR 6147 Modern Cosmology Through the Media
   PAR 6392 Plants and People: Understanding the Plant World Through Relationships
   PAR 6506 The Great Turning
   PAR 6522 Science, Ecology, and Contested Knowledge(s)
   PAR 6523 Environmental Ethics
   PAR 6525 Toward an Integral Ecological Consciousness
   PAR 6682 Ecologies of Liberation
   PAR 6743 Cosmology of Food
   PAR 6748 Nature and Eros

IV. Religion Electives—6 units in one tradition
   Select from the following (course offerings may vary):
   PAR 6091 Eco-literature and Eco-art in South Indian Tradition
   PAR 8799 Independent Study
   PAR 6532 Christianity and Ecology
   PAR 6538 Krishna, Buddha, and Christ
   PAR 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 6835 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—0.1 unit
Adviser approval required. A guiding committee of two members is required.
PARP 9800 Thesis/Dissertation Proposal Completion (0.1 unit)
PARP 9900 Thesis/Dissertation Seminar (0.1 unit)

**PhD in Philosophy and Religion with a concentration in Ecology, Spirituality and Religion**

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 with a Master of Arts in ESR from CIIS with excellent grades and advanced writing and research skills may pursue the Accelerated Option described below, with the agreement of ESR faculty. Multiple Pass/Not Pass course grades at the master’s level will generally be disqualifying for the Accelerated Option. These students must have completed six (6) units of foundational coursework in the course of their master’s program. 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 master’s students will be eligible for this option. The student’s previous preparation in Philosophy and Religion, as well as the topic and/or methods of the proposed doctoral research, may necessitate completion of 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.

Doctoral students are strongly encouraged to gain teaching experience during the course of their studies through one or more of the following options:

- Participating in the Integral Teaching Fellowship, which allows graduate students to gain teaching experience with the CIIS undergraduate program.
- Serving as a writing mentor with the Center for Writing and Scholarship.
- Serving as a teaching assistant for a course they have taken previously, by consultation with the faculty instructor. Students interested this option should consult with an instructor whose course in which they have excelled.

Doctoral students may also gain teaching experience by teaching as an adjunct instructor at a local college or university. Please consult with the program coordinator and program chair for further details.
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 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 context, 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 or her adviser. 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 dissertation committee 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 9800 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 must have 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 institution. Applicants to the doctoral program should review the program website and published works of the faculty members to 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.

Admission to the Ecology, Spirituality, and Religion PhD program is independent of admission to the Master of Arts program and requires a separate admissions application. Those admitted into the doctoral concentration who do not have a master of arts from CIIS in Ecology, Spirituality, and Religion or a master’s degree in a humanities field may be required to complete up to an additional 18 units of coursework (minus equivalencies) from the core section of the master’s 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 master of arts into the PhD in Ecology, Spirituality and Religion apply for admission during their second year of master’s study. Students who anticipate applying to the ESR doctoral program should plan to receive letter grades—not Pass/Not Pass grades—in their coursework. Acceptance into the PhD program is not guaranteed. Grades and written work completed during the master’s program will be assessed, along with the applicant’s motivation and goals for doctoral study. Multiple Pass/Not Pass course grades will be considered to be disqualifying. The applicant’s qualifications for study at the doctoral level will be assessed by the program faculty who make the final decision for acceptance.

**PhD in Ecology, Spirituality, and Religion Accelerated Program**

Students wishing to pursue the accelerated PhD must so indicate in their application. With the approval of the ESR faculty, an ESR master’s 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 as well as the student’s preparation. Students who anticipate applying to the ESR doctoral program should plan to receive letter grades—not Pass/Not Pass grades—in their coursework. Acceptance into the PhD program is not guaranteed. Grades and written work completed during the master’s program will be assessed, along with the applicant’s motivation and goals for doctoral study. Multiple Pass/Not Pass course grades will be considered to be disqualifying. A CIIS graduate may apply for this track for up to two years after receiving the Master of Arts in ESR from CIIS. 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 a master’s degree earned at another institution will be required to complete 36 units of coursework, comprehensive exams, and a dissertation. Depending upon their background, some applicants may be required by the ESR faculty to complete more than
Curriculum

PhD in Philosophy and Religion with a concentration in Ecology, Spirituality, and Religion—43.5 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 6472 The Colors of American Philosophy: Pluralism, Pragmatism, and Political Transformation
PAR 8799 Independent Study
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
PAR 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
PARP 6540 A History of Western Worldviews II: From the Romantics to the Postmodern
PARP 6563 Buddhism and Ecology
PARP 6667 Radical Mythspeculation: Cosmic Evolution and Deep History
PARP 6682 Ecologies of Liberation
PARP 6743 Cosmology of Food
PARP 6748 Nature and Eros
PARP 6762 Steiner and Jung
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 6426 The Spirit and the Flesh: Christianity and Paganism in Comparative Perspectives
PARW 6428 Ecological Consciousness and Climate Justice
PARW 6429 Spiritual Responses to Gender-Based Violence
PARW 6440 Liberation Dharma: Gender, Buddhism, and Social Justice
PARW 6446 Nature as Sacred Text
PARW 6548 Women and World Religions
PARW 6835 Spiritual Activism and Transformative Social Change
PARW 7002 Ecofeminist Philosophy and Activism
PARW 7006 Women Philosophers, Mystics, and Wisdom Teachers
PARW 7609 Womanist, Feminist, and Decolonial Worldviews
SOM 6709 Phenomenology of the Body

III. General Electives—6 units
Select 6 units from any CHS 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—6 units
PARP 9600 Comprehensive Exam
PARP 9601 Comprehensive Exam

VI. Dissertation
PARP 9800 Dissertation Proposal Completion (three times maximum) (0.1 unit)
PARP 9900 Dissertation Seminar (0.1 unit)

PhD in Philosophy and Religion with a concentration in Ecology, Spirituality, and Religion—18 Units (accelerated program)

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 adviser).

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 6472 The Colors of American Philosophy: Pluralism, Pragmatism, and Political Transformation
PAR 6120 Cosmology of Literature
PAR 6147 Modern Cosmology Through the Media
PAR 6288 Integral Ecologies
PAR 6292 Plants and People: Understanding the Plant World Through Relationships
PAR 6403 Spirit and Nature
PAR 6407 Biography and Karma
PAR 6422 Aurobindo, Steiner, Teilhard
PAR 6431 Martin Luther King Jr.—Justice, Cosmology, and Interconnection
PAR 6436 Sri Aurobindo and Teilhard de Chardin
PAR 6438 Dante—Cosmology, Poetry, and Metaphysics
PAR 6500 History of Western Worldviews I: From the Greeks to the Enlightenment
PAR 6506 The Great Turning
PAR 6522 Science, Ecology, and Contested Knowledge(s)
PAR 6523 Environmental Ethics
PAR 6525 Toward an Integral Ecological Consciousness
PAR 6532 Christianity and Ecology
PAR 6538 Krishna, Buddha, and Christ
PAR 6540 A History of Western Worldviews II: From the Romantics to the Postmodern
PAR 6563 Buddhism and Ecology
PAR 6667 Radical Mythospeculation: Cosmic Evolution and Deep History
PAR 6682 Ecologies of Liberation
PAR 6743 Cosmology of Food
PAR 6748 Nature and Eros
PAR 6762 Steiner and Jung
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 6426 The Spirit and the Flesh: Christianity and Paganism in Comparative Perspectives
PARW 6428 Ecological Consciousness and Climate Justice
PARW 6429 Spiritual Responses to Gender-Based Violence
PARW 6440 Liberation Dharma: Gender, Buddhism, and Social Justice
PARW 6446 Nature as Sacred Text
PARW 6548 Women and World Religions
PARW 6658 Spiritual Activism and Transformative Social Change
PARW 7002 Ecofeminist Philosophy and Activism
PARW 7006 Women Philosophers, Mystics, and Wisdom Teachers
PARW 7609 Womanist, Feminist, and Decolonial Worldviews
PAR 8799 Independent Study
SOM 6709 Phenomenology of the Body

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—6 units
PARP 9600 Comprehensive Exam
PARP 9601 Comprehensive Exam

V. Dissertation
PARP 9800 Dissertation Proposal Completion (three times maximum) (0.1 unit)
PARP 9900 Dissertation Seminar (0.1 unit)
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 Programs

Philosophy, Cosmology, and Consciousness (PCC) programs are graduate programs dedicated to reimagining the human species as mutually enhancing members of the Earth community. The heart of the PCC programs is their 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 programs have 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 in Philosophy, Cosmology, and Consciousness 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: Engaged Scholarship: 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: Evaluation of Worldviews: 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 and evolution 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 evaluate and enact 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 with research approaches from a diversity of perspectives (philosophical, psychological, religious, spiritual, and scientific).

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 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 adviser. 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 master’s level.

4. The proposed topic must be able to be adequately treated within the proper thesis length, namely 60–80 pages.

**MA in Philosophy, Cosmology, and Consciousness 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 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 6100 Cosmological Powers

PARP 6120 Cosmology of Literature

PARP 6131 Speculation and Adoration: Introduction to the Study of Medieval Christian Mysticism

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 6141 Evolutionary Cosmology and Process Philosophy

PARP 6145 The Way of the Archetypes or Archetypal Astrology and Individuation

PARP 6150 The Book of Nature

PARP 6249 Romanticism and Philosophy

PARP 6275 Plato and Platonism

PARP 6278 Integral Ecologies

PARP 6315 Epic of the Universe

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 6500 History of Western Worldviews I: From Antiquity to the Renaissance

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 6540 A History of Western Worldviews II: From the Enlightenment to the Postmodern

PARP 6563 Buddhism and Ecology

PARP 6650 Advanced Seminar: A.N. Whitehead’s *Process and Reality*

PARP 6667 Radical Mythspeculation: Cosmic Evolution and Deep History

PARP 6743 Cosmology of Food

PARP 6746 The Earth Journey
III. General Electives—12 units
12 units from any CIIS program.

IV. Culminating Coursework—3 units
PARP 6897 Integrative Seminar

V. Optional Thesis—0.1 unit
Adviser approval required.
PARP 9800 Thesis/Dissertation Proposal Completion (0.1 unit)
PARP 9900 Thesis/Dissertation Seminar (0.1 unit)

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
PAR 6110 Cosmological Powers
PAR 6120 Cosmology of Literature
PAR 6150 The Book of Nature
PAR 6159 Plants and People: Understanding the Plant World Through Relationships
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
PARP 6563 Buddhism and Ecology
PARP 6682 Ecologies of Liberation
PARP 6743 Cosmology of Food
PARP 6744 Cosmology of Food II
PARP 6746 The Earth Journey
PARP 6748 Nature and Eros
PARP 6822 Hegel, Wilber, and Morin: Foundations of Integral Theory

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
Adviser approval required.
PARP 9800 Thesis/Dissertation Proposal Completion (0.1 unit)
PARP 9900 Thesis/Dissertation Seminar (0.1 unit)

Online MA in Philosophy, Cosmology, and Consciousness Degree Program
In addition to the residential program, the Philosophy, Cosmology, and Consciousness program 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.

CIIS is limited to enrolling students located in certain states. Contact the CIIS Admissions Department to see the list of states.

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 in Philosophy, Cosmology, and Consciousness 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: Engaged Scholarship: 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: Evaluation of Worldviews: 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 and evolution 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 evaluate and enact 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 with research approaches from a diversity of perspectives (philosophical, psychological, religious, spiritual, and scientific).

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 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—0.1 unit
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
PARP 6110 Cosmological Powers
PARP 6120 Cosmology of Literature
PARP 6131 Speculation and Adoration: Introduction to the Study of Medieval Christian Mysticism
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 6141 Evolutionary Cosmology and Process Philosophy
PARP 6150 The Book of Nature
PARP 6249 Romanticism and Philosophy
PARP 6275 Plato and Platonism
PARP 6278 Integral Ecologies
PARP 6315 Epic of the Universe
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
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
Adviser approval required.
PARP 9800 Thesis/Dissertation Proposal Completion (0.1 unit)
PARP 9900 Thesis/Dissertation Seminar (0.1 unit)

Certificate Options in Integral Ecology, or Philosophy, Cosmology, and Consciousness

The Philosophy, Cosmology, and Consciousness program offers two 12-unit master’s-level certificates, one in Integral Ecology, the other in Philosophy, Cosmology, and Consciousness.

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 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 toward 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 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 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 master’s 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 master’s 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 master of arts program at any point while taking the certificate courses. Any units earned in a certificate program are transferable to the master’s 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 master’s 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 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
   PARP 6403 Spirit and Nature
   PARP 6506 The Great Turning
   PARP 6522 Science, Ecology, and Contested Knowledge(s)
   PARP 6523 Environmental Ethics
   PARP 6532 Christianity and Ecology
   PARP 6563 Buddhism and Ecology
   PARP 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 6255 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 in Philosophy, Cosmology, and Consciousness 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: Engaged Scholarship: 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: Evaluation of Worldviews: 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 and evolution 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 evaluate and enact 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 with research approaches from a diversity of perspectives (philosophical, psychological, religious, spiritual, and scientific).

**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 express individual creativity through personal and/or scholarly communication.

**Goal 5: History of Ideas:** 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 evolution of Western thought drawing from 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 key developments in the history of Western thought relevant to their 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 its 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 Educational Testing Service.

**PhD Comprehensive Examinations**
The standard format of a comprehensive examination 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
PhD Admissions Requirements
Admission to the Philosophy, Cosmology, and Consciousness PhD program is increasingly selective. It is independent of admission to the Master of Arts program and requires a separate admissions application. An applicant for the PhD must have done outstanding work at the MA level (see “MA Degree 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 master’s curriculum.

Curriculum

PhD in Philosophy and Religion with a concentration in Philosophy, Cosmology, and Consciousness—43.5 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 6100 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 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 6524 Toward an Integral Ecological Consciousness
PARP 6532 Christianity and Ecology
PARP 6534 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 Cosmology of Food I
PARP 6744 Cosmology of Food 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—6 units
PARP 9600 Comprehensive Exam
PARP 9601 Comprehensive Exam

VI. Dissertation
PARP 9800 Dissertation Proposal Completion (three times maximum) (0.1 unit)
PARP 9900 Dissertation Seminar (0.1 unit)

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
PARP 6249 Romanticism and Philosophy
PARP 6278 Integral Ecologies
PARP 6315 Epic of the Universe
PARP 6393 Mind and Nature in German Idealism
IV. General Electives—6 units
Select 6 units from any CIIS program.

V. Comprehensive Exam—6 units
PARP 9600 Comprehensive Exam
PARP 9601 Comprehensive Exam (on an Integral Ecology topic)

VI. Dissertation
PARP 9800 Thesis/Dissertation Proposal Completion (three times maximum) (0.1 unit)
PARP 9900 Thesis/Dissertation Seminar (0.1 unit)

Philosophy, Cosmology, and Consciousness Accelerated 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.
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
PAR 6110 Cosmological Powers
PAR 6120 Cosmology of Literature
PAR 6131 Speculation and Adoration: Introduction to the Study of Medieval Christian Mysticism
PAR 6133 Whitehead’s Adventure in Cosmology: Toward a Physics of the World-Soul
PAR 6134 Process Approaches to Consciousness
PAR 6135 Process and Difference in the Pluriverse
PAR 6137 Love, Death, and Annihilation in Contemporary Fiction and Cinema
PAR 6141 Evolutionary Cosmology and Process Philosophy
PAR 6150 The Book of Nature
PAR 6249 Romanticism and Philosophy
PAR 6275 Plato and Platonism
PAR 6278 Integral Ecologies
PAR 6315 Epic of the Universe
PAR 6339 Subtle Activism: The Role of Consciousness in Planetary Transformation
PAR 6393 Mind and Nature in German Idealism
PAR 6403 Spirit and Nature
PAR 6407 Biography and Karma
PAR 6422 Aurobindo, Steiner, and Teilhard
PAR 6431 Martin Luther King Jr.: Justice, Cosmology, and Interconnection
PAR 6500 History of Western Worldviews I: From the Antiquity to the Renaissance
PAR 6506 The Great Turning
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—6 units
PARP 9600 Comprehensive Exam
PARP 9601 Comprehensive Exam

V. Dissertation
PARP 9800 Dissertation Proposal Completion (three times maximum) (0.1 unit)
PARP 9900 Dissertation Seminar (0.1 unit)

Accelerated 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
PARP 6110 Cosmological Powers
PARP 6120 Cosmology of Literature
PARP 6159 Plants and People: Understanding the Plant World Through Relationships
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 Cosmology of Food
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—6 units
PARP 9600 Comprehensive Exam
PARP 9601 Comprehensive Exam (on an Integral Ecology topic)

V. Dissertation
PARP 9800 Thesis/Dissertation Proposal Completion (three times maximum) (0.1 unit)
PARP 9900 Thesis/Dissertation Seminar (0.1 unit)

Accelerated 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
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 6743 Cosmology of Food
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—6 units
Online PhD Degree Program
In addition to the residential program, the Philosophy, Cosmology, and Consciousness program 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 person 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)—43.5 Units

I. Residential Intensives—0.1 unit
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
PARP 6110 Cosmological Powers
PARP 6120 Cosmology of Literature
PARP 6131 Speculation and Adoration: Introduction to the Study of Medieval Christian Mysticism
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 6141 Evolutionary Cosmology and Process Philosophy
PARP 6150 The Book of Nature
PARP 6249 Romanticism and Philosophy
PARP 6275 Plato and Platonism
PARP 6278 Integral Ecologies
PARP 6315 Epic of the Universe
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 6500 History of Western Worldviews I: From Antiquity to the Renaissance
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 6540 A History of Western Worldviews II: From the Enlightenment to the Postmodern
PARP 6563 Buddhism and Ecology
PARP 6650 Advanced Seminar: A.N. Whitehead’s Process and Reality
PARP 6667 Radical Mytho-speculation: Cosmic Evolution and Deep History
PARP 6743 Cosmology of Food
PARP 6746 The Earth Journey
PARP 6748 Nature and Eros
PARP 6762 Steiner and Jung
PARP 6822 Hegel, Wilber, and Morin: Foundations of Integral Theory (advanced seminar)
PARP 6829 Integral T’ai Chi
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 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 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
II. General Electives—9 units
Select 9 units from any CHIS 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—6 units
PARP 9600 Comprehensive Exam
PARP 9601 Comprehensive Exam

V. Dissertation
PARP 9800 Dissertation Proposal Completion (three times maximum) (0.1 unit)
PARP 9900 Dissertation Seminar (0.1 unit)

Course Descriptions

PAR 6017 Integral Yoga Psychology of Sri Aurobindo (3.00 Units) OP Grade Option
This course will look at the writings and yoga teachings of the modern yogi of India, Sri Aurobindo, with a view to arrive at both structural and process psychologies resulting in human transformation. In attempting this, it will also compare this psychology with other forms of alternative psychologies.

PAR 6020 Yoga Sutras of Patanjali (3.00 Units) OP Grade Option
Study of the Yoga Sutras of Patanjali in the context of commentaries and subcommentaries, with an emphasis on the diversity of interpretation.

PAR 6022 Studies in the Upanishads (3.00 Units) OP Grade Option
The Upanishads are the spiritual touchstone for most of later Hinduism. In them are contained the most profound insights on the nature of reality. Richly diverse and profound, they present not a single philosophy, but an array of possibilities to guide thinking and meditation that highlight the theme of divine unity.

PAR 6025 The Bhagavad Gita: Ancient and Modern Perspectives (3.00 Units) OP Grade Option
The Bhagavad Gita is a source book of ontological, ethical, and religious theories of Indian thought with practical applications in the modern world. The course looks in depth at the Gita itself and then surveys the traditional ancient commentaries and the modern commentators and interpreters.

PAR 6030 Hindu Tantrism (3.00 Units) OP Grade Option
This course will survey the basic historical and social background of Hindu Tantrism; touch on basic Tantric concepts such as mantra, yantra, Shiva-Shakti, and diksha; and discuss the subtler elements of Tantric philosophy as shown in the Kashmir Shaiva systems. Tantra speaks of the eternal love affair between the phenomenal and the nonphenomenal, which infuses everything. Anyone who can develop the tantric poise of consciousness can affect the world in every way, while being nothing but a powerhouse of delight. This course will acquaint students with the basic theoretical conceptions of Hindu Tantra and provide a
foundation from which students may embark on deeper experiential processes.

PAR 6034 Sanskrit Language and Consciousness (3.00 Units) OP Grade Option
Edward Sapir and Benjamin Lee Whorf, basing their work on study of Native American languages, developed a theory that suggested that language is a 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 (3.00 Units) OP Grade Option
An inquiry into the “hidden treasure” teachings (terma) of Tibet, with parallels to Western traditions.

PAR 6073 Animal Ethics: Spiritual, Ecological, and Philosophical Perspectives (2.00 Units) OP Grade Option
Ancient spiritual wisdom and contemporary scientific findings both refute Descartes’ assertion that nonhuman animals are automatons devoid of consciousness or feeling. Nonetheless, the view of animals as machines undergirds many of our modern practices, such as factory farming and animal experimentation. How have Western philosophical trajectories, economic systems, and linguistic practices led to our ethical myopia concerning animals? What is the relationship between sexism, racism, and “speciesism”? How can we better align our spiritual, philosophical, and ecological wisdom with our actual practices toward our fellow species?

PAR 6078 Theory and Method in the Integrative Study of Religion and Ecology (3.00 Units) OP Grade Option
Scholarship that crosses disciplinary boundaries requires a unique set of tools and strategies. This course is devoted to exploring theoretical and methodological lenses that allow rigorous, imaginative, and sympathetic engagement with interlocutors from the diverse fields represented in the Ecology, Spirituality, and Religion concentration. Following a historical and critical introduction to the fields of religion and ecology, we investigate a range of methodological approaches and conclude with the application of these approaches to specific ecological case studies.

PAR 6079 Ecology in a Time of Planetary Crisis (3.00 Units) OP Grade Option
Ecology is the study of oikos, Greek for “household” or “home.” What does it mean, existentially, to find that our home, Earth, is under threat as a result of human actions? This course provides a broad overview of the human imbrication in planetary systems. We examine critical planetary issues, including climate change, biodiversity loss, deforestation, freshwater depletion, agriculture, fisheries collapse, and globalization, from a holistic perspective. 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 6089 Myth, Imagination, and Incarnation: Barfield, Tolkien, Lewis, and the Oxford Inklings (3.00 Units) OP Grade Option
This course explores the remarkable collection of English writers known as the Oxford Inklings, a group of literary friends who produced an astounding body of work throughout the 20th century. In stark contrast to prevailing literary trends, the Inklings and their friends sought to probe the interconnection between a rich literary, mythological imagination on the one hand, and Christian theological, spiritual, and even esoteric teachings on the other. They produced works of theology, history, poetry, philosophy, and criticism alongside supernatural thrillers, autobiography, detective stories, science fiction, spiritual writings, and some of the seminal works of 20th-century fantasy for both children and adults. Their works are often artistically stunning, and many continue to be popular today. The writers to be studied include Owen Barfield, C.S. Lewis, J.R.R. Tolkien, Charles Williams, Dorothy L. Sayers, and Dom Bede Griffiths. We will approach their works through philosophical, theological, and literary lenses, seeking both to understand their substantive religious and spiritual visions and to assess how they formally embodied these visions in various genres. Along the way, we will also address a number of questions relevant to students of religion today: Why is it that children’s literature is so often the medium for much contemporary thinking about spirit, ethics, even politics, and other great questions of life? What is the role of fantasy and the imagination in religion, spirituality, and philosophy? How does all of this relate to questions about secularity, disenchantment, re-enchantment, and the consistent return of religion even within the modern age?

PAR 6292 Next of Kin: Perspectives on Animal Ethics and Biodiversity (3.00 Units) OP Grade Option
Ancient spiritual wisdom and contemporary scientific findings both refute Descartes’ assertion that nonhuman animals are automatons devoid of consciousness or feeling. Nonetheless, the view of animals as machines undergirds many of our modern practices, such as factory farming and animal experimentation. Beyond practices that impose harm on particular animals, human misapprehension of interconnection has allowed the reduction of the richness and diversity of other forms of life. This accelerating biodiversity loss has been identified as a scientific problem of great urgency. Nonhuman and human life are inextricably interdependent. Interdependence includes the profound influence of diverse life on human systems of thought,
including aesthetics, symbolism, communication, and spirituality. How can we expand our philosophical frameworks to encompass the interrelationships among humans, animals, and the biosphere? How can we extend frameworks of justice to include nonhuman beings? What is the relationship between sexism, racism, and “speciesism”? How can we better align our spiritual, philosophical, and ecological wisdom with our actual practices toward other species?

PAR 6472 The Colors of American Philosophy: Pluralism, Pragmatism, and Political Transformation (3.00 Units) OP Grade Option
This course introduces core thinkers and themes in the American philosophical tradition and emphasizes the importance of pluralism, pragmatism, and political transformation. In line with this emphasis, course readings emphasize the influence of Native American, African American, female American, and Latinx thinkers. 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 6473 Subverting and Transcending Gender in South Asian Religions (3.00 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 6476 Ecological and Holistic Perspectives of Traditional Daoist Medicine (3.00 Units) OP Grade Option
Traditional Daoist Medicine (TDM) offers great potential for holistic mode of thinking and healing that integrates the human into the planetary context. As the gardener of the cosmos, the Daoist cultivates their vital essence in correspondent organic communications with planetary cycling changes. Practical wisdoms, such as breathing skills and eating nurturing food, are essential content in TDM. At the same time, the ecological settings from which TDM are harvested are under threat from the same dynamics—urbanization, pollution, overuse—that contribute to illness and disease in humans. Co-taught by an expert in Daoist philosophy and medicine, and a political ecologist/environmental ethicist, this course investigates how human and Earth healing can support one another thought the lens of TDM.

PAR 6483 Hinduism and Ecology (3.00 Units) OP Grade Option
Indian tradition preserves cultural features that sometimes date back to the Neolithic. As a result, though India in modernity may often succumb to destructive views toward the Earth that belong to industrialized modernity, it also preserves rich strands of culture and tradition with strong resonances of much earlier ecological views that emphasize human embeddedness in nature and a holistic sense of existence in the cosmic and earthly context. This course will survey both folk and classical traditions, as well as elements of literature, art, and culture from 3600 BCE to the present, in order to show the presence of powerful ecological views at the core of Indian culture. These perspectives can be a rich resource for reimagining ecological understandings in the face of the world’s modern ecological crisis.

PAR 8799 Independent Study (1.00–3.00 Units) PF Grade Option
To register, submit “Independent Study Contract” to the Registrar’s Office. Coursework 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 (3.00 Units) LG Grade Option
An overview of the long intellectual tradition as well as the contemporary academic field of archetypal cosmology. The course will begin by tracing the lineage from its roots in archaic astrology, cosmology, and Platonic-Pythagorean philosophy through its integration with depth psychology in the 20th century, and then focus on recent developments in the field, with guest lectures by current practitioners and scholars. There are no formal prerequisites, but the courses Psyche and Cosmos I or II (PARP 7001 or PARP 7002) or some familiarity with astrology is recommended.

