CIIS ACADEMIC CATALOG

2024–2025

California Institute
of Integral Studies

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President's Welcome

Welcome to California Institute of Integral Studies!

Making transformation for over 55 years

CIIS is in a moment of profound dynamism — a second epoch similar to our founding in 1968 when Eastern spirituality and Western psychology converged to birth a new integral consciousness (body-mind-spirit) and a new model of well-being (self, society, and planet). Today, advances in technology and the post pandemic world have transformed ways of living, working, learning, understanding, and relating to each other on a global scale. Such a metamorphosis is reshaping higher education institutions the world over that have relied on traditional educational models to stay competitive and provide quality education.

Since its founding, CIIS has embraced innovation, integration, and transformation and developed pedagogy and praxis to support it. Radical curiosity, fearless inquiry, values-based education, transdisciplinary approaches, multiple epistemological approaches, cutting-edge scholarship, and pioneering curricula. We educate for the whole person, focused on integrating reflection and action, self-in-service.

Our distinguished programs are grounded in wellness, healing, social impact, and higher consciousness — and frankly, they are unlike most you will find in higher education today. We offer over 30 programs and professional certificates at the graduate and undergraduate level that span the fields of psychology, philosophy, spirituality, and the social sciences and humanities, while also transcending their disciplines. Our Professional School of Psychology and Health offers programs in clinical psychology with an emphasis on depth psychology; integral counseling psychology that incorporates the body, mind, and spirit; somatic psychology and therapy, expressive arts therapy, drama therapy, and integrative health studies. Our School of Consciousness and Transformation provides cutting-edge programs in philosophy, consciousness, and cosmology; ecology, spirituality, and religion; integral and transpersonal psychology, East-West psychology, and transformative leadership. Some programs were the first of their kind, such as our clinical master's degree program in community mental health and Ph.D. in human sexuality. Our Center for Psychedelic Therapies and Research (CPTR) was the first-ever university-affiliated certificate program, which continues to serve as the gold standard for safe, effective, and professional training. Our Climate Psychology Certificate Program has received international acclaim.

At CIIS, we more than declare values: we uplift and activate our time-honored *Seven Commitments* in everything we do.

1. Reimagine and resource our core identity for the 21st Century.
2. Develop bold and innovative approaches to financial, institutional, and environmental sustainability.
3. Transform our model for DEI and achieve national recognition.
4. Advance student-centered success and innovation
5. Foster innovation, research, and scholarship for faculty and staff success
6. Enhance the quality of community life by promoting physical, psychological, intellectual, and spiritual health.
7. Embed spirituality — grounded in meaning, purpose, value, connection, resilience, and transcendence — across the University.

I am proud and honored to be President of *the* university for radically curious and committed individuals who are seeking meaningful growth, academic rigor, innovative research, and collaborative community in the service of creating transformative experiences that benefit self, society, and the earth. And there has never been a better time to be here!

This catalog is the doorway into a new world — a world that invites you to be, express, and transform yourself through our dynamic selection of programs, courses, and additional offerings. It will serve as your trusted guide as you navigate your academic path to the moment when you hold in your hand your well-earned degree or certificate.

I invite you to spend some time familiarizing yourself with CIIS' academic offerings. I also encourage you to check out our YouTube channel, or other social media sites (Facebook, Instagram, and LinkedIn), which provide a fantastic glimpse into the CIIS community. Lastly, I hope you'll visit us, either in person or virtually, and experience first-hand our remarkable faculty, staff, and students.

Best wishes,

S. Brock Blomberg, President

Reader's Guide to the Catalog

Catalog Organization

This catalog is composed of three sections containing information on the following:

1. Policies and procedures on admissions, registration, academic standing, graduation, dissertations, tuition, and financial aid.
2. Degrees and certificate programs admitting students in 2024-25.
3. University resources and support services; academic, general, state authorization, licensure, and disciplinary policies; and the academic calendar.

University Organization

California Institute of Integral Studies' largest academic units are its three schools: School of Professional Psychology and Health, School of Consciousness and Transformation. and the School of Undergraduate Studies. Within each are smaller units of department or programs. The academic year consists of three semesters (fall, spring, and summer). CIIS has non-credit bearing programs offered through Public Programs and the Center for Psychedelic Research, information about which is not included in this catalog.

Definitions

The following terms are used throughout the catalog.

Accredited - Certified by a professional agency as meeting its standards.

Appeal - A formal procedure to request an exception to a policy.

Audit - To register for a course in non-credit status. See Enrollment Policies section.

Certificate - A formal document that recognizes academic achievement in a specific subject. Certificates may be issued by the university or by a program. See Academic Policies section.

Colloquium - An academic meeting or assembly for discussions, sometimes led by different lecturers on different topics.

Concentration - A significant required portion of a program dedicated to a specific discipline. See Academic Policies section.

Course - A discrete duration of study within a semester that has specified learning outcomes and student assessment metrics.

Course prefix - The alphabetic characters in course numbers. These indicate the department or program in which the course is housed.

Credit - One credit represents three hours of a student's time per week, typically composed of one hour with direct instruction and two spent doing outside preparation. Used interchangeably with "unit." See Academic Policies section.

Credential - A degree, certificate, or other evidence of having completed a prescribed course of study.

Curriculum - A predetermined set of courses leading to a credential, organized to provide an integrated education.

Designated Emphasis - a required portion of a program dedicated to a specific domain. See Academic Policies section

Dissertation - A written document demonstrating substantial original research and current knowledge of a discipline. See Dissertation Policies section.

Distance Education - A learning environment structured so the instructor and students are not in the same physical space. Also referred to as remote or online.

Electives - Courses students choose to take instead of being required to take.

F-1 Visa - Non-immigrant student visa that permits citizens of other countries to pursue education in the U.S.

Focus - An optional set of courses related to a single topic that substitutes for some or all a degree's elective units. See the Academic Policies.

Grade point average (GPA) - The GPA is determined by dividing the student's total grade points by their total completed units. Note, CIIS does not include the GPA in assessing students' academic standings. See Academic Standing Policies in the Enrollment Policies section.

Grading option - The option for students to elect either a letter grade or a pass/no pass grade for a course. Programs decide which of their courses, if any, offer this option. See Grade Policies in the Enrollment Policies section.

Hybrid - A course or program which requires both residential and distance education.

Intensive - A required, residential or distance-education credit-bearing meeting of all a program's students held over more than one day.

Internship - Unpaid professional practice in an organization that integrates concepts taught in the program with related work experience.

Licensure - The process of demonstrating occupational competence to obtain from the government a license to pursue a profession.

Practicum - A series of clinical experiences under academic supervision designed to integrate theory and principles with practice.

Prerequisite - A course or other educational requirement that must be satisfactorily completed prior to registering for another.

Proposal - A written document describing the research that will be undertaken in a dissertation. See Dissertation Policies section.

ProQuest - An external information and technology company that publishes student dissertations, making them available to libraries and the public. See Dissertation Policies section.

Remedial - Academic work undertaken to address a deficiency of foundational knowledge in a particular area.

Residencies - Required residential class meetings of a hybrid program.

Residential - Courses or programs that require the instructor and students to be in the same physical space. Also referred to as in-person or face-to-face.

Retreat - A residential or distance education meeting of typically all a program's students over more than one day which may or may not be required, include class meetings, or bestow academic credit.

Scholarship (in relation to financial aid) - A discount on tuition based on pre-set criteria. Scholarships can be offered by external parties or by CIIS. See Financial Aid Policies section.

Semester - For SPPH and SCT, a 15-week fall term, a 15-week spring term, or a 10-week summer term. For SUS, a 15-week fall, spring, or summer term. See Academic Calendar section.

Seminar - A small group of students studying a subject with a faculty member, typically requiring original research through informal lectures, reports, and discussions.

SEVIS - Student and Exchange Visitor Information System, an information system used by U.S. Immigration and Customs Enforcement to track the location and enrollment status of citizens of other counties in the U.S. pursuing education.

Specialization - A required set of courses in a degree dedicated to a particular subject matter. See Academic Policies section.

Title IV - The federal program that administers student financial aid, covered by Title IV of the Higher Education Act of 1965. See Financial Aid Policies section.

Track - An optional series of courses related to a specific topic which increases a degree's unit total. See Academic Policies section.

Unit - See "Credit" above.

Waive - The university grants permission for a student to not fulfill a degree or financial requirement. Waiving a degree requirement does not waive its unit requirement.

Abbreviations

AASECT	American Association of Sexuality Educators
ANTH	Anthropology and Social Change
APA	American Psychological Association
APSY	Applied Psychology
B.A.	Bachelor of Arts
BAPIC	Bay Area Practicum Information Collective
BBS	Board of Behavioral Sciences
BCT	Board Certified Trainer
BIS	Interdisciplinary Studies (B.A.)
B.S.	Bachelor of Science
BSPSY	Psychology (B.S.)
CMH	Community Mental Health
CT	Consciousness and Transformation
CWS	Center for Writing and Scholarship
DDEI	Division of Diversity, Equity, and Inclusion
DISS	Dissertation Publication
EACTS	East-West Psychology, Asian Contemplative and Transcultural Studies
ESL	English as a Second Language
ESR	Ecology, Spirituality, and Religion
EWP	East-West Psychology
EXA	Expressive Arts Therapy
GEN	General Education
HRRC	Human Research Review Committee
HSX	Human Sexuality
ICC	Integral Counseling Center
ICP	Integral Counseling Psychology
ICPW	Integral Counseling Psychology Weekend Program
IEATA	International Expressive Arts Therapy Association
IHL	Integrative Health Studies
ITP	Integral and Transpersonal Psychology
ITPS	Psychology, Somatic Psychology
LCSW	Licensed Clinical Social Worker
LMFT	Licensed Marriage and Family Therapist
LPCC	Licensed Professional Clinical Counselor
M.A.	Master of Arts
MCP	Master's in Counseling Psychology
MCPC	Counseling Psychology, Community Mental Health
MCPD	Counseling Psychology, Drama Therapy
MCPE	Counseling Psychology, Expressive Arts Therapy
MCPI	Counseling Psychology, Integral Counseling Psychology
MCPS	Counseling Psychology, Somatic Psychology
MFA	Master of Fine Arts
MPH	Master of Public Health
NBC-HWC	National Board-Certified Health and Wellness Coach
ORAS	Office of Research and Academic Support
PAR	Philosophy and Religion
PARP	Philosophy and Religion, Philosophy, Cosmology, and Consciousness
PARW	Philosophy and Religion, Women's Spirituality
PCC	Philosophy, Cosmology, and Consciousness
PDT	Drama Therapy
Ph.D.	Doctor of Philosophy
PITP	Psychology, Integral and Transpersonal Psychology
PSC	Psychological Services Center
PSOM	Psychology, Somatic Psychology
PSY	Clinical Psychology
Psy.D.	Doctor of Clinical Psychology
REG	Registration Maintenance
RDT	Registered Drama Therapist
SCT	School of Consciousness and Transformation
SPPH	School of Professional Psychology and Health
SOM	Somatic Psychology
SUS	School of Undergraduate Studies
TOEFL	Test of English as a Foreign Language
TLD	Transformative Leadership
TSD	Transformative Studies
WES	World Education Services
WGSSJ	Women, Gender, Spirituality, and Social Justice
WSCUC	Western Association of Schools and Colleges, Senior College and University Commission
WSE	Women's Spirituality

Course Numbering System

The 1000-4999 range indicates upper-division undergraduate level; the 5000-9999 range indicates graduate level.

Historically, from the university's founding through summer 1994, all courses were graduate-level and numbered within the 100-999 range. In fall 1994, CIIS introduced a bachelor's degree completion program. From fall 1994 to summer 2020, course numbers ranging from 300-499 indicate upper-division undergraduate-level; those ranging from 500-999 indicate graduate level. Starting in fall 2020, a fourth digit was added. CIIS, through its Public Programs division, offers courses to the public. From fall 1993 through fall 2019, CIIS offered a subset of these for academic credit with the course prefix WKS. Until summer 2000, the course number range was 001-999 and from fall 2000 onward, 0001-9999. They all bestowed graduate-level credit.

Catalog Effectiveness

The catalog is a statement of university rules, regulations, and calendars that goes into effect at the opening of the fall 2024 semester and applies to all active students, regardless of their catalog of admission. The 2024-25 catalog includes only the programs admitting students in the fall 2024 and spring 2025 semesters.

Students who are admitted and remain continually enrolled during any academic year may graduate under the degree requirements of the catalog in effect that year. Students who do not are subject to the degree requirements in effect of the first term of readmission. While advisers and staff are available to assist, students have the final responsibility to satisfy the requirements to complete programs.

A student may choose to formally declare to pursue the degree requirements of a subsequent catalog but not a previous one.

Disclaimer

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 published 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*, the CIIS *Dissertation 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.

About California Institute of Integral Studies

Since its founding in 1968, California Institute of Integral Studies (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.

CIIS offers over 30 programs and professional certificates at the graduate and undergraduate level, both in-person and online, with more than 10,000 graduates in 56 countries. Our six award-winning community counseling clinics provide low-cost mental health to the San Francisco Bay Area. 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 talks and workshops.

Mission

CIIS facilitates radical transformation through unique and dynamic educational experiences in the service of self, society, and the Earth. We also commit to living our seven cherished values, and in so doing lay the foundation for a strong and unified community built upon wisdom, trust, and collective spirit.

Seven Commitments

1. Embody integral approach to learning and research
2. Affirm and elevate spirituality
3. Advance diversity, equity, inclusion, and social and ecological justice.
4. Embrace multiple ways of knowing, learning, and teaching.
5. Cultivate innovation and sustainability.
6. Nurture and support a flourishing and cohesive community.
7. Foster transformative integral governance.

Statement of Nondiscrimination

California Institute of Integral Studies is an equal opportunity institution of higher education. In accordance with applicable federal and state law, the university does not discriminate in employment, educational services, or academic programs on the basis of race, color, national origin, age (except minors), religion, sex, sexual orientation, gender identity, pregnancy, physical or mental disability, medical condition (cancer-related or genetic characteristics), ancestry, marital status, citizenship, military service, or any other bias prohibited by law. The university also prohibits sexual harassment, and reasonably accommodates qualified individuals with disabilities under the law.

The General Student Complaint Procedure 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.

Accommodations for Students with Disabilities

CIIS is committed to providing equal access to students with disabilities. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, As Amended (ADAAA). CIIS does not discriminate against qualified students on the basis of disability in the programs and services provided to all students. Students seeking accommodation(s) should register with the Office of Student Accessibility Services (OSAS) and provide documentation of their disability from an appropriate professional health provider. The OSAS works with the student to identify their current areas of functional limitation(s) and the accommodation(s) to address them, and then issues Letters of Accommodation to the specific member(s) of the University community who are to enact them. For further information, contact osas@ciis.edu.

Accreditation

California Institute of Integral Studies has been continually accredited by the Western Association of School and Colleges, Senior College and University Commission since 1981. There are currently no programs with programmatic accreditation.

Board of Trustees

California Institute of Integral Studies is governed in part by a volunteer, unpaid Board of Trustees. The trustees are responsible for advancing CIIS' mission, vision, and its Seven Commitments. The Board formulates and attains the University's strategies and goals for institutional directions, ensures its fiscal health through an active financial development program, and assures stewardship by establishing necessary administrative, organizational, and fiscal policies.

The names of the Trustees follow.

Michael Pinto, Board of Trustees Chair; Founder (of several environmental, educational, and research foundations)

Brenda Sanders, Board of Trustees Vice-Chair, Environmental Scientist and Professor

AJ Phipps, Faculty Trustee; Professor, Integral Counseling Psychology; Marriage and Family Therapist

Lilly Falconer, Staff Trustee; Program Manager, Philosophy and Religion

Courtney Johson-Benson, Student Trustee; Human Sexuality student

S. Brock Blomberg, CIIS President

Nichol Bradford, Executive Director, Transformative Technology Lab

Richard Buggs, Secretary of the Institute

Vaishali Chadha, Transformative Coach and Fundraiser

Diane V. Cirincione, Clinical Psychologist, Author, Entrepreneur; Founder and Executive Director, Attitudinal Healing International

Angel Gambino, Executive, Multi-Exited Entrepreneur, Investor, Community Builder

Elizabeth Gordon, Betsy Gordon Foundation

Mike Hebel, Attorney, Financial Planner, Real Estate Investor

Susan Elisabeth Laurenson, Leadership Development Coach, Institute for Health and Healing

Gary Moon, Investment Entrepreneur

Bill Mosca, Nonprofit Governance and Management Consultant; Licensed Acupuncturist

Ricki Pollycove, Obstetrician and Gynecologist, California Pacific Medical Center

Daphne Crocker White, Clinical Psychologist, Writer, and Editor

Meihong Xu, Author and Psychotherapist

From Admission to Graduation

This section of the Catalog has information on the admissions, financial aid, enrolling, academic standing, graduation, dissertation, and payment policies and procedures at California Institute of Integral Studies, including students' rights and responsibilities.

Admissions

Shawna Holbrook, Executive Director, Admissions and Financial Aid
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Office of Admissions
admissions@ciis.edu
415.575.6154

California Institute of Integral Studies actively seeks a culturally and socially diverse student population and our admission decisions are evaluated on each applicant's (1) potential for success in the chosen field of study based upon past academic or professional achievement, personal qualifications, maturity, 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.

The Admissions Office administers applications to all three of CIIS' schools: the School of Undergraduate Studies (SUS), the School of Consciousness and Transformation (SCT), and the School of Professional Psychology and Health (SPPH). Individuals interested in more than one program are encouraged to carefully explore each one before applying. Applications are valid for only one program at a time. Applicants accepted to a program who then want to apply for another must first decline acceptance to the original program to be eligible to apply to the new one. Declining an acceptance voids it.

Academic Prerequisites and Requirements

Requirements for admission vary by academic level and by program. Individual program admissions requirements can be found in greater detail on the individual program's pages of this catalog.

Undergraduate Requirements
Applicants to undergraduate programs must have already earned at least 54 semester units of transferable credit (see the *Transfer Credit Policies* section for the definition of "transferable") and 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 Requirements
Applicants to a master's program must have earned, at a regionally accredited institution, a B.A., B.S., or BFA degree and to doctoral program, a master's degree. Credentials earned outside the United States must be determined to be the equivalent.

Doctoral applicants' master's degrees must be in a related discipline. If it was in an unrelated discipline, the applicant *may* be admitted and required by the program to take additional courses.

Applicants to all graduate programs must have a grade point average of 3.0 or higher from previous academic institutions. A request for an exception to the policy will be considered if a student can demonstrate that the GPA is not a true reflection of academic abilities. Applicants need to submit an addendum with their application, outlining any extenuating circumstances explaining their GPA and specifying the steps they have taken to ensure that they can succeed academically.

Application Deadlines

Applications may be accepted after the priority deadlines listed below, pending availability of space.

Fall
All programs admit students for the fall semester. The priority application deadline is February 15, unless indicated otherwise on the CIIS website.

Spring
The following programs also admit students in the spring semester. The priority application deadline is October 15.

- B.A. in Interdisciplinary Studies
- B.S. in Psychology
- M.A. in Counseling Psychology with a concentration in Integral Counseling Psychology, Weekday Program
- M.A. in East-West Psychology
- M.A. in East-West Psychology with a concentration in Asian Contemplative and Transcultural Studies
- M.A. in Philosophy and Religion with a concentration in Ecology, Spirituality, and Religion
- M.A. Philosophy and Religion with a concentration in Philosophy, Cosmology, and Consciousness
- M.A. in Women, Gender, Spirituality, and Social Justice
- MFA in Interdisciplinary Arts and Writing

- Ph.D. in East-West Psychology
- Ph.D. in Philosophy and Religion with a concentration in Ecology, Spirituality, and Religion
- Ph.D. in Philosophy and Religion with a concentration in Philosophy, Cosmology, and Consciousness
- Ph.D. in Philosophy and Religion with a concentration in Women's Spirituality

Application Materials

Application requirements and materials vary by program. General requirements and guidelines are detailed below. Each program's requirements can be found in their section of this Catalog and by going to the "Apply" page on the University's website. Submit only the required materials as any submitted not required are discarded.

Submit all materials other than official transcripts via the electronic application portal. Alternatively, CIIS accepts electronic materials in Microsoft Word (.doc) or Adobe PDF emailed to materials@ciis.edu, and hard-copy materials mailed to CIIS Admissions Office, 1453 Mission St., San Francisco, CA 94103. Electronic transcripts are preferred, sent to materials@ciis.edu. Hard copy U.S. and Canadian transcripts must arrive in their official, sealed envelopes. Inform the Admissions Office if your transcript(s) are under a name other than the one on your application.

Application materials become property of CIIS and are not returned to the applicant, regardless of the application outcome. Transcripts are retained for one year. Enrolled applicants have their official transcripts, test scores, and acceptance letters transferred to the Registrar's Office. Letters of recommendation are purged.

Required Materials

All programs require the following be submitted:

- Online application at https://apply.ciis.edu/apply/.
- Nonrefundable application fee, payable via the online application portal.
- Official transcripts from all postsecondary institutions attended where the applicant has earned seven units or more.
- Foreign credential evaluations (FCE) for any schooling completed outside of the U.S., except Canadian nationally recognized and accredited institutions. Applicants initiate the evaluation at their own expense through a CIIS-approved foreign credential evaluation provider. CIIS favors the course-by-course report produced by World Education Services (WES) and 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.
- English-language-proficiency test reports for applicants for whom English is not their native language or who did not earn a bachelor's degree or a master's degree from an English-language university. The minimum scores required on the Test of English as a Foreign Language (TOEFL) is 80; on the Pearson's Test of English Academic is 53; and on the International English Language Testing System (IELTS) is 6.0 band score.

Potentially Required Materials

Below are materials that a program *may* require

- 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.
- Short Essay Responses to specific questions listed in the "Entry Requirements" of the program's page on the University's webpage.
- Two letters of recommendation from individuals 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.

Materials Required for International Applicants

International applicants have an earlier admissions deadline and are encouraged to apply by the priority deadline. Aside from meeting the regular 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 "Tuition and Fees" webpage, and the Certificate of Funding form must be submitted by the applicant along with corroborating financial documents upon admission. Contact the international student adviser for more information at 415.575.6150 or international@ciis.edu.

Admitted international applicants who've submitted the enrollment agreement then submit proof of financial support and an image of their current passport. Upon receipt, CIIS issues a SEVIS Form I-20 to use to obtain an F-1 student visa. Students who enter the U.S. on an F-1 student visa must maintain full-time student status. See the Enrollment Status Classifications Table in the *Registration and Grading Policies* section of the catalog. Undergraduates must take at least nine in-person units and graduates, six.

Personal Interviews

Some, but not all, programs require applicants to be personally interviewed. Applicants must submit all application materials before an interview is offered. Qualified applicants are contacted to arrange the interview with the structure and format varying by program. Several programs prefer the interview be conducted in-person, whereas others prefer it to be done online or by phone. Programs that prefer in-person interviews may choose for it to be conducted online or by phone if the applicant lives outside a 500-mile radius of the University or is undergoing exceptional circumstances. Consult with the admissions counselor for your program of interest on specifics of the interview format.

Many graduate 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 program.

The School of Undergraduate Studies conducts ongoing interviews for fall and spring admissions.

Admissions Statuses

The Admissions Office sends applicants a letter notifying them of their admissions status, which will be one of the following:

Full Admission
Full admission depends on the applicant submitting all required materials and being deemed by the program to be qualified.

Provisional Admission
Provisional admission is offered when the applicant is deemed qualified by the program, but the admissions materials are incomplete, such as the lack of an undergraduate transcript that reflects all grades and/or the conferral of a degree. The offer letter indicates that the status will be converted to full when the materials are submitted by a stated deadline. If the deadline is not met, the admissions offer is rescinded, which results in the applicant being withdrawn from all courses and prevented from registering for more. Applicants should speak with the appropriate admissions counselor if they have questions.

Conditional Admission
Conditional admission is offered to applicants who do not meet the admissions criteria, but the programs believe they may have the potential to be successful. Conditionally admitted graduate students must receive grades of P or B or higher in all courses in their first semester. Conditionally admitted undergraduate students must receive grades of P or C or higher in their first semester. Grades of I (Incomplete) are insufficient. Depending upon the applicant's record, the program may require additional conditions to be met during the first semester. If the conditions are met, the offer of admission is converted to full and, if they are not, the offer is rescinded. Conditionally admitted students are eligible to receive financial aid.

Rejection
Applicants deemed unsuitable for the program receive a rejection letter. It does not state the reasons they were not admitted, and applicants are not to contact interviewing faculty or the Admissions Office about the decision. All decisions are final, and there is no appeal process to change the outcome. In some cases where an applicant shows promise, faculty can elect to encourage them to apply to a future semester, and the rejection letter will indicate this. Such 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. The admissions counselor will provide general guidance and recommend they attend an Admissions Office application workshop to prepare a stronger application. Rejected applicants who are not encouraged to reapply should focus their efforts on other institutions.

Accepting the Offer of Admission

Applicants extended an offer admission must submit an enrollment agreement and a nonrefundable enrollment deposit to secure their place. The deposit ranges from $125 to $500 depending on the program, is credited to the student account, and is applied toward tuition. The deposit needs to be submitted within ten days. During the early part of the admissions cycle, it's 20 days but as the semester approaches, it reduces to ten days or fewer. If the agreement and deposit are not submitted, the offer of admission may be rescinded.

Admitted Applicants Who Do Not Enroll

Offers of admission are valid only for the semester stated in the offer letter. Offers are not deferred. Admitted applicants who are not enrolled in courses, whether they've signed the enrollment agreement or not, have the offer rescinded and the enrollment deposit, if paid, is not refunded.

Previously admitted applicants may work with counselors to reapply for a future semester but an acceptance in one semester does not indicate or guarantee acceptance in another. A new admissions application and all materials are required, unless it's been less than a year since the original application, in which case transcripts do not need to be resubmitted. If the applicant has since studied at more institutions, the official transcripts from these institutions must be submitted. The Admissions Office may also require a one-page statement describing the reasons for not enrolling previously and addressing any circumstances that have changed to now permit enrollment.

Readmission of Formerly Enrolled Students

Students whose student status falls inactive because of a break in attendance must reapply for readmission, and re-acceptance is not guaranteed or may include additional requirements. It is not necessary to apply upon returning from a Leave of Absence (LOA), if the terms of the LOA are still in place. See the Leave of Absence Policy in the *Registration and Academic Policies* section of this catalog.

Reapplicants must meet the admissions deadlines and current requirements, including the application fee, and, if readmitted, fulfill the degree requirements of the catalog year of readmission. Applicants should be prepared to resubmit all application materials, although programs can waive the requirement of previously submitted transcripts. The Admission Office notifies applicants by letter of the readmission status.

Students whose statuses fall inactive with an academic warning or probation status, or who have special circumstances, must have the program's approval, and either the Vice Provost's or the Academic Standards Committee's approval 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 describe which requirements for the new degree are fulfilled with previously taken courses and which are not. If the program recommends readmission, it forwards the file to the Vice Provost along with a plan specifying how the student can return to satisfactory academic standing.

Doctoral students readmitted after advancing to candidacy may be required to be readmitted to candidacy, which could involve taking additional courses, reformulating the dissertation committee, and/or revising the dissertation proposal.

Transfer Credit

CIIS has criteria to evaluate work done elsewhere for consideration for transfer credit. Admissions counselors may provide preliminary evaluations of transfer credit, but official evaluations are administered by the Registrar's Office, which is where requests or inquiries about transfer credit should be directed.

Criteria for All Programs

- Credit must have been earned at an accredited institution.
- Credit is applied only upon receipt of an official transcript from the institution that initially awarded the credit.
- Credits, not grades, transfer.
- Only credit applicable to the degree requirements is transferred.
- Credit is not transferred to certificate program requirements.
- Credit must be college-level. Developmental, remedial, 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 is not applied toward more than one CIIS program. If the credit was graduate- level and applied toward a CIIS undergraduate program, it will not later be applied to a CIIS graduate program.
- Credit from non-U.S. institutions may be accepted for transfer provided that acceptable documentation demonstrates that these institutions and their courses are equivalent to CIIS requirements; this documentation can be obtained by submitting non-US transcripts for a course-by-course evaluation to World Education Service (WES) or another current NACES member.
- Professional Military Education (PME) or training courses evaluated by the American Council on Education (ACE) may qualify for transfer credit on a case-by-case basis. CIIS considers the ACE recommendation but determines the amount of credit independently.
- Credit is not evaluated for students whose student status has fallen inactive.

Criteria for Undergraduate Programs

- Decisions about transferability of credit are made by the Registrar's Office in consultation with the School of Undergraduate Studies.
- Courses must be completed with a grade of C–minus or better or, for general education requirements, a D or better.
- Transfer credit is accepted only once for identical or significantly similar courses of study. For instance, if the individual has taken two introductory biology courses, only one will be accepted. CIIS may require course descriptions to determine course content overlaps.
- Graduate-level courses are accepted.
- Courses taken in correspondence are accepted.
- Life experience credit (i.e., learning portfolio) granted by other institutions is not accepted.
- Up to three units of courses falling under the rubric of "physical education" are accepted.
- Up to 75 units are accepted from accredited community or junior colleges 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.
- Up to 84 units are accepted from four-year institutions, with up to 75 of these accepted to the lower-division requirements and up to 40 in one subject area (potentially more than 40 for interdisciplinary courses).
- Up to 12 units are accepted from accredited university extension programs for professional development, evaluated on a case-by-case basis
- Up to 30 units are accepted from any combination of Advanced Placement (A.P.) tests, College Level Examination Program (CLEP) tests, and Excelsior College Examinations (ECE). The minimum score for the AP test is 3 and the minimum grade for ECE is C.

Criteria for Graduate Programs

- Decisions about transferability of credit are made by the student's academic adviser, who may require submission of syllabi or other materials.
- Up to one-sixth of a program's units may be fulfilled through transfer credit, except the Clinical Psychology (Psy.D.) program, where up to 30 units are allowed.
- Credit must be graduate level and have been earned with a grade of B or better.
- Credit used to satisfy requirements for a previously earned academic degree are ineligible for transfer (certain exceptions are allowed). This includes a previously earned CIIS degree.
- Transfer credit is not accepted from CIIS M.A. in Counseling Psychology program's practicum courses.

Financial Aid

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Financial Aid Policies

CIIS maintains a broad-based financial aid program of grants, scholarships, 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 information the student reports on the Free Application for Federal Student Aid (FAFSA) is used to calculate the student's Expected Family Contribution (EFC). The Financial Aid Office uses the EFC to determine the student's federal student aid eligibility and financial aid award. The Student Aid Index (SAI) is a measure of the student's and their family's financial strength and is calculated according to a formula established by the Department of Education. The students 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.

Financial aid eligibility policies are set according to federal and state requirements and with academic standards at CIIS. Scholarships and grants are based on need, merit, or both. 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 Offices 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 Colleague. 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.

Complete information about sources for aid and relevant policies can be found on this webpage:
https://www.ciis.edu/admissions-and-financial-aid/costs-and-aid/financial-aid

Need Determination

In determining the cost of attending CIIS, students should consider tuition, fees and personal expenses. For specific rates, see the "Tuition and Fees" section in this catalog or this webpage:
https://www.ciis.edu/admissions-and-financial-aid/2022-23-tuition-and-fees

Consult the table below to draw up a realistic budget. If this exercise indicates a need for financial assistance to attend CIIS, see the information about available in the "Applying for Financial Aid" section below, or by going to this webpage:
https://www.ciis.edu/admissions-and-financial-aid/financial-aid/apply-for-financial-aid

Financial planning counseling is available to prospective and current students during open-house events, new-student orientations, and on a one-on-one basis to help budget educational expenses

2024-25 Cost of Attendance Charts

These figures are estimates, based on full-time enrollment.

Undergraduate Program	**Fall 2024** (15 Weeks) **12 to 18 Units**	**Spring 2025** (15 Weeks) **12 to 18 Units**	**Summer 2025** (15 Weeks) **12 to 18 Units**
Direct Costs			
Tuition	$11,309	$11,309	$11,309
Registration Fee	$58	$89	$89
Student Union Fee	$32	$32	$32
Technology Fee	$105	$105	$105
Wellness Fee	$58	$58	$58
Total Direct Costs	$11,561	$11,561	$11,561
Indirect Costs			
Books and Supplies	$1,136	$1,136	$1,136
Food and Housing	$16,545	$16,545	$16,545
Transportation	$3,195	$3,195	$3,195
Personal and Miscellaneous	$1,935	$1,935	$1,935
Loan Fees	$53	$53	$53
Total Indirect Costs	$22,864	$22,864	$22,864
Total Direct and Indirect Costs	**$34,425**	**$34,425**	**$34,425**

Master's Program	Fall 2024 (15 Weeks) 9 Units	Spring 2025 (15 Weeks) 9 Units	Summer 2025 (10 Weeks) 6 Units
Direct Costs			
Tuition	$11,979	$11,979	$9,222
Registration Fee	$58	$58	$58
Student Union Fee	$32	$32	$32
Technology Fee	$105	$105	$105
Wellness Fee	$58	$58	$58
Total Direct Costs	$12,231	$12,231	$8,238
Indirect Costs			
Books and Supplies	$1,136	$1,136	$758
Food and Housing	$16,545	$16,545	$11,030
Transportation	$3,195	$3,195	$2,130
Personal and Miscellaneous	$1,935	$1,935	$1,290
Loan Fees	$317	$317	$317
Total Indirect Costs	$23,128	$23,128	$15,525
Total Direct and Indirect Costs	**$35,359**	**$35,359**	**$23,763**

Doctoral Program	Fall 2024 (15 Weeks) 9 Units	Spring 2025 (15 Weeks) 9 Units	Summer 2025 (10 Weeks) 6 Units
Direct Costs			
Tuition	$13,833	$13,833	$9,222
Registration Fee	$58	$58	$58
Student Union Fee	$32	$32	$32
Technology Fee	$105	$105	$105
Wellness Fee	$58	$58	$58
Total Direct Costs	$14,085	$14,085	$9,474
Indirect Costs			
Books and Supplies	$1,136	$1,136	$758
Food and Housing	$16,545	$16,545	$11,030
Transportation	$3,195	$3,195	$2,130
Personal and Miscellaneous	$1,935	$1,935	$1,290
Loan Fees	$317	$317	$317
Total Indirect Costs	$23,128	$23,128	$15,525
Total Direct and Indirect Costs	**$37,213**	**$37,213**	**$24,999**

Applying for Financial Aid

To be eligible for financial aid, a student must meet all 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 Financial AId 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 estimated financial 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 to remain eligible for financial aid. CIIS defines this as the following:

- Must maintain a cumulative GPA (Grade Point Averages) of 3.0 or above (2.0 or above for undergraduates)
- Must maintain at least half-time enrollment status each semester
- 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
- 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% of your program's required units (for undergraduate students only); 150% 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

Students failing SAP receive a "Financial Aid Warning" and aid for one more semester. The Registrar's Office may place you on probation in your next enrollment semester. Your probation terms require follow-up with 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 Procedure

Tuition and fees are due and payable at the time of registration. A Late Payment Fee is assessed if not paid by the first day of the semester. For many financial aid recipients, these charges are paid automatically from approved student aid funds. The U.S. Department of Education sends funds directly to CIIS electronically which the Financial Aid Office posts to students' accounts after verifying their eligibility based on enrollment status and SAP. Students can verify this disbursement through CIIS' Self-Service web portal.

Excess Funds (Living Expense)

If the financial aid disbursement amount is larger than the tuition and fee charges, the Office of Student Accounts disburses the excess amount to students via direct deposit or check. If a student does not set up a direct deposit or retrieve a check, the funds are returned to the Department of Education.

Return of Title IV Funds

Students who receive Title IV Funds and withdraw from courses have their financial aid recalculated according to the following federal guidelines (Section 668.22 of Higher Education Amendments of 1998):

- 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 is retained on the student's behalf. Any aid that is not earned (based on the prorated amount of time) is 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) is set by school policy. The University's treatment of tuition and other fees related to student withdrawal is found in the Schedule of Classes. If there is a balance due resulting from the calculation of unearned aid, the student may be responsible for payment.
- For students who have received federal financial aid, any refundable portion of tuition and fee costs that has been covered by Federal Direct Loans is refunded directly to the lender, who credits it against the student's outstanding balance. Any portion of federal grants (e.g., Pell, FSEOG) that is not earned is returned to the appropriate fund; if this results in an "overpayment" situation (i.e., the student received a federal grant that wasn't 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 the student had eligibility for aid that had not been disbursed, they can receive these funds.

Electronic Access for Financial Aid

Students who have a financial aid record at CIIS can access their financial aid information online via Self-Service at:
https://ciis-ss.colleague.elluciancloud.com/

Log in with the CIIS student email address and password. For login issues, contact the Office of the Dean of Information Technology at support@uswired.com. Through Self-Service, students can check the status of their financial aid application, view a list of documents received and a list of documents still outstanding, financial aid awarded, student loan history, and check the status of loans in the current year.

Scholarships

CIIS' scholarship programs are designed to encourage and support outstanding students. Scholarship awards are based on financial need and are designed to support diversity. Scholarships are gift aid and are not required to be repaid. Any CIIS scholarship covers tuition only.

Student Employment

Student employment is available for federally eligible Federal Work Study (FWS) domestic and international students. Domestic FWS maximum 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 FWS students may.

The amount of student employment is limited; students are not guaranteed positions, nor do all positions provide the maximum number of hours per week.

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 teaching experience under faculty mentors' guidance. Teaching assistants must complete a contract for every course they assist prior to starting work to receive payment for their work.
- Research assistantships provide an opportunity for students to acquire experience in diverse areas of research and writing projects. The research assistant must complete a contract per semester or per year, depending on the length of the appointment. The student must also complete a timecard to receive payment for their work. Research assistants may work only up to five hours per week.

International students must check with the international student adviser to determine their eligibility to work.

Consumer Information

In accordance with federal regulations set forth by the Higher Education Act of 1965, as amended, institutions must provide a summary of consumer information to all their students. CIIS' Consumer Information is found at this webpage:
https://www.ciis.edu/discover-ciis/consumer-information

Enrollment Policies

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415.598.0952

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415.854.3821

Privacy of Student Records

In compliance with the Family Educational Rights and Privacy Act, CIIS has formulated a Student Records Policy to outline the proper handling and release of student educational records. The full text of the policy is available from the Office of the Registrar and on the registrar's website. The following is a summary.

The university maintains only student records relevant to the educational or related purposes of the university. Students enrolled in the university generally have the right to inspect those records that directly affect them. Those records are not released to anyone other than the student without the signed, written consent of the student, with the following exceptions:

- University personnel who have legitimate interests
- Officials at another school where the student seeks to enroll or is already enrolled
- At the direction of a court
- In situations of health or safety emergency
- The disclosure is information designated as directory information

Upon request, the university releases directory information about the student but the student may request, in writing, that such information not be released. Contact the Registrar's Office for details about making a request for non-release.

Academic Year

The university divides the academic year into three semesters, fall, spring, and summer, with the fall and spring semesters each being 15 weeks long. For the School of Professional Psychology & Health and the School of Consciousness & Transformation, the spring semester has a spring break, involving an additional week in March when classes are not held. The summer semester for both schools is ten weeks long and enrollment is optional for most programs. For the School of Undergraduate Studies, the summer semester is 15 weeks long and is required and the spring semester does not have a spring break.

The academic calendars are found in the final section of the catalog. Students are held responsible for familiarity with the due dates within it.

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 the format. 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.

Student ID Cards and Stickers

The CIIS student ID card provides verification of an individual's active student status. It displays the student ID number and photo 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 always have their ID card when on campus and be ready to present it to any CIIS personnel if asked. There is no charge for the initial ID card. See the Cost and Payment section for the replacement fee amount.

The card has a sticker affixed showing the date the student's status expires if they do not register again. The Registrar's Office does a mass mailing of stickers shortly after a semester begins.

Cards are obtained from the Registrar's Office by presenting a government-issued photo ID, such as a driver's license or passport or by emailing a request to idcard@ciis.edu. In the request, include a current, well-lit face picture and a picture of a government-issued photo ID.

Registration Policies

Registration Methods

Students may add and drop courses in-person at the Registrar's Office in room 405 of 1453 Mission Street, San Francisco, CA; online via Self-Service; by mail; by fax (415.575.1264); or by emailing a *Registration Form* sent from the CIIS student email account (@mymail.ciis.edu). 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.

Registration Fee

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, apart from students dropping all 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.

Student Union Fee

The Student Union Fee is charged each semester to all registrants. This charge is reversed for registrants who drop all courses by the Drop Deadline. The fee goes to Student Union, a student-run organization that supports students, promotes their involvement in all levels of the CIIS community, and funds student groups and student participation in conferences and special events. For more information, visit the Student Union page of CIIS Connect or email studentunion@ciis.edu.

Technology Fee

The Technology Fee is charged each semester to all registrants. This charge is reversed for registrants who drop all 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.

Wellness Fee

The Wellness Fee is charged each semester to all registrants. This charge is reversed for registrants who drop all their courses by the Drop Deadline. The Wellness Fee is designed to offer holistic and whole-person services for students during their time at CIIS such as 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. Services are available in-person and through online platforms.

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 a concentrated timeframe. Retreat fees for lodging and meals are charged as separate fees. Because CIIS must arrange advance contracts with retreat sites, exceptions for these fees can be considered only in situations where students have a medical reason or family emergency, supported by licensed professional documentation, to decline lodging and/or meals at the retreat site.

Requests to decline lodging and/or meals must be submitted in advance of the retreat to the program manager/coordinator. Requests for refunds of lodging or meal fees must be submitted to the Financial Petition Committee (FPC) within 90 days of the last day of the retreat. Approval by the manager/coordinator for an exemption from retreat site lodging and/or meals does not guarantee approval by the FPC of an exemption from fee payment. Programs reserve the right to enforce stricter policies than those detailed above, if they are made known to students prior to participation in the retreat.

Holds

Type of Hold	Circumstance Applied	Steward	Transaction(s) Prevented
Academic Probation	Limits exceeded to be in good academic standing	Registrar	Registering; graduating
Course Evaluation	Outstanding course evaluation(s)	Provost	Seeing grades
Finance Hold 1	Outstanding financial obligation of less than $200	Student Accounts	Graduating
Finance Hold 2	Outstanding financial obligation of $200 or more	Student Accounts	Registering; graduating
Enrollment Deposit Required	Outstanding enrollment deposit	Admissions	Registering
Library	Outstanding library materials and/or fines	Library	Registering; checking out library materials
Provisional Admission	Official transcript from graduating institution not received	Admissions	Receiving financial aid; registering for more than one semester
Program Change	Admitted into a program while still in another	Registrar	Registering online (hard-copy registration required)
Registrar	Various	Registrar	Various

Authorized Early Registration

Authorized Early Registration (AER) allows a student to secure a seat in a class before regular registration opens. Students are eligible for AER if they are either 1) registering either in their final semester or, for Counseling Psychology students, the semester they must complete all pre-practicum courses; in such cases, students register by submitting the "Authorized Early Registration" form signed by their adviser and only required courses, not electives, may be registered for; or 2) have been given clearance by the Dean of Students Office, including by the Office of Student Accessibility Services; in such cases registration may be conducted online.

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.

Waitlist Procedure

Students are waitlisted in order of enrollment. If a seat becomes available, they are sent an email to their CIIS student email account notifying them of this and stating that they have up to three days to register for it. If they do not register for it within those three days, they are removed from the waitlist and the next student on the list is given the opportunity to register for it. Students remain on waitlists until either they drop themselves from them or the waitlist is purged, which happens after the Add Deadline. Waitlists are not processed once the semester begins.

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 submit it to the Registrar's Office prior to the Add Deadline. Students waitlisted for online or virtualized courses may be given access to the online course space between the semester start date up through the Add Deadline. See the *Sitting in on Courses* policy. Once a semester has started, if a seat becomes available, students on waitlists are automatically given the seat, rather than notified that a seat has become available.

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 so students may only audit if they are also registered for at least one course for academic credit. (Special Students are exempt from this requirement.) Tuition for audited courses is not eligible to be covered by 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 and 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.

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 to make up coursework for a course for which they've received an I (Incomplete) grade in a previous semester. Students waitlisted for online or virtualized courses may be given access to the online course space between the start of the semester and the Add Deadline by submitting a request to the Office of Online Learning at onlinelearningsupport@ciis.edu. If they are not registered for the course after the Add Deadline, their access is closed out.

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.

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.

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.

Independent Study Registration

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. The following are the policies governing independent studies:

- Graduate students must have a cumulative grade point average of 3.0 or higher; undergraduates, 2.0 or higher.
- The faculty member's field of interest must be compatible with the proposed area of study.
- No faculty member is obliged to accept independent study students.
- 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.
- 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.
- A maximum of 3 units of independent study credit may be taken in any one semester.
- An independent study may be taken for a Pass/No Pass grade only.
- 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.
- The contract must be signed by the chair of the student's program.
- 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.
- An independent study is subject to the same registration, grading, and other deadlines and policies as regular classes.

Practicum Registration

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' Field Placement Office signed by their site supervisor, clinic director, and academic adviser. Clinical Psychology students must submit a "Practicum Contract" to the Psy.D. 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 is 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.

Internship Registration

The following applies only to students in the Clinical Psychology program who may register for internships. 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 Psy.D. 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.

Repeating 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.

- A student may earn credit for a course only once, with the following exceptions:
  - Special Topics courses, which are designed to have changing content and so may be repeated with different subject matter;
  - Supervised Clinical Practicum (7602, 7603, 7605);
  - Arts Practice courses (MFA 7202–7205) and Master of Fine Arts Project courses (MFA 7712); and
  - courses in which enrollment reflects participation in ongoing research (e.g., SOM 6717, PSY 7000, PSY 9900).
- 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.
- Undergraduate students may repeat an elective or general education course once in which they received a grade of D, F, or NP. Both the original and repeated course appear on the transcript, but only the repeated grade is calculated into the grade point average (even if that grade was lower the second time) and counts as units toward graduation. Undergraduate students who receive a grade of NP in one or more of the linked core courses taken during a semester must repeat all of the linked core courses in a subsequent semester.
- 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.

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% 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.

Administrative Withdrawal

CIIS reserves the right to administratively withdraw students from courses if they 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 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.

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 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.

Special Student Registration

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 later, 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:

- Special Student registration does not constitute admission to CIIS.
- Students registered in Special Student status are not eligible for financial aid.
- Students registered in Special Student status are not eligible to register for independent studies.
- 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*.
- Special Student status remains active for one semester. Special Students must resubmit the *Special Student Application* every semester that they intend to register.
- Special Students are allowed to choose between credit and audit for each course they register for.
- 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.
- 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.
- 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*.
- 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.

- 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:
  - Undergraduate students: No more than two grades of C–, D+, D, D–, F, NP, I, IN, NS, or AW.
  - 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 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.

Enrollment Status Policies

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:

- Undergraduate and M.A. in Applied Psychology students lose their active student status if they do not register every semester, including summer.
- Psy.D. 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.
- 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.

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.

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:

- Students are not eligible to take an LOA until they have completed at least one semester.
- A student must be in good academic standing to be granted an LOA.
- 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.
- 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.
- 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.
- An LOA does not extend the deadline for the completion of an I (Incomplete) grade.
- 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.
- 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.

- 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.
- 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.

Enrollment Maximums

Students may enroll up to a certain maximum number of units per semester. For students in the School of Undergraduate Studies (SUS), it is 16 units; and for students in the School of Professional Psychology and Health (SPPH) or 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 Dean of Students. 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.

International Students Enrollment Minimums

The U.S. Citizenship and Immigration Service (USCIS) requires international students on F-1 visas to carry a full-time course of study to remain in status. Any exceptions for less than a full-time course load must be approved by the international student adviser. See Enrollment Status Classifications.

Enrollment Status Classifications

Students' enrollment statuses are 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.

Undergraduate Students	
Half-Time	6 to 8 units
Three Quarter-Time	9 to 11 units
Full-Time	12 units or more

Graduate Students (except M.A. in Applied Psychology)

Half-Time: Fall or Spring Semester

6 to 8 units or one of the following courses:

Clinical Psychology Half-Time Internship
PSY 9695A, PSY 9695B, PSY 9695C, PSY 9696A, PSY 9696B, PSY 9696C

Clinical Psychology Practicum
PSY 6776A, PSY 6776B, PSY 6776C, PSY 6777A, PSY 6777B, PSY 6777C, PSY 6778A, PSY 6778B, PSY 6778C

Counseling Psychology Individual Practicum
MCPC 7601A, MCPC 7601B, MCPC 7601C, MCPD 7601A, MCPD 7601B, MCPD 7601C, MCPE 7601A, MCPE 7601B, MCPE 7601C, MCPI 7601A, MCPI 7601B, MCPI 7601C, MCPI 7604A, MCPI 7604B, MCPS 7601A, MCPS 7601B, MCPS 7601C, MCPS 7604A, MCPS 7604B

Counseling Psychology Group Practicum
MCPC 7602A, MCPC 7602B, MCPC 7602C, MCPC 7606A, MCPC 7606B, MCPD 7602A, MCPD 7602B, MCPD 7602C, MCPE 7602A, MCPE 7602B, MCPE 7602C, MCPE 7604A, MCPE 7604B, MCPI 7602A, MCPI 7602B, MCPI 7602C, MCPI 7605A, MCPI 7605B, MCPS 7602A, MCPS 7602B, MCPS 7602C, MCPS 7605A, MCPS 7605B

Half-Time: Summer Semester

3–5 units; or one of the courses listed in the Half-Time section above

Full-Time: Fall or Spring

9 units or more; or one of the courses in the Half-Time section plus three additional units; or one of the following courses:

Clinical Psychology Full-Time Internship
PSY 9699A, PSY 9699B, PSY 9699C

Comprehensive Examination
ANTH 9600, ANTH 9601, EWP 6141+EWP 6142, HSX 7881, HSX 7882, HSX 7883, HSX 7884, ITP 9600, ITP 9601, ITPS 9600, ITPS 9601, PARA 9600, PARA 9601, PARP 9600, PARP 9601, PARW 7880, PARW 7881, PARW 9600, TSD 9610, TSD 9611

Thesis/Dissertation Proposal Writing or Completion *(various alphabetic characters are appended to the number per semester)*
ANTH 9800, EWP 9800, HSX 9800, ITP 9800, PARA 9800, PARP 9800, PARW 7809, PARW 9800, PSY 9801, PSY 9802, PSY 9803, PSY 9900, TSD 9800

Thesis/Dissertation Seminar or Continuance *(various alphabetic characters are appended to the number per semester)*
ANTH 9900, EWP 9900, HSX 9900, ITP 9900, PARA 9900, PARP 9900, PARW 9900, PSY 9901, PSY 9902, PSY 9999, TSD 9900

Transformative Leadership Capstone Action Project
TLD 7999

Full-Time: Summer

6 units or more; or one of the courses listed in the Half-Time section above

M.A. in Applied Psychology	
Half-Time	3 to 5 units
Full-Time	6 units or more

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 manager/coordinator; confirm with the library that there are no outstanding materials or fines; and confirm with the Office of Student Accounts that there are no outstanding financial obligations. If they are a financial aid recipient, they should conduct an exit interview with the Financial Aid Office; and if an international student, they should confirm with the Dean of Students Office the impact that the withdrawal will have on their visa status.
Upon receiving the form, the Office of the Registrar notifies the student's academic adviser, department/program chair, and program manager/coordinator; the library; the Office of Student Accounts; the Financial Aid Office; and the Dean of Students Office. 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 library materials or fees. 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 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.

Grade Policies

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:

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.

Undergraduate Grade Scale

Grade	Indication	Quality Points per Unit
A	Outstanding	4.0
A–	Outstanding	3.7
B+	Good	3.3
B	Good	3.0
B–	Good	2.7
C+	Average	2.3
C	Average	2.0
C–	Average	1.7
D+	Poor	1.3
D	Poor	1.0
D–	Poor	0.7
F	Failure	0.0

Graduate Grade Scale

Grade	Indication	Quality Points per Unit
A	Outstanding	4.0
A–	Outstanding	3.7
B+	Good	3.3
B	Good	3.0
B–	Good	2.7
C+	Average	0.0
C	Average	0.0
C–	Average	0.0
D	Poor	0.0
F	Failure	0.0

The following have no quality point value and are not used in the calculation of the GPA:

AU	Audit
AW	Administrative Withdrawal
I	Incomplete
IN	Permanent Incomplete
IP	In Progress
NP*	No Pass
NS	Not Satisfactory
P**	Pass
TR	Transfer Credit
W	Withdrawal
X.	Grade Not Received from Instructor

*NP equivalent to C– or below for undergraduate students; B– or below for graduate students.

**P equivalent to C or higher for undergraduate students; B or higher for graduate students.

The following grades are considered unsatisfactory grades for probation purposes: AW, I, IN, NP, and NS. See the Academic Standards section below.

Pass/No Pass Grades

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. 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 a C or higher to receive a P; graduate students, a B or higher. Courses offered for Pass/No Pass status are indicated as such in the course catalog in Self-Service. Courses marked "OP" offer either the P/NP option or the letter-grade option (see the Grade Option Request Procedure). 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.

Grade Option Request Procedure

Programs establish some courses to be offered for only letter grading, only for Pass/No Pass (P/NP) grading or allow the student to choose either. The option is displayed in the class schedule. Students may elect their option when they register and may change it up through the Add Deadline. Students may not change their choice after the Add Deadline, even with the instructor's permission. It is not possible to change the option via Self-Service. Instead, submit either a *Grade Options Change* form to the Registrar's Office or send an email to registrar@ciis.edu.

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; Psy.D. practicums; and Psy.D. internships. 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. They do not complete the proposal, and the dissertation chair deems the work they have 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 give an I (Incomplete) grade. See the "Incompletes: Policies Regarding Faculty Granting Incompletes" section.

Grades Based on Attendance: 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% 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.

Incomplete Grades

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:
    - medical reasons documented by a healthcare professional; or
    - a family emergency verified with supporting documentation; or
    - 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 remains 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.

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.

Grade and Coursework Evaluation Deadlines

All instructors are to submit grades within ten business days of the end of the semester, and written feedback on mid-semester 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 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 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 in the following way:

1. 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 Vice Provost for Academic Administration, who is the chair of the Academic Standards Committee (ASC). If the Vice 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.
2. 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 Vice Provost for Academic Administration, who brings it to the

school's program chairs, who then designate one within their group to respond.)

3. If resolution is achieved, the procedure in the first bulleted paragraph is followed.
4. If resolution is not 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.
5. 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.
6. If the Committee decides the grade is not to be changed, it notifies the student and instructor.
7. The decision of the Committee is final; no appeals will be considered by the Provost or the President.

Academic Standards

CIIS schools define minimum standards for admission and set general rules governing eligibility for academic continuation. At the time of matriculation, students are informed of these policies and procedures and of any departmental and program requirements and expectations, including practicum/practice-related, beyond those established by the University. Departments/programs make readily available copies of their policies.

Maintaining Good Academic Standing

Individual programs, through their respective faculty/staff and program procedures, exercise principal responsibility for evaluating student work with respect to programmatic, departmental and/or professional standards. Students' advisers, program chairs, and/or program committees, considering, if relevant, practicum supervisors' feedback, may judge if satisfactory progress is being made toward the degree. This evaluation considers all aspects of academic performance and promise, not necessarily just the criteria specified below. It is assumed that most disputes over evidence of unsatisfactory progress are reconciled through discussions between faculty/staff and students at the school, or department/program level, however, failure to meet standards may result in a warning, probation, or termination of enrollment.

Below are the minimum criteria the University uses to evaluate students' satisfactory academic progress. Programs may have stricter standards, which they monitor and enforce.

Time Limits for 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.

Program	Years
School of Undergraduate Studies programs	3
M.A. in Applied Psychology	3
M.A. in Counseling Psychology	6
M.A. in Integrative Health Studies	5
Psy.D. in Clinical Psychology	10
School of Consciousness and Transformation master's programs	4
School of Consciousness and Transformation doctoral programs	10 or 4 after advancing to candidacy, whichever is earlier

Time Limits for Doctoral Students to Advance to Candidacy

Psy.D. students must advance within three years. Exceptions to this are to be discussed with the Psy.D. program.

Ph.D. students must advance to candidacy within six years or within the following number of semesters of taking Dissertation Proposal Completion, whichever is earlier.

Program	Semesters of Proposal Completion
Anthropology and Social Change	4
East-West Psychology	2
Human Sexuality	3
Psychology: Integral and Transpersonal Psychology	3
Psychology: Somatic Psychology	3
Philosophy and Religion: Ecology, Spirituality, and Religion	3
Philosophy and Religion: Philosophy, Cosmology, and Consciousness	3
Philosophy and Religion: Women's Spirituality	3
Transformative Studies	4

A Leave of Absence does not extend these limits.

Limit on the Number of Unsatisfactory Grades

Grade-point averages, while calculated and recorded, are not used to assess students' academic standing because CIIS has many courses for which students may elect letter grading or pass/no pass grading. Students who do identical levels of academic work could therefore have different GPA's. Instead, the number of unsatisfactory grades is used.

- Undergraduate students must have no more than two of any combination of the following grades: C–, D+, D, D–, F, NP, NS, AW, or WN; and have no more than seven units with a grade of I or IN.
- Graduate students must have no more than two grades of any combination of the following grades: B–, C+, C, C–, D, F, NP, NS, I, IN, AW, or WN.

Maintaining 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, and violations constitute serious offenses against the entire community because they threaten both the reputation of CIIS and the value of our students' degrees. This policy is designed to guide students as they prepare assignments, take examinations, write papers, and perform the work necessary to complete their degree requirements

Every member of the community bears a responsibility for ensuring that the highest standards of academic integrity are upheld. The faculty is responsibility for 1) educating students about the importance and principles of academic integrity; 2) informing students of requirements regarding academic integrity within specific courses and programs and are encouraged to provide a statement concerning academic integrity and a link to the Academic Integrity Policy on their course syllabi and in program handbooks; and 3) making reasonable efforts to minimize academic dishonesty and respond appropriately to violations. Additionally, faculty members are encouraged to articulate norms and expectations for the appropriate use of artificial intelligence (AI) tools within their courses. Students are responsible for understanding the principles of academic integrity, abiding by them in all aspects of their work, and are encouraged to help educate fellow students about academic integrity and to bring all alleged violations they encounter to the attention of the appropriate authorities. The use of AI technologies does not diminish students' full responsibility for the accuracy of the content and citations within their course assignments and/or dissertations. If in doubt about the appropriate use of AI, students should consult with their instructor or dissertation committee chair as the final authority on the ethical use of AI in coursework and the dissertation. Students and faculty with questions about AI can reach out to the Office of Research and Academic Support, which oversees the Library, the Center for Writing and Scholarship, the Dissertation Office, and the Human Research Review Committee; and/or the Office of Student Accessibility Services.

The principles of academic integrity require that a student:

- Properly acknowledge and cite all use of the ideas, results, or words of others, including those generated by AI tools.
- Properly acknowledge all contributors to a given piece of work, including AI tools such as Large Language Models (LLMs).
- 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 (including the unsanctioned use of AI tools). When in doubt, students should discuss with course instructors or dissertation committee members.
- 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 the same material in more than one course without faculty authorization.
- 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.

Below are ways the principles of academic integrity can be violated, along with examples. Neither the types of violations nor the lists of examples are exhaustive. The list is benefitted from those prepared by many other universities.

Plagiarism

Plagiarism is the use of another person's words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are:

- Copying word for word (i.e., quoting directly) from an oral, printed, or electronic source without proper attribution, whether in a paper or in an online class posting.
- Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own.
- Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
- Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, or other non-textual material from other sources without proper attribution.

Cheating

Cheating is the use of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results and reports, analyses, etc. as one's own work when they were, in fact, prepared by others. Some common examples are:

- Receiving research, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted.
- Copying another student's work or answers on a paper or examination.
- Using or possessing books, notes, calculators, cell phones, or other prohibited devices or materials during an examination.
- Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved.
- Acquiring a copy of an examination from an unauthorized source prior to the examination.
- Having a substitute take an examination for one.
- Having someone else prepare a term paper or other assignment for one

Fabrication

Fabrication is the invention or falsification of sources, citations, data, or results, and recording or reporting them in any academic exercise. Some examples are:

- Citing a source that does not exist.
- Making up or falsifying evidence, 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 may be considered as culpable as the student who receives the impermissible assistance, even if the facilitator does not benefit personally from the violation. Some examples are:

- Collaborating before a quiz or examination to develop methods of exchanging information.
- Knowingly allowing others to copy answers to work on a quiz or examination or assisting others in doing so.
- Distributing an examination from an unauthorized source prior to the examination.
- Distributing or selling a paper to other students.
- Taking an examination for another student.

Academic Sabotage

Academic sabotage is deliberately impeding the academic progress of others. Some examples are:

- Intentionally destroying or obstructing another student's work.
- Stealing or defacing books, journals, or other library or University materials.
- Removing posted or reserve material or otherwise preventing other students' access to it.

Violation of Research or Professional Ethics

Violations in this category include both violations of the code of ethics specific to a particular profession and violations of more generally applicable ethical requirements for the acquisition, analysis, and reporting of research data and the preparation and submission of scholarly work for publication. Some examples are:

- Violating a canon of the ethical or professional code of the profession for which a student is preparing.
- Using unethical or improper means of acquiring, analyzing, or reporting data in a project, a master's or doctoral research project, or research submitted for publication.
- Misuse of grant or institutional funds.

- Violating professional ethics in performing one's duties as a Teaching Assistant.
- Conducting research without appropriate Human Subjects review.

Violations Involving Potentially Criminal Activity

Violations in this category include theft, fraud, forgery, or distribution of ill-gotten materials committed as part of an act of academic dishonesty. Some examples are:

- Stealing an examination from a faculty member's or University office or from electronic files.
- Selling or distributing a stolen examination.
- Forging a change-of-grade form.
- Falsifying a university transcript.
- Hacking the university's digital resources, including email

Procedures for Resolving Academic Integrity Violations

When a faculty member has reason to believe that a student has violated the policy on academic integrity, the following must occur:

1. The faculty member assesses the work, evaluating the evidence that an academic integrity violation occurred.
2. If this assessment results in a conclusion that a violation did occur, the faculty member decides on the severity of the violation and the sanction to be applied (e.g., a failing grade for the exercise or the course, remedial work, another exercise).
3. The faculty member notifies the student of the sanction and the reason for it.
4. If the alleged violation involves human subjects research (whether approved or unapproved), the faculty member notifies the Human Research Review Committee (HRRC) at hrrcoffice@ciis.edu and discusses necessary actions and sanction with the HRRC representative. The faculty member and program chair may also include the HRRC in Steps 2 and 3.
5. 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.
6. The program chair conducts 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.
7. 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,

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 a warning, probation, or suspension, 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. A student's failure to comply with the terms of the sanctions results in additional sanctions and/or potentially an academic dismissal.

Academic Warning

If faculty have concerns about satisfactory student progress, they may consult with the program chair and other core faculty/practicum supervisor to determine whether to issue an academic warning. Faculty tailor a program/department-level academic warning based on student observations regarding participation, quality of work, based on their program- level policies, professional standards, and provide detailed requirements for what needs to be achieved by the student to remove the warning.

Tangible actions and thresholds need to be articulated by the program or practicum in academic warnings, so learning and growth can be measured during a specific time frame in which the student is acting to remedy the issue/s. At the end of this specified time frame (i.e., the end of the semester in which the warning was issued), faculty/practicum supervisor meet with the student and the CWS (as needed) to determine whether the student has succeeded in meeting the requirements to have the warning removed. If not, the student moves into formal probation with the University.

Academic Probation

Students are placed on academic probation when they do not 1) stay within the time limits to graduate and/or advance to candidacy; 2) stay within the limit on the

number of unsatisfactory grades; 3) maintain principles of academic integrity: 4) meet program or practicum criteria; 5) adhere to University or program requirements and directives; and/or 6) fulfill the terms of an academic warning. Students on probation are ineligible to graduate.

The appropriate department, program, or office notifies the students that they are on academic probation, stating the reason(s) they were and what must be done to return to good academic standing. Typically, this requires submitting a plan to the vice provost written with their academic adviser and endorsed by their department/program chair. Students are ineligible to register for courses until the vice provost has approved the plan. The student is returned to good academic standing upon meeting the terms of the plan.

Students who do not meet the terms of their plans have their academic record reviewed by the Academic Standards Committee (ASC), The ASC is a University-wide deliberative body charged with upholding CIIS' academic policies. The committee works collegially with academic programs to provide support for students' success while maintaining consistency in the enforcement of CIIS' published standards for good academic standing. The ASC purpose, membership, and procedures are modeled on best practices from other U.S. universities, which rely on similar institutional-level committees to maintain academic standards and to provide an equable forum for considering requests for exceptions to these standards, rather than to allow students to negotiate with individual faculty or administrators, a practice which creates disparities and potential violations of policies and requirements.

The ASC decides whether (1) a new plan to return to good academic standing can be approved; (2) the student is suspended; or (3) to recommend a dismissal to the provost. If option three is chosen, the provost 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 recommendations, which the ASC carefully considers in making its decision.

Suspension

Suspended students are ineligible to register for a specified time. If they are currently registered, they may be withdrawn from their courses. Eligibility to resume may or may not require the student fulfilling requirements, such as external tutoring, counseling, or supplying documentation verifying their capacity to continue their studies. Suspended students may be barred from University activities, services, and facilities.

Dismissal

Dismissal based on academic performance terminates a student's enrollment at the University, permanently separating them without opportunity to reapply for admission in the future. Eligibility to resume in any program in the university is expressly prohibited. A dismissed student is barred from University activities, services, and facilities and may be dropped from all courses regardless of progress, which could affect financial aid eligibility and the possibility of a refund.

A student may be dismissed for failure to 1) make satisfactory progress toward degree completion; 2) complete specific requirements; 3) meet advancement to candidacy and/or graduation time limits; 4) fulfill plans to return to good academic standing, academic warnings, and/or probation directives; 5) meet professional and/or practicum expectations; and/or 7) maintain the principles of academic integrity. Department/program chairs may recommend dismissal of students who were not given an academic warning or placed on probation if there is ample documentation of the events leading to this recommendation, such as emails, assignments, similarity reports, grades earned, etc.

The department/program chair or the Academic Standards Committee notifies the provost in writing of the recommendation to dismiss the student and includes supporting documentation. The provost evaluates these and, if the recommendation is upheld, notifies the students they have been dismissed, with an opportunity to initiate an appeal of the decision to the program within ten business days. The student may be allowed to register for courses during the pendency of the appeal, understanding that they will be dropped retroactively if the dismissal is upheld.

If the student appeals, it must be according to the program/department and/or schools' appeal processes. The student has the burden of proof. If that appeal does not reverse the recommendation, the student may then initiate an appeal to the provost within ten business days of the program's/school's decision. The appeal to the provost must include the justification and all supporting documentation (e.g., correspondence and other paperwork leading up to the dismissal). The provost provides the department/program chair with copies of the appeal and asks for a response and documentation that led to the program's decision. The chair must respond within ten business days.

The provost reviews the materials and may refer the matter to CIIS' Academic Standards Committee (ASC), which meets to evaluate whether to recommend that the provost uphold or reverse the dismissal. A minimum of four ASC members must be present to constitute a quorum, and any member who has direct knowledge of the student's case is recused. The committee reviews the documentation, considers the positions of all parties, and

interacts with the student and school/department/program/practicum representatives. The student and the representatives may each bring up to two people to provide support and advice but who may not speak for the parties. The ASC then votes in a closed session. In the event of a less than unanimous decision, both opinions are communicated to the provost.

The provost renders the final decision and notifies the student in writing within ten business days by certified mail and email to the student's CIIS student email address. If the decision is to dismiss, the provost notifies the registrar. The provost's decision is final and binding. No further appeals are considered.

Graduation and Commencement Policies

Graduation Requirements

Students close to their final semester should read the *Graduation Guidebook*, available on the Registrar's Office CIIS Connect page, under the Student Forms subpage.

To be eligible to graduate, a student must fulfill all academic requirements and submit the *Graduation Application,* available in Self-Service by going to the Graduation Overview tile. If the student fulfills the requirements but fails to apply by the semester's deadline, the degree is not conferred in that semester. Similarly, if the student applies but does not fulfill the requirements by the end of that semester, the degree is not conferred. Students cannot graduate with missing or I (Incomplete) grades on their record, even for courses that do not apply to the degree.

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 Ph.D. and Psy.D. students, the Dissertation Publication Fee. The fee pays for the cost of evaluating the student's eligibility to graduate, the diploma, one official transcript, and commencement ceremony expenses. All students must apply and pay this fee, even if they do not plan to participate in the ceremony. These fees, like all CIIS fees, are nonrefundable, even should it be determined that the student is ineligible to graduate.

The degree conferral date is the final day of the semester in which the academic requirements are fulfilled and the *Graduation Application* has been filed. The degree date will not be earlier in a semester, even if all academic requirements have been met.

Degrees are not conferred for students with outstanding financial or library obligations. 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 degree is conferred to the transcript approximately two months after the semester of graduation. The diploma and one copy of the official transcript are issued approximately three and a half months after the semester of graduation. If the student requires additional copies of their transcript, they must submit a request and fee.

Counseling Psychology students submitting applications to the California Board of Behavioral Sciences (BBS) should request a transcript be issued to the BBS upon the degree's conferral. When the Registrar's Office issues the transcript, it will include the BBS Degree Program Certification Form with it.

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 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 each semester. 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 library materials. The earning of a certificate does not qualify a student to participate in the commencement ceremony.

Commencement Ceremony Requirements

There is one commencement ceremony each academic year, at the end of the spring semester. Degrees, however, are conferred at the end of each semester. Those with degrees conferred in summer and fall prior to a given spring semester can participate in that spring's commencement ceremony. (For example, summer 2024, fall 2024, and spring 2025 graduates may participate in the spring 2025 commencement ceremony.)

Please note that CIIS reserves the right to alter the delivery format and other aspects 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. Dissertation students must have a completed manuscript approved by the Center for Writing and Scholarship for delivery to ProQuest by the last day of the semester (see the CIIS Academic Calendar for precise dates).

University Relations administers the ceremony and provides information about commencement to all students who have filed a graduation application with the Registrar's Office. Information about the ceremony, including the date, time, and location; the ordering of caps and gowns; and the *Commencement Ceremony Exception Form*, can be found on the Commencement page of the CIIS website.

Dissertation Policies

Heidi Fraser, Director of the Center for Writing and Scholarship
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415.967.2976

Deanna Pittman, Dissertation Office Manager
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Support and Resources

As a hub for doctoral students, faculty, and program staff, the Dissertation Office provides scaffolded support, instruction, and training related to doctoral dissertations in collaboration with the Center for Writing and Scholarship (CWS), Human Research Review Committee (HRRC), and the Laurance S. Rockefeller Library. The Dissertation Office supports a flourishing and cohesive community at CIIS vital to providing an effective, visionary, and nurturing environment for integral education. Policies and practices supported by the Dissertation Office embrace multiple ways of knowing, learning, and teaching and a commitment to integral approaches to doctoral studies.

These additional resources are available:

- The role and nature of dissertations vary within the different academic disciplines. Each academic program at CIIS provides information on its expectations and requirements in their program handbooks, available on CIIS Connect or by contacting the program manager or coordinator.
- The *School of Consciousness and Transformation Dissertation Handbook* provides detailed information about the dissertation process. This and other resources are found on the Dissertation Office's CIIS Connect page.
- Students expecting to do research using humans should read the *Human Research and Review Committee Handbook*, found the HRRC's CIIS Connect page, to learn of the requirements and policies related to such research.
- Dissertation forms for students in the School of Consciousness and Transformation (SCT) can be found on the Registrar's CIIS Connect page, under Student Forms; for students in the Clinical Psychology (Psy.D.) program, forms can be found on the Clinical Psychology Department's CIIS Connect page.

Dissertation Content and Formatting Requirements

Authorship

The dissertation is to be an independent scholarly contribution to knowledge and presents research/analysis conducted by the student under the supervision of the Dissertation Committee Chair. The student must be the sole author of the manuscript; a coauthored dissertation is not permitted. In addition, the dissertation should be grounded in existing scholarly literature while exhibiting originality in the sense that it does not duplicate someone else's work.

Format and Language

The dissertation is typically a written manuscript, which may include other media (e.g., visual images, sound files) as supplements. Dissertations must be written in English, although they may include references in other languages. CIIS requires the final product to be a scholarly document suitable for publication. Students are advised to become familiar with the style and formatting requirements outlined in the *Dissertation Handbook* and adhere to them throughout the writing process. The Center for Writing and Scholarship (CWS) offers students support in developing their writing skills and understanding APA, Chicago, and MLA formatting guidelines.

Use of Previously Published Material

The dissertation should not have been published previously in its entirety. A student may include previously published material in the dissertation with the program's and the committee chair's approval. When the inclusion of such material is permitted, several conditions apply:

- The student's previously published material must be the product of their research conducted by them while enrolled in the program and must not have been used to obtain another degree.
- Previously published material must be logically and coherently integrated into the thesis or dissertation.
- Publication references for the published material must be included in the dissertation. In the case of coauthored material, written permission from all copyright owners must be obtained to republish it in the dissertation.
- All previously published material reproduced in the dissertation (e.g., graphics, photos, online content, poems, etc.), including the author's own previously published work, must include permission from the copyright holder(s). It is the student's responsibility to determine whether another author's or artist's work requires reprint permission to include in the dissertation. A sample letter for obtaining copyright permission is on the Center for Writing and Scholarship site in CIIS Connect.

Alternative Multi-paper Dissertation Format
Some School of Consciousness and Transformation (SCT) programs may allow students to follow an alternative dissertation 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. Students cannot simply submit the three articles; they must create an integrated, synthesized document that includes a comprehensive introduction and discussion/conclusion that connects the three papers. This manuscript must contain a single reference list or bibliography spanning the dissertation's content.

Academic Integrity in Doctoral Research and Writing

Maintaining the highest level of academic integrity is critically important and expected in doctoral research and writing at CIIS and vital to the institution's reputation and its accreditation. Integrity means "being trustworthy and taking responsibility for the trustworthiness of one's research" (CITI Program, Responsible Conduct of Research). The dissertation makes a published scholarly contribution to a student's area of inquiry. Doctoral research also has implications in society, particularly for research participants and communities who are the subjects of inquiry. The Academic Integrity in Doctoral Research and Writing policy is an extension of the general CIIS Academic Integrity policy meant to spell out the responsibilities of doctoral students and their sponsoring faculty to ensure academic integrity in relation to the dissertation. It also lays out the process for addressing potential violations of academic integrity in the conduct of dissertation research and writing outside of coursework.

Responsibility of Doctoral Students
All doctoral students are expected to be familiar with academic research, writing, and citation norms in their field and to conduct their research and writing with integrity. Students must properly cite all sources used in their dissertation — including text, data, images, and ideas — following the citation style specified by their program. All sources cited in the dissertation must be included in the references, and no sources should be included in the references not cited in the dissertation. Doctoral students are responsible for the content of their dissertation and should not depend on editors, software, the internet, generative artificial intelligence (AI), or even their dissertation committee members to verify its trustworthiness.

Responsibility of Dissertation Committee Members
Dissertation chairs and committee members are responsible for communicating and maintaining expectations of scholarly research and writing practices with their dissertation students. Dissertation committee members are expected to disapprove the proposal or dissertation drafts that do not adhere to scholarly research and writing standards. If drafts of student work indicate insufficient understanding of academic writing norms, the dissertation chair or committee members should provide guidance and instruction to the student and/or refer the student to CIIS academic research and writing resources to develop their proficiency.

Resources for Research and Academic Writing
The Office of Research and Academic Support (ORAS) provides the CIIS community with many resources for researchers. Some of these resources include: Educational workshops offered by the Dissertation Office and Center for Writing and Scholarship on academic integrity and proper citation practices to help prevent plagiarism, which all doctoral students are strongly encouraged to attend.

- The Laurance S. Rockefeller Library has library guides on academic writing norms and citation practices, RefWorks citation software, and human subjects research. These guides are useful resources for both doctoral students and their dissertation committees.
- The Human Research Review Committee (HRRC) reviews and approves applications for human subjects research and provides education on the ethical conduct of research. Doctoral students are encouraged to participate in human research protection education as provided by the HRRC.

Process for Violations of Academic Integrity in the Dissertation
If academic misconduct is detected at any stage of the dissertation process, the form for reporting Academic Misconduct in the Dissertation must be completed and submitted to the dissertation chair, program chair, and the Dissertation Office by the person who identifies or suspects a potential violation. Additionally, the Director of the CWS must receive a copy of the report for misconduct involving plagiarism and/or the HRRC for misconduct involving violations of human subjects research ethics.

A panel will be formed to review the evidence and meet with the student. The panel must include:

- Program director/chair
- Dissertation chair
- Scribe (e.g., Dissertation Office, program faculty/staff, or other observer.)

The panel may also include a faculty observer from another program/department, the Manager of the Dissertation Office as an observer to provide input on policy and procedure, and/or other members of the CIIS community as appropriate (i.e., Office of Student Accessibility Services, Student Affairs, HRRC, CWS). The decision rests with the program chair.

A meeting must be scheduled with the student and the panel within one week of receipt of the Academic

Misconduct Report form or as soon thereafter as possible. The student may invite a supporting observer to the meeting. During the meeting, the panel will present the evidence of misconduct to the student. The student and the panel will have 48 hours (or 2 business days) to review the meeting notes and request revisions or make additional comments. The student will have an opportunity to respond to the evidence and provide any mitigating evidence during the meeting and/or in writing within one week of the meeting or as soon thereafter as possible based on Office of Student Accessibility Services accommodations, if applicable.

Possible results:
If the panel determines there is no plagiarism, no further action is required.

- If the panel determines that the plagiarism is a result of poor academic writing or citation style, they may require the student to rewrite the affected sections of the proposal or dissertation with or without the support of a developmental editor. The student must submit the revised work along with a revision memo to the dissertation committee. The dissertation committee will review the revised work to determine whether the student has satisfactorily addressed the concerns. Other avenues for redress for academic integrity violations in the dissertation are outlined below.
- If plagiarism is determined to be the result of a serious or intentional breach of academic integrity, the panel may determine appropriate redress or sanctions. A file will be recorded with Student Affairs and the Dissertation Office.

Redress for Academic Integrity Violations in the dissertation may include:

- Formally acknowledging responsibility for the violation and the potential or actual harm done.
- Requiring the student to rewrite the proposal or dissertation in part or its entirety (depending on the severity and extent of plagiarism). A revision memo must be included. demonstrating how the work in question was revised.
- Disciplinary notation on the transcript or student record and a file recorded with Student Affairs; ineligibility for honors, awards, scholarships, or grants for a designated period.
- Requiring the student to attend a research ethics training course focused on plagiarism and academic writing standards.
- Dismissal from the program and awarding a lower (master's) degree, if available.
- Dismissal from the program with no degree awarded.
- Other actions to restore integrity to the inquiry process (e.g., working with CIIS academic programs, support departments, or peer services to develop resources that enhance a culture of academic integrity).

Appeals Process
Doctoral students who disagree with the decision of the panel may appeal through the university's established appeals process outlined in the Student Handbook. The appeals process will include a thorough review of the evidence and an opportunity for the student to present their case.

Office of Student Accessibility Services Statement
The California Institute of Integral Studies is committed to providing equitable access to support learning for students in and out of the classroom. If you experience any barriers to learning and/or the learning environment, including in the dissertation process, please feel welcome to discuss your concerns with the staff of the Office of Student Accessibility Services.

Dissertation Committee Composition and Member Qualifications

For Ph.D. students, the dissertation committee must consist of three members and, for Psy.D. students, two members. The student, in collaboration with the dissertation chair, may decide to engage additional individuals for research support on an advisory or consultative basis, but they would not have a formal role as committee members.

Typically, the dissertation chair is a core faculty member in the student's program and advises the student on program expectations. The external member is expected to have a primary affiliation outside of CIIS and provides subject area expertise. The second member, required for Ph.D. dissertations, is typically a CIIS core or adjunct faculty member. All committee members must hold a Ph.D. or equivalent degree and have relevant knowledge in the topic of study. Exceptions may be made with the approval of the program chair and dissertation chair.

Academic programs may have additional eligibility requirements. To learn of additional program-specific information about forming a committee, choosing a topic, and conducting research, students should refer to their program handbook and discuss with their program chair or adviser.

Student, Dept./Program Chair, and Committee Member Responsibilities

Student

- Identifies an appropriate topic with approval from the student's program.
- Forms the dissertation committee with faculty members with expertise in the topic, ensures the members are available and willing to serve, fills out the Dissertation Committee Member Approval forms, collects the necessary signatures, and

submits the forms to their program coordinator or program manager and the Dissertation Office.
- Maintains regular contact with the dissertation chair each semester, meeting at least once per semester (or more often, as agreed with the dissertation chair) to provide progress status updates.
- Establishes a clear research plan and timeline, and keeps the chair informed of progress being made and any difficulties encountered on the proposal or dissertation.
- Maintains awareness of dissertation policies and processes (e.g. Dissertation Handbook, program handbook, Human Research Review Committee handbook, academic calendar deadlines, disciplinary norms, etc.) and submits required forms promptly and following CIIS and program guidelines.
- Reflects on and develops their scholarly, personal, and professional capabilities regularly.
- Seeks out academic, research, professional, and personal support as appropriate and advocates for their own scholarly, professional, and personal development.
- Develops an understanding of CIIS, program, and disciplinary expectations for academic writing, research ethics and integrity, and project management.

Department/Program Chair

- Reviews and approves requests to appoint committee members.
- Reviews HRRC applications, proposals, dissertations, and accompanying forms (i.e., proposal approval and assessments forms) to uphold both CIIS and program standards and norms. Program chairs may request revisions as appropriate to ensure that CIIS and program expectations for scholarly writing, research ethics, and academic integrity are met.
- Reviews and decides on requested exceptions to program policies and guidelines for dissertations, such as the addition of a non-Ph.D. holding committee member.
- Supervises dissertation chairs to ensure timely engagement with dissertation students.

Dissertation Committee Chair

- Sets and clearly communicates program expectations with the student for academic writing, research ethics and integrity, project management, and the dissertation's overall quality.
- Serves as the main adviser to the student with the support from the department/program chair or director.
- Supports the student with identifying appropriate committee members and introducing potential external members.
- Guides the student and dissertation committee members during proposal formulation, conducting research, and dissertation writing, including reviewing and providing feedback on drafts of the proposal and dissertation.
- Supervises student progress and refers the student to CIIS support services as appropriate (e.g., the library, CWS, Dissertation Office, Career Services, Wellness Center, etc.).
- Ensures the student is supported with advising related to university policies, deadlines, resources, etc., and advocates for the student as appropriate.
- Corresponds regularly with the student and meets at least once each semester or more for progress updates, even if the student has not initiated contact.
- Oversees the Human Research Review Committee (HRRC) application process and assists the student in assessing and minimizing risk in studies with human subjects.
- Ensures that all committee members have reviewed the dissertation and that substantive objections are resolved prior to the defense; helps the student harmonize/synthesize committee feedback as necessary.
- Ensures that the dissertation meets standards of academic integrity, research ethics, and scholarly norms.
- Encourages and supports student professional and scholarly development and facilitates student's self-reflection on their development.
- Ensures continuity of supervision during sabbatical or leave.

Dissertation Committee Second Member

- Ensures overall research quality including expectations for scholarly writing, research ethics, and academic integrity.
- Provides special expertise in areas needed to give a comprehensive appraisal of the project.
- Provides broader representation from the faculty in the student's field.
- Provides critical reading of the proposal and dissertation including the development of drafts.

Dissertation Committee External Member

- Serves as an external expert and critical reviewer.
- Shares expertise that might not otherwise be available.
- Plays a role in maintaining standards of quality.
- Provides critical reading of the proposal and dissertation.

Dissertation Proposal

Ph.D. students write and revise their dissertation proposal, complete the Human Research Review Committee (HRRC) application and approval process (if applicable), and submit all necessary proposal paperwork while formally enrolled in Proposal Completion (9800). Ph.D. students must register for Proposal Completion (9800) every fall and spring semester until they receive notification from the Registrar's Office that they have advanced to candidacy. Summer registration is optional and contingent on the approval of the dissertation chair. For those Ph.D. programs that require an initial proposal writing course, this must precede registering for Proposal Completion. Programs have established limits on the number of semesters of Dissertation Proposal Completion students are expected to register for. These can be found in the Academic Policies section of this catalog.