PARP 6060 Introduction to Philosophy, Cosmology, and Consciousness (3.00 Units) PF Grade Option
This course is the required introduction for all master’s and doctoral PCC students in their first year of coursework. It has three goals: First, it allows students to become familiar with the scholarly work and worldviews of the several core PCC faculty, each of whom presents the key ideas and insights that teacher most wishes to emphasize as his or her contribution to the academic content and larger vision of the PCC program. Second, students meet each other at the start of their journey in the program and gain a sense of their cohort and the PCC community. Third, the course includes an introduction to essential skills in research, writing, and strategies for enhancing their learning experience throughout the course of the program. Prerequisite: Priority to PCC students.
PARP 6110 Cosmological Powers (3.00 Units) OP Grade Option
The Universe uses a variety of processes, laws, and powers that are identified within modern scientific discourse as electromagnetic interaction, the second law of thermodynamics, and gravity. These fundamental and ultimately mysterious activities of the Universe have given rise to all the complex beings throughout 14 billion years of evolution. The human being, from this perspective, is a new, holistic blending of these processes and powers. This course examines the way in which humanity can be understood as a “hominized” form of cosmological processes.

PARP 6120 Cosmology of Literature (3.00 Units) OP Grade Option
Poets, novelists, and writers of epic literature are among our finest philosophers, for they present penetrating metaphysical principles within the dramatic and concrete actions of particular characters in context. This course is an introduction to Earth’s literary cosmologies, stretching from the earliest epics to the literature of the 21st century.

PARP 6130 Religious Metaphysics After Modernity (3.00 Units) OP Grade Option
This course introduces students to contemporary problems of religious metaphysics and prepares them to be able 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 (3.00 Units) OP Grade Option
In the popular imagination, mysticism and the Middle Ages are almost inseparably joined. There is reason for this. The medieval period, for better and for worse, was a God-intoxicated epoch, a characteristic that often both troubles and allures us when we think about it today. This course is an introduction to the key texts, themes, and transformations of the Christian mystical—or, more properly, contemplative—tradition from the end of antiquity through to its flowering in the high Middle Ages. Throughout the course, we will attend to recent scholarly and popular debates about the meaning and nature of mysticism; engage in both critical and charitable readings of key primary texts in translation from the fifth to the 15th centuries; place such texts in their spiritual, theological, social, and economic contexts; and endeavor to relate our readings to contemporary spiritual concerns.

PARP 6133 Whitehead’s Adventure in Cosmology: Toward a Physics of the World-Soul (3.00 Units) OP Grade Option
This course invites students to explore the relevance of Alfred North Whitehead’s philosophy of organism for contemporary scientific cosmology. The course begins with key historical influences, including Friedrich Schelling’s Naturphilosophie, William James’s “world of pure experience,” and Henri Bergson’s Creative Evolution. The course then examines Whitehead’s journey from mathematics and logic, through the philosophy of science, and finally into the adventure of full-blown cosmological speculation. Following the collapse of the Newtonian paradigm in the early 20th century, Whitehead was compelled to imagine a more adequate and comprehensive philosophical background for the increasingly specialized and fragmented natural sciences. The course unpacks how Whitehead’s novel interpretations of relativity, quantum, evolutionary, and complexity theories makes it possible to re-enchant and ensoul the cosmos while still remaining consistent with the latest scientific findings.

PARP 6134 Process Approaches to Consciousness (3.00 Units) OP Grade Option
This is a course on consciousness. In one sense, consciousness is a subject we are each intimately familiar with. What could be more obvious than the fact that we think, feel, sense, and imagine things? But in another sense, consciousness remains a hotly contested object of academic study, with some claiming it does not exist at all and others claiming it is the only thing that does! This course examines the subject/object of consciousness from a plurality of disciplinary perspectives, including theoretical biology, neuroscience, psychology, transpersonal theory, philosophy of mind, cognitive science, phenomenology, psychedelic studies, and especially process philosophy. Alfred North Whitehead’s process-relational panexperientialism is explored as a potential naturalistic alternative both to deflationary accounts of consciousness offered by scientific materialism and to more inflationary accounts offered by philosophical idealism.

PARP 6135 Process and Difference in the Pluriverse (3.00 Units) OP Grade Option
This course aims to address the challenge of thinking and acting with creativity and compassion in an increasingly complex and pluralistic set of social and ecological contexts. It draws upon an array of diverse process, poststructuralist, and pragmatist thinkers, including William James, W.E.B. Du Bois, Gilles Deleuze, Michel Weber, William Connolly, Catherine Keller, Isabelle Stengers, Bruno Latour, and Donna Haraway. The ideas and methods of these thinkers provide a means of reimagining classical liberal constructs (like atomistic individualism) by offering a more relational form of identity and a more receptive way of encountering difference (whether based in race, class, gender, religion, or political ideology).
PARP 6136 Life and Work of Rudolf Steiner (3.00 Units) OP Grade Option
This course covers the life (1861–1925) and work of Rudolf Steiner, including the biography by Henry Barnes and the instructor’s book, The New Essential Steiner. The course will conclude with a book on biodynamic agriculture and one on Waldorf education.

PARP 6137 Love, Death, and Annihilation in Contemporary Fiction and Cinema (3.00 Units) OP Grade Option
Out of 30 million species of life on Earth, Homo sapiens is singular in its need for imaginative works in order to complete the movement from infancy to maturity. When we reflect on the devastation taking place throughout the Earth Community at this time, we need to ask the obvious question: Why have our symbolic works failed so spectacularly? Part of the answer can be seen in the shift in our universities from communities focused on awakening the deep qualities of humanity to training camps for attaining the particular cognitive skills required by our corporations. Departments of philosophy throughout America are emblematic of this devolution. Instead of fostering the quest for truth, our academic philosophers convinced themselves that they should make their field “scientific” by avoiding such, for them, embarrassing topics as “wisdom” or “the meaning of life.” The human impulse to reflect upon the deep questions of our existence does not cease because of the hyper-specialization and fragmentation of the modern university. If philosophers are going to abandon this quest, the novelists, filmmakers, and other artists will take up the challenge to provide the works of the imagination necessary for human development. In this course, our search for wisdom will draw from such titles as Henry Miller’s Tropic of Cancer, D.H. Lawrence’s Lady Chatterley’s Lover, Suzan-Lori Parks’s Venus, Leo Tolstoy’s Anna Karenina, Mary Gaitiskill’s Bad Behavior, Georges Bataille’s Story of the Eye, Abha Dawesar’s Babyji, Don DeLillo’s The Names, Alice Munro’s Lives of Girls and Women, Denzel Washington and August Wilson’s Fences, Han Kang’s The Vegetarian, Jean Rhys’s After Leaving Mr. Mackenzie, Eileen Myles’s Cool for You, Alan Hollinghurst’s The Folding Star, Peter Jackson and Neill Blomkamp’s District 9.

PARP 6138 Wisdom Texts, East and West (3.00 Units) OP Grade Option
This course explores the religious and ethical worldviews of the following foundational texts: Confucius, The Analects; Buddha, The Dhammapada; the Bhagavad Gita; Plato, Five Dialogues; Aristotle, Nicomachean Ethics; Marcus Aurelius, Meditations; Gospel of John.

PARP 6139 Philosophy of Religion (3.00 Units) OP Grade Option
Inspired by the line at the conclusion of William James’s 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; Alfred North Whitehead, Religion in the Making; Martin Buber, I and Thou; Nicolas Berdiaev, Freedom and the Spirit; Simone Weil, Waiting for God; Henri Bergson, The Two Sources of Morality and Religion.

PARP 6141 Evolutionary Cosmology and Process Philosophy (3.00 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 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 6148 Being and Becoming: Metaphysics Seminar (3.00 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 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 6149 The True: From Ancient Theories of Knowledge to Participatory Epistemology (3.00 Units) LG Grade Option
What does it mean to know? What counts as knowledge and how does it come about? And what is the purpose of knowledge? Such questions have been central not only to philosophy, but also to many spiritual, esoteric, and sacred traditions throughout history. Throughout this course, students will consider a variety of historical and contemporary approaches to such questions with a special focus upon the possibilities for more participatory and emancipatory approaches to epistemology than those that have largely characterized the modern West.

PARP 6150 The Book of Nature (3.00 Units) OP 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, many 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 6157 Krishna, Buddha, Christ, and Sophia (3.00 Units) OP Grade Option
This course introduces the historical and contemporary understanding and relevance of four of the most influential personalities in world spiritual traditions. All these four figures, embraced by different religious following, are believed to have had human lives while at the same time being divine. The course will consider the principal texts through which these figures have been known in history and the different traditions they have inspired. Coming to modernity, the course will consider the relevance for world spirituality these figures have assumed, in the thought of modern mystics and spiritual thinkers, such as Rudolf Steiner, Sri Aurobindo, Teilhard de Chardin, the Dalai Lama, and Thich Nhat Hanh.

PARP 6275 Plato and Platonism (3.00 Units) OP Grade Option
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 with a consideration of the ways that Plato’s thought continues to be debated, appropriated, and creatively retrieved as a means of addressing central concerns of our own day. Prerequisite: Priority to PCC students.

PARP 6278 Integral Ecologies (3.00 Units) OP Grade Option
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 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 6285 Modern Western Esotericism (3.00 Units) LG Grade Option
This course focuses on the biographies, teachings, and influence of three great spiritual-esoteric teachers of the late 19th and 20th centuries: Madame Blavatsky (H.P.B.) and theosophy, Rudolf Steiner and anthroposophy, and C.G. Jung and archetypal psychology. This course also explores archetypal-astrological perspectives so as to uncover a deeper understanding of these three figures and the times in which they lived.

PARP 6315 The Epic of the Universe (3.00 Units) OP Grade Option
In the modern form of consciousness, the connotation of “Universe” is “stars and galaxies and planets and life.” But this objectivism no longer serves to orient us in the quantum evolutionary Universe we have discovered through contemporary scientific methods. Though it is approximately true to say that we can store within us an objective knowledge of a Universe out there, it is even more accurate to say that our knowledge of the Universe is one of the ways in which the Universe awakens to its own ongoing creative development. In our post-Heisenberg, post-Einstein world, each human is the autobiography of the Universe. Similarly, each rosebud is the epic of the Universe. This course is an inquiry into the ways in which the Universe has developed. Our overall aim is to participate in the awakening of a nondual, integral form of humanity.

PARP 6392 Plants and People: Understanding the Plant World Through Relationships (3.00 Units) OP Grade Option
Through this course you will learn about the plant world from an interdisciplinary, relationship-based perspective. Doorways into relationship include gardening, farming, conservation, and restoration; philosophies rooted in Indigenous wisdom, bioregionalism, deep ecology, and Gaia; and celebrations of these relationships found in imaginal practices, Earth-based rituals, and direct communion/meditation with the plant world. The above relationships and philosophies form a rich tapestry of
experience from which we will draw inspiration and tools for connecting to ourselves and the Earth. Explored concepts will find embodied expression as you cultivate your own unique relationship with the plant world and express that relationship through direct engagement and creative expression.

**PARP 6393 Mind and Nature in German Idealism** (2.00–3.00 Units) OP Grade Option
The German Idealist movement, beginning with the publication of Kant’s *Critique of Pure Reason* in 1781 and climaxing with Hegel’s *Phenomenology of Spirit* in 1806, is considered by many to be the most inspired period of philosophical activity since Socrates, Plato, and Aristotle. Indeed, this period has been referred to simply as “the 25 years of philosophy” by one recent commentator, as it was Kant who claimed that real philosophy had not even begun until his discovery of the transcendental method, and Hegel, who, perfecting this method, claimed to have brought philosophy to its end. This course reevaluates aspects of this standard narrative by highlighting the contributions and critiques offered by other major figures of the time, most notably Schelling and Goethe, both of whom sought to bring balance to the heights claimed by idealist rationality by pointing to Reason’s utter dependence upon and emergence out of the unfathomable depths of Nature.

**PARP 6403 Spirit and Nature** (3.00 Units) OP Grade Option
With a focus on Romantic, Idealist, and anthroposophical traditions, and emphasizing the panentheistic current that runs through Western thought from Plato to Pope Francis, this course explores some alternatives to the dominant mechanistic and disenchanted view of nature and the cosmos. Engaging with key insights of Goethe, Schelling, Hegel, Emerson, Steiner, and a selection of related and more contemporary figures, the course seeks to uncover neglected perspectives on the relation of nature to spirit, perspectives that invite us to enter into a more enchanted and participatory worldview.

**PARP 6407 Biography and Karma** (3.00 Units) PF Grade Option
This course will join the study of karma to the biographies and autobiographies of individuals who were influential in the 20th century and whose lives reveal an ideal blend of thinking, writing, spiritual striving, and activism. The class will attempt to find critical destiny moments in the lives of each individual studied. The final paper will be a 30-page spiritual-intellectual autobiography.

**PARP 6422 Aurobindo, Steiner, and Teilhard** (3.00 Units) OP Grade Option
This course considers Sri Aurobindo (1872–1950), Rudolf Steiner (1861–1925), and Pierre Teilhard de Chardin (1881–1955), the three major 20th-century exponents of the evolution of consciousness. It studies these thinkers both comparatively and in their own right. It also introduces some of the assumptions, terminology, and leading ideas of three distinct methodologies: the Neo-Hindu mysticism of Sri Aurobindo, the esoteric philosophy of Rudolf Steiner, and the scientific/biological mysticism of Teilhard. The course will use two books edited by the instructor, *The Essential Aurobindo* and *The New Essential Steiner*. The section of the course devoted to Teilhard will use Ursula King, ed., *Pierre Teilhard de Chardin*, and Pierre Teilhard de Chardin, *Human Energy*.

**PARP 6431 Martin Luther King Jr.: Justice, Cosmology, and Interconnection** (1.00 Unit) OP Grade Option
This course examines the life, work, and worldview of Martin Luther King Jr., from his roots in African American traditions and the Black freedom struggle to his culminating vision of a planetary movement linking racial justice, economic justice, and peace. Despite King’s status as a global icon, the deeper dimensions of his thought and the radical directions of his later years have often been obscured. To move beyond the superficial images of King presented in education and media, we will return to the primary sources, engaging his speeches, sermons, and writings. This class will also explore new approaches to King as an ecological, cosmological, and early systems thinker, as well as the links between his social justice activism and his holistic worldview, which emphasized the “interrelated structure of all reality.” We will place King’s work within the context of the civil rights movement of the 1950s and 1960s, and discuss the contemporary relevance of his vision, which was ahead of its time in linking cosmology, social justice, and ecological consciousness.

**PARP 6435 Nonviolence to Forgiveness: Gandhi to Tutu** (3.00 Units) OP Grade Option
This course examines the insights concerning nonviolence and forgiveness by four spiritual teachers committed to social justice activism: M.K. Gandhi, leader of the Satyagraha (nonviolent activism campaign) in South Africa (1893–1914) and India (1914–1947); Reverend Martin Luther King Jr., leader of the civil rights campaign in the United States (1955–1968); His Holiness the Dalai Lama, lifelong leader of Tibet in exile; and Archbishop Desmond Tutu, with Nelson Mandela, leader of the campaign against apartheid in South Africa (c. 1976–1996).

**PARP 6436 Sri Aurobindo and Teilhard de Chardin** (3.00 Units) OP Grade Option
This course treats Sri Aurobindo (1872–1950), neo-Hindu mystical philosopher and visionary, and Pierre Teilhard de Chardin (1881–1955), scientist and Roman Catholic mystic, two of the major 20th-century exponents of spiritual evolution. It studies these thinkers both comparatively and in their own right.

**PARP 6438 Dante: Cosmology, Poetry, and Metaphysics** (3.00 Units) OP Grade Option
This course is an introduction to one of the most astounding works of the Latin West, Dante Alighieri’s *Divine Comedy*. Dante’s epic is a work of exquisite poetic beauty, spiritual vitality, political protest, and cosmological insight. 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 6500 A History of Western Worldviews I: From Antiquity to the Renaissance** (3.00 Units) LG Grade Option
This course introduces students to key moments in the formation of Western philosophy, thought, and culture. Drawing upon key primary texts, the course traces a conversation that continued from classical antiquity through the encounter with Jewish, Christian, and Islamic traditions, and the major developments of the medieval and early Renaissance periods. In addition to becoming familiar with central philosophical texts and approaches that continue to shape thought and culture today, students will be introduced to a vision of Western thought and culture that is not monolithic but pluralistic, constituted by a diversity of voices and cultures, and dynamically evolving.

**PARP 6506 The Great Turning** (2.00 Units) PF Grade Option
We live in a time of radical transformation, where the fate not only of humanity but of the biosphere itself lies in question. It is a time of “great unraveling” of the structures of modern civilization and of the very fabric of life upon which civilization depends. At the same time, however, millions of people across the planet are actively engaged in a more hopeful, though still uncertain, “Great Turning” devoted to the creation of life-sustaining societies and cultures in harmony with the long-term interests of the wider Earth community. Lectures and dialogue consider the relation of the Great Turning to the wider field of the evolution of consciousness and to the creative synergy that can emerge in the dialogue between traditional religious, spiritual, and leading-edge scientific views of self, the cosmos, and our collective history. Experiential exercises allow for greater insight into, and embodied participation in, the singular character of our current planetary moment; stimulate moral and intellectual competencies for serving life in a time of social and ecological breakdown; and help cultivate an expanded and vitalized sense of the present and a creative relationship to ancestors and future beings.

**PARP 6517 History of Western Thought and Culture: An Archetypal Perspective** (3.00 Units) PF Grade Option
This course explores and analyzes the history of Western thought and culture from the ancient Greeks to the present. Using the narrative provided by Richard Tarnas’s *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 archetypally informed evolutionary perspective.

**PARP 6522 Science, Ecology, and Contested Knowledge** (3.00 Units) LG Grade Option
To understand the current ecological crisis, we need to investigate the ontological and epistemological foundations of our knowledge about the environment. The science of ecology, in its social and biophysical permutations, is a dominant way of understanding the natural environment. Examining the social construction of scientific and ecological knowledge will shed light on how we know and what we know about the natural environment. In this course, we will critically examine the social construction of scientific and ecological knowledge, coming to see Western scientific knowledge as a particular cultural phenomenon. We will examine countervailing epistemological understandings, such as situated knowledge and traditional ecological knowledge, that challenge the idea of a dispassionate and omniscient scientific viewpoint. We will investigate the compatibility of religious and spiritual insights with ecological knowledge. Applying feminist and non-Western epistemologies to environmental issues, we will seek to generate alternative ways of understanding ecological crises, which may, in turn, generate healing alternatives.

**PARP 6523 Environmental Ethics** (3.00 Units) LG Grade Option
This course surveys ethical approaches to the natural environment, with particular focus on the American context. It will trace the ways in which the natural environment has been theorized over time and the ethical approaches that derive from various views of the natural environment. The goal of the course is for students to construct, articulate, and defend a theoretically rigorous environmental ethics.

**PARP 6525 Toward an Integral Ecological Consciousness** (3.00 Units) LG Grade Option
The scale of the global ecological crisis requires the development of new understandings of the human-Earth relationship. This
course introduces transdisciplinary approaches that broaden and deepen the study of ecology. Following a review of the state of the Earth and human participation in planetary well-being, lectures and discussion engage such topics as deep ecology, social ecology and green politics, ecofeminism, environmental justice, political ecology, and the relation of ecology to religion and spirituality. Embodied practices guide students in cultivating a personal relationship with nonhuman beings and the living Earth. Prerequisite: Priority to PCC students.

PARP 6532 Christianity and Ecology (3.00 Units) OP Grade Option
What is the relationship between Christianity and ecology? How have various aspects of Christian thought and theology contributed to the present ecological crisis? In what ways might Christian thought and practice help to heal our present crisis? By focusing both on the scriptural, theological, and spiritual background and on recent articles and monographs, this course seeks to provide students with an introduction to the way that Christians respond to the current concern over the human relationship to the Creation in order to come to a fuller understanding of some of the spiritual, philosophical, social, and economic forces that have shaped that relationship and to imagine how Christian wisdom might contribute to answering many of the pressing ecological concerns of our time.

PARP 6533 Touch the Earth: Integral Ecology Practicum (3.00 Units) OP Grade Option
Through practical engagement with the larger San Francisco Bay Area socio-ecological community, students apply theoretical tools developed during coursework and gain experience in the practice of integral ecology. Students receive guidance in selecting a practicum site that suits their unique gifts and interests, and spend most of the semester engaged with projects at the practicum site. Monthly seminar meetings offer an opportunity to analyze experience in the context of literature on leadership, social change, service-learning, activism, compassion, ecological restoration, and resilience. Prerequisite: Priority to PCC and ESR students.

PARP 6538 Krishna, Buddha, and Christ (3.00 Units) PF Grade Option
This course provides an opportunity for students to deepen their relationship to Krishna, to Buddha, and to Christ. To this end, the course includes a study of the Bhagavad Gita according to Sri Aurobindo; His Holiness the Dalai Lama on Tibetan Buddhism and in dialogue with Catholic contemplatives; a Jungian interpretation of Christ as a symbol of the Self; and Rudolf Steiner’s lectures on esoteric relationships among Krishna, Buddha, and Christ. Prerequisite: Priority to PCC students.

PARP 6540 A History of Western Worldviews II: From the Enlightenment to the Postmodern (3.00 Units) LG Grade Option
This course explores and analyzes key aspects of the history of Western thought and culture from the birth of modernity to the present. Beginning with the movements of the European Enlightenment, on the one hand, and the responses of philosophical Romanticism, on the other, the course proceeds to consider a variety of later philosophical and cultural developments, including the emergence of phenomenology, depth psychology, feminism, pragmatism, and the implications of the new sciences.

PARP 6563 Buddhism and Ecology (3.00 Units) OP Grade Option
What wisdom can a 2,500-year-old tradition offer in the context of contemporary environmental devastation? In the search for more ecologically sustainable worldviews, some have suggested that Buddhism offers a positive alternative to destructive aspects of the Western worldview. Others claim that the association of Buddhism with ecology is based on strategic geopolitical positioning or on facile assumptions about Asian traditions. In this course, we will examine Buddhist perspectives on nature, along with Buddhist responses to Asian and global environmental issues. We begin with historical texts that frame the Buddhist perspective on nature. We examine Buddhist foundations for ecological thought, the role of Buddhism in the development of the American environmental movement, and challenges in reconciling Buddhist positions with modern science. Works by Buddhist leaders and scholars, including His Holiness the Dalai Lama, Thich Nhat Hanh, Sulak Sivaraksa, Joanna Macy, and poet Gary Snyder, illuminate the role of modern Buddhism in environmental discourse.

PARP 6650 Advanced Seminar: A.N. Whitehead’s Process and Reality (3.00 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 (3.00 Units) PF Grade Option
This course essentially combines and brings into dialogue two longtime core courses of the PCC curriculum, Brian Swimme’s Epic of the Universe and Richard Tarnas’s Brief History of Western Thought. The lecture course will be interdisciplinary and transdisciplinary, as we examine both the evolution of our cosmos and the evolution of our civilization’s cosmology. “Radical mythospeculation” is the term that the sociologist and historian Robert Bellah, drawing on an insight of Eric Voegelin, used to describe an important phenomenon in the history of human thought, when the evolution of symbolic consciousness in certain societies reached a degree of critical reflexivity that transcended the traditional social-religious world of the archaic civilizations but did not reject the mythic-narrative mode of cognition, and thereby led to the emergence of the Axial Age. We will consider whether a new axial age might be emerging out of our own late-modern and postmodern era. The two primary texts for the course will be Swimme and Thomas Berry’s The Universe Story and Tarnas’s The Passion of the Western Mind. Prerequisite: Priority to
PCC students.

PARP 6743 Cosmology of Food (1.00 Unit) PF Grade Option
What does it mean to participate as conscious, responsible, ethical human beings in food production and consumption, individually and collectively? What is our responsibility, as citizens of planet Earth, to beings who give their lives for our nourishment? How do we ethically, philosophically understand the intimate relationships that we enter into when we consume food? This course does not suggest that there is a single correct answer but proposes that it behooves each of us, as citizens of Earth, to consider this question. Experiencing the land for a weekend at Hill of the Hawk Farm, an inspiring family farm in Big Sur, will allow us to participate in the agro-ecological rhythms of rural farm life during the harvest season. During the weekend, hands-on farm work and food preparation; instruction in Spacial Dynamics®; and reading and reflection on texts by leading thinkers on food and farming will allow us to consider, in practice and theory, our roles in the larger Bay/Delta bioregion as consumers and, to a lesser and individual degree, producers of food. Prerequisite: Priority to ESR and PCC students.

PARP 6744 Cosmology of Food II (1.00 Unit) PF Grade Option
These two courses will take place on the Hill of the Hawk, an inspiring farm and retreat center between Highway 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 (3.00 Units) LG Grade Option
The major contribution of modern science for the emergence of a planetary civilization is the detailed articulation of the evolutionary sequence beginning with the cosmic flaring forth 13.7 billion years ago and continuing through the appearance of the stars and galaxies and all the adventures of our living planet. This new empirically based creation story is simultaneously a radical expansion of our knowledge base and a deconstruction of the very form of consciousness that gave birth to it. The dualistic, reductionistic, univocal modern consciousness can now be understood as the scaffolding that enabled the construction of an integral awareness capable of feeling in the ordinary events of one’s day the vast unfolding of the Earth Journey.

PARP 6751 Nature and Eros (3.00 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 important, 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, and coyotes and hawks, as well as the distinct configuration of students and faculty. Prerequisite: Priority to PCC students.

PARP 6752 Psychedelic Medicine: Past, Present, Future (1.00 Unit) OP Grade Option
This course introduces students to the deep and dynamic history of the use of psychedelic medicines for healing, growth, spirituality, and recreation. Through lectures, selected readings, and discussion, we will explore the various ways in which humans have been altering consciousness, with an emphasis on current psychedelic research and the place of psychedelic therapies in modern medicine. Prerequisite: Priority to PCC students.

PARP 6755 The Texture of Time (3.00 Units) OP Grade Option
Does consciousness emerge in time, is time a byproduct of consciousness, or is it somehow both? In the last century of physics, some mysterious properties of time emerged in the fields of special and general relativity, quantum mechanics, and chaos theory. We will traverse these realms in attempts to bridge the gap between the scientific description of time and some of the more unusual human experiences of time, including different rates of flow, experiences of timelessness, precognition, and synchronicity. By employing physics, neurophysiology, and fractal mathematics in dialogue with the natural world, we will begin to get some hints of the orchestration underlying time’s many costume changes.

PARP 6756 Modern Physics (3.00 Units) OP Grade Option
Modern physics has reframed the way we understand reality, not only scientifically but philosophically as well. Many of its concepts have worked their way into popular culture but are easy to misunderstand without understanding their scientific underpinnings. We’ll use Whitehead’s discussion of the cultural context for modern physics, Science and the Modern World, alongside other readings to foster a deeper appreciation for the theoretical foundations and philosophical implications of quantum
mechanics, relativity, chaos theory, and fractals, including explorations of wave/particle duality, quantum superposition, time dilation, length contraction, space-time curvature, the butterfly effect, strange attractors, and complex numbers.

**PARP 6757 The Visionary State: The Esoteric History of California** (3.00 Units) OP Grade Option
From its earliest beginnings as a state, California has been one of the most spiritually and religiously innovative states in America. From Theosophy to neopaganism, from Pentecostalism to transpersonal psychology, from guru “cults” to psychedelic mystics, that state has transformed the culture of seeking in America. In this course, we will attempt to understand these many developments within a critical history of the state, including technology, politics, and cultural diversity. This course will also help us better appreciate the unique legacy of CIHS.

**PARP 6762 Steiner and Jung** (3.00 Units) OP Grade Option
This course explores the foundational contributions of two prophetic visionaries of the 20th century: Rudolph Steiner (1861–1925) and C.G. Jung (1875–1961). Situating both figures in the wider Christian, Romantic-Idealist, and esoteric traditions from which they drew and which they also advanced, the course aims to facilitate a creative dialogue between these two great figures. Major themes include multiple ways of knowing, the evolution of consciousness, the problem of evil, the influence of archetypal and spiritual powers, and a diagnosis of the ills of late-modern culture. Prerequisite: Priority to PCC students.

**PARP 6822 Hegel, Wilber, and Morin: Foundations of Integral Inquiry** (3.00 Units) LG Grade Option
This seminar explores selected works of three highly influential integral thinkers. Hegel’s “Science of Wisdom,” both a system of complete knowledge and a method for its (re)creation, played a generative role in such subsequent movements as existentialism, phenomenology, Marxism, and poststructuralism. Ken Wilber, though more popular in tone than Hegel, has produced a still-evolving “theory of everything” with equal pretensions to systematic completeness. While both Wilber and Edgar Morin acknowledge their debt to Hegel, Morin nevertheless renounces the possibility of such completeness, choosing instead to cultivate a “method” or way of knowing that might prove adequate to the complexity of the real. All three thinkers are essential to any serious student of integral inquiry seeking to understand the complex landscapes of science, politics, and culture at large in this most critical phase of the planetary era.

**PARP 6829 Integral T’ai Chi** (3.00 Units) PF Grade Option
T’ai chi ch’uan (taiji quan) is a subtle and profound “internal art” that, through embodying the Chinese concepts of yin and yang, Tao (dao), and Ch’i (qi), promotes greater health and vitality, psychological equanimity, and spiritual alignment. This course will introduce students to t’ai chi ch’uan as an integral, embodied, psychospiritual discipline. As occasion arises, 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), standing meditation (zhan zhuang), and t’ai chi as a method of self-defense.

**PARP 6833 The Evolution of Religious Consciousness: From the Paleolithic to the Axial Age** (3.00 Units) OP Grade Option
This course will trace the emergence and evolution of human religious consciousness as it leads up to the great Axial Age revolution of the first millennium BCE. Beginning with early Homo sapiens against the background of mammalian and primate evolution, we will examine various forms that religion has taken in primal or tribal societies from the Paleolithic era onward (Australia, South America, North America, Hawaii); the enormous transformation wrought by the major archaic civilizations in Mesopotamia, Egypt, and China; and the climactic developments of the Axial Age 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 not only on history and religious studies but also on anthropology, sociology, biology, depth psychology, and philosophy.

**PARP 6834 The Evolution of the Modern Self: From Axial Roots to Postmodern Threshold** (3.00 Units) OP Grade Option
This course will trace the long, gradual forging of the modern self and its dramatic evolution, beginning with its roots in ancient Greek and Judeo-Christian developments; emerging rapidly in the course of the Renaissance, Reformation, Scientific Revolution, and Enlightenment; and then undergoing a major deepening and complication with Romanticism, literary-artistic modernism, and the postmodern era. We will use a close reading of Charles Taylor’s *Sources of the Self* as the principal course text. Emphasis throughout will be on a sensitive transdisciplinary engagement with the complex historical developments being studied, drawing on not only history and philosophy but also depth psychology, religious studies, the history of science, and literature and the arts. We will seek to understand the intricate connections between the moral aspirations of modernity—its strong valuation of self-responsible reason, individual autonomy, universal justice and equality, affirmation of ordinary life, and expressive freedom—and modern reason’s instrumental objectification and disenchantment of the natural world. The course will conclude with a consideration of where we are today in this evolutionary journey, marked throughout by paradox, peril, and hope.

**PARP 6897 PCC and ESR MA Integrative Seminar** (3.00 Units) LG Grade Option
The PCC and ESR MA Integrative Seminar is the capstone to the PCC and ESR journeys, required of all graduating MA students. The course is structured as a guided excavation of your journey through PCC or ESR, culminating in a public talk that displays your knowledge and unique perspective, presented before the PCC and ESR communities, faculty, and invited guests. The course includes intensive practice and refinement of public speaking skills, writing exercises oriented toward 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 7001 Psyche and Cosmos I: Transpersonal Psychology and Archetypal Astrology (3.00 Units) PF Grade Option
This course examines an emerging understanding of the relationship between the human psyche and the cosmos, based on observed correlations between psychological conditions and transformations and specific planetary positions. Topics include the extended cartography of the human psyche suggested by modern consciousness research and experiential therapies, analysis of birth charts and planetary transits, archetypal and perinatal patterns in art and culture, and the relevance of this evidence to both the larger tradition of depth psychology and the cultural emergence of a radically integrated worldview.

PARP 7002 Psyche and Cosmos II: Transits in Depth (Practicum) (3.00 Units) PF Grade Option
This seminar is a practicum designed to help students become skillful in the use of archetypal astrological methods of analysis for understanding the timing and character of a wide range of psychological conditions and biographical events. Classes will be devoted to detailed weekly analyses of one’s own personal transits as well as representative transits for significant cultural figures and their major biographical experiences. The course focuses on the archetypal dynamics of human life, expressed both psychologically and in external events, and reflected in the coinciding planetary alignments.

PARP 7008 James Hillman and Archetypal Psychology: An Introduction (1.00 Unit) PF Grade Option
This brief course offers an introduction to the ideas of James Hillman, the principal founder of archetypal psychology and one of the most influential thinkers in contemporary psychology and culture. From its beginnings in the late 1960s, archetypal psychology has called for depth psychology to move beyond the consulting room to engage the larger cultural, historical, and ecological issues of our time.

PARP 7105 Archetypes, Art, and Culture (3.00 Units) LG Grade Option
Informed by the insights of Jungian, archetypal, and transpersonal psychology, this course uses lecture presentations and works of music, film, and literature to explore and understand the meanings of the planetary archetypes in natal charts and transits. In turn, the archetypal astrological perspective is used to illuminate and more deeply understand the deeper dimensions of major works of art and cultural epochs, from Beethoven’s symphonies and the French Revolution to Fellini, the Rolling Stones, and the 1960s.

PARP 7400 Psyche and Spirit: From the Psychology of Religion to Transpersonal Theory (3.00 Units) OP 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 8799 Independent Study (1.00–3.00 Units) PF Grade Option
Coursework that extends a student’s field of inquiry beyond current CIIS courses. Requires a syllabus and contract signed by the student and faculty member, and approved by the program chair.

PARP 8888 Special Topics (3.00 Units) OP Grade Option
A course of study not currently encompassed in the curriculum but relevant to evolving topics of growing importance in philosophy, cosmology, and consciousness.

PARP 9568 Advanced PhD Seminar: The Planetary Era: A New Wisdom Culture (3.00 Units) LG Grade Option
With the mounting threat of climate change, a mass extinction of species, and increasingly volatile geopolitical relations, the Earth community has entered a most critical phase of the Planetary Era. Beginning with a survey of major theories of globalization, the seminar proceeds to consider the contributions of such contemporary big-picture thinkers as Edgar Morin, Jeremy Rifkin, and Peter Sloterdijk, as well as insights from Joanna Macy, Naomi Klein, and various Indigenous leaders. The main goal of the seminar is to cultivate a transdisciplinary engagement with the phenomenon of globalization and to participate in the creation of a Wisdom culture worthy of the Planetary Era. Prerequisite: Priority to PCC students.

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**PARP 9600 Comprehensive Examination** (0.1 Unit) PF Grade Option
The two required comprehensive exams are taken after all other coursework is completed, one per semester, in two consecutive semesters. Each comprehensive exam must be completed in one semester. The first comprehensive exam will demonstrate thorough knowledge of an ecological theme or issue, contextualized in a religious, spiritual, and/or philosophical milieu. The second comprehensive exam will demonstrate in-depth knowledge of a religious, spiritual, or philosophical tradition, broadly defined, in relation to ecology. To complete the comprehensive exams, the student devises a reading list of 20 to 30 texts, including books, articles, and chapters, in consultation with his or her adviser. Upon reaching agreement on the reading list, the student reads the texts and writes an essay of about 35 pages, making an argument that ties together the various works and situates the student’s perspective within the field of religion and ecology. Prerequisite: PCC student.

**PARP 9800 Thesis/Dissertation Proposal Completion** (0.1 Unit) PF Grade Option
This course is taken after all coursework is completed. Students undertake the proposal writing in consultation with their thesis/dissertation mentor, meeting on a regular basis to discuss progress. This course may be taken for a maximum of three semesters. Prerequisites: PCC or ESR student; not advanced to candidacy.

**PARP 9900 Thesis/Dissertation Seminar** (0.1 Unit) PF Grade Option
This individual seminar is selected by students who have advanced to candidacy after proposal completion. Students work on their dissertation manuscript in close consultation with the dissertation committee. Prerequisites: PCC or ESR student; advanced to candidacy.
Women’s Spirituality

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

Visiting Core Faculty
Sundari Johansen Hurwitt, PhD

Adjunct Faculty
Jennifer Berezan, MA
Carolyn Brandy, BA, Initiated Elder
Susan G. Carter, PhD
Lisa Christie, PhD
Joan Cichon, PhD
Phyllis Curott, JD
Vivian Deziak, PhD
May Elawar, PhD
Lynne Engelskirchen, PhD
Eri Guajardo Johnson, MA
Mara Lynn Keller, PhD, Faculty Emeriti
Mary Mackey, PhD
Reanae McNeal, PhD
Monica Mody, PhD
Arisika Razak, RN, CNM, MPH
Sara Salazar, PhD
Miriam “Starhawk” Simos, MA
Camille “Afia Walking Tree” Thomas, MA
Elizabeth Ursic, PhD

Program Coordinator
Violeta (V) Krasnić, MA, vkrasnic@ciis.edu

Format
Both programs are online.

The COVID-19 pandemic has led many universities, faculty, and students to explore online education for the first time. Meanwhile, Women’s Spirituality has been offering online courses for over 15 years, and effective Fall 2021 we will be a fully online program. Our faculty are skilled at bringing an integral feminist pedagogy to the online environment, and we have had to make minimal changes to our program to adapt to the pandemic. Our residential intensives have been virtualized and will remain so until COVID-19 restrictions are lifted. For more information, please contact our program coordinator.

About Women’s Spirituality
Founded in 1992 by internationally known trailblazers in the women’s spirituality movement, Women’s Spirituality offers a transdisciplinary, multicultural, and socially engaged approach to the study of feminism, spirituality, and religion. We are the first PhD-granting graduate program in the United States to integrate the study of feminist spirituality with the examination of contemporary social, political, and ecological issues. Our curriculum incorporates scholarship from women/gender studies, ethnic studies, religious studies, philosophy, and other related fields. We do not espouse a singular spiritual framework or a singular approach to feminism; rather, we support students in undertaking their own rigorous inquiry both within and beyond these fields. Faculty and students generate innovative ways to combine 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, matrismic, 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?

**Integral Feminist Pedagogy**

Our department 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**

We affirm that diversity is linked to academic excellence. We speak with womanist, feminist, mujerista, Indigenous, queer, and decolonial voices and are committed to an engaged spirituality. While we focus on the experiences and spiritual practices of individuals and groups who identify as women, we acknowledge the problems of heteronormativity and hierarchical binary gender systems within religious and spiritual communities. We embrace a trans-inclusive perspective and are committed to challenging queer oppression.

Our students as well as our core and adjunct faculty represent diverse spiritual traditions, racial and ethnic groups, class backgrounds, countries of origin, sexualities, ages, abilities, and various other identities. Our courses integrate Western and non-Western academic sources, and our research methodologies are sourced in multiple ways of knowing.

We also recognize that no one individual or group has a complete awareness of, or perfect response to, all the complexities of ecological and social justice. We are continually evolving in our understandings of diversity and justice in dialogue with students as well as multiple activist and academic communities.

**About the MA Degree**

Our MA degree is designed to inspire students who are passionate about integrating social justice, ecological healing, 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.

**MA Degree Format**

- Our online format draws students from across the United States and the world and includes both synchronous and asynchronous virtual classrooms.
- Our MA degree requires 36 units of coursework and can be completed in two full-time years or three part-time years.
- Our required six-day residential Fall Intensives allow students to meet their faculty and peers while enjoying the treasures of the San Francisco Bay Area.
- Students can also connect during optional Spring Retreats and end-of-year Commencement Celebrations.

**The MA degree emphasizes the following areas of scholarship:**

- Ecofeminism/Ecology
- Women in World Religions
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 adviser 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—15 units
   PARW 6047 Critical and Liberatory Methods of Inquiry (2 units)
   PARW 6286 Building Conscious Allyship (1 unit)
   PARW 6420 Writing That Matters: Foundational Skills for Transformative Scholarship (2 units)
   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)
II. Directed Electives—12 units
With consultation of the academic adviser, students are to take 12 units of courses that support their primary areas of academic and professional interest.

III. General Electives—6 units
Students take six units from any program at CIIS, depending on availability.

IV. PARW 6800 MA Integrative Seminar—3 units

About the PhD Degree
Our PhD degree in Philosophy and Religion with a concentration in Women’s Spirituality is a rigorous transdisciplinary program that prepares students to become thought leaders and changemakers. We reclaim suppressed knowledge emerging from women and subaltern groups while amplifying the voices of women spiritual leaders, activists, and healers. Our program explores varied spiritual, ecological, and political perspectives rooted in care for the Earth, each other, and the Sacred.

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 transpersonal and embodied ways of knowing. We emphasize womanist, feminist, Indigenous, and decolonial lenses. We do not espouse a singular spiritual framework; rather, we support students in exploring their own spiritual perspectives alongside their rigorous study of texts.

PhD Degree Format
- Our online format draws students from across the United States and the world and includes both synchronous and asynchronous virtual classrooms.
- Our PhD degree requires 36 units of coursework, plus the completion of two comprehensive exams, a dissertation proposal, and a dissertation.
- Our required six-day residential Fall Intensives allow students to meet their faculty and peers while enjoying the treasures of the San Francisco Bay Area.
- Students can also connect during optional Spring Retreats and end-of-year Commencement Celebrations.

Areas of Emphasis
PhD students select two of the three following areas of emphasis:

1. Women and World Religions
   We review a variety of lineages that document women’s spiritual power and religious experience from the ancient world to the present. 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
   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, eco-social 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 evoque one’s innate creativity, revealing personal and cultural sources of mystical insight, embodied healing, and artistic blossoming. Our program includes an
emphasis on the embodied wisdom of women and other subaltern populations, and we focus on the vernacular history that preserves the role of women and other oppressed genders who have served as seers, healers, and nurturers of life. Many elements of language, ritual, and the arts have roots in cultural responses to the elemental powers of nature, the ineffable mysteries of the cosmos, and the primal characteristics of the female body. We honor the mysteries of birth, sexuality, death, and rebirth. Courses include modes and powers of healing utilized by women, populations of color, queer peoples, and other subaltern populations from a variety of spiritual, sociocultural, and geographic traditions. Topics include issues in women’s health, healing, and wellness; diverse views on women’s and other marginalized genders’ embodiment and sexualities; and experiential studies in movement and bodywork from a variety of traditions.

PhD Program Learning Outcomes

1. Create a work that makes an original and substantive contribution to the field of women’s spirituality.
   1.1 Develop and engage an original and substantive research question for the dissertation that advances the field of women’s spirituality.
   1.2 Produce rigorous and critical scholarship that reflects currency with the themes and issues in the field.
   1.3 Apply diverse ways of knowing and multiple theoretical frameworks and methodologies, including those that contest dominant paradigms and theories—e.g., feminist, womanist, postcolonial, Indigenous, queer, critical, participatory.

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 and meet educational, professional, and research goals.

Curriculum

PhD in Philosophy and Religion with a concentration in Women’s Spirituality—43.5 Units

I. Foundation—18 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 adviser:
- 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 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 Thealogy/Theology: Goddess/God, Humanity, Nature, and Ethics

2. Feminist and Ecofeminist Philosophy and Activism
- 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 6421 Animal Ethics: Ecofeminist/Ecowomanist 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 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 6604 Sacred Arts and Rituals of Ancient Crete
PARV 6609 Goddesses and Priestesses of Matricultural Crete
PARW 6697 Women’s Sacred Mysteries, Arts, and Healing
PARW 6760: Eleusinian Mysteries: Myth and Ritual
PARW 6780 Sacred Women of the African Diaspora: Goddesses, Queens, Priestesses, and Other
PARW 6781 Orisha: Indigenous Philosophy—Experienced Through Song, Drum, and Dance
PARW 6788 Embodying Praise: Sacred Traditions of Movement
PARW 6793 Embodied Earth Wisdom: Healing and Percussion in the African Diaspora
PARW 7020 Sacred Music of the World
PARW 7199 Coming Alive: Rosen Method Movement and Bodywork
PARW 7420 The Healing Ecstasy of Sound

IV. Electives—6 units
Select six units from any course in our program, or any program at CIIS. 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—6 units
PARW 7880 Comprehensive Exam: Literature Review (3 units)
PARW 7881 Comprehensive Exam: Advanced Research Methods (3 units)

VII. Culminating Coursework—0.1 unit
PARW 9800A Dissertation Proposal Writing (0.1 unit)
PARW 9900A Dissertation Seminar (0.1 unit)

Accelerated 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 student accepted into the doctoral department 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 the 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
Select three units from any course in our program, or any program at CIIS. 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—6 units
PARW 7880 Comprehensive Exam: Literature Review (3 units)
PARW 7881 Comprehensive Exam: Advanced Research Methods (3 units)

V. Culminating Coursework—0.1 unit
PARW 9800A Dissertation Proposal Writing (0.1 unit)
PARW 9900A Dissertation Seminar (0.1 unit)

Course Descriptions

PARW 6018 Water Across Spiritual Traditions: Rituals, Symbols, and Meaning (2.00 Units) OP Grade Option
Water is one of the primary elements of Mother Earth and necessary for all life to continue and thrive. As such, in most world religions and spiritual traditions, water is considered sacred and is associated with a wide variety of myths, divine beings, and ceremonial practices. Drawing upon world mythology, sacred texts, and purification rites (past and present), this multidisciplinary course offers students the opportunity to explore symbols and imagery, engage in their own personal rituals of renewal and healing, and read and interpret narratives involving water across diverse spiritual traditions.

PARW 6047 Critical and Liberatory Methods of Inquiry (2.00 Units) LG Grade Option
This course strengthens students’ critical thinking skills and provides an introductory level understanding of graduate methodologies. Critical thinking exercises will strengthen academic skills for analyzing texts, constructing well-designed and cogent research papers, and engaging in dialogue and debate regarding ideas and beliefs. Students will learn about differing worldviews and methodologies from the humanities and social sciences and reflect on what it means to develop an interdisciplinary approach to research. This includes an exploration of standpoint theory and critically situating the personal perspective within a broader social and cultural context. Research methodologies from a number of scholarly traditions will be introduced, including Feminism and Women’s Spirituality, Integralism, Critical Theory, Postmodernism, Indigenous and Postcolonial Scholarship, Queer Theory, and Participatory Research.

PARW 6286 Building Conscious Allyship (1.00 Unit) OP Grade Option
This course introduces students to some of the basic frameworks that support engagement with diversity in respectful and transformative ways. We will provide a safe space in which students will have the opportunity to review their own social/historical location and explore the connections between spirituality, liberation, and knowledge. Using a diversity of tools and techniques, we will create a forum in which students will deepen their ability to effectively dialogue across difference and begin the process of building meaningful alliances.

PARW 6292 Teaching to Transform: Liberatory Feminist Education (3.00 Units) OP Grade Option
This course will provide students with the tools needed to foster transformative learning experiences in academia as well as sites of popular education. We will engage with feminist and critical pedagogies, integral and embodied learning, intergroup dialogue, and deep education. This course will emphasize practical skills for applying these theoretical frameworks to actual classroom or workshop settings. We will pay particular attention to facilitating difficult conversations related to gender, diversity, and social justice. Students will develop a statement of teaching philosophy, create an original syllabus, deliver presentations, and lead group activities. Prerequisite: Priority to WSE students.

PARW 6336 Curanderismo: Ancestral Spiritual Healing Traditions (1.00 Unit) OP Grade Option
Curanderismo is a healing tradition that dates back to colonial Mexico. It is influenced by Catholicism and Indigenous healing traditions, at times weaving seemingly competing ways of being. This class will cover the social, cultural, historical, and political context in which curanderismo emerged and persists to this day as an often-preferred practice that draws on multiple modalities
for promoting health and well-being. Some of the modalities that will be explored in the class include the complex and integral use of plants, eggs, prayer, floral waters, and massage. Students will also learn about related contemporary and local spiritual healing traditions in the Bay Area with an opportunity to explore their own respective cultural ancestral healing traditions. Prerequisite: Priority to PARW students.

PARW 6419 Transformative Philosophies of Justice: Local and Global Perspectives (3.00 Units) OP Grade Option
This class will explore a diversity of philosophical paradigms and religious beliefs that inform and justify various contemporary concepts and practices of transformative and restorative justice. Drawing on Indigenous, Afro-centric, and other non-Western philosophies and spiritualities, this course presents a body of knowledge on transformative justice. This is an interdisciplinary course that will integrate the philosophical constructs of justice with an analysis of contemporary social issues. Readings will address research justice, gender justice, racial justice, and so on. In addition, an exploration of ancient and contemporary examples of restorative justice practice will allow students in this course to develop some practical restorative facilitation tools and skills.

PARW 6420 Writing That Matters: Foundational Skills for Transformative Scholarship (2.00 Units) OP Grade Option
Scholarly writing has played a pivotal role in social and spiritual transformation, via critiques of existing systems and the birthing of new ideas. In order to effectively communicate such ideas, scholars must first develop felicity with the foundational skills of academic writing and research. This course will help students hone such skills so that they can contribute meaningfully to written discourse regarding women, gender, spirituality, and social justice. Students will learn how to develop and support their original ideas; hone their grammar, punctuation, and syntax; and integrate personal and scholarly voice. We will also explore how to conduct library research, evaluate sources, and cite appropriately using Chicago style.

PARW 6421 Animal Ethics: Ecofeminist/Ecowomanist Perspectives (3.00 Units) OP Grade Option
Ancient spiritual wisdom and contemporary scientific findings both refute Descartes’ assertion that nonhuman animals are automatons devoid of consciousness or feeling. Nonetheless, the view of animals as machines undergirds many of our modern practices, such as factory farming and animal experimentation. How have Western philosophical trajectories, economic systems, and linguistic practices led to our ethical myopia concerning animals? What resources do our philosophical and spiritual traditions have to offer as we reconsider our ethical stance toward animals? In addition to exploring these questions, this course will highlight the emergence of veganism as an ethical response to animal exploitation and food injustice. Particular attention will be paid to ecofeminist and ecowomanist analyses of the links among sexism, racism, and speciesism.

PARW 6424 Mirrors: Reflections on Consciousness, Empowerment, and Spirituality (2.00 Units) OP Grade Option
Mirrors are much more than mere tools of vanity. Throughout the ages, they were 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, as implements of distortion, and as tools for self-reflection. The mirror, in its variety of forms and applications, has truly captured the human imagination. This course is an interdisciplinary, selective cross-cultural exploration of the mirror (from c. 7,000 BCE to the present). Students will explore the mirror in a variety of contexts: in world religions and spiritual traditions (such as Japanese Shinto, the Afro-American religion of Yoruba, medieval Christianity, or the Aztec religion of Mesoamerica); mythology and folklore from ancient Greece to Africa to Asia; and literature and the visual arts from various historical periods to modern times. Students are encouraged to study an aspect of the mirror in a historical-cultural context of their choosing, and also examine the roles that mirrors play in their contemporary lives. With faculty support, students may explore psychological, scientific, and cosmological perspectives on mirrors as an optional aspect of the course.

PARW 6425 Gender, Power, and Spirit in Indigenous Cultures (2.00 Units) OP Grade Option
This class will explore the legacy of Indigenous women throughout the world on a path of power (leaders, healers, shamans, ceremonialists) and the spiritual images and stories of the cultural contexts in which they exist. A unique opportunity presents itself to understand the sacred through their spirituality, leadership, practices, and activism. The emphasis of the class will be on exploring Indigenous women’s lives, worldviews, transformations, narratives, and values to uncover recurring Indigenous themes that have global relevance today for our planet and all living beings. These themes will be elucidated didactically and experientially, and there will be opportunities to dialogue and relate in a manner consistent with Indigenous oral traditions and kinship paradigms.

PARW 6426 The Spirit and the Flesh: Christianity and Paganism in Comparative Perspectives (2.00 Units) OP Grade Option
This course examines the historical development and current relationship between Christian and pagan traditions. During this course, we will explore the pagan origins of Christian sacred stories, beliefs, and traditions. We will also analyze the Christian versus pagan rhetoric used during the medieval and modern periods to justify prejudice and violence based on gender, class, and ethnicity. Further, we will look at Christianity and paganism today, including contemporary expressions of the Neopagan movement and Christian celebrations of a feminine divine. This course will also examine the opportunities and challenges of bi spirituality, which describes the experience of those who identify with both traditions.
PARW 6428 Ecological Consciousness and Climate Justice (3.00 Units) OP Grade Option
This course explores the philosophical shifts needed to bring about widespread ecological consciousness. At the root of both the current climate crisis and social collapse is a paradigm based on human domination of nature and of each other. Sustainability and well-being require a shift from the prevailing system of domination and extremism to a global consciousness and a socioeconomic system based on interdependence and partnership. This course will examine contemporary social movements, particularly those arising out of the Global South, that are leading efforts toward social justice and planetary survival.

PARW 6429 Spiritual Responses to Gender-Based Violence (2.00 Units) OP Grade Option
This course explores movements to end gender-based violence that are grounded in spiritual and/or transformative frameworks. Across the globe, foundational religious texts as well as customs have been used as justifications to support violence against women and LGBTQI individuals. In response, spiritual feminists and queer leaders are tackling this problem using spiritual foundations that inspire gender and sexual equality, inclusion, and respect. Healing from the trauma of violence is also a key concern of spiritual feminists, who are drawing from a range of healing traditions to support survivors. This course will address responses to gender-based violence ranging from individual healing to global social change.