SCT faculty created a rubric for the evaluation of dissertation proposals, and it is used on the *Dissertation Proposal Assessment* form. The rubric guides students in understanding the quality standards for dissertations and serves as an assessment tool for reviewing the quality of proposals. Ultimately, the rubric is used by dissertation committee members to determine when a proposal is ready for approval.

Once the proposal is approved by the dissertation committee, the following forms are submitted to the Dissertation Office as a packet:

- *Dissertation Proposal Approval* form, completed by the student, signed by the dissertation chair, second committee member, and the program chair.
- *Dissertation Proposal Assessment* form, completed by the dissertation chair and external reader.
- HRRC approval letter, if applicable.
- Copy of the approved proposal.

Advancement to Candidacy

Upon satisfactory completion of all required coursework and comprehensives (i.e., no incomplete grades), committee formation, approval of the dissertation proposal by the student's dissertation committee and program chair, HRRC approval (if applicable), and submission of the required forms, the student advances to candidacy, thus becoming a doctoral candidate. The Dissertation Office initiates the advancement to candidacy process with the program chair/adviser upon receipt of the Dissertation Proposal Approval form. Candidacy status will be noted in the student's transcript and the Registrar's Office will send a notification email to the student.

Students should consult the section for their department/program in this catalog and their department/program handbook for guidelines concerning coursework, comprehensives, and other program-specific requirements for advancement to candidacy, including time limits.

After advancement to candidacy, Ph.D. students must register for Thesis/Dissertation Seminar (9900), and Psy.D. students must register for Dissertation Research. These registrations must occur every fall and spring semester until the oral defense. Summer registration is optional for Ph.D. students, contingent on the approval of the dissertation chair.

Dissertation Defense and Approval

Candidates should submit, after consultation with their dissertation chair, a complete final draft of the dissertation to all committee members no later than the first week of the semester they intend to graduate, and allow the committee, including the external member, four weeks to evaluate it. While individual chapters may have been separately reviewed, the entire document may undergo a comprehensive review. It is often necessary to have more than one cycle of feedback and revisions.

After all committee members have read the dissertation and require no major revisions, the dissertation chair, in consultation with the committee, determines whether the student is ready to defend. The chair is responsible for making this decision. At this stage of the journey, it is imperative students pay close attention to the CIIS Academic Calendar for their projected semester of graduation, as there are deadlines leading to dissertation publication and degree conferral, including for the oral defense. Dissertation Seminar (9900) in the following semester if the committee determines that the dissertation is not ready to defend.

Oral Dissertation Defense Requirements

All doctoral candidates (Ph.D. and Psy.D.) must hold an oral defense to demonstrate to their committee a satisfactory command of all aspects of their work and, if applicable, other related subjects. The defense is a public event, and the program sends an open invitation to the CIIS community. Anyone attending may ask questions or give comments. In addition to serving as the candidate's oral exam, the defense is a forum for community reflection and engagement.

Defenses are usually two hours in length and may be scheduled on any workday during instructional or noninstructional periods. The candidate is responsible for scheduling the defense with their department upon preliminary approval from the committee. The candidate submits the *Oral Defense Arrangement* form and their dissertation abstract to their program coordinator or program manager and the Dissertation Office at least four weeks prior to the defense. The program coordinator or program manager reserves the room and/or makes the necessary reservations for technology

and other accommodations and publicizes the defense to the CIIS community.

The candidate must submit the completed manuscript to the committee by the deadline set by CIIS and no later than four weeks before the defense. Candidates must be registered in Dissertation Seminar (9900) during the semester the defense is held, or, if the defense takes place in-between semesters, in the immediately preceding semester. Candidates defending during the summer semester, or between a summer and fall semester, must be registered for Dissertation Seminar (9900) in the summer.

Committee Participation at the Defense
When possible, the physical presence of the committee chair at the defense is expected. If an out-of-town committee member cannot come to CIIS, the committee chair may allow that member to attend via video conference or conference telephone call.

Dissertation Approval
At the defense, committee members are required to indicate their approval or revisions required of the manuscript on its signature page and on the *Dissertation Approval* form. Below are the possible outcomes.

No Revisions Required
If the committee requires no revisions, the members and the committee chair sign the *Dissertation Approval* form. The student submits the form and the manuscript to the program chair, who, if they also approve, signs the form and submits it to the Dissertation Office.

Minor Revisions Required
If minor revisions are required, the committee members, but not the committee chair, sign the *Dissertation Approval* form. The student has 30 days from the date of the defense to complete and submit the changes (unless an alternative timeline for completion is set by the committee chair). Only after the revisions have been completed and accepted does the chair sign the form. The student submits the form and the manuscript to the program chair, who, if they also approve, signs the form and submits it to the Dissertation Office. If these revisions extend into the subsequent semester and require the review of the dissertation chair, the student must register for Dissertation Seminar/Continuance in that semester.

Major Revisions Required
If there are one or more areas of significant revision required, the chair specifies the required changes on the *Dissertation Approval* form, and both the chair and the student sign the form and submit it to the program chair and the Dissertation Office with a timeline for completing the revisions. The student may be asked to reapply for a second defense. Only after the required revisions have been completed and accepted do the chair and other committee members sign the form. The student then submits the form and the manuscript to the program chair, who, if they approve the dissertation, submits the signed form to the Dissertation Office.

Dissertation Publication

After the committee chair has approved the dissertation, the candidate works with the CWS to fulfill the technical review and publication requirements. These must be completed by the deadlines in the Academic Calendar for the semester the student plans to graduate.

The CWS can work only with registered students. Students who do not publish their dissertations by the end of the semester in which the dissertation is defended and approved must register in the following semester for DISS 900 Dissertation Publication (0.1 units) Registering for DISS 900 cannot be done via Self-Service. Instead, students submit the *Registration Form for DISS 900 Registration Publication,* which requires an attached *DISS 900 Work Plan Form* that lists the steps required to complete the publication requirements. These must be agreed upon by the technical reviewer and approved by the CWS Director. DISS 900 has a significantly lower tuition charge than Dissertation Seminar/Continuance, but it is not classified by CIIS as at least half-time enrollment and therefore does not qualify the candidate for financial aid or to defer student loan repayments.

Candidates are expected to publish within one semester after the dissertation defense. If this doesn't happen, subsequent enrollment in DISS 900 may be permitted with the approval of the dissertation chair, the program chair, and CWS director.

Technical Review
The technical review is completed post-defense and only after any changes required by the dissertation committee are incorporated into the manuscript. Technical review is different from copy editing or content editing as it focuses on the chosen citation style format and on formatting issues. Students should familiarize themselves with the dissertation style requirements early in the writing process because following them from the start saves time and money at the end. See the *Dissertation Handbook* on CIIS Connect for detailed guidance or contact the Center for Writing and Scholarship.

All students must contract to hire, at their own expense, a CIIS-approved technical reviewer at least two months *before* the oral defense. The CWS maintains a list of reviewers. They are not employees of CIIS but independent contractors and the student, not CIIS, pays them. The CWS verifies the student has paid before it gives its clearance to the Registrar's Office to confer the degree.

The student incorporates the reviewer's checklist of changes within their manuscript and submits the manuscript and the checklist to the CWS, which verifies the changes were made. As needed, students address any additional feedback from the CWS prior to publication.

Publication Procedure
Publishing the dissertation is a requirement to graduate. Publishing makes the student's research visible to a broader audience and contributes to the field of knowledge. ProQuest/UMI, as the publisher of record for U.S. dissertations and theses, archives these works, making them available to academic institutions, scholars, and interested readers through 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. It is the student's responsibility to edit and prepare a final manuscript that meets CIIS format and publishing requirements.

Once the student receives approval from the CWS and their program chair, they register for an account with ProQuest ETD. The CWS reviews the manuscript to ensure the PDF is clean and that all specifics required by ProQuest are included. After uploading the manuscript to ProQuest, the CWS gives its clearance to the Registrar's Office for the student's degree to be conferred. Students should review the *Graduation Guidebook* to learn of all other clearances necessary for degree conferrals, including applying to graduate and paying both the Graduation Application Fee and the Dissertation Publication Fee. The Guidebook is on the Registrar's CIIS Connect page, on the Student Form subpage.

Copyright
Students who publish their thesis or dissertation with ProQuest/UMI can 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.

For information on copyright ownership for a thesis or dissertation, visit:
https://www.etdadmin.com/main/resources

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, visit:
https://www.copyright.gov/circs/circ38a.pdf.

NOTE: Students must obtain permission from their program chair and dissertation committee before pursuing this option.

Costs and Payment

Hasib Kahn, Student Accounts Manager
hkahn@ciis.edu
415.523.1214

Office of Student Accounts
studentaccounts@ciis.edu
415.390.6772

2024-25 Tuition and Fees

Tuition Rates

Rates may change each semester.

Undergraduate Programs Tuition	
Per Unit	$943
12 to 18 Unit Package Price	$11,309
Audit Rate per Unit	$375

Fixed Tuition Policy

A fixed tuition rate is guaranteed for undergraduate students who enroll in four consecutive semesters. To remain eligible, students must not fall inactive, take a Leave of Absence, or be put on academic probation.

Master's Programs Tuition	
Per Unit	$1,331
Audit Rate Per Unit	$375
MCP 7603 Post-Practicum	$66

Doctoral Programs Tuition	
Per Unit	$1,535
Audit Rate Per Unit	$375
Clinical Psychology	
Practicum	$502
Half-Time Internship	$502
Full-Time Internship	$980
Comprehensive Examination	$4,175
Dissertation Proposal Writing or Completion	$4,175
Dissertation Seminar, Research, or Continuance	$4,175
Dissertation Publication	$482

Special Student Tuition	
Identical to rates above	
Audit Rate per Unit for CIIS Alumni	$177

Fee Rates

All fees are non-refundable.

Admissions Fees	
Admissions Application	$68
Enrollment Deposit	
Undergraduate	$125
Graduate	$300 to $500
Change of Program Fee	$105

Registration Fees	
Registration Fee	$58
Student Union Fee	$32
Technology Fee	$105
Wellness Fee	$58
Late Registration Fee	$158
Registration Maintenance Fee	$450

Course Fees (applied in addition to tuition)	
ANTH 6000-6008 On-Campus Intensive	$0
EWP 6000 Community Retreat	$510
ITP 7001-7007 Residential Intensive	$0
PARP 6751 Nature and Eros	$450
PDT 7700 Integrative Seminar	$150 to $360
TLD 6001-6007 Online Intensive	$0
TSD 6001-6007 Online Intensive	$0

Retreat Fees	
EXA Retreat	
First Semester	$900
Second Semester	$600
ICP Retreat	
Commuting	$462
Camping	$546
Dorm 4 to 7 Person Occupancy	$785
Dorm Triple Occupancy	$875
Dorm Double Occupancy	$1,036
Dorm Single Occupancy	$1,239
IHL Retreat	$920
PCC Retreat	TBD
WSE Retreat	
Double Occupancy	$550
Single Occupancy	$680

Payment Fees	
Late Tuition Payment Fee	$126
Deferred Tuition Payment Plan Fee	$53
Late Deferred Installment Payment Fee	$53

Service Fees	
Returned Check Fee	$32
ID Card Replacement Fee	$11
Duplicate Diploma Fee	$53
Notarization of Diploma or Transcript Fee	$58
Transcript Request Fee (per transcript)	
Electronic Transcript	$11
Hard Copy Transcript	$16
Hard Copy Bulk (10 or more to 1 address)	$5
Hard Copy Rush (no bulk option)	$27

Graduation Fees	
Graduation Application	$115
Dissertation Publication Fee	$175
Certificate Completion	$35

Payment Policies

Obligation for Payment

Enrollment constitutes a financial contract between the student and CIIS. A registration for a course is deemed an intention to complete that course. Students are responsible for paying all tuition and fee charges associated with their enrollment in each term at the time they register, and for regularly monitoring their charges, payments, and balances. Students' rights to CIIS services and benefits are contingent upon their making all payments as agreed upon.

If payments are not made by the due dates, CIIS has the right to prevent students from being able to register for courses, to cancel a student's registration, and/or to 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 causes students to become ineligible for deferred payment plans and/or some forms of financial aid. In addition, balances due to the University will be reported to credit agencies, which may impact students' credit ratings.

Before registering for courses in the first semester of a program, students are required to submit the Financial Responsibility Agreement (FRA), which states that they agree, among other things:

- To fulfill all financial obligations to CIIS, regardless of payments made by Title IV aid, Veterans Affairs, employers, family members, or other third parties.
- They understand the consequences of unfulfilled obligations, such as ineligibility to register for courses, the incursion of late payment fees, the involvement of collection agencies, and the potential notification to national credit bureaus.
- To authorize CIIS to contact them regarding any delinquencies through personal and automated methods, that they understand they are expected to read emails sent to their CIIS-issued email account and keep their contact information updated.

The FRA is required only once per program.

Payment Options

Payment can be made directly by students, covered by student financial aid, or guaranteed by a third party (Veterans Administration, Department of Rehabilitation, employer, or other organization). CIIS accepts payments by cash, check, wire transfer, money order, debit card, or credit card (VISA, American Express, Discover, and MasterCard). Merchant card processing fees are paid by the payee.

Pay online by logging into Self-Service, going to the Student Finance tile, "Account Summary" and then "Make a Payment." If a financial aid payment does not appear on the account, contact the Financial Aid Office. The Financial Aid Office also administers Veterans Affairs benefits and should be contacted if there are questions or issues about the status of VA payments. If a third-party (e.g., the Department of Rehabilitation) has promised to pay some or all charges and such payments do not appear, provide Student Accounts with the letter of guarantee.

Payment Deadlines

Tuition and fees are charged upon registration and payment is due at that time. The Late Payment Fee, however, is charged only to students who have balances greater than $200 by the first day of the semester (dates below). Financial aid is disbursed before the semester begins and students must pay balances that were not covered by this disbursement to avoid being charged the Late Payment Fee.

Semester	SPPH & SCT	SUS
Fall 2024	August 29, 2024	August 29, 2024
Spring 2025	January 21, 2025	January 6, 2025
Summer 2025	May 30, 2025	May 2, 2025

Deferred Payment Plan

Students may elect every semester to sign up for a Deferred Payment Plan which segments their semester's charges into monthly equal installments. A fee is assessed for this service and the Late Payment Fee is assessed for every installment paid after the due date. To sign up, log in to Self-Service at https://ciis-ss.colleague.elluciancloud.com/, click the Student Finance tile, go to "Make a Payment", then "Continue to Payment Center" and, under Student Account, click "Enroll in Payment Plan."

Installment Due Dates for 2024-25

Semester	SPPH and SCT	SUS
Fall 2024	August 29, 2024	August 29, 2024
	September 30, 2024	September 30, 2024
	October 30, 2024	October 30, 2024
Spring 2025	January 21, 2025	January 6, 2025
	February 21, 2025	February 6, 2025
	March 21, 2025	March 6, 2025
Summer 2025	May 30, 2025	May 2, 2025
	June 30, 2025	July 2, 2025

Veterans Affairs Pending Payment Compliance

CIIS has the following provisions, in accordance with Title 38 US Code 3679, for any students using U.S. Department of Veterans Affairs Post 9/11 G.I. Bill (Chapter 33) or Vocational Rehabilitation and Employment (Chapter 31) benefits. To qualify for this provision, such students may be required to submit the VA's Certificate of Eligibility on or before the first day of class and provide additional information needed to properly certify the enrollment and ascertain eligibility for Post 9/11 or Chapter 31 benefits.

While payment to CIIS is pending from the VA. CIIS will not:

- 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

Refund Policies and Deadlines

CIIS' refund policy is as follows: One hundred percent of a course's tuition is discharged if dropped by the Drop Deadline. Seventy-five percent is discharged if withdrawn from up through the third week of the semester. Fifty percent is discharged if withdrawn up through the seventh week (the fifth week for summer). No percentage is discharged if 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 start and end dates of the individual courses.

For students who received any form of Title IV financial aid, the amount returned to the Department of Education is determined by federal guidelines, which 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 dropped all their courses by the Drop Deadline, in which case the Student Union Fee, Technology Fee, and Wellness Fees are discharged. If it is the first semester of the student's program, the Registration Fee is also discharged.

Separate State-Specific Refund Policies

The U.S. Department of Education regulations govern the ability of higher education institutions to offer programs, either online or in-person, to students located outside of their states. Some states require such institutions to receive their approval which could involve the institution publishing and potentially abiding by the refund policies established by that state. Below are these disclosures.

Refund Policy and Deadlines for Students Residing in Maryland.

The Maryland Higher Education Commission (MHEC) requires institutions to disclose to students its refund policy, stipulating that, in cases where the institution's refund policy is more beneficial to students, it is to be used. **CIIS' refund policy is more beneficial and so is used for Maryland residents**. Maryland's policies are below.

Proportion of Total Course, Program, or Term Completed as of Date of Withdrawal or Termination	Tuition Refund
Less than 10%	90% refund
10% up to but not including 20%	80% refund
20% up to but no including 30%	60% refund
30% up to but not including 40%	40% refund
40% up to and including 60%	20% refund
More than 60%	No refund

Refund Policy and Deadlines for Students Residing in New Mexico

The New Mexico Higher Education Department requires institutions to disclose to students its refund policies, stipulating that, in cases where the institution's refund policy is more beneficial to students, it is to be used. **CIIS' refund policy is more beneficial and so is used for New Mexico residents.** New Mexico's policies are below.

A student is entitled to a three-workday cooling off period after making an initial deposit or payment toward tuition and fees. During the cooling-off period, all payments shall be refunded. Evidence of personal appearance at the institution or deposit of a written statement of withdrawal for delivery by mail or other means shall be deemed as meeting the terms of the cooling off period.

A student may withdraw after beginning instruction or submitting lesson materials, effective upon appearance at the institution or deposit of a written statement of withdrawal for delivery by mail or other means. The institution will retain, as registration charges, no more than $100 or 5% of tuition and fees, whichever is less, and will retain tuition and fees earned and state gross receipts taxes at a pro-rata amount according to the following schedule:

Date of Student Withdrawal as a % of the Enrolment Period for Which the Student Was Obligated	Portion of Tuition and Fees Obligates and Paid That Are Eligible to Be Retained by the Institution
On 1st class day	0%
After 1st day; within 10%	10%
After 10%; within 25%	50%
After 25%; within 50%	75%
50% or thereafter	100%

Tuition/fee refunds must be made within 30 calendar days of the institution receiving written notice of a student's withdrawal or of the institution terminating enrollment of the student, whichever is earlier.

Upon request by a student or the department, the institution shall provide an accounting for such amounts retained under this standard within five workdays.

Refund Policy and Deadlines for Students Residing in Oregon

This policy ensures compliance with Oregon Administrative Rules (OAR) 583-030-0035 (18) which stipulates that, after classes begin for a term, a student who withdraws from a course is eligible for a partial refund of its tuition through the middle week of the term. Refunds are based on unused instructional time and are prorated on a weekly basis. Refund rates are not differentiated based on a student's source of income or loan repayment obligations, except as otherwise required by law, without specific Oregon's Higher Education Coordinating Commission approval.

Under these requirements, CIIS students located in Oregon are eligible for tuition refunds as follows:

Drop/Withdrawal During Week	15-Week Term	10-Week Term
1	100%	100%
2	87%	87%
3	80%	74%
4	73%	60%
5	67%	47%
6	60%	0%
7	53%	0%
8	47%	0%
9 onward	0%	0%

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 Financial Petition to the Financial Petition Committee (FPC). The FPC considers only requests which have these in place:

- The student experienced a serious extenuating circumstance beyond their control; and
- 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

- If petitioning to receive a reversal of a tuition charge, the associated course has been dropped or withdrawn from; and
- 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: Student Affairs, Registrar, Student Accounts, 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.

Programs

Below are the California Institute of Integral Studies programs admitting students in Fall 2024 and Spring 2025.

Undergraduate Degree Completion Programs

Interdisciplinary Studies (B.A.)
Psychology (B.S.)

Graduate Programs

Graduate Degree Programs

Anthropology and Social Change (M.A., Ph.D.)
Applied Psychology (M.A.)
Clinical Psychology (Psy.D.)
Counseling Psychology with a concentration in Community Mental Health (M.A.)
Counseling Psychology with a concentration in Drama Therapy (M.A.)
Counseling Psychology with a concentration in Expressive Arts Therapy (M.A.)
Counseling Psychology with a concentration in Integral Counseling Psychology (M.A.)
Counseling Psychology with a concentration in Somatic Psychology (M.A.)
East-West Psychology (M.A., Ph.D.)
East-West Psychology with a concentration in Asian and Transcultural Studies (M.A.)
Human Sexuality (Ph.D.)
Integrative Health Studies (M.A.)
Interdisciplinary Arts and Writing (MFA)
Philosophy and Religion with a concentration in Ecology, Spirituality, and Religion (M.A., Ph.D.)
Philosophy and Religion with a concentration in Philosophy, Cosmology, and Consciousness (M.A., Ph.D.)
Philosophy and Religion with a concentration in Women's Spirituality (Ph.D.)
Psychology with a concentration in Integral and Transpersonal Psychology (Ph.D.)
Psychology with a concentration in Somatic Psychology (Ph.D.)
Transformative Leadership (M.A.)
Transformative Studies (Ph.D.)
Women, Gender, Spirituality, and Social Justice (M.A.)

Graduate Certificate Programs

East-West Spiritual Counseling
Ecoresilience Leadership
Integral Ecology
Philosophy, Cosmology, and Consciousness
Yoga Studies

School of Undergraduate Studies

Anne Huffman, Ph.D., Director
ahuffman@ciis.edu

The School of Undergraduate Studies (SUS) oversees the components common to the education of all undergraduates at the University. The mission of the school includes sustaining a dynamic curriculum and enriching the undergraduate experience through innovative advising, academic assistance, development 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.

Entrance Eligibility

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 the possession of advanced communication skills.
Applicants must meet both the University's general admissions requirements and the program's requirements, which include:

- A minimum of 54 semester units of transferable college-level credit. See the Transfer Credit Policies in the Admission Policies section of this catalog for full information.
- A completed application form
- A minimum of a 2.0 cumulative GPA
- A five-to-seven-page typed admission essay
- Official transcripts from all previously attended colleges and universities
- One letter of recommendation
- A preadmissions interview with either the director or a faculty member

Fixed Tuition Policy

A fixed tuition rate is guaranteed for students who enroll in four consecutive semesters. To remain eligible, students must not fall inactive, take a Leave of Absence, or be put on academic probation.

SUS Students Taking SPPH and SCT Courses

The School of Professional Psychology & Health (SPPH) and the School of Consciousness & Transformation (SCT), which offer only graduate programs allow SUS students to take select courses. Be aware that the SPPH and SCT spring and summer semesters have different academic calendars than SUS.

Bachelor of Arts in Interdisciplinary Studies

Chair
Anne Huffman, Ph.D.

Core Faculty
Charlotte María Sáenz, Ed.M., MFA, Ph.D.
Sara Salazar, Ph.D.
Sonya Shah, MFA

Adjunct Faculty
Vicki Jones, M.A.
Jessa Brie Moreno, MFA
Damali Robertson, M.A.
Kerri Welch, Ph.D.
Zara Zimbardo, M.A.

Senior Program Manager
Nicholas S. Literski, J.D., Ph.D., nliterski@ciis.edu

Format and Length

The program is offered online asynchronously and has five required online synchronous weekend meetings each semester.

Per federal law 34 CFR § 600.9, U.S. states must authorize each higher education institution outside their state to provide remote education to their residents, or waive such authorization. The current list of states which have given CIIS their authorizations can be found in the State Authorization section of this catalog and on this webpage:https://www.ciis.edu/admissions-and-financial-aid/out-of-state-students/state-authorization. CIIS can admit individuals to online programs only if they are in these states. Students in online programs who are in a state which has given CIIS their authorization, and then relocate to a state which has not, put their enrollment in jeopardy.

Depending on the amount of transfer credit brought in, the program can be completed within three or four semesters. Students must graduate within three years.

About the Program

The mission of the Bachelor of Arts in Interdisciplinary Studies degree-completion program 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 B.A. 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 on critical pedagogy, which moves away from teacher-centered curricula. We draw upon subject matter from students' own lives, languages and cultures, and the communities we inhabit to enrich the curriculum. The following are key aspects of our pedagogy that enhance students' capacity to learn both individually and collectively:

- Relationship building is the foundation for creating a fruitful and collaborative learning environment in which students develop an openness and willingness to fully engage in the learning process. We believe that for learning to occur, students must feel that they can share their thoughts openly, ask questions, and engage in dialogue about their ways of thinking.
- Praxis refers to the cycle of action and reflection. The program asks students to engage in activities and exercises over the weekends and to reflect on the learning that occurred. We believe reflection enhances students' critical understanding of the semesters' themes and their ability to assess their values, goals, and progress.
- Situated knowledge challenges the claims of detached observation in favor of a more located and relational understanding. We ask students to situate themselves, or consider who they are in relation to texts, materials, and subject matter they encounter in their studies.
- Co-creation of knowledge is an essential aspect of our pedagogy. We believe that knowledge is created through interaction and dialogue, and by engaging multiple perspectives.
- Integral learning reflects our approach to teaching from multiple modalities of learning: cognitive, visual, interactive, and somatic.

Program Learning Outcomes
Upon graduation, our students will be able to reflect critically upon, synthesize, apply, and co-create knowledge in chosen fields of study and 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.
- An understanding of the assumptions and strategies (epistemological, methodological, critical, spiritual, and heuristic) underlying discipline-based inquiry.
- The ability to present work that incorporates and synthesizes information from multiple sources and relevant discipline(s).
- An understanding of the intersections between race, ethnicity, gender, sex, sexuality, ability, class, and migration.

B.A. in Interdisciplinary Studies Curriculum — 120 Units

All courses are three units unless otherwise specified.

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

A. Humanities and Arts — 9 units
Select from the following:
BSPSY 1125 Shadow Work
GEN 1360 Visual Thinking
GEN 1420 Psychology of Image
GEN 1500 Reading into Writing
GEN 1507 Listening to Earth: Ecology, Art, and the Spirit of Place
GEN 1581 Psychedelic Experience: Highs, Lows, and Transformations

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

C. Mathematical Concepts and Quantitative Reasoning — 3 units
Select from the following:
GEN 1309 Sacred Geometry
GEN 1418 Infographics: Telling Stories with Data

D. Physical, Biological and Health Sciences — 6 units
Select from the following:
BSPSY 1023 Consciousness and the Brain
GEN 1507 Listening to Earth: Ecology, Art, and the Spirit of Place

E. Social and Behavioral Sciences — 9 units
Select from the following:
BSPSY 1024 Psychology of Gender
BSPSY 1027 Introduction to Transpersonal Psychology
BSPSY 1125 Shadow Work
BSPSY 1412 Listening Skills (1 unit)
GEN 1505 The Biopolitics of the Medical Industrial Complex
GEN 1510 Introduction to Black Psychology
GEN 1511 Transpersonal Psychology from a Black Perspective
GEN 1581 Psychedelic Experience: Highs, Lows, and Transformations

F. Oral Communication — 3 units
GEN 1589 Art of Communication

II. Interdisciplinary Core Courses — 36 units
Must be completed at CIIS:

A. First Semester — 12 units
BIS 1224 Introduction to Social Ecologies (4 units)
BIS 1225 Liberatory Introduction (4 units)
BIS 1226 Senior Seminar: Thinking and Writing (4 units)

B. Second Semester — 12 units
BIS 1227 Decolonizing Worldviews (4 units)
BIS 1228 Theories of Justice (4 units)
BIS 1229 Senior Seminar: Introduction to Research Methods (4 units)

C. Third Semester — 12 units
BIS 1230 Planetary Interconnections (4 units)
BIS 1235 Movement Building and Social Change (4 units)
BIS 1236 Senior Seminar: Senior Project (4 units)

III. General Electives — 48 units
Any combination of CIIS courses and/or transfer units.

Bachelor of Science in Psychology

Chair
Anne Huffman, Ph.D.

Core Faculty
Anne Huffman, Ph.D.
Nick Walker, Ph.D.

Adjunct Faculty
Robert M. Clark, M.A.
Mordecai Cohen Ettinger, M.A.
Cosmin Gheorghe, M.D., MFT
Nicholas S. Literski, J.D., Ph.D.
LaTronda Lumpkins, MSW, MBA
Dee Reed, Ph.D.
Damali Robertson, M.A.
Kathy Stanley, M.A.
Anthony "Butterfly" Williams, Ph.D.

Senior Program Manager
Nicholas S. Literski, J.D., Ph.D., nliterski@ciis.edu

Format and Length

The program is offered online asynchronously and has four required online synchronous weekend meetings each semester.

Per federal law 34 CFR § 600.9, U.S. states must authorize each higher education institution outside their state to provide remote education to their residents, or waive such authorization. The current list of states which have given CIIS their authorizations can be found in the State Authorization section of this catalog and on this webpage:https://www.ciis.edu/admissions-and-financial-aid/out-of-state-students/state-authorization. CIIS can admit individuals to online programs only if they are in these states. Students in online programs who are in a state which has given CIIS their authorization, and then relocate to a state which has not, put their enrollment in jeopardy.

Depending on the amount of transfer credit brought in, the program can be completed within three or four semesters. Students must graduate within three years.

About the Program

The Bachelor of Science in Psychology is an upper-division undergraduate degree-completion program designed to accommodate working adults and others who desire maximum flexibility 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 provides a strong general background in psychology complemented by a focus in current research and critical conversations in the field. The coursework is situated 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 B.S. in Psychology is oriented toward cultural competence and whole-person well-being through understanding the intersections between psychology, scientific knowledge, culture, spiritual values, and the lived experiences of our students. The degree 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, community services management, education, the technology sector, and human resources.

What We Teach

The B.S. in 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 B.S. in Psychology Program Learning Outcomes align with both core competencies, with degree proficiencies as outlined by the WASC Senior College and University Commission (WSCUC).

Critical Thinking

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.

Written and Oral Communications

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.

Diversity *(also a CIIS core value)*

Students will gain a global perspective by critically engaging both Western and non-Western perspectives in psychological frameworks and practices.

Information Literacy

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.

Quantitative Reasoning
Students will develop foundational skills in psychological research design, including the capacity to work quantitatively with scientific data situated in psychological frameworks.

B.S. in Psychology Curriculum — 120 Units

All courses are three units unless otherwise specified.

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

A. Humanities and Arts — 9 units
Select from the following:
BSPSY 1125 Shadow Work
GEN 1420 Psychology of Image
GEN 1500 Reading into Writing
GEN 1507 Listening to Earth: Ecology, Art, and the Spirit of Place
GEN 1581 Psychedelic Experience: Highs, Lows, and Transformations

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

C. Mathematical Concepts and Quantitative Reasoning — 3 units
Select from the following:
GEN 1309 Sacred Geometry
GEN 1418 Infographics: Telling Stories with Data

D. Physical, Biological, and Health Sciences — 6 units
Select from the following:
BSPSY 1023 Consciousness and the Brain
GEN 1507 Listening to Earth: Ecology, Art, and the Spirit of Place

E. Social and Behavioral Sciences — 9 units
Select from the following:
BSPSY 1027 Introduction to Transpersonal Psychology
BSPSY 1125 Shadow Work
BSPSY 1412 Listening Skills (1 unit)
GEN 1510 Introduction to Black and Indigenous Psychologies
GEN 1511 Transpersonal Psychology from a Black Perspective
GEN 1581 Psychedelic Experience: Highs, Lows, and Transformations

F. Oral Communication — 3 units
GEN 1589 Art of Communication

II. Psychology Core Courses — 36 units
Must be completed at CIIS:

A. First Semester 1 — 12 units
BSPSY 1110 Theories of Personality (4 units)
BSPSY 1111 Neurobiology (4 units)
BSPSY 1112 Learning and Cognition (4 units)

B. Second Semester — 12 units
BSPSY 1120 Cross and Multi-Cultural Psychologies (4 units)
BSPSY 1122 Introduction to Neurodiversity Studies (4 units)
BSPSY 1115 Research Methods in Psychology (4 units)

C. Third Semester — 12 units
BSPSY 1113 Social Psychology (4 units)
BSPSY 1117 ACE/Adverse Childhood Experiences (4 units)
BSPSY 1119 Senior Project (4 units)

III. General Electives — 48 units
Any combination of CIIS courses and/or transfer units. Students may choose to deepen a particular interest or area of study, such as developmental psychology, trauma and addiction studies, or cultural psychology.

Course Descriptions

BIS-1224 Introduction to Social Ecologies (4 units) Letter Grade
There are different approaches to studying the relationships between people and the environment from an interdisciplinary lens.In this course, we will draw from the fields of Social Ecology, Political Ecology, Indigenous Traditional Ecological Knowledge, and decolonization processes. Considerations of historical and socio-political contexts, relationships of bodies with territories, as well as land and seed pedagogies, will help us trace a contemporary praxis of collective responses to our ecological crisis.

BIS-1225 Liberatory Education (4 units) Letter Grade
How do we become free, and what does learning have to do with it? What kind of education best supports our agency, critical thinking and action, and liberation? How do I know, track and integrate how I learn in a world that wants me to generally learn in only one way? How do I

advocate for myself in learning? What role does the body, experience, spirituality, ancestors, family, life experience, the outdoors, play in my learning? This course is a deep exploration into these questions and so much more about learning, and an education that is liberatory. Throughout the course we'll engage with cutting edge learning methodologies like critical pedagogy, integral learning, collaborative learning and transformative learning. We will investigate multiple ways of learning and knowing (cultural, environmental, somatic, intuitive, socially constructed, positionality-based, and more); analyze how we learn and explore what we need to unlearn; explore how to decolonize one's own learning process; and deconstruct the role of power, oppression, trauma, healing and agency in learning. We'll also explore how to unlearn the impact of negative learning environments to access more of our knowing, and create more agency. Throughout the semester we will engage in vibrant classroom discussions, and experiential experiences. Students will be asked to critically engage with the texts through writing online discussion posts and papers. Students will work together to produce a group project, and other work as assigned.

BIS-1226 Senior Seminar: Thinking and Writing (4 units) Letter Grade
This foundational course (re)introduces students to essential components of academic reading and writing. 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 to writing? We will explore different genres of academic writing, explore multiple critical thinking strategies such as Heuristics that can reduce the cognitive demand associated with certain decision-making tasks such as information redundancy and subjective probability judgements. We will also explore heuristics identifying Cognitive Biases and Logical Fallacies. The class is grounded in discussion, experiential exercises, writing prompts, small group collaboration, and reflection. Students will craft a Personal Narrative Essay as a possible foundation for your Senior Project in Semester 3.

BIS-1227 Decolonizing Worldviews (4 units) Letter Grade
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. In this course we will explore the roots of Western concepts of knowledge, global worldviews such as indigenous and post-indigenous, eastern and western, collectivist and individualistic worldviews, and how these various worldviews shape our selves, communities, and the world today. Students will examine the intersections of multiple worldviews and their impact, the worldviews that they inhabit or want to inhabit, and consider the process of decolonization in the building of worldviews.

BIS-1228 Theories of Justice Introduction (4 units) Letter Grade
This course is a deep dive into contemporary justice practices, their theories and application: restorative justice, transformative justice; healing justice; social justice; criminal justice; justice reform; abolition; policing; the justice system; and indigenous peacemaking practices; a movement ecology for achieving justice and social change; dominant paradigms of the justice system and the alternative community-based solutions to respond to harm (restorative justice, transformative justice, indigenous peacemaking); how the justice system (policing, prisons, legal, courts, criminal justice policies) are linked to racism and oppression; the difference between interpersonal and structural violence in relationship to justice; the role healing plays in creating a safe, caring and just world; concepts like healing, accountability, shame, grief, patriarchy, addiction and how that play a role in interpersonal violence and creating safety; various indigenous peacemaking practices that pre-date western justice systems; the spiritual roots of other justice practices like restorative justice and indigenous peacemaking; dynamic ideologies such as abolition, and the socio-political significance of social justice (including gender justice, racial justice etc.) and different interventions; and how to apply these practices in your personal and professional contexts. Throughout the semester we will engage in vibrant classroom discussions, and experiential exercises. Students will be asked to critically engage with the texts through writing online discussion posts and papers.

BIS-1229 Senior Seminar: Introduction to Research Methods (4 units) Letter Grade
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, 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 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. RESTRICTED TO BA INTERDISCIPLINARY STUDIES STUDENTS

BIS-1230 Planetary Interconnections (4 units) Letter Grade
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. RESTRICTED TO BA INTERDISCIPLINARY STUDIES STUDENTS

BIS-1231 Global Systems and Perspectives (4 units) Pass/No Pass
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, and 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. Over the semester, students will:

- Investigate real world challenges such as globalization, violence, and climate change.
- Analyze large systems' political, economic, environmental impact in and across specific geographic contexts.
- Explore the relationships between mass industrial complexes controlling all aspects of life, including agriculture, education, finance, media, medicine, military/prison, and science.
- Understand the differential impact of these systems across communities.

RESTRICTED TO B.A. INTERDISCIPLINARY STUDIES STUDENTS

BIS-1232 Educating for Social Change (4 units) Pass/No Pass
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. By the end of the course, students will understand the scope of social movements from individual participation to collective community-based action and analyze its relationship to change, and develop their own personal and collective agency in relation to social movements. RESTRICTED TO BA INTERDISCIPLINARY STUDIES STUDENTS

BIS-1233 Senior Project (4 units) Pass/No Pass
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. Students will design and execute a culminating body of work equivalent to a senior project, and will situate their inquiry by taking responsibility to bring forth their interests and passions and critically position themselves within the context of a particular community, practice, or scholarship. They will prepare and deliver an oral presentation summarizing the learning and knowledge gained in this process. RESTRICTED TO BA INTERDISCIPLINARY STUDIES STUDENTS

BIS-1235 Movement Building and Social Change (4 units) Letter Grade
This class will explore movement building, 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 and 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. RESTRICTED TO BA INTERDISCIPLINARY STUDIES STUDENTS

BIS-1236 Senior Seminar: Senior Project (4 units) Letter Grade
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-1799A Independent Study (0 units) Pass/No Pass
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.

BIS-2222 Special Topics (1 unit) Pass/No Pass
A course of study not currently encompassed in the curriculum but relevant to the topic of interdisciplinary studies.

BSPSY-1023 Consciousness and the Brain (3 units) Letter Grade
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.

BSPSY-1027 Introduction to TranspersonalPsychology (3 units) Letter Grade
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.

BSPSY-1110 Theories of Personality (4 units) Letter Grade
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. RESTRICTED TO UNDERGRADUATES

BSPSY-1111 Neurobiology (4 units) Letter Grade
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. RESTRICTED TO UNDERGRADUATES

BSPSY-1112 Learning and Cognition (4 units) Letter Grade
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? RESTRICTED TO UNDERGRADUATES

BSPSY-1113 Social Psychology (4 units) Letter Grade
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.

BSPSY-1115 Research Methods in Psychology (4 units) Letter Grade
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 sub-disciplines of psychology.

BSPSY-1117 ACE/Adverse Childhood Experiences and Their Import (4 units) Letter Grade
What are the long-term effects of childhood abuse, neglect, domestic violence and other forms of trauma? What are the biological and social components of ACE, and how can they be recognized and treated. This course will examine the current literature of childhood trauma as students grapple with the implications of ACE for society as well as the individuals with trauma in their childhood background.

BSPSY-1119 Senior Project (4 units) Letter Grade
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.

BSPSY-1120 Cross and Multi-Cultural Psychologies (4 units) Letter Grade
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.

BSPSY-1121 Shadow and Anima: Encounters with the Inner Other (1 unit) Letter Grade
In Jungian psychology, the path to realization of the psyches potential for wholeness includes encountering and integrating two archetypal aspects of the inner self: theShadowand theAnima/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 Jung and others have understood and related to these two aspects of the psyche.

BSPSY-1122 Introduction to Neurodiversity Studies (4 units) Letter Grade
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 similar patterns to the stigmatization and oppression of other minority groups.

BSPSY-1125 Shadow Work (3 units) Letter Grade
In Jungian psychology, the Shadow is the hidden side of the self, made up of the aspects, qualities, and potentials of the self which have been repressed and denied. Engaging with the shadow and learning to integrate it is a crucial part of the path to psychological wholeness and self-realization. In this course we will look at the varied ways in which the Shadow has been understood and worked with by different thinkers in different contexts. In addition to studying how the Shadow has been conceptualized in the field of psychology, we will explore its portrayals in art and literature, and engage with it experientially through journaling and other creative processes.

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

BSPSY-1460 Somatic Approaches to Psychology (1 unit) Letter Grade
This course is an introduction to the theory and praxis of somatic psychology. We will explore basic principles and practices of somatic psychology, and their potential applications in psychotherapy and other transformative work. Lecture and discussion will be combined with participatory exercises intended to cultivate increased somatic awareness and to provide first-hand experience of a variety of basic skills and techniques of somatic practice.

GEN-1309 Sacred Geometry (3 units) Letter Grade
Similar mathematical patterns emerge in the natural world and human creations across time and discipline. The Fibonacci sequence, the Golden Mean, and fractals appear over and over again in plants, crystals, coastlines, animals, religion, art, architecture, music, literature, economics, etc. Through readings, independent research, and field work, creative and geometrical exploration students will learn how to identify these types of patterns in the surrounding world and to create them. The recurrence of these themes imbues a timeless, sacred quality that begs the question, What do they mean? This class also explores the underlying principles, such as chaos theory and cymatics, that seem to generate these patterns and ponders their significance in historical and scientific dialogue.

GEN-1332 Bioethics and the Body (3 units) OP
Bioethics is a field growing in prominence. It is situated at the intersections of ethics, philosophy, feminist and postcolonial theory, and the rapidly expanding field of the biological sciences, particularly the pioneering terrains of neuroscience and biotechnology. A foundation in this new field will enable students to develop a deeper grasp of new concepts and considerations in the hard sciences while cultivating understanding of bioethics as a lens with which to more adequately examine the most pressing societal issues of our times.

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

GEN-1418 Infographics: Telling Stories with Data (3 units) Letter Grade
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.

GEN-1420 Psychology of Image (3 units) Letter Grade
Every day, we interact with countless images in both our waking and sleeping hours. The ability to express thoughts and ideas through image was a major development in distinguishing human consciousness from that of non-human animals. Since that time, humans have used images to communicate, to inspire, to motivate, and even to terrorize. This course introduces psychological approaches to image, including active imagination and cross-cultural parallels. Students will work with images ranging from prehistoric cave art, to dreams, to modern film and advertising.

GEN-1450 Somatic Psychology in Theory and Practice (3 units) Letter Grade
This course provides an introduction to the field of somatic psychology, with an emphasis on understanding how somatic psychological theory is applied in psychotherapy and other realms of transformative practice. We will examine the complex ways in which psychological phenomena are intertwined with a wide variety of physiological phenomena — such as breathing, muscular tension, posture, movement, and patterns of excitation and nervous system arousal — and how intentional work with these aspects of physiology and embodiment can facilitate psychological change. We will consider how variations in cultural experience, developmental environment, and social positionality contribute to the vast diversity of human somatic experience, and how practitioners of somatic psychology engage with that diversity.

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

GEN-1500 Reading into Writing (3 units) Letter Grade
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 others' written work using a variety of modalities, including prose analysis, poetry, spoken word, video, and perhaps more.

GEN-1502 Language of Psychology: APA Style (1 unit) Letter Grade
This class introduces the American Psychological 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.

GEN-1504 The Art of the Essay (3 units) Letter Grade
Satisfies expository writing requirement. This course focuses on essays, that literary form so wide-ranging and elastic that it attracts not only nonfiction writers, but also fiction writers, poets, scientists, physicians, and so many others. We will read and write a wide variety of essays, including personal, lyrical, historical, critical, and experimental essays, and we will examine the role of research in essay writing. We will also explore how the essay-creating process presents the opportunity for deep reflection and how that reflection contributes to an essay's ability to insightfully engage readers.

GEN-1507 Listening to Earth: Ecology, Art, andThe Spirit of Place (3 units) Letter Grade
"Bioregional awareness teaches us in *specific* ways. It is not enough to just 'love nature' or to want to be in 'harmony with Gaia.' Our relation to the natural world takes place in *a place*, and it must be grounded in information and experience."

Gary Snyder
"The Place, the Region, and the commons"
The Practice of the Wild (1990)

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 the State of California through the California Field Atlas and will engage with a

chosen place in nature weekly, attending to build relationship with the place and the non-human beings and elements that are found. Students will keep a nature field journal consisting of drawings, prose, poetry, found objects, collages, photographs, etc 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 students' relationship to the natural environment of their place of birth and other lived places 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, video or a powerpoint presentation that forms a creative expression portfolio on ecological identity.

GEN-1510 Introduction to Black Psychology (3 units) Letter Grade
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 BlackPerspective (3 units) Letter Grade
Spiritness, Consciousness, Personhood and notions of Psycho-spiritual 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 units) Letter Grade
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 which lends itself to an Africentric worldview. The course will connect ontology and axiology to culture.

GEN-1515 Quantitative Research Methods (2 units) Letter Grade
This course explores how quantitative research methods may be utilized in psychology research. Quantitative methods apply sophisticated research designs and rigorous statistical methods of analysis to establish causal or correlational relationships between psychological variables of interest. They are widely used in various areas of scientific psychology such as experimental psychology, educational and developmental psychology, biological and social psychology, learning and motivation, among others. They are also widely used in clinical psychological research to evaluate efficacy of treatment methods and modalities or to study psychotherapy processes. This class takes a deeper view of the epistemological and methodological issues and assumptions of the subject of inquiry at question, as well as awareness of research design and appropriate statistical methods. This course examines how the choice of an appropriate research method (quantitative vs. qualitative) is determined by the nature and type of the research question under study. We will explore how qualitative concepts may be operationalized into viable research variables and studied scientifically. We will also examine the limitations of this approach in understanding subjective psychological and psychospiritual phenomena, as well as how quantitative components may be included as part of mixed designs to enhance or complement certain aspects of qualitative research.

GEN-1581 Psychedelic Experience: Highs, Lows andTransformations (3 units) Letter Grade
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.

GEN-1589 Art of Communication (3 units) Letter Grade
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.

GEN-2222 Special Topics (0 units) Letter Grade
A course of study not currently encompassed in the curriculum but relevant to the topic of interdisciplinary studies.

School of Professional Psychology and Heath

The School of Professional Psychology and Health (SPPH) balances training in clinical and counseling psychology and health with 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 SPPH'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 is comprised of these departments offering the following programs.

Applied Psychology
Master of Arts (M.A.) in Applied Psychology

Clinical Psychology
Doctor of Psychology (Psy.D.) in Clinical Psychology

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

Integrative Health Studies
Master of Arts (M.A.) in Integrative Health Studies

Applied Psychology

Master of Arts in Applied Psychology

Program Director
Toby Spiegel, Psy.D., tspiegel@ciis.edu

CIIS Faculty
Dong, Yubin, M.A.
Hsu, Clark, MFT
Jordan, Meg, Ph.D., R.N., NBC-HWC
Kronenfeld, Elliott, Ph.D., LICSW, CSTS
Sol, Will, Ph.D.
Vaughan, Rachael, M.A., LMFT
Viellieu, Julie, M.A.
Wei, Hua, Ph.D

China-based Faculty
Chung, Shi-kai, Ph.D.
Fang, Gang, Ph.D.
Hsu, Yu-Kuang (Kevin), Ph.D.
Liang, Guanqiong, Ph.D
Liu, Jun, Ph.D
Liu, Liang, Ph.D.
Lu, Huazhang, Ph.D.
Mou, Jinglei
Shi, Wei, Ph.D.
Tan, Junwen, Ph.D.
Wang, Jikun, Ph.D
Wang, Xiaohua, Ph.D.
Xu, Kaiwen, Ph.D.
Zang, Yinyin, Ph.D.
Zhang, Peichao, Ph.D.

Program Manager
Alice Liu, MSTCM, Aliu@ciis.edu

Program Coordinator
Weiqi Zhang, Ph.D., Wzhang1@ciis.edu

Format and Length

The program is fully online, with most course activities being asynchronous. It is taught only in Mandarin to students in China, Students attend year-round. Enrollment is required in Fall, spring, and summer semesters, each of which is 15-weeks long, and the program can be completed in two years.

About the M.A. in Applied Psychology

The M.A. in Applied Psychology is a transformative and rigorous degree program that offers a coherent overview and exploration of the most important facets of psychological development, including problem areas and aspects of healing and growth. It features a whole-person integral psychology approach to body, mind, and spirit and includes teachings in both theories and applied experiential learning. Students develop their coaching skills to apply them with various populations such as individuals, couples, families, or groups, and in leadership contexts.

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 success in private practice or in companies and nonprofit organizations.

Requirements

The program consists of 36 units taken over two years, two courses per semester, three semesters per year. 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. 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 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, as well as experiential activities designed to transform the learner and develop skills and knowledge through experience.

Program Learning Outcomes

Knowledge

- Demonstrate knowledge of human development theory, sexual health, family dynamics, group process transpersonal dimensions of human experience, and the principles of leadership development
- Understand models of sub-clinical levels of problematic behavior and relationship dynamics including trauma
- Apply behavior change theories for goal attainment in coaching

Coaching and Leadership Development Skills

- Demonstrate the ability to structure a coaching relationship including note taking, fee setting and framing the relationship
- Utilize alliance building techniques, active listening, change oriented and acceptance-oriented techniques toward client goals
- 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
- Manage the self, including one's sensations, reactions, attitudes, emotions and other aspects of one's experience of the self in professional relationships
- Development of skills in coaching, counseling and leadership
- Demonstrate fundamental skills in active listening, reflecting and evocative inquiry in the coaching process

Values

- Appreciate diverse experiences and identities cultural humility
- Adopt a whole person integral view of psychology - body, mind, spirit
- Assume an ethical stance and professional practice of applied psychology and coaching

Admissions Requirements

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

Curriculum for the M.A. in Applied Psychology — 36 Units

All courses are three units.

I. **Common Core — 14 units**
   APSY 5000 Integral Psychology and Critical Discourse
   APSY 5001 The Self as Inquiry
   APSY 5002 Families as Inquiry
   APSY 5003 Couples as Inquiry
   APSY 5004 Trauma
   APSY 5005 Sexuality as Inquiry
   APSY 5008 Leadership
   APSY 5010 Group Dynamics and Facilitation

II. **Coaching Skills — 9 units**
   APSY 5006 Ethical Practice
   APSY 5007 Applied Skills and Coaching 1
   APSY 5009 Applied Skills and Coaching 2

III. **Capstone Project — 3 units**
   APSY 5011 Capstone Project

Course Descriptions

APSY-5000 Integral Psychology and Critical Discourse (3 units) Letter Grade
This is the foundational course that invites students into exploration and dialogic discourse in the program. It 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 designed address 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 who 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) Letter Grade
The self is investigated fully from multiple ways of knowing,beginning with one's own self. 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 theEast andWest 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.We will embark on 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. The central question will be:What is the self,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) Letter Grade
This course includes a focus on key theories of parenting, family dynamics, 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 and genograms, consider role-play, and do other activities designed to explore the ways 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) Letter Grade
In this course, marriage, infidelity, dating, and intimacy will be considered through reflection and discussion. The course will utilize attachment literature and theory and activities (e.g.,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,theGottman 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) Letter Grade
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 and 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) Letter Grade
This course will provide a bio-psychosocial 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,couples,and individuals for whom intimacy and sexual issues may be of concern.

APSY-5006 Ethical Practice (3 units) Letter Grade
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,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 I (3 units) Letter Grade
This course provides the basic professional skills for coaching and provides an overview of clinical approaches to counseling. 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 feel that they have some skills for beginning a professional coaching practice.

APSY-5008 Leadership (3 units) Letter Grade
This course will situate leadership in terms of transformative leadership,beginning with the self,to create change socially through utilizing our curriculum and experience in ourTransformativeLeadership program. 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 Applied Skills and Coaching II (3 units) Letter Grade
In the second applied skills course,the more difficult and sophisticated coaching skills are honed and more challenging clinical scenarios are considered. 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. This course deepens and extends the learning from CoachingSkills 1,considering more complex cases and dilemmas. Ethical learning is integrated and applied in this course.

APSY-5010 Group Dynamics and Facilitation (3 units) Letter Grade
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, workforce communication, and leadership dilemmas will be addressed.

APSY-5011 Capstone Project (3 units) Letter Grade
Students will integrate their learning and apply it to a coaching case,which they will explore in depth and present to the group for comment.The project will include the use of coaching to address a social issue and will demonstrate integral coaching in service of the case. It must meet the standards of the faculty in order for the student to meet the graduation requirements. The particular rubric for assessment will be developed by the faculty.

Clinical Psychology

Doctor of Psychology in Clinical Psychology (Psy.D.)

Department Chair
Rene Dumetz, Ph.D., rdumetz@ciis.edu

Director of Clinical Training
Willow Pearson Trimbach, Psy.D.

Core Faculty
Margaret Boucher, Psy.D.
Stephanie Chen, Ph.D.
Lani Chow, Ph.D.
David Cushman, Psy.D.
Christopher Dryer, Ph.D.
Rene Dumetz, Ph.D.
Willow Pearson Trimbach, Psy.D.

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

Field Placement Specialist
Tonya Dowding, Psy.D., FieldPlacementPsy.D.@ciis.edu

Format and Length

This is a residential program with some individual courses offered through distance education synchronously. The program can be completed within five years and must be completed within ten.

Mission

The Clinical Psychology doctoral (Psy.D.) program is an independent clinical training program carefully designed to prepare students for practice-focused careers as licensed psychologists in California and other states. The program trains graduates to engage broadly in the ever-expanding field of clinical psychology including therapy, assessment, teaching, supervision, leadership, consulting, research, advocacy, and public policy. Students receive specialized and advanced training through sequenced course work in the following areas: psychodynamic perspectives on the therapeutic relationship; personal and social dimensions of the unconscious; radical and critical approaches in psychodynamic psychotherapy; and humanistic, existential, and transpersonal aspects of depth psychology. All course work and clinical training integrate the sociocultural and political contexts and examine positionalities related to power, privilege, and oppression, in accordance with the university's Seven Commitments.

About the Clinical Psychology Program

The Clinical Psychology doctorate, an independent clinical training program, confers the Psy.D. degree, which fulfills the academic requirements to sit for licensure as a psychologist in California. CIIS has not determined if the program meets the professional licensure educational requirements in any state or territory outside of California.

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 its permutations), and to the crucial role that relationships play in people's lives.

The Psy.D. program is specifically designed for individuals who wish to deepen their training through advanced study. Students receive specialized and advanced training through sequenced coursework in the philosophical foundations of psychoanalytic thought; psychodynamic perspectives on the therapeutic relationship; personal and social dimensions of the unconscious; radical and critical approaches in psychodynamic psychotherapy; and 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.

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 innovative 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. The program also offers electives in couples therapy, somatic therapy, and trauma therapy.

Clinical Training

Clinical training in the CIIS Psy.D. program is fully integrated with academic work. Students obtain at least three years of supervised training experience during their doctoral studies.

Practicum

Each practicum contract is usually 12 months and consists of approximately 14 to 24 hours of work per week. While in practicum during fall and spring semesters, students complete companion Professional Seminar courses (proseminars). Taught by core CIIS faculty members, proseminars support integration of theory, research, and clinical materials from classroom learning with the real-world experience of psychotherapy in clinical settings. The Psy.D. 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 training for all sites included in the BAPIC directory.

Internship

When all required coursework has been completed, students begin their predoctoral internship training. The internship may be one year of full-time or two years of half-time work and must be completed within two and a half years from the start date. During the 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.

Students are required to complete their internship at a site located in the State of California. Students choose sites based on their own goals and interests with support from the Psy.D. director of clinical training and the field placement specialist.

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 learning outcomes and associated competencies are as follows:

Scientific Foundations of Clinical Psychology
Analyze, evaluate, and apply knowledge about (a) lifespan development; (b) the biological, cognitive-affective, and socio-cultural bases of behavior; and (c) the socio-cultural contexts, worldviews, history, and systems of psychology–as they relate to psychodynamic, humanistic, existential, or transpersonal perspectives.

Diversity and Identity
Understand human differences within sociopolitical contexts; deconstruct the dynamics of power, privilege, and oppression; and reflect on how one's assumptions, biases, and positionality emerge in clinical practice.

Theory and Intervention
Understand and apply psychodynamic, humanistic, existential, transpersonal, and integrative theories and their specific interventions — as well as considerations of diversity and ethics — to psychological assessment; diagnosis; treatment planning, evaluation, and adaptation; and the development of therapeutic relationships.

Assessment and Diagnosis
Analyze, evaluate, and apply psychological measurement, research, and theories — as well as models of psychopathology and wellness — concerning both the process of clinical inference and the complexities of diversity.

Research and Evaluation
Evaluate, understand, and apply diverse procedures for acquiring, organizing, and interpreting information; and ethically produce research that contributes to the psychological profession's body of knowledge.

Clinical Training
Demonstrate effective and respectful psychotherapeutic skills; ethical and professional conduct; and clinical, supervisory, and consultative relationships within diverse populations.

Critical Thinking
Evaluate evidence; deconstruct assumptions, biases, and values; and apply scholarly critical thinking skills even-handedly, holistically, systematically, and creatively to make informed conclusions and recommendations.

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.

During the first spring and summer semesters of the program, students must complete their Foundation Skills Practicum at the PSC. Additional clinical training support

is given throughout their first year of coursework. Second- and third-year students are eligible for more advanced training at the PSC, but placement is through the BAPIC application process and is not guaranteed. If accepted, trainees begin in the summer and fall semesters with a required yearlong commitment of 20 hours a week, including engagement in intakes; individual, couples, and group psychotherapy; and participation in a psychological assessment service, didactic trainings, and staff meetings. All advanced-level trainees at PSC receive individual and group supervision by CIIS faculty members and other licensed psychologists.

Background Checks

CIIS requires all clinical psychology students to have a criminal background check at the start of the second semester in the program. 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). Many practicum sites also require criminal background checks. The CIIS check informs the student if there are any issues needing resolution before clinical placement. The student pays for the background check; fees vary depending on the states in which the student has resided and the number of residencies. Background check reports go to students and to the Psy.D. 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 in the report may require the student to meet with the CIIS Criminal Background Check Committee to develop an action plan. 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 Psy.D. program requires the student, as a condition of completing the doctorate, a minimum of 45 hours of personal psychotherapy from a licensed psychologist who is not a member of the faculty. 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 Psy.D. program *Student Handbook*.

Research Training

The mission of the Psy.D. program is to train psychology practitioners rather than researchers. However, all Psy.D. 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 Psy.D. 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 in the range of research methodologies employed.

Dissertation Proposal Sequence

Students in the Psy.D. program are required to complete a three-course sequence during the G-2 year 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. Each of the three courses in the proposal series is offered only once per year.

Academic Standards

Academic performance in all courses in the Psy.D. program is evaluated on a letter-grade basis. A grade of "B" represents expected performance in the graduate-level course. A grade of "B" means that the student has completed the required readings, satisfactorily completed assignments, participated in class, and met performance expectations on course examinations. Grades of B- or less are not considered to demonstrate satisfactory academic performance. Required courses in which a grade of B- or less is earned must be retaken and a grade of B or above earned. Per CIIS policy, graduate courses can be retaken only once.

Students must maintain satisfactory progress toward the degree and comply with all program policies. Psy.D. students who have not completed the program within seven years are carefully monitored by academic advisers, who may develop a semester-by-semester plan toward graduation. All CIIS doctoral students, regardless of their standing and program path, are expected to graduate within ten 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 Psy.D. program *Student Handbook*, available from the program office and on the University's student internet portal, CIIS Connect.

Policy Regarding Student Self-Disclosure

The professional training philosophy of the Psy.D. 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. 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 admissions application.
2. Official transcripts from all undergraduate and graduate academic institutions attended where at least seven units were earned. Hard copy transcripts must arrive in sealed envelopes.
3. A bachelor's degree from an accredited college or university.
4. An undergraduate grade-point average of 2.5 or higher.
5. A writing sample of eight to ten pages (typed, double-spaced) that demonstrates capacity to think critically and reflectively and demonstrates graduate-level writing abilities. Use of outside sources must include proper citations. Copies of previous work, such as recent academic papers, articles, or reports that reflect scholarly abilities are acceptable.
6. Two letters of recommendation in standard business format and including full contact information — name, email, phone number, and mailing address — from academic advisers, professors, professional supervisors, or individuals able to attest to maturity, motivation, and ability to undertake the work required for the Psy.D. program.
7. An up-to-date curriculum vitae detailing educational and professional experience.
8. A one-page statement addressing the reason(s) this Psy.D. program is a match for educational and professional objectives.
9. A four-to-six-page (typed, double-spaced) self-reflective, life-span autobiographical statement discussing the values, emotional and spiritual insights, aspirations, and life experiences that have led to the decision to apply to the Psy.D. program.
10. For applicants for whom English is not their first language, a score from one of the following exams taken within two years: 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**, where a writing exercise is administered.

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 Psy.D. program plan.

Students must provide copies of the syllabi of the courses they wish to transfer to the Program Manager for completion of the transfer review process. The syllabi are reviewed by the Core Faculty member overseeing transfers, who determines which courses are equivalent to our program's offerings and whether they 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).

Only the following courses in foundational subject areas may be transferred. 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.

- Cognitive-Behavioral Psychotherapy (1 unit)
- Culture and Ethnicity in Clinical Practice (3 units)
- Lifespan Development (3 units)
- Psychopathology (3 units)
- Electives (5.0 units)

Units refer to semester units. To determine quarter-to-semester hour equivalency, multiply each quarter unit by 0.667.

Doctor of Psychology Curriculum — 98.2 to 110.4 Units

All courses are three units unless otherwise specified.

I. Core Courses – 90 Units

A. Essential Aspects of Clinical Psychology
PSY 5601 Psychopathology
PSY 6201 Lifespan Development
PSY 6010 Professional Standards and Ethics for Psychologists

B. Theory and Practice
PSY 5502 Theories and Practice of Psychotherapy: Psychodynamics
PSY 5504 Theories and Practice of Psychotherapy: Humanistic-Existential
PSY 5506 Theories and Practice of Psychotherapy: Cognitive-Behavioral and Emerging Treatments (1 unit)

C. Culture and Context

PSY 5002 Culture & Ethnicity in Clinical Practice
PSY 6144 Gender and Sexuality in Clinical Practice
PSY 6961 Advanced Seminar in Cultural Psychology (2 units)

D. Clinical Skills

PSY 5705 Foundation Clinical Skills: Children and Family
PSY 5704 Foundation Clinical Skills: Adults-Individuals and Couples
PSYL 5704 Foundation Clinical Skills: Adults-Individuals and Couples Lab (1 unit)
PSY 6774 Foundation Clinical Skills: Groups (2 units)
PSY 7033 Supervision and Consultation (2 units)

E. License Portability Series

PSY 6001 Biological Bases of Clinical Practice
PSY 6110 Statistics
PSY 6192 Social Psychology
PSY 6301 Cognitive and Affective Foundations of Behavior
PSY 7174 History and Systems of Psychology

F. Assessment Series

PSY 6331 Psychological Assessment I: Psychometric Theory
PSY 6332 Psychological Assessment II: Cognitive and Intelligence Testing
PSY 6333 Psychological Assessment III: Personality Assessment

G. Professional Seminar Series

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)

H. Depth Psychology Series

PSY 6925 Depth Psychology Seminar: The Therapeutic Relationship
PSY 6930 Depth Psychology Seminar: The Unconscious as Personal & Social Process
PSY 6935 Depth Psychology Seminar: The Transpersonal

I. Research

PSY 5401 Quantitative Methods
PSY 6115 Qualitative Methods

J. Proposal Writing

PSY 9801 Dissertation Proposal Writing I (1 unit)
PSY 9802 Dissertation Proposal Writing II (1 unit)
PSY 9803 Dissertation Proposal Writing III (1 unit)

II. Electives — 5 units

Any CIIS graduate-level courses.

III. Dissertation — 0.1 to 2.4 units

Take directly after PSY 9803 every fall and spring semester until the dissertation is defended; summer is optional and requires the dissertation chair's consent. This course number is appended with a different alpha character associated with the semester, not the student's sequence (e.g., PSY 9999M in fall 2025 and PSY 9999N in spring 2026).

PSY 9999 Dissertation Continuance (0.1 unit)

IV. Practicum — 4 to 12 units

Required every semester for two years while in a placement setting, with the courses determined by the terms of the student's contract with the site. Practicum is done in California.

PSY 6775A Foundational Skills Practicum (1 unit)
PSY 6775B Foundational Skills Practicum (1 unit)
PSY 6775C Foundational Skills Practicum (1 unit)
PSY 6776A Practicum I (1 unit)
PSY 6776B Practicum I (1 unit)
PSY 6776C Practicum I (1 unit)
PSY 6777A Practicum II (1 unit)
PSY 6777B Practicum II (1 unit)
PSY 6777C Practicum II (1 unit)

Required only if the student or the Director of Clinical Training determines that a third year of practicum would be beneficial to the student's development as a clinician:

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

V. Internship — 2 to 4 units

Take A or B, determined by the terms of the student's contract with the placement site. (Contracts are typically one year.) Enrollment is required every semester while under contract. Internship is done in California.

A. Full-Time (one year)

PSY 9699A Internship (1 unit)
PSY 9699B Internship (1 unit)
PSY 9699C Internship (1 unit)
PSY 9699D Internship (1 unit) - required only if contract runs across four semesters

B. Part-Time (two years)

PSY 9695A Internship (Part-Time) Year 1 (0.5 units)
PSY 9695B Internship (Part-Time) Year 1 (0.5 units)

PSY 9695C Internship (Part-Time) Year 1 (0.5 units)
PSY 9695D Internship (Part-Time) Year 1 (0.5 units) – required only if contract runs across four semesters
PSY 9696A Internship (Part-Time) Year 2 (0.5 units)
PSY 9696B Internship (Part-Time) Year 2 (0.5 units)
PSY 9696C Internship (Part-Time) Year 2 (0.5 units)
PSY 9696D Internship (Part-Time) Year 2 (0.5 units) - required only if contract runs across four semesters

Course Descriptions

PSY-5002 Culture and Ethnicity in Clinical Practice (3 units) Letter Grade
This course covers theory, historical and contemporary research, and best clinical practice related to multiculturalism and the impact of culture and difference on psychotherapy. It provides the necessary level of knowledge and understanding of cultural, sociopolitical frameworks, and multicultural issues related to race and ethnicity for beginning clinical practice.

PSY-5401 Quantitative Methods (3 units) Letter Grade
This course offers a review of research designs and strategies for quantitative approaches involving groups and single participants. The course also includes an introduction to research methodologies, research ethics, quantitative research proposals, and criteria for the appropriate use of quantitative methods. RESTRICTED TO CLINICAL PSYCHOLOGY STUDENTS

PSY-5502 Theories and Practice of Psychotherapy: Psychodynamic (3 units) Letter Grade
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), object relations theories, self-psychology (Kohut), Bionian psychotherapy, analytical psychology (Jungian), interpersonal psychoanalysis, relational psychotherapy, and attachment theory. RESTRICTED TO CLINICAL PSYCHOLOGY STUDENTS

PSY-5504 Theories and Practice of Psychotherapy: Existential/Humanistic and Existential (3 units) Letter Grade
This course offers an overview and critical appraisal of contemporary theory and practice of humanistic and existential psychology, in terms of direct work with individuals as well as relevant philosophical interface with social issues. RESTRICTED TO CLINICAL PSYCHOLOGY STUDENTS

PSY-5506 Theories and Practice of Psychotherapy: Cognitive/Behavioral and Emerging Treatments (1 unit) Letter Grade
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). RESTRICTED TO CLINICAL PSYCHOLOGY STUDENTS

PSY-5601 Psychopathology (3 units) Letter Grade
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. RESTRICTED TO CLINICAL PSYCHOLOGY STUDENTS

PSY-5602 Treatment of Alcoholism and Chemical Dependence (1 unit) Letter Grade
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 - Individual and Couples (3 units) Letter Grade
This course provides an introduction to clinical skills and an overview of theoretically based foundational elements of psychotherapy. Rather than teach a series of specific and overly determined series of techniques, we will focus on fundamental elements of being a clinical psychologist and establishing meaningful therapeutic relationships with clients. Didactic material, readings, discussion, reflective journaling and term papers as well as experiential practice in class will be used to help students consider the roles of clinician, interviewer, and client. The

class will also include an experiential lab component, to begin to prepare students to sit comfortably with clients as part of a psychotherapeutic encounter. RESTRICTED TO CLINICAL PSYCHOLOGY STUDENTS

PSY-5705 Foundation Clinical Skills: Children and Family (3 units) Letter Grade
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. RESTRICTED TO CLINICAL PSYCHOLOGY STUDENTS

PSY-6001 Biological Bases of Clinical Practice (3 units) Letter Grade
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. RESTRICTED TO CLINICAL PSYCHOLOGY STUDENTS.

PSY-6010 Professional Standards and Ethics for Psychologists (3 units) Letter Grade
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. PRIORITY REGISTRATION TO CLINICAL PSYCHOLOGY STUDENTS

PSY-6110 Statistics (3 units) Letter Grade
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, z-tests and t-tests, correlational and regression analysis (including multiple regression), ANOVA, and chi-square methods. Advanced techniques, such as factor analysis and principal component analysis, are introduced. PRIORITY REGISTRATION TO CLINICAL PSYCHOLOGY STUDENTS.

PSY-6115 Qualitative Methods (3 units) Letter Grade
This course covers qualitative research methods, which examine human experience in ways quantitative methods cannot. The course presents an overview of qualitative research methods and provides students an opportunity to select and explore in depth one method they are interested in. Students will spend time becoming familiar with qualitative research methods and theory, with modules requiring praxis to apply that theory to designing, conducting, analyzing, and interpreting the results of their research project. RESTRICTED TO CLINICAL PSYCHOLOGY STUDENTS.

PSY-6120 Teaching and Clinical Pedagogy (2 units) Letter Grade
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 are provided. PRIORITY REGISTRATION TO CLINICAL PSYCHOLOGY STUDENTS

PSY-6144 Gender and Sexuality in Clinical Practice (3 units) Letter Grade
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/bisexula/transgender-identiifed persons. RESTRICTED TO CLINICAL PSYCHOLOGY STUDENTS

PSY-6145 Psychedelic Studies (2 units) OP
The course will provide an overview of the field of psychedelic-assisted therapy. This topic includes a variety of perspectives: scientific research, spiritual, clinical, and social. The course objectives are to study and review contemporary research on the effectiveness of psychedelics in treating mental health conditions, and the application of clinical skills and considerations in using psychedelic medicine in a safe and effective way. Threaded throughout the course include critical examinations on the use of psychedelics, including issues of social justice and inclusion, political debates, and questions of cultural appropriation. PRIORITY REGISTRATION TO CLINICAL PSYCHOLOGY STUDENTS

PSY-6146 Psychodynamic Work with Dreams (2 units) Letter Grade
In psychotherapy dreams provide an opportunity for therapist and client to encounter unconscious material

together. Consequently, dreams are crucial to the psychodynamic approach. Psychodynamic theory concerning the nature and purpose of dreams will be surveyed in this course. Building on that foundation, and using clinical case examples, the course will focus on methods of working with dreams and the transference/countertransference implications of dream work. Issues of assessment and of trauma in dreams will be addressed. PRIORITY REGISTRATION TO CLINICAL PSYCHOLOGY STUDENTS

PSY-6147 Jungian Psychotherapy (3 units) Letter Grade
This course presents the theories of Jungian Psychotherapy and explores the application of basic Jungian concepts in clinical practice. Particular emphasis is placed on the encounter with the unconscious, with a focus on the students' own experience as well as on mediation of unconscious processes within the therapeutic relationship. The class will examine Jung's concepts of ego, persona, shadow, anima, animus, archetypes, and the Self. It will also study his important ideas of individuation, shadow work, active imagination, transcendent function, and the importance of dreams and their interpretation. These concepts and ideas will be examined and demonstrated through the readings, lectures, group process, dyads, dream journaling, and dream interpretation. PRIORITY TO CLINICAL PSYCHOLOGY STUDENTS

PSY-6150 Somatic Psychotherapy (3 units) Letter Grade
This course focuses on somatic, embodied experience, and includes therapeutic and holistic approaches to the body. Somatic psychology seeks to bridge the mind-body dichotomy, bringing the two into union, which leads to healing of both the body and the mind. Throughout our development as humans we experience repeated losses, disappointments, and traumas that become embodied through contractions of the muscles, the tissues, the breath, and the body's energies. These contractions and their eventual relaxation and release of energy is the focus of somatic work. Much of this work is done on a non-verbal level, in order to address pre-verbal experiences in an intuitive and implicit manner. Students will learn about the historical development of somatic work, the theoretical models, and experiential interventions that bring about this healing.

PSY-6192 Social Psychology (3 units) Letter Grade
Students master current theory and research in social psychology, including close relationships,; psychology of the self,; attitudes and influence; prejudice, stereotyping, and discrimination; cultural psychology; aggression and intergroup relations,; and social cognition. RESTRICTED TO CLINICAL PSYCHOLOGY STUDENTS.

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

PSY-6204 Psyche and Technology (3 units) OP
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.

PSY-6244 Death and Dying (2 units) Letter Grade
This elective course is an investigation into the clinical meanings of death and dying both concretely and metaphorically. Our focus will be in considering socio-cultural 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. PRIORITY REGISTRATION TO CLINICAL PSYCHOLOGY STUDENTS

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

PSY-6331 Psychological Assessment I: Psychometric Theory (3 units) Letter Grade
The course introduces students to psychometric theory, principles and methods of test development and construction and the use of psychological tests to identify and measure a wide range of human behaviors. Relevant literature, theory, and applications of a variety of psychometric concepts such as measurement, scaling, validity, true test score theory, measurement error,

reliability, item analysis, generalizability theory, item response theory, measurement biases, as well as associated statistical methods are covered. The course further provides basic skills in understanding and critical evaluation of a variety of psychological measures including tests of personality, intelligence, and psychopathology. Major issues and controversies associated with psychological assessments and their uses are also covered in the course. RESTRICTED TO CLINICAL PSYCHOLOGY STUDENTS

PSY-6332 Psychological Assessment II: Cognitive and Intelligence Testing (3 units) Letter Grade
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. RESTRICTED TO CLINICAL PSYCHOLOGY STUDENTS
PreReq-Take PSY-6331

PSY-6333 Psychological Assessment III: Personality Assessment (3 units) Letter Grade
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. RESTRICTED TO CLINICAL PSYCHOLOGY STUDENTS
PreReq-Take PSY 6332

PSY-6504 Psychoanalytic Couple Therapy (3 units) Letter Grade
This course aims to give students a foundation for the practice of psychodynamic psychotherapy with couples. Other models of couple therapy will be discussed, with special emphasis on the practice of psychodynamic co-therapy with couples. RESTRICTED TO CLINICAL PSYCHOLOGY STUDENTS

PSY-6724 Buddhism and Psychotherapy (3 units) Letter Grade
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. RESTRICTED TO CLINICAL PSYCHOLOGY STUDENTS.

PSY-6732 Professional Seminar 1A (2 units) Letter Grade
Required for all Psy.D. students who are completing their supervised clinical practicum in community agencies. In this two-semester sequence, students are offered opportunities to expand their clinical skills, including capacity to integrate theory and research findings with clinical practice. The seminars' objective is to promote the development of advanced clinical skills in five broad areas: treatment planning, case formulation, understanding of therapeutic relationships, development of a therapeutic sensibility, and case discussion/consultation skills. RESTRICTED TO CLINICAL PSYCHOLOGY STUDENTS

PSY-6733 Professional Seminar 1B (2 units) Letter Grade
Required for all Psy.D. students who are completing their supervised clinical practicum in community agencies. In this two-semester sequence, students are offered opportunities to expand their clinical skills, including capacity to integrate theory and research findings with clinical practice. The seminars' objective is to promote the development of advanced clinical skills in five broad areas: treatment planning, case formulation, understanding of therapeutic relationships, development of a therapeutic sensibility, and case discussion/consultation skills. RESTRICTED TO CLINICAL PSYCHOLOGY STUDENTS

PSY-6734 Professional Seminar 2A (2 units) Letter Grade
Required for all Psy.D. students who are completing their supervised clinical practicum in community agencies. In this two-semester sequence, students are offered opportunities to expand their clinical skills, including capacity to integrate theory and research findings with clinical practice. The seminars' objective is to promote the development of advanced clinical skills in five broad areas: treatment planning, case formulation, understanding of therapeutic relationships, development of a therapeutic sensibility, and case discussion/consultation skills. RESTRICTED TO CLINICAL PSYCHOLOGY STUDENTS

PSY-6735 Professional Seminar 2B (2 units) Letter Grade
Required for all Psy.D. students who are completing their supervised clinical practicum in community agencies. In this two-semester sequence, students are offered opportunities to expand their clinical skills, including

capacity to integrate theory and research findings with clinical practice. The seminars' objective is to promote the development of advanced clinical skills in five broad areas: treatment planning, case formulation, understanding of therapeutic relationships, development of a therapeutic sensibility, and case discussion/consultation skills. RESTRICTED TO CLINICAL PSYCHOLOGY STUDENTS

PSY-6774 Foundation Clinical Skills: Groups (2 units) Letter Grade
This course offers an introduction to the fundamental principles and theories of group psychotherapy and conscious and unconscious group dynamics. Emphases include multicultural and diversity issues in group psychotherapy and group psychotherapy research. This course will include didactic presentations, small and large group discussions, here-and-now observations and analyses, and role plays. RESTRICTED TO CLINICAL PSYCHOLOGY STUDENTS

PSY-6775A, B, C Foundational Skills Practicum (1 unit) Pass/No Pass
Students completing their first Psy.D. practicum at the Psychological Services Center register for this course during all academic semesters of their placement. Note: Please review the Psy.D. Clinical Training Handbook, or check in with the Psy.D. Field Placement Office for additional information about practicum levels and registration requirements. RESTRICTED TO CLINICAL PSYCHOLOGY STUDENTS

PSY-6776A, B, C Practicum I (1 unit) Pass/No Pass
Students completing their practicum at a community agency register for this course during all academic semesters of their placement. Note: Please review the Psy.D. Clinical Training Handbook, or check in with the Psy.D. Field Placement Office for additional information about practicum levels and registration requirements. RESTRICTED TO CLINICAL PSYCHOLOGY STUDENTS

PSY-6777A, B, C Practicum II (1 unit) Pass/No Pass
Students completing their practicum at a community agency register for this course during all academic semesters of their placement. Note: Please review the Psy.D. Clinical Training Handbook, or check in with the Psy.D. Field Placement Office for additional information about practicum levels and registration requirements. RESTRICTED TO CLINICAL PSYCHOLOGY STUDENTS

PSY-6778A, B, C, D Practicum III (1 unit) Pass/No Pass
Students completing their practicum at a community agency register for this course during all academic semesters of their placement. Note: Please review the Psy.D. Clinical Training Handbook, or check in with the Psy.D. Field Placement Office for additional information about practicum levels and registration requirements. RESTRICTED TO CLINICAL PSYCHOLOGY STUDENTS

PSY-6779A, B, C Practicum Supplemental: Testing (1 unit) Pass/No Pass
Psy.D. 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.

PSY-6780A, B, C Supplemental Practicum (0.5 units) Pass/No Pass
Psy.D. 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 gaining additional practical counseling experience.

PSY-6790C Supplemental Practicum (0.5 units) Pass/No Pass
Psy.D. 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 gaining additional practical counseling experience.

PSY-6920 Philosophical Foundations of Depth Psychology (3 units) Letter Grade
This is a doctoral level course that points out the ways that both Western and Eastern philosophy has specifically theorists, the various fields of psychotherapy and psychological research. Philosophy will be shown to be an essential aspect of both individual behaviors and sociocultural systems and structures. The course also explores ways of constructing psychological research using philosophy as a methodology. PRIORITY REGISTRATION TO CLINICAL PSYCHOLOGY STUDENTS

PSY-6925 Depth Psychology Seminar: The Therapeutic Relationship (3 units) Letter Grade
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. PRIORITY REGISTRATION TO CLINICAL PSYCHOLOGY STUDENTS

PSY-6926 Erotics and the Therapeutic Relationship (2 units) Letter Grade
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.

PSY-6927 A Sacred Union: Depth Psychology and the Psychedelic/Entheogenic Experience (2 units) Letter Grade
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 on how to train students on how to guide psychedelic sessions. *Priority is given to Psy.D. students.

PSY-6930 Depth Psychology Seminar: The Unconscious (3 units) Letter Grade
This course focuses on the normative opacity and complexity of human consciousness, exploring it from a variety of perspectives and foregrounding a comparison among Freudian, Relational, Bionian, and post-Bionian modes. Psychoanalytic theories that configure the mind/psyche/soul/interpersonal relationships are set in relation to clinical phenomena. Post-Bionian field theory is emphasized, revealing the multiple ways in which un/conscious process is perceived, experienced and integrated into psychotherapy and personal development.
RESTRICTED TO CLINICAL PSYCHOLOGY STUDENTS

PSY-6935 Depth Psychology Seminar: TheTranspersonal (3 units) Letter Grade
This course integrates essential insights of spirituality, mysticism, intersubjectivity, relationship, dreaming, psychoanalytic psychotherapy, integral psychotherapy, and psychoanalysis. Applied theory, clinical reflections, and experiential learning will be advanced. Transcendent and postconventional ways of knowing, ego development, spiritual development, and various views regarding the deconstruction, transcendence, and embrace of the personal, conventional self will be examined in detail. Students will be introduced to skills that facilitate transpersonal and integral direct experiencing, creating an opportunity to deepen both their ontological and epistemological understandings in tandem and to regard those twin disclosures as co-emergent. RESTRICTED TO CLINICAL PSYCHOLOGY STUDENTS

PSY-6961 Advanced Seminar in Cultural Psychology (2 units) Letter Grade
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. PRIORITY REGISTRATION TO CLINICAL PSYCHOLOGY STUDENTS
PreReq-Take PSY 5002

PSY-7033 Supervision and Consultation (2 units) Letter Grade
This course explores (1) the theory and practice of clinical supervision; and (2) the theory and practice of professional consultation in multi-disciplinary settings. It introduces students to a broad range of supervision models with extended coverage of the relational/psychodynamic model. In addition to discussion of assigned readings and supervisory experiences to-date, students will participate in live roleplay activities, produce reflective and scholarly writing on the course concepts, and apply those concepts to fictional supervisory sessions (as depicted in podcasts and film clips). RESTRICTED TO CLINICAL PSYCHOLOGY STUDENTS

PSY-7174 History and Systems of Psychology (3 units) Letter Grade
This course reviews the origins and evolution of psychology as a discipline, emphasizing philosophic influences, schools of thought, the different streams in psychology, and the interdisciplinary crosscurrents. Underneath all psychological theories are various philosophical perspectives that explain and limit what is considered health, illness, and therapeutic interventions. These hidden roots will be explored and integrated into both traditional and modern theoretical approaches. Consideration is given to the evolution of clinical psychological theory, practice, and training through the 20th century.

PSY-8513 Perspectives: Trauma-Informed Care (3 units) Letter Grade
This course will include perspectives on the profound neurological, biological, psychological, and social effects trauma has on individuals and communities-recognizing that there are constant interdependent needs for safety, connections, and ways to manage emotions/impulses. The dynamics and assessment of trauma from a developmental/psychodynamic perspective are examined, using social, clinical, cultural, and historical examples.

PSY-8799A Independent Study (1 to 6 units) Pass/No Pass
Coursework that extends a student's field of inquiry beyond current CIIS courses. Requires a syllabus and contract signed by the student and faculty member, and approved by the department chair.