PARW 6432 Women’s Visionary Poetry and Fiction (2.00 Units) OP Grade Option
In their poetry, novels, and short stories, as in the ancient traditions of priestesses and mystics, women poets and fiction writers tell us about women’s other worlds, inner and outer, past and future; worlds of imagination, prayer, prophecy, and vision. We consider works by Isabel Allende, Janine Canan, Ella Deloria, Chitra Banerjee Divakaruni, Linda Hogan, Susan Griffin, Audre Lorde, Mary Mackey, Mary Oliver, Adrienne Rich, Starhawk, and Alice Walker, among others, as we explore the following questions: What is women’s visionary poetry and fiction? How do women writers make their invisible inner experiences visible to their readers? How do they use the crucible of language to tell the truth? How do they interweave fiction and memoir? Creative writing exercises draw students directly into the process of creating women’s visionary poetry and fiction.

PARW 6430 Women’s Visionary Film: Magic, Myth, and Mystery (2.00 Units) OP Grade Option
Women’s sacred experience and beliefs too rarely find expression in contemporary culture via film. The inspiring new genre of women’s visionary films, created primarily by women about women from diverse cultures of our global community, will be viewed or read for their discussion of sacred themes. The mystical vision of many of these works is embodied in the daily lives and sacred stories of ordinary persons as well as mythical beings. Films such as Goddess Remembered, Sorceress, Daughters of the Dust, Monsoon Wedding, Frida, Blossoms of Fire, and Whale Rider will be reviewed.

PARW 6441 Liberation Dharma: Gender, Buddhism, and Social Justice (3.00 Units) OP Grade Option
Using the wisdom of Buddhist teachings, this course examines spiritual awakening as liberation from oppressions based in gender, race, class, and sexuality. The concept of “liberation” is explored as an experience of freedom and healing from both personal and collective suffering. We will examine the role of women in Buddhism, both historically and in contemporary times; social movements based in engaged Buddhism; tantric Buddhism; 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 6444 Gender Equity and Reconciliation (3.00 Units) OP Grade Option
Gender equity and reconciliation recognizes the profound wound in the human family constellation around gender and sexuality. Through intergroup dialogue and other deep experiential work, this course will explore how healing can occur among women, men, and nonbinary individuals. We will also examine how patriarchal social structures have given rise to intersecting injustices and divisions based on sex, race, class, sexuality, nationality, and ability. This transdisciplinary course will include texts from the fields of women’s studies, men’s studies, queer studies, partnership studies, restorative justice, and reconciliation studies.

PARW 6447 Gender, Sacred Sexuality, and Healing (3.00 Units) OP Grade Option
How does the sacred inform our sexual practice, gender identity, and physical embodiment? Based on the lives and experiences of diverse populations, this course offers a multicultural exploration of some of the various strategies for individual and community healing employed by contemporary women and other oppressed genders in their search for liberation and wholeness. We will use memoirs, theoretical essays, personal narratives, films, and new findings from medical research to explore a variety of sexual and gender identities, spiritual and transcendent sexual experiences, and practical links between the body, sexuality, healing, and spirituality.

PARW 6500 Sacred Lineages: Goddesses, Foremothers, and Activists (3.00 Units) OP Grade Option
This course traces the lineage of the women’s spirituality movement and how it has intersected with the development of feminism, womanism, and ecofeminism. Course themes also include feminist transformations of patriarchal religions, sacred sexuality, reproductive justice, and women’s spiritual leadership and activism. The central project in this course asks students to...
research their maternal lineage and place it within historical, political, and spiritual contexts. The development of a strong learning community is integral to this course. Students are expected to participate actively in both face-to-face and online modules, to take leadership in building community, and to show up fully for their peers during paired or small-group activities.

PARW 6548 Women and World Religions (1.00–3.00 Units) OP Grade Option
Beginning with the spiritual traditions of Mother Africa, we trace the cultural evolution of religions and the spiritual roles of women around the world, with an emphasis on women’s roles in the rites of passage of birth, marriage, and death/rebirth; sacred stories/scriptures about women; and women’s spiritual leadership. The course has three modules: I. Women and World Religions in Historical Perspective: Nature-Embedded Indigenous and Goddess/God Traditions. II. Abrahamic Religions: Judaism, Christianity, Islam. III. Asian Religions: Hinduism, Buddhism, Taoism, Confucianism, Shinto. Each module constitutes 1 unit of credit. The 3-unit course is a requirement for Women’s Spirituality doctoral students and is to be taken for a letter grade. Other students may opt for 1–3 units; grading is student’s option.

PARW 6604 Sacred Arts and Rituals of Ancient Crete (1.00 Units) OP Grade Option
Ancient Crete was an advanced society that was multicultural, matristic, peaceful, prosperous, and highly artistic. A vibrant and erotic spirituality pervaded daily life and the many sacred ceremonies of the people. The artworks and ritual equipment discovered by archaeology reveal that the major personal, social, and cosmic events of women’s and men’s lives—birth, sacred marriage, death/rebirth, and also planting and harvesting—were sacralized with music and dance, costume and ceremony, and the worship of Goddesses and Gods.

PARW 6609 Goddesses and Priestesses of Matricultural Crete (2.00 Units) OP Grade Option
Archaeological and mythological evidence reveals an extraordinary Goddess and God culture of partnership, peace, and prosperity in ancient Crete. In this advanced matricultural civilization, the Goddess was the preeminent deity. We will explore the many-in-One Goddess(es) and the priestesses devoted to her service, to discover beliefs and practices that might be adapted for use now. Crete’s nature-embedded, gender-balanced, matricultural civilization provides an inspiring vision for an alternative to patriarchal, dominator societies of today.

PARW 6614 Narratives of the Oppressed: Embodiment, Resistance, and Healing (2.00 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 activists, artists, healers, and scholars. We will use memoirs, novels, theoretical essays, personal narratives, and films to explore the effects of overlapping institutionalized oppression—racism, sexism, classism, homophobia, transphobia, ableism, nativism, etc.—on populations of color, women and other oppressed genders, immigrants, the LGBTQIQ and queer communities, working-class people, the disabled, and multiracial individuals and families.

PARW 6697 Women’s Sacred Mysteries, Arts, and Healing (3.00 Units) OP Grade Option
Women have served the deities and Spirit in many ways, invoking the divine, celebrating the change of seasons, fostering agricultural rites and urban rituals, stimulating healing, and inspiring the next generations. We learn how women in diverse cultures participate in the Mysteries of life, as priestesses and priests, healers, dancers, praise singers, midwives, daughters, mothers, grandmothers, artists, writers, and actresses of many media. These include sacred song, dance, visual arts, poetry, fiction, theater, and film. We reflect upon the themes that arise from women’s profound rites of passage, including the mysteries of menstruation and conception, sacred sexuality, the sacrament of birth and motherhood, and death/rebirth. We also study various methods and methodologies used in these practices.

PARW 6698 Vocation, Passion, and Action: Creative Career Design (2.00 Units) OP Grade Option
Students with a degree in Women’s Spirituality or in Women, Gender, Spirituality, and Social Justice pursue careers in a wide variety of fields, including teaching, writing and publishing, healing, the arts, social and environmental activism, and social entrepreneurship. In this course, you will draw upon your sense of vocation and purpose, career-management best practices, and spirituality-informed research methods to imagine your work in the world and then learn tangible career-planning and career-management skills to support you in actualizing your vision. These skills include inventorying your knowledge, skills, and passions; identifying and researching possible career objectives; developing your materials (c.v., résumé, marketing brochure, and/or website); and building and growing your communications platform through social media, presentations, articles, books, and other activities. Other topics to be discussed include teaching, writing and publishing, and introduction to social entrepreneurship. Guest speakers will share how they crafted their unique career paths in areas of interest to students in the course.

PARW 6760: Eleusinian Mysteries: Myth and Ritual (1.00 Unit) OP Grade Option
The Greek Goddesses Demeter and Persephone, as both transcendent and immanent powers, embodied the generative and procreative forces of nature and the cosmos. Their gift of agriculture provided food for all people, the basis of civilization. Their Mother-Daughter mythos dramatizes the suffering of separation from love, the descent into the Underworld of violation and ghastly shadows, and the reunion with Source, wholeness, and abundance. By reenacting the sacred story of the Divine Mother and Daughter, initiates of the Eleusinian Mysteries were inducted into a deeper experience of the Mysteries of birth, sacred union, death and rebirth. As portrayed in Diotima’s teaching to Sokrates (in Plato’s Symposium), ta Mysteria are erotic and cosmic mysteries of love. Initiates received a new way of seeing, a new way of living in kinship with the Source of all life. And, as Cicero wrote, initiates found “greater joy in this life, and hope for life beyond death.”

**PARW 6779 Embodied Healing Traditions (2.00 Units) LG Grade Option**

This class surveys diverse spiritual and healing modalities for working with traumatic experience—whether it is our own or someone else’s. It reviews Buddhist meditation techniques, ritual practices, movement modalities, and sound healing, as well as writing, art, and storytelling, to help us move through experiences of suffering with grace as we invoke our own health and healing.

**PARW 6781 Orisha Indigenous Philosophy Experienced Through Song, Drum, and Movement** (1.00 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. Prerequisite: Priority to WSE/WGS students.

**PARW 6787 Sacred Women of Africa and the African Diaspora** (3.00 Units) OP Grade Option

This course explores the lineage of sacred women of power found in the cultural history, spiritual practices, feminine iconography, and ordinary and extraordinary rituals of diverse peoples of Africa and the African diaspora. We begin with the late-Paleolithic and early-Neolithic cave paintings of northern and southern Africa, tracing the goddesses, divine queens, and holy priestesses of ancient kingdoms in North, West, and Central Africa. We explore the sacred ancestors, holy mothers, ritual leaders, healers, and market women of the Yoruba, Ibo, San, and other African peoples, reviewing the similarities and differences exhibited in images, practices, and concepts of the African divine feminine. Luisah Teish, contemporary author and Ifa priestess and chief, leads us in embodied practices from a variety of ancient and modern African traditions. Contemporary writings, novels, films, and scholarly narratives are used to review modern controversies in African women’s empowerment, rituals, roles, and feminism.

**PARW 6788 Embodying Praise: Sacred Traditions of Movement** (1.00 Unit) LG Grade Option

This course is an experiential exploration of dance, a sacred embodied tradition. 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. Prerequisite: Priority to WSE/WGS students.

**PARW 6792 Women and Tantra** (1.00 Unit) OP Grade Option

This course is an experiential exploration of Tantra, a sacred embodied tradition. We will review Sakti, the feminine energy; trace her immanence in creation, the Earth, and our bodies through sacred art and yantras; learn how presence, sensuality, and ecstasy are doorways to the Divine; and explore the role of women in Tantra from historical through contemporary times. We will engage with practices of mantra, mudra, and movement to deepen our presence and embodiment.

**PARW 6793 Embodied Healing Through African Diasporic Percussion, Song, and Movement** (1.00 Unit) OP Grade Option

In this course, we will theoretically contextualize why the healing traditions of Africa—based in live percussive music, movement, storytelling, shamanism, village circle games, and belly laughter—have now become central to the embodied healing that we humans seek in our lives and planet today. In the last 15 years, we have been seeing an increased popularization of drumming, as there is more need for immense ethocultural vibrational healing essential to our wellness as a species. Through embodied hands-on exploration, everyone in the course will participate together in the creation of traditional and contemporary movement-based live percussive music rhythms, and call and response chants, that support the connection of body, mind, and spirit naturally relaxing into congruent and elevating frequencies. From this embodied place, each person will be able to find his or her own voice and perhaps more entryways for connection, collaboration, and creativity. Bring your drums or use ours. Prerequisite: Priority to WSE/WGS students.

**PARW 6795 Kundalini Energy, the Tree of Life, and Cosmic Consciousness** (1.00 Unit) OP Grade Option

Using the Kabbalistic Tree of Life as a way to connect to our Earth and cosmic consciousness, this course begins with an
Effortless movement to music opens the breathing, lubricating the body’s joints; stretches and strengthens muscles; and awakens energies and patterns in new ways, to see connections between our emotions, our posture, and the spiritual aspects of our lives.

PARW 6798 Women and Tantra (2.00 Units) OP Grade Option
This course is an experiential exploration of Tantra, a sacred embodied tradition. We will review Sakti, the feminine energy; trace her immanence in creation, the Earth, and our bodies through sacred art and yantras; learn how presence, sensuality, and ecstasy are doorways to the Divine; and explore the role of women in Tantra from historical through contemporary times. We will engage with practices of mantra, mudra, and movement to deepen our presence and embodiment.

PARW 6800 MA Integrative Seminar (3.00 Units) OP Grade Option
MA students are mentored in the preparation of a portfolio or advanced research paper. Students draw together the knowledge, insights, and skills of their coursework and especially their chosen area of study; and they work with the library to refine their research skills. They review relevant methodologies and issues of epistemology in preparation for the completion of the MA degree.

PARW 6835 Spiritual Activism and Transformative Social Change (3.00 Units) OP Grade Option
This course will explore how our connection to embodied, spiritual wisdom can inform our efforts to create a more socially just 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 drawn from their own personal, professional, and activist experiences. Prerequisite: Priority to WSE students.

PARW 6836 African and African Diaspora Spiritual Traditions (1.00 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 7006 Women Philosophers, Mystics, and Wisdom Teachers (3.00 Units) OP Grade Option
This course provides an overview and in-depth study of women philosophers, mystics, and wisdom teachers from around the world and across the millennia. Women’s wisdom has served to shape and mold the contours of society and culture in every age. The students will determine the contents of the course by selecting texts from the list provided and preparing one teaching presentation, for each 1-unit module. This course satisfies the Women’s Spirituality doctoral degree requirement for 3 units in the area of Feminist and Ecofeminist Philosophy and Activism.

PARW 7020 Sacred Music of the World: Traditional and Contemporary (1.00 Unit) OP Grade Option
This is an experiential class exploring traditional and contemporary sacred music from various cultures with a focus on women’s expressions—including traditions of chant, song, shamanistic healing, women drummers, ecstatic practices, and contemporary explorations. The class is an exploration of the power of music to heal, create, and strengthen community; tell the story of a people; and connect to the divine. Prerequisite: Priority to WSE/WGS students.

PARW 7050 Goddesses of Prehistory: An Archaeomythology (3.00 Units) LG Grade Option
This course explores archaeological and mythological evidence of the veneration of female deities in cultures of the ancient world within Africa, Old Europe, Anatolia, Mesopotamia, the Middle East, Crete and Greece, Asia, and the New World. Slides from the collection of archaeologist Marija Gimbutas are a special resource for the class, providing an in-depth view of the iconography, social structure, and rich ceremonial life of the earliest farming peoples of Europe, Anatolia, and the Mediterranean. As a working framework of research and interpretation, we incorporate the worldview and methodologies of women’s spirituality with archaeomythology, a methodology that combines archaeology, mythology, cultural history, ethnology, linguistics, genetics, and other disciplines to craft a multidimensional investigation of female iconography and rituals in the prehistoric eras.

PARW 7199 Coming Alive: Rosen Movement and Bodywork (1.00 Unit) PF Grade Option
Developed by internationally renowned somatics pioneer Marion Rosen, the Rosen Method allows us to access unconscious energies and patterns in new ways, to see connections between our emotions, our posture, and the spiritual attitudes we carry. Effortless movement to music opens the breathing, lubricating the body’s joints; stretches and strengthens muscles; and awakens
an aliveness and enjoyment in the body. Relaxing hands-on work with chronic muscle tension invites the comfortable acceptance of one’s body, dissolves mind-body dualism, and creates an opening for the surfacing of emotions that had been obscured within the holding patterns of the body. 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 7585 Spirit, Compassion, and Community Activism (1.00–3.00 Units) PF Grade Option
Through selective readings, class discussion, and personal reflection, this course supports students in putting their spiritual values and beliefs into action in the larger community. Students have the opportunity to integrate their academic study with practical transformative experience. Students may deepen and broaden their concepts of compassion, spirit, and activism, and explore their educational and life work goals and visions through community engagement and service. This course can be taken for 1–3 units, with each unit requiring 30 hours of community service work. The course fulfills the Women’s Spirituality program’s community service practicum requirement.

PARW 7609 Womanist, Feminist, and Decolonial Worldviews (3.00 Units) OP Grade Option
This course examines a diversity of womanist, feminist, mujerista, Indigenous, and postcolonial worldviews, theories, and activism in the United States 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 7880 Comprehensive Examination: Literature Review (3.00 Units) PF Grade Option
This comprehensive exam asks doctoral students to demonstrate in-depth knowledge of the key authors, texts, theories, and debates in one of their chosen areas of emphasis in the Women’s Spirituality curriculum: Women and World Religions; Feminist/Ecofeminist Philosophy and Activism; and/or Women’s Mysteries, Sacred Arts, and Healing. Students will write a 35-to-50-page essay with subsections to be negotiated with their comp supervisor. This 3-unit comp is taken after the completion of approximately 33 units. Consult with the program handbook as well as your adviser, 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 (3.00 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 adviser, and then submit the “Comprehensive Examination Contract” in order to register. Prerequisite: WSE student.

PARW 8012 Women’s Spirituality Research Methodologies (3.00 Units) OP 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, antiracism, Indigenous resistance movements, postcolonial activism, and queer studies.

PARW 8799 Independent Study (1.00–3.00 Units) PF Grade Option
With permission of their adviser, students may take up to 6 units of Independent Study 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 is not possible. To register, submit “Independent Study Contract” to the Registrar’s Office.

PARW 8888 Special Topics (1.00–3.00 Units) LG Grade Option
A course of study not currently encompassed in the curriculum that addresses a topic relevant to women, gender, spirituality, and social justice.

**PARW 9800A Dissertation Proposal Writing** (0.1 Unit) PF Grade Option
MA and PhD students are taught the basics for writing a good thesis or dissertation proposal. University and program guidelines for the thesis and dissertation—as articulated in the “Proposal Rubric,” University and WSE program policies and procedures, the Human Research Review Committee application, conscientious work relations and timelines, the committee chair and membership, technical review, library requirements, and graduation requirements—will be discussed.

**PARW 9900A Dissertation Seminar** (0.1 Unit) 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.
Transformative Inquiry

MA in Transformative Leadership
PhD in Transformative Studies
PhD in Transformative Studies with a focus in Consciousness Studies

Director
Jocelyn Chapman, PhD

Core Faculty
Jeanine Canty, PhD
Allen Leslie Combs, PhD
Daniel Deslauriers, PhD
Constance A. Jones, PhD
Alfonso Montuori, PhD
Jennifer Wells, PhD

Adjunct Faculty
Jocelyn Chapman, PhD
Miguel Chavez, MA
Dan Crowe, PhD
Gabrielle Donnelly, PhD
Amita Ghosh, PhD
Lesley Jackson, PhD
Gary Lachman
Kumi Oya, PhD
Michael Raffanti, EdD, JD
John Scott, PhD

Program Manager
Mayra Cortez, mcortez@ciis.edu

Format
These programs are offered online.

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’ 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 online twice per year, once in August and once in January. Intensives take place online. 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 commitments, 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 a culminating capstone action project. The mission of the TLD program is to prepare individuals who want to facilitate positive personal, organizational, or social change. The program is designed for people who recognize that effective leadership requires specific skills in areas ranging from group dynamics to creative thinking, but also the ability to reflect on why change is needed, how it is conducted, and who is engaged in the process. The TLD program invites students to engage in a profound questioning of the assumptions about these key issues, along with their implications and applications to practice. Reflection and theory are united with practice by focusing on the development of capacities to envision, initiate, and engage in transformative change processes.

Program Learning Outcomes

Graduates of the MA in Transformative Leadership will have attained the following:

1. The ability to actively create one’s leadership style, to assess one’s strengths and weaknesses, to engage in an ongoing process of learning and development, and to articulate one’s leadership philosophy.
2. The capacity to take the initiative, design and manage a meaningful project, and follow it through to completion.
3. The capacity to learn through collaborative reflection and interaction, and to facilitate groups and organizations that learn.
4. A knowledge base and basic skills in group dynamics, conflict resolution, influence, and interpersonal communication.
5. A knowledge base in the theory and practice of leadership and transformation, an understanding of one’s own implicit theories, and the ability to challenge and expand one’s understanding and practice of leadership in dialogue with the research literature.
6. The ability to assess a system’s current practices, design alternative futures, and foster adaptive change.
7. Systems and complex thinking, and the ability to approach complex issues from a plurality of perspectives and metaphors.
8. Understanding and developing strategies to address the psychological and organizational dynamics of power and change in human systems.
9. Understanding and developing strategies to leverage creativity in diversity.

MA Admissions Requirements

Applicants to the MA in Transformative Leadership must meet the general admissions requirements of the University. In addition, applicants must submit the following: two letters of recommendation, preferably one from an academic adviser or someone familiar with the applicant’s ability to do academic work, and one from a supervisor in a recent professional or volunteer setting; a résumé of relevant experiences; and a sample of recent scholarly writing. Applicants should have a demonstrated capacity to learn and work both independently and collaboratively. The program admits students in Fall and Spring. Students must follow the course sequence.

Curriculum

MA in Transformative Leadership—36 Units

I. Required Courses—27.4 units
1st Semester (Fall)
- TLD 6001 Online Intensive I
- 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 Online Intensive II
- 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 Online Intensive III
- TLD 6349 Creating Communities and Coalitions
- TLD 6635 Transformative Leadership: Leading Ourselves Among Others
- TLD 7998 Integrative Seminar III

4th semester (Spring)
- TLD 6004 Online Intensive IV
- TLD 7999 Capstone: Action Project
Graduates of the PhD in Transformative Studies program will be able to do the following:

**Program Learning Outcomes**

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.

**About the Transformative Studies (PhD) Program**

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 an 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 research and facilitate change 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 the Transformative Studies program consists of 37.6 semester units (two years of full-time coursework), plus dissertation. Of these units, 21 are for foundation courses, 1.6 are for intensives, and 9 are for electives, which may be taken from both the Transformative Leadership and Transformative Studies programs. Coursework concludes with two comprehensive exams (6 units) in the form of essays, one addressing the knowledge base of the student’s area of inquiry and the other the chosen research methodology for the dissertation.

**Program Learning Outcomes**

Graduates of the PhD in Transformative Studies program will be able to do the following:

1. Make an original contribution to their chosen area of inquiry.
2. Demonstrate the ability to write publishable articles and participate in the scholarly discourse of their area of inquiry.
3. Approach scholarship and research as a creative process and an opportunity to create themselves as scholars.
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 1960s, 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 adviser and 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 student’s interests dovetail with the program mission. 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, as well as the ability to use an online medium for ongoing course discussion. The program admits students in fall only. Students must follow the course sequence.

Curriculum

PhD in Transformative Studies—37.6 Units

I. Required Courses—27.4 units
1st Semester (Fall)
TSD 6001 Online Intensive I (required)
TSD 8005 Introduction to Transformative Studies
TSD 8125 Creative Inquiry: Scholarship for the 21st Century
TSD 8210 Self, Society, and Transformation

2nd Semester (Spring)
TSD 6002 Online Intensive II (required)
TSD 8130 Transdisciplinarity: Complex Thought and the Pattern That Connects
TSD 8215 Varieties of Scholarly Experience

3rd Semester (Fall)
TSD 6003 Online Intensive III (required)
TSD 6526 The Ecology of Ideas
TSD ____ Directed Research Course (permission of adviser required)

4th Semester (Spring)
TSD 6004 Online Intensive IV (required)
TSD 9610 Comprehensive Exam: Essay—Dissertation Literature Review
TSD 9611 Comprehensive Exam: Essay—Dissertation Research Methodology
II. Electives—9 units
Possibilities include the following:
TSD 6111 Archetypes, Movies, and Reality
TSD 6134 Depth Psychology in Creative Process
TSD 6137 Reverse Imagineering: Systems Change for the 21st Century
TSD 6138 The Art of Transformation: Real Utopias for the 21st Century
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 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
TSD 9800 Thesis/Dissertation Proposal Writing Completion (0.1 unit)
TSD 9900 Thesis/Dissertation Seminar (0.1 unit)
TSD 8720 Thesis/Dissertation Proposal Support (required for students enrolled in TSD 9800) (1 unit)
TSD 8820 Thesis Dissertation Completion Support (required for students enrolled in TSD 9900) (1 unit)

Curriculum

PhD in Transformative Studies with a focus in Consciousness Studies—37.6 Units
Follow the Transformative Studies curriculum, and add these two courses:
TSD 6316 Consciousness and the Brain: An Integral Study of the Brain and the Mind
TSD 6370 Introduction to Consciousness Studies

Course Descriptions

TSD 6001 Online Intensive I (0.1 Unit) PF Grade Option
To be taken in the student’s first Fall semester. During the coursework phase, all Transformative Inquiry students meet twice a year in the Bay Area for five-to-seven-day residential intensives to meet faculty and staff and to get to know one another in person. There are workshops, presentations, and advising, as well as introductions to coursework. The intensives are an essential aspect of the learning experience, and participation is mandatory. Prerequisite: TSD student.

TSD 6002 Online Intensive II (0.1 Unit) PF Grade Option
To be taken in the student’s first Spring semester. During the coursework phase, all Transformative Inquiry students meet twice a year in the Bay Area for five-to-seven-day residential intensives to meet faculty and staff and get to know each other in person. There are workshops, presentations, and advising, as well as introductions to coursework. The intensives are an essential aspect of the learning experience, and participation is mandatory. Prerequisites: TSD student; TSD 6001.

TSD 6003 Online Intensive III (0.1 Unit) PF Grade Option
To be taken in the student’s second Fall semester. During the coursework phase, all Transformative Inquiry students meet twice a year in the Bay Area for five-to-seven-day residential intensives to meet faculty and staff and to get to know one another in
person. There are workshops, presentations, and advising, as well as introductions to coursework. The intensives are an essential aspect of the learning experience, and participation is mandatory. Prerequisites: TSD student; TSD 6002 or TSD 6555.

TSD 6004 Online Intensive IV (0.1 Unit) PF Grade Option
To be taken in the student’s second Spring semester. During the coursework phase, all Transformative Inquiry students meet twice a year in the Bay Area for five-to-seven-day residential intensives to meet faculty and staff and to get to know each other in person. There are workshops, presentations, and advising, as well as introductions to coursework. The intensives are an essential aspect of the learning experience, and participation is mandatory. Prerequisites: TSD student; TSD 6003 or TSD 6555.

TSD 6005 Online Intensive V (0.1 Unit) PF Grade Option
To be taken in the student’s third Fall semester. During the coursework phase, all Transformative Inquiry students meet in the Bay Area for five-to-seven-day residential intensives to meet faculty and staff and to get to know one another in person. There are workshops, presentations, and advising, as well as introductions to coursework. The intensives are an essential aspect of the learning experience, and participation is mandatory. Prerequisites: TSD student; TSD 6004 or TSD 6555.