PSY-9695A, B, C Internship (Part-Time) Year 1 (0.5 units) Pass/No Pass
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. RESTRICTED TO CLINICAL PSYCHOLOGY STUDENTS

PSY-9696A, B, C Internship (Part-Time) Year 2 (0.5 units) Pass/No Pass
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. RESTRICTED TO CLINICAL PSYCHOLOGY STUDENTS

PSY-9699A, B, C, D Internship (Full-Time) (1 unit) Pass/No Pass
Students who are completing their pre-doctoral internship should register for PSY 9699 during each semester that they are in their placement. Three-semester repeat limit. RESTRICTED TO CLINICAL PSYCHOLOGY STUDENTS

PSY-9801 Dissertation Proposal Writing I (1 unit) Pass/No Pass
This course is the first in a series of three courses that are designed to assist students in developing their dissertation research proposal. This 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 draft of the introductory chapter of their initial dissertation proposals for one of their research topics that could be further developed in the next course in this sequence. RESTRICTED TO CLINICAL PSYCHOLOGY STUDENTS.

PSY-9802 Dissertation Proposal Writing II (1 unit) Pass/No Pass
This course is the second in a series of three courses that are designed to assist students in developing their Dissertation Research Proposal. This course provides support in the creation of an Initial Literature Review chapter, and an Initial Methods chapter that addresses methods that answer those research questions. By the end of this course students will have finished an Initial Introduction, an Initial Literature review chapter, and an Initial Methods chapter, that could be further developed in the next course in this sequence. RESTRICTED TO CLINICAL PSYCHOLOGY STUDENTS.
PreReq-Take PSY-9801

PSY-9803 Dissertation Proposal Writing III (1 unit) Pass/No Pass
This course is the third in a series of three courses that are designed to assist students in developing their Dissertation Research Proposal. This course allows students to hone various aspects of the initial Dissertation Proposal, including changes in the Initial introduction since the first course, additions and changes to the Initial Literature Review chapter, and correction and refinements to the Initial Methods chapter. At the end of this course students who are given a passing grade will be allowed to continue the dissertation process with a dissertation chair. RESTRICTED TO CLINICAL PSYCHOLOGY STUDENTS.
PreReq-Take PSY-9802

PSY-9999 Dissertation Continuance (0.1 units) Pass/No Pass
Students who have completed PSY 7903 or PSY 9803 may register for PSY 9999 until they complete work on their dissertation. Note: Please consult Psy.D. Dissertation Handbook for more information about dissertation requirements. RESTRICTED TO CLINICAL PSYCHOLOGY STUDENTS WHO'VE ADVANCED TO CANDIDACY

Counseling Psychology

*Master of Arts in Counseling Psychology with a concentration in **Community Mental Health***

*Master of Arts in Counseling Psychology with a concentration in **Drama Therapy***

*Master of Arts in Counseling Psychology with a concentration in **Expressive Arts Therapy***

Master of Arts in Counseling Psychology with a concentration in
Integral Counseling Psychology

*Master of Arts in Counseling Psychology with a concentration in **Somatic Psychology***

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Seth Pardo, Ph.D.
Kamela Peart, Ph.D.
Ida Poberezovsky, M.A.
Catarina Rodrigues, M.A.
Jenny Tanis, Psy.D.
Steven Tierney, Ed.D., LPCC
Megan Van Vlack, M.A.

Format and Length

The program takes two-and-a-half to three years to complete and must be complete within six. Program committees may require any courses taken more than seven years ago to be repeated. Formats vary by concentration and further information is found in the concentration sections.

Mission

Our mission is to train future clinicians who value a relational, holistic, and culturally sensitive approach to the practice of psychotherapy. Emphasizing interactive and innovative teaching strategies, our student-centered faculty provides a conceptual and practical foundation that equips graduates to be discerning consumers and innovative producers of knowledge across a variety of mental health settings. This foundation prepares clinicians to articulate and utilize a variety of philosophical perspectives, theoretical orientations, and clinical modalities, all with sensitivity and responsiveness to diverse contextual factors that impact therapist and client systems.

About the Counseling Psychology Program

The Master of Arts in Counseling Psychology (MCP) program provides a broad training in psychological theory and methods and coursework through five concentrations that deepen and expand psychotherapeutic practice. This consists of comprehensive educational experiences and exposure to contemporary psychological theories coupled with rigorous direct client contact hours of applied, supervised clinical practicum experience.

The program is approved by the California Board of Behavioral Sciences (BBS) to qualify graduates for eligibility for licensure as a Marriage and Family Therapist or a Professional Clinical Counselor in the state of California. Students seeking licensure in California must register with the BBS after graduation and fulfill all BBS licensing requirements for the license relevant to their program's concentration. The program is not designed to fulfill the licensure requirements of any other state.

The program has five concentrations: Community Mental Health, Drama Therapy, Expressive Arts Therapy, Integral Counseling Psychology, and Somatic Psychology. Students must choose their concentration at the time of admission, as the concentration-specific courses comprise most of the requirements. Each concentration's curriculum consists of core courses taken by students in all the concentrations and overseen by the Counseling Psychology Program Director; and courses overseen by each Concentration Chair, some of which have content

like courses in the other concentrations and some which are unique to each concentration.

Program Learning Outcomes

Upon successful completion of the program, graduates will be able to demonstrate knowledge and competencies in the following areas. Beneath each program learning outcome (PLO) are listed the specific student learning outcomes (SLO).

PLO 1: Competence in the professional skills of Marriage and Family Therapists and/or Professional Clinical Counselors.

SLO 1 Comprehension and application of the relational/systemic Marriage and Family Therapeutic or Professional Clinical Counselor models.

SLO 2 Ability to articulate what Marriage and Family Therapeutic or Professional Clinical Counselor theories inform their clinical work and their application to multicultural contexts.

SLO 3 Knowledge and competency in assessment, diagnosis, treatment planning, and therapeutic interventions with individuals, couples, families, and groups seeking treatment from a multiculturally-informed relational/systemic framework.

SLO 4 Knowledge and application of research in Marriage and Family Therapy and/or Professional Clinical Counselor therapy.

SLO 5 Successful performance on national licensing exams.

SLO 6 Knowledge and competency of Marriage and Family Therapy and Professional Clinical Counselor ethical, legal, and professional issues.

PLO 2 Transformation and deepening of student self-awareness and growth personally, relationally, and spiritually.

SLO 7 Awareness of and addressing "self of the therapist" and "use of the self" issues that impact the capacity for practice.

PLO 3 Engagement with issues of diversity and multiculturalism

SLO 8 Awareness and comprehension of and sensitivity to issues of diversity and multiculturalism in the therapeutic process.

PLO 4 Engagement with issues of social change and justice.

SLO 9 Skills in analyzing and interpreting integral aspects of mental health issues and therapeutic practices with societal and worldly concerns by inquiring into ways of creating change for greater equality and belonging, social justice, and environmental sustainability.

PLO 5 Competence in at least one area of specialization within Marriage and Family Therapy or Professional Clinical Counseling.

SLO 10 Comprehension of and ability to integrate program concentration-specific principles with Marriage and Family theory or Professional Clinical Counseling and praxis.

SLO 11 Knowledge and comprehension of their program concentration and ability to meet all the concentration's student learning outcomes.

Personal Psychotherapy

During their enrollment in the program, students must complete at least 50 hours of personal psychotherapy with a licensed psychotherapist or post-degree associate on their way to licensure who has an associate number registered with the BBS, or a therapist licensed for clinical practice in the state the student is located. The therapist cannot be a member of the student's concentration. Each concentration maintains a referral base of approved psychotherapists and can supply information about specific preferences and requirements. Any exceptions to the requirements must be approved prior to beginning therapy.

Practicum

The California Board of Behavioral Sciences requires successful completion of six units of supervised clinical practicum in California. Students must obtain a minimum of 225 hours (LMFT) or 280 hours (LPCC) of face-to-face counseling experience at a CIIS-approved practicum site with a designated practicum site supervisor during the practicum sequence. In their second year, students enter a clinical practicum ready to practice and enhance their knowledge and advanced psychotherapeutic skills. Faculty evaluate student readiness for entering or continuing in practicum at the end of each semester. Students receive direct feedback from their academic adviser and/or the department chair. The practicum may be at one of the CIIS counseling centers (depending upon the concentration) or at one of the more than 100 clinical agencies and schools in California, as coordinated through the MCP Field Placement Office.

Practicum units cannot be fulfilled through transfer credit.

Students intending to do their practicum in a state other than California should be aware that federal law requires U.S. states to authorize higher education institutions located outside their state to provide education to the individuals in their states, or to waive such authorization. The list of states which have provided this to CIIS can be found on this webpage: https://www.ciis.edu/admissions-and-financial-aid/out-of-

state-students/state-authorization, or see the State Authorization and Professional Licensure Policies and Procedures section of the catalog.

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.

Criminal Background Check
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 Field Placement Office; 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 BBS 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.

LPCC Track

All the concentrations have an optional track to prepare students for LPCC licensure. These additional courses emphasize 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 because very specific courses are required and offered only at various semesters. Students must declare their intention to pursue the track by the end of their first semester.

Professional Associations

Students are urged to join a professional association early in their graduate education. Students seeking LMFT licensure 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.

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 Program Director serves as the CIIS liaison with the BBS and students are welcome to meet with the Director and the Program Manager throughout their time at CIIS with any questions. Academic advisers are also available to assist students with navigating the licensure process, which requires fulfilling specific criteria (intern registration, minimum and maximum hours within a range of categories, and licensed supervision). Information about LMFT licensing is continually being updated based on BBS regulations.

Upon receiving verification from the concentration chair that a student has fulfilled the requirements to graduate, the MCP Program Director issues the *BBS Program Certification* form, which is required for the graduate to register as an LMFT or PCC intern. Each graduate must complete a request with the BBS indicating which internship they are applying for. Students planning to apply for licenses in another state or country must contact the licensing boards in that location.

Disclaimer

CIIS cannot guarantee the following:

1. Students in the program will be placed in practicum (a requirement to graduate) in a state other than California.
2. Graduates of the program will pass the BBS licensure exam.
3. Graduates of the program will meet the requirements for licensure in states other than California.

M.A. in Counseling Psychology with a concentration in *Community Mental Health*

Concentration Chair
Kini Chang, M.A., LMFT, MFC, kchang@ciis.edu

Core Faculty
Elizabeth Markle, Ph.D.
Lazzuly Mello, M.A., LMFT
Stef Bell, M.A., AMFT
Quan Gary, M.A., LMFT
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Adjunct Faculty
Gregory Burns, M.A., LMFT, LPCC
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Solymar Solá Negrón, M.A., AMFT

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Format and Length

The MA. in Counseling Psychology with a concentration in Community Mental Health (CMH) is hybrid, with online, asynchronous courses and courses with residential meetings held 10:00 am — 7:00 pm on five Saturdays and Sundays in fall and spring and four in summer. An annual summer retreat is held in-person one weekend in August and requires an overnight stay. Enrollment is required in Fall, spring, and summer semesters.

It is recommended that students enroll full-time for seven semesters, which is two-and-half years. A part-time option is available on a student-by-student basis pending chair approval.

Per federal law 34 CFR § 600.9, U.S. states must authorize each higher education institution outside their state to provide remote education to their residents, or waive such authorization. The current list of states which have given CIIS their authorizations can be found in the State Authorization section of this catalog and on this webpage:https://www.ciis.edu/admissions-and-financial-aid/out-of-state-students/state-authorization. CIIS can admit individuals to online programs only if they are in these states. Students in online programs who are in a state which has given CIIS their authorization, and then relocate to a state which has not, put their enrollment in jeopardy.

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 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.

The degree program consists of 60 semester units of core and concentration courses. The curriculum incorporates courses and clinical practicum training that fulfills all educational requirements of California's Marriage and Family Therapy (LMFT) license. Students also can 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 must decide which license to pursue by the end of the first semester. The student and the academic adviser will work closely on this decision process.

Key Foundational Principles
Social justice is a primary principle of this concentration. Our work in the community is clinically strong and built on a platform of liberation, critical, and community psychologies. When students graduate from this program, they can deliver psychotherapy that is excellent, evidence-based, and created in partnership with their 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. The core clinical skills identified by the California Board of Behavioral Science include assessment, diagnosis, prognosis, treatment planning, and evaluation. 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 is training that forges 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 help ensure that the program design continues to meet the needs of community agencies and helps strengthen the ties that CIIS has to organizations that are the potential employers of our graduates.

Many professionals were consulted during the planning and development stages of this community mental health initiative. They were asked for their input regarding the need for a community mental health program and the training it would require. Clinics and treatment programs are now seeing clients who have severe psychopathology, dual and triple diagnoses, and substance abuse; many who belong to the Asian and Latino communities and have a first language other than English; and clients who may be impoverished and homeless. Therefore, directors and clinicians who were interviewed expressed unanimous support for the new program based on their experience of the level and type of therapy now required to serve an increasingly diverse community of clients. Directors and clinicians indicated that they look forward to working with CIIS graduates who will intern at their clinics or be hired as new staff. Having already received core course training in areas such as cultural competence and case management, the graduates will 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 M.A. 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

Upon successful completion of the program, graduates will be able to demonstrate knowledge and competencies in the following areas.

Foundational

- 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, including:
  - Assessment, diagnosis, prognosis.
  - Treatment planning.
  - Treatment and evaluation grounded in psychotherapeutic theory.
- Significant personal growth in the context of the program that actively bridges inner experience and development with preparation to work as a professional psychotherapist.
- An engagement in an exploration of filters and biases, seek to understand those who are different, and develop competencies in applying diversity sensitivity to their clinical practice.
- An understanding of research methods, statistical analysis, needs assessment, and program evaluations sufficient to comprehend and integrate current literature in the field of psychotherapy and related disciplines.

Clinical Effectiveness

- A depth and breadth of understanding in clinical areas including, but not limited to:
  - Psychotherapy theory
  - Ethics
  - Research methods
  - Cultural diversity
  - Psychopharmacology
  - Issues relevant to adult and child clinical populations (including the recognition of and reporting of abuse)
  - Application of this knowledge to clinical cases
- A capacity to take supervision, guidance, and direction in the conduct of their coursework
- A breadth of understanding of the multicultural communities and individuals with whom they work and the ability to work with individuals, families, and communities with diverse:
  - racial, ethnic, and cultural heritages
  - socioeconomic statuses
  - ages
  - genders
  - sexual orientations
  - religious and spiritual beliefs
  - physical, emotional, and mental abilities

Mastery

- A capacity for effective professional interactions with clients, their advocates and family members, and professional colleagues and peers
- A 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, including:
  - Principles of mental health recovery–oriented care and methods of service delivery in recovery-oriented practice environments.
  - Case management, systems of care for the severely mentally ill.
  - Public and private services for the severely mentally ill.
  - Community resources for victims of abuse, disaster, and trauma response.
  - Advocacy for the severely mentally ill, and collaborative treatment.
- Knowledge of empirically supported clinical interventions and evidence ability to select treatments for individual clients given this literature.
- 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 admissions essay, 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.

Curriculum for the M.A. in Counseling Psychology with a concentration in Community Mental Health — 60 Units

All courses are three units unless otherwise specified.

I. Common Core Courses — 13 units

MCPC 5108 Psychopathology and Psychological Assessment
MCPC 5613 Therapeutic Communication
MCPC 5632 Group Facilitation and Group Therapy
MCPC 6101 Human Sexuality (1 unit)
CMH 6613 Multicultural Foundations of Family Therapy

II. Counseling Courses with Emphasis in Community Mental Health — 15 units

These courses have equivalents in Drama Therapy, Expressive Arts Therapy, Integral Counseling Psychology, and Somatic Psychology which cover the same content from their perspectives.

MCPC 5111 Professional Ethics and Family Law
MCPC 5201 Human Development Across the Lifespan
MCPC 5501 Psychodynamic Foundations for Clinical Practice
MCPC 5620 Advanced Therapeutic Skills: The Clinical Relationship
MCPC 6401 Research Methods

III. Community Mental Health Concentration Courses — 24 units

These courses do not have equivalents in the other concentrations.

CMH 5029 Theories and Practices in Community Mental Health
CMH 5031 Trauma, Crisis, and Recovery-Oriented Practice
CMH 5033 Diagnosis and Treatment of Substance Use, Addiction, and Recovery
CMH 5034 Community Trauma and Healing
CMH 5035 Child and Adolescent Multisystemic Therapies
CMH 5044 Psychotherapies with Families, Couples, and Systems
CMH 6001 Advanced CMH Practice: Severe Mental Illness and Early Psychosis
CMH 7701 Integrative Seminar: Final Project

IV. Electives — 2 units

Select from the following or another course, approved by an adviser, in psychology or a related field.

CMH 5040 Psychological Assessment in Community Mental Health Settings (1 unit)

CMH 5032 Application of Evidence-Based Practices in Community Settings (1-2 units)
CMH 5050 Dialectical Behavior Therapy (1 unit)
CMH 7600 Application of Interventions and Approaches in Communities (1 unit)

V. Supervised Clinical Practicum — 6 units
Select A or B, depending on placement site:

A. MCPC 7602A Supervised Clinical Practicum: Group (2 units)
MCPC 7602B Supervised Clinical Practicum: Group (2 units)
MCPC 7602C Supervised Clinical Practicum: Group (2 units)

B. MCPC 7606A Supervised Clinical Practicum: Group — School Setting
MCPC 7606B Supervised Clinical Practicum: Group — School Setting

Curriculum for the M.A. in Counseling Psychology with a concentration in Community Mental Health, Licensed Professional Clinical Counselor Track — 67 Units

All courses are three units unless otherwise specified.

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

II. Counseling Courses with Emphasis in Community Mental Health — 15 units
These courses have equivalents in Drama Therapy, Expressive Arts Therapy, Integral Counseling Psychology, and Somatic Psychology which cover the same content from their perspectives.
MCPC 5111 Professional Ethics and Family Law
MCPC 5201 Human Development Across the Lifespan
MCPC 5501 Psychodynamic Foundations for Clinical Practice
MCPC 5620 Advanced Therapeutic Skills: The Clinical Relationship
MCPC 6401 Research Methods

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

IV. LPCC Track Courses — 9 units
MCP 5109 Psychopharmacology
MCP 5646 Career Counseling Theory and Practice
MCP 6331 Psychological Assessment: Psychometric Theory

V. Supervised Clinical Practicum — 6 units
Take A or B, depending on placement site:

A. MCPC 7602A Supervised Clinical Practicum: Group (2 units)
MCPC 7602B Supervised Clinical Practicum: Group (2 units)
MCPC 7602C Supervised Clinical Practicum: Group (2 units)

B. MCPC 7606A Supervised Clinical Practicum: Group — School Setting
MCPC 7606B Supervised Clinical Practicum: Group — School Setting

Course Descriptions

CMH-5029 Theories and Practices in Community Mental Health (3 units) Letter Grade
This course will provide basic theory and introductory practice in the recovery model of mental health and its application in community mental health settings. Reviewing the history of the mental health system, as well as of the consumer movement, students will gain an understanding of the context of current practice and will prepare students to enter the field and work effectively as therapists in publicly funded settings. Course will include contemporary community psychology theory, including liberation psychologies. Topics include best practices, practice based evidence, pre-clinical meetings with consumers or family members, the role of SES on treatment, and health disparities in both the prevalence of mental health concerns, as well as in the effectiveness of treatment. RESTRICTED TO COMMUNITY MENTAL HEALTH STUDENTS

CMH-5031 Trauma, Crisis, and Recovery-Oriented Practice (3 units) Letter Grade
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 clinicians self-care will be explored as will the clinicians 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. RESTRICTED TO CMH STUDENTS

CMH-5032 Application of Evidence-Based Practices in Community Settings (0 units) Pass/No Pass
This class will introduce students to the application of evidence-based skills and interventions for community mental health populations. Students will have an opportunity to practice these skills within the class and apply them in practicum. RESTRICTED TO CMH STUDENTS ONLY

CMH-5033 Diagnosis and Treatment of Substance Use, Addiction, and Recovery (3 units) Letter Grade
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. Students will learn about the legal and medical aspects of substance abuse, populations at risk, the role of support persons, support systems, and community resources. Important clinical issues in psychopharmacology, process addictions, case management, recovery-oriented practice and culturally informed treatment strategies will be presented. RESTRICTED TO CMH STUDENTS

CMH-5034 Community Trauma and Healing (3 units) Letter Grade
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. RESTRICTED TO COMMUNITY MENTAL HEALTH STUDENTS

CMH-5035 Child and Adolescent Multi- Systemic Therapies (3 units) Letter Grade
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 multi-systemic approaches and theories for effectively engaging children, adolescents and TAY youth in therapy in both traditional and non-traditional 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, non-traditional and blended families on treatment. RESTRICTED TO COMMUNITY MENTAL HEALTH STUDENTS

CMH-5040 Psychological Assessment in Community Mental Health Settings (1 unit) Letter Grade
This advanced course is designed to provide students with a comprehensive understanding of the theory, application, and ethical considerations related to psychological assessment in the context of community mental health settings. This course emphasizes a holistic and culturally sensitive approach to understanding clients in systems, providing a practical, trauma-informed approach to assessment. This course equips students with the skills necessary to conduct thorough assessments and effective treatment planning in diverse communities. Restricted to CMH students.

CMH-5044 Psychotherapies with Families, Couples, and Systems (3 units) Letter Grade
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. RESTRICTED TO COMMUNITY MENTAL HEALTH STUDENTS

CMH-5050 Dialectical Behavior Therapy (1 unit) Pass/No Pass
In this course, students will learn the foundational theory and practice of Dialectical Behavior Therapy (DBT) which is considered an evidenced based therapy. We will engage in readings, lectures, and role plays to practice the different skills of DBT. The class will focus on experiential practice with clinical skills. Students will learn about the appropriate populations (personality, mood, and substance use disorders) to utilize DBT skills with. CMH students ONLY for fall 2022.

CMH-6001 Advanced CMH Practice: Severe Mental Illness and Early Psychosis (3 units) Letter Grade
This course introduces severe and persistent mental health, 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: 1) Developing evaluative level of comprehension on severe and persistent mental illnesses (SPMI), assessment screeners, and diagnosis. 2) Practicing culturally relevant and theory-based case formulation. 3) Integrating evidence-based practice and creativity in treatment planning. RESTRICTED TO COMMUNITY MENTAL HEALTH STUDENTS

CMH-6610 Multicultural Approaches to Systemic Family and Couples Therapy I (3 units) Letter Grade
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. RESTRICTED TO COMMUNITY MENTAL HEALTH STUDENTS

CMH-6611 Multicultural Approaches to Systemic Family and Couples Therapy II (3 units) Letter Grade
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. RESTRICTED TO COMMUNITY MENTAL HEALTH STUDENTS
PreReq-Take CMH-6610 Multicultural Approaches to Systemic Family and Couples Therapy I.

CMH-6613 Multicultural Foundations of Family Therapy (3 units) Letter Grade
This course focuses on the dynamic experience of family therapy through a socio-cultural theory lens. This course seeks to expand students' understanding of how diversity issues such as ability, class, gender, race/ethnicity, and sexual orientation inform effective family therapy in community mental health settings. The goal is to increase awareness of multiple dimensions of diversity in order to prepare students to work sensitively and effectively with California's multicultural population. The impact of power, privilege, and oppression on mental health, family systems and the therapeutic process will be addressed as well as the counselor's role in promoting social justice, advocating for diverse populations, and eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination. Throughout, careful attention is paid to the historical and cultural context in which family therapy theories were developed and the implications for working with diverse populations in recovery-oriented community mental health settings while interweaving sociocultural attunement across the various models. Students will have the opportunity to explore how their own personal histories and cultures of origin might play out in shaping the therapeutic relationship both across apparent differences as well as across apparent similarities in background. We will also consider the impact of social power differentials and micro aggressions on the therapeutic relationship. In this course students will practice the skills required to communicate therapeutically with clients of diverse backgrounds. The class uses a combination of didactic, experiential practice and process techniques including discussion, readings, demonstrations, simulations, guided practice, role- playing, and self-inquiry. Through engagement with the material students will embark upon a course of discovering and developing their own voice and style as a community mental health clinician.

CMH-7600 Application of Interventions and Approaches in Communities (1 unit) Letter Grade
This advanced practicum course provides a comprehensive and dynamic learning experience,

bringing a blend of clinical, creative, and community-focused skills. Recognizing the therapeutic value of creative expression and interventions for assessment and treatment. Familiarity with the mental health challenges faced by school-based mental health students and other systemic environments and institutions. Developing advanced assessment and diagnostic skills to understand nuanced and complex clinical cases. RESTRICTED TO CMH STUDENTS.

CMH-7701 Integrative Seminar: Final Project (3 units) Letter Grade
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. RESTRICTED TO CMH STUDENTS

CMH-8799 Independent Study (0 units) Pass/No Pass
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.

MCPC-5108 Psychopathology (3 units) Letter Grade
The categories of psychopathology as defined in the DSM-V are explored. Students are exposed to the process and language of psycho-diagnosis, including its uses, limitations, and the relationship of diagnosis to treatment. RESTRICTED TO CMH STUDENTS

MCPC-5111 Professional Ethics and Family Law (3 units) Letter Grade
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 likely to arise for Marriage and Family Therapists (Marriage and Family Therapist) and Licensed Professional Counselors (LPCC), 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 socio-economic and cultural difference contribute to ethical professionalism. RESTRICTED TO CMH STUDENTS

MCPC-5201 Human Development Across the Lifespan (3 units) Letter Grade
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, 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 to work effectively with issues of child abuse assessment and reporting, spousal abuse and family violence and related reporting issues. Issues of geriatric care, long term care and elder abuse will be covered. RESTRICTED TO CMH STUDENTS

MCPC-5501 Psychodynamic Foundations for Clinical Practice (3 units) Letter Grade
This course will introduce students to the foundations of psychoanalytic thought, beginning with Freud and moving through the various developments through the 21th 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 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 recreated 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 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. RESTRICTED TO CMH STUDENTS

MCPC-5613 Therapeutic Communication (3 units) Letter Grade
This course is designed to provide counseling students with diverse theoretical and experiential approaches to effective 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 of an ongoing personal mindfulness practice as an adjunct to interpersonal work, 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. PRIORITY REGISTRATION TO CMH STUDENTS

MCPC-5620 Advanced Therapeutic Skills: The Clinical Relationship (3 units) Letter Grade
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. RESTRICTED TO CMH STUDENTS

MCPC-5632 Group Facilitation and Group Therapy (3 units) Letter Grade
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. RESTRICTED TO CMH STUDENTS

MCPC-6101 Human Sexuality (1 unit) Letter Grade
This course provides an overview and introduction to human sexuality including both health 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. RESTRICTED TO CMH STUDENTS

MCPC-6401 Research Methods (3 units) Letter Grade
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 also 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. RESTRICTED TO CMH STUDENTS

MCPC-7601A Supervised Clinical Practicum: Individual (2 units) Pass/No Pass
Presentation and discussion of case material. Emphases upon case formulation, the therapeutic relationship, and the development of clinical skills. Cannot be registered for online. Submit Individual Practicum Registration Form to Registrar's Office. An NP grade will be given if Supervised Fieldwork Agreement is not submitted to Field Placement Office by semester's end. RESTRICTED TO CMH STUDENTS WHO'VE PASSED A CRIMINAL BACKGROUND CHECK

MCPC-7601B Supervised Clinical Practicum: Individual (2 units) Pass/No Pass
Presentation and discussion of case material. Emphases upon case formulation, the therapeutic relationship, and the development of clinical skills. Cannot be registered for online. Submit Individual Practicum Registration Form to Registrar's Office. An NP grade will be given if Supervised Fieldwork Agreement is not submitted to Field Placement Office by semester's end. RESTRICTED TO CMH STUDENTS WHO'VE PASSED A CRIMINAL BACKGROUND CHECK
PreReq-Take MCPC 7601A

MCPC-7601C Supervised Clinical Practicum:Individual (2 units) Pass/No Pass
Presentation and discussion of case material. Emphases upon case formulation, the therapeutic relationship, and the development of clinical skills. Cannot be registered for online. Submit Individual Practicum Registration Form to Registrar's Office. An NP grade will be given if Supervised Fieldwork Agreement is not submitted to Field Placement Office by semester's end. RESTRICTED TO CMH STUDENTS WHO'VE PASSED A CRIMINAL BACKGROUND CHECK
PreReq-Take MCPC-7601B

MCPC-7602A Supervised Clinical Practicum: Group (2 units) Pass/No Pass
Presentation and discussion of case material. Emphases upon case formulation, the therapeutic relationship, and the development of clinical skills. Specific skills in case documentation and professional writing will be practiced. RESTRICTED TO CMH STUDENTS WHO'VE PASSED A CRIMINAL BACKGROUND CHECK

MCPC-7602B Supervised Clinical Practicum: Group (2 units) Pass/No Pass
Presentation and discussion of case material. Emphases upon case formulation, the therapeutic relationship, and the development of clinical skills. Specific skills in case documentation and professional writing will be practiced. RESTRICTED TO CMH STUDENTS WHO'VE PASSED A CRIMINAL BACKGROUND CHECK
PreReq-Take MCPC-7602A

MCPC-7602C Supervised Clinical Practicum: Group (2 units) Pass/No Pass
Presentation and discussion of case material. Emphases upon case formulation, the therapeutic relationship, and the development of clinical skills. Specific skills in case documentation and professional writing will be practiced. RESTRICTED TO CMH STUDENTS WHO'VE PASSED A CRIMINAL BACKGROUND CHECK
PreReq-Take MCPC-7602B

MCPC-7604A Supervised Clinical Practicum: Individual (School) (3 units) Pass/No Pass
For Community Mental Health practicum students working in schools. Presentation and discussion of case material. Emphases upon case formulation, the therapeutic relationship, and the development of clinical skills. RESTRICTED TO CMH STUDENTS WHO'VE PASSED A CRIMINAL BACKGROUND CHECK

MCPC-7604B Supervised Clinical Practicum: Individual (School Setting) (3 units) Pass/No Pass
For Community Mental Health practicum students working in schools. Presentation and discussion of case material. Emphases upon case formulation, the therapeutic relationship, and the development of clinical skills. RESTRICTED TO CMH STUDENTS WHO'VE PASSED A CRIMINAL BACKGROUND CHECK
PreReq-Take MCPC-7604A

MCPC-7606A Supervised Clinical Practicum: Group (Community or Public Setting) (3 units) Pass/No Pass
Presentation and discussion of case material. Emphases upon case formulation, the therapeutic relationship, and the development of clinical skills. Specific skills in case documentation and professional writing will be practiced. RESTRICTED TO CMH STUDENTS WHO'VE PASSED A CRIMINAL BACKGROUND CHECK

MCPC-7606B Supervised Clinical Practicum: Group (Community or Public Setting) (3 units) Pass/No Pass
Presentation and discussion of case material. Emphases upon case formulation, the therapeutic relationship, and the development of clinical skills. Specific skills in case documentation and professional writing will be practiced. RESTRICTED TO CMH STUDENTS WHO'VE PASSED A CRIMINAL BACKGROUND CHECK
PreReq-Take MCPC-7606A

M.A. in Counseling Psychology with a concentration in *Drama Therapy*

Concentration Chair
Renée Emunah, Ph.D., RDT, BCT, remunah@ciis.edu

Core Faculty
Doug Ronning, M.A., RDT, BCT, LMFT
Pella Schafer Weisman, M.A., LMFT, RDT, BCT
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Adjunct Faculty
Roni Alperin, M.A., LMFT, RDT
Michelle (Chia Ning) Chang, M.A., LMFT, RDT
Sylvia Israel, M.A., LMFT, RDT, TEP
Amna Jaffer, M.A., TEP
Kim Koljat, M.A., LMFT, RDT
Susan Coto McKenna, Psy.D., ADTR
Gary Raucher, M.A., RDT, BCT, LMFT
Myriam Savage, Ph.D., RDT, BCT
Alicia Stephen, M.A., RDT
Nina Strongylou, LMFT, R.N.
Armand Volkas, LMFT, RDT, BCT, MFA
Cameron Wade, M.A., RDT

Program Manager
Emilie Howlett, ehowlett@ciis.edu

Format and Length

The M.A. in Counseling Psychology, Drama Therapy concentration in a residential program with occasional class meetings held online synchronously.

It is a three-year program that can be completed in two by attending optional summer semesters. To meet the needs of working students and those living at a distance, first-year courses are typically held only two days per week. Further information about course sequencing is available from the Drama Therapy staff.

Drama Therapist Registry
In addition to being approved by the California Board of Behavioral Sciences (BBS) to fulfill the educational requirements for licensure as a Marriage and Family Therapist and a Professional Clinical Counselor, it follows the academic guidelines of the North American Drama Therapy Association to qualify for registry as a Registered Drama Therapist (RDT) in California.

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 35 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 program 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, some 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, Playback Theatre, and physical theater — 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 to develop competence in drama therapy. Our commitment is to provide 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. Primary drama therapy models and approaches (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 value highly), are some of the qualifications that have led our graduates to readily obtain satisfying jobs. 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 pursuits.

Concentration Learning Outcomes

Upon successful completion of the program, graduates will be able to demonstrate knowledge and competencies in the following areas.

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

Pre-Practicum and Practicum/Supervision

During the first year of the program, students complete a 45-hour pre-practicum working as a participant-observer in a clinical setting with an experienced drama therapist. No academic credit is earned for the pre-practicum. Starting typically in the program's second year, students complete one academic year of practicum, involving 20 hours per week in a clinical setting in California. Students receive supervision both on-site by a licensed clinician and by CIIS faculty in small-group MCPD 7602 Clinical Practicum: Case Seminar course over three semesters. A list of placements is provided, and support is offered by the M.A. in Counseling Psychology (MCP) Field Placement Office. Proposed facilities for practice include settings with children, adolescents, adults, and seniors, in psychiatric hospitals, day treatment centers, schools, and outpatient clinics. Work is conducted with groups as well as with individuals and often with couples or families.

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.

Admissions Requirements

The program is designed for Fall-semester entry only. Applicants must meet the admissions requirements of both CIIS and the program which 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. At least two undergraduate psychology courses are strongly encouraged, and volunteer or paid work experience in human services is also recommended. We review each applicant from a holistic perspective.

Curriculum for the M.A. in Counseling Psychology with a concentration in Drama Therapy — 60 Units

All courses are units unless otherwise specified.

I. **Common Core Courses — 19 units**
- MCP 5101 Professional Ethics and Law (2 units)
- MCP 5108 Psychopathology and Psychological Assessment
- MCP 5201 Human Development and the Family
- 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
- MCP 6502 Child Therapy (2 units)

II. **Counseling Courses with Emphasis in Drama Therapy — 11 units**

These courses have equivalents in Community Mental Health, Expressive Arts Therapy, Integral Counseling Psychology, and Somatic Psychology that cover the content from their perspectives.

- MCPD 5604 Group Dynamics and Creative Arts Therapies (2 units)
- MCPD 5605 Family Dynamics and Therapy
- 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. **Drama Therapy Concentration Courses — 21 units**

These courses do not have equivalents in the other concentrations.

- PDT 5501 Drama Therapy Theory
- PDT 5602 Drama Therapy Process and Technique
- PDT 5603 Drama Therapy Practice
- PDT 5605 Psychodrama
- PDT 5607 Special Methods in Drama Therapy I: Developmental Transformations (1 unit)
- PDT 5614 Advanced Improvisation and Playback Theatre (1 unit)
- PDT 5627 Trauma and Resilience: Embodied Approaches to Treatment (1 unit)
- PDT 6604 Drama Therapy and Social Change (2 units)
- PDT 7700 Integrative Seminar in Drama Therapy: Final Project (4 units)

One of the following:
- PDT 5609 Special Methods in Drama Therapy: Narradrama (1 unit)
- PDT 5610 Special Methods in Drama Therapy: Introduction to Therapeutic Tabletop Roleplay Games (1 unit)
- PDT 5611 Special Methods in Drama Therapy: Role Method (1 unit)
- PDT 5626 Individual Drama Therapy (1 unit)
- PDT 5628 Advanced Integrative Five Phase Model of Drama Therapy (1 unit)
- PDT 6607 Special Methods in Drama Therapy II: Advanced Developmental Transformations (1 unit)

IV. **Electives — 2 units**

Any CIIS graduate-level course(s)

V. **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)

Curriculum for the M.A. in Counseling Psychology with a concentration in Drama Therapy, Licensed Professional Clinical Counselor Track — 69 Units

All courses are three units unless otherwise specified.

I. **Common Core Courses — 19 units**
- MCP 5101 Professional Ethics and Law (2 units)
- MCP 5108 Psychopathology and Psychological Assessment
- MCP 5201 Human Development and the Family
- 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
- MCP 6502 Child Therapy (2 units)

II. **Counseling Courses with Emphasis in Drama Therapy — 11 units**

These courses have equivalents in Community Mental Health, Expressive Arts Therapy, Integral Counseling Psychology, and Somatic Psychology concentrations that cover the content from their perspectives.

- MCPD 5604 Group Dynamics and Creative Arts Therapies (2 units)
- MCPD 5605 Family Dynamics and Therapy
- 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. Drama Therapy Concentration Courses — 22 units

These courses do not have equivalents in the other concentrations.

PDT 5501 Drama Therapy Theory
PDT 5602 Drama Therapy Process and Technique
PDT 5603 Drama Therapy Practice
PDT 5605 Psychodrama
PDT 5607 Special Methods in Drama Therapy I: Developmental Transformations (1 unit)
PDT 5614 Advanced Improvisation and Playback Theatre (1 unit)
PDT 5627 Trauma and Resilience: Embodied Approaches to Treatment (1 unit)
PDT 6604 Drama Therapy and Social Change (2 units)
PDT 7700 Integrative Seminar in Drama Therapy: Final Project (4 units)

IV. LPCC Track Courses — 12 units

MCP 5023 Advanced Treatment of Addictions (2 units)
MCP 5109 Psychopharmacology
MCP 5646 Career Counseling Theory and Practice
MCP 5651 California Ethics and the Law (1 unit)
MCP 6331 Psychological Assessment: Psychometric Theory

V. 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)

Course Descriptions

MCP-5023 Advanced Treatment of Addiction (2 units) Letter Grade
This advanced course studies addictions counseling, including substance abuse, co-occurring disorders, and addiction, major approaches to identification, evaluation, treatment, and prevention of substance abuse and addiction, legal, ethical, 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.

MCP-5101 Professional Ethics and Family Law (2 units) Letter Grade
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 including telehealth services ; and licensing law and licensing process. PRIORITY REGISTRATION TO COUNSELING PSYCHOLOGY STUDENTS; NOT OPEN TO ICP WEEKEND PROGRAM STUDENTS

MCP-5108 Psychopathology and Psychological Assessment (3 units) Letter Grade
This course covers the 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 pharmacology and assessment and testing of individuals, including basic concepts of standardized and non-standardized 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. PRIORITY REGISTRATION TO COUNSELING PSYCHOLOGY STUDENTS; NOT OPEN TO ICP WEEKEND PROGRAM STUDENTS

MCP-5109 Psychopharmacology (3 units) Letter Grade
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, naturopathic and entheogenic treatments. This course pays special attention to the scope of practice of psychotherapists, ethical considerations, and practical ways psychotherapists may collaborate with medical professionals, make appropriate referrals, and advocate for clients. Case studies will help students to understand ways in which psychotherapists can be instrumental in supporting clients who take medication and/or who may require medication. NOT OPEN TO ICPW OR CMH STUDENTS EXCEPT THOSE PURSUING THE LPCC TRACK;

PRIORITY REGISTRATION TO COUNSELING PSYCHOLOGY STUDENTS.

MCP-5201 Human Development and the Family (3 units) Letter Grade
This course covers family relationships, the psychological, psychotherapeutic, and health implications of developmental issues and their effects, 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. PRIORITY REGISTRATION TO COUNSELING PSYCHOLOGY STUDENTS; NOT OPEN TO ICP WEEKEND PROGRAM STUDENTS; NOT OPEN TO SOM PROGRAM STUDENTS

MCP-5646 Career Counseling Theory and Practice for Therapists (3 units) Letter Grade
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. PRIORITY REGISTRATION TO COUNSELING PSYCHOLOGY STUDENTS

MCP-5651 California Ethics and the Law (1 unit) Letter Grade
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 including telehealth services ; and licensing law and licensing process. PRIORITY REGISTRATION TO COUNSELING PSYCHOLOGY STUDENTS; NOT OPEN TO ICP WEEKEND PROGRAM STUDENTS NOT PURSUING LPCC TRACK; NOT OPEN TO CMH PROGRAM STUDENTS

PreReq-Take MCP 5101; or ICPW 5103 and ICPW 5104; or ICPW 6000

MCP-6101 Human Sexuality (1 unit) Letter Grade
This course explores personal, interpersonal, and transpersonal dimensions of sexual experience, including awareness, attitudes, meaning, expression, response, sexual counseling, and integration with personal development. PRIORITY REGISTRATION TO COUNSELING PSYCHOLOGY STUDENTS; NOT OPEN TO ICP WEEKEND PROGRAM STUDENTS OR M.A. SOMATIC PSYCHOLOGY STUDENTS

MCP-6102 Assessment and Treatment of Addiction Disorders (1 unit) Letter Grade
This course covers addictions counseling, including substance abuse, co-occurring disorders, and addiction. This course focuses on the medical and ethical 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. PRIORITY REGISTRATION TO COUNSELING PSYCHOLOGY STUDENTS; NOT OPEN TO ICP WEEKEND PROGRAM STUDENTS

MCP-6103 Multicultural Counseling and the Family (2 units) Letter Grade
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. PRIORITY REGISTRATION TO COUNSELING PSYCHOLOGY STUDENTS; NOT OPEN TO ICP WEEKEND PROGRAM STUDENTS; NOT OPEN TO SOM PROGRAM STUDENTS

MCP-6233 Introduction to Community Mental Health and the Recovery Model (2 units) Letter Grade
This course studies recovery-oriented practice and environments and wellness and prevention. 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. Selection of appropriate counseling interventions, models of counseling suggested by current professional practices and research, the development of a personal model of counseling, interdisciplinary responses to crises, emergencies and disasters, and the many considerations involved in conducting professional counseling practice in a multicultural society. Recovery-based language, strength-based communication, resiliency, and the foundations of recovery and wellness will be discussed. This course includes 6 hours of suicide risk assessment and prevention. PRIORITY REGISTRATION TO COUNSELING PSYCHOLOGY STUDENTS; NOT OPEN TO ICP WEEKEND PROGRAM STUDENTS

MCP-6331 Psychological Assessment I: Psychometric Theory (3 units) Letter Grade
The course covers psychometric theory, principles and methods of standardized and non-standardized 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, measurement biases, as well as associated statistical methods are covered. The course further provides 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. PRIORITY REGISTRATION TO COUNSELING PSYCHOLOGY STUDENTS

MCP-6401 Research Methods (3 units) Letter Grade
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. PRIORITY REGISTRATION TO COUNSELING PSYCHOLOGY STUDENTS; NOT OPEN TO ICP WEEKEND PROGRAM STUDENTS

MCP-6502 Child Therapy (2 units) Letter Grade
This course studies 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, ethical considerations, 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, spiritual, and economic factors. PRIORITY REGISTRATION TO COUNSELING PSYCHOLOGY STUDENTS; NOT OPEN TO ICP WEEKEND PROGRAM STUDENTS; NOT OPEN TO SOM PROGRAM STUDENTS

MCP-7603 Post-Practicum (0.1 units) Pass/No Pass
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. RESTRICTED TO COUNSELING PSYCHOLOGY STUDENTS

MCP-8799 Independent Study (1 to 6 units) Pass/No Pass
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.

MCPD-5604 Group Dynamics and Creative Arts Therapies (2 units) OP
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. PRIORITY REGISTRATION TO DRAMA THERAPY STUDENTS

MCPD-5605 Family Dynamics and Therapy (3 units) OP
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. PRIORITY REGISTRATION TO DRAMA THERAPY STUDENTS

MCPD-5608 Psychotherapy Theories and Practices (2 units) OP
A theoretical survey of the major psychotherapy orientations. Students are encouraged to analyze and critique these theories, and to develop an integrative framework using an interpersonal, feminist, and systemic approach. Dramatic methods are incorporated to enhance theoretical understanding. PRIORITY REGISTRATION TO DRAMA THERAPY STUDENTS

MCPD-5610 Therapeutic Communication (2 units) OP
An overview of key concepts and methods in therapeutic communication, integrating psychodynamic, humanistic, and other approaches. Experiential portion includes role-play and simulations. PRIORITY REGISTRATION TO DRAMA THERAPY STUDENTS

MCPD-6605 Advanced Family and Couples Therapy Action-Oriented Approaches (2 units) OP
Approaches and techniques to couples and family therapy that employ action-oriented processes are examined and practiced in simulations. Key practitioners in the field of family therapy who have developed action methods are reviewed. Includes work in spousal and partner abuse assessment, detection, and intervention. PRIORITY REGISTRATION TO DRAMA THERAPY STUDENTS
PreReq-Take MCPD-5605;

MCPD-7601A Supervised Clinical Practicum: Individual/Case Seminar (2 units) OP
Students are required to take group practicum, and individual practicum is only available to students facing unusual, extenuating circumstances and only by approval from the program. Cannot be registered for online; instead, submit the Individual Practicum Registration Form. An NP grade will be given if Supervised Fieldwork Agreement is not submitted to Field Placement Office by semester's end. RESTRICTED TO DRAMA THERAPY STUDENTS WHO'VE PASSED A CRIMINAL BACKGROUND CHECK
PreReq-Take PDT-5603 AND MCP-5101 AND MCP-5108 AND MCPD-5610

MCPD-7601B Supervised Clinical Practicum: Individual/Case Seminar (2 units) OP
Students are required to take group practicum, and individual practicum is only available to students facing unusual, extenuating circumstances and only by approval from the program. Cannot be registered for online; instead, submit the Individual Practicum Registration Form. An NP grade will be given if Supervised Fieldwork Agreement is not submitted to Field Placement Office by semester's end. RESTRICTED TO DRAMA THERAPY STUDENTS WHO'VE PASSED A CRIMINAL BACKGROUND CHECK
PreReq-Take MCPD-7601A

MCPD-7601C Supervised Clinical Practicum: Individual/Case Seminar (2 units) OP
Students are required to take group practicum, and individual practicum is only available to students facing unusual, extenuating circumstances and only by approval from the program. Cannot be registered for online; instead, submit the Individual Practicum Registration Form. An NP grade will be given if Supervised Fieldwork Agreement is not submitted to Field Placement Office by semester's end. RESTRICTED TO DRAMA THERAPY STUDENTS WHO'VE PASSED A CRIMINAL BACKGROUND CHECK
PreReq-Take MCPD-7601B

MCPD-7602A Supervised Clinical Practicum/Case Seminar in Drama Therapy (2 units) OP
Presentation and discussion of case material. Emphases upon case formulation, the therapeutic relationship, and the development of clinical skills. RESTRICTED TO DRAMA THERAPY STUDENTS WHO'VE PASSED A CRIMINAL BACKGROUND CHECK
PreReq-Take MCP 5101, MCP 5108, MCPD 5610 and PDT 5603

MCPD-7602B Supervised Clinical Practicum/Case Seminar in Drama Therapy (2 units) OP Presentation and discussion of case material. Emphases upon case formulation, the therapeutic relationship, and the development of clinical skills. RESTRICTED TO DRAMA THERAPY STUDENTS WHO'VE PASSED A CRIMINAL BACKGROUND CHECK
PreReq-Take MCPD 7602A

MCPD-7602C Supervised Clinical Practicum/Case Seminar in Drama Therapy (2 units) OP
Presentation and discussion of case material. Emphases upon case formulation, the therapeutic relationship, and the development of clinical skills. RESTRICTED TO DRAMA THERAPY STUDENTS WHO'VE PASSED A CRIMINAL BACKGROUND CHECK
PreReq-Take MCPD 7602B

MCPD-7602D Supervised Clinical Practicum: Group (2 units) Letter Grade
Students are required to take group practicum, and individual practicum is only available to students facing unusual, extenuating circumstances and only by approval from the program. Cannot be registered for online; instead, submit the Individual Practicum Registration Form. An NP grade will be given if Supervised Fieldwork Agreement is not submitted to Field Placement Office by semester's end. RESTRICTED TO DRAMA THERAPY STUDENTS WHO'VE PASSED A CRIMINAL BACKGROUND CHECK
PreReq-Take MCPD-7602C

MCPD-7602E Supervised Clinical Practicum: Group (2 units) Letter Grade
Students are required to take group practicum, and individual practicum is only available to students facing unusual, extenuating circumstances and only by approval from the program. Cannot be registered for online; instead, submit the Individual Practicum Registration Form. An NP grade will be given if Supervised Fieldwork Agreement is not submitted to Field Placement Office by semester's end. RESTRICTED TO DRAMA THERAPY STUDENTS WHO'VE PASSED A CRIMINAL BACKGROUND CHECK
PreReq-Take MCPD-7602D

PDT-5501 Drama Therapy Theory (3 units) OP
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. RESTRICTED TO DRAMA THERAPY STUDENTS

PDT-5602 Drama Therapy Process and Technique (3 units) OP
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 Rene Emunah's Integrative Five Phase Model of Drama Therapy and are introduced to Self-Revelatory Performance. RESTRICTED TO DRAMA THERAPY STUDENTS

PDT-5603 Drama Therapy Practice (3 units) OP
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 (practicing being a drama therapist, or assuming the role of various clients), students develop clinical drama therapy skills, with an emphasis on group facilitation. Prerequisites: PDT 5602. RESTRICTED TO DRAMA THERAPY STUDENTS.
PreReq-Take PDT-5602;

PDT-5605 Psychodrama (3 units) OP
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 REGISTRATION TO DRAMA THERAPY STUDENTS

PDT-5607 Special Methods in Drama Therapy I: Developmental Transformations (1 unit) OP
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. PRIORITY REGISTRATION TO DRAMA THERAPY STUDENTS

PDT-5609 Special Methods in Drama Therapy: Narradrama (1 unit) Pass/No Pass
Students experience the framework of scaffolding drama therapy projective and embodied exercises in Narradrama and explore the practical application of Narradrama in 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. PRIORITY REGISTRATION TO DRAMA THERAPY STUDENTS

PDT-5610 Special Methods in Drama Therapy: Introduction to Therapeutic Tabletop Roleplay Games (1 unit) OP
After providing an overview of multiple game systems, the course theoretically and experientially examines clinical applications of TTRPGs, and cultivates skills in treatment planning, character creation, accessibility and developmental modifications, storytelling and "world building." Concepts as collaborative improvisation, aesthetic distance, and narrative transference are explored. The course emphasizes the use of TTRPGs with adolescents and with people living with autism. RESTRICTED TO COUNSELING PSYCHOLOGY STUDENTS; PRIORITY TO DRAMA THERAPY STUDENTS

PDT-5611 Special Methods in Drama Therapy: Role Method (1 unit) OP
The course explores Robert Landy's Role Theory and Role Method (RTRM) through group and individual experiential work, discussion and lecture. The course will enable students to understand and articulate the theoretical pillars of Role Theory as well as conceptualize various applications of Role Method in clinical settings. There will also be skill-building practice in this drama therapy approach, via students taking on roles of drama therapist and clients. PRIORITY REGISTRATION TO PDT STUDENTS.

PDT-5614 Advanced Improvisation and Playback Theater (1 unit) OP
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. RESTRICTED TO DRAMA THERAPY STUDENTS.

PDT-5626 Individual Drama Therapy (1 unit) OP
A practical/clinical examination of the application of drama therapy with individual clients, including shifting between and integrating verbal and dramatic methods in one-on-one work; engaging the individual client over the course of a multi-phased therapeutic relationship; and balancing the consideration of clinical, cultural, social, existential, and relational needs in providing attuned approaches within the dramatic medium. RESTRICTED TO DRAMA THERAPY STUDENTS

PDT-5627 Trauma and Resilience: Embodied Approaches to Treatment (1 unit) OP
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. PRIORITY REGISTRATION TO DRAMA THERAPY STUDENTS

PDT-5628 Advanced Integrative Five Phase Model of Drama Therapy (1 unit) OP
A seminar exploring the underlying premises in the Integrative Five Phase model of drama therapy; its use in various clinical contexts and with different 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. RESTRICTED TO DRAMA THERAPY STUDENTS. PreReq-Take PDT-5602

PDT-6604 Drama Therapy and Social Change (2 units) OP
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. 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. PRIORITY REGISTRATION TO DRAMA THERAPY STUDENTS

PDT-6607 Special Methods in Drama Therapy II: Advanced Developmental Transformations (1 unit) OP
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." NOT OPEN TO ICP WEEKEND PROGRAM STUDENTS; PRIORITY REGISTRATION TO DRAMA THERAPY STUDENTS PreReq-Take PDT-5607;

PDT-7700 Integrative Seminar in Drama Therapy Final Project (4 units) OP
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. RESTRICTED TO DRAMA THERAPY STUDENTS PreReq-Take MCPD-7602 or MCPD 7602A or MCPD 7602B or MCPD 7603C

PDT-8799 Independent Study (1 to 6 units) Pass/No Pass
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 to 6 units) OP
Occasional courses offered by faculty regarding their current interests and research.

M.A. in Counseling Psychology with a concentration in *Expressive Arts Therapy*

Concentration Chair
Phil Weglarz, Ph.D., LMFT, REAT, pweglarz@ciis.edu

Core Faculty
Christine Brooks, Ph.D.
Jenna Robinson, M.A., LMFT
Myriam Savage, Ph.D., RDT/BCT
Shoshana Simons, Ph.D., RDT
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Adjunct Faculty
Yael Kievsky, M.A., LMFT
Nicole Koethner, M.A., LMFT
Mireya A. Marcet, M.A., LMFT
Ellen Morrison, M.A., LCSW
Jill Therrien, M.A., LMFT, REAT
Armand Volkas, MFA, M.A., LMFT, RDT/BCT
Eliora Wolfe, M.A., M.Ed., MFT
Stacie Yeldell, M.A., MT-BC, AVPT

Program Manager
Nancy Mancias, MBA, nmancias@ciis.edu

Format and Length

The Master of Arts in Counseling Psychology with a concentration in Expressive Arts Therapy (EXA) is a hybrid, low-residency degree program for California residents, which utilizes a combination of in-person intensives and various methods of distance, online learning.

At the start of each fall and spring semester, students participate in an immersive, six-day, in-person retreat in the Bay Area where up to 20% of the semester's work is completed. The remainder of the semester, students participate in synchronous and asynchronous learning via a range of methods, including video meetings, asynchronous online discussions, regular partner and group work, and individual assignments.

Students choose between a full-time three-year option or a part-time five-year option. Part-time students have reduced retreat schedules and fees after the first semester.

Per federal law 34 CFR § 600.9, U.S. states must authorize each higher education institution outside their state to provide remote education to their residents, or waive such authorization. The current list of states which have given CIIS their authorizations can be found in the State Authorization section of this catalog and on this webpage:https://www.ciis.edu/admissions-and-financial-aid/out-of-state-students/state-authorization. CIIS can admit individuals to online programs only if they are in these states. Students in online programs who are in a state which has given CIIS their authorization, and then relocate to a state which has not, put their enrollment in jeopardy.

Mission

The EXA concentration educates and trains future leaders in the field of expressive arts therapy. 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.

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 deeply integrates a wide range of arts modalities in the service of human growth, development, and healing. The EXA 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 program integrates a thorough education in theories and methods of psychotherapy with intensive training in expressive arts therapy. The curriculum includes individual, group, couples, and family therapies, and a yearlong practicum training at community-based organizations, under the supervision of licensed mental health professionals. While completing practicum, EXA students get additional consultation and support from faculty who are licensed mental health practitioners with expertise in creative and expressive arts therapies.

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 critical, 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 diverse communities of the United States in terms of race, ethnicity, religion, gender, sexuality, differing abilities, nationality, and socioeconomic status. This is reflected in all aspects of

the formal curriculum as well as in our approach to learning and teaching in EXA courses.

In EXA concentration, in addition to meeting the educational requirements for California's Marriage and Family Therapist (MFT) and Professional Clinical Counselor licensure, is also designed to meet the educational requirements to become a Registered Expressive Arts Therapist (REAT) with the International Expressive Arts Therapy Association (IEATA). CIIS is not responsible for determining if the program meets the academic professional licensure requirements in any state or US territory outside of California.

Learning Outcomes

The Expressive Arts Therapy concentration is a dynamic program weaving the arts across the curriculum, enabling students to do the following:

1. 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.
2. Translate expressive arts interventions and processes into standard psychological language, and vice versa.
3. Demonstrate personal growth using expressive arts practices.
4. Conceptualize and intervene holistically by addressing body, mind, and spirit.
5. Articulate when expressive arts approaches are appropriate and when they may be contraindicated within particular clinical situations.
6. Weave together expressive arts and recovery-oriented principles and practices into treatment.

Curriculum Overview

Students engage in three years of hybrid study, integrating online learning with regular residential intensives in the San Francisco Bay Area. 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.

The EXA concentration has the following requirements:

Ongoing Arts Practice
Students commit to engage in an ongoing practice with arts modalities of their choice throughout their time in the program. Students have the freedom to choose less formal, self-guided practices and/or those involving more structure such as: guided training/classes, presentations, publication, performances, etc. All costs and materials involved with a student's individual arts practice are the sole responsibility of the student. Expressive Arts Therapy courses offer frequent opportunities for artmaking, response art, and arts-based inquiry, where students can apply their arts practices and experiment with new ones.

Experiential Learning
Clinical training occurs in classes, which may be offered in-person, virtual and synchronous (e.g., video meetings), or online and asynchronous. New theoretical, experiential, and expressive arts skills are integrated into the student's work and in their communities.

Integrative Project
In their final spring semester, EXA students present an original capstone project at the annual Expressive Arts Symposium attended by faculty and first- and second-year students, as well as submitting a final paper.

Admissions Requirements

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

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 for M.A. in Counseling Psychology with a concentration in Expressive Arts Therapy — 60 Units

All courses are three units unless otherwise specified.

I. Common Core Courses — 11 units
MCP 5101 Professional Ethics and Law (2 units)
MCP 5108 Psychopathology and Psychological Assessment
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
These courses have equivalents in the Community Mental Health, Drama Therapy, Integral Counseling Psychology, and Somatic Psychology concentrations which cover the same content from their perspectives.
EXA 5501 Psychotherapy Theories and Practices
MCPE 5201 Human Development and Family

MCPE 5606 Family and Couples Dynamics I
MCPE 5634 Group Dynamics and Therapy
MCPE 6403 Research Methods
MCPE 6604 Multicultural Counseling and the Therapeutic Relationship
MCPE 6606 Family and Couples Dynamics II

III. **Expressive Arts Therapy Concentration Courses — 22 units**
These courses do not have equivalencies in the other concentrations.
EXAL 5602 EXA Therapeutic Communication Lab (1 unit)
EXA 5993 Integrative Seminar in Expressive Arts Therapy I (1 unit)
EXA 5994 Integrative Seminar in Expressive Arts Therapy II (2 units)
EXA 6020 EXA and Trauma
EXA 6036 History and Foundations of Expressive Arts Therapy (2 units)
EXA 6055 The Arts in Therapy
EXA 6064 Psychological Assessment and Creative Arts Therapy
EXA 6088 EXA Approaches: Module I (1 unit)
EXA 6089 EXA Approaches: Module II (1 unit)
EXA 6090 EXA Approaches: Module III (1 unit)
EXA 6091 EXA Approaches: Module IV (1 unit)
EXA 6618 Narrative Expressive Arts Family Therapy (2 units)
EXA 6853 Professional Development (1 unit)

IV. **Practicum–6 units**
MCPE 7604A Supervised Clinical Practicum: Group
MCPE 7604B Supervised Clinical Practicum: Group

Curriculum for M.A. in Counseling Psychology with a concentration in Expressive Arts Therapy, Licensed Professional Clinical Counselor Track — 69 Units

All courses three units unless otherwise specified.

I. **Common Core Courses — 11 units**
MCP 5101 Professional Ethics and Law (2 units)
MCP 5108 Psychopathology and Psychological Assessment
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**
These courses have equivalents in Community Mental Health, Drama Therapy, Integral Counseling Psychology, and Somatic Psychology which cover the content from their perspectives.
EXA 5501 Psychotherapy Theories and Practices
MCPE 5201 Human Development and Family
MCPE 5606 Family and Couples Dynamics I
MCPE 5634 Group Dynamics and Therapy MCPE 6403 Research Methods
MCPE 6604 Multicultural Counseling and the Therapeutic Relationship
MCPE 6606 Family and Couples Dynamics II

III. **Expressive Arts Therapy Concentration Courses — 22 units**
These courses do not have equivalents in the other concentrations.
EXAL 5602 EXA Therapeutic Communication Lab (1 unit)
EXA 5993 Integrative Seminar in Expressive Arts Therapy I (1 unit)
EXA 5994 Integrative Seminar in Expressive Arts Therapy II (2 units)
EXA 6020 EXA and Trauma
EXA 6036 History and Foundations of Expressive Arts Therapy (2 units)
EXA 6055 The Arts in Therapy
EXA 6064 Psychological Assessment and Creative Arts Therapy
EXA 6088 EXA Approaches: Module I (1 unit)
EXA 6089 EXA Approaches: Module II (1 unit)
EXA 6090 EXA Approaches: Module III (1 unit)
EXA 6091 EXA Approaches: Module IV (1 unit)
EXA 6618 Narrative Expressive Arts Family Therapy (2 units)
EXA 6853 Professional Development (1 unit)

IV. **LPCC Courses — 9 units**
MCP 5023 Advanced Treatment of Addiction Disorders (2 Units)
MCP 5109 Psychopharmacology (3 Units)
MCP 5646 Career Counseling Theory and Practice for Therapists (3 Units)
MCP 5651 California Ethics and Law (1 Unit)

V. **Practicum — 6 units**
MCPE 7604A Supervised Clinical Practicum: Group
MCPE 7604B Supervised Clinical Practicum: Group

Course Descriptions

EXA-5501 Psychotherapy Theories and Practice (3 units) Letter Grade
This class studies foundational theories and practices of psychotherapy. This class meets in person for a 90-minute session at the fall 2022 Intensive, where we begin the process of building mutually respectful relationships that underpin therapeutic practice, irrespective of theoretical approach. The curriculum is framed within recent findings in neuroscience that have indicated integral connections not only between the

practice of psychotherapy and healing but also more specifically point to the role of the arts in healthy brain development. The major proportion of the syllabus surveys the range of approaches to psychotherapy including psychodynamic, Jungian, cognitive-behavioral and existential-humanistic approaches with a focus on feminist and multicultural critiques. Students will also be introduced to the principles of liberation psychology and relational-cultural theory (RCT) which provide overarching theoretical frames for the EXA program. We also address the ways in which specific EXA interventions can be used through the lens of each psychotherapeutic approach. Before addressing the range of Western approaches to psychotherapy, we re-situate them in relation to indigenous, cross-cultural wisdom traditions that both precede them, run parallel to them and which are re-emerging in an historical era, hungry for a deeper sense of wholeness and connection. The primary focus of this class is on the one-on-one therapy relationship. Most of the theories and practices explored in this class are revisited in the second year in relation to work with couples and families. Individual behavior cannot be understood aside from the social forces that shape human experience. We will therefore weave in an examination of the intersections of race/ethnicity, socioeconomic class, gender, sexual orientation and issues of physical difference as they impact us personally, interpersonally and in relation to clinical practice. This course is designed to help you begin thinking about specific approaches to working with a variety of clients. We will be asking what is the most appropriate approach for which client, and by which therapist? As a result, we will introduce a variety of modalities, some of which may be more or less comfortable for some of us than for others. RESTRICTED TO EXPRESSIVE ARTS THERAPY STUDENTS

EXA-5993 Expressive Arts Therapy Integrative Seminar I (1 unit) Letter Grade
This course integrates the various concepts from the EXA masters 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. The fall course is designed as the planning and preparation phase of the capstone process. The fall semester begins and ends with a live meeting to workshop your oral presentation for the EXA Symposium. All other tasks of the course are conducted via asynchronous online modules throughout the semester. RESTRICTED TO EXPRESSIVE ARTS THERAPY STUDENTS

EXA-5994 Expressive Arts Therapy Integrative Seminar II (2 units) Letter Grade
The seminar course includes an oral and written clinical case presentation which demonstrates a cogent exploration of the students philosophical underpinnings, knowledge of theoretical frameworks and current research in the field, and a detailed review of an example of the students current clinical work. The semester concludes with a collaborative student-led community arts presentation for the larger EXA community, family, and friends. RESTRICTED TO EXPRESSIVE ARTS THERAPY STUDENTS
PreReq-Take EXA-5993

EXA-6020 EXA and Trauma (3 units) OP
This advanced-level class focuses on developing an understanding of what trauma is and how it functions on individual, community, and collective levels. Students will critically explore theories and practical responses to the affective, cognitive, behavioral, neurological effects associated with trauma and crisis counseling. Students will develop an advanced understanding of DSM definitions of trauma, differential diagnosis, and evidenced-based treatment strategies. As a third-year course for Expressive Arts Therapy students in practicum, this class emphasizes the student's being and becoming a trauma focused community mental health practitioner, inclusive of assessment strategies for clients in crisis; brief, intermediate, and long-term approaches for working with individuals responding to acute, chronic and historical trauma; principles of intervention for individuals with mental and emotional disorders; multidisciplinary responses to crisis; client-centered advocacy; culturally-responsive arts-based interventions; and effective self-assessment, self-care and self-preservation. RESTRICTED TO EXPRESSIVE ARTS THERAPY STUDENTS
PreReq-Take MCPE-6606

EXA-6036 History and Foundations of EXA Therapy (2 units) Letter Grade
This course teaches graduate students in expressive arts therapy 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 5 dominant creative arts therapies and the emergence of expressive arts therapy as a distinct profession. This course employs a holistic, integrated approach to aesthetic culture, fostering the student's ability to begin to work across and beyond disciplinary borders amongst visual art, dance, drama, music, poetry, etc. The guiding question of this class will be: What is Expressive Arts Therapy? Rather than seek a definitive answer, this class invites all participants to appreciate the learning and practical potential of an

open-ended inquiry, particularly across cultural and historical landscapes. Each participant in the class, student and faculty alike, will be regarded as a learner-teacher, whose lived experience has as much to contribute to this inquiry as established academic knowledge. To this end, the collective tasks include: reflect upon and share our perspectives with each other, critically dialogue with the established knowledge of the fields of creative and expressive arts therapies, and establish a base for further culturally-situated, aesthetic, embodied, relational, and intellectual learning. RESTRICTED TO EXPRESSIVE ARTS THERAPY STUDENTS

EXA-6040 Human Development and the Family (3 units) Letter Grade
This course integrates arts-based learning strategies into the study of developmental issues from infancy to old age. We will address the effects of developmental issues on individuals, couples, and family relationships; the psychological, psychotherapeutic, and health implications of developmental issues and their effects; and aging and its biological, social, cognitive, and psychological aspects. This coursework will include instruction on the assessment and reporting of, as well as treatment related to, elder and dependent adult abuse and neglect; a variety of cultural understandings of human development; the understanding of human behavior within the social context of socioeconomic status and other contextual issues affecting social position; the understanding of human behavior within the social context of a representative variety of the cultures found within California; and the understanding of the impact that personal and social insecurity, social stress, low educational levels, inadequate housing, and malnutrition have on human development. RESTRICTED TO EXPRESSIVE ARTS THERAPY STUDENTS

EXA-6055 The Arts in Therapy I (3 units) Letter Grade
The "Arts in Therapy" is an advanced clinical practice and research course, unique CIIS-EXA course, which 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 practicum 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, critical evaluation of emerging research in the field, and structured presentation of individual research related to future community mental health practice. As part of this course, each person will conduct an arts-based self-inquiry guided by the following questions: Who or what am I becoming as an expressive arts therapist?, What is the world I inhabit as an MCP-Expressive Arts Therapy artist-scholar-practitioner?, and What is Expressive Arts Therapy?" RESTRICTED TO EXPRESSIVE ARTS THERAPY STUDENTS
PreReq-Take EXA-5501

EXA-6064 Psychological Assessment and Creative Arts Therapy (3 units) Letter Grade
This course covers the assessment, appraisal, and testing of individuals from standard psychological and creative arts perspectives. Principles and methods of standardized and non-standardized testing including creative arts assessments techniques will be reviewed. Concepts will include understanding measurement development and construction, norm-referenced vs criterion-referenced assessment, statistical concepts, and evaluating reliability and validity of a variety of measures used to identify and assess a variety of human behaviors. Examination of the clinical efficacy and critique of measures of personality, intelligence and behavior will additionally be explored. Using Hays (2016) ADDRESSING model and Bronfenbrenner's social-ecological model as frameworks, students will also explore social and cultural factors related to assessment and evaluation of individuals and groups and their application for initial intake and assessment, treatment planning and ongoing evaluation through the use of evidence based creative arts techniques and interventions. Students will evaluate ethical strategies for selecting, administering, and interpreting assessment instruments and techniques for diverse populations using cultural and trauma informed methods. Students will additionally engage in experiential practice by implementing multimodal expressive arts assessments and interventions, and evaluating case studies highlighting different treatment milieus, client populations, clinical diagnoses, therapeutic goals, and related expressive arts interventions. RESTRICTED TO EXPRESSIVE ARTS THERAPY STUDENTS
PreReq-Take EXA-6036 and MCPE 6604

EXA-6088 EXA Approaches: Module I (1 unit) Pass/No Pass
Modules I - IV: EXA Approaches courses offer 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. RESTRICTED TO EXPRESSIVE ARTS THERAPY STUDENTS
PreReq-Take EXA-6036;

EXA-6089 Exa Approaches: Module II (1 unit) Pass/No Pass
Modules I - IV: EXA Approaches courses offer 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. RESTRICTED TO EXPRESSIVE ARTS THERAPY STUDENTS
PreReq-Take EXA-6088

EXA-6090 EXA Approaches: Module III (1 unit) Pass/No Pass
Modules I - IV: EXA Approaches courses offer 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. RESTRICTED TO EXPRESSIVE ARTS THERAPY STUDENTS
PreReq-Take EXA-6089

EXA-6091 EXA Approaches: Module IV (1 unit) Pass/No Pass
Modules I - IV: EXA Approaches courses offer 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. RESTRICTED TO EXPRESSIVE ARTS THERAPY STUDENTS
PreReq-Take EXA-6089

EXA-6618 Narrative Expressive Arts Family Therapy (2 units) Letter Grade
This class introduces students to the theories and practices that inform collaborative and narrative approaches to EXA. In this class, rooted within social constructionist philosophy and congruent with the principles and practices of the recovery model, students learn how to use EXA to build collaborative relationships with clients, integrating playful approaches to serious problems (Epston, Freeman and Lobovits). Students learn how to coauthor with clients' strength-based alternative narratives in written, visual, poetic, musical and embodied forms.
PreReq-Take EXA-5501

EXA-6853 Professional Development (1 unit) Pass/No Pass
This class focuses on the development of key skills in preparation for entering the professional world of Counseling Psychology. Topics include resume development, website creation, writing grant proposals and the fundamentals of establishing a private EXA practice. RESTRICTED TO EXPRESSIVE ARTS THERAPY STUDENTS
PreReq-Take EXA-5501

EXA-8799 Independent Study (1 to 6 units) Pass/No Pass
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. RESTRICTED TO EXPRESSIVE ARTS THERAPY STUDENTS

EXAL-5602 EXA and Therapeutic Communication Lab (1 unit) Pass/No Pass
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 the expressive arts context. This includes from a therapeutic perspective, practicing the core elements of the creation of the "sacred"/safe container/space, presence, empathy, relational responsiveness, and "unconditional positive regard." And from an expressive arts perspective, understanding of aesthetic response, metaphor, symbol, and overall the language of the imaginal world. As one of the first introductory Lab's to their program, students will get to work as well with their initial intention as they step into the expressive arts field, the EXA program and the relationship to their cohort. We will use different creative and expressive practices to have an embodied experience of different elements of the work individually and inside of the group body RESTRICTED TO EXPRESSIVE ARTS THERAPY STUDENTS

MCP-5023 Advanced Treatment of Addiction (2 units) Letter Grade
This advanced course studies addictions counseling, including substance abuse, co-occurring disorders, and addiction, major approaches to identification, evaluation, treatment, and prevention of substance abuse and addiction, legal, ethical, 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.

MCP-5101 Professional Ethics and Family Law (2 units) Letter Grade
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 including telehealth services ; and licensing law and licensing process. PRIORITY REGISTRATION TO COUNSELING PSYCHOLOGY STUDENTS; NOT OPEN TO ICP WEEKEND PROGRAM STUDENTS

MCP-5108 Psychopathology and Psychological Assessment (3 units) Letter Grade
This course covers the 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 pharmacology and assessment and testing of individuals, including basic concepts of standardized and non-standardized 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. PRIORITY REGISTRATION TO COUNSELING PSYCHOLOGY STUDENTS; NOT OPEN TO ICP WEEKEND PROGRAM STUDENTS

MCP-5109 Psychopharmacology (3 units) Letter Grade
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, naturopathic and entheogenic treatments. This course pays special attention to the scope of practice of psychotherapists, ethical considerations, and practical ways psychotherapists may collaborate with medical professionals, make appropriate referrals, and advocate for clients. Case studies will help students to understand ways in which psychotherapists can be instrumental in supporting clients who take medication and/or who may require medication. NOT OPEN TO ICPW OR CMH STUDENTS EXCEPT THOSE PURSUING THE LPCC TRACK; PRIORITY REGISTRATION TO COUNSELING PSYCHOLOGY STUDENTS

MCP-5201 Human Development and the Family (3 units) Letter Grade
This course covers family relationships, the psychological, psychotherapeutic, and health implications of developmental issues and their effects, 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. PRIORITY REGISTRATION TO COUNSELING PSYCHOLOGY STUDENTS; NOT OPEN TO ICP WEEKEND PROGRAM STUDENTS; NOT OPEN TO SOM PROGRAM STUDENTS

MCP-5646 Career Counseling Theory and Practice for Therapists (3 units) Letter Grade
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. PRIORITY REGISTRATION TO COUNSELING PSYCHOLOGY STUDENTS

MCP-5651 California Ethics and the Law (1 unit) Letter Grade
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 including telehealth services ; and licensing law and licensing process. PRIORITY REGISTRATION TO COUNSELING PSYCHOLOGY STUDENTS; NOT OPEN TO ICP WEEKEND PROGRAM STUDENTS NOT PURSUING LPCC TRACK; NOT OPEN TO CMH PROGRAM STUDENTS
PreReq-Take MCP 5101; or ICPW 5103 and ICPW 5104; or ICPW 6000

MCP-6101 Human Sexuality (1 unit) Letter Grade
This course explores personal, interpersonal, and transpersonal dimensions of sexual experience, including awareness, attitudes, meaning, expression, response, sexual counseling, and integration with personal development. PRIORITY REGISTRATION TO COUNSELING PSYCHOLOGY STUDENTS; NOT OPEN TO ICP WEEKEND STUDENTS OR M.A. SOMATIC PSYCHOLOGY STUDENTS

MCP-6102 Assessment and Treatment of Addiction Disorders (1 unit) Letter Grade
This course covers addictions counseling, including substance abuse, co-occurring disorders, and addiction. This course focuses on the medical and ethical 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. PRIORITY REGISTRATION TO COUNSELING PSYCHOLOGY STUDENTS; NOT OPEN TO ICP WEEKEND STUDENTS

MCP-6103 Multicultural Counseling and the Family (2 units) Letter Grade
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. PRIORITY REGISTRATION TO COUNSELING PSYCHOLOGY STUDENTS; NOT OPEN TO ICP WEEKEND STUDENTS; NOT OPEN TO SOM STUDENTS

MCP-6233 Introduction to Community Mental Health and the Recovery Model (2 units) Letter Grade
This course studies recovery-oriented practice and environments and wellness and prevention. 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. Selection of appropriate counseling interventions, models of counseling suggested by current professional practices and research, the development of a personal model of counseling, interdisciplinary responses to crises, emergencies and disasters, and the many considerations involved in conducting professional counseling practice in a multicultural society. Recovery-based language, strength-based communication, resiliency, and the foundations of recovery and wellness will be discussed. This course includes 6 hours of suicide risk assessment and prevention. PRIORITY REGISTRATION TO COUNSELING PSYCHOLOGY STUDENTS; NOT OPEN TO ICP WEEKEND STUDENTS

MCP-6331 Psychological Assessment I: Psychometric Theory (3 units) Letter Grade
The course covers psychometric theory, principles and methods of standardized and non-standardized 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, measurement biases, as well as associated statistical methods are covered. The course further provides 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. PRIORITY REGISTRATION TO COUNSELING PSYCHOLOGY STUDENTS

MCP-6401 Research Methods (3 units) Letter Grade
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. PRIORITY REGISTRATION TO COUNSELING PSYCHOLOGY STUDENTS; NOT OPEN TO ICP WEEKEND STUDENTS

MCP-6502 Child Therapy (2 units) Letter Grade
This course studies 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, ethical considerations, 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, spiritual, and economic factors. PRIORITY REGISTRATION TO COUNSELING PSYCHOLOGY STUDENTS; NOT OPEN TO ICP WEEKEND PROGRAM STUDENTS; NOT OPEN TO SOM PROGRAM STUDENTS

MCP-7603 Post-Practicum (0.1 units) Pass/No Pass
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. RESTRICTED TO COUNSELING PSYCHOLOGY STUDENTS

MCP-8799 Independent Study (0 units) Pass/No Pass
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.

MCPE-5101 Professional Ethics and Law (3 units) OP
Ethical standards for the practice of counseling and psychology. Review and discussion of ethical and legal aspects of marriage and family therapy and practice.

MCPE-5201 Human Development and the Family (3 units) Letter Grade
This course explores the nature and processes of human development through a cultural lens from pre-birth, infancy to old age and dying. It surveys the developmental issues of individuals, couples, and family relationships. It provides a grounding of the historical influential theories of development from Piaget, Erikson, Winnicott, Bronfenbrenner and Kohlberg to more current theorists such as Waddell, McGoldrick, and Tatum. To better grasp the theories of human development using a more contemporary lens, we will consider intersectionality as we examine early childhood experiences and the role of family as we identify clinical areas of trauma, oppression, and other factors that influence identity situated within gender, sexuality, race, ethnicity, adoption and religion. Factors in psycho-sexual, psycho-social, cognitive and moral development will be examined as well as the issues of attachment, object relations and the experiences of education, career, parenting, creativity and spiritual awakening. Human behavior and family within social contexts and socio-economic conditions will be discussed via the review of clinical cases, providing a foundational lens for future counseling studies in assessment and treatment. This is not a "clinical" course. It is a course that introduces you to research writing and your own topics of interest in the area of human development and family as well as the necessary learning objectives the BBS requires. Creative assignments and expressive arts exercises will support the implications of working with clients in various stages of development as well as invite students to gently assess how they navigate their own human development for better embodied understanding as future practitioners. Engaging in collaborative ways of doing this will be encouraged. RESTRICTED TO EXPRESSIVE ARTS THERAPY STUDENTS

MCPE-5606 Family and Couples Dynamics I (3 units) Letter Grade
This two-semester course covers the theories and practices of family therapy, theoretical formulations, techniques of a variety of family therapy models, and the integration of the expressive arts into work with families. We focus throughout the course on the impact of intersectional ADDRESSING factors (Hays, 2010) and the sociocultural context on family structure, norms, resilience, stress and functioning, as well as the interplay of these factors. We will actively engage in decentering dominant cis-gender and heteronormative assumptions and narratives in the MFT field in our work throughout the year. Family and Couples Dynamics I this fall focuses primarily on family therapy theories and practices. Family and Couples Dynamics II in the spring semester builds upon the foundational family therapy theories and practices explored in the fall, focusing on contemporary approaches to relational and couples therapy. RESTRICTED TO EXPRESSIVE ARTS THERAPY STUDENTS
PreReq-Take EXA-5501

MCPE-5634 Group Dynamics and Therapy (3 units) Letter Grade
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. RESTRICTED TO EXPRESSIVE ARTS THERAPY STUDENTS
PreReq-Take EXA-5501 and MCPE 6604

MCPE-6403 Research Methods (3 units) Letter Grade
This course is designed to provide students with the philosophical, conceptual and practical foundations of qualitative and quantitative research design methodologies. The course will survey the most common designs of Community-based Participatory Research (CBPR) qualitative inquiry and their theoretical roots, the difference between qualitative and quantitative methods, techniques of data collection and analysis, integration of qualitative and quantitative methods, and current issues related to culture and diversity. We will explore topics such as the purpose and applications of CBRP; partnership formation; issues of power, trust, race, class, and social justice; conflict resolution; ethical issues; CBPR's relationship to cultural knowledge systems. We will be visited by CBPR practitioners and visit local community centers. A small qualitative research project will serve as a practical learning tool of a qualitative research design, methodology, arts intervention, and ethical considerations. RESTRICTED TO EXPRESSIVE ARTS THERAPY STUDENTS
PreReq-Take EXA-5501

MCPE-6604 Multicultural Counseling and the Therapeutic Relationship (3 units) Letter Grade
This foundational course focuses on the dynamic experience of the therapeutic relationship through a multicultural and expressive arts lens.In this course students will explore the basic tenets of the therapeutic encounter learning the knowledge and skills required to communicate therapeutically with clients of diverse backgrounds. We will focus on the foundational "micro skills" that comprise the building blocks of basic therapeutic communication.The class emphasizes a relational-cultural, constructionist approach to therapeutic communication, deeply rooted in an understanding of the role and influence of larger sociocultural forces in shaping not only personal and familial experience but also the therapeutic relationship. Students will have the opportunity to explore how their own personal histories and cultures of origin might play out in shaping the therapeutic relationship both across apparent differences as well as across apparent similarities in background.The class uses a combination of didactic, experiential practice and process techniques including discussion, readings, demonstrations, simulations, guided practice, role- playing, self-inquiry and expressive arts processes. Through engagement with the material students will embark upon a course of discovering and developing their own voice and style as a mental health clinician and expressive arts therapist. RESTRICTED TO EXPRESSIVE ARTS THERAPY STUDENTS

MCPE-6606 Family and Couples Dynamics II (3 units) Letter Grade
This two-semester course focuses on the theories and practices of family therapy, theoretical formulations, techniques of a variety of family therapy models, and the integration of the expressive arts into work with families. We focus throughout the course on the impact of intersectional ADDRESSING factors (Hays, 2010) and the sociocultural context on family structure, norms, resilience, stress and functioning, as well as the interplay of these factors. We will actively engage in "decentering" dominant cis-gender and heteronormative assumptions and narratives in the MFT field in our work throughout the year. Family and Couples Dynamics I this fall focuses primarily on family therapy theories and practices. Family and Couples Dynamics II in the spring semester builds upon the foundational family therapy theories and practices explored in the fall, focusing on contemporary approaches to relational and couples therapy. RESTRICTED TO EXPRESSIVE ARTS THERAPY STUDENTS
PreReq-Take MCPE-5606

MCPE-7602A Supervised Clinical Practicum: Group (2 units) Pass/No Pass
Supervised clinical practicum course provides a presentation and discussion of case materials for students who are currently working in practicum sites. The emphasis of the course is upon case formulation, the therapeutic relationship, development of clinical skills, and integration of expressive arts processes. RESTRICTED TO EXPRESSIVE ARTS THERAPY STUDENTS WHO'VE PASSED A CRIMINAL BACKGROUND CHECK

MCPE-7602B Supervised Clinical Practicum: Group (2 units) Pass/No Pass
Supervised clinical practicum course provides a presentation and discussion of case materials for students who are currently working in practicum sites. The emphasis of the course is upon case formulation, the therapeutic relationship, development of clinical skills, and integration of expressive arts processes. RESTRICTED TO EXPRESSIVE ARTS THERAPY STUDENTS WHO'VE PASSED A CRIMINAL BACKGROUND CHECK
PreReq-MCPE-7602A

MCPE-7602C Supervised Clinical Practicum: Group (2 units) Pass/No Pass
Supervised clinical practicum course provides a presentation and discussion of case materials for students who are currently working in practicum sites. The emphasis of the course is upon case formulation, the therapeutic relationship, development of clinical skills, and integration of expressive arts processes. RESTRICTED TO EXPRESSIVE ARTS THERAPY STUDENTS WHO'VE PASSED A CRIMINAL BACKGROUND CHECK
PreReq-MCPE-7602B

MCPE-7604A Supervised Clinical Practicum: Group (3 units) Pass/No Pass
In conjunction with clinical work at a CIIS approved practicum site, this course will prepare students to meet the academic and clinical requirements for effective practice within the legally mandated scope of work for MFT or LPCC trainees and the evolving professional ethics in counseling psychology. This course provides the means for students to present, analyze, and critique the group and individual expressive arts therapy sessions conducted at their respective internship sites. Concepts learned during the didactic part of the program are reviewed and applied to clinical work with clients. Artwork, dramatic enactment, movement and music are integrated with discussion and self-analysis, in an attempt to help the student find a basis for their clinical work. The modeling of creating a safe container, working experientially with client material as well as personal material, learning through experience and discussion about the transformative nature of creative expression is to provide a model of facilitating groups, to develop a therapeutic presence and understanding how to create a safe container for clients. RESTRICTED TO EXPRESSIVE ARTS THERAPY STUDENTS WHO'VE PASSED A CRIMINAL BACKGROUND CHECK

MCPE-7604B Supervised Clinical Practicum: Group (3 units) Pass/No Pass
In conjunction with clinical work at a CIIS approved practicum site, this course will prepare students to meet the academic and clinical requirements for effective

practice within the legally mandated scope of work for MFT or LPCC trainees and the evolving professional ethics in counseling psychology. This course provides the means for students to present, analyze, and critique the group and individual expressive arts therapy sessions conducted at their respective internship sites. Concepts learned during the didactic part of the program are reviewed and applied to clinical work with clients. Artwork, dramatic enactment, movement and music are integrated with discussion and self-analysis, in an attempt to help the student find a basis for their clinical work. The modeling of creating a safe container, working experientially with client material as well as personal material, learning through experience and discussion about the transformative nature of creative expression is to provide a model of facilitating groups, to develop a therapeutic presence and understanding how to create a safe container for clients. RESTRICTED TO EXPRESSIVE ARTS THERAPY STUDENTS WHO'VE PASSED A CRIMINAL BACKGROUND CHECK
PreReq-Take MCPE-7604A

M.A. in Counseling Psychology with a concentration in *Integral Counseling Psychology*

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Format and Length

This concentration is offered in two formats, weekday (ICP) or weekend (ICPW). Both are residential programs with a minority of requirements conducted via distance education through synchronous and asynchronous online courses. The educational goals, personal psychotherapy requirement, and admissions criteria are identical for each, and both require attendance in fall and spring semesters (15 weeks) over two-and-a-half to three-years. Summer semesters (10 weeks) are optional. Students may complete the program in two years if they choose to attend in summer. A week-long retreat held in the Bay Area in August is required for both formats.

Designed to accommodate the needs of students with heavy workloads, families, and/or other commitments that would make a weekday school schedule challenging, the ICPW's format's in-person courses are held on Fridays, Saturdays, and Sundays. Based on a strict cohort model, 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 alumni transition into their counseling careers.

Per federal law 34 CFR § 600.9, U.S. states must authorize each higher education institutions outside their state to provide distance education to their residents, or waive such authorization. The current list of states which have given CIIS their authorizations can be found in the State Authorization section of this catalog and on this webpage:https://www.ciis.edu/admissions-and-financial-aid/out-of-state-students/state-authorization. CIIS can admit individuals to online programs only if they are in these states. Students in online programs who are in a state which has given CIIS their authorization, and then relocate to a state which has not, put their enrollment in jeopardy.

About the Integral Counseling Psychology Concentration

Founded in 1973 on the recommendation of Dr. Haridas Chaudhuri, the Integral Counseling Psychology 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 major spiritual traditions; recent cultural and social sciences theories and research; and the innovations made by contemporary psychoanalytic, humanistic, systemic, relational, liberatory, multicultural, and transpersonal psychologies.

The concentration educates future psychotherapists by centering student development in the three pillars of psychology, spirituality, and social justice. Through experiential, contemplative, theoretical, and transformative learning, students deepen self-awareness and hone clinical skills in coursework and practicum placements. Inspired by integral yoga, the program aspires to graduate students versed in socially engaged spirituality, relational and liberatory approaches, and critical consciousness.

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 who want to apply for the Licensed Professional Clinical Counselor (LPCC) license can do so by taking additional courses offered at CIIS. The concentration is approved by the California Board of Behavioral Sciences (BBS) 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

Master clinical skills and competencies.
Students will master and demonstrate skills sufficient to serve as associate MFT or LPCC therapists at the master's in counseling level

Apply psychological theory and philosophy.
Students will gain a broad and deep knowledge of theory and philosophy of historical and contemporary scholarship associated with the field of psychotherapy. Through applying and critiquing a variety of topics, theories, and approaches, students have an opportunity for a more in-depth mastery of a selection of these.

Synthesize integral theory and philosophy.
Students will outline the history, philosophy, and major themes of integral yoga, synthesizing this knowledge with psychotherapy in the 21st century. Through experiencing integral practices, students will reflect upon connections to their own personal, spiritual, and professional growth.

Demonstrate transformative personal growth.
Through participating in personal growth experiences in the context of the program, students will demonstrate self-knowledge, insight, and emotional, cognitive, psychological, and spiritual growth. Students will apply this to their preparation to work as therapists.

Demonstrate literacy in diversity, equity and inclusion.
Students will actively explore, observe, identify, and critique their own filters and biases, and seek to understand and accept their own and others' sociocultural and intersectional identities. This includes demonstrating the impact of power, privilege, cultural humility, equity, and inclusion in the classroom as well as in clinical practice.

Demonstrate professionalism and ethics.
Students will develop and demonstrate skills consistent with the Code of Ethics and Code of Conduct from various psychological and spiritual traditions in the classroom, towards peers, staff and faculty, as well as in clinical practice.

Develop a relational and therapeutic presence.
Students will develop and show compassion, empathy, attunement, and mindfulness in classroom experientials as well as in their clinical work in practicum sites.

Practicum

Six units of practicum are required and are fulfilled via Group Supervision or Individual Supervision courses taught by ICP faculty. These provide supervision in addition to that given by supervisors at the practicum sites. ICPW students may choose to complete all their practicum courses through Group Supervision but should be aware that the class meetings are typically held in-person at the CIIS campus on weekdays. Group Supervision must be taken in the first semester of practicum by all ICP Weekday students and the ICPW students who are doing their practicum at an ICC. The program must approve in advance any exceptions to this.

The University's Counseling Psychology Field Placement Office offers a comprehensive list of approved sites in the community for students ready to begin practicum. CIIS operates three Integral Counseling Centers (ICCs) and about 50% of ICP/ICW students do their practicum at an ICC. Students must apply to sites and, because the ICCs have a limited number of openings, acceptance is not guaranteed. Students applying to practicum at one of the ICCs should also apply to five or six external sites.

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.

Integral Counseling Centers
Three Integral Counseling Centers (ICCs) 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

Practicum Prerequisites
Students must apply to practicum sites, and may be fully accepted, provisionally accepted, or rejected. The Integral Counseling Psychology Committee will give the students who are not fully accepted recommended or required steps to be accepted or to reapply, such as taking the Clinical Practice Lab class, undergoing therapy, and/or demonstrating clinical skills. Once approved, students

may submit applications to our Integral Counseling Centers or to external practicum sites. A list of approved ICP supervisors is maintained by the MCP office, which is available for questions regarding external practicum sites and applications.

To be eligible to apply for practicum, students must pass the following courses:

- *Weekday Format*

  ICP 5606 Gestalt Therapy
  MCPI 5200 Human Development
  MCPI 5501 Psychodynamics
  MCPI 5602 The Clinical Relationship
  MCPI 5604 Group Dynamics and Facilitation
  MCPI 5610 Therapeutic Communication
  MCPI 5615 Family Dynamics and Therapy
  MCPI 6603 Multicultural Counseling and the Family

- *Weekend Format*

  ICPW 5201 Human Development and the Family
  ICPW 5507 Psychodynamics
  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

To be eligible to start practicum, students must pass the following courses:

- *Weekday Format*

  MCP 5101 Professional Ethics and Family Law
  MCP 5108 Psychopathology and Psychological Assessment

- *Weekend Format*

  ICPW 5108 Psychopathology and Psychological Assessment
  ICPW 6000 Professional Ethics and Family Law

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 integral/spiritual philosophies 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 psychology-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, an openness to evaluating, and belief in the ability of self and others to grow and change 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.

Curriculum for the M.A. in Counseling Psychology with a concentration in Integral Counseling Psychology Weekday Program — 60 Units

All courses are three units unless otherwise specified.

I. Common Core Courses — 14 units

MCP 5101 Professional Ethics and Family Law (2 units)
MCP 5108 Psychopathology and Psychological Assessment
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
MCP 6502 Child Therapy (2 units)

II. Counseling Courses with Emphasis in Integral Counseling Psychology — 24 units

These courses have equivalents in Community Mental Health, Drama Therapy, Expressive Arts Therapy, and Somatic Psychology which cover the content from their perspectives.

MCPI 5200 Human Development
MCPI 5501 Psychodynamics
MCPI 5602 The Clinical Relationship
MCPI 5604 Group Dynamics and Facilitation
MCPI 5610 Therapeutic Communication
MCPI 5615 Family Dynamics and Therapy
MCPI 6601 Couples Counseling
MCPI 6603 Multicultural Counseling and the Family

III. Integral Counseling Psychology Concentration Courses — 14 units

These courses do not have equivalents in the other concentrations.

ICP 5619 Integral Philosophy, Meditation, and Yoga (1 unit)

ICP 5606 Gestalt Therapy
ICP 5621 Cognitive Behavioral Therapy (1 unit)
ICP 6501 Transpersonal Psychotherapy
ICP 6830 Trauma
ICP 7701 Integrative Seminar

IV. Electives — 2 units
Any CIIS graduate-level course.

V. Practicum–6 units
Select A. B. or C depending on placement site.

A. MCPI 7602A Supervised Clinical Practicum: Group (2 units)
MCPI 7601A Supervised Clinical Practicum: Individual (2 units)
MCPI 7601B Supervised Clinical Practicum: Individual (2 units)

B. MCPI 7604A Supervised Clinical Practicum: Individual (School Setting)
MCPI 7604B Supervised Clinical Practicum: Individual (School Setting)

C. MCPI 7605A Supervised Clinical Practicum: Group (School Setting)
MCPI 7605B Supervised Clinical Practicum: Group (School Setting)

Curriculum for the M.A. in Counseling Psychology with a concentration in Integral Counseling Psychology Weekday Program, Licensed Professional Clinical Counselor Track — 68 Units

All courses three units unless otherwise specified.

I. Common Core Courses — 14 units
MCP 5101 Professional Ethics and Family Law (2 units)
MCP 5108 Psychopathology and Psychological Assessment
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
MCP 6502 Child Therapy (2 units)

II. Counseling Courses with Emphasis in Integral Counseling Psychology — 24 units
These courses have equivalents in Community Mental Health, Drama Therapy, Expressive Arts Therapy, and Somatic Psychology which cover the content from their perspectives.
MCPI 5200 Human Development
MCPI 5501 Psychodynamics
MCPI 5602 The Clinical Relationship
MCPI 5604 Group Dynamics and Facilitation
MCPI 5610 Therapeutic Communication
MCPI 5615 Family Dynamics and Therapy
MCPI 6601 Couples Counseling
MCPI 6603 Multicultural Counseling and the Family

III. Integral Counseling Psychology Concentration Courses — 14 units
These courses do not have equivalents in the other concentrations.
ICP 5619 Integral Philosophy, Meditation, and Yoga (1 unit)
ICP 5606 Gestalt Therapy
ICP 5621 Cognitive Behavioral Therapy (1 unit)
ICP 6501 Transpersonal Psychotherapy
ICP 6830 Trauma
ICP 7701 Integrative Seminar

IV. LPCC Track Courses — 12 units
MCP 5023 Advanced Treatment of Addiction (2 units)
MCP 5109 Psychopharmacology
MCP 5646 Career Counseling Theory and Practice
MCP 5651 California Ethics and the Law (1 unit)
MCP 6331 Psychological Assessment: Psychometric Theory

V. Practicum–6 units
Select A. B. or C depending on the placement site.

A. MCPI 7602A Supervised Clinical Practicum: Group (2 units)
MCPI 7601A Supervised Clinical Practicum: Individual (2 units)
MCPI 7601B Supervised Clinical Practicum: Individual (2 units)

B. MCPI 7604A Supervised Clinical Practicum: Individual (School Setting)
MCPI 7604B Supervised Clinical Practicum: Individual (School Setting)

C. MCPI 7605A Supervised Clinical Practicum: Group (School Setting)
MCPI 7605B Supervised Clinical Practicum: Group (School Setting)

Curriculum for the M.A. in Counseling Psychology with a concentration in Integral Counseling Psychology Weekend Program — 60 Units

All courses are three units unless otherwise specified.

I. Common Core Courses — 17 units
ICPW 5108 Psychopathology and Psychological Assessment
ICPW 5201 Human Development and the Family
ICPW 6000 Professional Ethics and Family Law (2 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
ICPW 6502 Child Therapy (2 units)

II. Counseling Courses with Emphasis in Integral Counseling Psychology — 21 units

These courses have equivalents in Community Mental Health, Drama Therapy, Expressive Arts Therapy, and Somatic Psychology which cover the content from their perspectives.

ICPW 5507 Psychodynamics
ICPW 5602 The Clinical Relationship
ICPW 5604 Group Dynamics and Facilitation
ICPW 5610 Therapeutic Communication
ICPW 5615 Family Dynamics and Therapy
ICPW 6601 Couples Counseling
ICPW 6603 Multicultural Counseling and the Family

III. Integral Counseling Psychology Concentration Courses — 14 units

These courses do not have equivalents in the other concentrations.

ICPW 5606 Gestalt Therapy
ICPW 5620 Integral Philosophy, Meditation, and Yoga (1 unit)
ICPW 5621 Cognitive Behavioral Therapy (1 unit)
ICPW 6501 Transpersonal Psychotherapy
ICPW 6830 Trauma
ICPW 7702 Integrative Seminar

IV. Electives — 2 units

Any CIIS graduate-level CIIS course

V. Practicum–6 units

Select A, B, C, or D depending on placement site.

A. (Required if doing practicum at an ICC)
MCPI 7602A Supervised Clinical Practicum: Group (2 units)
MCPI 7601A Supervised Clinical Practicum: Individual (2 units)
MCPI 7601B Supervised Clinical Practicum: Individual (2 units)

B. MCPI 7601A Supervised Clinical Practicum: Individual (2 units)
MCPI 7601B Supervised Clinical Practicum: Individual (2 units)
MCPI 7601C Supervised Clinical Practicum: Individual (2 units)

C. MCPI 7604A Supervised Clinical Practicum: Individual (School Setting)
MCPI 7604B Supervised Clinical Practicum: Individual (School Setting)

D. MCPI 7605A Supervised Clinical Practicum: Group (School Setting)
MCPI 7605B Supervised Clinical Practicum: Group (School Setting)

Curriculum for the M.A. in Counseling Psychology with a concentration in Integral Counseling Psychology Weekend Program, Licensed Professional Clinical Counselor Track — 70 Units

All courses are three units unless otherwise specified.

I. Common Core Courses — 17 units

ICPW 5108 Psychopathology and Psychological Assessment
ICPW 5201 Human Development and the Family
ICPW 6000 Professional Ethics and Family Law (2 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
ICPW 6502 Child Therapy (2 units)

II. Counseling Courses with Emphasis in Integral Counseling Psychology — 21 units

These courses have equivalents in Community Mental Health, Drama Therapy, Expressive Arts Therapy, and Somatic Psychology which cover the content from their perspectives.

ICPW 5507 Psychodynamics
ICPW 5602 The Clinical Relationship
ICPW 5604 Group Dynamics and Facilitation
ICPW 5610 Therapeutic Communication
ICPW 5615 Family Dynamics and Therapy
ICPW 6601 Couples Counseling
ICPW 6603 Multicultural Counseling and the Family

III. Integral Counseling Psychology Concentration Courses — 14 units

These courses do not have equivalencies in the other concentrations.

ICPW 5606 Gestalt Therapy
ICPW 5620 Integral Philosophy, Meditation, and Yoga (1 unit)
ICPW 5621 Cognitive Behavioral Therapy (1 unit)
ICPW 6501 Transpersonal Psychotherapy
ICPW 6830 Trauma
ICPW 7702 Integrative Seminar

IV. LPCC Courses — 12 units

Offered online, not during weekend cohort meetings.

MCP 5023 Advanced Treatment of Addiction (2 units)
MCP 5109 Psychopharmacology
MCP 5646 Career Counseling Theory and Practice

MCP 5651 CA Ethics and the Law (1 unit)
MCP 6331 Psychological Assessment: Psychometric Theory

V. Practicum–6 units

Select A, B, C, or D depending on placement site.

A. (Required if doing practicum at an ICC)
MCPI 7602A Supervised Clinical Practicum: Group (2 units)
MCPI 7601A Supervised Clinical Practicum: Individual (2 units)
MCPI 7601B Supervised Clinical Practicum: Individual (2 units)

B. MCPI 7601A Supervised Clinical Practicum: Individual (2 units)
MCPI 7601B Supervised Clinical Practicum: Individual (2 units)
MCPI 7601C Supervised Clinical Practicum: Individual (2 units)

C. MCPI 7604A Supervised Clinical Practicum: Individual (School Setting)
MCPI 7604B Supervised Clinical Practicum: Individual (School Setting)

D. MCPI 7605A Supervised Clinical Practicum: Group (School Setting)
MCPI 7605B Supervised Clinical Practicum: Group (School Setting)

Weekday Program Course Descriptions

ICP-5605 Advanced Gestalt Therapy (1 unit) Pass/No Pass
This course will look at increasing your ability to effectively use Gestalt Therapy interventions and formulating case conceptualization through a Gestalt therapy lens. We will be focusing on how to introduce experiments such as parts work in therapy. We will be doing a lot of dyadic practice with a lot of here and now collaborative feedback from the instructor, TA's and students. This class is best suited for students who are currently in practicum or just about to start practicum. PRIORITY TO INTEGRAL COUNSELING PSYCHOLOGY STUDENTS.
PreReq-Must first take prerequisite ICP-5606 or ICPW-5606

ICP-5605 Advanced Gestalt Therapy (1 unit) Pass/No Pass
This course will look at increasing your ability to effectively use Gestalt Therapy interventions and formulating case conceptualization through a Gestalt therapy lens. We will be focusing on how to introduce experiments such as parts work in therapy. We will be doing a lot of dyadic practice with a lot of here and now collaborative feedback from the instructor, TA's and students. This class is best suited for students who are currently in practicum or just about to start practicum. PRIORITY TO INTEGRAL COUNSELING PSYCHOLOGY STUDENTS.

ICP-5606 Gestalt Therapy (3 units) Pass/No Pass
Gestalt therapy will be presented as an adjunct to Existential Philosophy and Therapy, and as a natural reflection of humanistic psychology. Main 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. RESTRICTED TO INTEGRAL COUNSELING PSYCHOLOGY WEEKDAY PROGRAM STUDENTS

ICP-5619 Integral Philosophy, Meditation and Yoga In the 21st Century (1 unit) Pass/No Pass
This course covers the history and major themes of integral philosophy, yoga, and meditation, from the South Asian lineage of Sri Aurobindo and CIIS founder Haridas Chaudhuri to its relevance and applications to 21st century issues. Through meditations, readings, discussion, experiential exercises, critical analysis and lecture, this course will explore the integration of spirituality and social justice, therapeutic applications, and the role of Black, Indigenous, neurodivergent, disabled, feminist, queer and trans perspectives in an integral approach. RESTRICTED TO INTEGRAL COUNSELING PSYCHOLOGY WEEKDAY PROGRAM STUDENTS

ICP-5621 Cognitive Behavioral Therapy (1 unit) Pass/No Pass
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, through 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. PRIORITY REGISTRATION TO INTEGRAL COUNSELING PSYCHOLOGY STUDENTS; NOT OPEN TO ICP WEEKEND PROGRAM STUDENTS

ICP-6410 Music and Consciousness (1 unit) Pass/No Pass
An introduction to the role of music in the exploration of consciousness in therapeutic settings, beginning with a historical overview of Indigenous practices. We will cover the development of music in psychedelic-assisted therapy research and Guided Imagery and Music adaptations without the use of substances. Students will

have a chance to experience the transformative power of music and imagery during class, learn about ethics, therapeutic applications, and explore their own relationships to music listening. No musical experience is necessary. RESTRICTED TO COUNSELING PSYCHOLOGY STUDENTS; PRIORITY REGISTRATION TO INTEGRAL COUNSELING PSYCHOLOGY STUDENTS

ICP-6415 Between Two Worlds: Depth Psychology In Twin Peaks (1 unit) OP
This course explores multidimensional mind/body/spirit connections, psychodynamics and intersectionality through the cult classic TV showTwinPeaks. From the standpoint of depth psychology, this course examines concepts in Buddhist mysticism, Jungian archetypes, and trauma and resiliency in its conceptualization of characters and story arcs inTwinPeaks. From a social justice and feminist psychological perspective, the course will utilize discussions, dream work, film, storytelling, writing, art and depth clinical case conceptualization. PRIORITY REGISTRATION TO INTEGRAL COUNSELING PSYCHOLOGY STUDENTS

ICP-6416 The Psychology of Harry Potter (1 unit) Pass/No Pass
This course will look at various psychological concepts that are construed through the 7 Harry Potter books written by JK Rowling. We will do a close examination of the characters and their stories to highlight attachment theory, object relations, Gestalt therapy theory, Psychopathology, and the various personality typologies such as enneagram, astrological signs, Myers Briggs etc. We will also practice and discuss ways to use the story of Harry Potter in working therapeutically with children and adults. PRIORITY REGISTRATION TO INTEGRAL COUNSELING PSYCHOLOGY STUDENTS

ICP-6488 Clinical Practice Lab (1 unit) Pass/No Pass
The focus of this course is to provide further in-depth and practical exploration of the clinical relationship and how it can deepen and enrich the therapeutic process. We will hone listening skills and working with feelings as well as examine personal issues related to transference, countertransference, and the deepening of empathy. The goal is for students to recognize personal qualities in themselves that might contribute to a more effective clinical relationship, as well as those that could be problematic. Through dyad work, students will learn how to work with one's strengths and challenges, as well as how to identify specific ways of working in the clinical relationship that support the therapeutic process. RESTRICTED TO COUNSELING PSYCHOLOGY STUDENTS; PRIORITY REGISTRATION TO INTEGRAL COUNSELING PSYCHOLOGY STUDENTS.
Prereq: Therapeutic Communication.

ICP-6501 Transpersonal Psychotherapy (3 units) OP
An overview of transpersonal psychology with an emphasis on integral approaches to psychotherapy. Focuses on specific clinical issues in the field and methods for working with clients. Strong experiential components are included to assist students in understanding theoretical material not just intellectually, but through personal experience. PRIORITY REGISTRATION TO INTEGRAL COUNSELING PSYCHOLOGY WEEKDAY PROGRAM STUDENTS; NOT OPEN TO INTEGRAL COUNSELING PSYCHOLOGY WEEKEND PROGRAM STUDENTS

ICP-6525 Supporting Trans and Gender Non-Conforming Clients (1 unit) Pass/No Pass
This course will provide a framework for working with clients of diverse genders in a way that is client-centered, explorative, and strength-based. Topics will include current research and best practices for working with Trans and Gender Non-Conforming (GNC) children, adolescents and adults according to the latest WPATH (World Professional Association for Transgender Health) standards of care and the APA, including guidelines for writing support letters for clients seeking gender-affirming medical care. In addition, the course will offer some clinical guidance on working with clients who are both trans/gnc and autistic. PRIORITY REGISTRATION FOR INTEGRAL COUNSELING PSYCHOLOGY STUDENTS.
PreReq-Complete prerequisite MCPI-6603 or ICPW-6603

ICP-6830 Trauma (3 units) Pass/No Pass
This course is an introduction to trauma and is designed to explore the rapidly expanding field of psychological trauma within a variety of theoretical frameworks (e.g., liberatory, relational, cognitive, neurobiological, clinical, sociocultural). The course will explore many areas including the meaning and nature of trauma; sociopolitical histories and current theories in the field; various types of traumas; how trauma and violence affect individuals, communities, and systems; trauma assessment and clinical diagnostic considerations. This class will also introduce students to the neuroscience of trauma and the impact of trauma on the body, as well as vicarious traumatization, and self-care and community-care models for therapists to sustain themselves in the field and in trauma work. This class will also include working with the dynamics of intimate partner violence, crisis counseling, and assessment and reporting of child and elder abuse. RESTRICTED TO INTEGRAL COUNSELING PSYCHOLOGY WEEKDAY PROGRAM STUDENTS

ICP-6832 Introduction to Psychedelic Assisted Psychotherapy (3 units) Pass/No Pass
This introductory elective course provides an overview of the rapidly growing field of psychedelic assisted psychotherapy, including background information on local, state, and federal approvals and clinical research trials of MDMA, psilocybin, ketamine, and other medicines in the treatment of trauma, end-of-life struggles, addiction, and other ills. This 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: ICP 6830; PRIORITY REGISTRATION TO INTEGRAL COUNSELING PSYCHOLOGY WEEKDAY PROGRAM STUDENTS
PreReq-Take ICP-6830

ICP-7599 Clinical Practice Lab (2 units) Pass/No Pass
The focus of this course is to provide further in-depth practical exploration of the clinical relationship and how it can deepen and enrich the therapeutic process. We will hone listening skills and working with feelings as well as examine personal issues related to transference, countertransference, and the deepening of empathy. The goal is for students to recognize personal qualities in themselves that might contribute to a more effective clinical relationship, as well as those that could be problematic. Through dyad work, students will learn how to work with one's strengths and challenges, as well as how to identify specific ways of working in the clinical relationship that support the therapeutic process. Prerequisites: Priority to ICP and ICPW students; MCP student; Therapeutic Communication.

ICP-7702 Integrative Seminar (3 units) Pass/No Pass
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. RESTRICTED TO INTEGRAL COUNSELING PSYCHOLOGY WEEKDAY
PROGRAM STUDENTS

ICP-8601 Hakomi (2 units) Pass/No Pass
Hakomi body-centered psychotherapy is an elegant, deep, and gentle experiential and somatic approach to working with clients. This elective 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: Priority to ICP students. Restricted to MCP students.

ICP-8602 Psychosynthesis (3 units) Pass/No Pass
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 in this elective course. 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. RESTRICTED TO ICP WEEKEND PROGRAM STUDENTS

ICP-8606 Integral Psychology (3 units) Pass/No Pass
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. PRIORITY REGISTRATION TO INTEGRAL COUNSELING PSYCHOLOGY STUDENTS

ICP-8799 Independent Study (3 units) Pass/No Pass
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 program chair.

ICP-8888 Special Topics (0 units) Letter Grade
A course of study not currently encompassed in the curriculum but relevant to evolving topics of growing importance in psychology. PRIORITY REGISTRATION TO INTEGRAL COUNSELING PSYCHOLOGY STUDENTS

MCPI-5200 Human Development and the Family (3 units) Letter Grade
This course covers family relationships, the psychological, psychotherapeutic, and health implications of developmental issues and their effects, 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. Theories and research in life transitions, stages of development, and rites of passage from prenatal conditions to adult experience to dying. Students will gain an understanding of their own path of human development, as well as how traditional models differ in various social and cultural contexts. Prerequisite: ICP student.

MCPI-5501 Psychodynamics (3 units) OP
Presents a history of psychodynamic ideas and their application in clinical settings. Offers a historical perspective beginning with Freudian theory through the development of contemporary relational psychoanalytic

theory. Covers basic theoretical and clinical concepts, clinical theories about the self and self-development, and the topics of transference, countertransference, and defenses. Examines relationships between psychodynamics, identity, and culture. Prerequisites: ICP student; non-ICPW student.

MCPI-5602 The Clinical Relationship (3 units) Letter Grade
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. RESTRICTED TO INTEGRAL COUNSELING PSYCHOLOGY STUDENTS PreReq-Take prerequisite MCPI-5610

MCPI-5604 Group Dynamics and Facilitation (3 units) Pass/No Pass
Students will learn theory and application of group counseling theory, including the therapeutic factors of group work and principles of group dynamics. There will be a strong experiential group process component to the course. Through class experientials, lectures and discussions students are explicitly and implicitly taught group theory topics relating to working across complex identity differences such as - managing microaggressions, considering equity and inclusion in screening group members, and seeing the therapy group as social microcosm. Prerequisite: Therapeutic Communication and Multicultural Counseling and the Family

MCPI-5610 Therapeutic Communication (3 units) Pass/No Pass
This course offers a practical, theoretical, and personal exploration of the basics of therapeutic communication from a multicultural and social justice framework. We will explore foundational counseling skills such as deep listening and empathy, learn how to work with feelings, examine countertransference and personal issues related to this helping profession, and explore the therapeutic relationship. We will also examine related topics, such as working in the moment, presence, intention, as well as being open to issues that emerge spontaneously in the class. The course provides an overview of key concepts and methods in therapeutic communication, integrating a variety of approaches such as psychodynamic, humanistic, transpersonal, feminist, social justice, liberation psychology, and others. The experiential portion includes role-play and simulations. Pre-requisites: ICP student; non-ICPW student.

MCPI-5615 Family Dynamics and Therapy (3 units) Pass/No Pass
Study of theories, principles, and methods of a variety of psychotherapeutic orientations directly related to marriage and family therapy and marital and family systems approaches to treatment and how these theories can be applied therapeutically with individuals, couples, families, adults, including elder adults, children, adolescents, and groups to improve, restore, or maintain healthy relationships. Approaches include 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 various interpersonal and creative formats. Pre-requisites: ICP student; non-ICPW student.

MCPI-6601 Couples Counseling (3 units) OP
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. Includes assessment, detection, and intervention of spousal/intimate partner abuse. Prerequisites: ICP student; non-ICPW student.

MCPI-6603 Multicultural Counseling and the Family (3 units) Pass/No Pass
This course is designed to address the social and political context of counseling individuals, families, and groups with diverse identities and social locations and representative sociocultural groups. This includes the intersections of race, ethnicity, socioeconomic status, gender, sexual orientation, age, (dis)ability, neurodiversity, religion, and the impact of systems of power, privilege, and oppression in peoples' lives. We will look at the limitations of current psychological models in addressing the particularities of our clients' diverse familial and cultural backgrounds, along with the role of the counselor as an advocate, ally, and agent of social change. Through experiential inquiry, practices, and dialogue, students will explore their own sociocultural backgrounds and uncover beliefs, unconscious assumptions, countertransference, fears, and biases. The instructor will work with the class to co-create a brave space to encourage respectful, authentic exploration of and dialogues on often hidden and emotionally charged topics. Prerequisites: ICP student; non-ICPW student; Therapeutic Communication; Group Dynamics.

MCPI-7601A Supervised Clinical Practicum-Individual (2 units) Pass/No Pass
Presentation and discussion of practicum case material in individual supervision. Emphases upon case formulation, the therapeutic relationship, and the continued development and deepening of clinical skills. Online registration is 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-7601B Supervised Clinical Practicum-Individual (2 units) Pass/No Pass
In conjunction with clinical work at a CIIS approved practicum site, this course will prepare students to meet the academic and clinical requirements for effective practice within the legally mandated scope of work for MFT and/or LPCC trainees and the evolving professional ethics in counseling psychology. These twin goals will be accomplished in individual meetings between the supervisor and the student. There will be one sixty-minute meeting per week for 17 weeks. During these meetings there will be discussions, presentations of case material, analysis, and instruction. The guidelines for individual supervision as spelled out in BBS regulations and CIIS policy and contracts will be adhered to. Students must be enrolled in a practicum course while counseling clients. This course has been designed to meet that BBS requirement. Students and instructors should conduct the individualized supervision with the understanding that it is a fully accredited graduate level two-unit course. Prerequisites: ICP or ICPW student; criminal background check.
PreReq-Take MCPI-7601A

MCPI-7601C Supervised Clinical Practicum-Individual (2 units) Pass/No Pass
In conjunction with clinical work at a CIIS approved practicum site, this course will prepare students to meet the academic and clinical requirements for effective practice within the legally mandated scope of work for MFT and/or LPCC trainees and the evolving professional ethics in counseling psychology. These twin goals will be accomplished in individual meetings between the supervisor and the student. There will be one sixty-minute meeting per week for 17 weeks. During these meetings there will be discussions, presentations of case material, analysis, and instruction. The guidelines for individual supervision as spelled out in BBS regulations and CIIS policy and contracts will be adhered to. Students must be enrolled in a practicum course while counseling clients. This course has been designed to meet that BBS requirement. Students and instructors should conduct the individualized supervision with the understanding that it is a fully accredited graduate level two-unit course. Prerequisites: ICP or ICPW student; criminal background check.
PreReq-Take MCPI 7601B

MCPI-7602A Supervised Clinical Practicum-Group (2 units) Pass/No Pass
In conjunction with clinical work at a CIIS approved practicum site, this course will prepare students to meet the academic and clinical requirements for effective practice within the legally mandated scope of work for MFT and/or LPCC trainees and the evolving professional ethics in counseling psychology. These twin goals will be accomplished in a group setting and will consist of discussions, presentations of case material, analysis, and instruction. Prerequisite: ICP or ICPW student; criminal background check.

MCPI-7602B Supervised Clinical Practicum-Group (2 units) Pass/No Pass
In conjunction with clinical work at a CIIS approved practicum site, this course will prepare students to meet the academic and clinical requirements for effective practice within the legally mandated scope of work for MFT and/or LPCC trainees and the evolving professional ethics in counseling psychology. These twin goals will be accomplished in a group setting and will consist of discussions, presentations of case material, analysis, and instruction. Prerequisite: ICP or ICPW student; criminal background check.
PreReq-Take MCPI-7602A or MCPI 7602

MCPI-7604A Supervised Clinical Practicum: Individual (School Setting) (3 units) Pass/No Pass
In conjunction with clinical work at a CIIS approved practicum site in a school setting, this course will prepare students to meet the academic and clinical requirements for effective practice within the legally mandated scope of work for MFT and/or LPCC trainees and the evolving professional ethics in counseling psychology. These twin goals will be accomplished in individual meetings between the supervisor and the student. There will be one sixty-minute meeting per week for 17 weeks. During these meetings there will be discussions, presentations of case material, analysis, and instruction. The guidelines for individual supervision as spelled out in BBS regulations and CIIS policy and contracts will be adhered to. Students must be enrolled in a practicum course while counseling clients. This course has been designed to meet that BBS requirement. Students and instructors should conduct the individualized supervision with the understanding that it is a fully accredited graduate level two-unit course. Presentation and discussion of case material in individual supervision for practicum in a school setting. Emphases upon case formulation, the therapeutic relationship, and the continued development and deepening of clinical skills.
Prerequisites: ICP or ICPW student; criminal background check.

MCPI-7604B Supervised Clinical Practicum: Individual (School Setting) (3 units) Pass/No Pass
In conjunction with clinical work at a CIIS approved practicum site in a school setting, this course will prepare

students to meet the academic and clinical requirements for effective practice within the legally mandated scope of work for MFT and/or LPCC trainees and the evolving professional ethics in counseling psychology. These twin goals will be accomplished in individual meetings between the supervisor and the student. There will be one sixty-minute meeting per week for 17 weeks. During these meetings there will be discussions, presentations of case material, analysis, and instruction. The guidelines for individual supervision as spelled out in BBS regulations and CIIS policy and contracts will be adhered to. Students must be enrolled in a practicum course while counseling clients. This course has been designed to meet that BBS requirement. Students and instructors should conduct the individualized supervision with the understanding that it is a fully accredited graduate level two-unit course. Presentation and discussion of case material in individual supervision for practicum in a school setting. Emphases upon case formulation, the therapeutic relationship, and the continued development and deepening of clinical skills. Prerequisites: ICP or ICPW student; criminal background check.
PreReq-Take MCPI-7604A

MCPI-7605A Supervised Clinical Practicum: Group (School Setting) (3 units) Pass/No Pass
In conjunction with clinical work at a CIIS approved practicum site in a school setting, this course will prepare students to meet the academic and clinical requirements for effective practice within the legally mandated scope of work for MFT and/or LPCC trainees and the evolving professional ethics in counseling psychology. These twin goals will be accomplished in a group setting and will consist of discussions, presentations of case material, analysis, and instruction. Prerequisites: ICP student or ICPW student; criminal background check.

MCPI-7605B Supervised Clinical Practicum: Group (School Setting) (3 units) Pass/No Pass
In conjunction with clinical work at a CIIS approved practicum site in a school setting, this course will prepare students to meet the academic and clinical requirements for effective practice within the legally mandated scope of work for MFT and/or LPCC trainees and the evolving professional ethics in counseling psychology. These twin goals will be accomplished in a group setting and will consist of discussions, presentations of case material, analysis, and instruction. Prerequisites: ICP student or ICPW student; criminal background check. Take MCPI-7605A.

Weekend Program Course Descriptions

ICPW-5108 Psychopathology and Psychological Assessment (3 units) Letter Grade
Through lecture, readings, discussion, experientials, and vignettes, this course will cover comparative historical and contemporary views of the development of adult psychopathology and the categorization system of the Diagnostic and Statistical Manual. Students will learn about differential diagnosis, comorbidity, pharmacology, and the use of psychometric assessment tools, as well as understand varying sociocultural perceptions and transpersonal interpretations of diagnostic categorizing. RESTRICTED TO ICP WEEKEND PROGRAM STUDENTS

ICPW-5201 Human Development and the Family (3 units) Letter Grade
This course covers family relationships, the psychological, psychotherapeutic, and health implications of developmental issues and their effects, 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. Theories and research in life transitions, stages of development, and rites of passage from prenatal conditions to adult experience to dying. Students will gain an understanding of their own path of human development, as well as how traditional models differ in various social and cultural contexts. RESTRICTED TO ICP WEEKEND PROGRAM STUDENTS

ICPW-5302 Jungian Dreamwork and Psychotherapy (1 unit) Pass/No Pass
This elective course provides an introduction to clinical use of dreams, and a Jungian/depth psychological approach to therapy. 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. After taking this course, students will be able to use dreams in their therapy practice with their clients. Prerequisite: PRIORITY REGISTRATION TO ICP WEEKEND PROGRAM STUDENTS

ICPW-5311 Sexuality and Spirituality (1 unit) Pass/No Pass
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. . 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 Through lecture, video, discussion, and experiential exercises, students will gain an understanding of these topics. A primary focus of the class, sexuality and spirituality, will be explored.

ICPW-5507 Psychodynamics (3 units) Letter Grade
Presents a history of psychodynamic ideas and their application in clinical settings. Offers a historical perspective beginning with Freudian theory through the development of contemporary relational psychoanalytic theory. Covers basic theoretical and clinical concepts, clinical theories about the self and self-development, and the topics of transference, countertransference, and defenses. Examines relationships between psychodynamics, identity, and culture. RESTRICTED TO ICP WEEKEND PROGRAM STUDENTS

ICPW-5602 The Clinical Relationship (3 units) Letter Grade
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. RESTRICTED TO ICP WEEKEND PROGRAM STUDENTS
PreReq-Take ICPW-5610

ICPW-5604 Group Dynamics and Facilitation (3 units) Pass/No Pass
Students will learn theory and application of group counseling theory, including the therapeutic factors of group work and principles of group dynamics. There will be a strong experiential group process component to the course. Through class experientials, lectures and discussions students are explicitly and implicitly taught group theory topics relating to working across complex identity differences such as - managing microaggressions, considering equity and inclusion in screening group members, and seeing the therapy group as social microcosm. RESTRICTED TO ICP WEEKEND PROGRAM STUDENTS

ICPW-5606 Gestalt Therapy (3 units) Pass/No Pass
Gestalt therapy will be presented as an adjunct to Existential Philosophy and Therapy, and as a natural reflection of humanistic psychology. The elements of Gestalt therapy will be demonstrated-i.e., contact boundaries, awareness, figure formation, the Gestalt theory of neurosis, and disturbances at the boundaries. The primary emphasis will be on working in the here and now with a process-oriented focus. RESTRICTED TO ICP WEEKEND PROGRAM STUDENTS

ICPW-5610 Therapeutic Communication (3 units) Pass/No Pass
This course studies key concepts and methods in therapeutic communication, integrating psychodynamic, humanistic, and other approaches to marriage and family theory and practice Includes the experiential portion of Therapeutic Communication, such as role-play and simulations. RESTRICTED TO ICP WEEKEND PROGRAM STUDENTS

ICPW-5615 Family Dynamics and Therapy (3 units) Pass/No Pass
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 various interactional and creative formats. In the lab, each student will have an opportunity to practice conducting a role-play family therapy session. RESTRICTED TO ICP WEEKEND PROGRAM STUDENTS

ICPW-5620 Integral Philosophy, Meditation and Yoga In the 21st Century (1 unit) Pass/No Pass
This course covers the history and major themes of integral philosophy, yoga, and meditation, from the South Asian lineage of Sri Aurobindo and CIIS founder Haridas Chaudhuri to its relevance and applications to 21st century issues. Through meditations, readings, discussion, experiential exercises, critical analysis and lecture, this course will explore the integration of spirituality and social justice, therapeutic applications, and the role of Black, Indigenous, neurodivergent, disabled, feminist, queer and trans perspectives in an integral approach. RESTRICTED TO ICP WEEKEND PROGRAM STUDENTS

ICPW-5621 Cognitive Behavioral Therapy (1 unit) Pass/No Pass
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 studies CBT from its origins in Pavlov and Skinner, through 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. RESTRICTED TO ICP WEEKEND PROGRAM STUDENTS

ICPW-6000 Professional Ethics and Family Law (2 units) Letter Grade
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. RESTRICTED TO ICP WEEKEND PROGRAM STUDENTS

ICPW-6101 Human Sexuality (1 unit) OP
In this course, students will explore experiences pertaining to human sexuality, gender identity and sexual orientation in clinical work. Students will examine current trends in sex therapy, diagnostic criteria, terminology and expanding definitions in the field of human sexuality and explore their own sexuality as it relates to clinical development. Through experiential and engaging materials, self-reflective discussion, case studies, and video viewings and discussion, students have the opportunity to apply and integrate concepts of sexuality into their clinical practice. RESTRICTED TO ICP WEEKEND PROGRAM STUDENTS

ICPW-6102 Alcohol and Chemical Dependency Counseling (1 unit) Letter Grade
Survey of current treatment approaches to chemical dependency and examination of humanist-transpersonal perspectives. RESTRICTED TO ICP WEEKEND PROGRAM STUDENTS

ICPW-6235 Introduction to Psychedelic Assisted Psychotherapy (3 units) Letter Grade
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 psychedelic-assisted therapies utilizing MDMA, psilocybin, ketamine and other medicines in the treatment of trauma, end-of-life struggles, depression, addiction and other ills. Preparing clinicians towards these new horizons in psychotherapy, this introductory course reviews the indigenous origins and history of psychedelic medicine, explores relevant socio-cultural aspects of the use of psychedelic medicines with diverse populations, and offers an integral clinical focus to insure best practices within the ethics and the scope of the field. We will explore the potential benefits as well as the potential dangers of the use and misuse of psychedelics in a therapeutic setting. In the experiential aspects of this course, students will consider preparation and integration aspects of psychedelic work in psychotherapy, and learn how to hold space for others while exploring transpersonal aspects of their inner world facilitated by guided meditation, therapeutic touch, expressive arts and the practice of active imagination. Completing this introductory course does not result in competency to conduct any psychedelic-assisted psychotherapy. RESTRICTED TO ICP WEEKEND PROGRAM STUDENTS
PreReq-ICPW-6830

ICPW-6401 Research Methods (3 units) Letter Grade
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. RESTRICTED TO ICP WEEKEND PROGRAM STUDENTS

ICPW-6501 Transpersonal Psychotherapy (3 units) OP
An overview of transpersonal psychology with an emphasis on integral approaches to psychotherapy. Focuses on specific clinical issues in the field and methods for working with clients. Strong experiential components are included to assist students in understanding theoretical material not just intellectually, but through personal experience.
RESTRICTED TO ICP WEEKEND PROGRAM STUDENTS

ICPW-6502 Child Therapy (2 units) Letter Grade
This course studies 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, spiritual, and economic factors and explores the therapeutic approaches, philosophies, and techniques to improve, restore, or maintain health when working with children and their families. Includes child abuse assessment and reporting. RESTRICTED TO ICP WEEKEND PROGRAM STUDENTS

ICPW-6545 Community Mental Health and the Recovery Model (2 units) Pass/No Pass
This course studies recovery-oriented practice and environments and wellness and prevention. 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. Selection of appropriate counseling interventions, models of counseling suggested by current professional practices and research, the development of a personal model of counseling, interdisciplinary responses to crises, emergencies and disasters, and the many considerations involved in conducting professional counseling practice in a multicultural society. Recovery-based language, strength-based communication, resiliency, and the foundations of recovery and wellness will be discussed. This course includes 6 hours of suicide risk assessment and prevention. RESTRICTED TO ICP WEEKEND PROGRAM STUDENTS

ICPW-6578 Ecopsychology (1 unit) Letter Grade
This elective 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 African American, Latina, white, and Native American thinkers. We will examine the intersection of embodiment, environment, psychology, and spirituality. We will ask questions about how we can rewild, reconnect ourselves, our clients, and our communities, how we can hold our grief at the state the world is in, and also find joy in these times. RESTRICTED TO ICP WEEKEND PROGRAM STUDENTS

ICPW-6581 Deep Green Psyche: Ecopsychology and Ecotherapy (2 units) Pass/No Pass
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 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 re-wild and re-connect ourselves, our clients and our communities, and how we can hold our grief at the state the world is in, and also find joy in these times. The class will also introduce the practice of Ecotherapy, and present some practical considerations related to doing therapy outside in nature. PRIORITY REGISTRATION TO ICP WEEKEND PROGRAM STUDENTS

ICPW-6601 Couples Counseling (3 units) Pass/No Pass
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. Includes assessment, detection, and intervention of spousal/intimate partner abuse. RESTRICTED TO ICP WEEKEND PROGRAM STUDENTS

ICPW-6603 Multicultural Counseling and the Family (3 units) Pass/No Pass
This course is designed to address the social and political context of counseling individuals, families, and groups with diverse identities and social locations and representative sociocultural groups. This includes the intersections of race, ethnicity, socioeconomic status, gender, sexual orientation, age, (dis)ability, neurodiversity, religion, body size and the impact of systems of power, privilege, and oppression in peoples' lives. We will look at the limitations of current psychological models in addressing the particularities of our clients' diverse familial and cultural backgrounds, along with the role of the counselor as an advocate, ally, and agent of social change. Through experiential inquiry, practices, and dialogue, students will explore their own sociocultural backgrounds and uncover beliefs, unconscious assumptions, countertransference, fears, and biases. The instructor will work with the class to co-create a brave space to encourage respectful, authentic exploration of and dialogues on often hidden and emotionally charged topics. RESTRICTED TO ICP WEEKEND PROGRAM STUDENTS

ICPW-6683 Clinical Skills (1 unit) Pass/No Pass
This course is an opportunity for students to take a step, or even a quantum leap, forward in their counseling abilities in a safe, supportive, mentoring classroom atmosphere. It features dyad practice with intensive, individual, and specific coaching and feedback from the instructor and classmates, as well as exploration of growing edge issues of greatest value to the student in their future work with clients. Wherever they are in their development, students are helped to strengthen and enhance their therapeutic skills and self-awareness, including building upon feedback they have received from instructors to this point.

ICPW-6830 Trauma (3 units) Pass/No Pass
This course studies trauma and is designed to explore the rapidly expanding field of psychological trauma within a variety of theoretical frameworks (e.g., liberatory, relational, cognitive, neurobiological, clinical, sociocultural). The course will explore many areas including the meaning and nature of trauma; sociopolitical histories and current theories in the field;

various types of traumas; how trauma and violence affect individuals, communities, and systems; trauma assessment and clinical diagnostic considerations. This class will also introduce students to the neuroscience of trauma and the impact of trauma on the body, as well as vicarious traumatization, and self-care and community-care models for therapists to sustain themselves in the field and in trauma work. RESTRICTED TO ICP WEEKEND PROGRAM STUDENTS

ICPW-6846 Applied Spirituality (1 unit) Pass/No Pass
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. RESTRICTED TO ICP WEEKEND PROGRAM STUDENTS

ICPW-7702 Integrative Seminar (3 units) Pass/No Pass
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. RESTRICTED TO ICP WEEKEND PROGRAM STUDENTS

ICPW-8799 Independent Study (1 to 6 units) Pass/No Pass
Coursework that extends a student's field of inquiry beyond current CIIS courses. Requires a syllabus and contract signed by the student and faculty member, and approved by the Program Chair.

MCP-5023 Advanced Treatment of Addiction (2 units) Letter Grade
This advanced course studies addictions counseling, including substance abuse, co-occurring disorders, and addiction, major approaches to identification, evaluation, treatment, and prevention of substance abuse and addiction, legal, ethical, 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.

MCP-5101 Professional Ethics and Family Law (2 units) Letter Grade
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 including telehealth services ; and licensing law and licensing process.
PRIORITY REGISTRATION TO COUNSELING PSYCHOLOGY STUDENTS; NOT OPEN TO ICP WEEKEND PROGRAM STUDENTS

MCP-5108 Psychopathology and Psychological Assessment (3 units) Letter Grade
This course covers the 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 pharmacology and assessment and testing of individuals, including basic concepts of standardized and non-standardized 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.
PRIORITY REGISTRATION TO COUNSELING PSYCHOLOGY STUDENTS; NOT OPEN TO ICP WEEKEND PROGRAM STUDENTS

MCP-5109 Psychopharmacology (3 units) Letter Grade
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, naturopathic and entheogenic treatments. This course pays special attention to the scope of practice of psychotherapists, ethical considerations, and practical ways psychotherapists may collaborate with medical professionals, make appropriate referrals, and advocate

for clients. Case studies will help students to understand ways in which psychotherapists can be instrumental in supporting clients who take medication and/or who may require medication. NOT OPEN TO ICPW OR CMH STUDENTS EXCEPT THOSE PURSUING THE LPCC TRACK; PRIORITY REGISTRATION TO COUNSELING PSYCHOLOGY STUDENTS.

MCP-5646 Career Counseling Theory and Practice for Therapists (3 units) Letter Grade
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. PRIORITY REGISTRATION TO COUNSELING PSYCHOLOGY STUDENTS

MCP-5651 California Ethics and the Law (1 unit) Letter Grade
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 including telehealth services ; and licensing law and licensing process.
PRIORITY REGISTRATION TO COUNSELING PSYCHOLOGY STUDENTS; NOT OPEN TO ICP WEEKEND PROGRAM STUDENTS NOT PURSUING LPCC TRACK; NOT OPEN TO CMH PROGRAM STUDENTS
PreReq-Take MCP 5101; or ICPW 5103 and ICPW 5104; or ICPW 6000

MCP-6101 Human Sexuality (1 unit) Letter Grade
This course explores personal, interpersonal, and transpersonal dimensions of sexual experience, including awareness, attitudes, meaning, expression, response, sexual counseling, and integration with personal development. PRIORITY REGISTRATION TO COUNSELING PSYCHOLOGY STUDENTS; NOT OPEN TO ICP WEEKEND PROGRAM STUDENTS OR M.A. SOMATIC PSYCHOLOGY STUDENTS

MCP-6102 Assessment and Treatment of Addiction Disorders (1 unit) Letter Grade
This course covers addictions counseling, including substance abuse, co-occurring disorders, and addiction. This course focuses on the medical and ethical 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. PRIORITY REGISTRATION TO COUNSELING PSYCHOLOGY STUDENTS; NOT OPEN TO ICP WEEKEND PROGRAM STUDENTS

MCP-6233 Introduction to Community Mental Health and the Recovery Model (2 units) Letter Grade
This course studies recovery-oriented practice and environments and wellness and prevention. 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. Selection of appropriate counseling interventions, models of counseling suggested by current professional practices and research, the development of a personal model of counseling, interdisciplinary responses to crises, emergencies and disasters, and the many considerations involved in conducting professional counseling practice in a multicultural society. Recovery-based language, strength-based communication, resiliency, and the foundations of recovery and wellness will be discussed. This course includes 6 hours of suicide risk assessment and prevention. PRIORITY REGISTRATION TO COUNSELING PSYCHOLOGY STUDENTS; NOT OPEN TO ICP WEEKEND PROGRAM STUDENTS

MCP-6331 Psychological Assessment I: Psychometric Theory (3 units) Letter Grade
The course covers psychometric theory, principles and methods of standardized and non-standardized 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, measurement biases, as well as associated statistical methods are covered. The course further provides 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.

PRIORITY REGISTRATION TO COUNSELING PSYCHOLOGY STUDENTS

MCP-6401 Research Methods (3 units) Letter Grade
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. PRIORITY REGISTRATION TO COUNSELING PSYCHOLOGY STUDENTS; NOT OPEN TO ICP WEEKEND PROGRAM STUDENTS

MCP-6502 Child Therapy (2 units) Letter Grade
This course studies 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, ethical considerations, 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, spiritual, and economic factors. PRIORITY REGISTRATION TO COUNSELING PSYCHOLOGY STUDENTS; NOT OPEN TO ICP WEEKEND PROGRAM STUDENTS; NOT OPEN TO SOM PROGRAM STUDENTS

MCP-7603 Post-Practicum (0.1 units) Pass/No Pass
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. RESTRICTED TO COUNSELING PSYCHOLOGY STUDENTS

MCP-8799 Independent Study (0 units) Pass/No Pass
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.

M.A. in Counseling Psychology with a concentration in *Somatic Psychology*

Concentration Chair
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Format and Length

The M.A. in Counseling Psychology with a concentration in Somatic Psychology (SOM) program is a residential program and typically takes three years to complete. Students may complete the program in two-and-a-half years if they enroll in optional summer semesters and are approved for early practicum. However, it is important to note, a student's readiness for early practicum is evaluated by the program and not guaranteed.

A one-year practicum is required. Students intending to do their practicum in a state other than California should be aware that federal law requires U.S. states to authorize higher education institutions located outside their state to provide education to the individuals in their states. The list of states which have authorized CIIS to provide education to their residents can be found on this webpage:https://www.ciis.edu/admissions-and-financial-aid/out-of-state-students/state-authorization.

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 California 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:

1. Extensive training in psychotherapy that combines scholarship, best practices in counseling psychology, and experiential approaches to learning
2. In-depth training in somatic psychotherapy theories, principles, clinical skills, and embodiment practices
3. The learning of psychology theories and practices that integrates verbal and nonverbal work with body, mind, and spirit
4. Opportunities to develop psychodynamic, systemic, and sociocultural approaches to psychotherapy
5. Attention to diversity and opportunities to work in practicum with a wide range of populations
6. A community of learning fostered by weekly community meetings and a collaborative learning model
7. A wide variety of practicum opportunities, including the possibility to train at the program's in-house clinic, the Center for Somatic Psychotherapy

Since its inception in 1983, the Somatic Psychology concentration has developed a unique learning environment that combines experiential work, rigorous academics, a deep commitment to community, and mentorship for scholar practitioners who wish to advance the depth and breadth of their academic inquiry. Students learn a counseling approach that combines traditional practice and understanding with attention to the crucial role of the body in the structure, organization, 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. Students in the Somatic Psychology program learn a sociocultural perspective that explores how embodied affect, expression, identity, and interaction are developed in families and communities outside of the family of origin, constructing embodied patterns of feeling, sensation, expression, movement, and emotion through which we know ourselves and make relationships in the world. Work, play, and other engagements with the world are enacted through the development of varying muscular states, emotional and feeling capabilities, and ranges of movement.

For somatic psychology, the exploration of the historical patterns of bodily comportment we have developed and the explorations of new means of expression are useful tools in the development of self-awareness and satisfaction in living. 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. Using breathwork, movement exercises, touch, and explorations of feeling, sensation, posture, gesture, and expression, clients experience how they shape 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 they are especially useful as aids to self-reflection and the development of new ranges of affect, expression, and self-comportment.

Learning Environment

In preparing students for practice, the Somatic Psychology program at CIIS stresses the importance of self-knowledge and self-development. We believe that practitioners need to have knowledge of their own responses, reactions, and sense of meaning-making 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 into the therapeutic container and their engagement with clients. 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 recurrent 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 are afforded the opportunity to 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 philosophical and spiritual traditions. This integral approach challenges the separation of body, mind, and spirit that has dominated Western psychotherapy. Course offerings explore the relationship between bodily processes and states of consciousness, and they foster dialogue around spiritual approaches, 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:

Clinical Skills
Students will develop skills and ethics sufficient to serve as professional psychotherapists and counselors at the M.A. level.

Understanding the Field
Students will gain a broad and deep knowledge of the scholarship associated with counseling and psychotherapy theories and approaches.

Personal Growth
Students will commit to significant personal growth in the program's context and integrate their personal development for their effective use of self in clinical practice.

Diversity Awareness
Students will actively engage in an exploration of their own positionality, biases, social attitudes, and beliefs, understand differences, attend to power dynamics, and develop cultural humility in applying intersectional sensitivity to their clinical practice.

Somatic-Specific Learning Outcomes
Students will gain a broad and deep knowledge of the scholarship associated with the field of somatic psychology, including an understanding of historical and contemporary issues, theories, and approaches. In addition, students will gain an in-depth understanding and capacity to apply somatic psychological theories to the clinical practice of somatic psychotherapies.

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, 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; 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.

Courses are specifically sequenced to foster students' development. Requests for sequence exceptions are evaluated on a case-by-case basis.

Practicum

The Somatic Psychology curriculum includes a carefully supervised practicum counseling experience. Students can start practicum after being approved for practicum readiness by the faculty. Approval is not automatic and is based upon an application and interview process. Students may apply for training at our program-based clinic, the Center for Somatic Psychotherapy, which is a community counseling center devoted to practicing body-oriented psychotherapy. Students at other external 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, hospital settings, and work participation in various agencies dealing specifically with issues related to children, family, and/or addictions/trauma.

Center for Somatic Psychotherapy
The Center for Somatic Psychotherapy is a professional training facility for students at CIIS pursuing a somatic orientation in their therapeutic work. As a community service, the Center offers affordable psychotherapy based on an integral somatic 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 have included work with the unhoused, school, and current and formerly incarcerated populations. Licensed counselors and somatic psychotherapists from the professional community and University faculty provide supervision.

The Center for Somatic Psychotherapy is in San Francisco at 312 Sutter Street, Suite 410. Information about the Center can be found at: http://www.ciis.edu/counseling-and-acupuncture-clinics.

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 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 somatic methods such as Feldenkrais, Alexander, bioenergetics, Structural Integration, Rosen work, massage, shiatsu, acupuncture, martial arts, dance, yoga, or 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 concurrent to the requirement of sustaining 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 for the M.A. in Counseling Psychology with a concentration in Somatic Psychology — 60 Units

All courses are three units unless otherwise specified.

Courses are specifically sequenced to foster students' development. Contact program staff to inquire about exemptions, which are evaluated on a case-by-case basis.

I. Counseling Courses — 11 units

MCP 5101 Professional Ethics and Family Law (2 units)
MCP 5108 Psychopathology and Psychological Assessment
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

II. Counseling Courses with Emphasis in Somatic Psychology — 25 units

These courses have equivalents in Community Mental Health, Drama Therapy, Expressive Arts Therapy, and Integral Counseling Psychology which cover the content from their perspectives.

MCPS 5201 Human Development and the Family
MCPS 5501 Psychodynamics
MCPS 5602 The Clinical Relationship (2 units)
MCPS 5605 Family Dynamics and Therapy
MCPS 5609 Therapeutic Communication
MCPS 5622 Group Facilitation and Group Therapy (2 units)
MCPS 6102 Human Sexuality (2 units)
MCPS 6104 Multicultural Counseling and the Family (2 units)
MCPS 6601 Couples Counseling
MCPS 6605 Child Therapy (2 units)

III. Somatic Psychology Concentration Courses — 18 units

These courses do not have equivalents 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 Practice (2 units)
SOM 6646 Theories and Techniques of Somatic Psychotherapy I
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

IV. Practicum – 6 units

Select A or B, depending on the placement site.

A. MCPS 7602A Supervised Clinical Practicum: Group (2 units)
MCPS 7601A Supervised Clinical Practicum: Individual (2 units)
MCPS 7601B Supervised Clinical Practicum: Individual (2 units)

B. MCPS 7604A Supervised Clinical Practicum: Individual-School Setting
MCPS 7604B Supervised Clinical Practicum: Individual-School Setting

Curriculum for the M.A. in Counseling Psychology with a concentration in Somatic Psychology, Licensed Professional Clinical Counselor Track — 71 Units

All courses are three units unless otherwise specified.

I. Counseling Courses — 11 units

MCP 5101 Professional Ethics and Family Law (2 units)
MCP 5108 Psychopathology and Psychological Assessment
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

II. Counseling Courses with Emphasis in Somatic Psychology — 25 units

These courses have equivalents in Community Mental Health, Drama Therapy, Expressive Arts Therapy, and Integral Counseling Psychology which cover the content from their perspectives.

MCPS 5201 Human Development and the Family
MCPS 5501 Psychodynamics
MCPS 5602 The Clinical Relationship (2 units)
MCPS 5605 Family Dynamics and Therapy
MCPS 5609 Therapeutic Communication
MCPS 5622 Group Facilitation and Group Therapy (2 units)
MCPS 6102 Human Sexuality (2 units)
MCPS 6104 Multicultural Counseling and the Family (2 units)
MCPS 6601 Couples Counseling
MCPS 6605 Child Therapy (2 units)

III. Somatic Psychology Concentration Courses — 18 units

These courses do not have equivalents 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 Practice (2 units)
SOM 6646 Theories and Techniques of Somatic Psychotherapy I
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

IV. LPCC Track Courses — 11 units

MCP 5023 Advanced Treatment of Addiction Disorders (2 units)
MCP 5109 Psychopharmacology
MCP 5646 Career Counseling Theory
MCP 6331 Psychological Assessment: Psychometric Theory

V. Practicum–6 units

Select A or B, depending on the placement site.

A. MCPS 7602A Supervised Clinical Practicum: Group (2 units)
MCPS 7601A Supervised Clinical Practicum: Individual (2 units)
MCPS 7601B Supervised Clinical Practicum: Individual (2 units)

B. MCPS 7604A Supervised Clinical Practicum: Group (School Setting)
MCPS 7604B Supervised Clinical Practicum: Group (School Setting)

Course Descriptions

MCP-5023 Advanced Treatment of Addiction (2 units) Letter Grade

This advanced course studies addictions counseling, including substance abuse, co-occurring disorders, and addiction, major approaches to identification, evaluation, treatment, and prevention of substance abuse and addiction, legal, ethical, 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.

MCP-5101 Professional Ethics and Family Law (2 units) Letter Grade

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 including telehealth services ; and licensing law and licensing process. PRIORITY REGISTRATION TO COUNSELING PSYCHOLOGY STUDENTS; NOT OPEN TO ICP WEEKEND PROGRAM STUDENTS

MCP-5108 Psychopathology and Psychological Assessment (3 units) Letter Grade
This course covers the 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 pharmacology and assessment and testing of individuals, including basic concepts of standardized and non-standardized 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. PRIORITY REGISTRATION TO COUNSELING PSYCHOLOGY STUDENTS; NOT OPEN TO ICP WEEKEND PROGRAM STUDENTS

MCP-5109 Psychopharmacology (3 units) Letter Grade
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, naturopathic and entheogenic treatments. This course pays special attention to the scope of practice of psychotherapists, ethical considerations, and practical ways psychotherapists may collaborate with medical professionals, make appropriate referrals, and advocate for clients. Case studies will help students to understand ways in which psychotherapists can be instrumental in supporting clients who take medication and/or who may require medication. NOT OPEN TO ICPW OR CMH STUDENTS EXCEPT THOSE PURSUING THE LPCC TRACK; PRIORITY REGISTRATION TO COUNSELING PSYCHOLOGY STUDENTS.

MCP-5646 Career Counseling Theory and Practice for Therapists (3 units) Letter Grade
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. PRIORITY REGISTRATION TO COUNSELING PSYCHOLOGY STUDENTS

MCP-6102 Assessment and Treatment of Addiction Disorders (1 unit) Letter Grade
This course covers addictions counseling, including substance abuse, co-occurring disorders, and addiction. This course focuses on the medical and ethical 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. PRIORITY REGISTRATION TO COUNSELING PSYCHOLOGY STUDENTS; NOT OPEN TO ICP WEEKEND PROGRAM STUDENTS

MCP-6233 Introduction to Community Mental Health and the Recovery Model (2 units) Letter Grade
This course studies recovery-oriented practice and environments and wellness and prevention. 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. Selection of appropriate counseling interventions, models of counseling suggested by current professional practices and research, the development of a personal model of counseling, interdisciplinary responses to crises, emergencies and disasters, and the many considerations involved in conducting professional counseling practice in a multicultural society. Recovery-based language, strength-based communication, resiliency, and the foundations of recovery and wellness will be discussed. This course includes 6 hours of suicide risk assessment and prevention. PRIORITY REGISTRATION TO COUNSELING PSYCHOLOGY STUDENTS; NOT OPEN TO ICP WEEKEND PROGRAM STUDENTS

MCP-6331 Psychological Assessment I: Psychometric Theory (3 units) Letter Grade
The course covers psychometric theory, principles and methods of standardized and non-standardized 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, measurement biases, as well as associated statistical methods are covered. The course further provides 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. PRIORITY REGISTRATION TO COUNSELING PSYCHOLOGY STUDENTS

MCP-6401 Research Methods (3 units) Letter Grade
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. PRIORITY REGISTRATION TO COUNSELING PSYCHOLOGY STUDENTS; NOT OPEN TO ICP WEEKEND PROGRAM STUDENTS

MCP-7603 Post-Practicum (0.1 units) Pass/No Pass
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. RESTRICTED TO COUNSELING PSYCHOLOGY STUDENTS

MCP-8799 Independent Study (0 units) Pass/No Pass
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.

MCPS-5201 Human Development and the Family (3 units) OP
This course covers family relationships, the psychological, psychotherapeutic, and health implications of developmental issues and their effects, 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. 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. RESTRICTED TO M.A. SOMATIC PSYCHOLOGY STUDENTS

MCPS-5501 Psychodynamics (3 units) OP
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 an embodied stance using both text and experiential learning, such as work with movement and embodiment exercises. It takes an embodied sociocultural approach to psychodynamics, exploring cultural contexts and sexuality, gender, work, creativity, ethnicity, and schooling. RESTRICTED TO M.A. SOMATIC PSYCHOLOGY STUDENTS

MCPS-5602 The Clinical Relationship (2 units) OP
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 1 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. RESTRICTED TO M.A. SOMATIC PSYCHOLOGY STUDENTS PreReq-Take one semester of practicum

MCPS-5605 Family Dynamics and Therapy (3 units) OP
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. RESTRICTED TO M.A. SOMATIC PSYCHOLOGY STUDENTS

MCPS-5609 Therapeutic Communication (3 units) OP
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, impasses, 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. RESTRICTED TO M.A. SOMATIC PSYCHOLOGY STUDENTS

MCPS-5622 Group Facilitation and Group Therapy (2 units) Pass/No Pass
In this course, students will both study group therapy theory and be immersed in a self-reflective experiential group process. This course provides the basic theories and practice necessary to design and facilitate: psychoeducational groups, special topic groups, peer support groups and other groups currently delivered in community mental health settings. In addition, basic theories and practice in group process, including somatic intervention skills, nonverbal, and dance/movement approaches, will be presented and experienced. RESTRICTED TO M.A. SOMATIC PSYCHOLOGY STUDENTS

MCPS-6102 Human Sexuality (2 units) OP
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. RESTRICTED TO M.A. SOMATIC PSYCHOLOGY STUDENTS
Prerequisite: MCPS-5609

MCPS-6104 Multicultural Counseling and the Family (2 units) Pass/No Pass
This course studies multicultural counseling theories and techniques, including counselor's 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 counselor's 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 also looks at how cultural and racial experience forms psychological and somatic states. RESTRICTED TO SOMATIC PSYCHOLOGY STUDENTS

MCPS-6601 Couple Counseling (3 units) OP
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), Gottman, as well as family-system approaches. Students will be presented an overview of couple 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. RESTRICTED TO M.A. SOMATIC PSYCHOLOGY STUDENTS
Prerequisite: MCPS-5609

MCPS-6605 Child Therapy (2 units) OP
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. Somatic, neurodevelopmental and relationship-based therapy techniques for children and their families are covered. Case material introduces strategies of intervention from early childhood, school-aged, adolescence through transition-aged youth. Settings include: private practice, school-based and community mental health models of treatment. A focus will be placed on trauma-informed care as well as on engaging the child's systems of care to support resilience and change. Modalities explored may include: play therapy, Sandtray, Neurosequentially informed treatment, Sensorimotor informed psychotherapy, and ARC (Attachment, Regulation and Competency). RESTRICTED TO M.A. SOMATIC PSYCHOLOGY STUDENTS

MCPS-7601A Clinical Practicum: Individual (2 units) Pass/No Pass
For Somatic Psychology students pursuing practicum in schools. Presentation and discussion of case material. Emphases upon case formulation, the therapeutic relationship, and the development of clinical skills. Not possible to register for online. Submit the Individual Practicum Registration Form. An NP grade will be assigned if Supervised Fieldwork Agreement has not been signed. RESTRICTED TO M.A. SOMATIC PSYCHOLOGY STUDENTS WHO'VE PASSED A CRIMINAL BACKGROUND CHECK
PreReq-Take MCP-5101 AND MCP-5108

MCPS-7601B Clinical Practicum: Individual (2 units) Pass/No Pass
For Somatic Psychology students pursuing practicum in schools. Presentation and discussion of case material. Emphases upon case formulation, the therapeutic relationship, and the development of clinical skills. Not possible to register for online. Submit the Individual Practicum Registration Form. An NP grade will be assigned if Supervised Fieldwork Agreement has not been signed. RESTRICTED TO M.A. SOMATIC PSYCHOLOGY STUDENTS WHO'VE PASSED A CRIMINAL BACKGROUND CHECK
PreReq-Take MCPS-7601A

MCPS-7601C Clinical Practicum: Individual (2 units) Pass/No Pass
For Somatic Psychology students pursuing practicum in schools. Presentation and discussion of case material. Emphases upon case formulation, the therapeutic relationship, and the development of clinical skills. Not possible to register for online. Submit the Individual Practicum Registration Form. An NP grade will be assigned if Supervised Fieldwork Agreement has not been signed. RESTRICTED TO M.A. SOMATIC PSYCHOLOGY STUDENTS WHO'VE PASSED A CRIMINAL BACKGROUND CHECK
PreReq-Take MCPS-7601B

MCPS-7602A Clinical Practicum: Group (2 units) Pass/No Pass
Presentation and discussion of case material in a small-group setting. Emphases upon case formulation, the therapeutic relationship, and the development of clinical skills. RESTRICTED TO SOMATIC PSYCHOLOGY STUDENTS WHO'VE PASSED A CRIMINAL BACKGROUND CHECK
PreReq-Take MCP-5101 AND MCP-5108

MCPS-7602B Clinical Practicum: Group (2 units) Pass/No Pass
Presentation and discussion of case material in a small-group setting. Emphases upon case formulation, the therapeutic relationship, and the development of clinical skills. RESTRICTED TO SOMATIC PSYCHOLOGY STUDENTS WHO'VE PASSED A CRIMINAL BACKGROUND CHECK
PreReq-Take MCPS-7602A

MCPS-7602C Clinical Practicum: Group (2 units) Pass/No Pass
Presentation and discussion of case material in a small-group setting. Emphases upon case formulation, the therapeutic relationship, and the development of clinical skills. RESTRICTED TO SOMATIC PSYCHOLOGY STUDENTS WHO'VE PASSED A CRIMINAL BACKGROUND CHECK
PreReq-Take MCPS-7602B

MCPS-7604A Clinical Practicum: Individual (School Setting) (3 units) Pass/No Pass
For Somatic Psychology students pursuing practicum in schools. Presentation and discussion of case material. Emphases upon case formulation, the therapeutic relationship, and the development of clinical skills. Not possible to register for online. Submit the Individual Practicum Registration Form. An NP grade will be assigned if Supervised Fieldwork Agreement has not been signed. RESTRICTED TO M.A. SOMATIC PSYCHOLOGY STUDENTS WHO'VE PASSED A CRIMINAL BACKGROUND CHECK.
PreReq-Take MCP-5101 AND MCP-5108

MCPS-7604B Clinical Practicum: Individual (School Setting) (3 units) Pass/No Pass
For Somatic Psychology students pursuing practicum in schools. Presentation and discussion of case material. Emphases upon case formulation, the therapeutic relationship, and the development of clinical skills. Not possible to register for online. Submit the Individual Practicum Registration Form. An NP grade will be assigned if Supervised Fieldwork Agreement has not been signed. RESTRICTED TO M.A. SOMATIC PSYCHOLOGY STUDENTS WHO'VE PASSED A CRIMINAL BACKGROUND CHECK.
PreReq-Take MCPS-7604A

MCPS-7605A Clinical Practicum: Group (School Setting) (3 units) Pass/No Pass
For Somatic Psychology students pursuing practicum in schools. Presentation and discussion of case material in a small-group setting. Emphases upon case formulation, the therapeutic relationship, and the development of clinical skills. RESTRICTED TO SOMATIC PSYCHOLOGY STUDENTS WHO'VE PASSED A CRIMINAL BACKGROUND CHECK
PreReq-Take MCP-5101 AND MCP-5108

SOM-5202 The Body: Experienced, Conceptualized, and Verbalized (2 units) OP
This course is an introduction to methods for navigating the dialectic between one's experiences of the body and ideas about the body learned in one's history. It is a basic introduction to the use of transformative practices of breathing, touching, sensing, and moving that have established the experiential foundations for revisioning the theory and practice of psychotherapy in somatic psychotherapy. RESTRICTED TO M.A. SOMATIC PSYCHOLOGY STUDENTS

SOM-5607 Movement Approaches in SomaticPsychotherapy (2 units) OP
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. RESTRICTED TO M.A. SOMATIC PSYCHOLOGY STUDENTS

SOM-6202 Somatics and Society (2 units) OP
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?" RESTRICTED TO M.A. SOMATIC PSYCHOLOGY STUDENTS

SOM-6476 Neuroscience for Somatic Psychology Practice (2 units) OP
This course is an overview of applied clinical neuroscience research. Basic neuroanatomy of the central and peripheral nervous systems (sensory and motor) will be addressed. The course will look at the clinical relevance of the evolutionary development of the human nervous systems, with special emphasis on Poly Vagal Theory (Porges). The interpersonal neuropsychology of Attachment (Schore, Siegel) and the underlying neural mechanisms of trauma and PTSD 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. RESTRICTED TO M.A. SOMATIC PSYCHOLOGY STUDENTS

SOM-6646 Theories and Techniques of Somatic Psychotherapy I (3 units) OP
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, dream work, 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 expression are integrated throughout the course. We will integrate the clinical application of psychopharmacology and work collaboratively with a client's systems of care. RESTRICTED TO M.A. SOMATIC PSYCHOLOGY STUDENTS
PreReq-Prerequisite MCPS-5609

SOM-6647 Theories and Techniques of Somatic Psychotherapy II (2 units) OP
This is the second of a series of core courses that focus on various theories and techniques in somatic psychotherapy. This course deals with a variety of approaches and techniques, and deepens the exploration of issues of transference, countertransference, and attunement, and resistance in the application of somatic and other experiential exercises in the practice of psychotherapy. RESTRICTED TO M.A. SOMATIC PSYCHOLOGY STUDENTS
PreReq-#Take SOM-6646; #Take MCPS-5609;

SOM-6659 Somatic Approaches to Trauma and Post-Traumatic Stress Disorder (2 units) OP
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. RESTRICTED TO M.A. SOMATIC PSYCHOLOGY STUDENTS
PreReq-Take SOM-6646; Take MCPS-5609;

SOM-7701 Integrative Seminar (3 units) OP
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 CA Ethics and the Law and 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 being dangerous to self or others, treatment of minors with or without parental consent, relationship between 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. RESTRICTED TO M.A. SOMATIC PSYCHOLOGY STUDENTS

SOM-8799A Independent Study (1 to 6 units) Pass/No Pass
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 unit) OP
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

Master of Arts in Integrative Health Studies

Program Chair
Megan Lipsett, M.A., Ph.D., NBC-HWC, mlipsett@ciis.edu

Core Faculty
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Adjunct Faculty
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Caroline Ortiz, Ph.D., MPH, R.N., NC-BC

Program Manager
Christine Imfeld, cimfeld@ciis.edu

Format and Length

The M.A. in Integrative Health Studies program (IHL) is a hybrid program of online, asynchronous courses and mandatory, four-day, academic intensives held in the Bay Area each semester. Students enrolled full-time can complete it within two years. Some students may elect to go part-time, making it a three-year course of study. Fall and spring semesters (15 weeks) are mandatory and enrollment in summer semesters (10 weeks) is optional.

Per federal law 34 CFR § 600.9, U.S. states must authorize each higher education institution outside their state to provide distance education to their residents, or waive such authorization. The current list of states which have given CIIS their authorizations can be found in the State Authorization section of this catalog and on this webpage:https://www.ciis.edu/admissions-and-financial-aid/out-of-state-students/state-authorization. CIIS can admit individuals to online programs only if they are in these states. Students in online programs who are in a state which has given CIIS their authorization, and then relocate to a state which has not, put their enrollment in jeopardy.

About the Integrative Health Studies Program

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 communities, 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 health and wellness coaches or integrative health practitioners with professionals and organizations that are actively resolving significant challenges, such as rising rates of chronic disease, health disparities, persistent psychological distress, inequities of access and quality care, and rising medical costs within a fragmented system. 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 four-day academic intensive is held at a San Francisco Bay Area retreat center. The intensive combines rigorous academic study with holistic practices that support integral mind-body-spirit learning, such as yoga, meditation, hikes, and shared meals. Evening programs introduce complementary medicine studies in subjects such as sound healing, Enneagram, healing circles, subtle energy medicine, and community health advocacy. In addition to the academic intensive, students study online, in collaborative learning environments that include dialogue, text, images, video, team-based projects, community-engaged activities.

Program Learning Outcomes

Upon successful completion of the program, graduates will be able to demonstrate knowledge and competencies in the following areas. Beneath each program learning outcome (PLO) are listed the specific student learning outcomes (SLO).

PLO 1:	**Demonstrate skill in scholarship, systematic inquiry, and critical thinking.**
SLO 1	Apply the use of scholarly resources and related materials to understand the field of integrative health

SLO 2 Recognize health challenges and, through investigation and critical thinking, achieve appropriate integrative health responses and holistic, creative solutions.

SLO 3 Describe the fundamental tenets, advantages, and roles of integrative health methods and solutions.

SLO 4 Identify basic theories, concepts, and models from a range of complementary and alternative modalities

SLO 5 Demonstrate an ecologically-oriented approach to optimum health.

PLO 2: Demonstrate a sociocultural sensitivity and ability to adapt health communications and programs to people of diverse populations, needs, and environments.

SLO 6 Identify the causes of personal, social, and global factors that affect health

SLO 7 Develop cultural sensitivity and cultural competence in serving specific diverse populations

PLO 3: Demonstrate professional skills in caring, service, and leadership.

SLO 8 Collaborate among integrative, holistic, and allopathic practitioners to explore solutions to clients' health concerns

SLO 9 Extend integrative health tenets to team-centered models of client/patient care

SLO 10 Demonstrate the ability to be guided by ethical principles in integrative wellness coaching, client interaction, health information dissemination, and program design

SLO 11 Successfully complete internships in integrative health settings and apply learning to specific population.

PLO 4: Demonstrate professional and interpersonal communication skills.

SLO 12 Communicate effectively with colleagues, clients, and peers using correct language skills and appropriate verbal and nonverbal techniques

SLO 13 Apply psychosocial and communication skills in negotiating relations among diverse practitioners

SLO 14 Identify organizational assets, resources, and roadblocks for integrative health interventions

SLO 15 Apply multi-interventional approaches in the development and evaluation of integrative health care that emphasizes wholeness, balance, and multiple ways of knowing.

SLO 16 Successfully employ a model of integrative wellness coaching and design and implement an integrative wellness management program.

PLO 5: Demonstrate a capacity and willingness to adopt and role-model a holistic self-care practice, striving to integrate mind-body-spirit.

SLO 17 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.

SLO 18 Identify the most useful approaches involving comprehensive educational, dietary, lifestyle, and stress-reducing strategies.

Certificates

Graduates are eligible to sit for the National Board for Health and Wellness Coaching (NBHWC) certification exam. Students may volunteer as coaches in the CIIS Wellness Center, accruing experience for the NBHWC coaching log.

We are the only integrative health master's program that includes three certificates: Integrative Health Coaching Certificate, Guided Imagery Certificate, and Patient Navigation Certificate. The certificates are embedded within the curriculum, do not have separate requirements, and are offered at the program-level, rather than the University-level. They do not appear on transcripts.

Integrative Health Coaching Certificate
A Certificate in Integrative Health Coaching and Wellness Management is earned within the degree after successful completion of the coaching course sequence and demonstrating key competencies. The coursework provides 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 health coaching is a rapidly growing profession that teaches proper diet, exercise, supportive relations, distress tolerance, and trauma-informed resilience building, 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 reviewed by the National Wellness Institute and employed by Fortune 100 corporations.

The CIIS Integrative Health Coach can either work independently or utilize the recommended regimens from licensed health professionals. For a society

struggling with unaffordable models of health care, coaching provides support in 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 to halt or reverse a chronic condition, but they do not 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 Certificate
Upon successfully completing the required Transformative Imagery course and demonstrating key competencies, students will receive a Certificate of Guided Imagery from CIIS. 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.

Patient Navigation Certificate
Upon successfully completing the required Patient Navigation course and demonstrating key competencies, students will receive a Certificate of Patient Navigation from IHL. 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, an academic writing sample, a résumé, and two letters of recommendation. The admissions committee 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 for the M.A. in Integrative Health Studies — 36 Units

All courses are three units unless otherwise specified.

IHL 6060 Integrative Wellness Coaching
IHL 6061 Advanced Health Coaching
IHL 6064 Patient Navigator
IHL 6085 Holistic Medicine and Modalities
IHL 6093 Transformative Imagery
IHL 6362 Mindfulness and Stress Physiology
IHL 6366 Sustainable Health and Ecological Resilience
IHL 6443 Wellness Entrepreneurship
IHL 6512 Indigenous, Folk, and Ancestral Medicine
IHL 6550 Integrative Nutrition
IHL 6992 Introduction to Academic Writing
IHL 6995 Integrative Seminar

Course Descriptions

IHL-6051 Lifestyle Medicine (3 units) Letter Grade
This course examines the six evidence-based lifestyle medicine interventions of whole foods plant-forward nutrition, physical activity, stress management, avoidance of risky substances, restorative sleep, and social connections for their ability to prevent and manage chronic diseases. Using current standards from the American College of Lifestyle Medicine, students will acquire practical tools to evaluate their own and their clients'/future clients' lifestyle practices. Using a biopsychosocial lens to frame factors, students will interpret biometric measures, screening tests, and current evidence-based recommendations for lifestyle behavior change. Students also engage with the essential concepts of whole-person health, health equity and health justice, which are woven throughout the course. Students acquire and sharpen lifestyle medicine skills through practice, observation, reflection, sharing, multiple choice tests, and conducting their own research study on a lifestyle medicine topic of their choice. PRIORITY REGISTRATION TO INTEGRATIVE HEALTH STUDIES STUDENTS

IHL-6060 Integrative Wellness Coaching (3 units) Letter Grade
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. RESTRICTED TO INTEGRATIVE HEALTH STUDIES STUDENTS

IHL-6061 Advanced Health Coaching (3 units) OP
Building on the coaching fundamentals taught in the prerequisite course IHL 6060, this course will deepen the students' knowledge and skills for coaching clients in lifestyle improvement. Students will learn techniques and professional development protocols for working with clients recently diagnosed with health challenges such as diabetes, obesity, and cardiovascular disease. The course includes instruction in establishing appropriate referral systems and coach-support communications with licensed health-care personnel.
PreReq-Take IHL-6060;

IHL-6064 Patient Navigator (3 units) Letter Grade
This course provides the knowledge, skills, and competency training to prepare students for employment in the emerging field of patient navigator. A well documented and mounting need exists for caring professionals with skills to help patients obtain clinical and community services, understand and obtain maximum benefit from third party payers and affordable care exchanges, and navigate the confusing and fragmented U.S. health care system. As a result of new funding mechanisms and declarative statements by many medical agencies, the role of Patient or Health Navigator has undergone a dramatic increase in demand. This course offers special training as an integrative navigator, more in keeping with the key concepts of integral education at CIIS. Certificate of Integrative Patient Navigator upon successful completion of the course. PRIORITY REGISTRATION TO INTEGRATIVE HEALTH STUDIES STUDENTS

IHL-6065 Contemporary Issues in Integrative Health (1 unit) Pass/No Pass
This one-unit course is a lively, seminar-style engagement with current critical issues in health care, integrative health and medicine, health equity, health justice, health freedoms, vaccines and patients' rights, indigenous healing and co-opting, and gender/sexual preference, plus many other intersectional issues. The emphasis is on learning how to debate subjects that tend to be polarizing or fraught with political, religious, or cultural conflicts. Integrative health leaders, practitioners, and coaches are encouraged to become advocates for access and equity across the health care and research continuum, and therefore need to learn the steps to building public policy, amassing accurate data, and expressing sound arguments in favor of individual and collective wellbeing. Priority registration to IHL students.