TSD 6006 Online Intensive VI (0.1 Unit) PF Grade Option
To be taken in the student’s third Spring semester. During the coursework phase, all Transformative Inquiry students meet twice a year in the Bay Area for five-to-seven-day residential intensives to meet faculty and staff and to get to know one another in person. There are workshops, presentations, and advising, as well as introductions to coursework. The intensives are an essential aspect of the learning experience, and participation is mandatory. Prerequisites: TSD student; TSD 6005 or TSD 6555.

TSD 6111 Archetypes, Movies, and Reality (3.00 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 (3.00 Units) LG Grade Option
Charting the development of psychodynamic psychology from its roots in German idealism to the present day, students will explore how the idea of “the unconscious” has given rise to new ways of thinking about mind. The course will begin with an overview of the work of Freud and Jung, before turning to consider some of the major themes preoccupying American psychoanalysis in the last 40 years. Particular attention will be paid to the emergence of the relational movement, to the nature of belief in the clinical setting, and to the challenges of cultural and theoretical pluralism. Students will discover how depth psychology can be interpreted as an emancipatory discourse concerned with fostering change not only in individuals, but also in the wider society.

TSD 6137 Reverse Imagineering: Systems Change for the 21st Century
This course explores leading ideas and theories about systems change and just transition. We explore an array of vibrant areas of research on social change today, such as imagination and social imaginaries, restorative justice, biomimicry, rewilding, carbon drawdown, political ecology, environmental arts and humanities, systems thinking, ethology, and economics. In a class project, students have a chance to link the course themes to their own research interests, to see how our work fits into a larger puzzle of “reverse Imagineering” society toward better futures.

TSD 6138 The Art of Transformation: Real Utopias and Social Imaginaries for the 21st Century
This course explores some of the world’s most visionary examples of arts and action for societal transformation. We explore a range of materials and multimedia at the crossroads of theory, arts, and humanities. We focus on “real utopias”—case studies of people, projects, and places leading just transition—and “social imaginaries”—arts and humanities sparking vision for change. In a class project, students will have a chance to link the course themes to their own research interests, to see how our work fits into a larger puzzle of the “art of transformation” toward better futures.

TSD 6235 Integral Approaches to Dreams (3.00 Units) LG Grade Option
This course provides a foundation for an integral approach to dreams and dreamwork, in both theory and practice. We explore traditional and contemporary approaches to dreams, including a number of spiritual, psychological, and scientific theories. We consider dreams not only from the vantage point of the self, but also from their wisdom regarding relationships, our sociocultural sphere, and sustainable living. We inquire about the transformative role of dreams within an enactive and participatory framework. Students will engage in creative and experiential practices that address somatic, phenomenological, and spiritual dimensions from an integral perspective.

TSD 6252 Cultivating Discernment on the Spiritual Path (3.00 Units) LG Grade Option
The spiritual path is like any other road—it’s going to have its share of potholes and detours. Safe travel requires a quality rarely taught yet critically important in today’s world: discernment. In this class, we learn 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 topics such as these: Is enlightenment less about fireworks and bliss and more
about dismantling illusions? How do we fully integrate our practice into daily living? What is ego, and how is it effectively worked with? What is the role of the body in spiritual integration? What are the cutting-edge insights about the integration of psychological and spiritual practice in Western culture? How do we navigate the complexity of the question of the spiritual teacher? What’s the best way to work with the ego and the shadow? How can we avoid the subtle traps of spiritual bypassing?

TSD 6302 Art as a Mirror of Evolving Consciousness (3.00 Units) LG Grade Option
Art tells us what we were, what we are, and what we are becoming. Explore consciousness through the lens of art and artifacts shaped by the magical, mystical, modern, and postmodern mind. Wilber, Combs, Gebser, and others create compelling frameworks from which to interpret the meaning of mankind’s works of art. Students will use these frameworks to arrive at a deep understanding of the consciousness of the artisans that created these works and the times in which they lived. 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 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 (3.00 Units) LG Grade Option
This course offers an introduction to the larger issues concerning the nature of consciousness and the brain. It will survey the most prominent theories of how the brain and consciousness are related and how they interact. It will also explore current topics such as consciousness in the left and right hemispheres, mirror neurons and the social brain, and the nature of emotion, thought, memory, and perception, much of this through fascinating case studies such as those by Oliver Sacks, Vilayanur Subramanian Ramachandran, and Michael S. Gazzaniga. No experience in the study of the brain is required.

TSD 6370 Introduction to Consciousness Studies (3.00 Units) LG Grade Option
This course will examine the many ways in which the word consciousness has been used in professional and popular literature, and the hidden as well as explicit assumptions held by consciousness scholars about the nature of consciousness. It will explore the field from diverse approaches: cognitive science, neuroscience, cross-cultural studies, existential-phenomenological methodologies, and other related disciplines. It is designed to provide students with the opportunity to gain a comprehensive understanding of consciousness studies. In doing so, it will examine the most widely celebrated theories and problems concerning the nature of consciousness, and will encourage students to examine their personal beliefs about consciousness based on their individual experiences.

TSD 6389 Transformative Influence of Art in Public and Community Spaces (3.00 Units) LG Grade Option
Art in the public sphere offers an opportunity to examine how art changes our awareness of self and our relationship and interactions 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 aesthetic—for example, how public art becomes markers of space and placement, both geographically/physically and intellectually/figuratively.

TSD 6474 Creating Transformative Media (3.00 Units) LG Grade Option
In the 21st century, competence in creating lively visual media and the ability to be a compelling storyteller are fundamental tools for communication, transformation, and thought leadership. This course will introduce students to the fundamentals of conceptualizing, structuring, writing, funding, and creating both short and long video pieces for use on the internet, on television, and on cinema screens. It will also lay out strategies for using these videos as part of live personal presentations to funders, decision makers, and the community, helping students communicate to and transform the world in a spirit of inspiration and leadership. Students will be expected to create a highly focused one-page synopsis; then a three-to-five-minute video and/or a highly imaginative and compelling PowerPoint document on their chosen topic, using their own resources; and finally, an online on-camera presentation of their project.

TSD 6491 The Lost Knowledge of the Imagination (3.00 Units) LG Grade Option
When we hear the word imagination, what do we think? Mostly we tend to see the imagination as a substitute for reality, a form of wishful thinking, a pleasant alternative to the hard facts of life. Or we see it as a means of developing novel ideas, of being on the cutting edge of technology, a way of making things bigger and better. But this is not the only way to understand the imagination. For poets and scholars like Kathleen Raine, Henry Corbin, and Owen Barfield, the imagination is not a substitute for reality but a way of grasping its essence. For them, imagination isn’t a form of make believe, but a faculty of cognition, a way of knowing things that would otherwise remain unknown. This knowledge was accessible at an earlier time, but in recent centuries it has been minimized, if not vigorously rejected, by our emphasis on hard, scientific thinking. This course will look at the imagination as a faculty for grasping the invisible realities that surround us and at the tradition of knowledge rooted in it—a knowledge that, if lost, can still be recovered.

TSD 6526 The Ecology of Ideas (3.00 Units) LG Grade Option
All inquiry is situated in an “ecology of ideas,” 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 student; TSD 8130, TSD 8215.

TSD 6567 Synchronicity: The Bridge Between Matter and Mind and the Resurrection of Spirit in the World (3.00 Units) LG Grade Option
Synchronicities are those mysterious and inexplicable coincidences that occasionally erupt into a life. At times we may feel that those around us are confined to a narrow world of logic and physical law, a world that admits no hint of mystery. This can give rise to a feeling of isolation within an indifferent universe and an increasing complex society whose members are reduced to ciphers. Synchronicities, by contrast, offer a doorway into a very different world—a world that also has resonances with the deep insights that have been revealed by the new sciences. We will explore a number of connections between our subjective, internal world and the objective, external. One 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, Imagination, and Transformation (3.00 Units) LG Grade Option
This course focuses on films that stir our imagination and inspire transformation. We view and discuss a series of films from around the world that inspire thinking about social change and better futures. Along the way, we may find old and new clues into a more uplifting, fascinating, and compassionate worldview. We will attempt to find free or low-cost-access films, though students likely will need to rent or buy online access to films. Open to all CIIS students.

TSD 6640 Integral Growth and Development: Individual Growth and the Evolution of Consciousness (3.00 Units) LG Grade Option
This course explores basic ideas about spiritual and psychological growth and development from childhood through advanced stages of adult maturation. It will give special attention to personal growth beyond the ordinary (“conventional”) level of adult functioning. The course will be centered in, but not limited to, the integral philosophies of Sri Aurobindo and Ken Wilber.

TSD 6660 Narrative Research (3.00 Units) LG Grade Option
This 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 will be discussed in relation to students’ topics of inquiry.

TSD 6843 Science Fiction, Fantasy, and Transformation (3.00 Units) LG Grade Option
This course will look at important questions regarding transformation: How do inner and outer transformations 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 themes 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 7057 Integral Methodology: Integral Methodology Pluralism (3.00 Units) LG Grade Option
This course begins with a survey of the wide range of research methodologies, or approaches to knowledge, suggested by Wilber’s AQAL model. In particular, it will examine methodologies from all four quadrants and in each case from both inner and outer perspectives. For example, the upper left (UL) quadrant concerns the inner life and can be seen from its own inner perspective (heuristic inquiry, phenomenology), or it can be seen objectively from an outer perspective (“structural” approaches such as Piaget’s developmental psychology, Loewinger’s ego development, etc.). Likewise, the lower left (LL) quadrant can be studied in its own interior (Socratic dialogue, Buber’s “I and thou,” hermeneutics) or objectively from outside (Spiral Dynamics’ “value memes,” linguistics, European structuralism). The course surveys these methodologies, emphasizing those that deal with inner experience and social realities. Then students will concentrate on one or two methods of particular interest, developing a deeper knowledge of them and working in small groups to carry out and report a study using their method of choice.

TSD 7098 Integral Research: Art- and Imagination-Based Methods (3.00 Units) LG Grade Option
Art-based inquiry and “image work” are ways of knowing and perceiving that often precede, complement, or de-center literal description most commonly attached to qualitative inquiry. This course explores some of the modalities of art-based and image-based methods of inquiry through theory and the study of exemplars. Methodological issues discussed include the role of critical subjectivity, the nature of knowledge and its relationship to modes of discourse and presentation, and the applications of art-based or image work for studying psychospiritual phenomena.

TSD 7099 Mysticism and Esotericism in the West (3.00 Units) LG Grade Option
Esoteric movements in the West, from antiquity to the present, constitute an underground stream of thought and practice that is remarkably similar across venues and centuries. We will examine the nature of esoteric movements, their defining characteristics, their similarities and differences, and the social and cultural milieux that surround their emergence. Using a transdisciplinary lens, this course will augment findings in the sociology of religion by including perspectives from intellectual history and comparative
religion to explore the relationship between esotericism and mysticism. The relationship between esoteric and exoteric religion will be a focus, as we attempt to discover how these respective forms of thought and practice function in society and culture. Students will research one movement in depth and will share their research with the class in a learning community.

**TSD 7129 Theory and Methods for Feminist and Critical Inquiry** (3.00 Units) LG Grade Option
An inquiry into feminist, womanist, and postcolonial theory and practices with emphasis on qualitative research. Elements of inquiry, including worldview (cognitive ordering principles), epistemology (theories of knowledge), ontology (theories of reality), paradigm (templates for viewing the world), method (techniques for gathering information), methodology (theory and analysis of how research should proceed), and theory building, will be discussed in relation to feminist goals of inquiry and social change. A framework of critical thinking from a cross-cultural, comparative, and transdisciplinary perspective will be integrated into feminist analysis. The class will be organized around a feminist/womanist pedagogy and will be oriented toward evolving a learning community within the class. Community inquiry will include experiential processes, shared dialogue, and appreciation of women’s worldviews and cross-cultural perspectives. The instructor and teaching assistants conduct a course that involves cocreation and shared leadership by instructors and students.

**TSD 7419 Self-Inquiry: Using Awareness and Attention for Transformation** (3.00 Units) LG Grade Option
A collaborative exploration of how to use attention and self-awareness to expand personal development and understanding of self and others. The class will include exercises that provide skills for increasing awareness, including self-observation, class discussion, and interpersonal dialogue (developed by David Bohm and J. Krishnamurti) toward the aim of discovering how exploration of self is integral to both personal and social transformation. The course will draw on theoretical and practical contributions from J. Krishnamurti, David Bohm, Jeanne de Salzmann, and Edward Said.

**TSD 8005 Introduction to Transformative Studies** (3.00 Units) LG Grade Option
This course addresses the relationship between academic inquiry and personal transformation, as well as the transformation of inquiry. Applying insights from Jungian, feminist, and complexity theories, we will explore what it means to be a scholar in the 21st century, the role of the inquirer in every inquiry, how psychological factors and gender influence what and how we inquire, and the importance of developing a strong foundation in scholarship to do creative work; and we will apply insights from global social theories including, but not limited to, feminist and gender studies, intersectionality, class, race, and sexual orientation. This course will also explore the implications of systems/complexity theories for our understandings of knowledge in the context of global transformation and the problematization of knowledge. Prerequisite: TSD student.

**TSD 8014 Creativity and Personal Transformation** (3.00 Units) LG Grade Option
In this course, we’ll explore the personal and social implications of seeing the entire Universe, including our own life, as a creative process. We’ll explore creativity from the stars above us to Nature all around us, from our cities to our institutions, our personal relationships, and our innermost selves. What are the implications for our expression of who we are as human beings, our everyday experience, and our process of self-creation? What would it be like to live life as participants in the cosmic creative process and to experience ourselves as part of it? We’ll study the foundations of this perspective and the personal and social implications of a creative worldview. Topics will include articulating the old and the new view of creativity; the mysteries of “creation,” “creatures,” and “creators”; the connection between creativity, love, consciousness, and spirituality; humanity’s struggles with creativity and control; and how creativity might help us change our relationship to the planet and to ourselves. The course will combine a strong experiential dimension with an immersion in a variety of sources, from the great spiritual traditions to the most recent scientific developments. The course is designed as an adventure—a combination of play, study, and personal growth.

**TSD 8125 Creative Inquiry: Scholarship for the 21st Century** (3.00 Units) LG Grade Option
This course provides an introduction to research as a creative and transformative process. It will address issues such as the relationship between the academic and the transformative; what it means to be a scholar in the 21st century; how to get in touch with one’s research passion and integrate it into one’s coursework; how to think about research in a way that integrates personal reflection and personal growth with solid, grounded scholarship in an academic context; what the role of the literature review is and how to approach it; and how to develop one’s academic voice. The knowledge base is drawn from the philosophy of social science, educational and developmental psychology, creativity research, complexity, and inter- and transdisciplinarity theories and research. Prerequisite: TSD student.

**TSD 8130 Transdisciplinarity: Complex Thought and the Pattern That Connects** (3.00 Units) LG Grade Option
It is becoming increasingly clear that complex issues often cannot be addressed from the perspective of a single discipline. This course focuses on how research is conducted across disciplines. We will briefly explore the history of disciplines and inter- and transdisciplinarity and study a number of exemplars that draw from disparate disciplines to assess a variety of possible strategies. 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? Topics include how to develop a knowledge base for transdisciplinary research; 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, and explore theoretical dissertations—what they’re about, why someone would choose to do one, and the challenges and opportunities of theoretical research. Students will be able to ground all the work in this class in their chosen areas of inquiry. Prerequisites: TSD student; TSD 8005, TSD 8125. Non-TSD students with faculty approval.

TSD 8210 Self, Society, and Transformation (3.00 Units) LG Grade Option
This course examines the relationship between self and society in a planetary context. It will address the nature of interconnectedness, examine new ways of understanding our planetary predicament, and introduce interpretive frameworks from the sociology of knowledge, the sociology of social change, and the study of cultures. Throughout the course, students will be invited to look at their own research inquiry through these particular lenses. Prerequisite: TSD student.

TSD 8215 Varieties of Scholarly Experience (3.00 Units) LG Grade Option
This course provides (a) an overview of the epistemological and ontological foundations of research, (b) a survey of research methods, and (c) the basics of research design. As received meanings about research are continually being challenged and expanded, what can epistemological and methodological diversity offer? In our search for answers, we focus on the ethical role of the researcher in the context of transformative paradigms. Students will examine the social relevance and specific impact of their research as they begin to frame their own inquiry and identify appropriate methodology.

TSD 8218 Basic Qualitative Research (3.00 Units) LG Grade Option
This course is designed to give students an overview of basic qualitative research and develop skills required to conduct qualitative research. Students will select a research question and 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 8225 Evolution of Consciousness (3.00 Units) LG Grade Option
Through art, literature, archaeology, and history, this course explores the evolution of human consciousness from its 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 8720 Dissertation Proposal Support (1 Unit) 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. Prerequisites: TSD student; not advanced to candidacy; 36 units completed.

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

TSD 8820 Dissertation Support (1 Unit) 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. Prerequisites: TSD student; advanced to candidacy.

TSD 8888 Special Topics (1.00–3.00 Units) LG Grade Option
A course of study not currently encompassed in the curriculum but relevant to evolving topics of growing importance in Transformative Studies.

TSD 9610 Comprehensive Exam: Essay—Dissertation Literature Review (3.00 Units) LG Grade Option
This course focuses on writing a literature review for the student’s dissertation. This literature review must be written in such a way that it can be submitted as a publishable article to a journal relevant to the student’s interest area. Prerequisites: TSD student; TSD 6526, TSD 8210, TSD Directed Research.

TSD 9611 Comprehensive Exam: Essay—Dissertation Research Methodology (3.00 Units) LG Grade Option
The purpose of this course is to understand and experience the ways in which diversity can be a source of creativity and stre bladder. The course focuses on the development of transformative, mutually collaborative capacities in group dynamics and team leadership, and self-understanding in a team context.

**TLD 6125 Leadership Models, Maps, and Metaphors** (3.00 Units) LG Grade Option
This course is an exploration of transformative leadership within the larger context of personal and social transformation, focusing on the dimensions of complexity, creativity, and collaboration, as well as exploring the vocabulary of contemporary leadership.

**TLD 6130 Ways of Relating: Interpersonal Collaboration Skills and Group Dynamics** (3.00 Units) LG Grade Option
This course addresses the fundamental nature of how human beings relate to each other, and how this affects the discourse and practice of leadership and systems change. Students will explore the implications and applications of a plurality of ways of relating. The course focuses on the development of transformative, mutually collaborative capacities in group dynamics and team leadership, and self-understanding in a team context.

**TLD 6145 Leadership, Pluralism, and Creativity: Diversity in Action** (3.00 Units) LG Grade Option
The purpose of this course is to understand and experience the ways in which diversity can be a source of creativity and strength;
to explore the challenges and opportunities confronted by leaders working toward creating productive, vibrant organizational environments that embrace differences; to learn how to move with increasing ease across and among diverse cultures in our work as leaders and in our daily lives in a multicultural, global society; to understand the theoretical and practical constructs that are helpful in this journey; and to deepen understanding of the impact of our own race, culture, gender, differing abilities, social class, and “sexual affectional” preference on leadership practices.

**TLD 6287 Cultivating Conscious Leadership Among Women** (3.00 Units) LG Grade Option
This course is for students seeking an understanding of women’s leadership styles as well as the opportunities and challenges in their path as women leaders. The primary purpose of this course is to facilitate the development of leadership skills among women through examining beliefs about leadership and how it influences performance. The second purpose is to cultivate conscious leadership by studying successful women leaders. This course is based on an action research model that requires students to be fully immersed in the practice of leadership as well as in the study of women’s leadership as scholars.

**TLD 6300 Ways of Knowing: Systems and Metaphors** (3.00 Units) LG Grade Option
The way that stories can create different understandings of phenomena will be illustrated through the exploration of cultural and personal stories. The relationship of language to knowing will be illuminated as students experience how changing the way we talk can change the way we think and lead. This course also explores the foundations of systems thinking to better understand complex situations and approaches to systemic change.

**TLD 6325 The Leadership Experience: Understanding the Will to Lead** (3.00 Units) LG Grade Option
The purpose of this course is to learn how to become purpose-centered, internally directed, and other-focused. The emphasis is on personal development and increasing your will to lead. By changing your thinking and behavior, you become more able to guide others in changing their thinking and behavior. Therefore, this course is designed to help you learn how to better live your values and to more effectively exert transformative influence. The centrality of values to systems thinking and practice will be explored.

**TLD 6349 Creating Communities and Coalitions** (3.00 Units) LG Grade Option
Leaders must be able to inspire, influence, and communicate effectively with others to make their vision a reality. This course addresses the role of communities and coalitions 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 6635 Transformative Leadership: Leading Ourselves Among Others** (3.00 Units) LG Grade Option
This course serves as the first capstone project in the program. It provides students the opportunity to articulate their leadership philosophy, gives them feedback on their actual practice of leadership through a 360 feedback process, teaches them the skills to give as well as receive a 360 feedback, and shows them how to develop their own vision of their role as leaders.

**TLD 7996 Integrative Seminar** (1.00 Unit) LG Grade Option
The Integrative Seminar leads up to the capstone project in the final semester. It is designed to develop an ongoing learning community in which students can integrate their work from other courses, learn how to learn and work together, and provide each other with support for work toward a capstone project. Prerequisite: TLD student.

**TLD 7997 Integrative Seminar** (1.00 Unit) LG Grade Option
The Integrative Seminar leads up to the capstone project in the final semester. It is designed to develop an ongoing learning community in which students can integrate their work from other courses, learn how to learn and work together, and provide each other with support for work toward a capstone project. Prerequisite: TLD student.

**TLD 7998 Integrative Seminar III** (1.00 Unit) LG Grade Option
The Integrative Seminar leads up to the capstone project in the final semester. It is designed to develop an ongoing learning community in which students can integrate their work from other courses, learn how to learn and work together, and provide each other with support for work toward a capstone project. Prerequisite: TLD student.

**TLD 7999 Capstone Action Project** (3.00 Units) LG Grade Option
This course involves putting into action what the students have learned during their two years in the program, integrating theory, reflection, and experience. Students complete work begun in Integrative Seminar courses through the design, implementation, and assessment of a capstone project. The following sentence is from the program description: “This program has been created for individuals who want to take the initiative and find ways to express their passion for making a contribution to the world.” This course allows students to take that initiative and to find ways to express their passions. Prerequisite: TLD student.

**TLD 8799 Independent Study** (1.00–3.00 Units) PF Grade Option
Coursework that extends a student’s field of inquiry beyond current CIIS courses. Requires a syllabus and contract signed by the student and faculty member, and approved by the program chair.
PARW 6835 Spiritual Activism and Transformative Social Change (3.00 Units) OP Grade Option
This course will explore how our connection to embodied, spiritual wisdom can inform our efforts to create a more socially and ecologically just world. Feminist/womanist analyses of gender, power, and social change will be integrated with insights from diverse spiritual and social justice traditions. While drawing inspiration from social change movements and leaders of the past, we will also explore the need to develop new strategies and visions to meet the challenges of our current historical moment. In this highly participatory class, students will be encouraged to raise questions and issues drawn from their own personal, professional, and activist experiences. Prerequisite: Priority to WSE students.
Interdisciplinary Arts Department

MFA in Interdisciplinary Arts and Writing

Department Chair
Cindy Shearer, DA

Core Faculty
Carolyn Cooke, MFA

Adjunct Faculty
Kris Brandenburger, PhD
Alex Burger, MBA
Judy Grahn, PhD
Ajuan Mance, PhD
Pireeni Sundaralingam, MS

Department Coordinator
Julie Bata, jbata@ciis.edu

Please note: We will offer a virtual Fall 2021 Intensive in response to concerns over COVID-19. For more information, contact Cindy Shearer, MFA Department Chair (cshearer@ciis.edu).

Format
Our innovative MFA in Interdisciplinary Arts and Writing (IAW) is a 39-unit, two-year program conducted in a hybrid format including both on-campus and online learning.

Recent mentors and guest artists include:
Diana Goetsch; Jason Bayani (writer); Ellen Sebastian Chang (director); Linda Connor (photographer); Tom Cooper (fiction, screenwriting); Jaime Cortez (artist, writer); Melanie DeMore (solo artist, musician); Erik Ehn (playwright); Deborah Eliezer (theater maker); Mary Guzman (filmmaker); Joanna Haigood (performer, choreographer); Marisa Handler (writer, activist); Mark Harris (visual artist); Keith Hennessy (performer, choreographer); Chinaka Hodge (writer, performer); Mildred Howard (visual artist); Stephanie Anne Johnson (visual art, theater design); Rhodessa Jones (performer, writer, activist); Tomiko Jones (photographer, curator); Debby Kajiyama (dancer, choreographer); Michael David Lukas (writer); Ajuan Mance (visual artist); Sean Labrador y Manzano (writer, performer); MariNaomi (graphic memoirist, cartoonist); Jose Navarrete (choreographer); Jenni Olsen (filmmaker); Tony Robles (poet); Sean San Jose (director); Erika Chong Shuch (performance artist); Ryan Tacata (performance); Truong Tran (visual artist, poet); Kate Walbert (writer); Ronaldo Wilson (poet); Lidia Yuknavitch (writer); William Rhodes (visual artist); Judith Bryan (writer); Mwenya Kabwe (playwright/theater maker); Nupu Press (film and text/image artist).

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.

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), and continue the learning experience online 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 advisers and art mentors they choose. At present, students can also earn degree credit by opting for a summer intensive in the United Kingdom or Germany or by designing their own international summer residency (planned with and approved by the MFA program chair).

Our hybrid (low-residency with online work) degree includes the following:
- Individualized sessions with faculty advisers and 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
- International Summer intensives (for degree credit)
- Articulating an arts context, including 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 programs or be accepted into the Accelerated BA/MFA (http://www.ciis.edu/academics/bachelors-completion-program/accelerated-ba-and-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.
- Autobiographical 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?
- Vision/goal statement, speaking to the following: 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 advisers 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.

These items and the personal interview, held either on campus or by phone, 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)

Courses listed (except MFA 7222) are required for the degree. Students who do not take MFA 7222 enroll in MFA 7219: Arts Mentorship (1 unit) and MFA 7300: Internship (1 unit). In consultation with (and by permission of) the department chair, students may develop a degree plan that includes 3 to 13 units in courses offered by School of Consciousness and Transformation (SCT) programs, in lieu of some required courses. Contact the department chair, Cindy Shearer, to discuss this.

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)
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 6385 Structure of Stories (3.00 Units) PF Grade Option
Of what materials are great fictions made? How does the unit of the sentence or the structure of a story convey information, experience, and atmosphere? How can fiction change and enlarge our consciousness as writers and readers? Through close reading of a diverse, international group of short stories and novellas, students will explore form, style, voice, tone, character, action, tension, momentum, and time. Coursework includes a craft annotation or a structural analysis of one work of short fiction from the course reader and writing an original short story under its influence.