IHL-6085 Holistic Medicine and Modalities (3 units) Letter Grade
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, including ancestral and Indigenous medicine, 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.

IHL-6093 Transformative Imagery (3 units) Letter Grade
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 which navigates the mind-body-emotions-spirit matrix, along with an understanding of its applications for a variety of health and lifestyle concerns. PRIORITY REGISTRATION TO INTEGRATIVE HEALTH STUDIES STUDENTS

IHL-6362 Mindfulness and Stress Physiology (3 units) Letter Grade
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 wellbeing. PRIORITY REGISTRATION TO INTEGRATIVE HEALTH STUDIES STUDENTS

IHL-6366 Sustainable Health and Ecological Resilience (3 units) Letter Grade
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 to conduct life cycle assessments of common products to understand the impact of globalization on our health and well-being. PRIORITY REGISTRATION TO INTEGRATIVE HEALTH STUDIES STUDENTS

IHL-6443 Wellness Entrepreneurship (3 units) Letter Grade
This course involves the development of the core skills needed to develop a thriving health and wellness business. Students learn practical skills around program development, accounting, and business strategy. Students develop their underlying theory of change, brand identity, and management tools. We also explore the development of our business as a personal transformational practice and deep exploration into

identity and life purpose. PRIORITY REGISTRATION TO INTEGRATIVE HEALTH STUDIES STUDENTS

IHL-6444 The Integrative Body (3 units) Letter Grade
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. Students will look at the fundamental processes of homeo-dynamic health as well as the underlying causes that account for chronic disease and illness. PRIORITY REGISTRATION TO INTEGRATIVE HEALTH STUDIES STUDENTS

IHL-6512 Indigenous, Ancestral, and Folk Medicine (1 unit) Pass/No Pass
This course is a cross-cultural introduction to the philosophy and practice of indigenous medicine. Students will study the tenets of indigenous science and discuss how they apply to indigenous medicine; explore different cultural systems of indigenous medicine to identify their commonalities and differences; and compare practices of indigenous medicine to those of the western/biomedical model of medicine. PRIORITY REGISTRATION TO INTEGRATIVE HEALTH STUDIES STUDENTS

IHL-6550 Integrative Nutrition (3 units) Letter Grade
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 to identify and address nutrition-related acute and chronic conditions; and learn and apply clinical skills for comprehensive nutritional assessment. PRIORITY REGISTRATION TO INTEGRATIVE HEALTH STUDIES STUDENTS
PreReq-Take IHL-6050;

IHL-6992 Introduction to Academic Research and Writing (1 unit) Pass/No Pass
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 their writing. APA format will be taught along with use of library and online resources. PRIORITY REGISTRATION TO INTEGRATIVE HEALTH STUDIES STUDENTS

IHL-6995 Integrative Seminar (3 units) Letter Grade
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 M.A. 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. RESTRICTED TO INTEGRATIVE HEALTH STUDIES STUDENTS

IHL-8799 Independent Study (1 unit) Pass/No Pass
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 unit) Letter Grade
A course of study not currently encompassed in the curriculum but relevant to evolving topics of growing importance in health.

School of Consciousness and Transformation

The School of Consciousness and Transformation (SCT) strives to embody spirit, intellect, and wisdom through the arts, humanities, and social sciences. SCT approaches the idea of integral education in two ways.

First, SCT is distinct among liberal arts graduate schools in recognizing that scholarship should involve attention to profound issues of ultimate or essential concern. For this reason, SCT programs aim at social and personal transformation in service to individuals, communities, and the Earth. This vision is enacted through an integral pedagogy that sees means and ends as inseparable. Teaching and learning are not steps to transformation but are transformative processes themselves.

Second, SCT is committed to pedagogical and scholarly work that includes multiple ways of being, knowing, and acting. Accordingly, SCT programs embrace interdisciplinary, transdisciplinary, and integral approaches to knowledge and seek to include a plurality of methodological and social perspectives.

Students graduate from SCT with a deepened sense of vocation, a rigorous approach to critical scholarship, and the ability to creatively engage in their chosen fields.

The School of Consciousness and Transformation is composed of the following departments offering these degrees and certificates:

Anthropology and Social Change
Master of Arts in Anthropology and Social Change
Doctor of Philosophy in Anthropology and Social Change

East-West Psychology
Master of Arts in East-West Psychology
Master of Arts in East-West Psychology with a concentration in Asian and Contemplative Studies
Doctor of Philosophy in East-West Psychology
Certificate in East-West Spiritual Counseling
Certificate in Eco-resilience Leadership
Certificate in Yoga Studies

Human Sexuality
Doctor of Philosophy in Human Sexuality

Integral and Transpersonal Psychology
Doctor of Philosophy in Integral and Transpersonal Psychology
Doctor of Philosophy in Integral and Transpersonal Psychology with an emphasis in Somatic Psychology

Interdisciplinary Arts
Master of Fine Arts in Interdisciplinary Arts and Writing

Philosophy and Religion
Master of Arts in Philosophy and Religion with a concentration in Ecology, Spirituality, and Religion
Doctor of Philosophy in Philosophy and Religion with a concentration in Ecology, Spirituality, and Religion
Master of Arts in Philosophy and Religion with a concentration in Philosophy, Cosmology, and Consciousness
Doctor of Philosophy in Philosophy and Religion with a concentration in Philosophy, Cosmology, and Consciousness
Doctor of Philosophy in Philosophy and Religion with a concentration in Women's Spirituality

Transformative Inquiry
Master of Arts in Transformative Leadership
Doctor of Philosophy in Transformative Studies

Women's Spirituality
Master of Arts in Women, Gender, Spirituality, and Social Justice
Doctor of Philosophy in Philosophy and Religion with a concentration in Women's Spirituality

The following courses are electives open to students in all SCT programs.

CT-6141 Academic Foundations: Academic Writing and Scholarship (1 unit) OP
This online class is open to CIIS students who already have basic academic writing skills and want to take their skills to the next level. Objectives include cultivating a critical self-reflection about your academic writing, evaluating your research, analyzing and synthesizing relevant literature, developing critical thinking skills for strong thesis statements and convincing arguments, and discovering your academic voice. We will also review citation and reference formatting styles. The course builds academic writing skills on four tracks: the writer (from reader to writer, self-reflective practices, getting organized, etc.), the writing community (discussions, peer review and response), the language (writing as a dialogue, appealing to readers, voice), and inner self (developing a conscious awareness of the writing process as recursive). A final paper is submitted for the 2-credit option.

CT-6364 Teaching Academic Writing: Theory Practice and Research (3 units) Pass/No Pass
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 Center for Writing and Scholarship at CIIS. 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. RESTRICTED TO CENTER FOR WRITING AND SCHOLARSHIP FELLOWS

CT-6366 Teaching Academic Writing: Leading Classes, Workshops, and Groups (3 units) Pass/No Pass
This class applies current pedagogical research to the facilitation of small groups, workshops, classes, and peer reviews. Drawing from a variety of pedagogical approaches, including critical thinking, self-reflection, scaffolding, and genre-based teaching, students will learn how to design and implement their own class facilitations and workshops. Topics include integral approaches to academic writing, engaging in peer review, responding to student work, helping students learn to build convincing arguments, to challenge assumptions, and the art of class planning and facilitation. Students will also learn about the core components of a teaching portfolio (curriculum vitae, teaching philosophy statement, diversity statement, cover letters, etc.) and develop a working draft of one. RESTRICTED TO CENTER FOR WRITING AND SCHOLARSHIP FELLOWS

CT-6465 Epistemological Foundations in Decolonial Methodology (3 units) OP
This methods course explores critical historical, conceptual, and theoretical foundations of decolonizing methodology as transformative praxis for actively centering the concerns of non-western communities and knowledge systems in research design. Drawing from globally diverse perspectives, students will explore the ethics of the relationship between epistemology and research, critically analyzing how we privilege western knowledge in our inquiries, rendering "other" knowledges obsolete. The learning in this course is designed to support students' departmental-specific training in methods, focusing on decolonial qualitative and quantitative design principles in combination with other theoretical approaches that center on researcher self-reflexivity.

CT-6468 Academic Foundations: Composition and Communication Skills (2 units) OP
This course is open to all CIIS students. The goal of the course is to support students in achieving new levels of writing proficiency as well as to help develop self-awareness and confidence in an academic environment as readers, researchers, and writers. It is designed for all students interested in developing and honing foundational writing and research skills to assist in the clear communication of ideas and concepts. Topics include sentence-level grammar and punctuation, assignment analysis, developing thesis statements, understanding paragraph and paper structure, improving critical reading and thinking, citing texts, and revising for clarity and meaning.

CT-6469 Academic Foundations: Integrative Research Methodology (2 units) OP
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
The ability to learn and use languages is one of the fundamental facets of the human experience; this ability is closely interrelated with our sense of personal and communal identity. Designed for international students, bilingual students, and nonnative speakers of English, this course will provide an opportunity to exchange the richness of language diversity at CIIS by proposing a framework for bilingual students to become teachers of their first or arterial language. Such practices will be coupled with an exploration into the shaping powers of language and expression: How does language contribute to the creation and communication of meaning (semiotics)? How does an understanding of linguistic theory inform our understanding about culture and identity? What are some common conventions across languages, and how might these inform us about our common experiences? Language acquisition not only is about establishing fluency; it also demonstrates one's willingness to reach out and meet other cultures nearer to their own terms, addressing communities in a way that honors their unique contributions of knowledge and expression. This course will provide a supportive space for those entering into an academic context in which their primary language is not spoken.

CT-6477 Academic Foundations: Integral Pedagogy (2 units) OP
An integral, interdisciplinary education invites students to enter into a co-created, 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 co-created 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) Pass/No Pass
This course explores the relationship between justice and healing. Over four days, we will explore the following themes: How can we work tirelessly towards a more just world while still attending to and centering our personal health and well-being? What are the consequences of an exclusive focus on healing at a personal level when our society is plagued by injustice? What are our responsibilities as activists to healing? As healers to justice? The workshop will include discussions and studies on traditional healing practices as well as on restorative and transformative approaches to justice. In addition to discussions, the workshop will also integrate practices such as restorative justice circles, meditation and healing exercises for an experiential and holistic inquiry. Readings and paper requirements will also apply for students taking this course for credit.

CT-6532 Holistic Movement Building (1 unit) Pass/No Pass
Power without love is reckless and abusive, while love without power is sentimental and anemic. Dr. King, Gandhi, Chavez and others envisioned a movement that harnesses the power to change policies and institutions while cultivating the love it will take to transform relationships. What does it mean to build holistic movements for justice and healing? How do we build a movement grounded in love without giving up the power and the urgency of now? How do we dismantle systems of oppression without replicating those same patterns in our own relationships? How do we heal our wounds while transforming the systems that perpetuate them? How do we better cultivate the relationship between inner and outer transformation? What do holistic movements for justice and healing look like in terms of real practice and on the ground? This class will engage these questions, explore past and current movements, and envision paradigms and practices to build more holistic movements grounded in both justice and healing. This four-day inquiry will interweave theory, discussion, experiential exercises, and a collaborative approach. Readings and paper requirements will also apply for students taking this course for credit.

CT-6535 Discovering and Embracing Narratives of Justice and Reconciliation (1 unit) Pass/No Pass
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. Eco-conflict and eco-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-8799A Independent Study (0 units) Pass/No Pass
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.

DISS-900 Dissertation Publication (0.1 units) Pass/No Pass
Students register for Dissertation Publication after successfully defending their dissertations in order to retain their active student status, which keeps them eligible to work with the Center for Writing and Scholarship on fulfilling the technical editing and publication requirements. Dissertation Publication is not classified as half-time enrollment and so will not qualify students for financial aid. Please be aware that at least half-time enrollment is required to defer financial aid loan repayments. ONLINE REGISTRATION NOT POSSIBLE. SUBMIT REGISTRATION FORM FOR DISS 900 DISSERTATION PUBLICATION.

Anthropology and Social Change

Master of Arts in Anthropology and Social Change

Doctor of Philosophy in Anthropology and Social Change

Program Chair
Andrej Grubačić, Ph.D., agrubacic@ciis.edu

Core Faculty
Michelle Glowa, Ph.D.
Targol Mesbah, Ph.D.

Program Coordinator
Sean K. MacCracken, Ph.D. smaccracken@ciis.edu

Format and Length

Both programs are hybrid, with online courses and a required on-campus retreat every fall and spring semester.

M.A. students who enroll full-time can complete the program in two years. Ph.D. students typically complete in seven years and must complete in ten. The fall and spring semesters (15 weeks) are mandatory; the summer (10 weeks) is optional.

Per federal law 34 CFR § 600.9, U.S. states must authorize each higher education institution outside their state to provide distance education to their residents, or waive such authorization. The current list of states which have given CIIS their authorizations can be found in the State Authorization section of this catalog and on this webpage:https://www.ciis.edu/admissions-and-financial-aid/out-of-state-students/state-authorization. CIIS can admit individuals to online programs only if they are in these states. Students in online programs who are in a state which has given CIIS their authorization, and then relocate to a state which has not, put their enrollment in jeopardy.

About the Anthropology and Social Change Programs

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

Our understanding of the integral mission of the University is distinctive in several key aspects. First, we attempt to integrate worlds of academic and grassroots knowledge. Taking our inspiration from the Popular University of Social Movements (PUSM), created at the 2003 World Social Forum by the initiative of Boaventura de Sousa Santos, which creates space for meetings and exchanges among social movements from different parts of the world, we believe that universities and social sciences are, for the most part, isolated from new practices and new movements because they continue 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 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, activist research's aim is an integral relationship that transforms both the researcher and the community into active participants in producing knowledge and 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” (the 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 former Fernand Braudel Center — and envision a project of 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 journals like *HAU: Journal of Ethnographic Theory*, 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 Graeber 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:

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 Ph.D. students undertaking dissertations or dissertation proposals as a place to discuss challenges or ask questions.

Insight/Incite
Our participatory cinema events are convivial spaces for viewing and discussing films with students, faculty, the general public, and filmmakers. These film screenings are held in collaboration with 16 Sherman Street Theater during our intensives, and also online.

Events, Workshops, Research Working Groups, and Visiting Scholars
The program regularly hosts lectures, conferences, and workshops on 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 Linebaugh, 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 communitario." *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. Recent visiting scholars include female activist Havin Güneşer of the Kurdish Freedom Movement as well as artist and activist Eddie Yuen and critical theorist Ana Cecilia Dinerstein. We also co-sponsor events such as American Indian Movement West's annual conference, the Western Workers Labor Heritage Festival, and the

Institute for Social Ecology summer school. 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 co-published with PM Press into book format, and have produced 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/

Presentations by past visiting scholars have included the following, four of which have become PM Press Books:

1. "In, Against, and Beyond Capitalism: The San Francisco Lectures," by John Holloway
2. "Women's Work and the Body in the New Forms of Capitalist Accumulation," by Silvia Federici
3. Talks by Sylvia Rivera Cusicanqui, Aymara sociologist, feminist, historian, and theorist from Bolivia
4. "Practical Utopia," by Michael Albert
5. "Revolutionary Ecologies: History, Power, and the Limits to Capital," by Jason Moore
6. "Archive That Comrade!" by Phil Cohen
7. "Anatomy of a Coup: An Indignant Inquiry into the Honduran Embodiment of Militarized Capitalism," by Adrienne Pine
8. "The Theory and Practice of Democratic Modernity: The Art of Freedom," by Havin Guneser
9. "Frontiers of History, Nature, and Religion," by Eddie Yuen
10. "Critical Research on the Global Politics of Hope," by Ana Cecilia Dinerstein
11. "They Say It's Creativity. We Say It Is Unwaged Art Work," by Katja Praznik
12. "It is Time to Re-Learn Hope," by John Holloway
13. "The Obsession of the Turkish State with the Kurds," by Nazan Üstündağ

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.

M.A. in Anthropology and Social Change

About the M.A. in Anthropology and Social Change

The Master of Arts in Anthropology and Social Change (M.A. in ANTH) is the only anthropology department in the United States 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 program is to generate a dialogue among agents active in these two locations of knowledge production. Our intention is to establish a particular kind of institutional space where social movement activists immersed in organizing would meet scholars primarily engaged in theoretical work. The program, inspired by the vision of the Popular University of Social Movements, created by the initiative of Boaventura de Sousa Santos, is envisioned as a space of translation of academic and grassroots knowledge and experiences, produced in the encounter among social scientists, artists, and activists from the Bay Area. Students will work with some of the most prominent activists in the San Francisco Bay Area, as well as with core faculty from the department and the University. In this process of encounter and co-learning, students and faculty are expected to share ideas, debates, and practices of radical politics and social movements, as well as practical skills in research, organizing, campaigning, policy analysis, legal and environmental work, and activist media.

The M.A. in ANTH 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. CIIS' location is unique in terms of diversity and richness of social struggles, and 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 M.A. 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. Activist skills include Media Skills (strategic filmmaking, writing and publishing, web publishing, radical podcasts) 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 podcasts, activist filmmaking, web publishing, or activist writing).

A key aspect of the M.A. 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. CIIS is limited in which states students may participate in a supervised practicum experience. See information at https://www.ciis.edu/admissions-and-financial-aid/out-of-state-students/state-authorization for a list of states.

Career Outcomes

The M.A. 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 and nongovernmental organizations. Like our sister programs in Ottawa, Canada 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.

Program Learning Outcomes

Upon successful completion of the program, graduates will be able to demonstrate knowledge and competencies in the following areas. Beneath each program learning outcome (PLO) are listed the specific student learning outcomes (SLO).

PLO 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.

SLO 1 Apply activist approach to anthropological research methodology (activist ethnography) focusing on a specific grassroots activist community of knowledge

SLO 2 Make 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

PLO 2: Theory
Students develop a theoretical knowledge base in activist anthropology.

SLO 3 Demonstrate an integrated intellectual grasp of major theories of sociocultural anthropological theory and critical social theory

SLO 4 Demonstrate the ability to critically evaluate and link theoretical ideas to contextualize and address specific issues of political, environmental, or social struggle

SLO 5 Demonstrate the ability to practically apply intellectual and theoretical knowledge

SLO 6 Critically approach conventional notions of the social sciences by engaging multiple epistemologies, methodologies, and theories

PLO 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.

SLO 7 Confidently apply at least three activist media production skills (e.g., strategic filmmaking, radio production, web publishing, and writing/editing)

SLO 8 Confidently apply at least three activist organizing skills (e.g., campaigning, environmental, legal, policy, organizing).

SLO 9 Demonstrate professional integration of marketable attributes and skill sets for application in a variety of social justice or research settings

SLO 10 Demonstrate ability to write publishable scholarly (peer-reviewed) articles and to present original research in a professional capacity

SLO 11 Ability to work in collaborative, multicultural contexts while creatively contributing to emancipatory social science

PLO 4: Anthropological Activist Scholarship
The M.A. in Anthropology and Social Change is academically grounded in activist theory, skills, and research; during 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.

SLO 12 Compile a culminating integrative project document containing original, publishable activist research and scholarship

SLO 13 Demonstrate unique activist-scholar integration, applicable to many fields in the realm of social change or doctoral education

SLO 14 Approach scholarship from a social justice perspective; approaches social justice activism from a social science perspective

SLO 15 Demonstrate ability to create real situations or spaces of contextual translation and creative dialogue between academic knowledge and knowledge held outside of higher education.

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 M.A. 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.

Curriculum for the M.A. in Anthropology and Social Change — 36.4 Units

The curriculum is designed in an order that fosters student development, so all students are expected to follow it. Deviation is permitted only with approval from academic advisers, including pursuing half-time status which is done by taking six units per semester.

Year 1 Fall
ANTH 6001 On-Campus Intensive I (0.1 units)
ANTH 6148 Approaches to Theory (3 units)
ANTH 6160 Activist Ethnography I (3 units)
Electives (3 units)

Year 1 Spring
ANTH 6002 On-Campus Intensive II (0.1 units)
ANTH 6161 Activist Ethnography II (3 units)
Electives (6 units)

Year 2 Fall
ANTH 6003 On-Campus Intensive III (0.1 units)
Electives (9 units)

Year 2 Spring
ANTH 6004 On-Campus Intensive IV (0.1 units)
ANTH 6901 Integrative Seminar (3 units)
Electives (6 units)

Ph.D. in Anthropology and Social Change

About the Ph.D. in Anthropology and Social Change Program

The Anthropology and Social Change doctoral program (Ph.D. in ANTH) is the only anthropology department in the United States 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 *Contesting 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.

Distinctive Emphases

The Ph.D. program's uniqueness is derived from its focus on:

1. Postcapitalist analysis of historical alternatives in the present
2. Global social movements and lost revolutionary treasures
3. Critical analyses of colonialism, globalization, and development
4. Anarchist, Marxist, antiracist, and feminist theoretical perspectives
5. Political ecology
6. 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).

Program Learning Outcomes

Upon successful completion of the program, graduates will be able to demonstrate knowledge and competencies in the following areas. Beneath each program learning outcome (PLO) are listed the specific student learning outcomes (SLO).

PLO 1: Activist Ethnographic Research
Students are 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.

SLO 1 Demonstrate ability to develop a well-articulated research question in the field of emancipatory social sciences

SLO 2 Apply activist approach to anthropological research methodology (activist ethnography) with advanced ability to engage in participatory co-research

SLO 3 Make an original scholarly activist ethnographic research contribution in the form of their 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)

SLO 4 Translate or contextualize knowledge to specific communities and cultures (intercultural translation)

SLO 5 Have an advanced understanding of the philosophical and epistemological roots of activist ethnographic research

SLO 6 Have sufficient command of various applied anthropological research methods; understands research methods practiced in other social science disciplines

PLO 2: Theoretical
Students develop a solid theoretical knowledge base in a variety of approaches to activist anthropology and emancipatory social science.

SLO 7 Demonstrate an integrated intellectual grasp of major theories of sociocultural anthropological theory, critical social theory, and political economy

SLO 8 Critically evaluate and link theoretical ideas to understand and address specific issues of power, political, environmental, or social struggle

SLO 9 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

SLO 10 Demonstrate advanced understanding of major scholars, scholarly works, and peer-reviewed publications relevant to the field of activist anthropology and specific research topics

SLO 11 Engage in the evolving anthropological understanding of relatedness, sexuality, and kinship systems

PLO 3: Professional and Scholarly Skills
Students develop as trained scholars in the social science field of activist anthropology.

SLO 12 Demonstrate skills applicable to teaching in higher education, publishing, scholarly research, or other professional social science work

SLO 13 Have the ability to write publishable scholarly (peer reviewed) articles, manuscripts, or research proposals, and present original research in a professional capacity both within the discipline of activist anthropology and within the larger field of social science

SLO 14 Write about scholarly or complex topics in a style that communicates to a general audience (written knowledge translation)

SLO 15 Work in collaborative, multicultural contexts, to contribute creatively to emancipatory social science

PLO 4: Anthropological Activist Scholarship
The Ph.D. in Anthropology and Social Change is grounded in ethnographic study of possible alternatives; during the program, students develop a solid theoretical and research framework as activist-scholars or scholar-activists.

SLO 16 Demonstrate strong ability to integrate theory with real-world practice (applied theory)

SLO 17 Approach scholarship from a social justice perspective; approaches social justice activism from a social science perspective

SLO 18 Approach specific social issues (e.g., political, economic, environmental, social) with a scholarly recognition of their interconnections

SLO 19 Demonstrate ability to create situations or spaces of contextual translation and creative dialogue between academic knowledge and knowledge held outside of higher education (knowledge translation)

SLO 20 Demonstrate 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

SLO 21 Critically evaluate social issues and use evidence-based knowledge to create/suggest viable social or political alternatives

SLO 22 Produce scholarly research that is both innovative and advances activist ethnography as research methodology

SLO 23 Understand 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.

SLO 24 Understand activist anthropology in the context of an evolving sociocultural anthropology with changing approaches to fieldwork

SLO 25 Engage multiple epistemologies, rival knowledges, and justice systems, simultaneously pursuing social and cognitive justice

Curriculum Overview

The Ph.D. 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 area of research interest. 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 "Ph.D. Student Forms Packet." 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. 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 Ph.D. 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.

Half-Time Curriculum
In consultation with their academic advisers, students may pursue a half-time course of study by taking six units per semester.

Accelerated Ph.D. in Anthropology and Social Change after M.A. in Anthropology and Social Change from CIIS

M.A. in ANTH students or alumni who graduated within two years who want to continue to the Ph.D. in ANTH are eligible to apply for the accelerated version, which requires 18 less units of coursework. y as their second year of M.A. study, and in consultation with their academic advisers. If accepted, it would be provisional until the M.A. degree has been conferred. Acceptance is not guaranteed; the decision is that of the Anthropology and Social Change core faculty. If provisionally accepted, the M.A. student would complete their ANTH M.A. degree requirements before entering as an ANTH Ph.D. student. The M.A. graduate who has been provisionally accepted to the ANTH Ph.D. program is required to complete an additional 18 units of coursework before entering comprehensive exam and dissertation phases (see Ph.D. in Anthropology and Social Change). Those 18 units must include ANTH 7890 Directed Seminar in Research (3.00 units).

Admissions Requirements

We are interested in creating a convivial community of scholars, not competitive academics; we believe in educating intellectuals and not professionals. We believe that professors and students are co-learners, and that learning, and knowledge production, is a participatory, inclusive, and horizontal process. Our program is probably not the best fit for those who want to be taught in the vertical space of a traditional classroom. Rather, this is a unique and inspiring place for activist scholars who are passionate about co-creating knowledge that is useful, relevant, and integral.

Applicants must meet the general admissions requirements of the University. In addition, two letters of recommendation, one from an academic 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.

Curriculum for the Ph.D. in Anthropology and Social Change — 42.6 to 44.1 Units

Year 1 Fall
ANTH 6005 On-Campus Intensive V (0.1 units)
ANTH 6148 Approaches to Theory (3 units)
ANTH 6160 Activist Ethnography I (3 units)
General Electives (3 units)

Year 1 Spring
ANTH 6006 On-Campus Intensive VI (0.1 units)
General Electives (9 units)

Year 2 Fall
ANTH 6007 On-Campus Intensive VII (0.1 units)
General Electives (9 units)

Year 2 Spring
ANTH 6008 On-Campus Intensive VIII (0.1 units)
ANTH 7890 Directed Seminar in Research (3 units)
General Electives (6 units)

Year 3 Fall
ANTH 9600 Comprehensive Exam (3 units)

Year 3 Spring
ANTH 9601 Comprehensive Exam (3 units)

Year 4 and Onward, every fall and spring (summer with consent of dissertation chair)
Take until advancement to candidacy:
ANTH 9800 Dissertation Proposal Completion (0.1 units)

Take until oral defense:
ANTH 9900 Dissertation Completion (0.1 units each – take until oral defense)

If needed, take until dissertation is published:
DISS 900 Dissertation Publication (0.1 units)

Curriculum for the Accelerated Ph.D. in Anthropology and Social Change — 24.4 to 25.9 Units

Year 1 Fall
ANTH 6005 On-Campus Intensive V (0.1 units)
ANTH 6148 Approaches to Theory (3 units)
ANTH 6160 Activist Ethnography I (3 units)
General Electives (3 units)

Year 1 Spring
ANTH 6006 On-Campus Intensive VI (0.1 units)
ANTH 7890 Directed Seminar in Research (3 units)
General Electives (6 units)

Year 2 Fall
ANTH 9600 Comprehensive Exam (3 units)

Year 2 Spring
ANTH 9601 Comprehensive Exam (3 units)

Year 3 and Onward, Fall and Spring (summer with consent of dissertation chair)
Take until advancement to candidacy:
ANTH 9800 Dissertation Proposal Completion (0.1 units)

Take until oral defense:
ANTH 9900 Dissertation Completion (0.1 units each – take until oral defense)

If needed, take until dissertation is published:
DISS 900 Dissertation Publication (0.1 units)

Course Descriptions

ANTH-6001-6004 Anthropology On-Campus Intensive I - M.A. (0.1 units) Letter Grade
The principal mechanism of community building and in person in Anthropology and Social Change department is the required residential component, or the intensive. Our students will be able to take part of their units in person; but this experience is made pedagogically and socially even more significant by the collective experience of attending and discussing public talks. Each cohort will be treated to an inspiring combination of fieldwork exercises, film screening, social events, skill-based in-person courses, workshops, and collaborative sessions. In order to keep the pedagogical integrity of our program, attendance at our intensives will be required by all students. RESTRICTED TO ANTHROPOLOGY MASTERS STUDENTS

ANTH-6005-6008 Anthropology On-Campus Intensive I - Ph.D. (0.1 units) Letter Grade
The principal mechanism of community building and in person in Anthropology and Social Change department is the required residential component, or the intensive. Our students will be able to take part of their units in person; but this experience is made pedagogically and socially even more significant by the collective experience of attending and discussing public talks. Each cohort will be treated to an inspiring combination of fieldwork exercises, film screening, social events, skill-based in-person courses, workshops, and collaborative sessions. In order to keep the pedagogical integrity of our program, attendance at our intensives will be required by all students. RESTRICTED TO ANTHROPOLOGY DOCTORAL STUDENTS

ANTH-6101 Politics Beyond the Human Ecological Divide (3 units) Letter Grade
In this class we explore non-human-human connections and worldviews that understand a politics of being as

inseparable from the natural world. We take as a starting points feminist science studies, indigenous perspectives, and agroecological thinking that draw into question capitalist world-ecological divisions.

ANTH-6102 Ethnobotany and Anthropological Ways of Knowing Plants (3 units) Letter Grade
In this class we dive into the practice, history, and politics of ethnobotany, the study of people's classification, use and management of plants. Students will learn basic plant identification skills, explore historical and contemporary relationships to plants including medicinal, material, spiritual, and food uses, and develop understandings of different cultural orientations towards the study and management of plants. Students will be encouraged to develop a more in depth relationship to plants that they experience in their daily lives.

ANTH-6103 World-Ecology and the Politics Politics of Capitalocene (3 units) Letter Grade
World-ecology draws on a diversity of transdisciplinary, critical traditions across the human and physical sciences. The world-ecology perspective argues that humans are a part of nature, such that capitalism does not act upon nature but develops through the web of life. In this view, world capitalism is world-ecology, joining the accumulation of capital, the pursuit of power, and the production of nature. The term capitalocene suggests an understanding of capitalism not just as an economic system but as a way of organizing the relations between humans and the rest of nature.

ANTH-6104 Feminist Politics of Home and Place (2 units) Letter Grade
How have homes and the space of caring for and the daily recreation of social life been understood in different social and cultural contexts? In this class we will take a critical perspective to understand what it means to have and make home. We will turn to feminist theorists to unpack social reproduction and labor of home-making. We will explore different cultural contexts and social infrastructures of housing, child and elder care, and social provisioning. Students will develop a historical understanding of the evolution of the single-family home in the United States and the racialized history of homeownership in relation to questions of social reproduction. We will also draw from Latin American feminist activist-scholars to critically examine violence, the body, and social reproduction.

ANTH-6105 Anthropology of the Commons, Space and Place (2 units) Letter Grade
This course explores a range of contemporary theory of the commons, the social production of space, and the movements engaged in contesting privatization, enclosure and commodification. We take as a starting point the argument that humans collectively and tangibly produce space, and that space is never neutral. In the last 30 years two simultaneous movements, one based in academic theory and one in social movements practice have simultaneously unfolded: the spatial turn and the reemergence of the commons. We will draw on activists and scholars such as Rachel Gutierrez, Henri Lefebvre, Stavros Stavrides, and Nicholas Blomley to consider the entanglement of social and spatial processes in the development of capitalist relations and the communities in struggle contesting and forming alternatives from the rural lands of Latin America to the inner cities of globalized urban centers. We will cover topics such as gentrification, property rights, peoples relationship to place and land sovereignty.

ANTH-6106 Living Politics of Water (3 units) Letter Grade
In this seminar we study struggles over access to water in the context of contamination from extractive industries, pollution from industrial processes, climate change and privatization. Struggles over water also include contestations over the meaning of water as a resource, a commons, a commodity, a human right, a living organism, sacred meanings embedded within worldviews which animate specific policy strategies, anti-capitalist tactics and indigenous resistances. We will learn about and from different social movements such as the Cochabamba Water Wars against privatization in Bolivia, struggles for access to water not contaminated by radioactive waste in Dine and Laguna Pueblo territories in the Southwest region of the US, opposition to the Narmada Valley Sardar Sarovar Big Dam Project in India, and others. We will also consider technologies such as the ancient qanat system of underground irrigation in Iran, Balinese water temples, and other technologies of living with waterways.

ANTH-6107 Activist Skills in Sustainable Food Production and Preservation (1 unit) Letter Grade
This course will introduce students to a variety of approaches to sustainable food production including agroecology, biointensive, and permaculture. We will look at particular methods of growing food in urban and rural environments and the challenges of creating sustainable and just food production systems. In addition, students will be introduced to how movements have used food sharing and preservation as part of their strategic contributions to anti-colonial and anti-capitalist projects. We will both get our hands in the dirt and wade into the weeds of important contemporary debates in food movements.

ANTH-6108 Activist Skills in Water Resilience (1 unit) Letter Grade
This course will introduce students to contemporary and historical practices of water resilience. We will learn from different communities and traditions in asking what roles water, water preservation, and water use have played in community well-being. Students will learn hands-on skills related to water conservation for urban and rural contexts.

ANTH-6109 Societies Against the State: Politics, Theory, and Culture (3 units) Letter Grade
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 Kurdish villages, indigenous Mexican assemblies, or Roma settlements? 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, no-state models politics are well worth examining — perhaps more than ever before.

ANTH-6110 States of Incarceration, Practices of Liberation: Punitive, Restorative (3 units) Letter Grade
Growing interest in mass incarceration has brought new attention to critiques of the criminal justice system and to proposed alternatives to carceral capitalism. This course introduces students to contemporary discussions of imprisonment through activist and academic abolitionist texts and invites critical thinking about resistance to prisons as well as to community alternatives to imprisonment.

ANTH-6111 Migration, Borders, and Citizenship (3 units) Letter Grade
Situating the migration crisis within a global frame and attending to migrant and refugee struggles, this class attempts to show how the modern border is an important element of the worldwide regulation of human mobility. We will address broader questions, including the autonomy of migration and migrant self-activity; labor subordination and social discipline; practices of deportation, banishment and exile; nativist-populist politics; and the consequences of organizing the inter-state system of territorial sovereign power.

ANTH-6112 Beyond Policing: Towards and Abolitionist Anthropology (3 units) Letter Grade
This course looks at the racist origins of modern policing, history of liberation movements fighting against police brutality, and community alternatives to law enforcement.

ANTH-6113 How to Write History from Below - Research Course (3 units) Letter Grade
This brief one unit course is designed to introduce key theories, methods, and issues in history from below, from its origin in the 1930s to the present. We will read classic works by EP Thompson, Staughton Lynd, Jesse Lemisch, Christoper Hill, Peter Linebaugh, Marcus Rediker, and others.

ANTH-6114 Future Pedagogies, Radical Learning Unschooling, and Forms of Education (3 units) Letter Grade
Nesbit Crutchfield, member of the 1968 San Francisco State University's student strike which led to the creation of Black Studies and Ethnic Studies university departments in the United States, recalls that their primary reason for intervening in the university curriculum was to save lives. We could say that higher education is again (or still) in crisis, a crisis of legitimacy and relevance for large portions of the world population. Whether or not the university education system on the whole will reinvent itself accordingly, we can draw on its resources to learn with and contribute to community based political education. In this seminar we will read such existing curricula as We Charge Genocide Again on anti-blackness, The Standing Rock curriculum, and recent material from the Abolitionist Collective, and others. Students will also research and produce curricula that are relevant for communities where they are located. Note that curricula are not limited to readings but include multiple modes of engagement that reflect a commitment to learning outside systems of domination. This will most certainly include some unlearning as well.

ANTH-6115 Libertarian Education (3 units) Letter Grade
This class is designed to introduce students to the long and beautiful history of libertarian education that starts with William Goodman, theorists of integral education, including Leo Tolstoy and Kropotkin, and modern forms of libertarian education such as Model Schools (Madelaine Vernet), Modern School (Francisco Ferer), Summerhill (Alexander Neill), deschooling movement (Ivan Ilich), free school movement (Paul Goodman), and many others.

ANTH-6116 Exilic Spaces in World History: Maroons and Runaway Slaves, Outcasts (2 units) Letter Grade
This course considers how exilic spaces, liberated zones, or spatial expressions of concentrated mutual aid, are produced and reproduced on the outside or inside of capitalist civilization. Exilic spaces and practices refer to liminal and non-state zones relatively autonomous from capitalist valorization and state control. This course focuses on Maroon fugitive communities in the Caribbean and the Americas.

ANTH-6117 Sociology of Freedom (2 units) Letter Grade
Truth is Love, Love is a Free Life. What kind of non-positivist social science could participate in the project of liberating life? This two unit course is inspired by a new social science project proposed by Kurdish political theorist Abdullah Ocalan. Broadly speaking, our focus is on the struggle between opposing institutions of democratic and capitalist modernity. We will approach this confrontation by focusing on the origins of specific

social problems of capitalist modernity, as well as on tasks in rebuilding a genuinely democratic civilization.

ANTH-6118 Introduction to World-Systems Perspective (2 units) Letter Grade
This class will Introduce students to the long term, large scale research of social change. World- systems perspective is one of the most influential non-disciplinary approaches to the study of large scale historical relations. We will start with dependency theory and other precursors to world-systems analysis, spend most of the seminar on the study of the work of Immanuel Wallerstein, Terence Hopkins, and Giovanni Arrighi, and end with new developments in world-systemic scholarship.

ANTH-6119 Prison Experiences (1 unit) Letter Grade
In this course, students are assigned to a pen-pal inmate where they examine the sociology of imprisonment. Students use memoirs and correspondences with prisoners to examine how real-life experiences of imprisonment correspond to the writings of prison experts.

ANTH-6120 World Historical Methods (1 unit) Letter Grade
This course will focus on long term, large-scale research for social change, necessary for those students who chose to work on world-systemic, world-ecological, world historical, and world sociological topics.

ANTH-6121 Readings in Radical Anthropology (0 units) Letter Grade
These one unit courses will focus on the work of some of the greatest names in radical Anthropology. This list includes Peter Kropotkin, Abdullah Ocalan, Marcel Mauss, Franz Kafka, Fyodorov, Maria Mies, Immanuel Wallerstein, Silvia Federici, Benjamin, Bloch and Lukac, Murray Bookchin, and Ursula Le Guin.

ANTH-6122 Media Arts-based Research Lab (3 units) OP
This seminar-lab explores how media such as photography, film and performance can form the basis of participatory action research methods. In fact media arts-based processes of inquiry can facilitate (though not necessarily or always) the breaking down of hierarchies of knowledge production by creating horizontal and participatory mechanisms for collective research. This seminar-lab will be comprised of theoretical readings, examples of media arts-based research, and a lab space where students can experiment with their own research projects.

ANTH-6124 The Times of Social Change (2 units) Letter Grade
Knowing our history is critical but history is not always straightforward. There are different theories and worldviews of how history unfurls as an expression of divine providence, world-historical struggles, modern linear progressive time, traumatic time, cyclical time, or deep geological time. In this seminar we depart from capitalist modernity's conception of progressive time, whose notion of equality is primarily expressed through neoliberal multiculturalism, to explore how different scholars, traditions and writers have envisioned the time of social change. Anthropologist Anna Lowenhaupt Tsing, for example, asks us to think what social justice looks like outside the notion of progress and progressive time. We will read works by Zora Neil Huston, Silvia Rivera Cusicanqui, Jamaica Kincaid, Anna Lowenhaupt Tsing, Jacqui Alexander, Alexis Pauline Gumbs, amongst others, for alternative conceptions of social progress or justice from the teleological time of capitalist modernity. This is a reading intensive seminar.

ANTH-6125 Roots, Rock, Reggae: The Anti-colonial Culture of Jamaican Music (1 unit) Letter Grade
Most people appreciate the music of Bob Marley and the Wailers. While certainly mesmerizing on its own, this music is even more captivating as part of a particular cultural and political universe. This course will provide necessary political background to the hypnotic beats and skanks, focusing on such anti-colonial classics such as Walter Rodney's *Grounding With My Brethren* and literary works such as Marlon James's *Brief History of Seven Killings*.

ANTH-6126 Situationism: Everyday Revolutions in the Society of Spectacle (1 unit) Letter Grade
Dada, Surrealism, Situationism. These movements were not simply theoretical interventions, and certainly not examples of bourgeois art. They were, and to extent they continue to be, subversive political revolutions that resist cultural museification and ideological mummification. In our class on situationism, we will read the seminal works by and about the situationists, interrupted with the occasional brick-breaking dialectical film feature.

ANTH-6127 Advanced Seminar (3 units) Letter Grade
Every academic year we will invite a select group of international scholars, anthropologists, artists and activists to facilitate a conversation about topics related to social change.

ANTH-6128 Practicum (2 units) Letter Grade
The exclusive emphasis of this one unit course is activist research in the student's chosen field site. This includes placement in organizations, groups, projects, or networks. In addition to doing research, this course should assist students in acquiring necessary skills for careers in non-governmental organizations and community organizations with a clear focus on research and social change.

ANTH-6129 Anarchists Inside the Classroom (1 unit) Letter Grade
Anarchist pedagogy is arguably the most cohesive and consistent expression of libertarian pedagogy. It includes such pedagogical innovations such as integral education, model schools, the reality of encounter, ordered spontaneity, intrinsic motivation, feedback teaching, and many others. From the founder of anarchist pedagogy, Paul Robin, author of the integral education document prepared for the First International, to the brilliant educator Paul Goodman, anarchist education has been distinguished by its uncompromising belief in self-management and freedom.

ANTH-6130 World Historical Methods (1 unit) Letter Grade
This course will focus on long term, large-scale research for social change, necessary for those students who chose to work on world-systemic, world-ecological, world historical, and world sociological topics.

ANTH-6131 Conversations (1 unit) Letter Grade
A conversation between one artist, one scholar, and one activist on the topics relevant to social change. Students will write one essay based on these conversations.

ANTH-6132 Workshop (1 unit) Letter Grade
A guest scholar presents their ideas, books or projects that are in-progress. Students will share their feedback and receive a grade.

ANTH-6133 Keywords (1 unit) Letter Grade
This course examines the history of concepts that are familiar and yet confusing. These concepts might include: commons; enclosures; body; fetishism; state; culture; magic; commodity; class; and many others.

ANTH-6134 Practicum Advising (1 unit) Letter Grade
Student will work with their adviser on the activist research project. This one unit course will prepare the student for the integrative seminar.

ANTH-6136 Exilic Spaces Lab (1 unit) Letter Grade
This research-lab brings together students interested in collaborative work on autonomous zones and spaces of mutual aid in world history.

ANTH-6137 Political Laboratory (1 unit) Letter Grade
A guest scholar presents their ideas, books or projects that are in-progress. Students will share their feedback and receive a grade.

ANTH-6148 Approaches to Theory (3 units) OP
The purpose of this course is to introduce students to social theory for radical change. We will interrogate radical theoretical traditions and become acquainted with concepts relevant to political action. Students will gain familiarity with basic concepts of Marxist critiques of political economy, anarchist analyses of hierarchy, feminist approaches to intersectionality, and critical race theory. Additionally, this seminar explores the theory behind struggles against capitalism, coloniality, and neoliberal globalization that have taken place over the past few decades, and the theoretical alternatives and new forms of political expression that have emerged in countries throughout the Global South and Global North. We will look at new ideas, cultural practices and knowledge produced within the World Social Forum, indigenous movements, new anarchist and post- Marxist traditions, Quaker and liberation theology, feminist networks, transnational coordinations like La Via Campesina, as well as concepts of other theory, solidarity economy and participatory democracy. PRIORITY REGISTRATION FOR BA/ACCELERATED M.A. ANTH STUDENTS

ANTH-6152 Global Social Movements (2 units) OP
This seminar examines moments and movements of social protest on a world scale, from the early centuries of capitalist development to the present. The course covers a broad history, ranging from periods of path-breaking revolutions (e.g. the Age of Revolutions in the late 18th century) through anarchist, Marxist, feminist, and anticolonial movements in the 20th century, to global outbreaks of social movements surrounding 1968, to antiglobalization, autonomous, and occupy movements. Our aim is nothing less than an understanding of how anti-systemic movements have successively challenged and changed the colonial/capitalist world-system over the last three centuries.

ANTH-6160 Activist Ethnography I (3 units) OP
This course will explore various approaches to activist ethnography and the complications presented by observant participation. Our goal will be to interrogate the tension between quantitative and qualitative methodologies by taking advantage of subaltern strategies of knowledge production. We will interrogate activist ethnography by examining more traditional approaches to participant observation and constructing fieldnotes against alternative, collective approaches to engaged knowledge production. Through critical review of selected secondary literature on ethnography and locally grounded fieldwork, we will examine critical ethnography, autoethnography, testimonio, and drifts, just to name a few, paying close attention to dilemmas in the field, the complications around representation, and more recent innovations in collective strategies of knowledge production.

ANTH-6161 Activist Ethnography II (3 units) OP
In this course, students will build on skills from Activist Ethnography I in conjunction with working with a local organization to develop their practicum.
PreReq- Take ANTH-6135

ANTH-6161 Activist Ethnography II (3 units) OP
In this course, students will build on skills from Activist Ethnography I in conjunction with working with a local organization to develop their practicum.
PreReq-Take ANTH-6160

ANTH-6163 Alternative Economic Systems (3 units) OP
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 socio-economic order. The critiques and experiments examined here include both past and present attempts to carve out autonomous spaces of non-capitalist production. We will embark on a journey through popular economic organizations, communal self-management of land, experiments in solidarity economy, community economy, and participatory economics, and self-organized workplaces and cooperatives. In doing so, we arrive at a very different notion of development, a perspective grounded in a number of noncapitalist or postcapitalist struggles in different parts of the world. Such struggles for dignity and alternative production systems are epistemic, critical, and prefigurative. At once challenging and re-imagining development, those struggles contribute to an emerging sensibility that another world is possible (McMichael 2009).

ANTH-6166 Other Ways of Being Human: Alternative Sexualities, Family, and Kinship Systems (3 units) OP
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, that a longer history of oppression has been creating an extreme state of uncertainty or state of emergency. As Walter Benjamin famously wrote in 1940, The tradition of the oppressed teaches us that the 'state of emergency' in which we live is not the exception but the rule. Second, alongside the violent legacies of oppression — including colonialism, capitalism, sexism, and others — there have always been forms of resistance, survival, and even flourishing of lives lived otherwise. While human social relations have always been anthropology's object of study, in this course we will focus on how critical, feminist, queer, and postcolonial theories and experiences have challenged and transformed anthropological engagements with human social and cultural formations. We will consider how categories of difference and experience are not static but shifting and mutually constitutive and always in relation to power. As such, much of the scholarship we will be reading thinks through different forms of social belonging, sometimes tethered to normative privileges and others that move towards non-normative, or other ways of being. Our approach will be thematic, organized around specific topics, including transpolitics, homonationalism, biopolitics, posthumanism, and multispecies approaches, amongst others. PRIORITY REGISTRATION FOR ANTHROPOLOGY AND SOCIAL CHANGE STUDENTS

ANTH-6171 Campaigning for Social Justice (1 unit) OP
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. PRIORITY REGISTRATION FOR ANTHROPOLOGY AND SOCIAL CHANGE STUDENTS

ANTH-6172 Other Ways of Knowing Alternative Epistemologies (3 units) OP
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 Getting Published (1 unit) OP
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. PRIORITY REGISTRATION FOR ANTHROPOLOGY AND SOCIAL CHANGE STUDENTS

ANTH-6175 Activist Media Skills - Web Publishing and Internet Media (1 unit) OP
This media skills course will address practical and technical aspects of designing a presence on the

Internet. We will learn the latest technical strategies and resources for using the internet to publish content, create websites, facilitate activist communication, promote events and actions, build community or membership, and raise funds.

ANTH-6177 Activist Media Skills – Producing Radical Radio (1 unit) OP
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. PRIORITY REGISTRATION FOR ANTHROPOLOGY AND SOCIAL CHANGE STUDENTS

ANTH-6178 Activist Media Skills – Introduction to Videography and Strategic Film-Making (1 unit) OP
Critics and political activists often assume that nonfiction filmmaking merely serves to reflect upon political realities or as a tool for denouncing intolerable abuses or social situations. This is wrong. At numerous times throughout the last several decades, political filmmakers have used nonfiction filmmaking as a tool for community organizing and have used their films as effective tools to change political situations. From the agit-prop films of the Third Cinema movement in Latin America in the sixties, 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 unit) OP
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. PRIORITY REGISTRATION FOR ANTHROPOLOGY AND SOCIAL CHANGE STUDENTS

ANTH-6182 Activist Legal Skills (1 unit) OP
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. PRIORITY REGISTRATION FOR ANTHROPOLOGY AND SOCIAL CHANGE STUDENTS

ANTH-6183 Activist Policy Analysis (1 unit) OP
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. PRIORITY REGISTRATION FOR ANTHROPOLOGY AND SOCIAL CHANGE STUDENTS

ANTH-6186 MARX for Activists Skill I (1 unit) Pass/No Pass
Marx and Political Economy: The Critique of Capitalism
What can the century and a half-old writings of Karl Marx tell us about our precarious and unequal world today? This course examines Marx's critique of capitalism, its inner workings, and the crises that it produces. We will read from original texts and secondary works, as well as engaging with film and audio.

ANTH-6187 Marx for Activists Skill II (1 unit) Pass/No Pass
Class Struggle and Self-Emancipation - How does fundamental social change take place? This seminar looks at Karl Marx's concept of class struggle and the self-emancipation of the working class. We will examine how Marx saw classes coming into existence, the impediments to collective action, and his vision of life after capitalism. The course materials include original writings, secondary works, and multimedia sources.

ANTH-6195 Theoretical Perspectives (3 units) OP
Theorists have only interpreted the world in various ways; the point is to change it. Fair enough, but what is radical theory? What concepts and relations among concepts will facilitate our understanding of the modern world in the effort of changing it? What does radical theory tell us about societies and history? This two-part seminar traces the development of radical social theory from the classical ideas of Marx and Bakunin, through 20th-century debates in post/decolonial, neo-anarchist, autonomous/critical Marxist, queer, gender, feminist, and critical race theory, to an accessible review of contemporary theoretical controversies. Rather than giving a history of Great Thinkers, this seminar will introduce students to radical theory through a critical exposition of key concepts: nature, autonomy, hope, authority, identity, insurgency, war, orientalism, coloniality, community/commons, enclosure, dignity/desire, epistemology, composition, and biopower/biopolitics. We will not impose a radical canon of ideas and towering figures as much as collectively discover a complex history of competing conceptualizations and applications through the lens of our own struggles. PRIORITY REGISTRATION FOR ANTHROPOLOGY AND SOCIAL CHANGE STUDENTS

ANTH-6197 Activist Skills - Art Activism and Social Justice (1 unit) OP
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 one unit course is intended for master's students, but is also open to doctoral students. PRIORITY REGISTRATION FOR ANTHROPOLOGY AND SOCIAL CHANGE STUDENTS

ANTH-6198 Contemporary Capitalism (3 units) OP
All you ever wanted to know about capitalism but you 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. PRIORITY REGISTRATION FOR ANTHROPOLOGY AND SOCIAL CHANGE STUDENTS

ANTH-6263 Activist Organizing Skills - Social and Ecological History of San Francisco (1 unit) OP
This class will take students through a breathtaking tour of how San Francisco came to be what it is today. The original landscape of rolling sand dunes and wetlands (today's CIIS building sits where once 120-foot sand dune ridges crisscrossed the area) were literally flattened during early urbanization, a city-making process that took place in the throes of early industrialization. Well navigate local lost landscapes, and in virtual tours we will come to understand the ebb and flow of the bitter class war that has coursed throughout San Francisco's history, shaping the people, cultures, and landscapes in ways that helped obscure the very histories themselves. From the landfilling of shorelines and creekbeds, to the abiding racism of local labor movements, the deep roots of the City will be uncovered, putting to rest the self-congratulatory boosterism that characterizes all too much of local history. PRIORITY REGISTRATION FOR ANTHROPOLOGY AND SOCIAL CHANGE STUDENTS

ANTH-6297 Readings in Radical Anthropology - Utopian and Political Science Fiction (1 unit) Letter Grade
In this course, students will read radical, eccentric, and exciting literature, and discuss the work of radical, interesting, and eccentric thinkers. This course considers notions of indigenous governance, temporary autonomous zones, and french critical geography. We will also study the anthropology of non-state spaces, utopian science fiction, radical fiction, non-fiction and revolutionary memoirs. This is a 1-unit course, open to students from all levels. PRIORITY REGISTRATION FOR ANTHROPOLOGY AND SOCIAL CHANGE STUDENTS

ANTH-6372 Readings in Activist Scholarship - Antonio Negri (1 unit) OP
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 better understand 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 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 Negris 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 Negris texts will form the major pedagogical approach to understanding his work.

ANTH-6373 Readings in Activist Scholarship – Jean Baudrillard (1 unit) OP
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 better understand our particular roles as activists and scholars, as well as strengthen our collective capacity to build movements for social transformation. Among the contemporary French intellectuals, Jean Baudrillard is less widely read than Foucault or Derrida. Some have placed him as an American intellectual because he uses the terminology of modern physics, which seduces some Americans, New Age thinkers, and artists. Baudrillard is a controversial thinker who has been quoted by both the political right and left to support their ideas. He has challenged Western intellectuals about the Gulf War and about the events of 9/11 by contending that these events were pure simulacra, or virtual reality. He is also a critic of Marxism, specifically historical materialism, which he finds too narrow. He proposes instead to look at the notion of alienation in global and cultural perspectives. To do this, he relies on the anthropology of Marcel Mauss,Georges Bataille, and Marshall 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 unit) OP
This one-unit course will assist students in writing grant proposals for anthropological research. We will explore relevant steps involved in writing funded proposals, including identifying funding opportunities, managing a grant proposal project, and writing and editing. Special attention will be given to research, planning, and writing strategies.

ANTH-6383 Critical Medical Anthropology (3 units) Letter Grade
This introductory course in critical medical anthropology explores humans as biological, social, and symbolic beings through the lens of sickness, disease, disability, suffering, healing, and death. Critical medical anthropology offers a comparative perspective on human afflictions from sorcery and spirit possession to cancer, schizophrenia, Coronavirus and Monkeypox in societies and states around the world, analyzed through a political economic lens. The course demands an epistemological openness to alternative understandings of the body, illness, disease, and healing; Anthropology assumes a 'body' that is biologically given as well as culturally invented and historically situated so that we can even speak of 'local biologies.' Using the tools of critical medical anthropology we will explore the ways in which people (both as sick individuals and threatened populations) live, suffer, sicken, and die. Biomedicine is treated as one among many efficacious systems of medical knowledge, power, and healing, which is also often deeply complicit in reproducing racial capitalist hierarchies. We will explore the social production and meanings and uses of illness and disease; medicine as a system of power/knowledge in the context of capitalist imperialism; the management of distressed minds and bodies; the cultural shaping of emotions, madness, reason and psychiatry; the political economy of health and healthcare; bio-technologies and the redefinition of life and death; the political and moral economies of suffering, drug addiction, poverty, and premature death. Finally, the course explores various utopias of health as imagined by revolutionary thinkers and activists (and their critics), each in their way in search of a "liberation" medicine. In the Capitalocene context of climate catastrophe and pandemics, we will explore diverse paths toward the goals of "health for all" (the WHO premise) and-in the meantime-less death for the many.

ANTH-6384 Political Ecology: Critical Approaches to Anthropology of the Environment and Socio-Ecological Change (3 units) OP
In the last century we have entered a period of unprecedented environmental transformations leading to what many scholars believe is the biosphere Ëœon the brink. In this landscape of uncertainty and change, heated debates over environmental conservation, land use, and livelihoods dominate the contemporary

socio-political 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 pay particular attention to political ecologies of our increasingly urbanized world, asking the questions: where does society end and nature begin? And, how are movements and communities reframing and constructing socio-natures in resistance? In so doing, our intention is to arrive at Robbin's conclusion that politics is inevitably ecological and ecology is inherently political (2012).

ANTH-6385 Anth of the Commons: Space and Place (2 units) OP
This course explores a range of contemporary theory of the commons, the social production of space, and the movements engaged in contesting privatization, enclosure, and commodification. We take as a starting point the argument that humans collectively and tangibly produce space, and that space is never neutral. In the last 30 years, two simultaneous movements, one based in academic theory and one in social movements practice have simultaneously unfolded: the spatial turn and the reemergence of the commons. We will draw on activists and scholars such as Rachel Gutierrez, Henri Lefebvre, Stavros Stavrides, and Nicholas Blomley to consider the entanglement of social and spatial processes in the development of capitalist relations and the communities in struggle contesting and forming alternatives from the rural lands of Latin America to the inner cities of globalized urban centers. PRIORITY REGISTRATION FOR ANTHROPOLOGY AND SOCIAL CHANGE STUDENTS

ANTH-6387 Introduction to Economic Activism - People's Power and Corporate Greed (1 unit) Letter Grade
In the neoliberal globalized economy, corporations have amassed an overwhelming unchecked economic and political power. Led by profit, they have become some of the main drivers of exploitation, repression, and war around the world. However, the same profit motivation may make these corporations very sensitive to some forms of public pressure. In this course we will study some of the main historical examples of successful economic activism campaigns, ranging from student divestment campaigns to responsible investment strategies, from consumer direct action to international union organizing. We will analyze the main strategies and tools available for social movement organizers in various situations and discuss the conditions for their effective use. Finally, using the prison industrial complex in the U.S. as our main example, we will practice strategic corporate research and campaign planning.

ANTH-6388 Violence and Nonviolence in Social Change (1 unit) OP
Beginning with a critical reading of a range of definitions for violence and nonviolence, this course tracks the development of the theory and practice of nonviolent organizing strategies in the last century, from the suffragists, through Gandhian-Kingian theories, to the debates in the anti-nuclear, environmental, and anti-globalization movements leading to Occupy Wall Street and Black Lives Matter. We will discuss strategic campaign planning, including the questions of protest vs. 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. PRIORITY REGISTRATION FOR ANTHROPOLOGY AND SOCIAL CHANGE STUDENTS

ANTH-6393 Living at the Edges of Capitalism - Studies in Mutual Aid and Exile (1 unit) OP
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 sixteenth 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 world-wide divisions of labor, and the changing presence and experiences of anti-systemic movements?

ANTH-6403 Activist Skills in Urban Organizing, Housing Justice, Urban Agriculture (1 unit) OP
This course will prepare students with methods and practices from 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-6404 Ecology, Climate and the Crisis of Capitalist Nature (3 units) OP
In the last century, we have entered a period of unprecedented environmental transformations leading to what many scholars believe is the biosphere 'on the brink'. In this landscape of uncertainty and change, heated debates over environmental conservation, land use, and livelihoods dominate the contemporary socio-political 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 capitalism development. The class will pay particular attention to political ecologies of our increasingly urbanized world, asking the questions: where does society end and nature begin? And, how are movements and communities reframing and constructing socio-natures in resistance? In so doing, our intention is to arrive at Robbin's conclusion that politics is inevitably ecological and ecology is inherently political (2012). PRIORITY REGISTRATION FOR ANTHROPOLOGY AND SOCIAL CHANGE STUDENTS

ANTH-6405 The Marvelous: Surrealism and Utopia (1 unit) Letter Grade
Let us not mince words: the marvelous is always beautiful, anything marvelous is beautiful, in fact only the marvelous is beautiful. Andre Breton, 1924 - What is the marvelous? This ever elusive concept takes us to the heart of surrealist tradition and revolutionary politics, and away from the modernity's metaphysical emphasis on reason and rationality. To celebrate the marvelous is to liberate human imagination from the estrangement of alienation and iron cage of bureaucracy, and attempt the return to collective sense of wonder, transcendence, and freedom. PRIORITY REGISTRATION FOR ANTHROPOLOGY AND SOCIAL CHANGE STUDENTS

ANTH-6452 Anarchist Anthropology (2 units) Letter Grade
Anarchist anthropology is an emerging field of inquiry concerned with the lived realities of non-state spaces and so-called stateless people. We say so-called stateless, as anarchist anthropology does not see the absence of the state as a lack, but as a strategic, and, why not, moral and political choice made by people throughout history. In this course we will study the comparative anthropology of the Atlantic pirate ships, Maroon societies, Cossack steppes, Zapatista communities, South Asian hill tribes, Balkan brigands, and other experiences of mutual aid, solidarity, and state-avoiding practices of those who have managed to escape the reach of the state and capital.

ANTH-6454 Theoretical and Systems Tools for Social and Ecological Change (2 units) OP
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 the Ethnographic Imagination (2 units) OP
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 verite, 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 together through challenges and possibilities that an expanded sense of the ethnographic can offer.

ANTH-6457 Media Ecologies and the Senses (2 units) OP
This course draws on a range of theoretical orientations and media practices to examine media within circuits of information, experience, and production. Media ecologies here refers to the materiality of environments as well as the relationship between media and the environment in shaping experiences of world events and the daily realities of lived social relations.

ANTH-6458 New Media and Social Movements (1 unit) OP
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 and consider how new and old media (including social media, mobile phones, film, photography, and television) converge in the production of alternative spaces, both imagined and real. How do collective expressions across social media relate to 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 Native American Community Organizing and Global Indigenous Politics (1 unit) OP
This seminar will address key issues related to the history of Native American activism in California and the United States. We will discuss matters of concern related to community organizing as viewed from Native American perspectives. The class will also focus on key issues of contemporary global indigenous politics and indigenous organizing strategies on the global level.

ANTH-6460 Hidden History in Plain Sight – Stories from Oakland to San Francisco (1 unit) OP
San Francisco and Oakland straddle the bay, and together hold dozens of histories, social and ecological. From general strikes to long-forgotten public transit systems, subterranean waterways, and decimated forests, from racially charged settlement patterns to government-sponsored mass evictions, the histories that lie hidden beneath today's pulsing urban landscapes cast a very different light on notions of progress and even civilization! This weekend class will involve lengthy walking tours of both cities, and will introduce students to a critical historical understanding of urban development, urban ecology, and the way that land uses shape social possibilities.

ANTH-6461 Food Sovereignty Climate Justice and Cooperative Economy (1 unit) OP
In this course we will explore the contemporary upsurge of food and climate activism through the lens of creating cultures of post-capitalist 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 sustainabilities, connection to the land, and emancipatory possibilities? We will take as our starting point the everyday praxis of movements developing a theory of change and a change in food systems today.

ANTH-6462 Oral History for Social Justice: Towards an Inclusive Approach to Movement Building (1 unit) Pass/No Pass
Charlottesville. The Pulse. Charleston. Portland MAX attacks. Muslim Ban. Black Lives Matter. The Women's March. Standing Rock. The #MeToo movement. The Migrant Caravans. For many, the events of the last few years have led to some soul-searching. Why do we work towards 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-6551 Haridas Chaudhuri and Integral Yoga (3 units) OP
Haridas Chaudhuri, founder of CIIS, can be considered one of the pioneers of integral philosophy. The California Institute of Integral Studies receives the term "integral" in its title in honor of Chaudhuri's thinking. Chaudhuri himself was a spiritual student of Sri Aurobindo (1872-1950), a modern anticolonial activist, poet, philosopher and yogi from India, and his integral philosophy has roots in Sri Aurobindo's integral yoga. In this course, we will look at three major texts of Haridas Chaudhuri, Sri Aurobindo, Prophet of the Life Divine, Being, Evolution, Immortality and Integral Yoga, so as to

obtain an understanding of the foundations of integral thought as understood by Haridas Chaudhuri.

ANTH-6675 Guest Seminar in Native American Studies (1 unit) OP
This guest seminar explores resistance in Native American Studies. PRIORITY REGISTRATION FOR ANTHROPOLOGY AND SOCIAL CHANGE STUDENTS

ANTH-6890 Social Research Methods (3 units) OP
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 Ëœcase; 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 Ëœscale for investigation. PRIORITY REGISTRATION FOR ANTHROPOLOGY AND SOCIAL CHANGE STUDENTS

ANTH-6901 Integrative Seminar (3 units)
Pass/No Pass
The integrative seminar is a scholarly process designed to demonstrate critical knowledge in the student's area of study. This seminar is the culminating course for the M.A. program. It provides an opportunity for students to reflect critically upon all work accomplished during the course of the program, while clarifying professional goals. During the seminar, students will locate a particular area of specialization. The term paper will delineate the objectives and domains of the student's area of work, drawing on key theoretical and methodological frameworks in anthropology.

ANTH-7890 Directed Seminar in Research (3 units) OP
This seminar is taken by doctoral Anthropology students in the semester before comprehensive exams to help develop a dissertation research focus. Students will be working on cultivating their personal research question, identifying their fields of inquiry and building towards their bibliography-in-progress. On the one hand, the course is highly individualized around each student's research interest and process; on the other hand, we will be cultivating a research community engaged in peer-review and collaborative practices. Along the way, we will share and cultivate research, writing, technology and organizational skills, as well as strategies for defining and practicing an integral approach that supports your scholarship and your sustainability. RESTRICTED TO Ph.D. ANTHROPOLOGY AND SOCIAL CHANGE STUDENTS

ANTH-8799A/B/C Independent Study (0 units)
Pass/No Pass
To register, submit Independent Study Contract to Registrar's Office. Coursework that extends a student's field of inquiry beyond current CIIS courses. Requires a syllabus and contract signed by the student and faculty member, and approved by the department chair. Online registration not possible.

ANTH-8888 Special Topics (0 units) Letter Grade
A course of study relevant to evolving topics of growing importance in cultural anthropology and social transformation. PRIORITY REGISTRATION FOR ANTHROPOLOGY AND SOCIAL CHANGE STUDENTS

ANTH-9600 Comprehensive Examination (3 units)
Pass/No Pass
The comprehensive examinations are taken after completion of all Ph.D. coursework and prior to the Ph.D. 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 students 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. It is not possible to register online; instead, submit the Comprehensive Examination Contract, downloadable from CIIS Connect. RESTRICTED TO ANTHROPOLOGY AND SOCIAL CHANGE STUDENTS; PREREQUISITE: 36 UNITS

ANTH-9601 Comprehensive Examination (3 units)
Letter Grade
The comprehensive examinations are taken after completion of all Ph.D. coursework and prior to the Ph.D. 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 students 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. It is not possible to register online; instead, submit the Comprehensive Examination Contract, downloadable from CIIS Connect. RESTRICTED TO ANTHROPOLOGY AND SOCIAL CHANGE STUDENTS; PREREQUISITE: 36 UNITS

East-West Psychology

Master of Arts in East-West Psychology

Master of Arts in East-West Psychology with a concentration in ***Asian Contemplative and Transcultural Studies***

Doctor of Philosophy in East-West Psychology

Certificate in ***Ecoresilience Leadership***

Certificate in ***East-West Psychology Spiritual Counseling***

Certificate in ***Yoga Studies***

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Jun Wang, Ph.D.

Adjunct Faculty
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Heidi Fraser Hageman, Ph.D.
Chrysalis Hyon, Ph.D.
Sundari Johansen, Ph.D.
Kimmy Johnson, Ph.D.
Constance Jones, Ph.D.
Silvia Nakkach-Knapp, M.A., MMT
Glenn Aparicio Parry, Ph.D.
Sophia Reinders, Ph.D.
Chris Roe, Ph.D.
Koke Saavedra, Ph.D.
Cindy Shearer, D.A.
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Faculty Emeritus
Brendan Collins, Ph.D., Professor Emeritus EWP, student of Haridas Chaudhuri at California Institute of Asian Studies, 1974-1975

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Format and Length

The M.A. in East-West Psychology (EWP), the Ph.D. in EWP, and all certificates are both offered fully in-person and fully online. In-person students may fulfill up to 49% of their units through online courses. The M.A. in East-West Psychology with a concentration in Asian Contemplative and Transcultural Studies (EACTS) is offered only online.

Our pedagogy gives importance to multiple ways of knowing and experiential learning, so several online courses include either synchronous remote and/or limited in-person components. Travel requirements and time zone differences may be involved, and students are advised to make themselves aware of these by reviewing course syllabi.

Per federal law 34 CFR § 600.9, U.S. states must authorize each higher education institution outside their state to provide distance education to their residents. The current list of states which have given CIIS their authorizations can be found here: https://www.ciis.edu/admissions-and-financial-aid/out-of-state-students/state-authorization. CIIS can admit individuals to online programs only if they are in these states. Students in online programs who are in a state which has given CIIS their authorization, and then relocate to a state which has not, will put their enrollment in jeopardy.

About the East-West Psychology Programs

The East-West Psychology department offers in-person and online M.A. and Ph.D. programs that introduce and advance research in the dialogue of Eastern, Western, and earth-honoring psychologies and spiritualities, aimed at making an equitable and plurally convergent world.

Our programs explore philosophies and psychologies that address issues of psychospiritual practice, embodied self-actualization, ecological awareness, and social justice, and foster engagement with Jungian and other traditional and alternative psychologies, contemplative methods, wisdom traditions and earth-honoring epistemologies, through a strong foundation in theoretical and qualitative research.

Since 1975, CIIS' East-West Psychology department has been actively engaged in exploring the dialogue and convergence of world psychologies. Guided by leading-edge faculty and paradigm-shifting coursework, students examine alternative epistemological models of being human, address issues of continuing psychological inequalities in a postcolonial world and forms of othering

leading to global dystopia and study inner conflict as a barometer of collective consciousness.

Our faculty have a wide range of research interests, among them: Asian wisdom traditions, yoga studies, Integral Yoga, traditional Chinese medicine, Depth and archetypal psychologies, Western religious and esoteric traditions, folklore and mythology, ecopsychology and ecospirituality, Indigenous psychospiritualities, and transpersonal and existential psychologies.

Our alumni are in academia, are thought leaders writing books and articles, are activists and leaders in non-profits and service industries, and are in ministries, clinics, and organizations as entrepreneurs in spiritual counseling or coaching.

Our Vision: 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 non-licensed "metta-psychologist"[1] 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, creative 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, and 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.

Our Pedagogy: 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 and weekend retreats and longer immersive intensives. 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 into multiple professional settings.

Career Outcomes
The department prepares graduates to function as university professors, college teachers, scholars, writers, consultants, researchers, workshop leaders, spiritual counselors, entrepreneurs, social change activists, and community organizers in a world that increasingly demands an integral perspective that encompasses the personal, interpersonal, cultural, ecological, and spiritual dimensions of human existence. In addition to helping students develop academic 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.

Research Culture
The department encourages a culture of research through promotion of publications and sharing research through activities like 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 must submit official notification that the conference's organizing committee has accepted their presentation.

Accelerated Ph.D. in East-West Psychology for Students with an M.A. in East-West Psychology from CIIS

Students pursuing or who've earned an M.A. in EWP from CIIS are eligible to apply for admission to the accelerated Ph.D. in EWP, which requires 18 to 27 units of coursework instead of 36. The accelerated program focuses on research and advanced seminar courses rather than electives. The specific units the student must complete are determined upon admission to the Ph.D. and are based on the student's eligibility for doctoral work. (Students who pursue the accelerated MFA in Interdisciplinary Arts and Writing after the Ph.D. must take at least 27 units in the Ph.D.)

The Ph.D. is a terminal academic degree and confers recognition of the highest academic proficiency in the chosen area of scholarship. Applicants should be prepared for this level of proficiency in academic scholarship. Students who've completed a year of M.A. in EWP coursework should contact their adviser to discuss their progress and their readiness for the accelerated Ph.D. During the final semester of the second year of the M.A., students apply for the accelerated Ph.D. through the traditional admissions process.

To be eligible, students must have taken all of their M.A. in EWP courses for letter grades instead of pass/no pass and have a GPA of at least 3.7; have demonstrated Ph.D. level writing and research skills; possess superior self-direction and enough psychological maturity for Ph.D. work; and have a clear and workable dissertation topic as determined by the EWP admissions committee. A goal statement and a graduate transcript are required, and faculty reviews all applicant materials.

The curriculum the student is admitted under is determined as follows:

- Applicants are eligible to be considered for the 27-unit curriculum if they have a GPA of 3.7 or above in their M.A. in EWP.
- Applicants are eligible to be considered for the 18- or 24-unit curricula if they have a GPA of 3.8 or above in the M.A. in EWP and have submitted a 1,000-5,000-word research proposal demonstrating the following:
    - Clarity of research objectives
    - Knowledge of foundational literature in the field of inquiry
    - Appropriateness of method of inquiry
    - The originality of the proposal
    - Clarity of articulation of the proposal
    - Faculty assessment of readiness for dissertation process based on demonstration of superior academic research and writing skills throughout the MA

Accelerated MFA in Interdisciplinary Arts and Writing Taken After the M.A. in East-West Psychology or the Ph.D. in East-West Psychology

EWP students are eligible to apply for admission to the accelerated CIIS MFA in Interdisciplinary Arts and Writing program, which requires submitting a portfolio of creative work and a statement of purpose outlining their objectives as creative artists. If admitted, they take six units of MFA courses while an EWP student which counts toward both their EWP and MFA degree requirements, reducing the total unit count for the latter from 39 to 36.

The only difference to the EWP curricula is the addition of these two courses, which replace six elective units:

MFA 7104 Creative Inquiry
MFA 7282 Arts in Context

These courses are transferred to the MFA upon successful completion of the M.A. or Ph.D. See the Interdisciplinary Arts section of this catalog for information about MFA requirements.

Ph.D. in East-West Psychology with Creative Dissertation Pathway

In collaboration with CIIS' Interdisciplinary Arts Department, EWP offers a Ph.D. program that permits students to put the practice of making art at the core of their doctoral studies. The Creative Dissertation Pathway is open to creative writers, visual, performance, media artists, and more. Students are guided in the development of their creative output while completing 19 units of EWP courses and 18 units of MFA courses. An MFA faculty member chairs or serves on the dissertation committee and the dissertation is structured with an introduction setting the context, an original work of art, a reflection on the arts practice or process/exegetical essay, and a conclusion. When applying for admission, applicants should provide samples of their artistic work and share in their goal statements what prepares them to take this pathway.

M.A. in East-West Psychology

About the M.A. in EWP 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 7-8 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).

Program Learning Objectives

1. Describe and interpret ancient and contemporary approaches to Eastern, Western, and Earth-honoring encounters in psychology and spirituality.
2. Effectively and rigorously communicate integral and alternative ways of knowing through dialogue, critical writing, and oral presentations.
3. Apply an understanding of the dynamics of psycho-spiritual growth to their own and others' personal development.
4. Apply East-West psychospiritual perspectives and practices to community activism, counseling, teaching, or scholarship.

M.A. in EWP Optional 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 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.

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).

M.A. in EWP 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.

Admission Requirements

EWP M.A. applicants must have earned a bachelor's degree and meet the general admissions requirements of the University. M.A. 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 an academic 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 M.A. 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. Students may consult an academic writing online resource.

Applicants with previous relevant graduate coursework not applied towards an earned degree may transfer up to six units of courses towards their M.A. in EWP. The decision is at the discretion of the department chair.

Curriculum for the M.A. in East-West Psychology–36 Units

All courses are three units unless otherwise specified.

I. Core Requirements — 4 Units
EWP 6000 EWP Community Retreat (1 unit)
EWP 6001 Introduction to East-West Psychology (2 units)
EWP 6330 Knowledge Work and the Modern Academy (1 unit)

II. Diversity, Culture, and Identity — 2 to 3 units
One of the following:
EWP 6014 Civilizations in Transition: From Shadow to Soul
EWP 6034 Modernity, Colonialism, and Transcultural Hermeneutics
EWP 6037 Ancestral Migrations
EWP 6114 Auroville: The City of Dawn: An Immersive Research Experience
EWP 6320 Dao of Life Cultivation
EWP 6329 Conscious Diversity: Inner and Outer - A Diversity Process Class (2 units)
EWP 7011 Indigenous Traditions: Ancestral Consciousness and Healing
EWP 7221 Unconscious Roots of Racism

EWP 7225 Imagined Realities: A Psychological Journey through Fantasy and Myth

III. Directed Electives — 12 units

One each from A, B, C, and D (course options may vary):

A. East

EWP 6043 Introduction to Yoga Psychology
EWP 6320 The Dao of Life Cultivation in Chinese Traditions
EWP 6321 How to Cultivate Qi (1 unit)
EWP 6327 Transformative Themes in the Upanishads
EWP 6466 Introduction to Chinese Philosophy and Psychology

B. West

EWP 6026 The Western Magical Traditions
EWP 6010 The Enchanted Imagination
EWP 6127 Introduction to Dreamwork
EWP 6245 Archetypal Psychology
EWP 7311 Jungian Psychology and East-West Spirituality

C. Earth

EWP 6112 Wilderness Rites of Passage
EWP 6110 Spiritual Ecologies
EWP 6135 Yoga of the Earth Community
EWP 6497 In Search of the Tree of Life: Systemic Constellations and Shamanism
EWP 6685 Rage Against the Machine Mind: Decoupling from Internalized Techno-industrial Capitalism

D. World

EWP 6047 Re-storying Ourselves and our World
EWP 6055 Subtle Beings, Subtle Worlds
EWP 6088 Song of the Body – Embodied Expressive Arts and the Unfolding of Soul
EWP 6128 Integral Yoga Psychology
EWP 6133: Science, Spirituality, and Politics: Revisioning the Pivotal Role of Native American and Eastern Perennial Wisdom in the Shift from the Anthropocene to Integral Age
EWP 6261 Psychology of Death and Dying: An Integral Approach
EWP 6336 Intro to African Cosmologies

IV. Optional Specialization Electives — 9 units

Any CIIS graduate-level courses or select one of these optional areas of specialization: (course options may vary)

A. Asian Psychologies

EWP 6028 Eastern Magical Traditions
EWP 6043 Introduction to Yoga Psychology
EWP 6113 Buddhist Psychospirituality Through Asian Art
EWP 6320 The Dao of Life Cultivation in Chinese Traditions
EWP 6321 How to Cultivate Qi (Life Energy)
EWP 6326 Chinese Mind-Body Healing Systems: An Interdisciplinary Approach
EWP 6327 Transformative Themes in the Upanishads
EWP 6551 Haridas Chaudhuri and Integral Yoga
EWP 6681 Wisdom Texts, East and West

B. Depth Psychology

EWP 6027 The Living Symbol: Fairy Tales and the Individuation Process in the Work of Marie-Louise von Franz
EWP 6045 Jung and Nature
EWP 6047 Re-storying Ourselves and Our World
EWP 6149 Animal Dreams: Visitations from the Wild Psyche
EWP 6245 Archetypal Psychology
EWP 7311 Jungian Psychology and East-West Spirituality

C. Ecopsychology

EWP 6107 Ecopsychology and Expressive Arts: Reawakening the Wild Heart of Being (1 unit)
EWP 6112 Wilderness Rites of Passage
EWP 6136 Joanna Macy & the Earth's Dharma
EWP 6320 The Dao of Life Cultivation in Chinese Traditions
EWP 6325 Psyche, Self, and Nature
EWP 6541 Surf Mind: Water, Flow and the Sacred
EWP 6497 In Search of the Tree of Life: Systemic Constellations and Shamanisms

D. Indigenous Traditions

EWP 6037 Ancestral Migrations: Honoring our Family Journeys
EWP 6109 Original Thinking
EWP 6682 Respect, Kinship, and Love: An Indigenous and Cross-Cultural Wisdom Perspective
EWP 7011 Indigenous Traditions: Ancestral Consciousness and Healing

E. Integral and Transpersonal Psychology

EWP 6043 Introduction to Yoga Psychology
EWP 6261 Psychology of Death and Dying: An Integral Approach
EWP 6752 Transpersonal Psychology
EWP 6755 Parapsychology

F. East-West Spiritual Counseling

EWP 6112 Wilderness Rites of Passage

EWP 6127 Introduction to Dreamwork
EWP 6128 Integral Yoga Psychology
EWP 6315 Meditation in Buddhist and Daoist Traditions
EWP 6497 In Search of the Tree of Life: Systemic Constellations and Shamanism

G. Culture and Psychology

EWP 6019 Original Thinking: Land, Language and Consciousness from East-West and Indigenous Perspectives
EWP 6026 Magic and Mysticism: The Western Magical Traditions
EWP 6113 Buddhist Psychospirituality Through Asian Art
EWP 6310 Prefiguring Utopian Societies
EACTS 6114 Auroville, "City of Dawn": An Immersive Research Experience
EWP 6466 Introduction to Chinese Philosophy and Psychology
EWP 6326 Chinese Body-Mind Healing Systems: An Interdisciplinary Approach
EWP 6685 Rage Against the Machine Mind: Decoupling from Internalized Techno-industrial Capitalism
EWP 7011 Indigenous Traditions: Ancestral Consciousness and Healing

H. Psychospiritual Practices

EWP 6088 The Song of the Body: Embodied Expressive Arts in the Unfolding of Soul (1 unit)
EWP 6112 Wilderness Rites of Passage
EWP 6204 The Body in the Transformation of Consciousness: Awakening the Joy at the Heart of Being (1 unit)
EWP 6320 The Dao of Life Cultivation in Chinese Traditions

V. General Electives — 7 to 8 units

Any CIIS graduate-level course

VI. Integrative Seminar — 1 unit

EWP 6015 M.A. Integrative Seminar (1 unit)

M.A. in East-West Psychology with a concentration in Asian Contemplative and Transcultural Studies

About the M.A. in East-West Psychology with a concentration in Asian Contemplative and Transcultural Studies Program

The M.A. in EACTS teaches and researches the contemplative traditions, practices, and experiences of South and East Asia as agents for change in the modern world. The program offers a field of study for scholar-practitioners interested in experiencing personal transformation and in becoming leaders who catalyze world transformation from inside out.

The materialistic reduction of the modern world view has led to a profound sense of meaninglessness and existential alienation for the human psyche and its relations with the world. At the same time, it has impacted non-Western populations, making them rootless and sundering their ties with holistic perceptions of humans and their place in the world. A reflective and practical engagement with the contemplative traditions of Asia and the experiences they enable can play a significant role in restoring meaning and wholeness leading to a renewed inclusive relation with others and the earth for modern populations as well as Asian diaspora seeking deeper connections with their roots.

The study of these traditions in the academy aims to provide a safe, neutral, and critically conscious space for learning and inquiry distanced from ideological, political, or cultic identities. It also provides frameworks for comprehensive understanding and informed engagement. It offers historical and cultural context and depth absent in popular or sectarian approaches.

The degree program is structured along the following eight lines.

Contemplative Science

This studies the intersection of modern science with Asian contemplative practices and experiences. It asks and tries to answer questions such as "What is the science of spiritual experience?" and "How do certain practices translate to extraordinary experiences?" Contemplative Science often evokes images of meditating monks wired to measuring devices and fears of the reduction of esoteric traditional anatomical models to biophysical ones. The EACTS approach to the neurophysiology or cognitive science of spiritual experience treats scientific and traditional esoteric models as systems in relation, dialog, and mutual

translation, constituting an open field of investigation and transformation.

Contemplative Arts
This is an inquiry into cultural expressions, including the visual and performative arts of South Asian and East Asian contemplative traditions. Asian contemplative arts are rooted in the philosophical traditions of Asian spirituality and have had an enormous influence on modern and contemporary artistic traditions, whether they be the arts of abstraction, of ritualized gesture or of sonic performance. These contemplative arts have developed their own vocabularies, idioms, and grammars, which need unpacking to encounter the messages and experiences they make available, whether in practice or in reception. In the EACTS approach, the hermeneutics of these inquiries utilize both emic and etic viewpoints to study these traditions through their internal understandings while also bringing them into engagement with modern western categories and frames of scholarship.

Contemplative Wisdom
This is an inquiry into philosophical and religious systems of South Asian and East Asian contemplative traditions in terms of the spiritual experiences they afford through their texts and lived practices. As discussed above, the EACTS approach does not foreground hermeneutical exegesis, which is the general aim of Orientalist studies, or the constitution of sacred authority or religious identity, which are the aims of anthropological studies, but concerns itself with the internal dynamics of texts in facilitating spiritual experience.

Contemplative Psychology
This is an inquiry into the conceptual and process psychological foundations of yogic and other Asian contemplative traditions. Considering these traditions as systems with identifiable goals of experience and transformation it seeks to develop transpersonal frameworks for articulating plural and comparative descriptions of human subjectivity. It also inquires into the psychology of experience, both as understood in the terms of categories of the traditions that facilitate them and as researched by modern methods and frameworks.

Contemplative Psychospiritual Practice
This is an introduction to the foundations of theory and performance of contemplative psychospiritual practices. While illuminating the traditional grounds from which these practices emerged and are contextualized, the primary concern is a focused study of the practices in themselves, their variations, and their relations with other practices. Thus, there is a reference to texts, cultural expressions, and histories of practice, but more importantly there is an introduction to the foundations of embodied performance and their rationale for these practices. Many of the contemplative psychospiritual practices of Asia are highly complex and time-consuming exclusive pursuits. The aim of this area within EACTS is not to train experts of one-pointed exclusivity, but to introduce the foundational elements of practice along with their rationale, so that the student is in a position to understand them in depth and take informed decisions to pursue them further or bring them into relation with other practices, while respecting the transcultural ethics of such relations.

Contemplative Applications
This is an introduction to the ways by which contemplative practices have entered modern society and play a role in transforming modern culture. Asian contemplative practices have a part to play in all walks of life, to enhance the lived quality of their experience. At the same time, neither the traditions to which these practices belong nor the modern activities in which they may play a part, are value neutral or culturally equal. This area within EACTS opens up the consideration of appropriate relations between modern life activities and contemplative practices, with an eye to the revolutionary and transformative potential of the latter. Applications span a large number of fields of life, including pedagogy, leadership, ecology and planning and relations in communities.

Modern Asian Studies
The history of modern Asia, as all non-western regions of the world, is marked by colonialism, whether imposed by a colonizer or by internal pressure. Contemplative traditions, under these circumstances as well as in postcolonial times, have responded in a variety of ways to their historical situation, offering forms of resistance, hybridity and/or new directions to human living. At the same time, the ontology of modernity has normalized itself across the world in the form of a capital driven world market supported by the twin pillars of the modern academy and the nation state. Organized and universalized through technology, modernity, based on materialism, has exiled issues of spiritual meaning, and tended to marginalize the contemplative traditions or appropriate them as forms of cultural and political capital. EACTS studies and researches the processes of modernity and postmodernity and the engagements of contemplative traditions and practices in these processes, including the contributions of modern and contemporary teachers of contemplative traditions and their teachings.

Transcultural Studies
Seeking to bring Asian contemplative traditions into a comparative framework with each other and with Western and other non-Western contemplative traditions, this develops categories of translation, while seeking structural affinities and post-structural specificities. Historical and regional relations among traditions are studied in terms of their creative innovations and their political implications for the world.

Curriculum Rationale and Pedagogic Approach

The pedagogical approach keeps its attention on embodied forms of contemplative experience and how traditions, texts, practices, and histories facilitate them. It also keeps its attention on the relevance, implications, and integration of such experiences in modern life. This is part of its cultural dimension and relates to issues of adaptation, appropriation, and hybridity. We do not hold that traditions are ahistorical or fixed. Like all cultural forms they are subject to synchronic and diachronic influences and political pressures. At the same time, cultures develop historicity and internal consistency which become learned behaviors in individuals, in engagement with local and contemporary forces.

Transcultural Studies concerns itself with these interactions and their ethics, politics, theology, psychology, and experiential implications. It also brings them into academic dialogue with contemporary "spiritual but not religious" and "participatory" frameworks. Scholarship itself plays a constructive role in the formation of transcultural realities. Thus, the EACTS program approaches Asian contemplative traditions, practices, and experiences through the lens of transcultural studies, in the form of historical, comparative, and (post-)structural considerations.

Program Learning Outcomes

1. A critical understanding of the main contemporary approaches to Asian contemplative traditions, practices, and experiences as represented in wisdom texts and media, cultural traditions, and psychospiritual practices.
2. Competence in various written and verbal methods of dialogue and inquiry and socially engaged research skills.
3. An understanding of the dynamics of Asian psychospiritual development and their relevance for personal growth.
4. Preparation to work professionally as college teachers, writers, consultants, workshop leaders, spiritual counselors, social change activists, and/or community organizers.

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.

Yoga Studies Certificate

The courses required for EWP's Certificate in Yoga Studies may also fulfill required and elective courses for the EACTS degree, if both programs are pursued concurrently. Students must apply for the certificate separately and acceptance is not guaranteed. See the East-West Psychology Certificates section below for further information.

Admission Requirements

Applicants must have earned a bachelor's degree and meet the general admissions requirements of the University and 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 Asian Studies is not necessary but some academic courses in Asian philosophy, religion or psychology are expected. Lacking this, the student could be considered for the concentration with one or more additional courses in these areas from the program. 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, refer to contemporary theories 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.

Applicants with previous relevant graduate coursework not applied towards an earned degree may transfer up to six units.

Curriculum for the M.A. in East-West Psychology with a concentration in Asian Contemplative and Transcultural Studies — 36 Units

All courses are three units unless otherwise specified.

I. Core Requirements — 11 units

EWP 6000 Community Retreat (1 unit)
EWP 6001 Introduction to East-West Psychology (2 units)
EWP 6015 Integrative Seminar (1 unit)
EWP 6034 Modernity, Colonialism and Transcultural Hermeneutics
EWP 6330 Knowledge Work and the Modern Academy (1 unit)
EWP 7040 Researching Contemplative Traditions and Practices – M.A. Seminar

II. Directed Electives — 12 units

Take one from each:

A. Contemplative Wisdom and/or Contemplative Arts

EACTS 6105 Visual Imagination of India
EACTS 6108 Indian Wisdom Traditions
EACTS 6124 Chan Buddhism and Its Daoist Root
EACTS 6191 Ancient Chinese Landscape Poetry and Spiritual Ecology
EWP 6051 Eastern Theories of Self, Mind and Nature
EWP 6113 Buddhist Psychospirituality Through Asian Art
EWP 6327 Transformative Themes in the Upanishads
EWP 6466 Introduction to Chinese Philosophy and Psychology

B. Contemplative Psychology and/or Contemplative Psychospiritual Practice

EACTS 6113 Introduction to Asian Traditions of Self-Inquiry
EACTS 6142 Yoga Sutra of Patanjali
EWP 6028 Magic and Mysticism: The Eastern Magical Traditions
EWP 6043 Introduction to Yoga Psychology
EWP 6320 Dao of Life Cultivation
EWP 6327 Transformative Themes in the Upanishads
EWP 6466 Introduction to Chinese Philosophy and Psychology

C. Contemplative Science and/or Contemplative Applications

EACTS 6113 Introduction to Asian Traditions of Self-Inquiry
EACTS 6122 Buddhism and Ecology
EACTS 6135 Krishnamurti, Bohmian Dialogue, and Inquiry
EWP 6320 Dao of Life Cultivation
PAR 6483 Hinduism and Ecology

D. Modern Asian Studies and/or Transcultural Studies

EWP 6114 Auroville, "City of Dawn": An Immersive Research Experience
EACTS 6135 Krishnamurti, Bohmian Dialogue, and Inquiry
EWP 6128 Integral Yoga Psychology
EWP 6681 Wisdom Texts East and West

III. General Electives — 13 units

Any CIIS graduate-level courses

Ph.D. in East-West Psychology

About the Ph.D. in EWP Program
The program of study consists of 36 units including foundational courses, research methods courses, and advanced seminars; two comprehensive studies courses resulting in two comprehensive exams; a research proposal; 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.

Learning Objectives:

1. Describe, interpret, apply, and extend ancient and contemporary approaches to Eastern, Western, and Earth-honoring encounters in psychology and spirituality.
2. Effectively and rigorously communicate integral and alternative ways of knowing in dialogue, critical writing, and oral presentations.
3. Apply an understanding of the dynamics of psycho-spiritual growth to their own and others' personal development.
4. Design and conduct independent research that makes an original contribution to the field of East-West Psychology or associated disciplines.
5. Demonstrate proficiency in the professional and scholarly skills needed to serve as leaders in community activism, counseling, teaching, or scholarship.

Admissions Requirements

Applicants must meet the general admissions requirements of the University and have an M.A. 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 Asian studies, Indigenous wisdom traditions or ancestor work, ecological activism, postmodern and postcolonial studies). The Ph.D. is a terminal academic degree and confers a recognition of the highest academic proficiency in the chosen area of scholarship. Applicants for the Ph.D. should be prepared for this level of proficiency in academic scholarship.

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 their preparation for graduate work. Applicants need to provide an academic 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. Applicants may consult an online academic writing resource.

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.

Applicants with previous relevant graduate coursework not applied towards a degree may transfer up to six units towards their Ph.D. degree requirements. The decision is at the discretion of the departmental chair.

Curriculum for the Ph.D. in East-West Psychology — 37.2 to 41.5 Units

All courses are three units unless otherwise specified.

I. Core Requirements — 6 to 7 units
EWP 6000 EWP Community Retreat (1 unit)
EWP 6001 Introduction to East-West Psychology (2 units)
EWP 6330 Knowledge Work and the Modern Academy (1 unit)

II. Diversity, Culture, and Identity — 2 to 3 units
One of the following:
EWP 6014 Civilizations in Transition: From Shadow to Soul
EWP 6034 Modernity, Colonialism, and Transcultural Hermeneutics
EWP 6037 Ancestral Migrations
EWP 6114 Auroville: The City of Dawn: An Immersive Research Experience
EWP 6310 Dao of Life Cultivation
EWP 6329 Conscious Diversity: Inner and Outer - A Diversity Process Class (2 units)
EWP 7011 Indigenous Traditions: Ancestral Consciousness and Healing
EWP 7221 Unconscious Roots of Racism
EWP 7225 Imagined Realities: A Psychological Journey through Fantasy and Myth

III. Optional Specialization Electives — 14 to 15 units
Any CIIS graduate-level course or select one of these optional areas of specialization: (course options may vary)

A. Asian Psychologies
- EWP 6028 Eastern Magical Traditions
- EWP 6043 Introduction to Yoga Psychology
- EWP 6113 Buddhist Psychospirituality Through Asian Art
- EWP 6320 The Dao of Life Cultivation in Chinese Traditions
- EWP 6321 How to Cultivate Qi (Life Energy)
- EWP 6326 Chinese Mind-Body Healing Systems: An Interdisciplinary Approach
- EWP 6327 Transformative Themes in the Upanishads
- EWP 6551 Haridas Chaudhuri and Integral Yoga
- EWP 6681 Wisdom Texts, East and West

B. Depth Psychology
- EWP 6027 The Living Symbol: Fairy Tales and the Individuation Process in the Work of Marie-Louise von Franz
- EWP 6045 Jung and Nature
- EWP 6047 Re-storying Ourselves and Our World
- EWP 6149 Animal Dreams: Visitations from the Wild Psyche
- EWP 6245 Archetypal Psychology
- EWP 7311 Jungian Psychology and East-West Spirituality

C. Ecopsychology
- EWP 6107 Ecopsychology and Expressive Arts: Reawakening the Wild Heart of Being (1 unit)
- EWP 6112 Wilderness Rites of Passage
- EWP 6136 Joanna Macy and the Earth's Dharma
- EWP 6320 The Dao of Life Cultivation in Chinese Traditions
- EWP 6325 Psyche, Self, and Nature
- EWP 6497 In Search of the Tree of Life: Systemic Constellations and Shamanisms
- EWP 6541 Surf Mind: Water, Flow and the Sacred

D. Indigenous Traditions
- EWP 6037 Ancestral Migrations: Honoring our Family Journeys
- EWP 6109 Original Thinking
- EWP 6682 Respect, Kinship, and Love: An Indigenous and Cross-Cultural Wisdom Perspective
- EWP 7011 Indigenous Traditions: Ancestral Consciousness and Healing

E. Integral and Transpersonal Psychology
- EWP 6043 Introduction to Yoga Psychology
- EWP 6261 Psychology of Death and Dying: An Integral Approach
- EWP 6752 Transpersonal Psychology
- EWP 6755 Parapsychology

F. East-West Spiritual Counseling
- EWP 6112 Wilderness Rites of Passage
- EWP 6127 Introduction to Dreamwork
- EWP 6128 Integral Yoga Psychology
- EWP 6315 Meditation in Buddhist and Daoist Traditions
- EWP 6365 Awareness Through the Body
- EWP 6497 In Search of the Tree of Life: Systemic Constellations and Shamanism

G. Culture and Psychology
- EWP 6026 Magic and Mysticism: The Western Magical Traditions
- EWP 6109 Original Thinking: Land, Language and Consciousness from East-West and Indigenous Perspectives
- EWP 6113 Buddhist Psychospirituality Through Asian Art
- EWP 6114 Auroville, "City of Dawn": An Immersive Research Experience
- EWP 6310 Prefiguring Utopian Societies
- EWP 6326 Chinese Body-Mind Healing Systems: An Interdisciplinary Approach
- EWP 6466 Introduction to Chinese Philosophy and Psychology
- EWP 6685 Rage Against the Machine Mind: Decoupling from Internalized Techno-industrial Capitalism
- EWP 7011 Indigenous Traditions: Ancestral Consciousness and Healing

H. Psychospiritual Practices
- EWP 6088 The Song of the Body: Embodied Expressive Arts in the Unfolding of Soul (1 unit)
- EWP 6112 Wilderness Rites of Passage
- EWP 6204 The Body in the Transformation of Consciousness: Awakening the Joy at the Heart of Being (1 unit)
- EWP 6320 The Dao of Life Cultivation in Chinese Traditions
- EWP 6328 Phenomenology of the Body

IV. Advanced Ph.D. Seminars — 6 units
Two of the following or other advanced Ph.D. seminar that is offered:
- EWP 6126 Jung and the Sacred
- EWP 9000 Advanced Ph.D. Seminar: Ensouled Animal Studies
- EWP 9009 Integral Ecopsychology
- EWP 9104 Principles of Healing

EWP 9106 Contemplative Traditions and Practices
EWP 9566 Comparative Mysticism

V. Research — 3 units
EWP 7035 Research Methods I: Research Foundation

VI. Comprehensive Examinations — 6 units
EWP 7036 Research Methods II: Research Lab
EWP 6145 Comprehensive Studies: Literature Review

VII. Proposal — 0.1 to 0.2 units
Take every fall and spring (summer with consent of dissertation chair) until advancement to candidacy:
EWP 9800 Thesis/Dissertation Proposal Completion (0.1 units)

VIII. Dissertation — 0.1 to 1.2 units
Take every fall and spring (summer with consent of dissertation chair) until oral defense:
EWP 9900 Thesis/Dissertation Seminar (0.1 units)

IX. Dissertation Publication — 0.1 units
If needed, take until dissertation is published:
DISS 900 Dissertation Publication (0.1 units)

Curriculum for the Accelerated Ph.D. in East West Psychology–18.2 to 28.5 Units

All courses are three units unless otherwise specified.

I. Optional Specialization Electives — 3 to 12 units
Unit amount determined by EWP program upon admission. Any CIIS graduate-level course(s) or select one of these optional areas of specialization: (course options may vary)

A. Asian Psychologies
EWP 6028 Eastern Magical Traditions
EWP 6043 Introduction to Yoga Psychology
EWP 6113 Buddhist Psychospirituality Through Asian Art
EWP 6320 The Dao of Life Cultivation in Chinese Traditions
EWP 6321 How to Cultivate Qi (Life Energy)
EWP 6326 Chinese Mind-Body Healing Systems: An Interdisciplinary Approach
EWP 6327 Transformative Themes in the Upanishads
EWP 6551 Haridas Chaudhuri and Integral Yoga
EWP 6681 Wisdom Texts, East and West

B. Depth Psychology
EWP 6027 The Living Symbol: Fairy Tales and the Individuation Process in the Work of Marie-Louise von Franz
EWP 6045 Jung and Nature
EWP 6047 Re-storying Ourselves and Our World
EWP 6149 Animal Dreams: Visitations from the Wild Psyche
EWP 6245 Archetypal Psychology
EWP 7311 Jungian Psychology and East-West Spirituality

C. Ecopsychology
EWP 6107 Ecopsychology and Expressive Arts: Reawakening the Wild Heart of Being (1 unit)
EWP 6112 Wilderness Rites of Passage
EWP 6136 Joanna Macy and the Earth's Dharma
EWP 6320 The Dao of Life Cultivation in Chinese Traditions
EWP 6325 Psyche, Self, and Nature
EWP 6497 In Search of the Tree of Life: Systemic Constellations and Shamanisms
EWP 6541 Surf Mind: Water, Flow and the Sacred

D. Indigenous Traditions
EWP 6037 Ancestral Migrations: Honoring our Family Journeys
EWP 6109 Original Thinking
EWP 6682 Respect, Kinship, and Love: An Indigenous and Cross-Cultural Wisdom Perspective
EWP 7011 Indigenous Traditions: Ancestral Consciousness and Healing

E. Integral and Transpersonal Psychology
EWP 6043 Introduction to Yoga Psychology
EWP 6261 Psychology of Death and Dying: An Integral Approach
EWP 6752 Transpersonal Psychology
EWP 6755 Parapsychology

F. East-West Spiritual Counseling
EWP 6112 Wilderness Rites of Passage
EWP 6127 Introduction to Dreamwork
EWP 6128 Integral Yoga Psychology
EWP 6315 Meditation in Buddhist and Daoist Traditions
EWP 6365 Awareness through the Body
EWP 6497 In Search of the Tree of Life: Systemic Constellations and Shamanism

G. Culture and Psychology
EWP 6026 Magic and Mysticism: The Western Magical Traditions
EWP 6109 Original Thinking: Land, Language and Consciousness from East-West and Indigenous Perspectives
EWP 6113 Buddhist Psychospirituality Through Asian Art
EWP 6114 Auroville, "City of Dawn": An Immersive Research Experience
EWP 6310 Prefiguring Utopian Societies
EWP 6326 Chinese Body-Mind Healing Systems: An Interdisciplinary Approach

EWP 6466 Introduction to Chinese Philosophy and Psychology
EWP 6685 Rage Against the Machine Mind: Decoupling from Internalized Techno-industrial Capitalism
EWP 7011 Indigenous Traditions: Ancestral Consciousness and Healing

H. Psychospiritual Practices
EWP 6088 The Song of the Body: Embodied Expressive Arts in the Unfolding of Soul (1 unit)
EWP 6112 Wilderness Rites of Passage
EWP 6204 The Body in the Transformation of Consciousness: Awakening the Joy at the Heart of Being (1 unit)
EWP 6320 The Dao of Life Cultivation in Chinese Traditions

II. Advanced Ph.D. Seminars — 6 units
Two of the following or other advanced Ph.D. seminar offered:
EWP 6126 Jung and the Sacred
EWP 9000 Advanced Ph.D. Seminar: Ensouled Animal Studies
EWP 9009 Integral Ecopsychology
EWP 9104 Principles of Healing
EWP 9106 Contemplative Traditions and Practices
EWP 9566 Comparative Mysticism

III. Research — 3 units
EWP 7035 Research Methods 1: Research Foundations

IV. Comprehensive Examinations — 6 units
EWP 6145 Comprehensive Studies: Literature Review
EWP 7036 Research Methods 2: Research Lab

V. Proposal — 0.1 to 0.2 units
Take every fall and spring (summer with consent of dissertation chair) until advancement to candidacy:
EWP 9800 Thesis/Dissertation Proposal Completion (0.1 units)

VI. Dissertation — 0.1 to 1.2 units
Take every fall and spring (summer with consent of dissertation chair) until oral defense:
EWP 9900 Thesis/Dissertation Seminar (0.1 units)

VII. Dissertation Publication — 0.1 units
If needed, take until dissertation is published:
DISS 900 Dissertation Publication (0.1 units)

Curriculum for the Ph.D. in East-West Psychology with Creative Dissertation Pathway — 36.2 to 38.5 Units

All courses are three units unless specified otherwise.

I. East-West Psychology Core — 4 units
EWP 6000 EWP Community Retreat (1 unit)
EWP 6001 Introduction to East-West Psychology (2 units)
EWP 6330 Knowledge Work and the Modern Academy (1 unit)

II. Diversity, Culture, and Identity — 2 to 3 units
Select from the following:
EWP 6014 Civilizations in Transition: From Shadow to Soul
EWP 6034 Modernity, Colonialism, and Transcultural Hermeneutics
EWP 6037 Ancestral Migrations
EWP 6114 Auroville: The City of Dawn: An Immersive Research Experience
EWP 6329 Conscious Diversity: Inner and Outer - A Diversity Process Class (2 units)
EWP 7011 Indigenous Traditions: Ancestral Consciousness and Healing
EWP 7221 Unconscious Roots of Racism
EWP 7225 Imagined Realities: A Psychological Journey through Fantasy and Myth

III. Interdisciplinary Arts Practice — 3 units
One of the following:
MFA 7095A Interdisciplinary Arts Workshop
MFA 6390 Narrative Arts

IV. Art Mentorship — 3 units
MFA 7219A Art Mentorship 1 (1 unit)
MFA 7219B Art Mentorship 2 (1 unit)

One of the following:
MFA 7219 C Art Mentorship 3 (1 unit)
MFA 7226B Interdisciplinary Arts Seminar

V. Arts and Context — 6 units
MFA 7104 Creative Inquiry for Interdisciplinary Artists
MFA 7282 Arts in Context

VI. Professional Development — 3 units
One of the following:
MFA 7038 Interdisciplinary Pedagogy
MFA 7128 Artist in the World
MFA 7222 International Summer Exchange
MFA 7225 Art as International Home

VII. Advanced Ph.D. Seminars — 6 units
Two of the following or other advanced Ph.D. seminars offered:

EWP 6126 Jung and the Sacred
EWP 9000 Ensouled Animal Studies
EWP 9009 Integral Ecopsychology
EWP 9104 Principles of Healing
EWP 9106 Contemplative Traditions and Practices
EWP 9566 Comparative Mysticism

VIII. Research — 3 units
EWP 7035 Research Methods 1: Research Foundations

IX. Comprehensive Examinations — 6 units
EWP 6145 Comprehensive Studies: Literature Review
MFA 7200 Art Practice as Research

X. Proposal — 0.1 to 0.2 units
Take every fall and spring semester (summer with consent of dissertation chair) until advancement to candidacy:

EWP 9800 Thesis/Dissertation Proposal Completion (0.1 units)

XI. Dissertation Seminar — 0.1 to 1.2 units
Take every fall and spring semester: (summer with consent of dissertation chair) until oral defense:

EWP 9900 Thesis/Dissertation Seminar (0.1 units)

XII. Dissertation Publication — 0.1 units
If needed, take until dissertation is published:

DISS 900 Dissertation Publication (0.1 units)

Sample Full-Time Coursework Plan for Creative Dissertation Pathway

Year One: Fall — 10 units
EWP 6000 EWP Community Retreat (1 unit)
EWP 6001 Introduction to East West Psychology (2 units)
EWP Diversity, Culture, and Identity Course (3 units)
MFA 7104 Creative Inquiry for Interdisciplinary Artists (3 units) *
MFA 7219A Arts Mentorship (1 unit)

Year One: Spring — 10 units
EWP 6330 Knowledge Work and the Modern Academy (1 unit)
EWP Advanced Ph.D. Seminar 1 (3 units)
MFA 7282 Arts in Context (3 units) *
MFA 7128 Artist in the World (3 units)

Year Two: Fall — 10 units
MFA 7219B Arts Mentorship (1 unit)
EWP 7035 Research Methods 1: Research Foundations (3 units)
EWP Advanced Ph.D. Seminar 2 (3 units)
One of the following:
MFA 6390 Narrative Arts (3 units)
MFA 7095A Interdisciplinary Arts Workshop (3 units)

Year Two: Spring — 7 units
EWP 6145 Comprehensive Studies: Literature Review (3 units) *
MFA 7200 Art Practice as Research (3 units) *
MFA 7219C Arts Mentorship (1 unit)

*These courses serve as Qualifying Exams

East-West Psychology Certificates

About the Certificate Programs

Students enrolled in any CIIS graduate program may apply for admission to EWP's certificate programs. A positive evaluation by instructors of the student's skills, classroom interactions, and conduct is required. The units earned in certificates fulfill the elective portions of degree requirements, so it is important for students to be sure they have sufficient elective credit available. For EWP students enrolled in the Certificate in Ecoresilience Leadership, those courses fulfill their Optional Specialization Electives portion of their M.A. or Ph.D. degree.

Certificate in East-West Spiritual Counseling

The East-West Spiritual Counseling certificate program develops skills and knowledge from global wisdom traditions to serve people with a specific interest in exploring spiritual questions and seeking spiritual experiences. It teaches ancient and contemporary techniques and perspectives from world cultures aimed at supporting psycho-spiritual insight, direction, and wellbeing. This 18-unit certificate provides a foundation to navigate spiritual and existential questions related to meaning and purpose, the nature of reality, and the sacred dimensions of life. It prepares non-clinical students to serve in these spiritual counseling functions and enables students with clinical backgrounds to broaden their scope and attune to spiritual and religious domains in their work.

The certificate does not prepare students for a career in psychotherapy or clinical counseling or prepare students to offer psychotherapeutic or clinical counseling services. The differences and boundaries between therapy/clinical counseling and spiritual counseling are honored and articulated in the program.

Learning Outcomes

In the SC Certificate, students gain a working knowledge of global wisdom traditions and spiritual teachings that can be transformative to people seeking spiritual counseling, regardless of spiritual orientation. They develop fundamental communication and presence skills for a spiritual counseling practice, acquire tools for facilitating the examination and integration of spiritual assumptions, questions and experiences, cultivate an understanding of the relationship between one's spiritual "container" and psychological health, and realize the importance of bringing to consciousness to the underlying spiritual assumptions that hold us.

Curriculum for the Certificate in East-West Spiritual Counseling — 18 Units

I. Core Courses — 6 units

EWP 7794 Spiritual Counseling Skills 1: The Art of Listening
EWP 7795 Spiritual Counseling Skills II: The Counseling Relationship

II. Applied Skills Electives — 6 units

Select from the following: (course options may vary)

EWP 6014 Civilizations in Transition: From Shadow to Soul
EWP 6025 Dharma of the Earth Community
EWP 6047 Re-store/ying OurSelves, Re-Store/ying Our World
EWP 6088 The Song of the Body: Embodied Expressive Arts in the Unfolding of Soul
EWP 6105 Internal Art of Taiji Quan
EWP 6112 Wilderness Rites of Passage
EWP 6127 Introduction to Dreamwork
EWP 6135 Yoga of the Earth Community
EWP 6261 The Psychology of Death and Dying
EWP 6315 Meditation in Buddhist and Daoist Traditions
EWP 6321 How to Cultivate Qi
EWP 6332 Integration of Expanded States of Consciousness
EWP 6497 In Search of the Tree of Life
EWP 7011 Indigenous Traditions: Ancestral Consciousness and Healing

III. Applied Wisdom Electives — 6 units

Select from the following: (course options may vary)

EACTS 6124 Chan Zen Buddhism: Practice through Life and Art
EWP 6010 The Enchanted Imagination
EWP 6043 Introduction to Yoga Psychology
EWP 6045 Jung and Nature
EWP 6055 Subtle Beings, Subtle Worlds
EWP 6104 Ecopsychology: Nature, Psyche and Resilience
EWP 6109 Original Thinking
EWP 6110 Spiritual Ecologies
EWP 6128 Integral Yoga Psychology
EWP 6140 Western Mysticism and Esotericism: History and Practice
EWP 6157 Krishna, Buddha, Christ, Sophia
EWP 6245 Archetypal Psychology
EWP 6320 The Dao of Life Cultivation
EWP 6326 Chinese Body-Mind Healing Systems: An Interdisciplinary Approach
EWP 6327 Transformative Themes in the Upanishads
EWP 6336 Introduction to African Cosmologies
EWP 6466 Introduction to Chinese Philosophy and Psychology
EWP 6496 Indigenous and Shamanic Traditions

EWP 6541 Surf Mind: Water, Healing and the Sacred
EWP 6681 Wisdom Texts: East and West
EWP 6682 Respect, Kinship, and Love
EWP 6685 Rage Against the Machine Mind: Decoupling from Internalized techno-capitalism
EWP 7311 Jungian Psychology and East-West Spirituality

Certificate in Eco-Resilience Leadership

The certificate in Eco-Resilience Leadership offers students the knowledge and mentoring to understand and address the psychological origins and effects of global ecological crises such as climate change, biodiversity loss, widespread pollution, and ecosystem collapse, and to develop the inner resilience and skills for effective, ecopsychology-informed leadership or activism.

Learning Outcomes

1. Learn ecopsychological practices and models to help people move through grief, rage, anxiety, and trauma.
2. Integrate deep reflection and thoughtful action on behalf of earth-honoring forms of eco-resilient community.
3. Explore the psychospiritual impacts and causes of alienation from the rest of the natural world.
4. Delve into the foundational principles of earth-honoring societies and the transformative potentials of recovering a deep sense of enchantment with self, nonhuman nature, and the animate world.

Curriculum for the Certificate in Eco-Resilience Leadership — 15 Units

I. Core Courses — 6 units
EWP 6103 Eco-Practicum: Ecopsychology Beyond the Classroom
EWP 6104 Ecopsychology: Nature, Psyche, & Resilience

II. Directed Electives — 9 units
Select from the following: (course options may vary)
EWP 6110 Spiritual Ecologies
EWP 6135 Yoga of the Earth Community
EWP 6136 Joanna Macy and Earth's Dharma
EWP 6497 In Search of the Tree of Life: Systemic Constellations and Shamanisms
EWP 6541 SurfMind: Water, Flow, and the Sacred
EWP 6685 Rage Against the Machine Mind: Decoupling for Internalized Techno-industrial Capitalism
EWP 9009 Integral Ecopsychology

Certificate in Yoga Studies

The Certificate in Yoga Studies offers knowledge and skills in yoga philosophy and psychospirituality. At a time when participation in yoga is widespread across the world, this certificate equips students with an authentic and comprehensive understanding of its culture, history, wisdom traditions, and its different forms, both traditional and modern. Mostly online, it includes a course in meditation and psychology, offered as a residential intensive and an optional study abroad intensive in India.

Learning Outcomes

Upon completing the Certificate, students have:

1. A broad historical overview of the traditions of Indian yoga
2. An understanding of the various psychological models, practices, and goals in the field of yoga
3. An understanding of the history, philosophical and praxical context, structure, and content of the Yoga Sutra
4. An understanding of the sources on Indian wisdom
5. A focused understanding of at least one ancient or medieval tradition of yoga
6. A focused understanding of at least one tradition of modern yoga
7. An exposure to and understanding of at least one tradition of meditation

Curriculum for the Certificate in Yoga Studies — 15 Units

I. Core Courses — 6 units
EACTS 6142 Yoga Sutra of Patanjali
EWP 6043 Introduction to Yoga Psychology

II. Traditional Yoga — 3 units
One of the following:
EWP 6035 Sources of Indian Wisdom: Gita and Upanishad
EWP 6327 Transformative Themes in the Upanishads
EWP 7510 The Psychology of Advaita Vedanta

III. Modern Yoga — 3 units
One of the following:
EACTS 6135 Krishnamurti, Bohmian Dialogue, and Inquiry
EACTS 6122 Buddhism and Ecology
EWP 6114 Auroville “City of Dawn”: An Immersive Research Experience
EWP 6128 Integral Yoga Psychology
PAR 6483 Hinduism and Ecology

IV. Meditation — 3 units
EWP 6135 Meditation in Buddhist and Daoist Traditions

Course Descriptions

EACTS-6105 Visual Imagination of India (3 units) OP
This online course (with a few museum visits) takes a novel approach to the introduction of Indian art history by isolating the major philosophemes (seed philosophical ideas) manifesting in the visual culture of India and its aesthetics. In this, it treats the history of Indian art and culture as an expanding discourse, where continuity and change are assimilated and often undergo transformations in terms of these ideas. The time period covered by the course stretches from 2700 BCE to the modern period. RESTRICTED TO EWP ASIAN CONTEMPLATIVE and TRANSCULTURAL STUDIES STUDENTS

EACTS-6108 Indian Wisdom Traditions (3 units) OP
This course will take a historical approach to introduce the philosophical ideas and religious and yogic practices of India, viewed as a cultural conversation stretching from 2700 BCE to modern times. Major texts considered will include the Vedas, Upanishads, Bhagavad Gita, Shaiva, Vaishnava and Shakta literature, heterodox medieval thinkers and modern spiritual figures. RESTRICTED TO EWP ASIAN CONTEMPLATIVE and TRANSCULTURAL STUDIES STUDENTS

EACTS-6110 The Bhagavad Gita: Ancient and Modern Perspectives (3 units) OP
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. RESTRICTED TO EWP ASIAN CONTEMPLATIVE and TRANSCULTURAL STUDIES STUDENTS

EACTS-6111 The Bhagavad Gita: Philosophies and Yogas (1 unit) OP
This will be a brief, but concentrated encounter with the Bhagavad Gita in popular translation. Emphasis will be on how the principles of the Gita can contribute to a more balanced and harmonious life and existence. There will be some chanting of the Gita by the instructor and others and some chanting participation. RESTRICTED TO EWP ASIAN CONTEMPLATIVE and TRANSCULTURAL STUDIES STUDENTS

EACTS-6113 Introduction to Asian Traditions of Self-Inquiry (3 units) OP
This course explores the nature of the self in several Asian traditions. Drawing upon representative teachers and texts, we examine how cultivating an awareness of awareness through the reflexivity of self-inquiry is foundational to teachings of Hinduism, Buddhism, Taoism, and Sufism. Our aim is to understand principles of thought and practice central to Asian psychologies of self-realization and social transformation and to use investigation of self-awareness to develop attention, expand consciousness, and deepen capacities for scholarly engagement. RESTRICTED TO EWP ASIAN CONTEMPLATIVE and TRANSCULTURAL STUDIES STUDENTS

EACTS-6122 Buddhism and Ecology (3 units) OP
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. RESTRICTED TO EWP ASIAN CONTEMPLATIVE and TRANSCULTURAL STUDIES STUDENTS

EACTS-6124 Chan Buddhism and Its Daoist Roots (3 units) OP
Chan Buddhism was derived from Indian Buddhism and Chinese Daoism. This course explores how Daoist philosophy has influenced the origination of Chan Buddhism in China. By comparing Daoist and Chan Buddhist tenets and characteristic elements, we will investigate the canonical scriptures, koans, and poetries in the formation of Chan Buddhism during the 7th–10th Century China. An in-depth study will be focused on the practices in both traditions, including their goals of realizing the true self/nature (zhenren for Daoist v.s. enlightened heart-mind for Chan Buddhist), meditation techniques, and the unconventional teaching and spiritual practices to reach the ultimate goal. In addition, we will also look into contemporary Western authors' writings on the wisdoms of both Daoism and Chan Buddhism and compare them with the ancient texts. Throughout the course of study, we will participate in Chan meditation and poetry reading in order to cultivate the ancient wisdom into our own spirits. RESTRICTED TO EWP ASIAN CONTEMPLATIVE and TRANSCULTURAL STUDIES STUDENTS

EACTS-6135 Krishnamurti, Bohmian Dialogue, and Inquiry (3 units) OP
This course is an exploration into the process of dialogue for both individual and group learning derived from both participatory and spiritual paradigms. We examine the theoretical and methodological perspectives on dialogic praxis offered by J. Krishnamurti and David Bohm, including the practice of presence, deep listening, participatory thought, and proprioception of body and thought. Engagement with dialogue provides insights into creation of shared meaning, self-observation, and the nature of collective thought, as well as applications to integral and liberatory practice as set out by Paulo Freire. The course is designed to contribute to growth of consciousness, a new awareness of selfhood, and community building.

EACTS-6142 Yoga Sutra of Patanjali (3 units) OP
Study of the Yoga Sutras of Patanjali in the context of commentaries and sub-commentaries, with an emphasis on the diversity of interpretation.

EACTS-6145 Hindu Tantra (3 units) OP
What is Tantra? This class surveys some of the key texts, traditions, schools, rituals, and philosophies that form its foundations and historical development. Frequently misunderstood by outsiders, the secretive, spiritually radical traditions collectively known as Tantra mediate philosophy, ritual, and mystical insight through the vehicle of the body as a kind of spiritual technology. Tantra has historically been practiced by all layers of society for at least the last 1500 years, driving significant transformations in the history, practice, and understanding of Hinduism itself. We will explore key concepts such as mantra, yantra, kundalini, yoga, Shiva-Shakti, the chakras, diksha, and Tantric concepts of gender, as well as some of the philosophical developments in various major Tantric schools, including interactions with Buddhism. We will also explore Tantra in modernity, including neo-Tantra and various modern appropriations of the tradition. Students will gain a basic theoretical foundation of Hindu Tantra from which they can embark on their own deeper personal and experiential explorations.

EACTS-6191 Ancient Chinese Landscape Poetry and Spiritual Ecology (3 units) OP
Ancient Chinese landscape (Shanshui mountain-river, in Chinese) poetry and paintings are a unique genre remarkable for their spiritual transformation as well aesthetic appreciation of Nature and Daoist cosmology. This course explores the characteristic features of landscape poetry including dissolving the subject/object dichotomy, timeless, selfless spontaneity and the dramatic manifestation of the experience of expansive mind in identity with the mountain and rivers. An emphasis will be put on exploring the way in which each poet viewed the natural world and how their heart-minds may have been transformed into Daoist spirituality, which is best described as spiritual ecology in contemporary discourse. We will take the time to cultivate ourselves spiritually as we quiet our minds prior to reading and discussing the poems, and walk mindfully outside in the natural world while reflecting on their meanings. RESTRICTED TO EWP ASIAN CONTEMPLATIVE and TRANSCULTURAL STUDIES STUDENTS

EACTS-6778 Shakti: Hindu Goddesses and Feminine Power (3 units) OP
What does it really mean when God is a woman, and the power of the cosmos is feminine? In this class we will explore the theology, philosophy, politics, and power of gendered divinity in Hinduism, reflecting on religious experience, spiritual embodiment, and identity. We will engage with primordial goddesses of early Indus Valley civilizations, assimilation of Indigenous goddesses, and the development of the Great Goddess and feminine force (sakti). We will read and analyze core Hindu texts, including Vedic literature, the Pura?as, and Tantras, with special focus on the most important texts of Sakta (goddess-focused) literature, such as the Devi Mahatmyam. We will investigate and reflect on folk tales; Indigenous resistance to dominant narratives; goddess possession; folk, orthodox, and Tantric ritual; and representations of female power and divinity in popular art and poetry. Finally, we will look at the ways in which Hindu Goddesses and feminine concepts of power manifest in the modern world, including in the Hindu diaspora, new age and Neopagan movements, Indian feminist thealogy, and major female gurus. PRIORITY TO WOMEN'S SPIRITUALITY STUDENTS AND EACTS STUDENTS.

EWP-6000 East-West Psychology Community Retreat (1 unit) Pass/No Pass
This is an off-campus retreat for all new M.A. and Ph.D. students. Emphasis placed on community building, storytelling, interactive exercises, and interpersonal communication skills.

EWP-6001 Introduction to East-West Psychology (2 units) Pass/No Pass
Intro to EWP is a foundational class which 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 towards 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, as well as Earth based traditions and practices; including eco-psychological practices and approaches. Through readings, class presentations, experiential and interactive practices, students will deepen their inner knowing, community knowing, and relational ways of being.

RESTRICTED TO EAST-WEST PSYCHOLOGY STUDENTS OR BA/ACCELERATED M.A. IN EAST-WEST PSYCHOLOGY STUDENTS

EWP-6010 The Enchanted Imagination (3 units) OP
All religious ideas are products of or, if understood as revealed, filtered through the imagination on their way to expression in both theory and practice. The central question that will be addressed in this course is what role does the imagination play in the creation, preservation, and transformation of religious thought? Students will explore the breadth, depth, and diversity of religious expression with an emphasis on the imagination in a variety of genres from descriptions of ritual-somatic practices (e.g. meditation, yoga, martial arts), sacred texts (e.g., philosophical, devotional, esoteric), and the arts (e.g. imaginative literature, music, dance, and the visual arts).

EWP-6011 Nondual Perspectives in Spiritual Counseling (3 units) OP
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. PRIORITY REGISTRATION TO EAST-WEST PSYCHOLOGY STUDENTS

EWP-6012 Intuition in Bergson, Deleuze and Sri Aurobindo (3 units) OP
Post-Kantian modern epistemology assumes that it is impossible for humans to know "the thing-in-itself." A few modern and contemporary thinkers have challenged this assumption by posing alternative epistemological foundations accessible through forms of praxis. This course considers three such thinkers, the French philosophers Henri Bergson (1859-1941) and Gilles Deleuze (1925-1995) and the Indian philosopher-yogi Sri Aurobindo (1872-1950), who have all approached the problems of knowledge and action through intuition. For all of them, intuition is a power of thinking that surpasses the limitations of logic and reason, opening and expanding (post) human potential. By distinguishing between an experiential understanding of space and time, Bergson claims to contact the thing-in-itself through its subjective becoming in duration. This is not achieved through reasoning but through a praxis of intuition. Deleuze, who was profoundly influenced by Bergson, holds out that intuition for Bergson is not a spontaneous mysticism but a methodical praxis. He also builds his own theory of creative action on Bergson's intuitive praxis. Sri Aurobindo draws on the Upanishads and yoga philosophy to develop an epistemological framework for knowledge-by-identity approached through the development of an intuitive mind. The course will look at the texts of these thinkers which deal with these theories of practice and query the possibilities of knowledge opened by them.

EWP-6014 Civilizations in Transition: From Shadow to Soul (3 units) OP
In C.G. Jung's analysis, the modern person's alienation from their own soul is at the root of many psychological, cultural and ecological problems. An important part of this estrangement has to do with our relationship with the "shadow", those aspects of the psyche that are repressed and rejected because they seem unacceptable to the conscious personality. Befriending personal, ancestral, and cultural shadow elements - and integrating them alongside the precious parts of our individual and collective fabrics - opens up possibilities to overcome conflicts 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 collective shadow legacies and shadow narratives. Drawing primarily from depth psychology, but also from Buddhism, neuroscience, epigenetics, trauma therapy, family constellations as well as other frameworks, this class explores personal and collective contexts to understand, reimagine and evolve shadow elements. In a safe and supportive environment, students explore their own life and heritage in the pursuit of consciousness and transformation.

EWP-6015 Integrative Seminar (1 unit) OP
Taken during their last semester of coursework, this seminar provides the opportunity for M.A. 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. RESTRICTED TO M.A. EAST-WEST PSYCHOLOGY STUDENTS

EWP-6021 Hermeticism: An Earth-Honoring Path of Wisdom, Imagination, and Action (3 units) OP
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 unit) Pass/No Pass
Self, Community and The World: Relational Ways of Being is a foundational community-building class designed to assist students to 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.

EWP-6023 Psyche, Reciprocity and Earth: Sacred Earth Practices for Living andResilience (3 units) OP
This online course is designed to assist 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 eco-psychological 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 Ph.D. Seminar: Civilization in Transition - From Shadow to Soul (3 units) OP
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, as well as 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.

EWP-6025 The Dharma of the Earth (3 units) OP
Based on Joanna Macy's pioneering work, this course explores various approaches that conceive of our planet-home as a wise teacher tirelessly signaling the way back to our true nature. Eastern contemplative traditions, systems thinking, permaculture, and ecopsychologies help nurture a fresh outlook of Earth as home, teacher, healer, and self. Through lectures, experiential exercises, ritual, and dialogue, participants will be invited to awaken to their earthly expression, disarm their own actions that systematically endanger the planet, and connect with an enlarged sense of vitality and purpose. The question will be asked: "How might we cultivate a deeper, life-affirming engagement with ourselves and the living Earth in the midst of global unrest and widespread overwhelm?"

EWP-6026 Magic, Mysticism, and the Occult Traditions in the West (3 units) OP
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 the19th 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 units) OP
Marie-Louise von Franz is considered by many to have been psychologist C. G. Jung's most gifted pupil. Possessed with 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, Mysticism, and the Occult Traditions in the East (3 units) OP
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 the 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 South and East Asia, and Hindu, Buddhist, Jain, Taoist, and Indian Sufi schools of thought.

EWP-6029 The Living Symbol: Mahabharata and Cosmic History (3 units) OP
A sprawling epic of over two million words that spans multiple generations, the Mahabharata is a journey through what C. G. Jung called 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 lead 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 own unique biography through an exploration of the mysteries of balance and imbalance, being and becoming.

EWP-6031 Awakened Warriorship in the Modern Age (2 units) OP
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, which shape, define and characterize the awakened warrior's life, its application to sacred activism and to social, environmental, and indigenous justice.

EWP-6032 Ancient Ways of Leadership (3 units) OP
Moments of challenge and crisis shape, craft, and reveal genuine leaders. Our current global situation is certainly no exception. A host of contemporary global crises have taught us that it is prudent to prepare-anticipating various readjustments socially, economically, and materially-to all that may come in the future. 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 wisdom and experiences of Indigenous peoples accumulated over thousands of years, 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 units) OP
This course aims at deepening an understanding of contemporary research based on an examination of the ethics and hermeneutics of transcultural processes. 21st 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 units) OP
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 9th century BCEto the 2nd century BCE and deals with questions of knowledge (jnana) and bliss (ananda). The Bhagavad Gita is a synthetic text embedded in the epic Mahabharata and 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 units) OP
This course introduces the vocabulary of Indian philosophies (darshan) and psychospiritual praxis (yoga) contextualized historically and by tradition. Students taking the course would 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 Family Journeys (3 units) OP
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 — nurtures 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 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 and for the final paper will include one of the following areas: a) preparing a personal migratory map and briefly exploring the identify 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 units) OP
Yoga is a term with both a broad and a 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-6045 Jung and Nature (3 units) OP
C. G. Jung was among the earliest psychological thinkers in the modern West to realize how intimately the human psyche remained linked to the natural world. Many of his key insights about that relationship are especially relevant now, in our time of ecological crisis, a time anticipated by writings in Jung's journals and in his emphasis on returning to nature in order to maintain health and balance. This course will explore Jung's often complex relations with the world outdoors and survey the tools he left us for tracing the world's influence into the depths of mind and mood, health and dream. PRIORITY REGISTRATION TO EAST-WEST PSYCHOLOGY STUDENTS.

EWP-6046 Jung, Nonduality, and Ecopsychology (3 units) OP
This course offers an interdisciplinary exploration into the transpersonal dimensions of ecopsychology. The course will take place offsite at a farm where we will learn nondual meditative practice and investigate the implications of applying these practices to depth and ecopsychological perspectives.There will be a strong experiential component to the course.

EWP-6047 Re-store/ying OurSelves, Re-Store/ying Our World (3 units) OP
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-6049 Qigong and Inner Alchemy (3 units) OP
Qigong is the modern Chinese word to cover 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, taiji quan and inner alchemy (neidan shu) are specific qigong practices based on Daoist yinyang and spiritual philosophy. This course introduces basic concepts of qigong and inner alchemy. The core practice focuses on qigong meditation and the thirty-four (34) movements of taiji neigongthe art of building up one's vital energy (qi)and transforming it into psycho-spiritual power (shen), the fundamental and essential practice of inner alchemy.

EWP-6051 Eastern Theories of Self, Mind and Nature (3 units) OP
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-6053 Jung and Alchemy (3 units) OP
Psychologist C. G. Jung argued that the alchemists, ignorant of the principles of modern science, spontaneously projected unconscious contents onto the substances with which they worked. In the process, they created an extraordinary body of speculative proto-science that viewed the natural and spiritual worlds as a unified whole where "what is below is like what is above." The ultimate goal of alchemy was divinization-the transmutation of the lead of the immature, worldly person to the gold of the mature, spiritualized individual. In this class we will explore the history of alchemy as a cross-cultural phenomenon, assess the differences between its various cultural expressions, analyze how Jung saw in it a mirror of what he called the individuation process in the modern individual, and consider its relevance for our own psycho-spiritual maturation.

EWP-6055 Subtle Beings, Subtle Worlds (3 units) OP
When we hear the words "angels," "demons" or "ancestral spirits" what images do these conjure in our imaginations? What about "elementals," "devas and asuras," "jinn," "orishas"? Do the words Dis, Yin Jian, NÃ¢-KojÃ¢-AbÃ¢d, loka, and faerie raise in our mind's eyes the worlds they represent? Both materialistic sciences and religious dogmatism drove the rich array of beliefs and experiences of such beings and worlds underground but they have persisted the world over. In this course we will study a variety of subtle beings and subtle world from the world traditions in order to enrich our understanding of the depth and complexity of beliefs and experiences of these entities and their realms.

EWP-6074 Western Mystical Traditions - Judaism, Christianity, and Islam (3 units) OP
In this course, students will learn about the mystical traditions and contemplative practices of the Abrahamic (i.e., descending from the patriarch, Abraham) faithsJudaism, 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 Unfolding Soul (1 unit) OP
Transformation begins in our sensing, perceiving, feeling, and moving body, in which our psyche is embedded. The non-verbal language of the expressive arts invites us to give embodied creative expression to the souls' images. Participants in this course give creative voice to the body in the healthful unfolding of the psyche through drawing, painting, movement, collage, voice, and other symbolic embodied practices.

EWP-6103 Eco-Practicum: Ecopsychology Beyond the Classroom (3 units) OP
In this course, students will deepen and integrate their understanding of ecopsychology by exploring how it can be applied to personal and planetary challenges. Students will focus on a socio-ecological issue, cycling through periods of introspective contemplation, observation, and action around such topics. Through these cycles of engagement, students will gain insight into what psychospiritual dynamics facilitate or block socio-ecological change, while deepening their mind-body-spirit participation in collective transformation.

EWP-6104 Ecopsychology: Nature, Psyche, and Resilience (3 units) OP
The current cultural episode of rapid transformation and ubiquitous turbulence requires the cultivation of intrapsychic and relational support systems in service of personal and societal resilience. The course will introduce the theory and practice of ecopsychology, alternating between exploring the deep psychological roots of the environmental crisis and offering ways of navigating the psychospiritual experience of environmental degradation. We will create a grounded context for conscious eco-advocacy and learn techniques for forging a deeper connection with non-human nature. The course will consider how a practitioner can be an alchemical crucible where eco-grief, rage, and anxiety can be harnessed towards environmental pro-action. We will look at ways to manage the tension between despair and holding an integrity of response to a vast and changing system that far exceeds personal experience. In addition, the course will expound multiple nature-based approaches that make available fresh psycho-emotional resources in allegiance to life's web. PRIORITY REGISTRATION TO EAST-WEST PSYCHOLOGY STUDENTS.

EWP-6105 Internal Art of Taiji Quan (2 units) OP
Taiji quan (tai chi chuan) is a profound internal art rooted in Chinese philosophical concepts such as taiji (supreme ultimate), yin-yang, and qi (vital energy). This course introduces the fundamental principles and essential practices of taiji quan as a mind-body unity discipline that promotes health and vitality. The core content includes a short form of Wu-style taiji quan, standing meditation, and an embodied understanding of taiji quan classics. Through in-person instruction, group practice, and

supplementary video presentations, students will learn to cultivate vital energy through tranquil movements and achieve greater alignment of their subtle and spiritual bodies.

EWP-6106 Rites and Symbols of Transformation (3 units) OP
Wisdom traditions offer a variety of roadmaps aiming to illuminate the transformative potentials of the human condition. These offerings, if carefully and sincerely attended, open the possibility of an ongoing journey of psychological development and spiritual fulfillment founded upon a seemingly endless source of redemptive knowledge and loving presence. In this course, we will engage in a cross-cultural exploration of motifs, patterns, and images that inform the process of psycho-spiritual transformation as an organic expression of the archetype of death and rebirth. Particular attention will be paid to the varieties of transformative experience-along with its perils and promises-as present in Eastern, Western, and Earth-based rites and symbols and their relevance to the spiritual practitioner in a contemporary context. Getting acquainted with the patterns of transformation, of death and rebirth, provides a helpful reference to navigate inner experiences more skillfully in service of a life of meaning, value, and purpose.

EWP-6107 Ecopsychology and Expressive Arts: Reawakening the Wild Heart of Being (1 unit) OP
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 l unfold within an exploration of the growing field of ecopsychology and its urgent appeal to develop an ecological self.

EWP-6108 Ecopsychology: Foundations, Applications, Frontiers (3 units) OP
This course provides students with an overview of the field of ecopsychology. After explicating the foundations of the discipline, emphasis is placed on contemporary applications and challenges in light of the current ecological crisis. The course includes training in wilderness practices.

EWP-6109 Original Thinking: Land, Language, and Consciousness From East-West and Indigenous Perspectives (3 units) OP
Where do our thoughts come from? Is it possible to have an original thought? How is our thinking creating the world and what is now emerging? What does it mean to be human? This course explores questions such as these as it delves into the origins of thought and the root of the divide between Indigenous and Western consciousness. This is a course in ecopsychology because it traces the origins of our thinking to nature-but it is also a transdisciplinary leap into the confluence of land, language, culture, art, science, East-West and Indigenous consciousness. We explore the shift in Western thought within the past 600 years since the advent of linear perspective in art and how that shift in worldview has affected the course of modern science. We investigate how the West devalued place in favor of time, severing millennia of tradition and jeopardizing not only our future survival, but that of many other species. And finally, we look at the emergence of quantum theory as a potential movement full circle back to Indigenous and Eastern ways of knowing.

EWP-6110 Spiritual Ecologies (3 units) OP
How's our deepest spiritual impulse aptly expressed in our current times? The fertile intersections amongst spiritual and religious pursuits and planetary realities presuppose that the recovery of life's sacredness provides a fundamental vantagepoint to better navigate personal trials and tackle the climatic and socio-ecological crises of our day. This course investigates the landscape of spiritual ecologies of our time, whose theory and praxis point at an underlying response of reverie, awe, and respect to the mystery of creation. Based on the animistic roots of spiritual experience, we will delve into a variety of Earthly cosmologies-along with their key proponents-that conjure a reenchantment of humans and world, including neo-animism, earth mysticism, green religions, deep ecology, Gaia theory, and spiritual ecology. In so doing, we will explore various spiritual and religious approaches in harmony with person and planet.

EWP-6112 Wilderness Rites of Passage (3 units) Pass/No Pass
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 for themselves the initiatory threshold in a safe yet challenging way with a solo vision quest in the wilderness. The ceremony follows the traditional stages of a rite of passage: severance (leaving behind what is familiar); threshold (the actual solitude and fasting); and reincorporation (return to the community with gifts and insights). PRIORITY REGISTRATION TO EAST-WEST PSYCHOLOGY STUDENTS AND BA/ACCELERATED M.A. EWP STUDENTS

EWP-6113 Buddhist Psychospirituality through Asian Art (3 units) OP
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, Avalokiteshwara, 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 (0 units) OP
This immersive research experience in Auroville, India is a study of a social community of integral living. Those students registering for four units also take guided outstation study trips to some of the awe-inspiring artistic monuments of South India. Registration cannot be conducted online; contact the EWP program for full information.

EWP-6117 Ecospirituality: Creative Expression Touching the Sacred Within and Without (1 unit) OP
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 units) OP
More than two thousand years ago, small groups of reflective and educated seekers living in the Eastern Mediterranean region began forming study circles. These circles featured teachings and rituals designed to offer access to the spark of the divine inside us. As they met and prayed, they also told stories, and these became the Gnostic gospels; gnosis refers to a spiritual knowing through direct experience as enriched by ceremonies, conversation, and reimagined mythology. In this course we will study their texts, inquire into the nature of their kind of gnosis, and explore how Gnosticism made a resurgence and now informs many areas of modern life.

EWP-6122 Enchantivism: Transforming Culture with Stories of Inspiration and Hope (3 units) OP
Too often, the language of reform and social change is permeated by negative information, depressing statistics, and emotion-numbing catastrophic scenarios. In this course we will examine many examples of the uses of story and inspiration for energizing ourselves and each other. Enchantivism is for non-heroes who either never felt called to direct activism or have served as activists and become burned out with it. We will explore how changing the story changes the entire game.

EWP-6125 Integration of Expanded States of Consciousness (2 units) OP
Directed to non-clinical students, this course is a co-participatory inquiry into approaches, theories, and practices that support the process of metabolizing induced and spontaneous experiences in non-ordinary 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, as well as 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. PRIORITY REGISTRATION TO EAST-WEST PSYCHOLOGY STUDENTS.

EWP-6126 Advanced Ph.D. Seminar: Jung and the Sacred (3 units) OP
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 Jungs 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.

EWP-6127 Introduction to Dreamwork (3 units) OP
This course provides students with a foundation of traditional and contemporary theories about dreams and dreaming and develops techniques for interpretive, non-interpretive and integrative approaches, drawing from depth psychology, archetypal psychology, Gestalt psychotherapy, as well as from transpersonal and indigenous approaches. The class uses lecture, discussion as well as multi-modal inquiries and embodied practices to facilitate the unfolding and understanding of dreams. The experiential aspect of this course is designed for a meaningful and safe 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. PRIORITY REGISTRATION TO EAST-WEST PSYCHOLOGY STUDENTS.

EWP-6128 Integral Yoga Psychology (3 units) OP
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, 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-6133 Science, Spirituality, and Politics: Revisioning the Pivotal Role of Native American and Eastern Perennial Wisdom in the Shift from the Anthropocene to the Integral Age (3 units) OP
The mainstream scientific historical narrative justifies its beliefs and values through the elevation of the human as separate and transcendent from nature and the concomitant myth of linear, human progress. Science is considered the pinnacle of human achievement; all other ways of knowing are depicted as lagging behind and inferior. While the scientific and industrial revolutions indisputably improved the economic standard of living for much of humanity, there has been a shadow side to scientific progress: the marginalization, subjugation, and near erasing from history of Indigenous traditional ecological knowledge and other non-Western (more holistic) perennial wisdom. In the United States, a myopic view of history has most of us believing our nation was founded solely on enlightenment values, when in truth the United States was originally a hybrid of enlightenment and Native American philosophies. Many of our most cherished beliefs, such as liberty, equality, and natural rights, were influenced by, or directly appropriated from, Native America; yet it is only in the past quarter century this has been acknowledged. The reemergence of Indigenous knowledge, coupled with the surge of Eastern perennial wisdom since the mid-twentieth century (supported by institutions such as The California Institute of Integral Studies), enables this course to explore a dynamic juxtaposition of Native and Eastern ways of knowing with leading-edge Western ecological, scientific, and political thought. Such an awareness is imperative if we are to meet the enormous ecological challenges of today and imagine positive (non-dystopian) futures that will successfully manifest a shift from the Anthropocene to Integral Age.

EWP-6135 Yoga of the Earth Community (3 units) OP
If the rampant ecological crisis is fundamentally seen as a crisis of human consciousness, what are the essential issues we are to tend to in order to move toward personal liberation and planetary healing? This course is centered on an ecopsychological interpretation of Patanjali's five mental afflictions (avidyā, asmitā, rāga, dveṣa, abhiniveśā), which not only help unveil the inner dynamics of human suffering but serve as a roadmap to ameliorate the suffering of the Earth community as a whole. The resultant eco-psychic afflictions (eco-anosognosia, human superiority complex, environmental despair, biophobia, global dread) and their various levels of expression focus our healing efforts by procuring their transformation into elixirs of connection, guidance, and awakening. Nourished by Indo-Tibetan yogic traditions and other wisdom traditions, this kind of planet-wide yoga, the yoga of the earth community, cultivates the gifts of the (eco)mind needed to move beyond the ecological crisis.

EWP-6136 Joanna Macy and Earth's Dharma (3 units) OP
Rooted in Joanna Macy's pioneering work, this course explores various approaches that conceive of our planet-home as a wise teacher tirelessly signaling the way back to our true nature. Eastern contemplative traditions, systems thinking, permaculture, and ecopsychologies help nurture a fresh outlook of Earth as home, teacher, healer, and self. Through lectures, experiential exercises, ritual, and dialogue, participants will be invited to awaken to their earthly expression, disarm their own actions that systematically endanger the planet, and connect with an enlarged sense of vitality and purpose. All the while we will highlight the various eco-dharmic contributions of Macy's work to the "Great Turning", or a shift toward life-honoring ways of being. The question will be asked: "How might we cultivate a deeper, life-affirming engagement with ourselves and the living Earth in the midst of global unrest and widespread overwhelm?"

EWP-6137 Into the Depths of a Living Earth: Deep Regeneration and Service (3 units) OP
In what ways might we allow ourselves to move beyond limitations to surrender to the regenerative capacities of the living Earth? How do we better face the rampant socio-ecological challenges of our day, honor our unique gifts, and partake in the creation of a flourishing world for generations to come? By inviting us into the depths of our humanity, this immersive, 10-day course in the Yucatán Peninsula of México follows the deep structure of a rite of passage, facilitating a transition into an eco-cosmological identity in connection to the world's powers. It is from such a widened sense of "I"- shaped by ongoing opportunities of contemplation, ritual, study, cultural explorations, community, and direct contact with wild nature-that a vivid sense of belonging, fortitude, and compassion often ensue. Rooted in various psycho-spiritual developments and Earth-honoring traditions, the course helps the student unveil the intimate network of relations that sustain their being and provides an immersive opportunity to delve into a path of homecoming and service.

EWP-6140 Western Mysticism and Esotericism: History and Practice (3 units) OP
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 time. Major Western contemplative schools such as

Jewish Kabbalah, Christian mystical practices descending from Dionysius the Areopagite, and Islamic Sufism will be considered in relation to the magical, alchemical, and theosophical schools and practices that developed alongside them.

EWP-6145 Comprehensive Studies: Literature Review (3 units) OP
Comprehensive Studies: Literature Review is designed to guide students through the process of developing a literature review of relevant scholarly work within the realm of East West Psychology, specifically focusing on the requirements for the Comprehensive Exam. This exam, taken at the end of the course, will pertain to preparation for the literature review section of their dissertation proposal. Students may only attempt this exam twice in two successive semesters. This course is intended for doctoral students in good standing with the program. Prerequisites for registering for this course are successful completion of all required and elective coursework in the East West Psychology Ph.D. Program at CIIS (exceptions with permission of the program chair).

EWP-6149 Animal Dreams: Visitations from the Wild Psyche (1 unit) OP
This course suggests a shift from an anthropocentric to an eco-centric sensibility toward the dreaming psyche as a doorway to genuine care for the Earth. When at night in our dreams we are visited by other-than-human inhabitants of our planet, the Earth's psyche discloses itself to our own primal soul, our Earth-soul. Animal dreams help us to reflect on what the living Earth is asking of us today. Throughout our sessions, creative practices deepen our attunement to the animals and life forms who visit in our dreams.

EWP-6157 Krishna, Buddha, Christ, and Sophia (3 units) OP
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 units) OP
This course is an experiential, hands-on exploration of leadership that arises from inner wisdom and core values, and which carries great potential to foster personal, professional and/or planetary transformation. Self-reflection and psychological and spiritual awareness will be explored as foundational for empowering leadership, where self and others are enabled toward greater personal and professional expression in the world, and a more profound sharing of one's gifts in the workplace and community. Over the course of the semester, students conceive and manifest a leadership project from start to finish. Students will explore a variety of leadership approaches, practices, and theory including those that, (a) access vision, courage, and the ability to understand complexity and co-create new patterns, paradigms, and possibilities in any area of life, (b) are based on one's deepest wisdom, values, integrity, authenticity, compassion, creativity, and peace-making, and (c) speak to embodying change, designing change, and actualizing change in the world with specific results. Students will also learn and practice skills and tools for enhancing clarity of purpose, passion, commitment, emotional and cultural intelligence, and one's purpose in the world, as well as leadership skills related to cultivating resilience. This course is a core requirement for the Eco-Resilience Leadership Certificate offered through the East-West Psychology department.

EWP-6203 Energetic-Body Cultivation and Somatic Spirituality (3 units) OP
This course provides in-depth exploration of the relationship between the energetic-body cultivation and spiritual awakening and healing. Somatic spirituality refers to a variety of esoteric traditions, whose fundamental practices are based on the art of building up one's vital force (e.g., qi), guided by transcendent wisdom. Psycho-spiritual opening and realization ensues only with the flow of refined and transformative energy. In this course, we focus on the doctrines of two such traditions: Daoist inner alchemy and Buddhist tantra. In addition to textual study, practicing distinguished techniques of meditation and body works is part of the inquiry. Class discussions will have an emphasis on issues of translation and interpretations in different historical-cultural contexts.

EWP-6204 The Body in the Transformation of Consciousness (1 unit) OP
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 units) OP
James Hillman, founder of Archetypal Psychology, bases his explorations on a complex metaphorical strand derived primarily from C.G. Jung's ideas, methods, and deeper attitudes. An ingenious and pioneering heir to Jung, Hillman liberates himself from scientific and therapeutic constraints within modern psychology and

seeks his grounding in imagination and the realms of soul-making, anima mundi and the poetic basis of mind. This course focuses on both, a scholarly exploration of some of Hillman's creative and often radical ideas, as well as on an embodied inquiry process, working with dreams, poetry, art and myth, to become familiar with the Archetypal approach and reflect upon one's personal mytho-poetic journey. 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 units) OP
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 infuse our psycho-spiritual 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 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 psycho-spiritual approaches used to assess and relieve emotional distress in patients and caregivers facing mortality, dying, and bereavement. RESTRICTED TO EAST-WEST PSYCHOLOGY STUDENTS

EWP-6275 Dhvani, Resonance, the Poetics of Sound, and Quantum Listening (3 units) OP
This course provides an interdisciplinary inquiry into the concept of Dhvani, meaning resonance, the core matrix from which Nada or Sound arises. We will explore how Dhvani relates to the act of aesthetic suggestion, which underlies poetry and other forms of creative expressions - essential processes for freeing the imagination and cultivating spiritual aspiration.

EWP-6305 Integral Ecopsychology (3 units) OP
By examining the multidimensional bond between humans and earth, integral ecopsychology sheds light on the intimate allegiance between Earth, psyche, and the sacred. In this way, the planet itself and its biorhythms are conceived as the vibrant source of human sustenance, wellbeing, and fulfillment. Based on the anthropocosmic idea of a hidden correspondence between micro and macro, person and cosmos, human and the divine, this course will examine the various schools of thought that facilitate ecopsychology's connection with the sacred. While revising the history, foundations, and frontiers of ecopsychology, we will center on the inclusion of spiritual and religious wisdom into ecopsychological understandings of health, self-discovery, and ecological stewardship. The anthropocosmic vision of an integral ecopsychology aims to reevaluate the role and function of our species within the global ecosystem while unveiling the numinous dimensions of creation-our own psycho-spiritual nourishment ultimately depends on an ability to behold the sacredness of earth.

EWP-6310 Prefiguring Utopian Societies (2 units) OP
Prefiguring Utopian Societies examines a wide range of contemporary practices that seek to articulate diverse and inclusive forms of societal development, beyond the capitalist mainstream: from participatory democracy to cooperative economy to holistic education to ecological sustainability. Designed to bridge participants in both academic and activist contexts, the course uniquely offers a combination of scholarly analysis and experiential skill-building. In so doing, it articulates a prefigurative response to the 'ivory tower' critique of academia, and seeks to inspire participants to critically engage with and enact a 'politics of hope' in response to the multiple crises of our time.

EWP-6315 Meditation in Buddhist and Daoist Traditions (3 units) OP
This course explores the philosophies and practices of meditation in Buddhist and Daoist traditions. Although meditation has been scientifically proven to relieve stress and anxiety, deeper understanding of its spiritual roots and cultural contexts is the foundation for successful practice. In addition to calming the mind, Buddhist insight/ analytical/ contemplative meditation attempts to free people from emotional sufferings through understanding how the mind works and seeing the true nature of reality while Daoist energetic meditation (inner alchemy) transforms tangible subtle energy into highly spiritual forms. Through readings, discussions, and guided meditation exercises, students will learn how to cultivate inner positive energy while facing various life challenges and also become familiar with basic modes of meditation, such as sitting, standing, walking, visualization, and mantra chanting.

EWP-6320 The Dao of Life Cultivation in Chinese Traditions (3 units) OP
Life cultivation (yang sheng in Chinese), refers to the realization of sublime human potentialities by following the Dao or Heavens way of living. An important concept since ancient times, life cultivation consists of a variety of practices based on two distinct philosophical traditions, i.e. Daoism and Confucianism. This course explores the idea of life cultivation with a focus on the holistic and aesthetic modes of living rooted in Chinese cultural tradition. Subjects include Daoist philosophies, Confucianist ethics, principles of traditional Chinese medicine, and the spiritual expressions in traditional music, calligraphy and paintings. Students will have hands-on experiences in class.

EWP-6321 How to Cultivate Qi (Life Energy) (1 unit) OP
In this one unit 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 wellbeing.

EWP-6325 Psyche, Self, and Nature (3 units) OP
This course offers students an opportunity to engage deeply in an exploration of Jungs 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 nondual lens, shifting our understanding of Self and its relationship to the whole. Several meditative practices and active imaginations will be explored. There will be a strong self-reflection and experiential component to the course.

EWP-6326 Chinese Body-Mind Healing Systems: An Interdisciplinary Approach (3 units) OP
This course adopts a cross-disciplinary approach — drawing on Chinese philosophy and cultural history, traditional Chinese medicine, and medical anthropology — to the study of Chinese body-mind healing systems. We will study and analyze the basic concepts and theories of traditional Chinese medicine in its philosophical and cultural context. The course will emphasize the following components: (1) comprehensive study of fundamental concepts and theories of traditional body-mind healing systems, i.e. qi, yin-yang, five phrases, acupuncture meridians, integrative Chinese and Western diet and nutrition; (2) basic pattern diagnostic skills and applying healing principles, food and diet recipes to restore balance and improve health. (3) increased awareness and critical assessment of conventional health regimens.

EWP-6327 Transformative Themes in the Upanishads (3 units) OP
The Upanishads are the earliest proto-philosophical texts of India. Upanishad literally means to sit near and refers at once to close circles of initiates and a language use expressive of intimacy to the truth. Part of a vast oral tradition of yoga, these texts thus use language as a means of praxis, as much poetry as philosophy. They are primarily contemplative texts, developing a variety of means for approaching nondual experience. In this course, we will consider passages from the principal Upanishads with a view to understanding its transformative devices, their relation to yoga practice, and the goals they work towards.

EWP-6329 Conscious Diversity: Inner and Outer – A Diversity Process Class (2 units) OP
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. RESTRICTED TO EAST-WEST PSYCHOLOGY STUDENTS

EWP-6330 Knowledge Work and the Modern Academy (1 unit) OP
This course will introduce the modern knowledge academy as a form of discourse and culture. With its roots in the 17th c. European Enlightenment, the modern knowledge academy is a decentralized global space of research held together by methods of knowledge production, expression, exchange and archiving, a culture of plurality and evidence-based critical reasoning. The course will also discuss contemporary and revisionary trends in academic thought and culture. RESTRICTED TO EAST-WEST PSYCHOLOGY STUDENTS

EWP-6331 Bridging Divides: Using Principles of Liberation Psychology and Sufism for Building Community (3 units) OP
In this course, students will undergo a basic understanding of how to bridge cultural divides using principles of Liberation Psychology and a basic knowledge of Sufism and Eastern Shamanism. This course will use Islamic culture and beliefs as working example. Students will learn how to develop a connection, how to communicate effectively, and how to teach and facilitate groups.

EWP-6332 Expanded States of Consciousness and Psychotherapy (3 units) OP
This course explores the interconnectivity of expanded states of consciousness and Western models of psychotherapy. Students will consider how aspects of their lives have been affected by their own past experiences of expanded states of consciousness. Various techniques for accessing expanded states of

consciousness will be discussed, as well as the ways they create opportunities for healing and growth. Emphasis will be placed on the importance of maximizing the benefits of the experience of expanded states of consciousness through preparation and integration. This course will also provide current practicing therapists with tools to better support their clients who are actively experiencing expanded states of consciousness.

EWP-6336 Introduction to African Cosmologies (3 units) OP
This course provides an introduction to the cosmologies of African peoples, centering on Ancient Egypt (Kemet) and West Africa (Yoruba and Dagara). Equal parts attention will be paid to philosophy, culture, and history, with an emphasis on ancestral psycho-spiritualities of contemporary peoples of the African Diaspora. Learning focuses on cultural awareness and holistic healing modalities facilitated by experiential, creative, and collective practices in addition to discussions and papers.

EWP-6340 C.G. Jung Up Close and Personal: An Immersive Experience in Zurich, Switzerland (3 units) OP
This course is a one-week immersion in the life and work of C.G. Jung. During the course, central themes in Jung's theoretical and visionary writings are explored. Besides the scholarly work, the class will embark on an experiential journey of self-discovery using dreamwork and active imagination. Important locations like Jung's home in Küsnacht, his tower retreat Bollingen, the Burghölzli hospital, the Jung Institute and other sites can be visited.

EWP-6365 Awareness Through the Body (1 unit) OP
This experiential course will introduce participants to "Awareness Through the Body" (ATB), an embodied integral yoga practice that enables individuals to explore different planes of the being (mental, emotional, physical, energetic) and how they interconnect, with the aim of harmonizing these around an inmost center. Unique to ATB is its variety of introspective, dynamic, individual and interactive activities, a curriculum that aims to develop an inner state of consciousness that can be maintained while engaging with the outer world. This modality is a core programme of integral education developed in the experimental integral yoga community of Auroville (India).

EWP-6374 Advanced Ph.D. Seminar: Jung's Red Book (3 units) OP
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. RESTRICTED TO EAST-WEST PSYCHOLOGY Ph.D. STUDENTS

EWP-6400 Ritual Magic, Folk Magic, and Witchcraft (3 units) OP
This course will survey the history of Western esotericism and occultism through the magical arts. Beginning with archaeological evidence and the earliest known text on witchcraft known to us, the Maqlu ritual of Babylon, we will survey the parallel development of ritual and folk magic traditions in Western history, exploring notions of high and low magic, social stigmas attached to magical practice and practitioners, and the phenomenon of the magician or witch as the feared other. Topics included will be Solomonic and angel magic, Kabbalah and its offshoots, Agrippa, the grimoire tradition, cunning men and women, witchcraft, witch persecutions, the occult revival of the 19th century, and the Witchcraft revival of the 20th and 21st centuries.

EWP-6401 Roots of American Magic (3 units) OP
In this course, students will survey the history of Western esotericism and occultism through its cultural precursors and influences. Beginning with a survey of indigenous peoples and their spiritual and healing practices, we will turn next to European expansion and the folk traditions and magical orders that came with Europeans to the New World. Next, we will survey African diasporic traditions, their myriad offshoots, and their wide-ranging influence on the development of pre-modern European and American magical traditions. Finally, we will study Asian and South Asian traditions and their influence on the unique experiment in multiculturalism that is America.

EWP-6402 Magic and Earth (3 units) OP
This course focuses on the Western tradition of natural magic and its relationship to the earth and earth-based wisdom. Beginning with a discussion of Animism, ancient and modern, we will look at possible pagan survivals from Old Europe, Medieval Christian notions of natural magic, and traditions of European witchcraft, hedge witchery, cunning folk, Wicca, and fairy, and elemental magic

EWP-6403 Inquiry into True Nature: Exploring Body, Personality, and the Soul (2 units) OP
How does our True Nature move through these various dimensions of our Beingbody, personality and the soul? By opening a space of curiosity — a genuine interest to look at our experience, and developing the skills of deep inquiry, we discover how the force of True Nature moves through our lives to optimize our experience of unfoldment. By sensing and inquiring into the immediate arising of our consciousness, even blocks, distortions, traumas and fears, becomes doorways into where our soul is and how it wishes to develop. Our soul is the vessel through which we have all levels of experience and mature as unique reflections of the Divine. We include

the body because feelings, sensations and the pleasure of awakening are felt there. We learn the Enneagram to understand the complex structure of personality, our conditioning, attentional patterns and where we get stuck and ways we transcend psychological and relational barriers. This experiential, spiritual elective will teach a range of ways to inquire into one's multi-dimensional and psychospiritual unfoldment. This will have deep personal, clinical and spiritual value.

EWP-6465 Classical Chinese Characters (3 units) OP
Chinese written language are pictographic and symbolic scripts. Unlike general language courses which focus on grammar and linguistic theories, this course introduces the cultural history of Chinese language, with emphasis on the meanings and themes of classical Chinese characters and verses that frequently appear in classical and philosophical texts and poetry. In addition, students will learn how to write and read these characters and practice calligraphy with brush and ink.

EWP-6466 Introduction to Chinese Philosophy and Psychology (3 units) OP
This course examines key concepts and psychological components of major Chinese philosophical traditions, including Daoism, 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-6468 Cultural and Political Perspectives in Psychedelic Science (3 units) OP
While biomedical and legal perspectives are predominant in the public debate about psychedelics, the role and contribution of social sciences has been often neglected. This course aims to re-center social science's contribution to the conversation, providing a broad range of perspectives from the traditional uses of psychedelics by indigenous people to the emerging western psychedelic assisted therapies and psychedelic science, and the intersection between the two. Students will consider the cultural, social, historical, and economic context that influences the so-called "psychedelic renaissance" and the current fascination with psychedelics. Topics addressed contextualize the science of psychedelics by paying close attention to issues of diversity, social justice, policy, indigenous knowledge, and commercialization. We will examine gender and sexuality, sexual abuse, ethics, indigenous perspectives on plant medicines, conservation, colonization, tourism, set and setting, open science, intellectual property and traditional knowledge. These perspectives are crucial for deepening our understanding of the expanding future of psychedelic medicine in ways that are equitable and just. PRIORITY TO EAST-WEST PSYCHOLOGY STUDENTS

EWP-6470 Trauma and Spirituality (3 units) OP
The field of trauma studies has evolved significantly in the last few decades. This course will introduce students to a whole-person approach to understanding and treating trauma, which encompasses the biological, somatic, social, cultural, and spiritual dimensions of human nature impacted by traumatic experiences. While learning skills for a trauma-informed approach, this course will discuss individual trauma as well as collective trauma, attending to the impact of socially based trauma, including race trauma, among others. As a result of the limited way spirituality is conceptualized in mainstream trauma theory, this course will discuss a spiritual trauma framework. Sri Aurobindo and The Mother's Integral Psychology will provide a theoretical framework within which the indivisible existential and transcendental aspects of trauma may be understood in a body-mind-psyche-spirit continuum. This course will seek to overcome the limitations of the way trauma is understood in mainstream psychology and psychiatry. This will lead us to a whole-person model of trauma, uniquely positioned to address the multidimensionality of trauma, the diversity of responses to traumatic events, and the uniqueness of individuals' healing and self-integration process.

EWP-6496 Indigenous and Shamanic Traditions (3 units) OP
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-6497 In Search of the Tree of Life: Systemic Constellations and Shamanisms (3 units) OP
The Tree of Life is a powerful representation of human wholeness found in cultures the world over. What is often overlooked is that the potentials of the Tree appear to be enacted by our very own family trees – the virtues, hopes, and traumas of our biological ancestors impinge upon us a profound influence. Through lectures, experiential exercises, ritual, and dialogue, this course focuses on the intersection between systemic constellations and shamanisms, emphasizing the transgenerational dimension of soul that informs all members of the family system. We will explore how unresolved legacies of trauma of previous generations are passed on the family lineage, at once burdening future generations and providing the template for their blossoming. Equally, we will highlight the manifold potentials of connecting with our bright ancestors. By honoring the roots of the family

tree, we may retrieve soul fragments that allow for meeting life more fully and authentically.

EWP-6537 Entheogenic Shamanism (3 units) OP
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. PRIORITY REGISTRATION TO EAST-WEST PSYCHOLOGY STUDENTS

EWP-6539 Shamanism and Origins of the Sacred (3 units) Letter Grade
This course explores the worldviews, spirituality, and methods of tribal shamanic cultures, and explains how they are viable, valid, and necessary in our modern world. Through lectures, writings, and stories, the thought processes of shamanic people are presented.

EWP-6541 Surf Mind: Water, Flow, and the Sacred (3 units) OP
Ocean waves represent the endless power and life-giving rhythms of nature. "Soul surfers" conceive of surfing as a mystical participation with the sacred, whereby an intimate, immersive connection with the universal energies of creation is readily manifest. Furthermore, the meeting place between land and ocean represents a place of enlarged potential, an imaginal ecosystem, a gateway to the deep dynamics of an ensouled world. On the other hand, surfing has had a profound counter-cultural influence and has grown into a multimillion-dollar industry and an Olympic sport with about 30 million practitioners around the world. Drawing from key insights from spiritual traditions East and West, Earth honoring psychologies, and positive and depth psychology, this course centers on the various dimensions of surfing, its aquatic medium, and the coastal imaginal ecosystem as metaphors to best "surf" the waves of the mind and their connection to numinous experience.

EWP-6551 Haridas Chaudhuri and Integral Yoga (3 units) OP
Haridas Chaudhuri, founder of CIIS, can be considered one of the pioneers of integral philosophy. The California Institute of Integral Studies receives the term "integral" in its title in honor of Chaudhuri's thinking. Chaudhuri himself was a spiritual student of Sri Aurobindo (1872-1950), a modern anticolonial activist, poet, philosopher and yogi from India, and his integral philosophy has roots in Sri Aurobindo's integral yoga. In this course, we will look at three major texts of Haridas Chaudhuri, Sri Aurobindo, Prophet of the Life Divine, Being, Evolution, Immortality and Integral Yoga, so as to obtain an understanding of the foundations of integral thought as understood by Haridas Chaudhuri.

EWP-6681 Wisdom Texts, East and West (3 units) OP
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-6682 Respect, Kinship, and Love: an Indigenous and Cross-Cultural Wisdom Perspective (3 units) OP
When the East Indian sage Ramana Maharshi was asked, "How should we treat others?" he replied, "There are no others." From the perspective of the sage, the universe is one being. For similar reasons, the words respect, kinship, and love are basically synonymous in Indigenous cultures. The cosmos is understood to be radically interconnected, comprising "all my relations." On the other hand, Western mainstream cultures, based in languages of subject/object division, see the entire natural world as other. Even romantic partners are spoken of as "significant others." Such a worldview not only inhibits mystical union between lovers; it restricts the concept of kinship to blood relations. Nature is not kin, but "it," not animate, but inert. This course seeks to recover what we lost when we deadened our relationship with the earth and with our fellow humans. Utilizing a variety of sacred texts and poetry, our desired outcome is to embody a heartfelt experience of the human as microcosm of the macrocosm.

EWP-6685 Rage Against the Machine Mind: De-coupling from Internalized Techno-industrial Capitalism (2 units) OP
Rage Against the Machine Mind: De-coupling from Internalized Techno-industrial Capitalism is a course that explores the ways in which our minds, psyches and worlds have been colonized by techno-industrial capitalism and the technological imagination, and explores ways we might de-couple selves and societies from this pervasive lens. Drawing upon the wisdom of ecopsychology, depth and existential psychology, post-structuralism, and Buddhist thought, we will engage in discussion and experiential exercises to unmask layers of techno-industrial capitalist conditioning in our own minds, and formulate a praxis for effecting cultural change from the inside out. This course will culminate in a final project in which students will create and carry out a transgressive action of psychic liberation.