MFA 7032 Art of the Essay (3.00 Units) PF Grade Option
In *At Large and At Small*, Anne Fadiman shares the following about the “state” of the essay: “Today’s readers encounter plenty of personal—very personal—essays (from heart rather than brain), but not many familiar essays (equal measures of both).” In this class, students will get the chance to write essays in a wide variety of forms and explore how the essay-creating process requires them to look within their own heads and hearts so that they insightfully engage their readers emotionally and intellectually. Students will also read personal, lyrical, historical, critical, familiar, and experimental essays and will examine the role of research in essay writing.

**MFA 7038 Interdisciplinary Pedagogy** (3.00 Units) PF Grade Option
Learning environments are cocreated. Socially engaged pedagogy works to connect life inside the classroom with the many worlds that students inhabit, bringing critical consciousness to issues of relevance outside the classroom. As we explore ways to cultivate an integral teaching community, this course will focus on how teachers can be agents of empowering change, fostering critical thinking, compassion, and curiosity. It will introduce students to a wide range of pedagogical theories, practices, and tools. Taking a hands-on approach to professional development, we will engage throughout the semester in collective praxis, cycles of action and reflection on teaching styles and facilitation techniques. We will consider how to actively engage multiple intelligences and create educational containers in which diverse modes of learning and expression can shine. Prerequisite: MFA student.

**MFA 7087 Writing as Art: Text and Image** (3.00 Units) PF Grade Option
Much contemporary teaching about writing focuses on the writing process as a tool for self-discovery and personal growth or on writing as a process of effective communication. We’ll examine the relationship between word and image work in writing—and you will complete projects that allow you to develop writing as art objects and writing pieces that actively make use of aesthetic elements. Students develop and create various writing as art objects—such as postcards, visual/written maps, illustrated “books,” and boxes built from text and image. Prerequisite: MFA or TLD or TSD student.

**MFA 7090 MFA Interdisciplinary Arts Workshop: Practice** (3.00 Units) 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 7104 Creative Inquiry for Interdisciplinary Artists** (3.00 Units) PF Grade Option
This course is grounded in the belief that curiosity about one’s work and curiosity about the world are valuable and related to each other—and they provide 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 assess that correspondence? Prerequisite: MFA student.

**MFA 7128 The Artist in the World: Preparing the Artist’s Portfolio** (3.00 Units) PF Grade Option
All cultural producers (visual artists, writers, performers, et al.) must discover methods for bringing their ideas into the public realm; they must also determine how they want their work to engage with the world politically and socially. Through the examination of models from varied disciplines, students will formulate individual strategies to present their work autonomously. Coursework places a strong emphasis on examining methods of practice at work in the world and considers the varied approaches that 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 (3.00 Units) PF Grade Option
This course, offered on a rotating basis with other arts practice courses, fosters students’ aesthetic and skill development in their inter-art practice through arts instruction, intensive artwork, class sessions, and individual and/or small-group meetings (with faculty or mentors), as well as readings on the history and practice of inter-art forms. Students will integrate at least two art disciplines and/or develop collaborative work with another artist. Focus is on artistic process, purpose, and discipline, and/or specific craft elements (across genres), as well as essential techniques and current practices. Prerequisite: MFA student.

MFA 7203 Arts Practice: Performing Arts (3.00 Units) PF Grade Option
This course, offered on a rotating basis with other arts practice courses, fosters students’ aesthetic and skill development in performing arts (movement, dance, theater, and other dramatic arts) through arts instruction, intensive artwork, class sessions, and individual and/or small-group meetings (with faculty or mentors), as well as readings on the history and practice of performance. Students may examine choreography or performance, exploring, challenging their patterns of expression, increasing their movement/performance “tools,” and expanding their movement/performance technique and style. Focus is on artistic process, purpose, and discipline, and/or specific craft elements (across genres), as well as essential techniques and current practices. Prerequisite: MFA student.

MFA 7205 Arts Practice: Visual Arts (3.00 Units) PF Grade Option
This course, offered on a rotating basis with other arts practice courses, fosters students’ aesthetic and skill development of a visual or craft object through arts instruction, intensive artwork, class sessions, and individual and/or small-group meetings (with faculty or mentors), as well as readings on the history and practice of visual arts. Students explore uses of image, symbol, or theme in their work or expand their technical skills. Focus is on artistic process, purpose, and discipline, and/or specific craft elements (across genres), as well as essential techniques and current practices.

MFA 7219 Arts Mentorship (1.00 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 (1.00–2.00 Units) PF Grade Option
Building on the work from Arts 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: Priority to MFA students; MFA 7282.

MFA 7222 International Summer Exchange (2.00–3.00 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 a 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 7226 Interdisciplinary Arts Seminar (2.00 Units) PF Grade Option
This interdisciplinary seminar takes a topic, concept, issue, or theme (offered on a rotating basis) and asks students to reflect on it through multiple disciplines and artistic exploration. In this course, students get the chance to engage academic perspectives as a way to launch the artistic process. As students examine the topic together, they also create interdisciplinary art together. Students will write short critical works and develop individual and group art projects. Work generated in this seminar may be presented to the public. Prerequisite: Priority to MFA students.

MFA 7282 Arts in Context (3.00 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. Prerequisite: Priority to MFA students.

MFA 7300 Internship (1.00–2.00 Units) PF Grade Option
Students in this course will develop their professional art and/or writing skills through an internship within CIIS, with an arts organization, or through community arts or other professional development activities. Prerequisite: MFA student.

MFA 7505 Interdisciplinary Writing (3.00 Units) PF Grade Option
In this course, we’ll ask: What is the interdisciplinary nature of writing, and why does it matter? How can understanding it add to our capacities as writers and open new doors for engagement with readers? We’ll focus on nonfiction writing and the interdisciplinary art of the essay. In *At Large and At Small*, Anne Fadiman says, “Today’s readers encounter plenty of critical essays (more brain than heart) and plenty of personal—very personal—essays (more heart than brain), but not many familiar essays (equal measures of both).” We’ll look at how embracing writing’s inherent interdisciplinary inquiry invites us to bring head or heart or equal measures of both to the writing process—and encourages us to take on new, unexpected, and innovative ways of creating writing. We’ll read a wide variety of nonfiction work and will examine the interdisciplinary approach used by writers. You’ll conduct your own interdisciplinary inquiry and research and write in multiple forms.

**MFA 7712 MFA Project (3.00 Units) PF Grade Option**

In the 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 adviser. Students will complete a large-scale project and prepare an essay situating the work within a cultural, aesthetic, or other framework, and describing the ambitions, challenges, and supports in the process. Prerequisite: MFA student.

**MFA 7713 MFA Project Proposal (1.00 Unit) PF Grade Option**

Drawing on the MFA Guidelines for MFA project proposal, you will prepare and present your MFA project proposal for approval by the department. Prerequisites: MFA student; MFA 7091, MFA 7092.

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

Students will complete a large-scale project and prepare an essay situating the work within a cultural aesthetic or other framework, and describing the ambitions, challenges, and supports in the process. Prerequisite: MFA student.

**MFA 8888 Special Topics (1.00–3.00 Units) PF Grade Option**

A course of study not currently encompassed in the curriculum but relevant to the topics of writing and consciousness, creative inquiry/interdisciplinary arts, art and social justice, or theater performance making.
General Information and Policies

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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 a 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 (see below for definition of transferable undergraduate credit). 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 semester units accepted for transfer is 84, with 75 being the maximum for lower-division units, and 9 being upper-division units. Coursework marked by a grade of D, D–, or F, is not transferable. A maximum of 3 units of coursework falling under the rubric of “physical education” are transferable. Coursework taken twice for credit will be counted only once. Developmental or remedial coursework that cannot be applied toward a bachelor’s degree also will 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’ 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. Those applying to PhD programs must have an MA from a regionally accredited institution in an appropriate discipline or an equivalent degree (if degree was earned abroad).
4. 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. The program may require students to take additional courses from within the program while enrolled.
5. 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.
6. 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.

**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 where the applicant has earned 7 units or more. We prefer the electronic submission of official transcripts; the sending institution should transmit them to materials@ciis.edu. US and Canadian transcripts sent via postal mail must arrive in their official, sealed envelopes. Degrees must be earned from regionally accredited institutions.
4. Foreign credential evaluation. CIIS requires a foreign credential evaluation (FCE) for any schooling completed outside of the United States. (We waive this requirement for degrees completed at nationally recognized and accredited institutions in Canada.) The applicant initiates the foreign credential evaluation, at their own expense, through a CIIS-approved foreign credential evaluation provider. CIIS favors foreign credential evaluations provided by World Education Services (WES)—and specifically their course-by-course-report. CIIS will also accept foreign credential evaluations that are in a comprehensive course-by-course format from current members of the National Association of Credential Evaluation Services (NACES). The foreign credential evaluation is used in lieu of sending original transcripts from abroad to CIIS. Original or notarized copies of the transcripts should only be sent to the foreign credential provider, per the foreign credential provider’s instructions.
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 scores required:
   - TOEFL: 80 test score
   - Pearson’s Test of English Academic (PTE): 53 test score
   - IELTS: 6.0 band score [6.5 band score for ACTCM applicants]

For ACTCM applicants, the requirements include having completed a two-year (60 semester credits or 90 quarter credits) baccalaureate- or graduate-level, English-based education in an institution (a) accredited by an agency recognized by the US Secretary of Education, or (b) in the United Kingdom, Australia, Canada (except Quebec), New Zealand, or Ireland. In all cases, English must have been both the language of instruction and the language of the curriculum used.

**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 on the University website for program-specific prompts and questions for each application requirement.

- Autobiographical statement that 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 curriculum vitae 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 advisers, professional supervisors). 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 application materials (other than official 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. Transcripts 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).

**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 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 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

**American College of Traditional Chinese Medicine**
- Master of Science of Traditional Chinese Medicine
- Doctor of Acupuncture and Chinese Medicine
- Doctorate of Acupuncture and Chinese Medicine Completion Program

**Offer of Admissions and no Deferment Policy**
If an offer of admission is made, it is valid for one semester only - the semester stated in the offer letter. Offers of admission cannot be deferred; CIIS does not grant deferments. Applicants who accept the offer of admission accept the offer for the semester to which their application was submitted and the semester for which they were offered admission. Applicants who were admitted and signed the enrollment agreement but who do not enroll in that semester after all will have their application and offer withdrawn; their enrollment deposit will not be refunded. Applicants can work with counselors towards re-application in future rounds (see paragraphs below). If offered admission for one particular application semester, it is not an indication or guarantee for admissions in future cycles.

**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 a certain timeframe from when the admissions offer was made. During the early part of the admissions cycle, applicants have 20 days to make their decision, but as we near the semester start, the decision timeline moves up to 10 days or fewer, if the semester start date is very close. 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 stated timeframe 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 forfeit it if they do not enroll in the intended term.

**Reapplication: Previously Accepted Applicants**
The admissions acceptance offer is valid for one semester only and cannot be deferred. Students not accepting the offer of admission may reapply to be considered in another admissions cycle. There is no guarantee that a student will be admitted again and students may be accepted or denied admissions in a future cycle, based on the competitiveness of that cycle. Applicants will be required to submit a new admissions application. Transcript will be kept on file for one year and can be rolled over from a previous application but other application materials will need to be submitted anew by the applicant. The Admissions Office may also require 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. If a student has since studied at more institutions, the official transcripts from these institutions will also need to be submitted.

**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 that 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.

Rejected Applications
Many of our programs receive applications far in excess of capacity, and not every candidate who meets the admission requirements will be admitted to our programs. The Admissions Office does not provide applicants with the specific reasons they were not chosen for the program, and rejected applicants are asked not to contact interviewing faculty about the admissions recommendation. In some cases, where an applicant shows promise, faculty can elect to encourage them to apply to a future semester, and the admissions notification will indicate this. In such cases, applicants may reach out to their admissions counselor after the close of the admissions cycle and inquire about actions they can take to strengthen their application, and the admissions counselor will provide general guidance. All admissions decisions are final, and there is no appeals process to change the outcome for that semester. Applicants who were denied admission but encouraged to apply for a future semester are recommended to attend an application workshop offered by the Admissions Office to prepare a stronger application for a future semester if there is promise. Applicants who were rejected and not encouraged to apply again would do best focusing their efforts on other institutions.

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 $65.00 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.

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:

- Transfer credits can only be transferred/applied upon receipt of an official transcript from the institution that initially awarded the credit.
- 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-US 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-US transcripts for a course-by-course evaluation to World Education Service (WES) or another current NACES member.
• Transfer credit is not evaluated for students whose academic status is inactive.
• The request for transfer credit must be initiated via the Registrar’s Office and its requisite forms. It is not handled by the Admissions Office.

Undergraduate Transfer Credit
The School of Undergraduate Studies (SUS) accepts up to 84 units of transfer credit and must be able to accept a minimum of 54 for an applicant to be fully admitted. These units may be earned through any combination of the following:

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<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>
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<tr>
<td>Accredited university extension programs for professional development</td>
<td>12-unit limit, evaluated on a case-by-case basis</td>
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<tr>
<td>Advanced Placement (AP) examinations; College Level Examination Program (CLEP); Excelsior College Examination (ECE)</td>
<td>30-unit combined total limit</td>
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<tr>
<td>Professional Military Education (PME)</td>
<td>Evaluated on a case-by-case basis according to American Council on Education (ACE) guidelines</td>
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*Community or junior college credit is accepted for transfer in accordance with the Intersegmental General Education Transfer Curriculum (IGETC). All California community and junior colleges participate in IGETC, and most indicate IGETC-approved courses in their course catalogs. The responsibility for the selection of the proper courses for transfer credit, however, rests with the student.

The following are further policies pertaining to undergraduate transfer credit:
• Courses must be completed with a grade of C− or better to be accepted for transfer.
• Transfer credit will not be accepted more than once for identical or significantly similar courses of study. For instance, if the individual has taken two introductory biology courses, CIIS will accept only one for transfer credit. CIIS may require course descriptions to determine course content overlap.
• Graduate-level courses may be accepted in transfer for undergraduate credit.
• Courses taken in correspondence are acceptable for transfer.
• The following credits will not be accepted for transfer:
  o Life experience credit (i.e., learning portfolio) granted by other institutions.

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 US institution accredited by a US 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 US 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/DACM Requirements
• Only courses taken at the graduate level at an accredited US 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 adviser 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 nationally accredited and recognized Canadian university are exempted from the policy.)

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 or master’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/).
- IELTS: 6.0 band score (6.5 band score for ACTCM applicants). Visit the IELTS website (http://www.ielts.org/default.aspx).

It is the applicant’s responsibility to make arrangements to take this test.

Aside from meeting the admissions requirements, international applicants must also demonstrate that they have the financial resources necessary to cover one year’s costs for tuition and living expenses. This amount varies by degree and is likely to change from year to year. The costs associated with study at CIIS are reflected on the “Certificate of Funding,” which must be submitted by the applicant along with corroborating financial documents upon admission. Please contact the international student adviser 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/BS level, 9 units per semester for graduate students, or as otherwise defined by the University.
State Authorization and Professional Licensure
Policies and Procedures

Special Note Pertaining to COVID-19 Pandemic Response
The policies below refer to programs and classes that are taught at a distance (“online”) or face-to-face (“residential”). As a response to mandated shelter-in-place orders and travel restrictions necessitated by the pandemic, CIIS is conducting most of its academic programming in a virtual format. These courses are categorized as “virtualized” and are not considered “distance” or “online.” The policies and procedures detailed below remain applicable and in effect.

STATE AUTHORIZATION
The US Department of Education oversees compliance with regulations governing the ability of institutions to offer online programs to students located outside of California. Individual states also oversee the programming CIIS offers, and some states require authorization for having online students and/or clinical placements in the state. CIIS is not required to seek authorization in all states and US territories, but is required to be authorized in some.

Student Declaration of Current Physical Location
To comply with federal Title IV regulations governing distance learning, CIIS is required to verify students’ locations prior to engaging in financial transactions. Also, to comply with state authorization regulations governing distance learning and clinical placements, CIIS is required to verify students’ locations prior to each semester of registration. Students are required to confirm their location three times a calendar year (every 120 days) via Colleague Self-Service to (a) confirm their official address of record, and (b) indicate the state in which they will be physically located while taking their online coursework in the upcoming semester. A student is required to report to the Registrar’s Office any change in their physical location during the semester; the Pachange needs to be reported in advance of moving.

If a student’s current location is outside the state of California and the student is enrolled in a CIIS online program or taking an online class offered in a CIIS residential program, the student should also check the information below to verify CIIS’ authorization to offer distance education to students physically located outside the state of California. If prospective students have questions about this, they can contact the Admissions Office. Current students should contact the Associate Provost for Learning and Technology.

List of State Authorizations and Exemptions, and Related Admission Restrictions

Online Students: Some states require institutions to be authorized or exempt in order to enroll online students located in the state. Not all states have this requirement. Below is the list of states from which CIIS may or may not enroll online students. Note that this information is accurate at the time this catalog was published. Please check online here for updated information

CAN ENROLL ONLINE STUDENTS

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<td>Illinois</td>
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<td>Iowa</td>
<td>Oklahoma</td>
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<td>Kansas</td>
<td>Oregon</td>
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<td>Kentucky</td>
<td>Pennsylvania</td>
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<tr>
<td>Louisiana</td>
<td>South Carolina</td>
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<tr>
<td>Maine</td>
<td>South Dakota</td>
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<td>Massachusetts</td>
<td>Tennessee</td>
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<td>Michigan</td>
<td>Texas</td>
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<tr>
<td>Mississippi</td>
<td>Utah</td>
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<tr>
<td>Missouri</td>
<td>Washington</td>
</tr>
</tbody>
</table>
West Virginia
Wyoming

CANNOT ENROLL ONLINE STUDENTS
Alabama
Arkansas
Delaware
District of Columbia
Georgia
Indiana
Maryland
Minnesota
New Mexico
North Dakota
Rhode Island
Wisconsin

PROFESSIONAL LICENSURE
According to federal regulations, CIIS is required to disclose to any prospective or current student whether a program meets the professional licensure academic requirements in states outside California. At this time, no determination has been made regarding any other state professional licensure academic requirements.

The CIIS Master of Arts in Counseling Psychology program (with specializations) is approved by the California Board of Behavioral Sciences (BBS) for graduates to be eligible for the MFT or LPCC California professional licenses. CIIS has not determined if the program meets professional licensure requirements in other states.

The CIIS Doctor of Psychology program (PsyD) is approved by the California Board of Psychology for graduates to be eligible for a California psychologist license. CIIS has not determined if the program meets professional licensure requirements in other states.

Residential Programs With Restrictions
For these two programs, CIIS will admit students located only in California, Oregon, or Washington:
- Master of Counseling Psychology—Community Mental Health
- Master of Counseling Psychology—Integral Counseling Psychology Weekend

ACTCM State Licensure Requirement Disclosure
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). Graduates of the DACM Completion Program are only eligible for NCCAOM certification exams and the California Acupuncture Licensing Exam on the basis of their master’s-level degree, which is a prerequisite for entry into the DACMCP. The DACMCP does not confer eligibility for certification or licensure on its own.

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 professional licensure information. State regulations for licensure are ever-changing. CIIS intends to ensure the accuracy of the following licensure route eligibility by reviewing it annually but cannot guarantee the accuracy of this information. Prospective students should always check with the state license granting authority to determine eligibility.
List of states (including the District of Columbia) for which CIIS has determined that the MSTCM and DACM curriculum meets the State educational requirements for licensure or certification with detailed exceptions:

<table>
<thead>
<tr>
<th>State</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arkansas</td>
<td>Mississippi^3</td>
</tr>
<tr>
<td>Arizona</td>
<td>Missouri</td>
</tr>
<tr>
<td>Arkansas^1</td>
<td>Montana</td>
</tr>
<tr>
<td>Alabama</td>
<td>Nebraska</td>
</tr>
<tr>
<td>California</td>
<td>New Hampshire^5</td>
</tr>
<tr>
<td>Colorado</td>
<td>New Jersey^3, 5</td>
</tr>
<tr>
<td>Connecticut</td>
<td>New Mexico^3, 7</td>
</tr>
<tr>
<td>District of Columbia</td>
<td>New York</td>
</tr>
<tr>
<td>Detroit</td>
<td>North Carolina</td>
</tr>
<tr>
<td>Florida^2, 3</td>
<td>North Dakota</td>
</tr>
<tr>
<td>Georgia</td>
<td>Ohio^8</td>
</tr>
<tr>
<td>Hawaii</td>
<td>Oregon^3</td>
</tr>
<tr>
<td>Idaho^4</td>
<td>Pennsylvania</td>
</tr>
<tr>
<td>Illinois</td>
<td>Rhode Island</td>
</tr>
<tr>
<td>Indiana</td>
<td>South Carolina</td>
</tr>
<tr>
<td>Iowa</td>
<td>Tennessee</td>
</tr>
<tr>
<td>Kansas</td>
<td>Texas^5</td>
</tr>
<tr>
<td>Kentucky</td>
<td>Vermont^9</td>
</tr>
<tr>
<td>Louisiana</td>
<td>Virginia^10</td>
</tr>
<tr>
<td>Maine^5</td>
<td>Washington^11</td>
</tr>
<tr>
<td>Maryland</td>
<td>West Virginia^11</td>
</tr>
<tr>
<td>Massachusetts^6</td>
<td>Wisconsin</td>
</tr>
<tr>
<td>Michigan</td>
<td>Wyoming</td>
</tr>
<tr>
<td>Minnesota</td>
<td></td>
</tr>
</tbody>
</table>

The following states have these exceptions for the MSTCM and DACM programs that alter national or California standards:

1. Arkansas: Requires 60 semester credits of prior college education prior to entering, but 30 of those credits must be in a relevant science: biology, chemistry, anatomy, psychology, and physiology.
2. Florida: Requires 60 hours of education in injection therapy.
3. Florida, Mississippi, New Jersey, New Mexico, Oregon, Texas: Require a state jurisprudence exam.
4. Idaho: Requires passage of CCAOM CNT Course.
5. Maine, New Hampshire, New Jersey: Require a BS/BA degree prior to entering an acupuncture and Chinese medicine program.
6. Massachusetts: Requires that a lab course of biology, anatomy, or physiology be taken prior to entering. The lab may be a distance course.
7. New Mexico: Requires approval of education from each applicant. Our programs meet their requirements, but extensive documentation must be filed by the applicant. New Mexico also requires passage of a practical and clinical exam administered by the state board.
8. Ohio: Requires a completion certificate for a course on FDA dispensary practices.
9. Vermont: Requires 800 hours of internship clinic. The MSTCM has 780 hours. Graduates of the MSTCM will need to take one extra clinic shift to meet the requirement in Vermont. The DACM program meets this requirement.
10. Virginia: Prohibits distance or correspondence courses.

List of states for which CIIS has not determined that the MSTCM and DACM curriculum meets the State educational requirements for licensure or certification:

Alabama^1, Nevada^2, 3, Oklahoma^1, South Dakota^1

1. Alabama, Oklahoma, South Dakota: Do not have an acupuncture practice act. In states without a licensing act, one cannot obtain a license but may be able to still practice, the practice is restricted to physicians only, or one may practice under the license of another practitioner. Students are advised to conduct more research to assess the ability to practice in these states.
2. Nevada: Requires 2,500 hours of didactic coursework, which is significantly in excess of national standards. The MSTCM program has 2,138 hours of didactic coursework, and the DACM has 2,468 hours of didactic coursework. Up to 250 hours of the 2,500 requirement for licensure may be submitted through CEU credits.

3. Nevada: Requires a BS/BA degree prior to entering an acupuncture and Chinese herbology program.
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, 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 https://www.ciis.edu/admissions-and-financial-aid/2021-22-tuition-and-fees

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 below, 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.

<table>
<thead>
<tr>
<th>Nontuition Expenses per Semester, 2021–2022 Rates</th>
<th>Housing and Food</th>
<th>Books and Supplies</th>
<th>Transportation</th>
<th>Personal</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall and Spring Semesters</td>
<td>$27,960</td>
<td>$1,974</td>
<td>$6,096</td>
<td>$3,360</td>
<td>$39,390</td>
</tr>
<tr>
<td>Summer Semester (SPPH, SCT)</td>
<td>$9,320</td>
<td>$658</td>
<td>$2,032</td>
<td>$1,120</td>
<td>$13,130</td>
</tr>
<tr>
<td>Summer Semester (SUS)</td>
<td>$13,980</td>
<td>$987</td>
<td>$3,048</td>
<td>$1,680</td>
<td>$19,695</td>
</tr>
<tr>
<td>Summer Semester (ACTCM)</td>
<td>$13,980</td>
<td>$987</td>
<td>$3,048</td>
<td>$1,680</td>
<td>$19,695</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 during the refund period. 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://studentaid.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 US 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 adviser 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 US 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.

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: [link]. 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 required 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 https://ciiss-colleague.elluciancloud.com/. Log in with your CIIS email address and password. For log-in issues, please submit a ticket by emailing support@uswired.com.

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.cii.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 https://studentaid.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, visit http://www.cii.edu/Admissions_and_Financial_Aid/Financial_Aid/Scholarships.html.

Student Employment

Student employment may be available for both federally eligible and international students.

Domestic Federal Worker Students’ maximum work hours per week is 20, 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 if not enrolled. International students cannot work off-campus. Only federal aid students have the option to work off-campus. You can find more information by visiting https://my.cii.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 time card 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 adviser 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 415.575.6148 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 from courses students 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 adviser 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 Self-Service.

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 in 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.

Dissertation Publication
After students defend their dissertation, they fulfill the dissertation’s technical editing and publication requirements. CWS 900 Dissertation Publication is a “placeholder course” that keeps students in active status and still eligible to receive support from the Center for Writing and Scholarship in these tasks. It has a significantly lower tuition charge than Dissertation Seminar. Below are the related policies:

1. After students successfully defend their dissertation, they’re no longer eligible to register for Dissertation Seminar again, as the faculty have effectively concluded giving their feedback.
2. If the dissertation chair has not signed off on the dissertation, the student is still eligible to register for Dissertation Publication. If the chair has not signed off after one semester of Dissertation Publication, however, the student must return to register for Dissertation Seminar.
3. Students who defend after the semester’s Add Deadline and before its Oral Defense Deadline do not need to register for Dissertation Publication because there is time for the CWS to fulfill its responsibilities while the student is still registered in their final semester of Dissertation Seminar. However, should the CWS not be able to fulfill these responsibilities by the Dissertation Publication Deadline, the student will then need to register for Dissertation Publication in the following semester.
4. Dissertation Publication is not classified as half-time enrollment and so does not qualify the student to defer financial aid loan repayments.

Dropping and Withdrawing
A drop is conducted before the semester’s Drop Deadline. Students may drop online through Self-Service 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 adviser’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
Students may enroll up to a certain maximum number of units per semester. The amount depends 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 10 in Summer.

Appeals to exceed these maximums are to be directed in writing to academic advisers. SCT students may also appeal to their program chairs. International students also need written approval from the international student adviser. These are schoolwide 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.