EWP-6752 Transpersonal Psychology (3 units) OP
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-6755 Parapsychology (3 units) OP
Parapsychology is the scientific study of extrasensory perception (i.e., telepathy, clairvoyance, precognition, and retro cognition) and psychokinesis or mind-over-matter (including psychic healing). Research in this field goes back to the founding of the Society for Psychical Research in England in 1882. The discipline has been formally recognized by the American Association for the Advancement of Science since 1969. It also includes the investigation of related areas such as reincarnation, possession, mediumship, and the question of postmortem survival. In this course, students will learn about the phenomena, history, theories and methods of inquiry of this field of research. RESTRICTED TO EAST-WEST PSYCHOLOGY STUDENTS AND ASIAN CONTEMPLATIVE and TRANSCULTURAL STUDIES STUDENTS

EWP-7011 Indigenous Traditions: Ancestral Consciousness and Healing (3 units) OP
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 I (Research Foundations) (3 units) OP
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 post-colonial 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 in 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 units) OP
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 on 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.
PreReq-Take EWP-7034 or EWP-7035

EWP-7040 Researching Contemplative Traditions and Practices – an M.A. Seminar (3 units) OP
This seminar for M.A. students 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, with an emphasis on Asia. The seminar will encourage students to research and present their findings on traditions and practices of their interest. It will also encourage the development of criteria for evaluating the quality of presentations through constructive student feedback.

EWP-7200 Art Practice As Research (3 units) Pass/No Pass
The word research has origins in the Middle French verb recercher, meaning to "seek out, search closely." In this class, we'll seek out imaginative, intellectual, sensory/sensual, and methodological habits and processes that artists engage, searching them closely for the ways they allow us to acquire and integrate new knowledge and contribute generously to the world through art practice. Applying learning from Creative Inquiry for Interdisciplinary Arts and Arts in Context,

students will engage as participants and observers of their artmaking. As preparation for their art practice dissertations, they'll (1) work on an art project, (2) keep an exegetical or research journal of their art-making process, and (3) prepare an integrative reflection.

EWP-7210 Art of the Occult (3 units) OP
The arts have always been an integral part of orthodox religious forms, but they have also been integral to underground currents generally associated with occultism and magic. This course will survey various arts and their application in ritual and visionary work, from stone circles to art installations, Ilanot to contemporary grimoires, cave paintings to graphic novels, ancient epics to modern fantasy and science fiction. We will ask questions about the central place of creativity and imagination in the world of the occult and magic.

EWP-7221 Unconscious Roots of Racism (3 units) Letter Grade
Weaving together ancient as well as contemporary literature, this course posits an ontology of racism as a consumptive and confrontational force. The potential roots and remedies of this force are viewed through the lenses of transpersonal, somatic, and critical BIPOC and Western traditions, including epistemologies, ontologies, and methodologies derived from African American, Kemetic Egyptian, Buddhist, and Native American traditions, as well as Western orientations such as depth psychology. Of particular importance will be reflection on how contemplative, communal, and mythological practices and narratives from these aforementioned traditions might provide insight into understanding and mitigating this force of racism. RESTRICTED TO INTEGRAL AND TRANSPERSONAL STUDIES STUDENTS AND EAST-WEST PSYCHOLOGY STUDENTS.

EWP-7222 Black Science: Community, Creativity, and Consciousness From Alchemy to Africology (3 units) OP
This course helps students discover the psychological benefits of practicing a social science grounded in African-centered episteme, ontology and methodology. Hegemonic postmodernity is confounded by a polycrisis of its own making: climate change, economic inequality, and social division. A complicit social science, conditioned by globalized neocolonialism, is increasingly challenged by cultural contexts on multiple fronts to integrate disconnected epistemologies into holistic solutions. As a transformative transdisciplinary practice, Black Science centers harmony and balance as ontological values for embodying the regenerative consciousness necessary for healing our fragmented world. Its methodological emphasis on collective knowledge production prioritizes a creative collaborative praxis that bolsters the abilities of diverse teams to deliver multidimensional answers to pressing social questions. In a revolutionary workspace of experiential creativity and healing, students will read classical and contemporary accounts of African-centered science of mind and practice a Black Science structured by transdisciplinarity, harmony, and collectivity.

EWP-7224 Psychedelic Rites of Passage: Mysticism and Mythology (3 units) Letter Grade
Psychedelics are renowned for their capacity to potentiate mystical experience, a phenomenon emergent in their use across time and space. In traditional societies, their historical use has often been as part of a rite of passage: an initiation involving the ritual death and rebirth of a person. While psychedelic research occurs primarily in a framework of Western psychology, the insights from the research challenge basic assumptions of the Western paradigm of thought. This course seeks to engage an in-depth, critical inquiry into the relationships between mysticism, mythology, and rites of passage, grounded within the current field of psychedelic medicine. How might psychedelics support the healing of deep trauma through encounters with the mythopoetic? Why is the relationship between the mystical and the traumatic so intimately tied? Where is the line between spiritual emergence and spiritual emergency? Drawing on insights from current best practices on set, setting, and integration, this course seeks to illuminate potential alternative frameworks outside the medical model for potentiating psychedelic experience. Recommended but not required prerequisite: ITP 7227- Defining Psychedelics. PRIORITY REGISTRATION TO INTEGRAL AND TRANSPERSONAL STUDIES STUDENTS AND EAST-WEST PSYCHOLOGY STUDENTS.
PreReq-Take ITP-7225

EWP-7225 Imagined Realities: A Psychological Journey through Fantasy and Myth (3 units) OP
Across time and space, and from multiple perspectives, this class studies remarkable fantasy and myth (FandM) texts, films and art as gates to the exploration of our individual and collective psychologies in the highly diverse cultural context of our contemporary society. In addition to encouraging the students to develop and trust their own unique voices, this class aims to apply psychological and socio-cultural perspectives to the interpretation of FandM works, use imaginative works as gates to expand knowledge of self and others and grasp the centrality and complexity of our shared, imagined realities as potent contexts to living.

EWP-7226 Advanced Topics in Psychedelics: Embodiment, Gender, and Justice (3 units) Letter Grade
As psychedelic medicine re-emerges as a therapeutic treatment, research on potential applications is rapidly expanding: MDMA-assisted therapy for post-traumatic stress disorder, psilocybin for end-of-life anxiety, ketamine for depression, ayahuasca for eating disorders. Is it possible that psychedelics are a panacea? This course engages in a deep inquiry into the possibilities of psychedelic medicine at three crucial intersections of psychological well-being: embodiment, gender, and

justice. Situated from a research-based perspective, it inquires critically into the potentialities of psychedelics and the possible pitfalls. How might psychedelics support the healing of traumas related to embodiment or, conversely, drive dissociation and wounding? What might psychedelics be supporting or revealing in contemporary understandings of gender and sexuality? Finally, it engages with the applications of psychedelic medicine in relationship with social and transformative forms of justice. Recommended but not required prerequisite: ITP 7227- Defining Psychedelics. PRIORITY REGISTRATION TO INTEGRAL AND TRANSPERSONAL STUDIES STUDENTS AND EAST-WEST PSYCHOLOGY STUDENTS.
PreReq-Take ITP-7225

EWP-7229 Foundations of Consciousness Studies (3 units) Letter Grade
This course explores the nature of consciousness studies from the perspective of current theories, research and applications, including the idea that "nonlocal" consciousness is fundamental. Drawing on the work of postmaterialist scientists and the fields of neuroscience, psychology, physics, philosophy, among others, the course also offers first-person experiences that have provoked the question Is Consciousness Primary and the research that supports it.

EWP-7311 Jungian Psychology and East-West Spirituality (3 units) OP
This course explores - through experience and reflection - the meaning, purpose, and practice of the transformative art of spiritual counseling. This inquiry unfolds on the ground of global wisdom traditions and Western psychology. The class provides students with the opportunity to develop knowledge and skills towards their own East-West spiritual counseling practice by embarking on a threefold path that includes a personal inquiry into their own psychospiritual development, practice and paradigms, developing awareness-and-mindfulness-based skills for working with conscious and unconscious layers of the psyche, and exploration of various existential topics related to the spiritual counseling context. PRIORITY REGISTRATION TO EAST-WEST PSYCHOLOGY STUDENTS.

EWP-7518 Existential Posthumanism (3 units) OP
This course critiques humanism as the idea of the human implicit in modernity that has resulted in the global human footprint of the Anthropocene Age which threatens us with ecological, cultural and political disruption. It asks the question of how we can lead our lives to overcome the problems humanism has given rise to. Does this require a new ethics, the creation of new affects, new centers of existence, new philosophies of human being and becoming? What is the place of technology, capital and politics in this transition? Can the spiritual traditions of the past help us and if so, under what conditions?

EWP-7611 Sri Aurobindo and Modern Thought (3 units) OP
This course situates the modern Indian anticolonial activist, poet, philosopher and yogi, Sri Aurobindo (1872-1950), within the thought currents of the 20th c. Bringing his ideas and actions into a comparative frame with other contemporaneous thinkers, such as Vivekananda, Rabindranath Tagore, M.K. Gandhi, Henri Bergson, Teilhard de Chardin, and Rudolf Steiner, the course explores the trajectories of modern nationalism, literature, spirituality, philosophy and esotericism and Sri Aurobindo's contributions to these fields.

EWP-7731 Dreaming the Soul – Dancing the Dream: A Jungian Dream Catcher (1 unit) OP
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-7790 The Art of Listening and the Metaphysics and Aesthetics of Sonic Resonance (1 unit) OP
Within one's perception of the whole space-time-continuum of vibration and the infinite expansion of consciousness, there exists a universe of aesthetic and expressive possibilities of resonance combined with the flow of conscious listening. The first part of this course will introduce transcultural and transformative modes and nuances of the experience of listening, aiming to unravel creative inquiry around ways that we engage our senses in the movement towards meaning and divine appreciation. Deep listening becomes a conduit to enhance the sensibility of the subtle in the body and the mind with the potential to inspire spiritual insight and non-dual communications between sound and cosmos extending our capacity towards quantum listening. This component may be taken for 1 unit (15 hours of the course). The second part of this class introduces the metaphysics of resonance and contemplative listening experiences. Readings and discussions will connect the core of ancient Indian aesthetics with sound, improvisation, and deep listening. We will explore 'new' combined experiences of: śrāvaṇa (listening), darśana (seeing), manana (cogitation), rasa-bhava (mood, a fluid build-up of emotion), and nadanta (the end of silence that takes us closer to awakening the Subtle Supreme). This course includes listening experiences which examine the shamanic way of listening, the yogic way of listening, the mystic way of listening, and the creative way of listening through a curated music selection of notable composers and includes the cosmically inspired icaros of the Amazon

Forest and the ragas of India. Live performative examples will be presented. Though this course includes chanting, music making, and improvisation, it is not required to have previous musical or singing skills. Students may take both components/parts to fulfill 3 units.

EWP-7794 Spiritual Counseling Skills I: The Art of Listening (3 units) OP
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 psycho-spiritual 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 units) OP
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, 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 from global wisdom traditions, honoring extended epistemologies and diverse ontologies in creating healing contexts.
PreReq-Take EWP-7794;

EWP-7796 Spiritual Counseling Skills 3: Practicum and Professional Development (3 units) OP
This seminar provides an opportunity for students to expand their spiritual counseling skills, including the capacity to apply theory and skills acquired in Spiritual Counseling electives, through direct practice. Students enrolled in this course will offer spiritual counseling sessions to community members, whilst receiving support for their burgeoning skills through group consultation, case presentations, and professional trainings. This course provides an engaged space to promote the further development of spiritual counseling skills and practice in these broad areas: assessment, intake and case formulation, therapeutic relationship, refinement of counseling skills, ethical considerations, risk-assessment and practice building.

EWP-7880 Academic Writing in the Social Sciences (3 units) Letter Grade
This course is designed to introduce students to various styles of academic writing, including structuring and writing technical research reports (full journal articles, including literature reviews), annotated bibliographies, and comparative analyses. We will differentiate between quantitative and qualitative research data reporting. Students will learn how to structure a research report and write using the latest style guidelines of the American Psychological Association (APA, version 7). The aim will be to foster confidence in a scientific style of communication - one that is often quite different from that taught in the humanities and the "hard sciences." Conciseness, clarity, and exactness will be the hallmarks of successful written products in the course. At the completion of Academic Writing in the Social Sciences, students should have developed each of these traits as well as their "scholarly voice" in their written expression. Restricted to EWP students.

EWP-8100A Research Colloquium (1 unit) OP
The primary objective of this course is to provide support to doctoral students during the process of preparation of a complete dissertation proposal draft. Students are assisted in developing and defining their areas of specialization and are provided feedback on various aspects of research and writing of their dissertation proposals. RESTRICTED TO Ph.D. EAST-WEST PSYCHOLOGY STUDENTS

EWP-8100B Research Colloquium (1 unit) OP
The primary objective of this course is to provide support to doctoral students during the process of preparation of a complete dissertation proposal draft. Students are assisted in developing and defining their areas of specialization and are provided feedback on various aspects of research and writing of their dissertation proposals. The primary objective of this course is to provide support to doctoral students during the process of preparation of a complete dissertation proposal draft. Students are assisted in developing and defining their areas of specialization and are provided feedback on various aspects of research and writing of their dissertation proposals. RESTRICTED TO Ph.D. EAST-WEST PSYCHOLOGY STUDENTS
PreReq-Take EWP-8100A

EWP-8101 Research Colloquium II (1 unit) OP
The primary objective of this course is to provide support to doctoral students during the process of preparation of a complete dissertation proposal draft. Students are assisted in developing and defining their areas of specialization and are provided feedback on various aspects of research and writing of their dissertation proposals. The primary objective of this course is to provide support to doctoral students during the process of preparation of a complete dissertation proposal draft. Students are assisted in developing and defining their

areas of specialization and are provided feedback on various aspects of research and writing of their dissertation proposals. RESTRICTED TO Ph.D. EAST-WEST PSYCHOLOGY STUDENTS
PreReq-Take EWP-8100

EWP-8799 Independent Study (1 unit-6 units) Pass/No Pass
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-8888 Special Topics (1 unit) Letter Grade
A course of study not currently encompassed in the curriculum but relevant to evolving topics of growing importance in East-West Psychology.

EWP-9000 Advanced Ph.D. Seminar: Ensouled Animal Studies (3 units) OP
This advanced Ph.D. seminar explores the human-animal relationship, a delicate dialogue that is continually emerging in dreams, symbols, and society. Drawing from depth psychology, contemplative spiritual traditions, and ecopsychology, this course offers an ensouled perspective on humanity's multifaceted relationships with animals. In so doing, this seminar rethinks human identity, reflecting upon embodiment, rewilding, and humans as animals. Finally, course material goes beyond animal studies to consider other facets of posthumanism, including spirituality, technology, and interconnection in a more-than-human world.

EWP-9004 Advanced Seminar: Jung and the Sacred (3 units) OP
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 Jungs 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. RESTRICTED TO Ph.D. EAST-WEST PSYCHOLOGY STUDENTS

EWP-9009 Advanced Ph.D. Seminar: Integral Ecopsychology (3 units) OP
By examining the multidimensional bond between humans and earth, integral ecopsychology sheds light on the intimate allegiance between Earth, psyche, and the sacred. In this way, the planet itself and its biorhythms are conceived as the vibrant source of human sustenance, wellbeing, and fulfillment. Based on the anthropocosmic notion of a hidden correspondence between micro and macro, person and cosmos, human and the divine, this course will examine the various schools of thought that facilitate ecopsychology's connection with the sacred. While revising the history, foundations, and frontiers of ecopsychology, we will center on the inclusion of spiritual and religious wisdom into ecopsychological understandings of health, self-discovery, and ecological stewardship. The anthropocosmic vision of an integral ecopsychology aims to reevaluate the role and function of our species within the global ecosystem while unveiling the numinous dimensions of creation-our own psycho-spiritual nourishment ultimately depends on an ability to behold the sacredness of earth.

EWP-9010 Advanced Ph.D. Seminar: Integral Scholarship (3 units) OP
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. PRIORITY REGISTRATION TO Ph.D. EAST-WEST PSYCHOLOGY STUDENTS

EWP-9104 Advanced Ph.D. Seminar: Principles of Healing (3 units) OP
This seminar is an in-depth exploration of the principles of healing from a variety of traditional practices around the world, such as acupuncture, yoga, qigong, Ayurveda, herbal medicine, meditation, and shamanic/spiritual healings. Drawn on cross-disciplinary and ethnographic studies, this course focuses on how to cultivate the well-being of body, mind, community, and nature, which are inextricably intertwined in the healing process. We will discuss the spiritual, philosophical, and psychological perspectives on healing with critical views on modern scientific rationalities, cultural appropriation, and translations. Students are encouraged to participate in selected experiential healing methods. Ph.D. students are required to give scholarly presentations of their research on health and healing related topics in the spirit of collaborative learning and supporting each other's research development with constructive feedback. PRIORITY TO EAST-WEST PSYCHOLOGY PH.D. STUDENTS.

EWP-9106 Advanced Ph.D. Seminar: Contemplative Traditions and Practices (3 units) OP
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. PRIORITY REGISTRATION TO Ph.D. EAST-WEST PSYCHOLOGY STUDENTS

EWP-9566 Advanced Ph.D. Seminar: Comparative Mysticism (3 units) OP
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 discussing 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. PRIORITY REGISTRATION TO EAST-WEST PSYCHOLOGY DOCTORAL STUDENTS

EWP-9800 Dissertation Proposal Completion (0.1 units) Pass/No Pass
Provides support for dissertation proposal writing after all coursework and research colloquia are completed. PRIORITY REGISTRATION TO EAST-WEST PSYCHOLOGY DOCTORAL STUDENTS WHO'VE YET TO ADVANCE TO CANDIDACY

Human Sexuality

Doctor of Philosophy in Human Sexuality

Program Chair
Michelle Marzullo, Ph.D., mmarzullo@ciis.edu

Founding Director
Gilbert Herdt, Ph.D.

Core Faculty
Katharina Azim, Ph.D.
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Michelle Marzullo, Ph.D.
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Aaron Norton, Ph.D.

Program Manager
Lianne Hope, lhope@ciis.edu

Format and Length

The Ph.D. in Human Sexuality is a hybrid program with online courses and three mandatory academic residencies (long weekends) on the CIIS campus every fall and spring semester. The average time to completion is five to six years and it must be completed within ten.

Per federal law 34 CFR § 600.9, U.S. states must authorize each higher education institution outside their state to provide distance education to their residents, or waive such authorization. The current list of states which have given CIIS their authorizations can be found in the State Authorization section of this catalog and on this webpage: https://www.ciis.edu/admissions-and-financial-aid/out-of-state-students/state-authorization. CIIS can admit individuals to online programs only if they are in these states. Students in online programs who are in a state which has given CIIS their authorization, and then relocate to a state which has not, put their enrollment in jeopardy.

About the Human Sexuality Ph.D. (HSX)

The Human Sexuality Ph.D. program focuses on critical sexuality studies and interdisciplinary scholarship. The program draws master's level professionals interested in studying varying aspects of the field of sexuality studies through the lenses of power, desire, intimacy, identity, gender, intersectionality, cultural influences, surveillance 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.

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 concepts, theory, methodology, and applied skills appropriate for use in various research, educational, health/practitioners, and advocacy settings on issues of sexuality.

The program mission is to create thought leaders in critical sexuality studies who draw upon 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.

Curriculum Overview

The curriculum is designed to offer critical content knowledge on sexuality, research and analysis skills, theoretical and philosophical background, and professional skills, and consists of 12 classes, two comprehensive exams, and a research-based dissertation that contributes new knowledge to the field.

We offer full time course work at three courses per semester and part-time coursework at two courses per semester. Approval for part-time pursual must be given by the program chair. The estimated time to complete coursework at a full-time pace is two years and at a part-time pace is three years. After coursework is completed, students take comprehensive examinations that, when successfully passed, lead to the dissertation research proposal which students are expected to complete within 2-3 semesters. Once a student's dissertation proposal is approved and their research has received approval from CIIS' Human Research Review Committee, the student earns doctoral candidacy status. The doctoral candidate then has four years to complete their dissertation and graduate. After the completion of this culminating dissertation research project, a public dissertation defense is held. If this defense is successful, and the dissertation publication requirements are met, the student is approved to graduate.

AASECT Certification

The HSX program does not alone lead to certification by the American Association of Sexuality Educators (AASECT) but select courses do integrate several core knowledge areas compulsory for certification. See http://www.aasect.org/ for their requirements.

Program Learning Outcomes

Mastery of Knowledge

1. Understand and evaluate major theories and texts central to critical sexuality studies across various disciplines and fields
2. Identify operant epistemologies, axiologies, and ontologies associated with critical sexuality studies
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
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

Analysis of Power

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. 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
3. Formulate and express connections between sociocultural and economic power structures as these impact sex- 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
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

Advancing the Field of Sexuality Studies

1. Express proficiency in critical thinking and analytic thinking by demonstrating advanced writing and oral communication skills
2. Understand what constitutes supporting evidence in favor of knowledge claims, and learn how to acknowledge and appropriately qualify one's claims considering potential counterfactuals
3. Identify which methodological approach(es) are best suited to answer research questions with appropriate acknowledgment of what cannot be claimed based on anticipated data
4. Design and execute an original evidence-based dissertation that makes an original contribution to the field of critical sexuality studies

Becoming a Critical Sexuality Scholar-Practitioner

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
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
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. 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

HSX only accepts students for the fall semester of each year. All applicants must have a master's degree from an accredited university. See the Admissions section of this catalog for the requirements of the University.

Curriculum for the Ph.D. in Human Sexuality — 42.2 to 44.5 Units

All courses are three units unless otherwise specified.

I. Common Core — 33 units

HSX 7170 Introduction to Human Sexuality
HSX 7173 Sexual Theory and Intersectionality
HSX 7175 Sexual Orientation and Gender Identity
HSX 7228 Global Sexualities
HSX 7229 Sexual Function and Practices
HSX 7232 Problems and Professional Issues in Sexuality
HSX 7237 Methodology I
HSX 7238 Methodology II
HSX 7263 Sexual, Gender, and Reproductive Rights
HSX 7274 Gender and Queer Theory
HSX 7885 Understanding Research

II. Electives — 3 to 4 units

Course options may vary.

HSX 7234 Sex Therapy Professional Skills (4 units)

HSX 7236 Sex Education and Learning Theory (4 units)

III. Comprehensive Examinations — 6 units

HSX 7883 Core Concept Comprehensive Examination

HSX 7884 Literature Review Comprehensive Examination

IV. Proposal — 0.1 to 0.3 units

Take every fall and spring (summer with consent of dissertation chair) until advancement to candidacy:

HSX 9800 Dissertation Proposal (0.1 units)

V. Dissertation — 0.1 to 1.2 units

Take every fall and spring (summer with consent of dissertation chair) until oral defense:

HSX 9900 Dissertation Seminar (0.1 units)

VI. Dissertation Publication — 0.1 units

If needed, take until the dissertation is published.

HSX 9900 Dissertation Seminar (0.1 units)

Course Descriptions

HSX-6551 Haridas Chaudhuri and Integral Yoga (3 units) OP

Haridas Chaudhuri, founder of CIIS, can be considered one of the pioneers of integral philosophy. The California Institute of Integral Studies receives the term "integral" in its title in honor of Chaudhuri's thinking. Chaudhuri himself was a spiritual student of Sri Aurobindo (1872-1950), a modern anticolonial activist, poet, philosopher and yogi from India, and his integral philosophy has roots in Sri Aurobindo's integral yoga. In this course, we will look at three major texts of Haridas Chaudhuri, Sri Aurobindo, Prophet of the Life Divine, Being, Evolution, Immortality and Integral Yoga, so as to obtain an understanding of the foundations of integral thought as understood by Haridas Chaudhuri.

HSX-7170 Introduction to Human Sexuality (3 units) Letter Grade

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. RESTRICTED TO HUMAN SEXUALITY STUDENTS

HSX-7173 Sexual Theory and Intersectionality (3 units) Letter Grade

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 central way of understanding and synthesizing these. The theories examined in this course are not exhaustive, but many have been applied to provide fruitful insights into various questions regarding sexuality. Further, this course supports the idea that experiences of sexuality and gender are collocated within power structures articulated as intersectional positionalities, such as race, ethnicity, class, nation, geographic location, age, religion, sexed body, dis/ability, and various other salient social and cultural locations, identities, and ascriptions-neither sexuality nor gender may be accurately understood without such contextual specificity. The emergent field of critical sexuality studies aims to agree not on content but on a basic orientation for thinking about the phenomena of sexuality and related praxis in research and applied work. RESTRICTED TO HUMAN SEXUALITY STUDENTS

HSX-7175 Sexual Orientation and Gender Identity (3 units) Letter Grade

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. RESTRICTED TO HUMAN SEXUALITY STUDENTS

HSX-7228 Global Sexualities (3 units) Letter Grade

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. RESTRICTED TO HUMAN SEXUALITY STUDENTS

HSX-7229 Sexual Function and Practices (3 units) Letter Grade

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. *For more details, visit www.aasect.org. RESTRICTED TO HUMAN SEXUALITY STUDENTS

HSX-7232 Problems and Professional Issues in Sexuality (3 units) Letter Grade
The focus of this course is to address issues of ethics, axiology, exploitation, abuse, harassment, assault, trauma, rape, rape culture, sex trafficking, problematic sex (e.g., compulsions, dysfunction, sexuality and substances, and disease), and other issues that can be thought of as problematic. 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. RESTRICTED TO HUMAN SEXUALITY STUDENTS

HSX-7234 Sex Therapy Professional Skills (4 units) Letter Grade
This practical and professional training builds on the core knowledge in HSX 7229 in an applied manner in service of the treatment of sexual issues. The course emphasizes: multiple theoretical orientations to sex therapy; sexual assessment and diagnostic skills; theory and methods of intervention; collaboration with clinical sexologists and sex medicine; working with interdisciplinary teams; treatment planning; ethical practice; and case conceptualizations. Content areas are aligned with AASECT's course knowledge areas* and are part of the required content for sex therapy and sex educator certification. *AASECT sex therapy training areas covered: A, B, C, D, E, F, and G; for more details, visit www.aasect.org. PRIORITY REGISTRATION TO HUMAN SEXUALITY STUDENTS

HSX-7236 Sex Education and Learning Theory (4 units) Letter Grade
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.

HSX-7237 Methodology I (3 units) Letter Grade
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. RESTRICTED TO HUMAN SEXUALITY STUDENTS

HSX-7238 Methodology II (3 units) Letter Grade
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. RESTRICTED TO HUMAN SEXUALITY STUDENTS

HSX-7263 Sex, Gender, and Reproductive Rights (3 units) Letter Grade
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. RESTRICTED TO HUMAN SEXUALITY STUDENTS

HSX-7274 Gender and Queer Theory (3 units) Letter Grade
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. RESTRICTED TO HUMAN SEXUALITY STUDENTS

HSX-7880 Academic Writing (3 units) Letter Grade
This course is designed to introduce students to various styles of academic writing, including structuring and writing technical research reports (full journal articles, including literature reviews), annotated bibliographies, and comparative analyses. We will differentiate between quantitative and qualitative research data reporting. Students will learn how to structure a research report and write using the latest style guidelines of the American Psychological Association (APA, version 7). The aim will be to foster confidence in a scientific style of communication - one that is often quite different from that taught in the humanities and the "hard sciences." Conciseness, clarity, and exactness will be the hallmarks of successful written products in the course. At the completion of Academic Writing in the Social Sciences, students should have developed each of these traits as well as their "scholarly voice" in their written expression.

HSX-7883 Core Concept Comprehensive Exam (3 units) Pass/No Pass
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 doctoral program course requirements.
PreReq-Take HSX-7170, HSX-7173, HSX-7175, HSX-7228, HSX-7229, HSX-7232, HSX-7237, HSX-7238, HSX-7263, HSX-7274, and HSX-7885

HSX-7884 Comp Exam: Literature Review (3 units) Pass/No Pass
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 doctoral program course requirements.
PreReq-Take HSX-7170, HSX-7173, HSX-7175, HSX-7228, HSX-7229, HSX-7232, HSX-7237, HSX-7238, HSX-7263, HSX-7274, and HSX-7885

HSX-7885 Understanding Research (3 units) Letter Grade
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: RESTRICTED TO HUMAN SEXUALITY STUDENTS

HSX-8799 Independent Study (0 units) Pass/No Pass
To register, submit an 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 or who needs a particular advanced research methods course pertinent to the dissertation. The Independent Study may serve any student who wishes to study with a particular faculty member. Online registration is not possible.

HSX-9800 Dissertation Proposal Completion (0.1 units) Pass/No Pass
This course provides support for dissertation proposal writing after all coursework and comprehensive examinations are successfully completed. RESTRICTED TO HUMAN SEXUALITY STUDENTS WHO HAVE YET TO ADVANCE TO CANDIDACY

HSX-9900 Dissertation Seminar (0.1 units) Pass/No Pass
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. RESTRICTED TO HUMAN SEXUALITY STUDENTS WHO'VE ADVANCED TO CANDIDACY

Research Psychology

*Doctor of Philosophy in Psychology with a concentration in **Integral Transpersonal Psychology***

*Doctor of Philosophy in Psychology with a concentration in **Somatic Psychology***

Program Chair
Cindy Shearer, D.A. , cshearer@ciis.edu

Core Faculty
Jonathan Erickson, Ph.D.
Sebastienne Grant, Ph.D.
Don Hanlon Johnson, Ph.D.
Rae Johnson, Ph.D.
David S.B. Mitchell, Ph.D.
Theresa Silow, Ph.D., LPCC
Christopher Walling, Psy.D.

Associated Faculty
Christine Brooks, Ph.D.
Ashley Campbell, EdM, Ph.D.
Harris L. Friedman, Ph.D.
Anne Huffman, Ph.D.
Lisa Herman, Ph.D.
Dianne Jennett, Ph.D.
Jacob Kaminker, Ph.D.
Nick Literski, JD, Ph.D.
Maria Mangini, Ph.D., FNP
Valeria McCarroll, Ph.D., LMFT
Dean Radin, Ph.D.
Courtenay Richards Crouch, Ph.D.
Chris Roe, Ph.D.
Will Sol, Ph.D., MSW, LSWAIC
Steven Tierney, Ed.D., LPCC
Jenny Wade, Ph.D.
Helané Wahbeh, ND, MCR
Oliver Williams, Ph.D.

Program Manager
Theresa Newman, tnewman@ciis.edu

Format and Length

The Ph.D. in Psychology with concentrations in Integral Transpersonal Psychology (PITP) and Somatic Psychology (PSOM) are part-time, online programs with required intensives at the beginning of fall and spring semesters. In fall 2024 and spring 25, the intensives are virtual. In fall 2025, it is in-person. For further information, contact the program manager. Admissions applications are accepted for fall semesters only. The average time-to-completion is seven years. All courses other than the intensives have letter grading.

Per federal law 34 CFR § 600.9, U.S. states must authorize each higher education institution outside their state to provide distance education to their residents, or waive such authorization. The current list of states which have given CIIS their authorizations can be found in the State Authorization section of this catalog and on this webpage:https://www.ciis.edu/admissions-and-financial-aid/out-of-state-students/state-authorization. CIIS can admit individuals to online programs only if they are in these states. Students in online programs who are in a state which has given CIIS their authorization, and then relocate to a state which has not, put their enrollment in jeopardy.

About the Ph.D. in Psychology Programs

The Ph.D. in Psychology with the ITP concentration is research-oriented and designed for scholars and practitioners who want to develop new kinds of knowledge that emerge from transpersonal practices. Graduates contribute their expertise in areas such as psychotherapy, counseling, teaching, writing, research, organizational or business consulting, and social change work. This concentration has 12 elective units.

The Ph.D. in Psychology with the SOM concentration is research-oriented and designed for scholars and practitioners who have established somatic practices and want to develop new kinds of knowledge that emerge from these practices. Graduates contribute their expertise to psychotherapy, social work, counseling, teaching, writing, research, policy development, and social change work. This concentration has 3 elective units.

Students who enter without a degree or extensive background in psychology must successfully complete, by the first day of the second year, a self-study course and exam in general psychology. Students may apply to transfer in no more than six units of relevant accredited doctoral coursework not used to satisfy requirements for a previously earned academic degree. Coursework must have been completed within five years before starting the program at CIIS.

The curriculum is designed to help students acquire new knowledge and to further develop skill sets in critical thinking, writing, and research so they are prepared for dissertation writing and research. Once they complete coursework and written and oral comprehensive examinations, students are eligible to enter dissertation proposal writing. After the proposal and dissertation committee are approved, they advance to candidacy and can begin work on the dissertation. Students write their proposal and a dissertation under the supervision of CIIS core faculty members, or a faculty member approved by the program chair. They are also supported by a

dissertation committee consisting of a chair, a second member and a member external to CIIS.

The dissertation can be in the traditional format or, as a main basis, three peer-reviewed papers published or accepted for publication by a refereed journal. The faculty program committee assesses requests for the latter option on a case-by-case basis. For either, a dissertation proposal must be submitted, a committee of three members be formed, and a dissertation defense be held according to existing policies.

Ph.D. in Psychology with a concentration in Integral and Transpersonal Psychology

About the Ph.D. in Psychology with a concentration in Integral and Transpersonal Psychology Program

The PITP program consists of core requirements, research courses, electives, a written comprehensive exam, an oral comprehensive exam, and a dissertation. Other than the Residential Intensives, all courses have letter grading.

The PITP is one of the few programs in the world that offers an online Ph.D. in whole-person approaches to psychology. It is a research-oriented program dedicated to systematic knowledge-building and the advancement of transpersonal psychology. It immerses students in the history, current issues, and future potentials of this evolving field. Whole-person psychologies expand the horizons of conventional Western psychology to include mystical and spiritual experiences that transform human consciousness. Our approach engages a comprehensive framework that includes the living systems of body, community, society, and the world as interconnected processes of evolution in a living, breathing cosmos. 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.

This research-oriented degree is designed for scholars and practitioners who want to develop new kinds of knowledge that emerge from transpersonal practices. Graduates will be able to contribute their enhanced expertise in areas such as psychotherapy, counseling, teaching, writing, research, organizational or business consulting, and social change work.

Program Learning Outcomes

Upon successful completion of the program, graduates will be able to demonstrate knowledge and competencies in the following areas. Beneath each program learning outcome (PLO) are listed the specific student learning outcomes (SLO).

PLO1 Demonstrate the ability to produce doctoral-level scholarly work in integral transpersonal psychology.

SLO 1 Exhibit doctoral-level scholarly writing and critical thinking skills

SLO 2 Display expertise in a topic area within integral transpersonal psychology

SLO 3 Employ interdisciplinary scholarship in a careful and rigorous way

SLO 4 Design and carry out scholarly research using an appropriate research method

SLO 5 Integrate creativity and embodiment in the processes of scholarship

PLO 2 Engage in communities of scholarship in a professional and collegial manner.

SLO 6 Present scholarship effectively in a group setting

SLO 7 Engage in respectful dialogue with scholars from other fields and backgrounds

SLO 8 Employ integral and transpersonal psychology concepts in teaching contexts

SLO 9 Practice inclusiveness with and appreciation for diverse and minority voices

PLO 3 Demonstrate expertise in an area of integral and/or transpersonal psychology.

SLO 10 Display command of the literature in an area of scholarship related to integral and/or transpersonal psychology

SLO 11 Participate in advancing scholarly research in the fields of integral and/or transpersonal psychology

Comprehensive Examinations

Two comprehensive examinations are required, one oral and the other requiring students to write in three areas (1500 to 1800 words each) demonstrating developed critical thinking and scholarly writing skills. The written exam is due by the second week of the fall semester of the third year. The oral exam is completed in that same semester in ITP 7234 Integral/Transpersonal Pedagogy/ Oral Exam. That course is a prerequisite to ITP 6898 Proposal Development.

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 also. 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; maturity and stability to pursue independent self-inquiry and sustained research; competence in communication and dialogical skills; demonstration of respect for a diversity of viewpoints; an openness to multiple ways of knowing and whole-person learning; the ability to clearly articulate educational, professional, and research goals; outstanding scholarly writing skills; and a prospective specialization that is consonant with the program's mission and faculty expertise. Some 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

Curriculum for the Ph.D. in Psychology with a concentration in Integral Transpersonal Psychology — 36.8 to 38.2 Units

All courses are three units unless otherwise specified.

Year 1 Fall — 6.1 units
ITP 7001 Residential Intensive I (0.1 units)
ITP 7188 Scholarly Writing (2 units)
ITP 7231 Integral Psychology (1 unit)
ITP 7235 Origins of Transpersonal Psychology

Year 1 Spring — 6.1 units
ITP 7002 Residential Intensive II (0.1 units)
ITP 7186 Critical Thinking with Integral and Transpersonal Psychologies
ITP 7222 Foundations of Research (2 units)
ITP 7890 Integrative Seminar (1 unit)

Prior to Year 2
Online, self-directed exam in General Psychology. Students with a prior psychology degree or course of study may request an exemption.

Year 2 Fall — 6.1 units
ITP 7003 Residential Intensive III (0.1 units)
ITP 7201 Qualitative Research Methods (2 units)
ITP 7885A Advanced Topics: Contemporary Issues in Integral Transpersonal Psychology (1 unit)
Elective - 3 units of any ITP, EWP, or, by approval, other department's course(s)

Year 2 Spring — 6 .1 units
ITP 7004 Residential Intensive IV (0.1 units)
ITP 7232 Transpersonal Inquiry (2 units)
ITP 7895 Mentorship (1 unit)
Elective - 3 units of any ITP, EWP, or, by approval, other department's course(s)

Between Year 2 and 3
Written Comprehensive Examination. This is a prerequisite for ITP 6898 Proposal Development.

Year 3 Fall — 6.1 units
ITP 7005 Residential Intensive V (0.1 units)
ITP 7234 Integral/Transpersonal Pedagogy/Oral Exam
Elective - 3 units of any ITP, EWP, or, by approval, other department's course(s)

Year 3 Spring — 6.1 units
ITP 7006 Residential Intensive VI (0.1 units)
ITP 6898 Proposal Development
Elective - 3 units of any ITP, EWP, or, by approval, other department's course(s)

Year 4 and beyond
Take every fall and spring (summer with consent of dissertation chair):
ITP 9800 Dissertation Proposal (0.1 units) - take until advancement to candidacy
ITP 9900 Dissertation Seminar (0.1 units) - take until oral defense
DISS 900 Dissertation Publication (01. units) – take only if another semester is needed to complete the publication requirements.

Ph.D. in Psychology with a concentration in Somatic Psychology

About the Ph.D. in Psychology with a concentration in Somatic Psychology Program

The PSOM program consists of core scholarship skills, research courses, somatic psychology courses, two comprehensive exams (one written, one oral), and a dissertation.

Somatic psychology is a holistic approach to psychology that recognizes the inseparable connection between mind, body, and spirit. It acknowledges the profound impact our physical experiences have on our psychological well-being and emphasizes the integration of bodily sensations, emotions, thoughts, and actions to facilitate deep healing and personal transformation. PSOM offers students the opportunity to immerse themselves in the history, current issues, and future potentials of this remarkable field while learning how to

integrate awareness of bodily sensations, movement, breath, and nonverbal communication into their clinical work and scholarly endeavors.

This research-oriented degree is designed for scholars and practitioners who have established somatic practices and want to develop new kinds of knowledge that emerge from these practices. Graduates can contribute their enhanced expertise in psychotherapy, social work, counseling, teaching, writing, research, policy development, and social change work.

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 through inquiry and research, powerful opportunities emerge for new ways to embody a more just world, promote sustainability, and cultivate human healing.

Learning Outcomes

Upon successful completion of the program, graduates will be able to demonstrate knowledge and competencies in the following areas. Beneath each program learning outcome (PLO) are listed the specific student learning outcomes (SLO).

PLO 1 Demonstrate the ability to produce doctoral-level scholarly work in somatics/somatic psychology

SLO 1 Exhibit doctoral-level scholarly writing and critical thinking skills

SLO 2 Display expertise in a topic area within somatics/somatic psychology

SLO 3 Employ interdisciplinary scholarship in a careful and rigorous way

SLO 4 Design and carry out scholarly research using an appropriate research method

SLO 5 Integrate creativity and embodiment in the processes of scholarship

PLO 2 Engage in communities of scholarship in a professional and collegial manner

SLO 6 Present scholarship effectively in group settings

SLO 7 Engage in respectful dialogue with scholars from other fields and backgrounds

SLO 8 Employ somatics/somatic psychology concepts in teaching contexts

SLO 9 Practice inclusiveness with and appreciation of diverse and minority voices

PLO 3 Demonstrate expertise in an area of somatics/somatic psychology

SLO 10 Display command of the literature in an area of scholarship related to somatics/somatic psychology

SLO 11 Participate in advancing scholarly research in the field of somatics/somatic psychology

Comprehensive Examinations

Two comprehensive exams are required. The written comprehensive examination enables the student to demonstrate doctoral-level thinking and writing skills sufficient for advancing to the proposal phase of their doctoral studies. The examination consists of three 1200–1500-word essays. Students prepare two essays (choosing from a list of provided questions) to demonstrate breadth and depth of knowledge in the field of somatic psychology and one essay in response to a required question on research methods. The essays must demonstrate well-developed critical thinking and scholarly writing skills, including the use of APA 7th edition style. Exams are due the second week of fall semester each year. Students must complete the written comprehensive exam before they can take ITP 6898: Proposal Development.

Students complete the oral comprehensive exam in ITPS 7188: Embodied Pedagogy/Oral Exam (3 units). Students may not take ITP 6898: Proposal Development until they pass ITPS 7188.

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 also. 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 established practices in a transformative body practice — such as biosynthesis, Bodynamics, 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. Some 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.

Accepted applicants may apply to transfer in no more than six units of relevant accredited doctoral coursework not used to satisfy requirements for a previously earned academic degree. Coursework must have been completed within five years before starting the program at CIIS.

Curriculum for the Ph.D. in Psychology with a concentration in Somatic Psychology — 36.8 to 39.2 Units

Year 1 Fall — 6.1 units
ITP 7001 Residential Intensive I (0.1 units)
ITP 7188 Scholarly Writing (2 units)
ITPS 7182 Origins of Somatic Psychology
ITPS 7192 Somatic Praxis I (1 unit)

Year 2 Spring — 6.1 units
ITP 7002 Residential Intensive II (0.1 units)
ITP 7222 Foundations of Research (2 units)
ITPS 7185 Further Reaches of Somatics/Somatic Psychology
ITPS 7193 Somatic Praxis II (1 unit)

Prior to Year 2
Online, self-directed exam in General Psychology. Students with a prior psychology degree or course of study may request an exemption.

Year 2 Fall — 6.1 units
ITP 7003 Residential Intensive III (0.1 units)
ITP 7201 Qualitative Research Methods (2 units)
ITPS 7183 Spiritual Traditions of Embodied Practice
ITPS 7194 Somatic Praxis III (1 unit)

Year 2 Spring — 7.1 units
ITP 7004 Residential Intensive IV (0.1 units)
ITPS 7190 Advanced Topics in Somatic Psychology Disciplines
ITPS 7195 Somatic Praxis IV (1 unit)
ITPS 7187 Embodied Inquiry or, by approval, another CIIS research course (2 units)

Between Year 2 and 3
Written Comprehensive Examination. This is a prerequisite for ITP 6898 Proposal Development.

Year 3 Fall — 6.1 units
ITP 7005 Residential Intensive V (0.1 units)
ITPS 7186 Embodied Social Justice
ITPS 7188 Embodied Pedagogy/Oral Exam

Year 3 Spring — 6.1 units
ITP 7006 Residential Intensive VI (0.1 units)
ITP 6898 Proposal Development
Elective - 3 units of any CIIS graduate-level course(s)

Semester 7 and beyond — 0.2-1.6 units
Take every fall and spring semester (summer with consent of dissertation chair):
ITP 9800 Dissertation Proposal (0.1 units) - take until advancement to candidacy
ITP 9900 Dissertation Seminar (0.1 units) - take until oral defense
DISS 900 Dissertation Publication (01. Units) – take if another semester is needed to complete the publication requirements.

Course Descriptions

ITP-6551 Haridas Chaudhuri and Integral Yoga (3 units) OP
Haridas Chaudhuri, founder of CIIS, can be considered one of the pioneers of integral philosophy. The California Institute of Integral Studies receives the term "integral" in its title in honor of Chaudhuri's thinking. Chaudhuri himself was a spiritual student of Sri Aurobindo (1872-1950), a modern anticolonial activist, poet, philosopher and yogi from India, and his integral philosophy has roots in Sri Aurobindo's integral yoga. In this course, we will look at three major texts of Haridas Chaudhuri, Sri Aurobindo, Prophet of the Life Divine, Being, Evolution, Immortality and Integral Yoga, so as to obtain an understanding of the foundations of integral thought as understood by Haridas Chaudhuri.

ITP-6898 Proposal Development (3 units)
Letter Grade
This course provides the student with an opportunity to write a research concept paper under faculty supervision. It will include introduction, literature review, and methods overview in good APA style. Here the student will have the opportunity to demonstrate the skills and knowledge of critical thinking, scholarly writing, and research design and critique gained at earlier stages of the program. RESTRICTED TO ITP, ITPS, PITP, and PSOM STUDENTS
PreReq-Take ITP-7234 or ITPS-7188

ITP-7001 Residential Intensive I (0.1 units)
Pass/No Pass
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, advising, as well as introductions to coursework. The intensives are an essential aspect of the learning experience and participation is mandatory. RESTRICTED TO ITP, PITP, and PSOM STUDENTS

ITP-7002 Residential Intensive II (0.1 units)
Pass/No Pass
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, advising, as well as introductions to coursework. The intensives are an essential aspect of the learning experience and participation is mandatory. RESTRICTED TO ITP, ITPS, PITP, and PSOM STUDENTS
PreReq-Take ITP-7001;

ITP-7003 Residential Intensive III (0.1 units)
Pass/No Pass
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, advising, as well as introductions to coursework. The intensives are an essential aspect of the learning experience and participation is mandatory. RESTRICTED TO ITP, ITPS, PITP, and PSOM STUDENTS
PreReq-Take ITP-7002

ITP-7004 Residential Intensive IV (0.1 units)
Pass/No Pass
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, advising, as well as introductions to coursework. The intensives are an essential aspect of the learning experience and participation is mandatory. RESTRICTED TO ITP, ITPS, PITP, and PSOM STUDENTS
PreReq-Take ITP-7003;

ITP-7005 Residential Intensive V (0.1 units)
Pass/No Pass
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, advising, as well as introductions to coursework. The intensives are an essential aspect of the learning experience and participation is mandatory. RESTRICTED TO ITP, ITPS, PITP, and PSOM STUDENTS
PreReq-Take ITP-7004

ITP-7006 Residential Intensive VI (0.1 units)
Pass/No Pass
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, advising, as well as introductions to coursework. The intensives are an essential aspect of the learning experience and participation is mandatory. RESTRICTED TO ITP, ITPS, PITP, and PSOM STUDENTS
PreReq-Take ITP-7005

ITP-7007 Residential Intensive VII (0.1 units)
Pass/No Pass
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, advising, as well as introductions to coursework. The intensives are an essential aspect of the learning experience and participation is mandatory. RESTRICTED TO ITP, ITPS, PITP, and PSOM STUDENTS

ITP-7008 Residential Intensive VIII (0.1 units)
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, advising, as well as introductions to coursework. The intensives are an essential aspect of the learning experience and participation is mandatory. RESTRICTED TO INTEGRAL AND TRANSPERSONAL STUDIES AND ITP SOMATIC PSYCHOLOGY STUDENTS

ITP-7185 Imaginal Psychology (3 units) Letter Grade
Imagination is essential to the psyche, bound up with perception, memory, and creativity, but too often dismissed as insubstantial or unreal. This course will examine imagination as an irreducible phenomenon

through both scientific and spiritual frameworks. The topic will be approached through multiple lenses, including, history, philosophy, culture, and religion, with particular emphasis on depth psychology and neuroscience.

ITP-7186 Critical Thinking with Integral and Transpersonal Psychologies (3 units) Letter Grade
This course offers tools and processes of critical thinking in the context of an overview of integral and transpersonal approaches to psychology. The major concepts and theorists and developments of the transpersonal field will be considered. The student will have the opportunity to learn and practice both intellectual discrimination and intuitive discernment in thinking about whole-person approaches to psychology. RESTRICTED TO ITP, ITPS, PITP, and PSOM STUDENTS

ITP-7187 Interpersonal Neurobiology (3 units) Letter Grade
Interpersonal neurobiology is a new approach for understanding the integrated workings of the body, brain, and mind as they emerge out of relationship with others. This course examines that approach, developed by Daniel Siegel, MD, in collaboration with researchers from multiple disciplines (anthropology, neuroscience, psychotherapy). It focuses on (1) research that shows how impaired relationships, especially at early stages, lead to compromises in the growth of integration in the brain, manifesting as attachment disorders or other aspects of developmental trauma, and (2) ways that psychotherapy or other self- reflective practices allow for the development of integrated neural circuits, healthier relationship, and more equanimity and emotional resiliency. Students will explore these practices along with additional wellness-oriented skills involving four areas of the brain and nervous system that promote calm, accepting, resonant and energized states of being. PRIORITY REGISTRATION TO ITP AND PITP STUDENTS.

ITP-7188 Scholarly Writing (2 units) Letter Grade
This course engages students in processes of enhancing their scholarly writing skills in relationship to an overview of transpersonal and somatic studies. The holistic, transformative lenses transpersonal and somatic 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. RESTRICTED TO ITP, ITPS, PITP, and PSOM STUDENTS

ITP-7190 Parapsychology (3 units) Letter Grade
This course explores in depth the important, yet often poorly understood areas of experimental parapsychology and the psychology of anomalous experience. The history and development of parapsychology from its origins in psychical research, haunting investigations and sittings with mediums through to modern-day laboratory research will be critically examined. We'll evaluate whether there is a scientifically sound evidence base for the ontological reality of various different paranormal claims and will explore the psychological impact of paranormal experiences to see if they can be engaged with and made sense of in ways that are psychologically beneficial for the experiment. In this way, we will look to bring together the rigor and discipline of the scientific method and the fundamentally personal and meaning orientation of direct, lived experience. PRIORITY REGISTRATION TO ITP, ITPS, PITP, PSOM, AND EWP STUDENTS

ITP-7192 Somatic Ecopsychology (3 units) Letter Grade
This is a course on the integral connections between body, psyche, and earth. A Somatic approach to ecopsychology centers embodiment and intracorporeally in the human-nature relationship and views the human psyche as a part of nature, rather than separate from it. In exploring these intersections, we will look at both the healing effects of engagement with nature, and the reciprocal need for humans to repair and restore the ongoing damage we are doing to the environment. Scholarly content for the course will include reviewing essential theories and contemporary research in ecopsychology and somatics. In addition, there will be a strong experiential component to the course, with students engaging with the natural world throughout the semester and journaling about their experiences. PRIORITY TO ITP, ITPS, PITP, PSOM AND EWP STUDENTS

ITP-7197 Integral Research Methods with Creative Expression (3 units) Letter Grade
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 the opportunity to consider potentials for creative applications of integral research approaches through examining research in creative-expression approaches to psychology. RESTRICTED TO ITP, ITPS, PITP, PSOM AND EAST-WEST PSYCHOLOGY STUDENTS.

ITP-7201 Qualitative Research Methods for Integral and Transpersonal Psychology (2 units) Letter Grade
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. RESTRICTED TO ITP, ITPS, PITP, AND PSOM STUDENTS
PreReq-Take ITP-7222

ITP-7202 Somatic Psychology and Exceptional Human Experiences (3 units) Letter Grade
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. RESTRICTED TO ITP AND PITP STUDENTS

ITP-7203 Advanced Topics in Exceptional Human Experiences (3 units) Letter Grade
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, 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. PRIORITY REGISTRATION TO ITP AND PITP STUDENTS

ITP-7204 Feminist Perspectives in Transpersonal Psychology (3 units) Letter Grade
This course is an embodied feminist inquiry into transpersonal psychology and its relationship to women's spirituality and womens psycho-spiritual development. We will explore principle concepts, assumptions, and developmental theories within transpersonal psychology and women's spirituality, examining intersections and bridges between the two fields. There will be space given for direct exploration and experience of the subject matter in an integrated manner as well as critical reflection of the course material. The course will cover major topic areas within transpersonal psychology, addressing feminist responses to these theories, archetypal and Jungian applications, the possibility of a spiritualized feminism, as well as explore a revisioning of transpersonal psychology through a feminist lens. There will also be opportunity to co-create a new vision for this emerging work. PRIORITY REGISTRATION TO ITP AND PITP STUDENTS

ITP-7205 Psychedelic Research, Therapy, and Culture (3 units) Letter Grade
This course will provide a broad-based survey on psychedelics, including LSD, psilocybin, ayahuasca, DMT, mescaline, and MDMA, and their use in indigenous, recreational, and research settings. Coursework will cover the history of psychedelics from their roots in shamanic traditions around the globe, to their discovery and investigation in Western medical science in the early and mid-20th century, their role in the countercultural movements of the 1960s (hippie) and 1990s (rave) cultures, and the modern renaissance in neuroimaging and clinical research examining these substances. Aspects relating to pharmacology, anthropology, neuroscience, psychology, and phenomenology of psychedelics will be presented. Use of psychedelics in the context of mental health interventions will be discussed, as well as religio-spiritual use, and nonclinical use for potential enhancement of wellbeing and creativity in healthy individuals. PRIORITY REGISTRATION TO ITP AND PITP STUDENTS

ITP-7210 Psychedelics in Western Society (3 units) Letter Grade
Experimentation with non-medical use of psychedelics has continued in the half century since LSD and other psychedelics first came under the government prohibition that ended the use of these substances in therapeutic and research contexts. With the recent cautious resumption of legal research involving the administration of psychedelics to human subjects, an examination of the history and uses of psychedelic drugs in Western society seems warranted. This course provides an introduction to the history of psychedelic use in Western societies, including the introduction of psychedelics, leading figures in their early use and popularization, and the researchers and extensive literature of psychedelic research prior to criminalization. Varieties of psychedelic experience and the social and spiritual systems that have developed to contextualize them will be examined, along with the development of disparate underground communities and therapeutic practices. The history of criminalization of the psychedelics in both social and scientific contexts will be reviewed, along with the abuse and misuse of these substances. The impact of Western entry into indigenous social and cultural patterns of use, including psychedelic tourism, will be considered. RESTRICTED TO ITP, PITP, AND EWP STUDENTS.

ITP-7220 Women in Psychedelics History (3 units) Letter Grade
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. PRIORITY REGISTRATION TO ITP AND PITP STUDENTS

ITP-7221 Unconscious Roots of Racism Transpersonal Psychologies (3 units) Letter Grade
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. RESTRICTED TO ITP ,ITPS, PITP, AND EWP STUDENTS.

ITP-7222 Foundations of Research (2 units) Letter Grade
This course introduces students to research in integral, transpersonal, and somatic psychology, including the philosophy of research, research ethics, and issues of social justice in research. By reading and critically evaluating current research literature, students will learn how to identify key distinctions between qualitative and quantitative research paradigms. On successful completion of the course, students will also possess basic literacy in the design and methodology of quantitative research projects, including experimental, survey, and correlational research. RESTRICTED TO ITP, ITPS, PITP, PSOM, AND EWP STUDENTS

ITP-7224 Psychedelic Rites of Passage: Mysticism and Mythology (3 units) Letter Grade
Psychedelics are renowned for their capacity to potentiate mystical experience, a phenomenon emergent in their use across time and space. In traditional societies, their historical use has often been as part of a rite of passage: an initiation involving the ritual death and rebirth of a person. While psychedelic research occurs primarily in a framework of Western psychology, the insights from the research challenge basic assumptions of the Western paradigm of thought. This course seeks to engage an in-depth, critical inquiry into the relationships between mysticism, mythology, and rites of passage, grounded within the current field of psychedelic medicine. How might psychedelics support the healing of deep trauma through encounters with the mythopoetic? Why is the relationship between the mystical and the traumatic so intimately tied? Where is the line between spiritual emergence and spiritual emergency? Drawing on insights from current best practices on set, setting, and integration, this course seeks to illuminate potential alternative frameworks outside the medical model for potentiating psychedelic experience. Recommended but not required prerequisite: ITP 7227- Defining Psychedelics. PRIORITY REGISTRATION TO ITP, PITP, AND EWP STUDENTS
PreReq-Take ITP-7225

ITP-7225 Tools of Oppression, Agents of Liberation: Trauma and Ethics in Psychedelics (3 units) Letter Grade
Are psychedelics tools of oppression or agents of liberation? Contemporary research demonstrates the capacity of psychedelics to heal trauma, yet the field of psychedelics itself is struggling to reconcile with its own internalized biases. As psychedelics re-emerge in the field of Western psychology, they are actively being shaped. Are they being tooled to recapitulate power-over models of oppression, or engaged with as agents of a greater liberation? This course seeks to explore the relationship between psychedelics, trauma, and ethics. It situates itself from a research-based perspective, first delving into a depth understanding of trauma. From there, it engages in an exploration of the capacity of psychedelics to heal trauma or affect trauma: what are the factors in psychedelic medicine that cause harm, and what factors potentiate healing? What might psychedelics be showing about the nature of trauma and its healing? This course draws connections between a deep understanding of trauma and the development of an ethical orientation. Finally, it situates ethics within an awareness of systemic oppression, supporting each student in reflecting on their own ethical stance as a researcher. [Note: while not a prerequisite, it is useful to have taken ITP 7227-01, Defining Psychedelics, as this course builds on the coursework covered there.] RESTRICTED TO ITP, PITP, AND EWP STUDENTS

ITP-7226 Advanced Topics in Psychedelics: Embodiment, Gender, and Justice (3 units) Letter Grade
As psychedelic medicine re-emerges as a therapeutic treatment, research on potential applications is rapidly expanding: MDMA-assisted therapy for post-traumatic stress disorder, psilocybin for end-of-life anxiety, ketamine for depression, ayahuasca for eating disorders. Is it possible that psychedelics are a panacea? This course engages in a depth inquiry into the possibilities of psychedelic medicine at three crucial intersections of psychological well-being: embodiment, gender, and justice. Situated from a research-based perspective, it inquires critically into the potentialities of psychedelics and the possible pitfalls. How might psychedelics support the healing of traumas related to embodiment or, conversely, drive dissociation and wounding? What might psychedelics be supporting or revealing in contemporary understandings of gender and sexuality? Finally, it

engages with the applications of psychedelic medicine in relationship with social and transformative forms of justice. Recommended but not required prerequisite: ITP 7227- Defining Psychedelics. PRIORITY REGISTRATION TO ITP, PITP, AND EWP STUDENTS
PreReq-Take ITP-7225

ITP-7227 Defining Psychedelics (3 units) Letter Grade
This course seeks to explore, map, and frame the parameters of the field of "contemporary psychedelic work". With the re-emergence of psychoactive substances as novel mental health treatments, "the psychedelic renaissance" is upon us. Yet a series of questions remain to be answered, including the very nature of the field itself. What are psychedelics? Medicine? Drug? Sacrament? This class engages in a high-level survey of the framework behind the field, looking at who are the key players engaged in shaping its emergence are and what their biases might be. It addresses the intersection of traditions and disciplines occurring in the field today, with the intention of understanding both the historical roots of "psychedelic work" and how the field emerging today is informed by those roots, while also exploring possibilities for future directions. RESTRICTED TO ITP, PITP, AND EWP STUDENTS.

ITP-7228 Quantitative Research Methods (3 units) Letter Grade
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. RESTRICTED TO ITP, ITPS, PITP, AND PSOM STUDENTS

ITP-7229 Foundations of Consciousness Studies (3 units) Letter Grade
This course explores the nature of consciousness studies from the perspective of current theories, research and applications, including the idea that "nonlocal" consciousness is fundamental. Drawing on the work of postmaterialist scientists and the fields of neuroscience, psychology, physics, philosophy, among others, the course also offers first-person experiences that have provoked the question Is Consciousness Primary and the research that supports it. PRIORITY TO ITP, PITP, AND EWP STUDENTS

ITP-7230 Memory and Integral/Transpersonal Psychologies (3 units) Letter Grade
This course surveys memory phenomena and contexts and their connection to integral and transpersonal psychologies. Content such as collective memory, cases of the reincarnation type, and mindfulness from traditions such as Buddhism, indigenous Australian, and Kemetic Egyptian are covered. Students reflect on its potential nature, value, and relationship to well-being. RESTRICTED TO ITP, PITP, AND EWP STUDENTS

ITP-7231 Integral Psychology (1 unit) Letter Grade
This five-week course focuses on understanding existing theoretical models for an integral approach to psychology, with emphasis on the works of Sri Aurobindo, Jean Gebser, Ken Wilber and Brant Cortright. We will explore the possibilities and problems of balancing multiple integralities, including notions of mind-body-spirit integration, east-west integration, and the feasibility of integrating diverse schools of psychology. Students are invited to think critically and creatively about how integral psychology might be further developed as a field in the future. RESTRICTED TO ITP, PITP, AND EWP STUDENTS

ITP-7232 Transpersonal Inquiry (2 units) Letter Grade
This course guides students in drawing on and making use of transpersonal perspectives throughout a research project. It provides a conceptual framework, research evidence, and practical skills for engaging transpersonal ideas, approaches and practices to support personal, relational, social, and spiritual change. Throughout the course, students will engage in experiential learning, reflecting on relevant thematic areas such as positionality, self-reflexivity, and beyond-ego perspectives aimed at the subject of research as a process of transformation. Topical areas include students' trajectory into the discipline, the nature of the phenomena and experiences of research interest, the potential impact of this field and program of study, and development of professional acumen for researchers within the discipline. RESTRICTED TO ITP, PITP, AND EWP STUDENTS
PreReq-Take ITP-7201

ITP-7234 Integral/Transpersonal Pedagogy/Oral Exam (3 units) Letter Grade
This course supports students to refine their ability to facilitate the learning experiences of others by drawing on integral or transpersonal principles, concepts, and skills. Students will learn how to construct the key elements of a scholarly teaching portfolio, including creating syllabi, lesson plans, and a statement of teaching philosophy. Students will also produce and deliver a presentation that will serve as their oral examination in the program. RESTRICTED TO ITP AND PITP STUDENTS

ITP-7235 Origins of Transpersonal Psychology (3 units) Letter Grade
This course offers an overview of the origins of integral and transpersonal psychology and charts the development of major theories in the field, with particular emphasis on historical, philosophical, and

cultural contexts. It explores transpersonal psychology's attention to altered states of consciousness as well as spiritual, mystical, and other exceptional human experiences as meaningful areas for psychological inquiry. Students read and reflect on readings throughout the semester and prepare a final research paper. PRIORITY REGISTRATION TO ITP, PITP, AND EWP STUDENTS

ITP-7885A Advanced Topics (1 unit) Letter Grade
In this one-unit course, students reflect on, engage in discussion, and write about contemporary topics and central questions in integral transpersonal psychology and inquire into how they'll consider them in their research. RESTRICTED TO ITP, PITP, AND EWP STUDENTS

ITP-7885B Advanced Topics (1 unit) Letter Grade
In this one-unit course, students reflect on, engage in discussion, and write about contemporary topics and central questions in integral transpersonal psychology and inquire into how they'll consider them in their research. RESTRICTED TO ITP, PITP, AND EWP STUDENTS

ITP-7885C Advanced Topics (1 unit) Letter Grade
In this one-unit course, students reflect on, engage in discussion, and write about contemporary topics and central questions in integral transpersonal psychology and inquire into how they'll consider them in their research. RESTRICTED TO ITP, PITP, AND EWP STUDENTS

ITP-7888 Advanced Seminar - Special Topics (3 units) Letter Grade
This course will offer advanced content related to a focus area in integral and transpersonal psychology in a seminar format.

ITP-7890 Integrative Seminar (1 unit) Pass/No Pass
Students meet in small groups with a faculty member to reflect on learnings across their first-year coursework and areas for further inquiry. They prepare and offer presentations and/or a reflective essay. Required: Three of six virtual class meetings. RESTRICTED TO ITP AND PITP STUDENTS

ITP-7895 Mentorship (1 unit) Pass/No Pass
Students select a mentor, approved by the Program Chair, to discuss research in development or work-in-progress.They develop a work plan, meet one-on-one, and provide written assessments. RESTRICTED TO ITP AND PITP STUDENTS

ITP-8799 Independent Study (0 units) Pass/No Pass
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. RESTRICTED TO ITP, ITPS, PITP, AND PSOM STUDENTS

ITPS-7182 Origins of Somatic Psychology (3 units) Letter Grade
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. RESTRICTED TO INTEGRAL AND TRANSPERSONAL STUDIES STUDENTS AND ITP SOMATIC PSYCHOLOGY STUDENTS

ITPS-7183 Spiritual Traditions of Embodied Practice (3 units) Letter Grade
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. RESTRICTED TO ITP, ITPS, PITP, AND PSOM STUDENTS

ITPS-7185 Further Reaches of Somatics/Somatic Psychology (3 units) Letter Grade
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. RESTRICTED TO ITP, ITPS, PITP, AND PSOM STUDENTS

ITPS-7186 Embodied Social Justice (3 units) Letter Grade
Recognizing the embodied dimensions of oppression is key to transforming the damage it inflicts on all members of society across intersecting social locations and identifications. This course provides a conceptual framework, research evidence, and practical skills for working critically with power and privilege in and through the body to support personal, relational, and

social change. RESTRICTED TO ITP, ITPS, PITP, AND PSOM STUDENTS

ITPS-7187 Embodied Inquiry (0 units) Letter Grade
In this course, students develop practical skills in the use of somatic approaches to scholarly inquiry. Students learn how to develop a research question grounded in embodied experience, how to conduct interviews and facilitate focus groups that draw out the felt experience of the body, and practice somatic strategies for transcribing, coding, analyzing, and presenting data. RESTRICTED TO ITP, ITPS, PITP, AND PSOM STUDENTS PreReq-Take ITP-7201

ITPS-7188 Embodied Pedagogy/Oral Exam (3 units) Letter Grade
This course supports students to refine their ability to facilitate the learning experiences of others by drawing on somatic principles, concepts, and skills. Students will learn how to construct the key elements of a scholarly teaching portfolio, including creating syllabi, lesson plans, and a statement of teaching philosophy. Students will also produce and deliver a presentation that will serve as their oral examination in the program. RESTRICTED TO ITPS AND PSOM STUDENTS

ITPS-7190 Advanced Topics in Somatic Psychology Disciplines (3 units) Letter Grade
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. RESTRICTED TO ITP, ITPS, PITP, AND PSOM STUDENTS

ITPS-7191 Somatic Psychologies in Global Context (3 units) Letter Grade
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. RESTRICTED TO ITPS AND PSOM STUDENTS

ITPS-7192 Somatic Praxis I (1 unit) Pass/No Pass
This course sequence explores the impact of somatic practicesWestern and Indigenousto 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. RESTRICTED TO ITPS AND PSOM STUDENTS

ITPS-7193 Somatic Praxis II (1 unit) Pass/No Pass
This course sequence explores the impact of somatic practicesWestern and Indigenousto 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. RESTRICTED TO ITPS AND PSOM STUDENTS

ITPS-7194 Somatic Praxis III (1 unit) Pass/No Pass
This course sequence explores the impact of somatic practicesWestern and Indigenousto 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. RESTRICTED TO ITPS AND PSOM STUDENTS

ITPS-7195 Somatic Praxis IV (1 unit) Pass/No Pass
This course sequence explores the impact of somatic practicesWestern and Indigenousto 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. RESTRICTED TO ITPS AND PSOM STUDENTS

ITPS-7196 Somatic Praxis V (1 unit) Pass/No Pass
This course sequence explores the impact of somatic practicesWestern and Indigenousto 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. RESTRICTED TO ITPS AND PSOM STUDENTS

ITP-9800 Dissertation Proposal Completion (0.1 units) Pass/No Pass
Provides support for dissertation proposal writing after all coursework is completed. RESTRICTED TO INTEGRAL & TRANSPERSONAL PSYCHOLOGY STUDENTS WHO'VE YET TO ADVANCE TO CANDIDACY

ITP-9900 Dissertation Seminar (0.1 units) Pass/No Pass
This advanced student's research and writing of a dissertation progresses the mentorship of and in close consultation with his or her dissertation chair and committee. RESTRICTED TO INTEGRAL & TRANSPERSONAL PSYCHOLOGY STUDENTS WHO'VE ADVANCED TO CANDIDACY

Philosophy and Religion

Master of Arts** in Philosophy and Religion with a concentration in **Ecology, Spirituality, and Religion

Master of Arts** in Philosophy and Religion with a concentration in **Philosophy, Cosmology, and Consciousness

Doctor of Philosophy** in Philosophy and Religion with a concentration in **Ecology, Spirituality, and Religion

Doctor of Philosophy** in Philosophy and Religion with a concentration in **Philosophy, Cosmology, and Consciousness

Certificate in Integral Ecology

Certificate in Philosophy, Cosmology, and Consciousness

Department Chair
Jacob Sherman, Ph.D.,

Concentration Chair, Ecology, Spirituality, and Religion
Elizabeth Allison, Ph.D.

Concentration Chair, Philosophy, Cosmology, and Consciousness
Jacob Sherman, Ph.D.

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Format and Length

The M.A. and the Ph.D. programs can each be completed either fully in-person or fully online. Students in the in-person programs may fulfill up to 49% of their units though online courses. The certificate programs are fully online. The M.A. program, if pursued full-time, can be completed in two years; the Ph.D. program, in about eight; and the certificates within one.

Per federal law 34 CFR § 600.9, U.S. states must authorize each higher education institution outside their state to provide distance education to their residents. The current list of states which have given CIIS their authorizations can be found on this webpage: https://www.ciis.edu/admissions-and-financial-aid/out-of-state-students/state-authorization. CIIS can admit individuals to online programs only if they are in these states. Students in online programs who are in a state which has given CIIS their authorization, and then relocate to a state which has not, put their enrollment in jeopardy.

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 Ph.D. in Ecology, Spirituality, and Religion, and second, in Philosophy, Cosmology, and Consciousness.

Those in 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.

About the Ecology, Spirituality, and Religion Programs

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.

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. The extent and pace of global socio-ecological change calls for a re-examination of our ways of thinking and being in the world. Interlocking ecological crises represent a crisis of human conscience and consciousness. 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 (ESR) at CIIS is designed to help students address these and related questions with rigor, insight, and efficacy. Taking inspiration from such visionaries as geologian Thomas Berry, His Holiness the Dalai Lama, systems theorist Joanna Macy, Nobel Laureate and Green Belt Movement founder Wangari Maathai, World Resources Institute founder Gus Speth, Forum on Religion and Ecology founders Mary Evelyn Tucker and John Grim, and many other leading thinkers, the Ecology, Spirituality, and Religion concentration invites students into the emerging discourse of the field of religion and ecology, in which they will generate new knowledge and contribute to a growing field of academic inquiry and activism.

The ESR program empowers students in exploring the contributions of religions, spiritualities, and philosophies to our planetary socio-ecological crisis. Our transdisciplinary program equips students with the skills and knowledge to imagine, create, and transform practices, worldviews, and lifeways in service of a just and flourishing human and more-than-human future.

The uniquely integrated curriculum of the Ecology, Spirituality, and Religion concentration explores such questions as these:

1. What is the role of religion, spirituality, and culture in the ecological crises of our time?
2. What ecological insights does the world's religious heritage offer?
3. How can exploring worldviews help us to understand and address ecological trauma?

Accelerated Ph.D. in ESR after M.A. in ESR

Students with an M.A. in ESR from CIIS who have excellent grades, six units of foundational coursework, and advanced writing and research skills are eligible to apply to the accelerated Ph.D. which requires 18 fewer courses than the regular Ph.D. The program consists of three units of research methods courses; 15 units of focused electives in the fields of ecology, religion, and philosophy; two comprehensive examinations; a dissertation proposal and a dissertation.

Not all M.A. in ESR students are eligible. Grades and written work completed during the master's program are assessed, along with the applicant's motivation and goals for doctoral study. Multiple pass/no pass grades are disqualifying. The applicant's qualifications for study at the doctoral-level are assessed by the program faculty who make the final decision for acceptance. Students who plan to pursue the Ph.D. must select the letter-grade option for all their M.A. courses and should apply for admission to the Ph.D. during their second year in the M.A., indicating the accelerated option. M.A. in ESR alumni may apply up to two years after graduating. Depending on the proposed doctoral research topic and/or methods and the preparation in philosophy and religion, students may be required to complete the full 36 units of doctoral coursework before beginning comprehensive exams.

Applicants entering a CIIS Ph.D. program with a master's degree earned at another institution are not eligible for

the accelerated option and must complete 36 units of coursework, comprehensive exams, proposal, and a dissertation.

About the Philosophy, Cosmology, and Consciousness Programs

PCC programs are dedicated to reimagining the human species as a mutually enhancing member of the Earth community and are committed to shaping the leadership necessary for profound and progressive transformation of social institutions and individual consciousness. Drawing upon some of the most powerful ideas of Western intellectual and spiritual traditions, together with insights from Asian spiritual philosophies and Indigenous cultures, our faculty has constructed a multidisciplinary course of study to help accelerate each student's journey into their particular leadership role within this work.

The heart of the PCC program is its focus on knowledge that is transformative — of ourselves and of our civilization. It attracts intellectually engaged individuals who are to varying degrees dismayed by what they see happening in industrial societies and who are striving to find meaningful ways to develop their gifts to serve the future of the world. Inspired by Alfred North Whitehead's view that the function of the university is to enable the future to appear, initially in conceptual thought, PCC faculty and graduate students hold in mind three fundamental goals:

1. To deepen our understanding, through embodied learning and imagination, of those creative and evolutionary energies suffusing Earth, the universe, and the psyche, so that we are able 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 and all forms of oppression, including economic injustice, misogyny/ heterosexism, racism, and unsustainable modes of life.
3. To draw from the deep wells of philosophical and religious wisdom together with other scholarly and scientific insights in order to bring forth a profound vision of a vibrant planetary era.

Scientists, scholars, and visionaries recognize that the Earth community is facing an unprecedented evolutionary challenge, the most severe degradation of life in the last 66 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."

Philosophy: We strive to free philosophy from its contemporary limitations — narrowly analytic, reductionist, and cosmologically alienated — and to revive the original essence of philosophy as the love of wisdom. Philosophy in our program explores ways of thinking and being that are visionary, pragmatic, and resist the paradigm of fragmentation that continues to dominate Western thought and culture.

Cosmology: We pursue a multidisciplinary study of cosmology with a focus on the evolutionary unfolding of the universe and the Earth community. Cosmology in our program includes reflection on the discoveries of the natural sciences, as well as cosmological and ecological perspectives emerging in contemporary culture, including especially the arts, spirituality, and religion.

Consciousness: We seek to explore the worlds of consciousness and the deep psyche, particularly by research concerning archetypal structures and their formative expression in individual lives and culture. Consciousness studies in our program focuses on transpersonal and Jungian psychology, the evolution of consciousness, Western esotericism, and emerging nonreductive approaches within philosophy.

Ecology: We cultivate integral ecological approaches to our common home (Oikos) which recognize the ineluctable relation of Earth systems to questions of ethics and metaphysics, the political economy, culture, religion, and spirituality. We recognize that, just as no dimension of Earth remains untouched by the human, so all facets of the human project must be reconsidered in light of our shared planetary ecology.

In the end, the perspectives studied and developed within our community are tested in the fire of each student's experience. Our program has been designed to help shape the intellectual, moral, and spiritual leadership necessary for meeting historic planetary challenges.

Integral Ecology Track

The residential M.A. and Ph.D. 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.

Accelerated Ph.D. in PCC after M.A. in PCC

Students with an M.A. in PCC from CIIS who have excellent grades, six units of foundational coursework, and advanced writing and research skills are eligible to apply to the accelerated Ph.D. which requires 18 fewer courses than the regular Ph.D. The program consists of nine units of philosophy and religion courses; nine units of general electives; two comprehensive examinations; a dissertation proposal and a dissertation.

Not all M.A. in PCC students are eligible. Grades and written work completed during the master's program are assessed, along with the applicant's motivation and goals for doctoral study. Multiple pass/no pass grades are disqualifying. The applicant's qualifications for study at the doctoral-level are assessed by the program faculty who make the final decision for acceptance. Students who plan to pursue the Ph.D. must select the letter-grade option for all their M.A. courses and should apply for admission to the Ph.D. during their second year in the M.A., indicating the accelerated option. M.A. in PCC alumni may apply up to two years after graduating. Depending on the proposed doctoral research topic and/or methods and the preparation in philosophy and religion, students may be required to complete the full 36 units of doctoral coursework before beginning comprehensive exams.

Applicants entering a CIIS Ph.D. program with a master's degree earned at another institution are not eligible for the accelerated option and must complete 36 units of coursework, comprehensive exams, proposal, and a dissertation.

M.A. in Philosophy and Religion with a concentration in Ecology, Spirituality, and Religion

Format and Length

Students who enroll in the M.A. program full-time can complete it in two years. The average time to complete the Ph.D. program, if pursued full-time, is about eight years.

Both programs are fully online. Per federal law 34 CFR § 600.9, U.S. states must authorize each higher education institution outside their state to provide distance education to their residents. The current list of states which have given CIIS their authorizations can be found on this webpage: https://www.ciis.edu/admissions-and-financial-aid/out-of-state-students/state-authorization. CIIS can admit individuals to online programs only if they are in these states. Students in online programs who are in a state which has given CIIS their authorization, and then relocate to a state which has not, put their enrollment in jeopardy.

Program Learning Objectives

1. Gain insight and understanding into historical and current socio-ecological conditions.
2. Navigate across disciplinary boundaries within a diversity of traditions, knowledge systems, philosophies, and worldviews.
3. Engage with transdisciplinary ecological scholarship and activism.
4. Practice imagining, creating, and living into a just and flourishing future now.

The M.A. in ESR explores the role of worldviews, philosophies, and religion in the interconnected global ecological crises through 36 units of coursework. The curriculum progression includes two foundational courses and courses in ecology, religion, philosophy, and social justice; a fieldwork practicum; electives; and a capstone experience

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.

Admissions Requirements

Applicants must meet the general admissions requirements of the University, including holding an undergraduate degree (B.A., B.S., 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 for the M.A. in Philosophy and Religion with a concentration in Ecology, Spirituality, and Religion — 36 Units

All courses are three units unless otherwise specified.

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 6000 The Living Universe: Contemporary Philosophies and Practices of Animism
PAR 6003 Reclaiming a More-Than-Human Psychology: The Ecological Significance of Transspecies Ontology in Animist Philosophies
PAR 6071 Philosophy and Ecology: Toward a Green Metaphysics, Phenomenology, and Epistemology
PARP 6129 The Metaphysics of Integral Ecology
PARP 6130 Religious Metaphysics After Modernity
PARP 6133 Whitehead's Adventure in Cosmology: Toward a Physics of the World-Soul
PARP 6135 Process & Difference in the Pluriverse
PARP 6139 Philosophy of Religion
PARP 6141 Evolutionary Cosmology and Process Philosophy
PARP 6150 The Book of Nature
PARP 6152 Ecopoetics
PARP 6158 Research and Methodology in Philosophy and Religious Studies
PARP 6161 Universe Story and Earth Community: The Cosmology of Thomas Berry
PARP 6163 Collapse and Regeneration
PARP 6249 Romanticism and Philosophy
PARP 6275 Plato and Platonism
PARP 6278 Integral Ecologies
PARP 6281 Merleau-Ponty's Phenomenology of Nature
PARP 6286 The Evolution of Modern Society: Spirituality in a Secular Age
PARP 6318 Archetypal Women (2 units)
PARP 6393 Mind and Nature in German Idealism
PARP 6394 Arboreal Philosophy (1 unit)
PARP 6431 Martin Luther King Jr.: Justice Cosmology and Interconnection (1 unit)
PARP 6436 Sri Aurobindo and Teilhard de Chardin
PARP 6439 A Brief History of Western Thought
PARP 6472 The Colors of American Philosophy: Pluralism, Pragmatism, and Political Transformation
PARP 6500 A History of Western Worldviews I: From Antiquity to the Renaissance
PARP 6506 The Great Turning (2 units)
PARP 6540 A History of Western Worldviews II: From the Enlightenment to the Postmodern
PARP 6573 The Evolution of Process Philosophy
PARP 6650 Advanced Seminar: A.N. Whitehead's Process and Reality
PARP 6822 Hegel, Wilber, and Morin: Foundations of Integral Inquiry
PARP 6833 The Evolution of Religious Consciousness: From the Paleolithic to the Axial Age
PARP 6834 The Evolution of Modern Self: From Axial Roots to Postmodern Threshold
PARW 7006 Women Philosophers, Mystics, and Wisdom Teachers

III. Ecology Electives — 3 units

Select from the following: (course offerings may vary)

ANTH 6102 Ethnobotany & Anthropological Ways of Knowing Plants
ANTH 6107 Activist Skills in Sustainable Food Production and Preservation (1 unit)
ANTH 6454 Theoretical and Systems Tools for Social and Ecological Change (2 units)
PAR 6055 The Ecology of Dying, Death, and Beyond (2 units)
PAR 6057 Indigenous Lifeways and Ecology
PAR 6073 Animal Ethics: Spiritual, Ecological, and Philosophical Perspectives (2 units)
PAR 6075 Environmental Writing: From Disarray to Clarity (2 units)
PAR 6080 Decolonizing Ecologies

PAR 6290 Rethinking Nature Conservation: An Interspecies Approach
PAR 6292 Next of Kin: Perspectives on Animal Ethics and Biodiversity
PAR 6480 Reality and the Heart: Eco Emotions in the Anthropocene
PARP 6522 Science, Ecology, and Contested Knowledge(s)
PARP 6523 Environmental Ethics
PARP 6525 Toward an Integral Ecological Consciousness
PARP 6743 Cosmology of Food (1 unit)
PARP 6748 Nature and Eros (2 units)
PARP 6751 Nature and Eros

IV. Religion Electives — 6 units in one tradition

A. Buddhism
PARP 6563 Buddhism and Ecology
PARP 6564 The Buddhist Heart-Mind: Practicing Compassion through Buddhist Philosophy
PARP 6565 Tibetan Buddhist Mind Training in Philosophical Perspective (1 unit)

B. Comparative Religions
PAR 6057 Indigenous Lifeways and Ecology
PARW 6018 Water Across Spiritual Traditions - Rituals Symbols and Meaning (2 units)
PARP 6138 Wisdom Texts, East and West
EWP 6157 Krishna, Buddha, Christ, and Sophia
PARW 6548 Women and World Religions
PARW 6426 The Spirit and the Flesh: Christianity and Paganism in Comparative Perspectives (2 units)

C. Daoism
EWP 6320 The Dao of Life Cultivation in Chinese Traditions
PAR 6476 Ecological and Holistic Perspectives of Traditional Daoist Medicine

D. Hinduism
EWP 6025 The Dharma of the Earth
EWP 6135 Yoga of the Earth Community
EWP 6327 Transformative Themes in the Upanishads
PAR 6020 Yoga Sutras of Patanjali
PAR 6025 The Bhagavad Gita: Ancient and Modern Perspectives
PAR 6483 Hinduism and Ecology

E. Judeo-Christian
PAR 6370 Judaism & Ecology: Ancient Sources and New Perspectives on Environmental Ethics (1 unit)
PARP 6532 Christianity and Ecology

V. Feminism, Globalization, and Justice — 3 units

Select from the following (course offerings may vary):

PAR 6475 Subverting and Transcending Gender in South Asian Religions
PARP 6437 Curanderismo: The Metaphysics of Splitting and Healing
PARW 6048 Critical Thinking and Liberatory Methods
PARW 6419 Transformative Philosophies of Justice: Local and Global Perspectives
PARW 6425 Gender, Power, and Spirit in Indigenous Cultures (2 units)
PARW 6428 Ecological Consciousness and Climate Justice
PARW 6429 Spiritual Responses to Gender-Based Violence (2 units)
PARW 6441 Liberation Dharma: Gender, Buddhism, and Social Justice
PARW 6548 Women and World Religions
PARW 6835 Spiritual Activism and Transformative Social Change
PARW 7002 Ecofeminist Philosophy and Activism
PARW 7585 Spirit, Compassion, and Community Activism
PARW 7609 Womanist, Feminist, and Decolonial Worldviews

VI. General Electives — 9 units

Any CIIS graduate-level courses

VII. Ecology Practicum — 3 units

PARP 6533 Touch the Earth: Ecology Practicum

Capstone Experience

VIII. Integrative Seminar — 3 units

PARP 6897 Integrative Seminar

Ph.D. in Philosophy and Religion with a concentration in Ecology, Spirituality, and Religion

About the Ph.D. in Philosophy and Religion with a concentration in Ecology, Spirituality and Religion

Drawing on the fields of ecology, philosophy, religion, and spirituality, the Ph.D. program invites students into advanced study and analysis of the relationships between ecological issues and the world's religious and spiritual traditions. The program consists of nine units of foundational coursework; 21 units of focused electives in the fields of ecology, religion, and philosophy; six units of general electives; two 3-unit written comprehensive exams; a dissertation proposal (0.1 units per semester, 3-semester maximum); and a doctoral dissertation (0.1 units per semester, 4-year maximum). Depending upon their background, their proposed research topic and/or methods of preparation in philosophy and religion, some students may be required by the ESR faculty to complete more than 36 units of coursework, including language study or special methodological study; this will be specified at acceptance.