<table>
<thead>
<tr>
<th>Program</th>
<th>½ Time</th>
<th>¾ Time</th>
<th>Full Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>6–8 units</td>
<td>9–11 units</td>
<td>12 units or more</td>
</tr>
<tr>
<td>Non-ACTCM Graduate FALL or SPRING</td>
<td>6–8 units OR one of the following courses:</td>
<td>N/A</td>
<td>9 units or more OR one of the courses listed in the “1/2 Time” section plus 3 additional units OR one of the following courses:</td>
</tr>
<tr>
<td></td>
<td>Clinical Psychology Practicum PSY 6776A, PSY 6776B, PSY 6776C, PSY 6777A, PSY 6777B, PSY 6777C, PSY 6778A, PSY 6778B, PSY 6778C</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Counseling Psychology Individual Practicum MCPC 7601, MCDP 7601, MCPE 7601, MCI 7601, MCP 7604, MCPS 7601, MCPS 7604</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Counseling Psychology Group Practicum MCPC 7602, MCDP 7602, MCPE 7602, MCI 7602, MCP 7605, MCPS 7602, MCPS 7605</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-ACTCM Graduate SUMMER</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>DACMCP or DACMt</td>
<td>6–9.99 units</td>
<td>N/A</td>
<td>10 units</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 Self-Service, 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:

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 submits the “Grade Change” form to the instructor, who should submit it to the 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 Associate Provost for Academic Services and Resources, who is the chair of the Academic Standards Committee (ASC). If the Associate Provost 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.

- If the instructor **does not agree** to change the grade, the student may write a statement explaining why 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. The chair may contact both parties to determine whether informal resolution is possible. (If the instructor and the chair are the same person, the documentation is submitted to the Associate Provost for Academic Services and Resources, who brings it to the school’s program chairs, who designate one within their group to respond.)
  - If resolution is achieved, the procedure in the first bulleted paragraph is followed.
  - If resolution isn’t achieved, the chair forwards the appeal to the Program Committee, which is composed of the program’s core faculty members or an ad hoc Appeal Committee of faculty within the program or the school. The instructor whose grade is under dispute is ineligible to be on the Committee. The Committee may contact both parties.
    - If the Committee decides the grade is to be changed, it determines the new grade and forwards the “Grade Change” form to the Registrar’s Office, which updates the student’s record and notifies the student and instructor.
    - If the Committee decides the grade is not to be changed, it notifies the student and instructor.

The decision of the 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 that 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:

### Undergraduate Grade Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Indication</th>
<th>Quality Points per Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Outstanding</td>
<td>4.0</td>
</tr>
<tr>
<td>A–</td>
<td>Outstanding</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>Good</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.0</td>
</tr>
<tr>
<td>B–</td>
<td>Good</td>
<td>2.7</td>
</tr>
<tr>
<td>Grade</td>
<td>Indication</td>
<td>Quality Points per Unit</td>
</tr>
<tr>
<td>-------</td>
<td>------------</td>
<td>-------------------------</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>
</tbody>
</table>
TR  Transfer Credit
W  Withdrawal
X  Grade Not Received From Instructor

*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 Required</td>
<td>Hasn’t submitted enrollment deposit</td>
<td>Admissions Office</td>
<td>Registering</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Hasn’t completed exit interview</td>
<td>Financial Aid</td>
<td>Receiving official transcript and diploma</td>
</tr>
<tr>
<td>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>
<tr>
<td>Program Change</td>
<td>Applies to a program while in another</td>
<td>Registrar’s Office</td>
<td>Registering online (hard-copy registration required)</td>
</tr>
<tr>
<td>Registrar’s Office</td>
<td>Various</td>
<td>Registrar’s Office</td>
<td>Various—contact Registrar’s Office</td>
</tr>
</tbody>
</table>

**Incompletes: Policies Regarding Faculty Granting Incompletes**

Students anticipating being unable to complete a course may request permission from the instructor to receive an I (Incomplete) grade; students who have not completed the work required for a course are not to be given a passing grade in the course without completing the required work. CIIS courses are expected to be organized in a way that allows work to be completed during the semester when the course is being offered. Below are the policies related to incomplete grades:

1. Permission to be given an I grade is granted 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 2021, the student has until the last day of the Summer 2022 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 Self-Service. 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 US 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 adviser. 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 Self-Service. 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 above.

**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 adviser, 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 adviser.

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 adviser 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. 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.
9. 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.
10. 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. Undergraduate, ACTCM, and MA in Applied Psychology 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 above.)

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 a grade 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 Self-Service. 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 adviser. Clinical Psychology students must submit a “Practicum Contract” to the PsyD Department Office signed by their site supervisor, clinic director, and academic adviser. 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) and has no academic requirements. 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 are not prepared to do so before the deadline. Registering generates the Registration Fee, which is nonrefundable, even for students who subsequently do not register for courses or register and then drop them all. The Registrar’s Office drops students from Registration Maintenance after the Add Deadline.

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 Self-Service, 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:
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 9900).

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 adviser 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.

b. Graduate students may repeat a course once in which a grade of B– or lower was received in order to meet graduation requirements (the Clinical Psychology and Anthropology and Social Change departments require that all courses in which a student receives a grade of B– or lower be repeated). Repeating a course does not expunge the earlier attempt from the student’s record but may improve the grade point average if the second grade was an improvement over the first. Both grades remain on the transcript, but only the second grade is calculated into the grade point average and counted as credit earned toward graduation.

Retreat/Intensive Fees
Many CIIS academic programs host off-campus residential programs that are considered part of the student’s academic requirements and afford the opportunity for close interaction among students and faculty and experiential learning in an intensive setting. Retreat fees for lodging and meals are charged as separate fees. Because CIIS must arrange advance contracts with retreat sites, exceptions for these fees can be considered only in situations where students have a medical reason or family emergency, supported by licensed professional documentation, to decline lodging and/or meals at the retreat site. Requests to decline lodging and/or meals must be submitted in advance of the retreat to the program manager/Coordinator. Requests for refunds of lodging or meal fees must be submitted to the Financial Petition Committee (FPC) within 90 days of the last day of the retreat. Approval by the manager/coordinator for an exemption from retreat site lodging and/or meals does not guarantee approval by the FPC of an exemption from fee payment. Programs reserve the right to enforce stricter polices than those detailed above, as long as they are made known to students prior to participation in the retreat.

Sitting In on Courses
Students may not sit in on a course for which they are not registered. The only exception is during the first week of the class and only with the instructor’s permission. Students may not sit in on a course in order to make up coursework for a course for which they’ve received an I (Incomplete) grade in a previous semester.

Special Student Registrations
Individuals who wish to take courses for credit and are not enrolled in a program may apply for a Special Student status. This applies to someone who may want to apply for a degree program at a later time, or to someone enrolled in a degree program at another school who wishes to take a specific course at the University, or to 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.

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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 Laurance S. Rockefeller Library at CIIS 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, Self-Service, 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 Self-Service at no cost. Unofficial transcripts have information identical to official ones. 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. 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) 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 US 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 uncompleted financial aid exit interviews, unreturned library materials, or unmet practicum site obligations. 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 has started; or (3) a seat opens and they are added.

Students on waitlists should check their schedules via Self-Service 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 semester 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 Self-Service 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 adviser 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 adviser the impact that the withdrawal will have on the visa status.

Upon receiving the form, the Registrar’s Office notifies the student’s academic adviser, 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 adviser. 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 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.
## 2021–2022 Tuition and Fees

<table>
<thead>
<tr>
<th>Tuition</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Division Students (SUS)</td>
<td>Per Unit $855</td>
<td></td>
</tr>
<tr>
<td>• Package Price (12–18 units)</td>
<td>$10,250 (Package price does not include units taken in audit status.)</td>
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<tr>
<td>Master’s Division Students (SPPH and SCT)</td>
<td>Per Unit $1,206</td>
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</tr>
<tr>
<td>• MCP 7603 Pre/Post Practicum</td>
<td>$65</td>
<td></td>
</tr>
<tr>
<td>• Thesis Proposal Writing or Completion</td>
<td>$2,762</td>
<td></td>
</tr>
<tr>
<td>• Thesis Seminar</td>
<td>$2,762</td>
<td></td>
</tr>
<tr>
<td>Doctoral Division Students (SPPH and SCT)</td>
<td>Per Unit $1,393</td>
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</tr>
<tr>
<td>• Clinical Psychology Dissertation Continuance</td>
<td>$3,784</td>
<td></td>
</tr>
<tr>
<td>• Clinical Psychology Full-Time Internship</td>
<td>$888</td>
<td></td>
</tr>
<tr>
<td>• Clinical Psychology Half-Time Internship</td>
<td>$455</td>
<td></td>
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<tr>
<td>• Clinical Psychology Practicum</td>
<td>$455</td>
<td></td>
</tr>
<tr>
<td>• Comprehensive Examination</td>
<td>$3,784</td>
<td></td>
</tr>
<tr>
<td>• Dissertation Proposal Writing or Completion</td>
<td>$3,784</td>
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</tr>
<tr>
<td>• Dissertation Seminar</td>
<td>$3,784</td>
<td></td>
</tr>
<tr>
<td>• Transformative Inquiry Dissertation Completion Support</td>
<td>$340</td>
<td></td>
</tr>
<tr>
<td>• Transformative Inquiry Learning Community</td>
<td>$340</td>
<td></td>
</tr>
<tr>
<td>• Transformative Inquiry Proposal Support</td>
<td>$340</td>
<td></td>
</tr>
<tr>
<td>Special Students (nonmatriculated)</td>
<td>Per Unit Based on division rates</td>
<td></td>
</tr>
<tr>
<td>Auditors (SUS, SPPH, and SCT)</td>
<td>Students (per Unit) $340</td>
<td></td>
</tr>
<tr>
<td>• Special Students (per Unit)</td>
<td>$340</td>
<td></td>
</tr>
<tr>
<td>• Special Students Who Are Alumni (per Unit)</td>
<td>$172</td>
<td></td>
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<tr>
<td>Public Program Classes</td>
<td>For Academic Credit Based on division rates</td>
<td></td>
</tr>
<tr>
<td>• Not for Academic Credit</td>
<td>Rate advertised to public</td>
<td></td>
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</table>

Tuition and fees are subject to change each semester.

<table>
<thead>
<tr>
<th>Fees—All Fees Are Nonrefundable</th>
<th></th>
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<tbody>
<tr>
<td>Admissions Fees</td>
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</tr>
<tr>
<td>• Application Fee</td>
<td>$65</td>
<td></td>
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<tr>
<td>• Enrollment Deposit (applied to tuition charges)</td>
<td>$300</td>
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<tr>
<td>Graduation Application Fees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Graduation Application Fee</td>
<td>$115</td>
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</tr>
<tr>
<td>• Thesis/Dissertation Publication Fee—Traditional</td>
<td>$250</td>
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</tr>
<tr>
<td>• Thesis/Dissertation Publication Fee—Open Access</td>
<td>$300</td>
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</tr>
<tr>
<td>• Certificate Completion</td>
<td>$35</td>
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<tr>
<td>Payment Fees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Deferred Tuition Payment Plan</td>
<td>$50</td>
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</tr>
<tr>
<td>• Late Deferred Payment Installment Fee</td>
<td>$50</td>
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<tr>
<td>• Late Tuition Payment Fee</td>
<td>$120</td>
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<tr>
<td>Registration Fees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Registration Fee</td>
<td>$85</td>
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</tr>
<tr>
<td>• Late Registration Fee</td>
<td>$150</td>
<td></td>
</tr>
<tr>
<td>• Technology Fee</td>
<td>$100</td>
<td></td>
</tr>
<tr>
<td>• Student Wellness Fee</td>
<td>$55</td>
<td></td>
</tr>
<tr>
<td>• Registration Maintenance:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>° Undergraduate</td>
<td>$150</td>
<td></td>
</tr>
<tr>
<td>° Master’s or Doctoral (except ACTCM)</td>
<td>$450</td>
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</tr>
<tr>
<td>Course Fees or Retreat Accommodations Fees (subject to change)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• EWP 6046: Jung, Nonduality, and Ecopsychology</td>
<td>$440</td>
<td></td>
</tr>
<tr>
<td>• EWP 6112: Wilderness Rites of Passage</td>
<td>$510</td>
<td></td>
</tr>
<tr>
<td>Course/Program</td>
<td>Fee (per unit or item)</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------</td>
<td>------------------------</td>
<td></td>
</tr>
<tr>
<td>ACTCM at CIIS Tuition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSTCM/DACM/DACMt/DACMCP Tuition</td>
<td>$515 per Unit</td>
<td></td>
</tr>
<tr>
<td>DAOM Tuition</td>
<td>$4,950 per Term</td>
<td></td>
</tr>
<tr>
<td>ACTCM Student Audit</td>
<td>$160 per Unit</td>
<td></td>
</tr>
<tr>
<td>ACTCM Alumni Audit</td>
<td>$130 per Unit</td>
<td></td>
</tr>
<tr>
<td>ACTCM Herbal Sample Fee</td>
<td>$210 (one-time fee)</td>
<td></td>
</tr>
<tr>
<td>ACTCM Malpractice Insurance Fee</td>
<td>$70</td>
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<tr>
<td>ACTCM Capstone Completion Fee (DAOM program only)</td>
<td>$675</td>
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</tr>
<tr>
<td>ACTCM Clinical Externship Completion Fee (DAOM only)</td>
<td>$465</td>
<td></td>
</tr>
<tr>
<td>DAOM Capstone Printing</td>
<td>$30</td>
<td></td>
</tr>
</tbody>
</table>

**ACTCM at CIIS Tuition**

<table>
<thead>
<tr>
<th>Course/Program</th>
<th>Fee (per unit or item)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integral Counseling Psychology Weekend Program Retreat (double occupancy)</td>
<td>$1,087</td>
</tr>
<tr>
<td>▪ Single occupancy available for a $250 supplement.</td>
<td></td>
</tr>
<tr>
<td>▪ Day use only available for a $413 credit.</td>
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</tr>
<tr>
<td>MSTCM/DACM/DACMt/DACMCP Tuition</td>
<td>$504</td>
</tr>
<tr>
<td>▪ Single occupancy available for a $94 supplement.</td>
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<tr>
<td>SOM Tuition</td>
<td>$0</td>
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<tr>
<td>PARP 6748: Nature and Eros</td>
<td>$485</td>
</tr>
<tr>
<td>▪ PDT 7700: Integrative Seminar (varies per student; contact program for information)</td>
<td>$150–$360</td>
</tr>
<tr>
<td>▪ ITP/ITPS Residential Intensive 7001-7006 (double occupancy)</td>
<td>$1,650</td>
</tr>
<tr>
<td>▪ Single occupancy available for a $350 supplement.</td>
<td></td>
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<tr>
<td>▪ TLD/TSD 6001, 6002, 6003, 6004: Spring 2022 Residential Intensive (online event)</td>
<td>$0</td>
</tr>
<tr>
<td>▪ Single occupancy available for a $670 supplement.</td>
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<tr>
<td>▪ IHL Intensive</td>
<td>TBD</td>
</tr>
<tr>
<td>▪ Exception of Intro to Academic Research and Writing (6992-01)</td>
<td></td>
</tr>
<tr>
<td>Service Fees</td>
<td></td>
</tr>
<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>
<tr>
<td>▪ Hard-Copy Transcript</td>
<td></td>
</tr>
<tr>
<td>▪ Regular Service (processed within 10 business days)</td>
<td>$15</td>
</tr>
<tr>
<td>▪ Bulk Service (one order of 10 or more)</td>
<td>$4</td>
</tr>
<tr>
<td>▪ Rush Service (Bulk Service not available for Rush Service)</td>
<td>$25</td>
</tr>
<tr>
<td>Transcript Fees</td>
<td></td>
</tr>
<tr>
<td>▪ Hard-Copy Transcript</td>
<td></td>
</tr>
<tr>
<td>▪ Regular Service (processed within 10 business days)</td>
<td>$15</td>
</tr>
<tr>
<td>▪ Bulk Service (one order of 10 or more)</td>
<td>$4</td>
</tr>
<tr>
<td>▪ Rush Service (Bulk Service not available for Rush Service)</td>
<td>$25</td>
</tr>
</tbody>
</table>

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Payment Policies

Obligation for Payment
Enrollment constitutes a financial contract between the student and CIIS. Students are responsible for paying all tuition and fee charges associated with their enrollment in a given term at the time they register, but no later than the published payment deadline. Students’ rights to CIIS services and benefits are contingent upon their making all payments as agreed upon. If payments of amounts owed are not made when they are due, CIIS has the right to cancel a student’s registration and/or administratively withdraw the student from the current term without grades, diplomas, scholastic certificates, and degrees; and impound final exams. Failure to maintain good financial standing with CIIS will cause students to become ineligible for deferred payment plans and/or some forms of financial aid. In addition, balances due the University will be reported to credit agencies, which may impact students’ credit ratings.

Prior Balances
Prior to registering for a new term, students must pay any outstanding balances owed from any preceding terms. Students who do not pay their outstanding balances or make payment arrangements satisfactory to the CIIS will not be permitted to register.

Financial Responsibility Agreement (FRA)
Beginning with the fall semester of the 2021–2022 academic year, in order to register for classes, you will be required to complete a “Financial Responsibility Agreement” (FRA) to acknowledge your responsibility to pay for tuition, fees, and other charges related to your education at CIIS. This is required even if you are expecting financial aid, the Veterans Administration (VA), your employer, or another third party to pay for your tuition and fees. (See FAQs.) The FRA is to help ensure that you understand the financial responsibilities of enrolling in classes at CIIS. It outlines expectations for payments, placement of holds on your account, and the possible use of third-party agents to collect past due amounts. By reading and signing the FRA, you acknowledge that you have considered the cost of your education and understand your responsibility for paying that cost. When you log in to register, you will be prompted to read and sign the FRA in order to proceed to register for classes.

Payment Options
CIIS accepts payments by cash, check, money order, debit card, or credit card (VISA, American Express, Discovery, and MasterCard).

To make a payment online, log in to Colleague Self-Service (https://ciis.colleague.elluciancloud.com/) and click Student Finance, then proceed to click “Account Summary” to view the outstanding balance owed on your student account. After viewing the balance, click “Make a Payment” to proceed with making a payment. Note: If you have been awarded Student Financial Aid and the aid amount does not yet appear on your account, please contact the Financial Aid Office to resolve the matter. If a third-party (for example, Veterans Administration, Department of Rehabilitation) has guaranteed payment of your tuition and fees, and credits are not showing on your account, please provide the Office of Student Accounts with the guarantor’s letter of guarantee. If you are a veteran, please make sure you discuss benefits with the Financial Aid Office.

Payment Deadlines
Tuition and fees are charged when you register for class. Charges 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.

If you have been awarded Student Financial Aid and it covers only a portion of the total charges, you must pay the balance at the time you register, but no later than the late registration date, to avoid having your classes canceled.

Payment of tuition and fees is due at the time you register. Payment can be made directly by you, covered by student financial aid, or guaranteed by a third party (Veterans Administration, Department of Rehabilitation, employer, or other organization). When you register for a class, you are submitting to the Registrar’s Office your intention to complete a course or courses. You will be enrolled in the class(es) when you pay in full any balance not covered by financial aid, sign up for a payment plan, or present a signed third-party guarantee of payment. You are not enrolled in a class until payment is made.

If you owe a balance greater than $200 and have not secured credit from the University by the published Late Registration Deadline, the classes you have reserved will be canceled. Courses added after the Late Registration Deadline that have not been paid for by the last date to drop classes will be canceled the day after the end of the drop period.

Veterans Administration Pending Payment Compliance
In accordance with Title 38 US Code 3679 subsection €, CIIS adopts the following provisions for any students using US Department of Veterans Affairs (VA) Post 9/11 G.I. Bill (ch.33) or Vocational Rehabilitation and Employment (Ch.31) benefits, while payment to CIIS is pending from the VA. CIIS will not do the following:

- Prevent the student’s enrollment.
- Assess a late payment penalty fee.
- Require the student to secure alternative or additional funding.
- Deny student access to any resources (access to classes, libraries, or other CIIS facilities) available to other students who have satisfied their tuition and fee bills.

To qualify for this provision, such students may be required to do the following:

- Submit the Certificate of Eligibility on or before the first day of class.
- Provide additional information needed to properly certify the enrollment and ascertain eligibility for Post 9/11 or Chapter 31 benefits.

**Tuition and Fees Payment Final Payment Deadline to Avoid Having the Student’s Classes Canceled**

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

<table>
<thead>
<tr>
<th>Semester</th>
<th>Fall 2021</th>
<th>Spring 2022</th>
<th>Summer 2022</th>
</tr>
</thead>
</table>

**School of Undergraduate Studies and American College of Traditional Chinese Medicine**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Fall 2021</th>
<th>Spring 2022</th>
<th>Summer 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Payment Deadline</td>
<td>Aug. 3, 2021</td>
<td>Dec. 6, 2021</td>
<td>April 4, 2022</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 2021</th>
<th>Spring 2022</th>
<th>Summer 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add and Grade Option Selection Deadline</td>
<td>Sept. 2, 2021</td>
<td>Jan. 25, 2022</td>
<td>June 7, 2022</td>
</tr>
<tr>
<td>Drop Deadline</td>
<td>Sept. 14, 2021</td>
<td>Feb. 1, 2022</td>
<td>June 14, 2022</td>
</tr>
<tr>
<td>Deadline to Withdraw and Receive 75% Refund</td>
<td>Sept. 21, 2021</td>
<td>Feb. 8, 2022</td>
<td>June 21, 2022</td>
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<tr>
<td>Deadline to Withdraw and Receive 50% Refund</td>
<td>Oct. 19, 2021</td>
<td>March 8, 2022</td>
<td>July 5, 2022</td>
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</table>

**School of Undergraduate Studies and American College of Traditional Chinese Medicine**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Fall 2021</th>
<th>Spring 2022</th>
<th>Summer 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Begins</td>
<td>Aug. 26, 2021</td>
<td>Jan. 10, 2022</td>
<td>May 9, 2022</td>
</tr>
<tr>
<td>Add and Grade Option Selection Deadline</td>
<td>Sept. 2, 2021</td>
<td>Jan. 18, 2022</td>
<td>May 16, 2022</td>
</tr>
<tr>
<td>Deadline to Withdraw and Receive 75% Refund</td>
<td>Sept. 21, 2021</td>
<td>Feb. 1, 2022</td>
<td>May 31, 2022</td>
</tr>
<tr>
<td>Deadline to Withdraw and Receive 50% Refund</td>
<td>Oct. 19, 2021</td>
<td>March 1, 2022</td>
<td>June 28, 2022</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, log in to Self-Service [https://ciis-ss.colleague.elluciancloud.com/](https://ciis-ss.colleague.elluciancloud.com/).

- Click “Student Finance” tile
• Click “Make a Payment”
• Click “Continue to Payment Center”
• Under Student Account, click “Enroll in Payment Plan” button

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

<table>
<thead>
<tr>
<th>Installment</th>
<th>Fall 2021</th>
<th>Spring 2022</th>
<th>Summer 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second</td>
<td>Sept. 27, 2021</td>
<td>Feb. 18, 2022</td>
<td>June 30, 2022</td>
</tr>
<tr>
<td>Final</td>
<td>Oct. 20, 2021</td>
<td>March 18, 2022</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 2021</th>
<th>Spring 2022</th>
<th>Summer 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>Aug. 26, 2021</td>
<td>Jan. 10, 2022</td>
<td>May 9, 2022</td>
</tr>
<tr>
<td>Final</td>
<td>Oct. 20, 2021</td>
<td>March 10, 2022</td>
<td>July 11, 2022</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 2021</th>
<th>Spring 2022</th>
<th>Summer 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>$120</td>
<td>Aug. 27, 2021</td>
<td>Jan. 19, 2022</td>
<td>June 1, 2022</td>
<td></td>
</tr>
<tr>
<td>$50</td>
<td>Sept. 28, 2021</td>
<td>Feb. 22, 2022</td>
<td>July 1, 2022</td>
<td></td>
</tr>
<tr>
<td>$50</td>
<td>Oct. 21, 2021</td>
<td>March 21, 2022</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 2021</th>
<th>Spring 2022</th>
<th>Summer 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>$120</td>
<td>Aug. 27, 2021</td>
<td>Jan. 11, 2022</td>
<td>May 10, 2022</td>
<td></td>
</tr>
<tr>
<td>$50</td>
<td>Sept. 28, 2021</td>
<td>Feb. 11, 2022</td>
<td>June 10, 2022</td>
<td></td>
</tr>
<tr>
<td>$50</td>
<td>Oct. 21, 2021</td>
<td>March 11, 2022</td>
<td>July 12, 2022</td>
<td></td>
</tr>
</tbody>
</table>

### Refund Deadlines

One hundred percent of a course’s tuition charge is reversed if the course 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’ 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.

### Refund Deadlines for Students Residing in Oregon

The following refund guidelines are applicable only to residents of Oregon who are attending CIIS:

1. Partial refunds are applicable through the middle week of a given term.
2. For a 15-week semester, a student would be eligible to receive a prorated tuition refund through week eight.
The chart below outlines the percentage of refund that an Oregon student will be eligible for, should they decide to drop a course(s) during this timeframe.

<table>
<thead>
<tr>
<th>Percent of Tuition Refunded</th>
<th>Week of Term</th>
<th>Refund Required?</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>1</td>
<td>Yes</td>
</tr>
<tr>
<td>75</td>
<td>2</td>
<td>Yes</td>
</tr>
<tr>
<td>75</td>
<td>3</td>
<td>Yes</td>
</tr>
<tr>
<td>50</td>
<td>4</td>
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</tr>
<tr>
<td>50</td>
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<tr>
<td>50</td>
<td>6</td>
<td>Yes</td>
</tr>
<tr>
<td>50</td>
<td>7</td>
<td>Yes</td>
</tr>
<tr>
<td>50</td>
<td>8</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**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 CIIS Connect.

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 Office of Student Accounts for more information at 415.575.6132 or by email at studentaccounts@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 “Leave of Absence” policies in the “Registration and Grading Policies” section for more information.

School of Undergraduate Studies
- Interdisciplinary Studies—3 years.
- Psychology—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 Chinese Medicine—8 years.
- Doctor of Acupuncture and Chinese Medicine Completion Program—2 years.

Grade Requirements
For graduate students to remain in good academic standing, they must have no more than two grades of B–, 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 adviser 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 adviser, 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 fewer 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 Self-Service 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 chair of the department and/or program in which the course is housed.
   c. The instructor, only after submitting all of the course’s grades.
   d. 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 instructor 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 adviser 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 adviser have continuous access.

Any change to the “Program Agreement” needs to be documented with the date and signatures by both the student and the adviser 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 Office of Student Accounts. 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 adviser.
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) 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 it is offered to them. If they refuse, they are academically disqualified. A MAPS conferral is final; no appeals for its rescission are considered by programs, directors, 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 adviser.

The student is changed to the MAPS program once the student, the adviser, 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 went into effect for students who began their degree program in the Fall 2015 semester. This policy applies to the following degree programs:

- Anthropology and Social Change
- Philosophy and Religion with a concentration in Ecology, Spirituality, and Religion
- Philosophy and Religion with a concentration in Philosophy, Cosmology, and Consciousness
- 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 advisers 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’ 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.

**Exception to This Definition**
The following academic requirements have unit assignments that are distinct from this definition: Clinical Practicum (2 or 3 units per semester, classified as half-time enrollment); Internship (1 unit, full-time, or 0.5 unit, half-time); Comprehensive Examinations (3 units, full-time); Dissertation Proposal Writing/Completion (0.1 unit, full-time); and Dissertation Seminar (0.1 unit, full-time).

**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 do the following:

- Make an academic assessment of the work, including the evidence that an academic integrity violation has occurred, and assign an appropriate grade. The faculty member notifies the student of the sanction and the reason for it. The faculty member decides on the severity of the violation and of the sanction to be applied (e.g., failing grade for the exercise, remedial work, another exercise, failing grade for the course).
- The faculty member submits the relevant information (a written statement of the incident with supporting evidence) to the program chair. All alleged cases of academic dishonesty must be reported.

**Step 2:** The program chair should conduct an informal hearing, contacting the student and asking that the student make an appointment with the chair within five days. The student has the right to bring a support person whose only role is to accompany the student to the hearing. At the appointment, the student should be informed of rights and options, of the charge, and of the evidence from the faculty member. The chair shall encourage the student to provide a full explanation of the situation to ensure due process. The chair, in consultation with the program committee, considers the seriousness of the case and previous charges of academic dishonesty, if any.

**Step 3:** The chair makes a recommendation regarding action to the Provost, including a written statement of the incident with supporting evidence. The action may be academic or administrative and will vary depending upon the severity of the case, any previously recorded offenses, and any mitigating circumstances. Academic sanctions range from adjusting the grade given for the course to requiring a rewritten paper or assigning additional work. Administrative sanctions range from administrative probation to dismissal from CIIS. If the decision is to put the student on administrative probation or to suspend or dismiss the student from CIIS, the Provost sends a letter to the student within 10 days of receiving and reviewing the recommendation from the chair. The student is granted another 10 days to appeal the decision and to provide the Provost with mitigating information.

**Examples of Violations of Academic Integrity**

This section describes various ways in which the principles of academic integrity can be violated. Examples of each type of violation are given, but neither the types of violations nor the lists of examples are exhaustive. The list has benefited from those prepared by many other universities.

**Plagiarism:** Plagiarism is the use of another person’s words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation, and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are:

- Copying word for word (i.e., quoting directly) from an oral, printed, or electronic source without proper attribution, whether in a paper or in an online class posting.
- Paraphrasing without proper attribution—i.e., presenting in one’s own words another person’s written words or ideas as if they were one’s own.
- Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
- Incorporating into one’s work graphs, drawings, photographs, diagrams, tables, spreadsheets, or other nontextual material from other sources without proper attribution.

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:

- Receiving research, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted.
- Copying another student’s work or answers on a paper or examination.
- Using or possessing books, notes, calculators, cell phones, or other prohibited devices or materials during an examination.
- Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved.
- Acquiring a copy of an examination from an unauthorized source prior to the examination.
- Having a substitute take an examination for one.
- Having someone else prepare a term paper or other assignment for one.

**Fabrication:** Fabrication is the invention or falsification of sources, citations, data, or results, and recording or reporting them in any academic exercise. Some examples:

- 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:

- 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:

- 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:

- 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:

- 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](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, which are filed following the committee formation paperwork (see the “Registrar’s Office Forms” page of MyCIIS). 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 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 as follows:

- 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, and the entire committee signs off on the dissertation, students complete the technical review and publication process prior to graduation and degree conferral. If the entire process is not completed in the semester that the student defends, they must register for Registration Maintenance REG 700 in the subsequent semester to finish the technical review and publication processes. Students may register for only one REG 700. If the process remains incomplete following the semester in REG 700, the student must register again for Thesis/Dissertation Seminar 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 contact 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 do the following:

- 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.
- 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 do the following:

• Guide the candidate at all stages of the project, including formulating the proposal, carrying out the research, and writing the dissertation.
• Oversee the Human Research Review Committee (HRRC) Application process and assist the student in assessing for and minimizing risk for studies with human subjects.
• 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 c.v. must be submitted with the approval forms, along with a W-9 tax form (or W8BEN for non-US residents, 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. It is subject to advance written approval by the student’s program and the Provost, and 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 contract with a CIIS-approved technical reviewer 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 completed, the student must submit the manuscript to one of the approved technical reviewers. For a complete list, 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 the technical review process is 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 reviewers for services rendered by withholding final degree conferral until these financial obligations are met, and the Center for Writing and Scholarship confirms receipt of payment with all reviewers before confirming degree conferral with the Registrar.

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 CWMS MyCIIS page in the section “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 few formatting points on which CIIS’ 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, 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 for orchestrating 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 see the Academic Calendar: http://www.ciis.edu/academics/academic-calendar.

Defense Requirements
Doctoral students must defend their dissertation; master’s students may or may not need to defend their thesis, 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 videoconference 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 whether the changes to the dissertation are remedial or nonremedial. If the revisions are remedial, the student may continue in the dissertation phase and may be asked to reapply for a second defense at a future time. If the changes required are nonremedial, the student may not apply to defend the same dissertation. Only after the required revisions have been completed and accepted does 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 publish through ProQuest/UMI. 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 US 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 a 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 copyright ownership for a thesis or dissertation https://www. etdadmin.com/main/resources 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 utilize that company’s service to act as the student’s 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 contact the Center for Writing and Scholarship, and 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. 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 are 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 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 2021, Fall 2021, and Spring 2022 graduates may participate in the Spring 2022 commencement ceremony. Please note that CIIS reserves the right to alter aspects and delivery format of the commencement ceremony in order to protect the safety and well-being of our community, in line with local, state, and federal departments of public health.

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 approved by the deadline 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 (when applicable) location; ordering of caps and gowns; and “Commencement Ceremony Exception Form,” can be found on the Commencement page of the MyCIIS “Student Affairs” 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 the CIIS Office of Student Accessibility Services by providing documentation of disability status from an appropriate provider. The Office of Student Accessibility Services will then work with the student to identify areas for reasonable accommodation that will provide the student 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 Office of Student Accessibility 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 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.

Chosen Name and Identity Policy
Whether the desire or need for a chosen name and identity derives from circumstances involving gender identity, marital, political, spiritual, or religious preferences, CIIS seeks to foster a campus environment that both encourages self-expression and affirms identity.

CIIS acknowledges and honors the fact that CIIS faculty, staff, and students, including certificate and Public Programs participants, may have a name that is different from their legal name and related pronoun(s), salutation, and chosen identity for sex, sexual orientation, gender, and ethnicity.

CIIS students, faculty, and staff may use lived names other than their legal name to identify themselves, regardless of whether they have legally changed their name, except where their legal names are required by law or regulation.

In accordance with this recognition, every attempt will be made by the University to honor students’ and employees’ preferences in the establishment, maintenance, and communication of records, reports, lists, and electronic portals. CIIS records will reflect individuals’ preferences wherever legal requirements or system constraints do not dictate the use of legal name and limited identity choices.

Most CIIS systems allow records to be updated by staff acting on behalf of the requesting individual. Students and employees should be aware that CIIS is required to maintain certain records and report data in accordance with federal regulations that do not provide the same breadth of categories and options as does CIIS.

CIIS reserves the right to ensure that individuals’ preferences:

- Are in compliance with other University policies that prohibit providing false or misleading information.
- Are not being used to misrepresent, be fraudulent, or avoid legal or financial obligations.
- Do not violate copyright.
- Do not include offensive, harassing, obscene, or derogatory language.

A chosen name must still provide some meaningful identity of the individual to other students, faculty, and staff. Inclusion of numbers, symbols, and emojis is not allowed.

Chosen names identified as potentially not in compliance with this policy will be reviewed by a committee composed of representatives from core student system functional areas. Students or employees who feel their preferences were unjustly denied may file an appeal with the President (faculty or staff) or Provost (students).

Where chosen name, pronouns, and identity are used by default:
Admissions records
ID cards
CIIS email accounts (MyMail for students)
CIIS email distribution lists
Class lists (outside of Canvas)
Canvas (students need to initiate action to change their “display name” until Colleague interface is launched; target date—July 2021. Contact onlinelearning@ciis.edu for details.)
Unofficial transcripts
MyCIIS portal (to become Colleague Self-Service portal; target date—starting April 2021)
Library
Diplomas
Internal (CIIS) reports not requiring distribution to external agencies
Alumni records

Where legal name and identity are required to be used:

<table>
<thead>
<tr>
<th>Official transcripts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canvas course rosters (until Colleague interface is launched; target date—July 2021)</td>
</tr>
<tr>
<td>FAFSA and other federal forms for financial aid</td>
</tr>
<tr>
<td>Scholarship and loan documents</td>
</tr>
<tr>
<td>Financial aid refund checks</td>
</tr>
<tr>
<td>Financial accounts linked to banks and other institutions that require legal name</td>
</tr>
<tr>
<td>Enrollment and degree verification certificates</td>
</tr>
<tr>
<td>Professional licensure forms and documents</td>
</tr>
<tr>
<td>Visas and other immigration documents</td>
</tr>
<tr>
<td>Employment records, verifications, and paychecks</td>
</tr>
<tr>
<td>Payroll and tax documents</td>
</tr>
<tr>
<td>Mandated reports to the US Department of Education and other federal and state agencies</td>
</tr>
</tbody>
</table>

Procedures for Designating Preferences

1. **Faculty and Staff:** PayCom has a self-service procedure for creating a “nickname”; the nickname will be used in records and correspondence that do not require use of the legal name. (After implementation of Colleague and phasing out of PayCom—target date, January 2022—a “chosen name” can be created in Colleague through Self-Service; the chosen name will be used in records and correspondence that do not require use of the legal name.)

2. **Students:**
   - *Chosen name:* Complete the “Personal Information Update Form” and submit it to the Registrar’s Office.
   - *Personal pronouns and other identity preferences:* After implementation of Colleague Self-Service—target date April 2021—instructions to be provided.

Legally Changing Your Name

1. **Faculty and Staff:** Contact the Human Resources Office. You must include photocopies of identification materials that may include: a court order, a driver’s license, a passport, a marriage license, a divorce decree reinstating a maiden name, adoption papers, or a uniformed service military ID. After processing by HR, you must submit an “Employee Personal Information Change Form” on MyCIIS (procedure to be revised after MyCIIS is phased out – target date, December 2021).

2. **Students:** To record a legal change to your primary name, complete the “Personal Information Update Form” and submit it to the Registrar’s Office. You must include photocopies of identification materials that may include: a court order, a driver’s license, a passport, a marriage license, a divorce decree reinstating a maiden name, adoption papers, or a uniformed service military ID.

**Important note for those who are applying for or receiving financial aid:** The applicant’s name on the FAFSA must match the name associated with the applicant’s Social Security number. After obtaining a legal name change, you will need to file Form SS-5 with the Social Security Administration to change the name on your Social Security card if you wish to obtain financial aid.

**Important note for international students:** International students’ names must appear on their college records exactly as they appear on the passport issued by their home country. The US entry visa may not be used as documentation for a name change.
Office Contacts for Chosen Name and Identity Policy

1. Faculty and Staff: Human Resources Office
2. Students:
   a. Prior to matriculation (Prospects, Applicants, Admits): Admissions Office
   b. Matriculated Students: Registrar’s Office
   c. CPTR students: Center for Psychedelic Therapies and Research
   d. Public Programs nondegree students, including Sex Therapy Certificate (STC) students and Intersectionality & Equity in Therapeutic Practices (IETPC) students: Public Programs Office
   e. Alumni: Alumni Office

Resources for Education and Support
Support for students and employees navigating issues of identity: Office of Diversity and Inclusion

Drug-Free Campus Policy
The misuse and abuse of drugs (controlled substances) and the abuse of alcohol can lead to serious health problems, including addiction, severe disability, and even death. In response to these concerns, the US Congress passed the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act 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.

Furthermore, federal, state, and local laws regulate the unlawful manufacture, distribution, dispensation, possession, and/or use of controlled substances or alcohol. These laws impose sanctions for both misdemeanor and felony convictions. Criminal penalties for convictions can range from fines and probation to denial or revocation of federal benefits (such as student loans) to imprisonment and forfeiture of personal and real property.

CIIS encourages any students who are concerned about substance use, abuse, and rehabilitation to contact a physician for a referral to confidential substance abuse counseling. If a student is expelled or terminated as a result of violating the drug-free policy, CIIS will consider an application from the individual for reinstatement only after the student successfully completes a rehabilitation program (including after-care).

CIIS faculty are prohibited from using their standing as professors to assist others to illegally use entheogenic, psychedelic, enactingogenic (amphetamine-like, e.g., ecstasy, MDMA, 5-APB) and other controlled substances. Academic research approved by the University does not constitute such assistance.

Students who are concerned about substance use, abuse, and rehabilitation are strongly urged to contact their family physician, 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 on the CIIS website here.

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
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; 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 US Comptroller General, the US Attorney General, the US 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 US 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 US Comptroller General, the US Attorney General, the US Secretary of Education, or state and local education authorities (“Authorities”) may allow access to records and PII without consent to any third party designated by an Authority to evaluate a federal- or state-supported education program. Second, Authorities may allow access to education records and PII to researchers performing certain types of studies—in certain cases even if the school doesn’t request or even objects to such research. The Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive the students’ PII, but the Authorities need not maintain direct control over such entities. Additionally, in connection with Statewide Longitudinal Data Systems, state Authorities may collect, compile, permanently retain, and share without students’ consent PII from education records, and may track students’ participation in education and other programs by linking such PII to other personal information obtained from other federal or state data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

e. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.

f. To organizations conducting studies for, or on behalf of, the school, in order to (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction.

g. To accrediting organizations to carry out their accrediting functions.

h. To parents of an eligible student if the student is a dependent for IRS tax purposes.

i. To comply with a judicial order or lawfully issued subpoena.
j. To appropriate officials in connection with a health or safety emergency, subject to §99.36.

k. To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding.

l. To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school’s rules or policies with respect to the allegation made against them.

m. To parents of a student regarding the student’s violation of any federal, state, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21.

FERPA requires CIIS to record the disclosure of PII from the student’s education records except for disclosures (a) to the student; (b) to school officials; (c) of directory information; and (d) as related to some judicial orders or lawfully issued subpoenas. Students have a right to inspect the record of disclosures.

4. The right to file a complaint with the US 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
   US Department of Education
   400 Maryland Avenue, SW
   Washington, DC 20202

Firearms Policy
No firearms or any other dangerous weapons are permitted at the University.

General Student Complaint Procedure
It is the policy of the University to resolve student complaints through the General Student Complaint Procedure. This process resolves in a final and exclusive manner any complaint of violations of University policies and procedures contained in the “Student Handbook” and any and all other unresolved student complaints based on the University’s policy against discrimination, harassment, and complaints challenging a final grade. Any other complaint or controversy that relates to the interpretation or the application of the “Student Handbook” or of other publications of the University related to students shall be finally exclusively resolved by the General Student Complaint Procedure. This procedure is not for complaints against other students.

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.

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).

Students residing outside California can also contact their local Office of Higher Education to submit a complaint. Please click here to download the Student Complaint Information by State and Agency.

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 most directly to the protection and safety of students.
By this policy, all forms of sexual misconduct, including sexual and gender-related—violence, assault, harassment, domestic violence, dating violence, and stalking—are prohibited and will be promptly responded to with disciplinary or other corrective action measures that are appropriate.

This policy also explains the procedures of CIIS that allow for fact-finding for those students who find themselves to be victims of sexual misconduct and to provide ways in which the University supports and protects its students.

Getting Help: CIIS encourages all members of the CIIS community who believe they have been victims of sexual misconduct to report these incidents to local law enforcement authorities and to seek medical attention as needed.

Notice of Nondiscrimination
This particular policy concerns matters involving sexual misconduct. However, please know that CIIS’ other policies in the “Student Handbook” prohibit other kinds of misconduct inflicted against students. CIIS does not permit discrimination or harassment in its programs and activities on the basis of race, color, national origin, ancestry, sex, gender, gender identification or expression, sexual orientation, disability, age, religion, medical condition, veteran status, marital status, or any other characteristic protected under law.

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 “Student Handbook” for your program.

The full policy on sexual misconduct can be found online at http://www.ciis.edu/student-affairs.

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.

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.

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 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.

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 that CIIS sends, and that the emails that 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.

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 Microsoft Word, Excel, and PowerPoint, and storage on OneDrive. These are all cloud-based and are accessible through a web browser.

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.”

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.

CIIS owns these email accounts and reserves the right to lock or purge them if the student violates the conduct codes found in the “Student Handbook.”

Suggestions, Complaints, and Requests for Action
CIIS aspires to be an institution that strives for continuous improvement in its educational programs, administrative operations, and extracurricular services and activities. The identification of problems and suggestions for change that students make to the University’s administration are a crucial contribution to this process.

If any student or group of students has suggestions, complaints, or requests for action about matters relating to curricular, administrative, or extracurricular aspects of their educational experience at California Institute of Integral Studies, they should address them to the appropriate administrators. Issues relating to teaching, program content, or program procedures should be addressed, as appropriate, to program directors. Issues relating to administrative or student services departments should be addressed to the heads of these departments or, as appropriate, the Dean of Students. Issues of student concern may also be brought to the attention of the appropriate governance bodies and institutional committees on which students have representation, including program committees.
It is the intention of California Institute of Integral Studies to be responsive to student concerns, and to deal with problems in as constructive and timely a manner as possible, through the exercise of appropriate responsibility by the University administrators and committees in charge of particular areas of University life.
Student Services

Academic Advising
Students are assigned an academic adviser who is a member of the faculty or the staff of the student’s program. The adviser’s job is to assist the student in selecting courses and provide guidance on requirements and policies. Students may change their academic advisers by submitting an “Adviser Change” form, available from the Registrar’s Office or online on MyCIIS. Both the student and adviser can track progress in meeting academic requirements through the “degree audit” interface with the advising module of the Jenzabar Student System.

Center for Writing and Scholarship
The Center for Writing and Scholarship (CWS) supports students, staff, and faculty in their development as writers, scholars, critical thinkers, and integral learners—regardless of skill level—through individual consultations, community workshops, classes, and access to resources on academic writing, research, and pedagogy. The 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 Fellowship 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 writing consultants, teachers, and facilitators of academic writing and research curriculums. At the 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, the 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 the 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 at https://ciis.mywconline.com/ Please email questions to cws@ciis.edu.

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.

Office of Student Accessibility Services
Students who request accommodation for a disability should contact Office of Student Accessibility Services at osas@ciis.edu. Students will be guided through the registration procedures for accommodation. Any questions, requests for accommodation or access, or concerns regarding services for students or applicants with a disability as defined by law should be addressed to the Office of Student Accessibility Services or the Dean of Students. More information can be found on the “Office of Student Accessibility 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 Adviser is dedicated to supporting international students throughout their course of study and during the first year as an alumnus. International students are offered a visa orientation, Bridge Program enrollment, immigration and visa advising, other informational workshops, 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 Adviser 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.

CIIS is committed to promoting diversity and cross-cultural exchange. The International Student Adviser acts as an advocate for international students, and students are encouraged to bring their questions and concerns to the International Student Adviser.

Veteran Student Services
The University’s academic programs of study are approved by the Department of Veterans Affairs, for enrollment of persons eligible to receive educational benefits under Title 38 and Title 10, US Code. If you qualify for these benefits, you may use them toward your tuition and fee charges. The VA School Certifying Official at CIIS is the registrar, who works with Financial Aid and the Business Office in administering these benefits. Please contact the Financial Aid Office to initiate the certification of your CIIS enrollment to the VA.

Alumni Association
More than 8,000 people have earned degrees from CIIS and have taken an integral vision into the world community. In 47 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 a quarterly Alumni Newsletter, discounts on computers, membership in Public Programs presentations and lectures, the chance to audit ACTCM courses, a free listing in the Therapy Referral Directory, library privileges, and discounted movies. Through alumni university events, alums may attend presentations by their colleagues and take advantage of opportunities to network. The alumni social media sites foster connection—both personal and professional—on LinkedIn, Facebook, and Twitter. For more information or professional support, or even to share your success stories, contact the Associate Director of Alumni Relations and/or the Alumni Relations Manager.
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 Rockefeller Library has specialized collections of print books and e-books, e-journal and print journal subscriptions, audiovisual items (including streaming video titles), and dissertations and theses by CIIS scholars. The collections are 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 Rockefeller 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.

Use the library catalog to discover resources available at CIIS and beyond! Our library catalog searches for books, journals, videos (and more) in all formats that are available at CIIS and thousands of other libraries to help you discover the best resources for your research. Interlibrary loan services are available to obtain materials not held at our library.

Online Resources
The Rockefeller Library website (https://library.ciis.edu) offers students 24/7 access to a universe of online scholarly resources, including subscription-only e-books, journals, and research tools such as Alexander Street Academic Video Online and Counseling & Therapy in Video; Alt HealthWatch; American Psychological Association PsycArticles, PsycBooks, and PsycInfo; the Archive for Research in Archetypal Symbolism; EBSCO Religion and Philosophy Collection; Humanities International Complete; JSTOR e-books; LGBTQ+ Source; Natural Medicines; Oxford Reference Online; PEP Web; ProQuest Dissertations & Theses; Psychotherapy.net; SAGE Premier; SAGE Research Methods Online; Taylor & Francis Humanities & Social Sciences; Wiley Online Books; and many others.

These resources can be accessed online from any computer on or off campus. For students, the only requirements are a CIIS ID number, CIIS email address, and current registration. See the “Access” section below for more details about library privileges.

Research Assistance
Students are welcome to ask for research help by sending an email to askref@ciis.edu, chatting online with a librarian during normal operating hours, searching our FAQ, 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 “Schedule an Appointment” tool available on the Rockefeller Library homepage (https://library.ciis.edu) and can be conducted in person, by phone, or online.
- Library staff create and maintain a collection of curated resource guides by subject—please see the “Search by Subject” box on the library homepage.
- Library staff also collaborate with faculty in teaching research skills for relevant classes and offer individual workshops on topics relating to the research process—please see the “Faculty” tab on the “Library Services” page.
- The Rockefeller Library provides a site license to RefWorks, a full-featured web-based citation management software package, and support in learning how 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 “Registration and Grading 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.
- Associate members: Defined as alums or members of the public who have purchased a Rockefeller 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 library materials. Most books circulate for five-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.

Materials on 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 Rockefeller Library website or by contacting reserve@ciis.edu.

For Rockefeller Library purposes, students have “Distance Student” status when they reside outside the immediate San Francisco Bay Area. In addition to access to all online resources and to research assistance, the Rockefeller Library facilitates access to most of the physical library resources (books, A/V materials) for distance students by mailing items to any US address. Please see https://library.ciis.edu/libraryservices/home for full details about privileges for students that live outside the Bay Area.

Students on leave of absence are inactive and thus will not have library privileges until returning to active status. Students requesting leave of absence must clear their Rockefeller Library accounts prior to leave. See the “Leave of Absence” section in the “Registration and Grading Policies” portion of the catalog for more information about leave of absence policies and procedures.

All Rockefeller 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 Rockefeller Library website.

Visiting the Library
When classes are in session, the Rockefeller 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 Rockefeller Library space features the following:

- 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, for 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

Student Portal
CIIS is in the process of transitioning from the previous Student Portal, MyCIIS (https://my.ciis.edu), to a new Student Portal, CIIS Connect (https://ciis-ss.colleague.elluciancloud.com/). As of the start of the Fall semester 2021, most content that students need to access can be found at CIIS Connect. Some information that was previously on MyCIIS has been moved to the CIIS website (http://ciis.edu) or to Canvas (http://ciis.instructure.com).

For assistance with the Student Portal, 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 MyCIIS.

For assistance with MyCIIS, email portalhelp@ciis.edu.

Computer Labs
CIIS provides students with computer labs at the Mission and ACTCM campuses that have Macs and PCs with access to Microsoft Office and Adobe Acrobat software. The labs are managed by the Operations Department; for assistance, call 415.655.5566. 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; the teaching lab is controlled by the Online Learning Department; hours are posted on the lab door and vary from semester to semester.

Student Computer Use Policy
Students are expected to adhere to the Student Computer Acceptable Use Policy, which can be found on MyCIIS and is posted in our computer labs.

Minimum Technology Requirements
New students are provided with a guide and a self-test to assess compliance with the minimum requirements for hardware, software, and technological comprehension needed to succeed as a CIIS student.
Online Learning

Canvas Learning Management System (LMS)

Ben Cline-Suzuki, MS-TSTM
Director
bcline@ciis.edu

Tyler Daneman
Technology Coordinator
tdaneman@ciis.edu

Jessica Gunther
Virtual Course Manager / Instructional Designer
jgunther@ciis.edu

Elisa Paik
Instructional Designer
epaik@ciis.edu

Support email: onlinelearningsupport@ciis.edu
Support chat: www.vclhub.com

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 (a University email address and password are required to log in to Canvas).

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). 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.

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 onlinelearningsupport@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 gradebook 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 onlinelearningsupport@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 Resources course while enrolled in the current term.

**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 onlinelearningsupport@ciis.edu for support.
Campus Facilities

Hours
For the most updated information, particularly as it relates to COVID-19, please visit the following page: Campus Hours and Access to Student Services | CIIS. Otherwise, CIIS’ hours of operation are dependent on whether school is in session. Before visiting, call 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.</td>
<td>Monday–Saturday 8 a.m.–7 p.m.</td>
</tr>
<tr>
<td>1453 Mission Street</td>
<td>Sun 8 a.m.–8 p.m.</td>
<td>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.</td>
<td>Mon–Fri 8:30 a.m.–5 p.m.</td>
</tr>
<tr>
<td>455 Arkansas Street</td>
<td>Fri 8:30 a.m.–5:30 p.m.</td>
<td>Sat–Sun Closed</td>
</tr>
<tr>
<td>ACTCM at CIIS Acupuncture and Herbal</td>
<td>Mon–Thur 8:30 a.m.–9:00 p.m.</td>
<td>Mon–Thur 8:30 a.m.–5:30 p.m.</td>
</tr>
<tr>
<td>Clinic</td>
<td>Fri–Sat 9:00 a.m.–5:30 p.m.</td>
<td>Fri–Sat 9:00 a.m.–5:30 p.m.</td>
</tr>
<tr>
<td>450 Connecticut Street</td>
<td>Sun Closed</td>
<td>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.

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.
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MA, Rollins College
BA, Rollins College

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PhD, MS, BS, Université de Montréal

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Program Chair, Expressive Arts Therapy  
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Program Chair, Clinical Psychology  
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BS, University of the West Indies

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BA, Boston College

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Chair, Professor, Drama Therapy  
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MSTCM, ACTCM

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