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:

1. Serving as a writing mentor with the Center for Writing and Scholarship
2. Serving as a teaching assistant for a course they have taken previously, by consultation with the faculty instructor. Students interested in this option should consult with an instructor in whose course they have excelled.
3. Gain experience by teaching as an adjunct instructor at a local college or university.

Students must present at relevant academic conferences the research and ideas at the core of their dissertations at least twice. The presentation of those findings can occur at a public presentation within the CIIS community or at a public conference or event outside of CIIS. Doctoral students must publicly present their research findings at least once outside of CIIS. Examples of field-related conferences may include the American Academy of Religion's (AAR) regional and national conferences, the International Society for the Study of Religion, Nature, and Culture (ISSRNC) conference, the Yale Graduate Conference in Religion and Ecology, the Religion and Ecology Summit, World-Ecology Conferences, or the PCC Forum. Please consult with the program coordinator or program chair for more details. Doctoral 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. Active participation in scholarly conferences, throughout the course of the doctoral degree, is an integral part of personal and professional development, networking, and academic advancement.

Program Learning Outcomes

1. Gain insight and understanding into historical and current socio-ecological conditions.
2. Navigate across disciplinary boundaries within a diversity of traditions, knowledge systems, philosophies, and worldviews.
3. Engage with transdisciplinary ecological scholarship and activism.
4. Practice imagining, creating, and living into a just and flourishing future now.
5. Advance scholarly inquiry in the environmental humanities.
6. Contribute to the field of ecology, spirituality, and religion by producing original and publishable scholarship.

Language Recommendation

Ph.D. 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.

Comprehensive Examinations

The two required comprehensive exams (6 units total) 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 their 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.

Dissertation Proposal

After successfully completing both comprehensive exams, the student begins working on the dissertation proposal. The dissertation proposal must be finished in three semesters (0.1 units per semester, 3-semester maximum). The first step is identifying the chair of the dissertation committee, a CIIS core 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 Ph.D. Dissertation Committee section. 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).

Dissertation

Once the proposal is completed and approved by a three-person committee, the student may begin writing the dissertation. 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* Ph.D.s 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 an expert outside of CIIS with a core appointment 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 (0.1) units per semester (4-year maximum) for a 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 with the ESR chair and program coordinator.

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 ESR Ph.D. program is independent of admission to the M.A. in ESR program and requires a separate admissions application. Those admitted into the Ph.D. who do not have an M.A. in ESR or a master's degree in a humanities field may be required to complete up to an additional 18 units (minus equivalents) from the core section of the master's curriculum.

Curriculum for the Ph.D. in Philosophy and Religion with a concentration in Ecology, Spirituality, and Religion — 42.2 to 43.6 Units

All courses are three units unless otherwise specified.

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 units of School of Consciousness and Transformation research methods course(s)

II. **Ecology, Spirituality, and Religion Focused Electives — 21 units**

Select from the following: (course offerings may vary)

- ANTH 6102 Ethnobotany & Anthropological Ways of Knowing Plants
- ANTH 6107 Activist Skills in Sustainable Food Production and Preservation (1 unit)
- ANTH 6454 Theoretical and Systems Tools for Social and Ecological Change (2 units)
- EWP 6025 The Dharma of the Earth
- EWP 6135 Yoga of the Earth Community
- EWP 6157 Krishna, Buddha, Christ, and Sophia
- EWP 6320 The Dao of Life Cultivation in Chinese Traditions
- EWP 6327 Transformative Themes in the Upanishads
- PAR 6000 The Living Universe: Contemporary Philosophies and Practices of Animism
- PAR 6003 Reclaiming a More-Than-Human Psychology: The Ecological Significance of Transspecies Ontology in Animist Philosophies
- PAR 6020 Yoga Sutras of Patanjali
- PAR 6025 The Bhagavad Gita: Ancient and Modern Perspectives

PAR 6055 The Ecology of Dying, Death, and Beyond (2 units)
PAR 6057 Indigenous Lifeways and Ecology
PAR 6071 Philosophy and Ecology: Toward a Green Metaphysics, Phenomenology, and Epistemology
PAR 6073 Animal Ethics: Spiritual, Ecological, and Philosophical Perspectives (2 units)
PAR 6075 Environmental Writing: From Disarray to Clarity (2 units)
PAR 6080 Decolonizing Ecologies
PAR 6290 Rethinking Nature Conservation: An Interspecies Approach
PAR 6292 Next of Kin: Perspectives on Animal Ethics and Biodiversity
PAR 6370 Judaism & Ecology: Ancient Sources and New Perspectives on Environmental Ethics (1 unit)
PAR 6475 Subverting and Transcending Gender in South Asian Religions
PAR 6476 Ecological and Holistic Perspectives of Traditional Daoist Medicine
PAR 6480 Reality and the Heart: Eco Emotions in the Anthropocene
PAR 6483 Hinduism and Ecology
PARP 6129 The Metaphysics of Integral Ecology
PARP 6130 Religious Metaphysics After Modernity
PARP 6133 Whitehead's Adventure in Cosmology: Toward a Physics of the World-Soul
PARP 6135 Process & Difference in the Pluriverse
PARP 6138 Wisdom Texts, East and West
PARP 6139 Philosophy of Religion
PARP 6141 Evolutionary Cosmology and Process Philosophy
PARP 6150 The Book of Nature
PARP 6152 Ecopoetics
PARP 6161 Universe Story and Earth Community: The Cosmology of Thomas Berry
PARP 6163 Collapse and Regeneration
PARP 6249 Romanticism and Philosophy
PARP 6275 Plato and Platonism
PARP 6278 Integral Ecologies
PARP 6281 Merleau-Ponty's Phenomenology of Nature
PARP 6286 The Evolution of Modern Society: Spirituality in a Secular Age
PARP 6318 Archetypal Women (2 units)
PARP 6393 Mind and Nature in German Idealism
PARP 6394 Arboreal Philosophy (1 unit)
PARP 6431 Martin Luther King Jr.: Justice Cosmology and Interconnection (1 unit)
PARP 6436 Sri Aurobindo and Teilhard de Chardin
PARP 6437 Curanderismo: The Metaphysics of Splitting and Healing
PARP 6438 Dante: Cosmology, Poetry, and Metaphysics
PARP 6439 A Brief History of Western Thought
PARP 6472 The Colors of American Philosophy: Pluralism, Pragmatism, and Political Transformation
PARP 6500 A History of Western Worldviews I: From Antiquity to the Renaissance
PARP 6506 The Great Turning (2 units)
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 6540 A History of Western Worldviews II: From the Enlightenment to the Postmodern
PARP 6563 Buddhism and Ecology
PARP 6564 The Buddhist Heart-Mind: Practicing Compassion through Buddhist Philosophy
PARP 6565 Tibetan Buddhist Mind Training in Philosophical Perspective (1 unit)
PARP 6573 The Evolution of Process Philosophy
PARP 6650 Advanced Seminar: A.N. Whitehead's Process and Reality
PARP 6743 Cosmology of Food (1 unit)
PARP 6748 Nature and Eros (2 units)
PARP 6751 Nature and Eros
PARP 6822 Hegel, Wilber, and Morin: Foundations of Integral Inquiry
PARP 6833 The Evolution of Religious Consciousness: From the Paleolithic to the Axial Age
PARP 6834 The Evolution of Modern Self: From Axial Roots to Postmodern Threshold
PARW 6018 Water Across Spiritual Traditions - Rituals Symbols and Meaning (2 units)
PARW 6048 Critical Thinking and Liberatory Methods
PARW 6117 Sustainability and the Soul - Social Justice and Ecology (2 units)
PARW 6419 Transformative Philosophies of Justice: Local and Global Perspectives
PARW 6425 Gender, Power, and Spirit in Indigenous Cultures (2 units)
PARW 6426 The Spirit and the Flesh: Christianity and Paganism in Comparative Perspectives (2 units)
PARW 6428 Ecological Consciousness and Climate Justice
PARW 6429 Spiritual Responses to Gender-Based Violence (2 units)
PARW 6441 Liberation Dharma: Gender, Buddhism, and Social Justice
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 7585 Spirit, Compassion, and Community Activism

PARW 7609 Womanist, Feminist, and Decolonial Worldviews

III. General Electives — 6 units
Any CIIS graduate-level courses

IV. Foreign Language Proficiency — Noncredit (recommended depending on dissertation topic)
Fulfilled 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

V. Comprehensive Exams — 6 units
PARP 9600 Comprehensive Exam
PARP 9601 Comprehensive Exam

VI. Dissertation Proposal — 0.1 to 0.3 units
Take every fall and spring semester (summer with consent of dissertation chair) until advancement to candidacy:
PARP 9800 Dissertation Proposal Completion (0.1 unit)

VII. Dissertation Seminar — 0.1 to 1.2 units
Take every fall and spring semester (summer with consent of dissertation chair) until oral defense:
PARP 9900 Dissertation Seminar (0.1 unit)

VIII. Dissertation Publication — 0.1 units
Take only if needed to complete publication requirements:
DISS Dissertation Publication (0.1 unit)

Curriculum for the Ph.D. in Philosophy and Religion with a concentration in Ecology, Spirituality, and Religion Accelerated Program — 24.2 to 25.6 Units

All courses are three units unless otherwise specified.

I. Foundational Courses — 3 units
Any School of Consciousness and Transformation research methods course(s)

II. Ecology, Spirituality, and Religion Focused Electives — 15 units
Select from the following: (course offerings may vary)
ANTH 6107 Activist Skills in Sustainable Food Production and Preservation (1 unit)
ANTH 6102 Ethnobotany & Anthropological Ways of Knowing Plants
ANTH 6454 Theoretical and Systems Tools for Social and Ecological Change (2 units)
EWP 6025 The Dharma of the Earth
EWP 6135 Yoga of the Earth Community
EWP 6157 Krishna, Buddha, Christ, and Sophia
EWP 6320 The Dao of Life Cultivation in Chinese Traditions
EWP 6327 Transformative Themes in the Upanishads
PAR 6000 The Living Universe: Contemporary Philosophies and Practices of Animism
PAR 6003 Reclaiming a More-Than-Human Psychology: The Ecological Significance of Transspecies Ontology in Animist Philosophies
PAR 6020 Yoga Sutras of Patanjali
PAR 6025 The Bhagavad Gita: Ancient and Modern Perspectives
PAR 6055 The Ecology of Dying, Death, and Beyond (2 units)
PAR 6057 Indigenous Lifeways and Ecology
PAR 6071 Philosophy and Ecology: Toward a Green Metaphysics, Phenomenology, and Epistemology
PAR 6073 Animal Ethics: Spiritual, Ecological, and Philosophical Perspectives (2 units)
PAR 6075 Environmental Writing: From Disarray to Clarity (2 units)
PAR 6080 Decolonizing Ecologies
PAR 6290 Rethinking Nature Conservation: An Interspecies Approach
PAR 6292 Next of Kin: Perspectives on Animal Ethics and Biodiversity
PAR 6370 Judaism & Ecology: Ancient Sources and New Perspectives on Environmental Ethics (1 unit)
PAR 6475 Subverting and Transcending Gender in South Asian Religions
PAR 6476 Ecological and Holistic Perspectives of Traditional Daoist Medicine
PAR 6480 Reality and the Heart: Eco Emotions in the Anthropocene
PAR 6483 Hinduism and Ecology
PAR 8799A Independent Study
PARP 6129 The Metaphysics of Integral Ecology
PARP 6130 Religious Metaphysics After Modernity
PARP 6133 Whitehead's Adventure in Cosmology: Toward a Physics of the World-Soul
PARP 6135 Process & Difference in the Pluriverse
PARP 6138 Wisdom Texts, East and West
PARP 6139 Philosophy of Religion
PARP 6141 Evolutionary Cosmology and Process Philosophy
PARP 6150 The Book of Nature
PARP 6152 Ecopoetics
PARP 6161 Universe Story and Earth Community: The Cosmology of Thomas Berry
PARP 6163 Collapse and Regeneration
PARP 6249 Romanticism and Philosophy
PARP 6275 Plato and Platonism
PARP 6278 Integral Ecologies
PARP 6281 Merleau-Ponty's Phenomenology of Nature

PARP 6286 The Evolution of Modern Society: Spirituality in a Secular Age
PARP 6318 Archetypal Women (2 units)
PARP 6393 Mind and Nature in German Idealism
PARP 6394 Arboreal Philosophy (1 unit)
PARP 6431 Martin Luther King Jr.: Justice Cosmology and Interconnection (1 unit)
PARP 6436 Sri Aurobindo and Teilhard de Chardin
PARP 6437 Curanderismo: The Metaphysics of Splitting and Healing
PARP 6438 Dante: Cosmology, Poetry, and Metaphysics
PARP 6439 A Brief History of Western Thought
PARP 6472 The Colors of American Philosophy: Pluralism, Pragmatism, and Political Transformation
PARP 6500 A History of Western Worldviews I: From Antiquity to the Renaissance
PARP 6506 The Great Turning (2 units)
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 6540 A History of Western Worldviews II: From the Enlightenment to the Postmodern
PARP 6563 Buddhism and Ecology
PARP 6564 The Buddhist Heart-Mind: Practicing Compassion through Buddhist Philosophy
PARP 6565 Tibetan Buddhist Mind Training in Philosophical Perspective (1 unit)
PARP 6573 The Evolution of Process Philosophy
PARP 6650 Advanced Seminar: A.N. Whitehead's Process and Reality
PARP 6743 Cosmology of Food (1 unit)
PARP 6748 Nature and Eros (2 units)
PARP 6751 Nature and Eros
PARP 6822 Hegel, Wilber, and Morin: Foundations of Integral Inquiry
PARP 6833 The Evolution of Religious Consciousness: From the Paleolithic to the Axial Age
PARP 6834 The Evolution of Modern Self: From Axial Roots to Postmodern Threshold
PARW 6018 Water Across Spiritual Traditions - Rituals Symbols and Meaning (2 units)
PARW 6048 Critical Thinking and Liberatory Methods
PARW 6117 Sustainability and the Soul - Social Justice and Ecology (2 units)
PARW 6419 Transformative Philosophies of Justice: Local and Global Perspectives
PARW 6425 Gender, Power, and Spirit in Indigenous Cultures (2 units)
PARW 6426 The Spirit and the Flesh: Christianity and Paganism in Comparative Perspectives (2 units)
PARW 6428 Ecological Consciousness and Climate Justice
PARW 6429 Spiritual Responses to Gender-Based Violence (2 units)
PARW 6441 Liberation Dharma: Gender, Buddhism, and Social Justice
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 7585 Spirit, Compassion, and Community Activism
PARW 7609 Womanist, Feminist, and Decolonial Worldviews

III. Foreign Language Proficiency — Noncredit
(recommended depending on dissertation topic)
Fulfilled 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

IV. Comprehensive Exams — 6 units
PARP 9600 Comprehensive Exam
PARP 9601 Comprehensive Exam

V. Dissertation Proposal Completion — 0.1 to 0.3 units
Take every fall and spring semester (summer with consent of dissertation chair) until advancement to candidacy:
PARP 9800 Dissertation Proposal Completion (0.1 unit)

VI. Dissertation Seminar — 0.1 to 1.2 units
Take every fall and spring semester (summer with consent of dissertation chair) until oral defense:
PARP 9900 Dissertation Seminar (0.1 unit)

VII. Dissertation Publication — 0.1 units
Take, if needed, to complete publication requirements:
DISS 900 Dissertation Publication (0.1 unit)

M.A. in Philosophy and Religion with a concentration in Philosophy, Cosmology, and Consciousness

Program Learning Outcomes

The Philosophy, Cosmology, and Consciousness M.A. 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.

Upon successful completion of the program, graduates will be able to demonstrate knowledge and competencies in the following areas. Beneath each program learning outcome (PLO) are listed the specific student learning outcomes (SLO).

PLO 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.

SLO 1 Students will be able to articulate sophisticated critiques of the causes and consequences of the current planetary crises.

SLO 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.

PLO 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.

SLO 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.

SLO 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.

PLO 3 Transdisciplinarity
To evaluate and enact transdisciplinary scholarship

SLO 5 Students will demonstrate competence in transdisciplinary thinking by integrating content and frameworks from a variety of disciplines to create scholarly products.

SLO 6 Students will be able to engage critically with research approaches from a diversity of perspectives (philosophical, psychological, religious, spiritual, and scientific).

PLO 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

SLO 7 Students will be able to build connections between their studies, their personal lives, and the larger communities in which they are embedded.

SLO 8 Students will be able to express individual creativity through personal and/or scholarly communication.

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.

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 for the M.A. in Philosophy and Religion with a concentration in Philosophy, Cosmology, and Consciousness — 36 Units

All courses are three units unless otherwise specified.

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

II. **Philosophy, Cosmology, and Consciousness Electives — 18 units**
Any PAR or PARP courses

III. **General Electives — 12 units**
Any CIIS graduate-level courses

IV. **Culminating Coursework — 3 units**
PARP 6897 Integrative Seminar

Curriculum for the M.A. in Philosophy and Religion with a concentration in Philosophy, Cosmology, and Consciousness, Integral Ecology Track — 36 Units

All courses are three units unless otherwise specified.

I. Foundational Courses — 6 units

PARP 6060 Introduction to Philosophy, Cosmology, and Consciousness

One of the following:

PARP 6278 Integral Ecologies

PARP 6525 Toward an Integral Ecological Consciousness

II. Philosophy, Cosmology, and Consciousness Electives — 6 units

Any PAR or PARP courses

III. Integral Ecology Electives — 6 units

Select from the following: (course options may vary)

PAR 6057 Indigenous Lifeways and Ecology

PAR 6071 Philosophy and Ecology: Toward a Green Metaphysics, Phenomenology, and Epistemology

PAR 6073 Animal Ethics: Spiritual, Ecological, and Philosophical Perspectives

PAR 6075 Environmental Writing: From Disarray to Clarity

PAR 6078 Theory and Method in the Integrative Study of Religion and Ecology

PAR 6079 Ecology in a Time of Planetary Crisis

PAR 6091 Eco-literature and Eco-art in South Indian Tradition

PAR 6292 Next of Kin: Perspectives on Animal Ethics and Biodiversity

PAR 6476 Ecological and Holistic Perspective of Traditional Daoist Medicine

PAR 6480 Reality and the Heart: Eco-Emotions in the Anthropocene

PAR 6483 Hinduism and Ecology

PARP 6110 Cosmological Powers

PARP 6129 The Metaphysics of Integral Ecology

PARP 6141 Evolutionary Cosmology and Process Philosophy

PARP 6150 The Book of Nature

PARP 6152 Ecopoetics

PARP 6161 Universe Story and Earth Community: The Cosmology of Thomas Berry

PARP 6163 Collapse and Regeneration

PARP 6278 Integral Ecologies

PARP 6315 Epic of the Universe

PARP 6393 Mind and Nature in German Idealism

PARP 6394 Arboreal Philosophy

PARP 6431 Martin Luther King Jr.: Justice, Cosmology, and Interconnection (1 unit)

PARP 6506 The Great Turning (2 units)

PARP 6522 Science, Ecology and Contested Knowledge

PARP 6523 Environmental Ethics

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 (1 unit)

PARP 6748 Nature and Eros (2 units)

PARP 6751 Nature and Eros (3 units)

PARP 6822 Hegel, Wilber, and Morin: Foundations of Integral Theory

IV. General Electives — 12 units

Any CIIS graduate-level course

V. Integral Ecology Practicum — 3 units

PARP 6533 Touch the Earth: Integral Ecology Practicum

VI. Culminating Coursework — 3 units

PARP 6897 Integrative Seminar

Ph.D. in Philosophy and Religion with a concentration in Philosophy, Cosmology, and Consciousness

Program 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.

Upon successful completion of the program, graduates will be able to demonstrate knowledge and competencies in the following areas. Beneath each program learning outcome (PLO) are listed the specific student learning outcomes (SLO).

PLO 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.

SLO 1 Articulate sophisticated critiques of the causes and consequences of the current planetary crises.

SLO 2 In response to the dominant worldview, generate alternatives that promote a socially and ecologically just future for the entire Earth community.

PLO 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.

SLO 3 Speak and write cogently about the nature and evolution of worldviews for a variety of scholarly and popular audiences.

SLO 4 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.

PLO 3: Transdisciplinarity
To evaluate and enact transdisciplinary scholarship.

SLO 5 Demonstrate competence in transdisciplinary thinking by integrating content and frameworks from a variety of disciplines to create scholarly products.

SLO 6 Engage critically with research approaches from a diversity of perspectives (philosophical, psychological, religious, spiritual, and scientific).

PLO 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.

SLO 7 Build connections between their studies, their personal lives, and the larger communities in which they are embedded.

SLO 8 Express individual creativity through personal and/or scholarly communication.

PLO 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.

SLO 9 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 CIIS Connect, PCC-INFO-PrimaryTextsForComprehensiveExamination-21.10.21.pdf

SLO 10 Demonstrate familiarity with key developments in the history of Western thought relevant to their dissertation topic.

PLO 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.

SLO 11 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.

SLO 12 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.

Language Recommendation

Ph.D. 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.

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 the 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 Ph.D. 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.

Dissertation

The PCC faculty directs dissertations in two broad specializations: Integral Ecology and Cosmology, and Archetypal and Consciousness Studies. After successfully completing both comprehensive exams, the student may begin working on the dissertation proposal. The dissertation proposal must be finished in three semesters; a student may petition their mentor in writing for an extra semester, but it should not be assumed that such an extension will be granted. If an extension is granted, the student will elect one semester of the supervised Proposal Completion Seminar (PARP 9800). Once the proposal is completed and approved by a three-person committee, the student may begin writing the dissertation.

Throughout the dissertation writing process, students register for 0.1 units/flat fee courses.

Admissions Requirements

Admission to the Philosophy, Cosmology, and Consciousness Ph.D. 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 Ph.D. must have done outstanding work at the M.A. level (see "M.A. Degree Program: Goals and Student Learning Outcomes," above). In addition, the Ph.D. applicant must (1) identify at least one PCC core faculty member who would be appropriate to serve as a mentor in the Ph.D. 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 include an autobiographical statement, 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 M.A. 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 for the Ph.D. in Philosophy and Religion with a concentration in Philosophy, Cosmology, and Consciousness — 42.2 to 43.6 Units

All courses are three units unless otherwise specified.

I. **Required Course — 3 units** (M.A. in PCC alumni substitute with an elective)
   PARP 6060 Introduction to Philosophy, Cosmology, and Consciousness

II. **Philosophy, Cosmology, and Consciousness Electives — 18 units**
   Any PAR or PARP courses

III. **General Electives — 15 units**
   Any CIIS graduate-level courses

IV. **Foreign Language Proficiency — Noncredit**
   (recommended depending on dissertation topic)
   Fulfilled 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

V. **Comprehensive Exams — 6 units**
   PARP 9600 Comprehensive Examination
   PARP 9601 Comprehensive Examination

VI. Dissertation Proposal — 0.1 to 0.3 units
Take every fall and spring semester (summer with consent of dissertation chair) until advancement to candidacy:

PARP 9800 Dissertation Proposal Completion (0.1 unit)

VII. Dissertation Seminar — 0.1 to 1.2 units
Take every fall and spring semester (summer with consent of dissertation chair) until oral defense:

PARP 9900 Dissertation Seminar (0.1 units)

VIII. Dissertation Publication — 0.1 units
Take, if needed, to complete publication requirements:

DISS 900 Dissertation Seminar (0.1 units)

Curriculum for the Ph.D. in Philosophy and Religion with a concentration in Philosophy, Cosmology, and Consciousness (Integral Ecology Track) — 42.2 to 43.6 Units

All courses are three units unless otherwise specified.

I. Required Course — 3 units (M.A. in PCC alumni substitute with an elective)
PARP 6060 Introduction to Philosophy, Cosmology, and Consciousness

II. Philosophy, Cosmology, and Consciousness Electives — 18 units
Any PAR or PARP courses.

III. Integral Ecology Electives — 9 units
Select from the following: (course options may vary)

PAR 6057 Indigenous Lifeways and Ecology
PAR 6071 Philosophy and Ecology: Toward a Green Metaphysics, Phenomenology, and Epistemology
PAR 6073 Animal Ethics: Spiritual, Ecological, and Philosophical Perspectives
PAR 6075 Environmental Writing: From Disarray to Clarity
PAR 6078 Theory and Method in the Integrative Study of Religion and Ecology
PAR 6079 Ecology in a Time of Planetary Crisis
PAR 6091 Eco-literature and Eco-art in South Indian Tradition
PAR 6292 Next of Kin: Perspectives on Animal Ethics and Biodiversity
PAR 6476 Ecological and Holistic Perspective of Traditional Daoist Medicine
PAR 6480 Reality and the Heart: Eco-Emotions in the Anthropocene
PAR 6483 Hinduism and Ecology
PARP 6110 Cosmological Powers
PARP 6129 The Metaphysics of Integral Ecology
PARP 6141 Evolutionary Cosmology and Process Philosophy
PARP 6150 The Book of Nature
PARP 6152 Ecopoetics
PARP 6161 Universe Story and Earth Community: The Cosmology of Thomas Berry
PARP 6163 Collapse and Regeneration
PARP 6278 Integral Ecologies
PARP 6315 Epic of the Universe
PARP 6393 Mind and Nature in German Idealism
PARP 6394 Arboreal Philosophy
PARP 6431 Martin Luther King Jr.: Justice, Cosmology, and Interconnection (1 unit)
PARP 6506 The Great Turning (2 units)
PARP 6522 Science, Ecology and Contested Knowledge
PARP 6523 Environmental Ethics
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 (1 unit)
PARP 6748 Nature and Eros (2 units)
PARP 6751 Nature and Eros

IV. General Electives — 6 units
Any CIIS graduate-level courses

V. Foreign Language Proficiency — Noncredit
(recommended depending on dissertation topic)
Fulfilled 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

VI. Comprehensive Exams — 6 units
PARP 9600 Comprehensive Examination
PARP 9601 Comprehensive Examination

VII. Dissertation Proposal — 0.1 to 0.3 units
Take every fall and spring semester (summer with consent of dissertation chair) until advancement to candidacy:

PARP 9800 Dissertation Proposal Completion (0.1 units)

VIII. Dissertation Seminar — 0.1 to 1.2 units
Take every fall and spring semester (summer with consent of dissertation chair) until oral defense

PARP 9900 Dissertation Seminar (0.1 units)

IX. Dissertation Publication — 0.1 units
Take, if needed, to complete publication requirements:
DISS 900 Dissertation Seminar (0.1 units)

Curriculum for the Ph.D. in Philosophy and Religion with a concentration in Philosophy, Cosmology, and Consciousness, Accelerated Program — 24.2 to 25.6 Units

All courses are three units unless otherwise specified.

I. Philosophy, Cosmology, and Consciousness Electives — 9 units
Any PAR or PARP courses.

II. General Electives — 9 units
Any CIIS graduate-level courses

III. Foreign Language Proficiency — Noncredit
(recommended depending on dissertation topic)
Fulfilled 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

IV. Comprehensive Exams — 6 units
PARP 9600 Comprehensive Examination
PARP 9601 Comprehensive Examination

V. Dissertation Proposal — 0.1 to 0.3 units
Take every fall and spring semester (summer with consent of dissertation chair) until advancement to candidacy:
PARP 9800 Dissertation Proposal Completion (0.1 units)

VI. Dissertation Seminar — 0.1 to 1.2 units
Take every fall and spring semester (summer with consent of dissertation chair) until oral defense:
PARP 9900 Dissertation Seminar (0.1 units)

X. Dissertation Publication — 0.1 units
Take, if needed, to complete publication requirements:
DISS 900 Dissertation Seminar (0.1 units)

Curriculum for the Ph.D. in Philosophy and Religion with a concentration in Philosophy, Cosmology, and Consciousness (Integral Ecology Track) Accelerated Program — 24.2 to 25.6 Units

All courses are three units unless specified otherwise.

I. Required Courses — 3 units
(Alumni of M.A. in PCC, Integral Ecology Track substitute with an elective)
One of the following:
PARP 6278 Integral Ecologies
PARP 6525 Toward an Integral Ecological Consciousness

II. Integral Ecology Electives — 6 units
Select from the following: (courses options may vary)
PAR 6057 Indigenous Lifeways and Ecology
PAR 6071 Philosophy and Ecology: Toward a Green Metaphysics, Phenomenology, and Epistemology
PAR 6073 Animal Ethics: Spiritual, Ecological, and Philosophical Perspectives
PAR 6075 Environmental Writing: From Disarray to Clarity
PAR 6078 Theory and Method in the Integrative Study of Religion and Ecology
PAR 6079 Ecology in a Time of Planetary Crisis
PAR 6091 Eco-literature and Eco-art in South Indian Tradition
PAR 6292 Next of Kin: Perspectives on Animal Ethics and Biodiversity
PAR 6476 Ecological and Holistic Perspective of Traditional Daoist Medicine
PAR 6480 Reality and the Heart: Eco-Emotions in the Anthropocene
PAR 6483 Hinduism and Ecology
PARP 6110 Cosmological Powers
PARP 6129 The Metaphysics of Integral Ecology
PARP 6141 Evolutionary Cosmology and Process Philosophy
PARP 6150 The Book of Nature
PARP 6152 Ecopoetics
PARP 6161 Universe Story and Earth Community: The Cosmology of Thomas Berry
PARP 6163 Collapse and Regeneration
PARP 6278 Integral Ecologies
PARP 6315 Epic of the Universe
PARP 6393 Mind and Nature in German Idealism
PARP 6394 Arboreal Philosophy
PARP 6431 Martin Luther King Jr.: Justice, Cosmology, and Interconnection (1 unit)
PARP 6506 The Great Turning (2 units)
PARP 6522 Science, Ecology and Contested Knowledge
PARP 6523 Environmental Ethics

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 (1 unit)
PARP 6748 Nature and Eros (2 units)
PARP 6751 Nature and Eros (3 units)
PARP 6822 Hegel, Wilber, and Morin: Foundations of Integral Theory

III. General Electives — 9 units
Any CIIS graduate-level courses

IV. Comprehensive Examinations — 6 units
PARP 9600 Comprehensive Exam
PARP 9601 Comprehensive Exam (on an Integral Ecology topic)

V. Dissertation Proposal — 0.1 to 0.3 units
Take every fall and spring (summer with consent of dissertation chair) until advancement to candidacy:
PARP 9800 Thesis/Dissertation Proposal Completion (0.1 units)

VI. Dissertation Seminar — 0.1 to 1.2 units
Take every fall and spring (summer with consent of dissertation chair) until oral defense:
PARP 9900 Thesis/Dissertation Seminar (0.1 units)

XI. Dissertation Publication — 0.1 units
Take, if needed, to complete publication requirements:
DISS 900 Dissertation Seminar (0.1 units)

Certificate in Integral Ecology

Certificate in Philosophy, Cosmology, and Consciousness

About the Certificates

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 Certificate in Integral Ecology allows students to study the complex character of the Earth community, the factors that threaten it, and possibilities for a better way forward. Students explore vital links between ecology and such fields as philosophy, religion, psychology, and cosmology, and learn strategies for building a regenerative and ecologically just future. The gravity and complexity of the planetary ecological crisis calls for an integral approach to ecology, one that broadens and deepens the study of ecology through active engagement with the humanities and social sciences.

The Certificate in Philosophy, Cosmology, and Consciousness 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 certificates 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 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 each semester must apply for a Leave of Absence through the Registrar's office.
- Students can decide to apply to the M.A. in PCC 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 M.A. in PCC program after earning a PCC certificate are required to participate in three on-campus intensives, two at the beginning of fall semesters and one at the end of the final spring semester. It is recommended that certificate students considering the online M.A. in PCC participate in at least one Intensive while still a certificate student (thus facilitating their completion of the M.A. intensive requirements).
- Students in the M.A. in PCC 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 for the Certificate in Integral Ecology — 12 Units

All courses are three units unless otherwise specified.

I. Foundations — 3 to 6 units
Take one or both:
PARP 6278 Integral Ecologies
PARP 6525 Toward an Integral Ecological Consciousness

II. Optional Practicum — 3 units
PARP 6533 Touch the Earth: Integral Ecology Practicum

III. Integral Ecology Electives — 3 to 9 units
Select from the following: (course options may vary)
PAR 6078 Theory and Method in the Integrative Study of Religion and Ecology
PAR 6079 Ecology in the Time of Planetary Crisis
PAR 6292 Next of KIng: Perspectives on Animal Ethics and Biodiversity
PAR 6369 Judaisms and Ecology: Visions, Voices, and Practices (1 unit)
PARP 6110 Cosmological Powers
PARP 6393 Mind and Nature in German Idealism
PARP 6506 The Great Turning (2 units)
PARP 6522 Science, Ecology, and Contested Knowledge(s)
PARP 6523 Environmental Ethics
PARP 6532 Christianity and Ecology
PARP 6563 Buddhism and Ecology
PARP 6748 Nature and Eros (2 units)
PARP 6751 Nature and Eros

Curriculum for the Certificate in Philosophy, Cosmology, and Consciousness — 12 Units

All courses are three units unless otherwise specified.

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

II. Philosophy — 3 units
Select from the following: (course options may vary)
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. Cosmology — 3 units
Select from the following: (course options may vary)
PARP 6110 Cosmological Powers
PARP 6525 Toward an Integral Ecological Consciousness
PARP 7001 Psyche and Cosmos I: Transpersonal Psychology and Archetypal Astrology

IV. Consciousness — 3 units
Select from the following: (course options may vary)
PARP 6833 The Evolution of Religion 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

Course Descriptions

PAR-6000 The Living Universe: Contemporary Philosophies and Practices of Animism (3 units) OP
This course looks at some contemporary Western philosophies that support the notion of a living, communicative universe. It considers the work of Karen Barad, Jane Bennett, and Freya Mathews, as well as that of Stephen Harrod Buhner and Andreas Weber and

others whose work dissolves traditional Western dualities of alive/inert. It poses questions about the ethical implications of widening our definition of 'alive', and asks how our sense of ourselves and our relationship with the world and the other creatures in it would change if we decentered humanity in notions of sentience, agency and vitality. The course will also include nature-based practices which are designed to foster a contemporary animist appreciation of, and relationship with, the living world. Priority Registration to PCC and ESR students.

PAR-6003 Reclaiming a More-Than-Human Psychology: The Ecological Significance of Transspecies Ontology in AnimistPhilosophies (3 units) OP
In reclaiming a more-than-human psychology, students will examine the contemporary ecological significance of transspecies ontology through an intercultural reading of theoretical, cosmological, and mythological perspectives on transspecies personhood in hunter-gatherer and related Indigenous and place-based societies. In this course, students will engage with Earth-based psychologies to contemplate the role that animals, as kindred beings of personhood, have played in contributing to the evolution of human consciousness, alongside contemplating the role those transspecies ontologies continue to play in reinforcing relational human-animal identities. During the semester, students will become familiar with the philosophies and associated anthropological theories of the multidisciplinary frameworks of animism, new animism, relational ontology, and posthumanism - studying how being human and being other-than-human is conceived in relationship to nonhuman beings, particularly animals. Priority Registration to PCC and ESR students.

PAR-6020 Yoga Sutras of Patanjali (3 units) OP
Study of the Yoga Sutras of Patanjali in the context of commentaries and subcommentaries, with an emphasis on the diversity of interpretation. PRIORITY TO PHILOSOPHY, COSMOLOGY, CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PAR-6025 The Bhagavad Gita: Ancient and Modern Perspectives (3 units) OP
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. PRIORITY TO PHILOSOPHY, COSMOLOGY, CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PAR-6055 The Ecology of Dying, Death, and Beyond (0 units) OP
An inescapable fact of life—- no one gets out alive — death remains a profound mystery to religion and science. Many philosophies purport to know when life ends and what happens after, but no living person knows for sure. Religious and spiritual traditions offer numerous interpretations of dying and death. Is it possible to remain in connection with loved ones who have died? What is the connection of karma to dying, death, and beyond? This multidisciplinary investigation of dying, death, and beyond takes death and dying as both a universal and deeply personal transition, embedded in the ecology of the living world. As such, the Great Dying — as the Sixth Mass Extinction has been called — as well as the profound toll of the covid-19 pandemic influence perspectives on dying and death. PRIORITY TO PHILOSOPHY, COSMOLOGY, CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS. The unit offering of this course may vary by semester.

PAR-6057 Indigenous Lifeways and Ecology (3 units) OP
This course will take a cross-continental and culturally comparative approach to explore the unique environmental perspectives Indigenous communities and their diverse traditions offer through land-based practices rooted in social, cultural, and spiritual relationships to geography and place. Within the historical and social context of settler colonialism, genocide, and capitalism, students in this class will deepen their understanding of cultural ecology by becoming familiar with how traditional ecological knowledge (TEK) and Indigenous biocultural heritage intersect with environmental restoration, food sovereignty, stewardship of ancestral lands and sacred sites, and environmental justice and activism. PRIORITY TO PHILOSOPHY, COSMOLOGY, CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PAR-6071 Philosophy and Ecology: Toward a Green Metaphysics, Phenomenology, and Epistemology (3 units) OP
The purpose of this course is both to introduce and to deepen students' awareness of important work within the growing field of environmental philosophy. Although environmental philosophy is sometimes treated as if it were reducible to environmental ethics, the questions raised by the ecological crisis go beyond the merely ethical and prompt us to consider many of our deepest philosophical accounts and commitments. Throughout this course, students engage with the way a diverse set of environmental philosophers have sought to employ and sometimes to revise metaphysical, phenomenological, and epistemological issues in the light of green concerns. The course begins by considering the historical background of the emergence of environmental philosophy and then moves on to consider the state of the field in recent decades. Works emerging from within analytic, continental, and process/pragmatist traditions are considered, as are key works from within the philosophical sides of both deep ecology and ecofeminism. PRIORITY TO PHILOSOPHY,

COSMOLOGY, CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PAR-6073 Animal Ethics: Spiritual, Ecological, and Philosophical Perspectivespectives (2 units) OP
Ancient spiritual wisdom and contemporary scientific findings both refute Descartes' assertion that non-human 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? PRIORITY TO PHILOSOPHY, COSMOLOGY, CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PAR-6075 Environmental Writing: From Disarray to Clarity (2 units) OP
The challenge of interdisciplinary work is to find ways to link conventionally separated modes of thinking. On the one hand, grammatical structures and rhetorical practices have evolved to lead listeners and readers through a series of ideas linked in a particular relation. But creative thinking-earth-shaking, paradigm-shifting thinking-doesn't arise in us according to those conventions. It does not spring like Athena fully formed from our foreheads. Rather, the journey of the creative thinker is into the realms of Chaos. Writers have to become their own Tricksters. To that end, in this course, students will work on their writing projects in two stages: first through a series of dismantling exercises using poetic forms and then reintegrating with a focus on linkages and clarity. PRIORITY TO PHILOSOPHY, COSMOLOGY, CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PAR-6078 Theory and Method in the Integrative Study of Philosophy and Religion (3 units) OP
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. PRIORITY TO PHILOSOPHY, COSMOLOGY, CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PAR-6079 Ecology in a Time of Planetary Crisis (3 units) OP
Ecology is the study of oikos, Greek for household or home. What does it mean, existentially, to find that our home, Earth, is under threat as a result of human actions? This course provides a broad overview of the human imbrication in planetary systems. Beginning with an exploration of the patterns and processes identified by ecological science, such as emergence, chaos, competition, cooperation, and self-organization, we broaden into an examination of critical planetary issues, including climate change, biodiversity loss, deforestation, fresh water depletion, agriculture, fisheries collapse, and globalization. Framings of ecological issues are placed in dialogue with religious and spiritual views, allowing students to discuss the complex interconnected ways that worldviews, biophysical science, institutions, ethics, and justice have shaped the current state of the Earth. PRIORITY TO PHILOSOPHY, COSMOLOGY, CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PAR-6080 Decolonizing Ecologies (3 units) OP
This course takes a critical view of conventional conceptions of "Nature" inherent in modernist Eurocentric thought. An interdisciplinary and decolonizing approach considers Indigenous epistemologies and practices based on relationships between people, other beings, territories, and conceptions of time. This course is grounded in readings, discussion, exercises involving interactions with one's environment, and a semester-long investigation of place. PRIORITY TO PHILOSOPHY, COSMOLOGY, CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PAR-6091 Eco-literature and Eco-art in South Indian Tradition (1 unit) OP
Uniquely in world literature, the ancient Tamil classical literature (200 BCE to 400 CE) wove its marvelous tapestry on the warp of an ecological worldview that saw human emotion and action as inextricably linked to the ancient ecotypic regions of that land. The course will examine this extraordinary literature and its unique ecological view. Additionally, attention will be given to the ancient women's household art of the region, which, creating daily designs at the threshold of each home, anchored each home, each day, to the Goddess of the Earth. PRIORITY TO PHILOSOPHY, COSMOLOGY, CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PAR-6290 Rethinking Nature Conservation: An Interspecies Approach (3 units) OP
In this course, students will look at nature conservation's historical and conceptual evolution as a postmodern and postcolonial phenomenon originating from a worldview where nature and culture are separate, and wilderness is a place without or dispossessed of people. Students will

examine 20th-century, global approaches to conservation and the challenges these present. By examining these challenges, students will be introduced to new approaches to decolonizing conservation by rethinking the role of interspecies relations in biodiversity and nature preservation. This course will take a cross-continental case-study approach to studying how place-based communities use traditional ways of knowing to redefine human-animal relations in conservation settings. This course will also introduce students to emerging conservation practices and environmental studies disciplines, like the practice of interspecies kinship and the study of Intuitive Interspecies Communication (IIC) - learning how these can give voice to other species as humans and animals collectively navigate increasing environmental shifts caused by climate change. PRIORITY REGISTRATION TO PCC AND ESR STUDENTS.

PAR-6292 Next of Kin: Perspectives on Animal Ethics and Biodiversity (3 units) OP
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? PRIORITY TO PHILOSOPHY, COSMOLOGY, CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PAR-6369 Judaisms and Ecology - Visions Voices and Practices (1 unit) Letter Grade
Jewish visions of nature are as plural and dynamic as Judaism itself! This course will introduce students to that dynamism and offer windows into thinking about the many interpretations of the human-nature relationship that have evolved over a large span of time and a wide range of social, political, historical and bio-regional contexts. We will look at biblical, rabbinic, medieval, modern and contemporary sources, paying attention to those voices and moments where ideas of nature have been emphasized and debated. At the same time, we will pay considerable attention to what many call eco-Judaism today. What does it mean to farm Jewishly? How are ideas of keeping kosher being debated and re-interpreted in the context of green, ethical eating and climate change? How is eco-Judaism being deployed politically? Given that many understand Judaism as a tradition of practice more than belief, we will examine how, in the 21st century, sacred texts, home-based practices and holidays are being re-conceived by those whose Jewish identities are deeply interwoven with their ecological commitments. Our scholarly work will be deepened and supplemented by experiential exercises and contemplative practice.

PAR-6370 Judaism and Ecology: Ancient Sources and New Perspectives on Environmental Ethics (1 unit) OP
Through a deep-dive into the teachings of Jewish thought, theology, ritual, and law, this course will offer students a vocabulary for thinking beyond the values of carbon capitalism, the insular epistemologies of scientism, technological determinism, and the extractive approach to the non-human world that dominate our economic and social systems. We will work to develop a shared vocabulary for Jewish thinking within the context of the environmental humanities, and special attention will be given to the contribution of religion to animal studies, ecofeminism, religion and the science of ecology, and the interplay between faith, scholarship and activism. "The ecological crisis," writes Mary Evelyn Tucker, "is also a crisis of culture and of the human spirit. It is a moment of reconceptualizing the role of the human in nature." The aim of this class is to work towards such renewal of the human spirit through constructive, creative, and courageous engagement with the vast sources of Judaism. Priority Registration to PCC and ESR students.

PAR-6475 Subverting and Transcending Gender in South Asian Religions (3 units) OP
This course is a broad survey, critical evaluation, and investigation of gender in South Asian religions. We will explore the roles 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 post-structuralist, post-colonial, intersectional, and feminist thinkers, and explore dynamics, harmonies, and tensions between emic and etic views of gender and power in South Asia. PRIORITY TO PHILOSOPHY, COSMOLOGY, CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PAR-6476 Ecological and Holistic Perspective of Traditional Daoist Medicine (3 units) OP
Traditional Daoist Medicine(TDM) offers great potential for a 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 through the lens of TDM. PRIORITY TO PHILOSOPHY, COSMOLOGY, CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PAR-6480 Reality and the Heart: Eco-Emotions in the Anthropocene (3 units) OP
This class will look at eco-emotions: the various feelings we have in response to the current state of the world and the bleak prospects we face, in terms of climate catastrophe and related issues of social upheaval and ecological injustice. The class takes the view that working with our emotions is key to cultivating the resiliency we need for both activism and adaptation/transition, both personally and collectively. It considers how we can hold both our grief and our love for the world at this time of great uncertainty, and how spiritual approaches that re-connect us with the living world can help with this. The class includes theoretical perspectives as well as experiential elements. PRIORITY TO PHILOSOPHY, COSMOLOGY, CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PAR-6483 Hinduism and Ecology (3 units) OP
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. PRIORITY TO PHILOSOPHY, COSMOLOGY, CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PAR-7880 Academic Writing in Social Sciences (3 units) Letter Grade
This course is designed to introduce students to various styles of academic writing, including structuring and writing technical research reports (full journal articles, including literature reviews), annotated bibliographies, and comparative analyses. We will differentiate between quantitative and qualitative research data reporting. Students will learn how to structure a research report and write using the latest style guidelines of the American Psychological Association (APA, version 7). The aim will be to foster confidence in a scientific style of communication - one that is often quite different from that taught in the humanities and the "hard sciences." Conciseness, clarity, and exactness will be the hallmarks of successful written products in the course. At the completion of Academic Writing in the Social Sciences, students should have developed each of these traits as well as their "scholarly voice" in their written expression. RESTRICTED TO ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PAR-8799A Independent Study (1 unit) Letter Grade
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-5218 Archetypes, Art, and Culture (1 unit) Pass/No Pass
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. PRIORITY REGISTRATION TO PHILOSOPHY, COSMOLOGY, AND CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.
PreReq-Take PARP-7001;

PARP-6010 Henri Bergson (3 units) OP
This course is dedicated to the life, works, and influence of French philosopher Henri-Louis Bergson (1859-1941). Often considered a "philosopher of life," Bergson was among the earliest anti-reductionist thinkers of evolution and a forerunner to phenomenology and cybernetics. Enormously well-known and influential during his lifetime, Bergson's fame was eclipsed and his influence obscured in the decades following his death. Now, however, nearly a century later, Bergson's works and legacy are being readily rediscovered. His philosophy, as much a way of life as a theory, is increasingly recognized as speaking directly to many of the philosophical and

planetary challenges facing our age. Priority Registration to PCC and ESR students.

PARP-6012 Intuition in Bergson, Deleuze and Sri Aurobindo (3 units) OP
Post-Kantian modern epistemology assumes that it is impossible for humans to know "the thing-in-itself." A few modern and contemporary thinkers have challenged this assumption by posing alternative epistemological foundations accessible through forms of praxis. This course considers three such thinkers, the French philosophers Henri Bergson (1859-1941) and Gilles Deleuze (1925-1995) and the Indian philosopher-yogi Sri Aurobindo (1872-1950), who have all approached the problems of knowledge and action through intuition. For all of them, intuition is a power of thinking that surpasses the limitations of logic and reason, opening and expanding (post) human potential. By distinguishing between an experiential understanding of space and time, Bergson claims to contact the thing-in-itself through its subjective becoming in duration. This is not achieved through reasoning but through a praxis of intuition. Deleuze, who was profoundly influenced by Bergson, holds out that intuition for Bergson is not a spontaneous mysticism but a methodical praxis. He also builds his own theory of creative action on Bergson's intuitive praxis. Sri Aurobindo draws on the Upanishads and yoga philosophy to develop an epistemological framework for knowledge-by-identity approached through the development of an intuitive mind. The course will look at the texts of these thinkers which deal with these theories of practice and query the possibilities of knowledge opened by them.

PARP-6020 Archetypal Cosmology: Past and Present (3 units) Letter Grade
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 twentieth 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. PRIORITY REGISTRATION TO PHILOSOPHY, COSMOLOGY, AND CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PARP-6060 Introduction to Philosophy, Cosmology, and Consciousness (3 units) Pass/No Pass
This course is the required introduction for all master's and doctoral PCC students in their first year of coursework. It has three goals: First, it allows students to become familiar with the scholarly work and world views of the several core PCC faculty, each of whom presents the key ideas and insights that teacher most wishes to emphasize as his or her contribution to the academic content and larger vision of the PCC program. Second, students meet each other at the start of their journey in the program and gain a sense of their cohort and the PCC community. Third, the course includes an introduction to essential skills in research, writing, and strategies for enhancing their learning experience throughout the course of the program. PRIORITY REGISTRATION TO PHILOSOPHY, COSMOLOGY, AND CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PARP-6110 Cosmological Powers (3 units) OP
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. PRIORITY TO PHILOSOPHY, COSMOLOGY, CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PARP-6122 Myth, Legend, and Fairy-Story: A Celebration of Fantasy Literature (3 units) OP
The roots of fantasy literature can be traced through fairy-stories and folktales of numerous cultures, extending through historical legends to ancient mythologies. Yet the fantasy novel is also a distinct creation, emerging from the imagination of a single author who crafts a secondary world that has what J.R.R. Tolkien calls an "inner consistency of reality." With Joseph Campbell's archetypal perspective on myth as a foundational guide, this course traverses from medieval legends and epic poems, such as the Grail Legend and Beowulf, to some of the most acclaimed fantasy literature of the late nineteenth through the early twenty-first centuries-with a special emphasis on the works of the Oxford Inklings and their medieval and Romantic influences. The course will explore themes of the creative imagination, cultural inheritance, archetypal and symbolic patterning, and the importance of fiction in an era of objective facts. Priority Registration to PCC and ESR students.

PARP-6128 Monsters Made Real: Monsters, Monstrosity, and Dehumanization (3 units) OP
This course seeks to understand the process of monsterization and how we make monsters real. We will start by tracing early and medieval thinkers in the tradition of teratology (philosophy of monsters) to see what concepts they used to think of monstrosity in the world. Some ideas involve deviance and difference, while others treat the question more in terms of evil and the demonic. Turning our attention to the modern period,

the course then considers how thinkers use the concept of monstrosity itself to think about problems in the world, such as the mind-body problem and the ethical treatment of animals. Finally, we will see the impact of 'monster' in the world by discussing how the concept has been used against specific groups of people as a means of dehumanization, violence, and annihilation.

PARP-6129 The Metaphysics of Integral Ecology (3 units) OP
Although environmental philosophy is sometimes treated as if it were reducible to environmental ethics, the questions raised by the ecological crisis go beyond the merely ethical and prompt us to consider many of our deepest philosophical accounts and commitments. Drawing on both premodern texts and key twentieth and twenty-first century thinkers, this course looks at the history, development, and metaphysical import of key ecological concepts such as holism, autopoiesis, emergence, complexity and others. Throughout the course, students will be introduced to many of the philosophical methods, epistemic practices, and theories that either lie behind or are implied by the integral ecologies emerging in our own day. PRIORITY TO PHILOSOPHY, COSMOLOGY, CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PARP-6130 Religious Metaphysics After Modernity (3 units) OP
This course introduces students to contemporary problems of religious metaphysics, and to enable them to argue rationally and convincingly between alternative positions, both religious and anti-religious. The course begins by investigating the way 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 (ËœGod, freedom, and the Ëœsoul). The course then provides an account of the way in which twentieth and twenty-first 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 post-analytic responses; continental, phenomenological, and speculative realists responses; neo-classical or process theological responses; and renewed religious responses from both East and West. PRIORITY TO PHILOSOPHY, COSMOLOGY, AND CONSCIOUSNESS STUDENTS AND ECOLOGY, SPIRITUALITY, AND RELIGION STUDENTS

PARP-6131 Speculation and Adoration: Introduction to the Study of Medieval Christian Mysticism (3 units) OP
In the popular imagination, mysticism and the middle ages are almost inseparably joined. There is reason for this. The medieval period, for better and for worse, was a God-intoxicated epoch, a characteristic that often both troubles and allures us when we think about it today. This course is an introduction to the key texts, themes, and transformations of the Christian mystical — or, more properly, contemplative — tradition from the end of antiquity through to its flowering in the high middle ages. Throughout the course, we will attend to recent scholarly and popular debates about the meaning and nature of mysticism; engage in both critical and charitable readings of key primary texts in translation from the fifth to the fifteenth centuries; place such texts in their spiritual, theological, social, and economic contexts; and endeavor to relate our readings to contemporary spiritual concerns. PRIORITY TO PHILOSOPHY, COSMOLOGY, CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PARP-6133 Whitehead's Adventure in Cosmology: Toward a Physics of the World-Soul (3 units) OP
This course introduces students to Alfred North Whitehead's organic cosmology by exploring its relevance to contemporary natural science, including relativity, quantum, evolutionary, and complexity theories. In light of his protest against the modern bifurcation of nature into separate physical and psychical domains, the course also explores the ways Whitehead's panexperiential and process-relational ontology allows us to understand the knowledge produced by natural science as compatible with human meaning and social relations. Whitehead's "organic realism" makes it possible to re-enchant the world without contradicting the latest scientific findings. In fact, his Philosophy of Organism provides us with one of the most promising means of integrating the increasingly fragmented natural and social sciences into a comprehensive and potentially civilization renewing vision.PRIORITY TO PHILOSOPHY, COSMOLOGY, CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PARP-6134 Process Approaches to Consciousness (3 units) OP
Building on the work of Michel Weber and Andreas Weekes in Process Approaches to Consciousness in Psychology, Neuroscience, and Philosophy of Mind (2009), this course unpacks the implications of process-relational philosophy for consciousness studies, psychology, and neuroscience. Contemporary consciousness studies and its related fields have run up against what philosopher David Chalmers has called the hard problem of consciousness. This course offers a way around the so-called hard problem by examining the alternative ontological and cosmological perspectives offered by Alfred North Whitehead, William James, and other process thinkers. These alternative approaches reject mind/matter dualism by arguing for the intrinsically experiential nature of all physical processes, thereby providing a novel way forward for consciousness studies. PRIORITY TO PHILOSOPHY, COSMOLOGY,

CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PARP-6135 Process and Difference in the Pluriverse (3 units) OP
This course aims to address the challenge of thinking and acting with creativity and compassion in a time of planetary emergency. What is the role of philosophy in a moment of such rapid social and ecological upheaval? Geologically speaking, this moment is increasingly referred to as the Anthropocene (or critically re-inscribed as the Gaianthropocene, Capitalocene, Entropocene, Plantationocene, or Chthulucene, among other names). Whatever we call it, a growing chorus of scholars in the environmental humanities is arguing that the planetary mutation already underway has made obsolete the old categories of modern political and natural philosophy. In the hopes of gaining some foothold amidst these new complex and multifaceted conditions, this course draws upon a diverse array of thinkers who bring process-relational cosmology down to Earth by articulating its relevance to ongoing struggles for social and ecological justice. PRIORITY TO PHILOSOPHY, COSMOLOGY, CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY,
RELIGION STUDENTS.

PARP-6138 Wisdom Texts, East and West (3 units) Pass/No Pass
What is wisdom? What does flourishing look like for beings like us? What does the good life (understood in its deepest sense) mean in a complex and quickly changing world? This course addresses such through an exploration of the religious and ethical worldviews in foundational texts from Eastern (Chinese, Indian) and Western (Greek, Latin, Hebrew) wisdom traditions. PRIORITY TO PHILOSOPHY, COSMOLOGY, CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PARP-6139 Philosophy of Religion (3 units) Pass/No Pass
Inspired by the line at the conclusion of William Jamess Varieties of Religious Experience, 'We are continuous with Something More through which saving experiences come', this courses explores authors, philosophical and spiritual sources, core ideas, recommended religious practices, as well as relevance and influence of key twentieth century approaches to the philosophy of religion. PRIORITY TO PHILOSOPHY, COSMOLOGY, CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PARP-6141 Evolutionary Cosmology and Process Philosophy (3 units) Pass/No Pass
This course draws connections between Brian Swimme's evolutionary cosmology, as depicted in Journey of the Universe, and process philosophy. PRIORITY TO PHILOSOPHY, COSMOLOGY, CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PARP-6143 The Red Books of C.G. Jung and J.R.R. Tolkien: An Archetypal Perspective (3 units) OP
Beginning in the year 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 Jungs 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. PRIORITY TO PHILOSOPHY, COSMOLOGY, CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PARP-6144 Jung on Astrology (3 units) OP
Examines the place of astrology in Jung's life and work, including (1) astrology's place in the modern West and its personal significance to Jung, (2) astrological symbolism in Jungian psychology, (3) the astrological ages and the evolution of mythic/religious consciousness, (4) Jung's explanations of astrology. [The book of the same name will be published by Routledge in late 2017 or early 2018.] PRIORITY TO PHILOSOPHY, COSMOLOGY, CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PARP-6148 Being and Becoming: Metaphysics Seminar (3 units) Letter Grade
This course is a graduate-level introduction to some of the key texts, questions, arguments, and methods in the western tradition of metaphysics. Metaphysics — or what Aristotle called 'first philosophy' — is not only one of the oldest but also one of the most enigmatic branches of the western philosophical tradition. Classically, metaphysics was especially associated with the study of the nature of being, and with questions about the relationship between being and becoming. More recently, metaphysics has been characterized as the philosophical study of ultimacy, of what really is, or of what is most fundamental and basic. These abstract and often ancient questions are, at the same time, quite contemporary, relevant, and controversial, bound up

both not only with the other branches of philosophy, but also with developments in modern science, and with many of the crucial ethical, social, political, and spiritual questions of our day. PRIORITY TO PHILOSOPHY, COSMOLOGY, CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PARP-6150 The Book of Nature (3 units) Letter Grade
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. PRIORITY TO PHILOSOPHY, COSMOLOGY, CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PARP-6151 Philosophy of Music and the Attunement of the Soul (3 units) OP
From the music of the spheres to the harmonies of the soul, music has been bound up with philosophy since the latter's inception. Ranging widely from Ancient Greek mysticism to contemporary phenomenological musicology, this course introduces students to the way the love of wisdom and the love of music unfold alongside one another. Throughout the course, a variety of questions will be considered including questions like: "What is the nature of music?" "What are the effects of music on the soul?" "Can music teach us about the soul?" "Does music convey emotions?" And "Why and how is music often so profound?" PRIORITY TO PHILOSOPHY, COSMOLOGY, CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PARP-6152 Ecopoetics (3 units) OP
Poetics is the theory of the artistic and aesthetic dimensions of language, which includes the study of all forms of verbal expression, not only those associated with poetry. Often thought of as a variant or a synonym of literary criticism, poetics overlaps with other fields of inquiry oriented around communication and meaning, including linguistics, semiotics, interpretation theory (hermeneutics), and aesthetics. In recent decades, an ecological approach to poetics has emerged: ecopoetics. This course is an exploratory survey of the field of ecopoetics. Ecopoetics is a field of study wherein theories of language and literature tangle with ecological perspectives. Ecopoetics, also referred to as "ecocriticism," "environmental literary criticism," and "green cultural studies," seeks to understand the place of language in the ways that humans think, feel, and act in relationship to ecological phenomena. This is not limited to the linguistic capacities of humans, but extends throughout all of the communication, signs, and meanings that find expression in the more-than-human world. This course lets the nature of language show itself as the language of nature. Students will learn how to practice the wildness of an integral ecology that intimately intertwines words and worlds. PRIORITY TO PHILOSOPHY, COSMOLOGY, and CONSCIOUSNESS STUDENTS AND ECOLOGY, SPIRITUALITY, and RELIGION STUDENTS

PARP-6153 Philosophy and the Novel (3 units) OP
This course is designed for the reader, philosopher, and writer who wants to explore the imaginative space between the material world of human existence and the mysteries of the universe. Where are we? What is the nature of life? What is the purpose of humanity? What is our meaning in this universe? The course will focus primarily on novels that grapple with ontology and cosmic ideas. What substantive questions are posed by our personal experience, the human condition, and the sublime? The course will include an outline of philosophy and several philosophical traditions, including such topics as cosmology, metaphysics, ethics, aesthetics, epistemology, and ontology. PRIORITY TO PHILOSOPHY, COSMOLOGY, CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY,
RELIGION STUDENTS.

PARP-6154 The Philosophy of Systems Theory (3 units) OP
Over the past century, systems theorists have been developing a powerful new perspective on reality - one which remains rooted in scientific evidence while challenging many of modern science's philosophical assumptions. In this course, we will explore how different strands of systems theory attempt to move beyond the limits of reductionism and materialism in hopes of bringing coherence and meaning back into Western, scientific cosmology. In addition to discussing systems theory's core concepts, we will investigate how this approach can provide fresh answers to foundational issues in philosophy and cosmology such as the nature of mind, life, and freedom. Priority Registration to PCC and ESR students.

PARP-6155 The Philosophy of Infinity (3 units) OP
What is the infinite? How can our finite minds comprehend the limitlessness of infinity? Or is the infinite an integral part of the essence of consciousness? This course looks at the role of infinity in philosophy, consciousness, metaphysics, and theology, starting from "Integral Rationalism" i.e., the monism of Spinoza, the monadology of Leibniz, and the sublime in Kant. We then proceed to look at how these ideas evolved in the work of twentieth-century philosophers such as Bergson and Levinas. In these later thinkers, we can see the way that the encounter with infinity is not merely speculative but is philosophically, aesthetically, morally, and spiritually transformative, and may even be bound up with our very notion of what it means to be human, what we have been and what we may yet become. PRIORITY REGISTRATION TO PHILOSOPHY, COSMOLOGY, AND CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PARP-6156 Developing the Martial Mind: The Perfecting of Self through the Philosophy of Martial Arts (3 units) OP
Many philosophies aim to develop and improve the self, but what sets some traditions of Chinese and Japanese philosophy apart is their use of martial arts towards that end. This course explores themes of self-discipline and self-cultivation through the lens of classic martial texts (English translations) that aim to develop a martial mind and ultimately a warrior spirit. Furthermore, we will be reading contemporary commentaries that ask us to think about how such texts provide perspective on the role of compassion in self-cultivation, monistic metaphysics when thinking about our relationship to nature, the mindful-body as the source of knowledge, and the role of martial arts in both enacting and stopping violence. Priority Registration to PCC and ESR students.

PARP-6158 Research and Methodology in Philosophy and Religious Studies (3 units) OP
The theme of method touches upon every aspect of the discovery of truth and the production of scholarly knowledge, ranging from the everyday practices of research to the deeper questions of epistemology and the scholar's relation to truth. In this course, students will be introduced to a variety of practices and approaches in philosophy and religious studies. Themes covered include scholarly ethics, professional communication, best practices for researchers, and critical methodological reflection. PRIORITY TO PHILOSOPHY, COSMOLOGY, CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PARP-6161 Universe Story and Earth Community: The Cosmology of Thomas Berry (3 units) OP
Thomas Berry (1914-2009) was one of the most influential ecological thinkers of his time. A prophetic voice against the devastation of Earth, Berrys poetic interpretation of the universe story, and call for a shamanic-type communion with the planetary process, reverberated through fields such as eco-philosophy, ecological spirituality, new cosmology, deep ecology, and ecopsychology. Berrys emphasis on cosmology, worldview, narrative, and the power story, like his concepts of the New Story, the Old Story, and being between stories, was remarkably prescient and remains profoundly relevant. Berry’s critiques of Western religion, institutions, and anthropocentrism offer not only an analysis of the crisis of modernity, but the outlines of a path into a new ecological era. This course will examine Thomas Berry's writings, teachings, ideas, and inspirations — including his various influences from Confucius to Teilhard de Chardin; from Indigenous spirituality to contemporary science. Through deep engagement with Berry’s cosmological vision, we will gain perspective on the religious roots of the ecological/climate crisis and glimpse new possibilities for a contemporary worldview that celebrates the unity of the universe, Earth, and human. PRIORITY TO PHILOSOPHY, COSMOLOGY, CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PARP-6162 Archeoastronomy and Embedded Cosmologies (3 units) OP
We are embedded in celestial cycles which humans have rooted into the landscape for millennia. Light pollution and living at break-neck speeds easily blind us from these embedded timekeepers. This class invites students to slow down to the speed of stars and stones, to recalibrate their own pacing through honoring cosmological cycles and the early humans who collected and recorded them. Ancient rock art and architecture the world over reveal some of the earliest evidence of humanity's observations of celestial movements as markers of time. We will cover the equinoxes, solstices,

lunar standstills, the cycle of Venus, as well as movements of constellations and stars from the perspectives of a variety of ancient sites and cultural stories. Surviving stories hint at how these cycles integrated into the spiritual and ecological lives of the people who marked them. Be prepared to spend regular time observing the sky and to carry out one field trip to a local archeoastronomy site. PRIORITY TO PHILOSOPHY, COSMOLOGY, CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PARP-6163 Collapse and Regeneration (3 units) OP
This course explores recent research in the emerging transdisciplinary field of collapsology in tandem with calls for the transition to an Ecological Civilization. It brings integral perspectives to bear on the near- and long-term fate of the Earth community in light of the increasingly apparent social and ecological unsustainability of industrial growth civilization. Lectures and readings include such topics as: collapsology (and collapsophy); ecological civilization; regenerative culture; Deep Adaptation and collapse anticipation; Extinction Rebellion (XE); the death/rebirth archetype and planetary initiation. PRIORITY TO PHILOSOPHY, COSMOLOGY, CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PARP-6249 Romanticism and Philosophy (3 units) OP
What is the imagination and what is its relationship to truth, goodness, and beauty? One of the most astonishing developments of modernity is the new literary, philosophical, and cultural role that Western society gave to the imagination. In this course, we will trace how the imagination emerged from its previous role as a subordinative cognitive faculty into the creative organ of meaning, the summit of artistic creation, and the mediator between spirit and matter that it seems to be today. Through a reading of key texts, both poetic and philosophical, students will be led to consider not only the history of the creative imagination but also its relevance for continuing questions in contemporary philosophy and religion. PRIORITY TO PHILOSOPHY, COSMOLOGY, CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PARP-6275 Plato and Platonism (3 units) OP
This course is an exploration of the writings, thought, and legacy of Plato, from its roots in his encounter with Socrates through the development of his own writings, and into the continuous tradition that his writings inspired, a tradition that continues to be debated in philosophy and other disciplines to this day. The first half of the course is devoted to a careful reading of and philosophical engagement with central Platonic dialogues. In the latter half of the course, attention turns to the consideration of some of Plato's Neoplatonic successors, before concluding by considering the ways that Plato's thought continues to be debated, appropriated, and a creatively retrieved as a means of addressing central concerns of our own day. PRIORITY REGISTRATION TO PHILOSOPHY, COSMOLOGY, AND CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PARP-6278 Integral Ecologies (3 units) OP
This course considers the emergence and most prominent contributors to the emerging field of integral ecologies. Though well suited to the modeling of material and energetic flows, standard sciences of ecology are less adept at handling the realm of values and in accounting for the more interior or subjective, let alone spiritual dimensions of nature or the Earth system. By contrast, integral ecologies are devoted precisely to the integration of these neglected dimensions. Anything less falls short of the integral character of our common home (Oikos) and will be inadequate in addressing the issues that threaten it. PRIORITY REGISTRATION TO ECOLOGY, SPIRITUALITY, AND RELIGION STUDENTS AND PHILOSOPHY, COSMOLOGY, AND CONSCIOUSNESS STUDENTS

PARP-6279 Introduction to Phenomenology (3 units) OP
This course introduces students to the history and ideas of phenomenological philosophy - focusing on experiential, embodied, and embedded forms of inquiry. Priority Registration to PCC and ESR students.

PARP-6280 The Way of the Psychonaut: The Researchof Stanislav Grof (3 units) OP
This course provides an overview of the lifework of Stanislav Grof, M.D., Ph.D., for over sixty years one of the world's leading researchers of psychedelic-assisted psychotherapy, holotropic breathwork, and nonordinary states of consciousness. Students will engage in an in-depth study of Stanislav Grof's final two-volume comprehensive work, The Way of the Psychonaut, which reviews his contributions to psychology, psychotherapy, cartographies of the psyche, transpersonal experiences, the symbolism and psychological significance of birth, sex, and death, psychospiritual death and rebirth, reincarnation, karma, mystical states, archetypes, spiritual emergency, art and artists, and higher creativity. The syllabus also includes Grof's memoir, When the Impossible Happens, the 2nd edition of Holotropic Breathwork, co-authored with Grof's late wife, Christina Grof, and also a selection of essays from renowned academics, scientists, and researchers reflecting upon Grof's work, published in Psyche Unbound: Essays in Honor of Stanislav Grof. PRIORITY REGISTRATION TO PHILOSOPHY, COSMOLOGY, AND CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PARP-6281 Merleau-Ponty's Phenomenology of Nature (3 units) OP
This course is an introduction to the philosophy of Merleau-Ponty, with a focus on the theme of nature. Merleau-Ponty approached nature as both the background from which all our perceptions arise, as well as an integral part of the nature of perception itself. The phenomenological experience of nature requires us to get outside our "normal" experience but discloses a way of being that is not fundamentally different from or incompatible with human life. Students will learn to pay careful attention to their perceptions and their body's embeddedness in the world, in order to approach life, consciousness, and nature in a new, more phenomenological, but also more meaningful way. PRIORITY TO PHILOSOPHY, COSMOLOGY, CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PARP-6284 History of Western Esotericism (3 units) OP
Alongside the mainstream western intellectual tradition there runs a kind of counter-tradition, an alternative, complementary approach to understanding the cosmos and our place in it. Historically, this tradition has been marginalized and today it forms a reservoir of "rejected knowledge," which nevertheless offers insights and ideas that can help balance our overly rationalized modern consciousness. Esoteric means "inner," and the esoteric tradition is concerned with the inner meaning of the great religions, but also with the reality of our "inner worlds." Beginning in the early CE and continuing to our post-everything age, the esoteric or Hermetic tradition has informed all aspects of western civilization, influencing religion, science, culture, even politics. This course will look at this lost tradition, offering a history of the hidden or "shadow side" of western consciousness. The course will look at selected representatives of our forgotten heritage and place them in the context of their times. We will explore what we can learn from our marginalized spiritual inheritance and how it may offer the possibility of uniting with its counterpart to form a consciousness quite unlike any we have experienced so far. PRIORITY TO PHILOSOPHY, COSMOLOGY, CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PARP-6286 The Evolution of Modern Society: Spirituality in a Secular Age (3 units) OP
This course traces the evolution of modern societies from the enchanted social imaginaries of the medieval world through the epochal changes that brought about our modern secular age. What does it mean to live after the so-called death of God? What does spirituality look like in a secular age? How are we to understand nature in an immanent frame and how do we negotiate our spiritual, moral, and cultural lives amid radical diversity and ineluctable pluralism? We will use a close reading of Charles Taylor's *A Secular Age* as the principal course text. Drawing on history and philosophy but also depth psychology, religious studies, sociology, literature and the arts, the course aims to cultivate a sensitive transdisciplinary engagement with the complex historical dynamics that have so shaped our contemporary world. PRIORITY REGISTRATION TO PHILOSOPHY, COSMOLOGY and CONSCIOUSNESS STUDENTS AND ECOLOGY, SPIRITUALITY and RELIGION STUDENTS

PARP-6315 The Epic of the Universe (3 units) OP
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. PRIORITY TO PHILOSOPHY, COSMOLOGY, CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PARP-6318 Archetypal Women (2 units) OP
This 2-unit seminar will examine the lives and work of many culturally prominent women, using the combined lenses of depth psychology and archetypal astrology to explore their biographies and cultural contributions. This will be a participatory seminar, and the final list of figures selected for study for the 10 class sessions will reflect the interests and expertise of everyone involved. (Because natal and transit analysis will be employed, there is a prerequisite of Psyche and Cosmos I or II, or comparable preparation with permission of the instructor.) Potential subjects include major figures in the history of feminism such as Mary Wollstonecraft, Margaret Fuller, Simone de Beauvoir, and Bette Friedan; political and social-activist figures such as Hillary Clinton, Aung San Suu Kyi, and Wangari Maatthai; critics and women of letters such as Virginia Woolf, Gertrude Stein, Pauline Kael, and Camille Paglia; singers and songwriters such as Billie Holiday, Joni Mitchell, Janis Joplin, Chrissie Hynde, Sinead OConnor, Alanis Morissette; comics such as Elaine May, Lily Tomlin, Gilda Radner, and Tina Fey; novelists such as Jane Austen, Mary Shelley, George Sand, and Harriet Beecher Stowe; dancers such as Isadora Duncan, Josephine Baker, Martha Graham, and Suzanne Farrell; artists such as Frida Kahlo; poets such as Emily Dickinson, Sylvia Plath, and Maya Angelou; psychologists such as Lou Salome, Toni Wolff, Melanie Klein, and Marie-Louise von Franz; scientists such as Caroline Herschel and Marie Curie; and other significant figures in history, such as St. Teresa of Avila, Elizabeth I of England, Madame Blavatsky,

Simone Weil, Anne Frank, Eleanor Roosevelt, Margaret Thatcher, and Rachel Maddow. Prerequisites: PARP 7001 or PARP 7002 or instructor consent. PRIORITY TO PHILOSOPHY, COSMOLOGY, CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PARP-6393 Mind and Nature in German Idealism (3 units) OP
The German Idealist movement, beginning with the publication of Kant's *Critique of Pure Reason* 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 twenty five 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 re-evaluates 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 Reasons utter dependence upon and emergence out of the unfathomable depths of Nature. PRIORITY TO PHILOSOPHY, COSMOLOGY, CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PARP-6394 Arboreal Philosophy (1 unit) OP
Trees and forests as indispensable ecological partners have been central to human life since its inception. While, in Western culture, trees have often been treated as mere resource or scenery, nevertheless trees have their own unique modes of being separate from human purposes, and recent research increasingly demonstrates trees to have capacities including communication, intelligence, and agency. How would human interactions with trees and forests change if these arboreal capacities were recognized? In this course, we will examine such questions in an interdisciplinary and integral manner by attending to arboreality in Western thought and culture. There will be particular focus on the emerging field of plant studies, on the devastating environmental consequences of deforestation and climate change, and on our own personal and embodied experiences of trees, forests, and arboreality in all of its dimensions. PRIORITY TO PHILOSOPHY, COSMOLOGY, and CONSCIOUSNESS AND ECOLOGY, SPIRITUALITY, and RELIGION STUDENTS

PARP-6405 Archetypal Biography through Film and Literature (3 units) OP
How do we understand and interpret the life of an individual? What is the relationship of biography to the soul? Informed by principles of archetypal psychology and archetypal cosmology, this course explores the lives of nearly two dozen prominent individuals using the lens of James Hillman's "acorn theory" supplemented with analysis of relevant planetary aspects and transits. The course will draw not only on written memoirs and autobiographies of persons such as Yogananda, Frederick Douglas, Joanna Macy, and Brian Swimme, and biographies of Crazy Horse and Rachel Carson, but also cinematic works to illustrate the lives of significant figures from Abraham Lincoln and Harriet Tubman to Gandhi, Malcolm X, Harvey Milk, and many others. Students in the course will be asked to select one figure from the syllabus and study her or his life in depth, presenting their findings to the class in a special opportunity to teach in the graduate school setting. PRIORITY REGISTRATION TO PHILOSOPHY, COSMOLOGY, AND CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PARP-6431 Martin Luther King Jr.: Justice Cosmology and Interconnection (1 unit) OP
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 Ëœsystems 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. PRIORITY TO PHILOSOPHY, COSMOLOGY, AND CONSCIOUSNESS STUDENTS AND ECOLOGY, SPIRITUALITY, AND RELIGION STUDENTS

PARP-6433 Despicable and Unforgivable: A Survey of "Evil" and Coming to Terms with the Horrible (3 units) OP
This course investigates global traditions concerning evil and the nature of extreme harm. Some of the questions we will ask are: what is the difference between harm and extreme harm? Does evil as an entity exist, and if so what's its nature? Why do we react so strongly to some cases of "evil" and not others? As a class we will survey answers ranging from sociological perspectives of deviance, Chinese philosophical answers concerning learning, Euro-analytic answers derived from Christian cosmology, and Indigenous alternatives to "evil". PRIORITY REGISTRATION TO PHILOSOPHY, COSMOLOGY, AND CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PARP-6435 Nonviolence to Forgiveness: Gandhi toTutu (3 units) OP
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). PRIORITY TO PHILOSOPHY, COSMOLOGY, CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PARP-6436 Sri Aurobindo and Teilhard de Chardin (3 units) OP
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. PRIORITY TO PHILOSOPHY, COSMOLOGY, CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY,
RELIGION STUDENTS.

PARP-6437 Curanderismo: The Metaphysics of Splitting and Healing (3 units) OP
This course provides a multidisciplinary introduction to the healing tradition of curanderismo in Mexican and Chicane Indigenous populations. The course introduces students to key curanderismo practices such as cleansing, plática, and so on, while also contextualizing the development of these practices as spiritual resources for oppressed communities in the context of colonization and displacement. In addition, the course considers the philosophical concepts that form the basis for curanderismo cosmology such as teotl and nepantla. Lastly, we will see how curanderismo can be a useful healing model to understand the impact of alienation and susto (soul loss) that is rampant both in contemporary societies especially under conditions of coloniality, ecological dislocation, and so forth.

PARP-6438 Dante: Cosmology Poetry and Metaphysics (3 units) OP
This course is an introduction to and exploration of one of the most astounding works of the Latin West, Dante Alighieri's Divine Comedy. Dante's epic is, at one and the same time, a work of exquisite poetic beauty, spiritual vitality, political protest, and cosmological insight. Dante is an explorer and a lover of both the cosmos and of the soul. This remarkable tale chronicling his journey through the medieval worlds of hell, purgatory, and heaven — from the very nadir of the world through the celestial empyrean that contains all things to final union with the love that moves the sun and the other star — -not only introduces us to much of the best within premodern, Christian theological, spiritual, and philosophical traditions but has inspired and continues to inspire countless poets, thinkers, lovers, activists, and seekers of all sorts. This seminar-style course primarily focuses on a close reading of Dante's Inferno, Purgatorio, and Paradiso (in English translation), although certain key 20th- and 21st-century commentaries will also be consulted. Students will be led both to understand Dante's poem in its historical setting, and to wrestle with continuing questions of contemporary relevance, such as the role of the imagination in understanding reality, the relationship of cosmology and spirituality, and the nature of human violence and the possibility of its being overcome in the realization of justice and community. PRIORITY TO PHILOSOPHY, COSMOLOGY, CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PARP-6439 A Brief History of Western Thought (3 units) OP
This course presents a brief introductory survey of the evolution of the Western worldview, beginning with its roots in Greco-Roman culture and the Judeo-Christian religious traditions. Following its development through the medieval period to the Renaissance, the Reformation, and the Scientific Revolution, the course explores the gradual transformation of the modern worldview, established during the Enlightenment and counterbalanced by Romanticism, into the radically pluralistic postmodern sensibility and increasingly global civilization of the present period. Familiarity with the grand lines of Western intellectual and spiritual history was long considered the mark of an educated person in the West, and to a crucial extent this is still the case. Such knowledge is a necessary part of what we require to comprehend the larger context of our own critical moment in history, which has been fundamentally shaped, for better and for worse, by the powerfully dynamic character of the Western mind and its evolution. PRIORITY TO PHILOSOPHY, COSMOLOGY, CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PARP-6440 The Mythopoeic Imagination of J.R.R. Tolkien (3 units) OP
J.R.R. Tolkien's *The Lord of the Rings* is a work treated by many as a sacred text, one to be returned to year after year, or read aloud with loved ones: it has become a myth for our time. The story has a timeless quality to it, and engages with a complex struggle between good and evil, death and immortality, power and freedom. The Lord of the Rings blends otherworldly romance with the high rhetoric of epic mythology, at times interwoven with the internal depths of the nineteenth century novel and the political climate of the twentieth century. This course is designed both for newcomers to Tolkien's narrative, and for veteran travelers through Middle-earth's many realms. Together we will explore the grand themes and

hidden nuances of Tolkien's epic story, connecting *The Lord of the Rings* to the larger mythology of Middle-earth, and situating Tolkien's process of writing within both his philological and literary scholarship and his own powerful experiences of the imaginal realm. PRIORITY REGISTRATION TO PCC AND ESR STUDENTS.

PARP-6472 The Colors of American Philosophy: Pluralism, Pragmatism, and Political Transformation (3 units) OP
This course will introduce and examine core thinkers and themes in the American philosophical tradition, with a particular focus on the unique importance of pluralism. In line with this focus, course readings will emphasize the influences and perspectives on Native Americans, African Americans, and female Americans on this tradition. Course participants will be invited to situate themselves in relation to the themes explored and to present on a relevant text of their choosing that is reflective of their own background. The aim of the course is to provide participants with a conceptual grounding in the diverse histories of American thought in the hope that this grounding is of service to social and political transformation in the present. PRIORITY REGISTRATION TO PHILOSOPHY, COSMOLOGY, AND CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PARP-6500 A History of Western Worldviews I: From Antiquity to the Renaissance (3 units) Letter Grade
Drawing on defining classic texts this course engages some of the foundational perspectives characteristic of Western thought and culture. Beginning with ancient Greek approaches and proceeding through the Jewish, Christian and Islamic Middle Ages and into the Renaissance, lectures emphasize the deeper significance and continuing relevance of the ideas under review. This course provides essential background for many specialized PCC courses and is highly recommended for students lacking a strong familiarity with the history of Western thought. PRIORITY TO PHILOSOPHY, COSMOLOGY, CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PARP-6506 The Great Turning (2 units) Pass/No Pass
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. PRIORITY TO PHILOSOPHY, COSMOLOGY, AND CONSCIOUSNESS STUDENTS AND ECOLOGY, SPIRITUALITY, AND RELIGION STUDENTS

PARP-6507 The Great Turning (3 units) Pass/No Pass
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. PRIORITY REGISTRATION TO PHILOSOPHY, COSMOLOGY, AND CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PARP-6517 History of Western Thought and Culture: An Archetypal Perspective (3 units) Pass/No Pass
This course explores and analyzes the history of Western thought and culture from the ancient Greeks to the present. Using the narrative provided by The Passion of the Western Mind as the basic text, we will examine the major figures, ideas, and eras of Western intellectual and cultural history both on their own terms and as aspects of a larger unfolding drama that has shaped our own historical moment. To help illuminate that history, this course will apply the insights of archetypal astrological analysis, examining the correlations between planetary alignments and the archetypal patterns of history and biography. Each week we will explore a particular era (such as the Hellenistic age, the Renaissance, or the Scientific Revolution) in terms of the major planetary cycles of the time, the birth charts of leading figures (Descartes, Nietzsche, de Beauvoir), and personal transits for major turning points (Augustine's conversion experience, Petrarch's climbing Mont Ventoux, Galileo

turning his telescope to the heavens). We will also strive to discern the deeper significance of this long historical trajectory when seen through the lens of an archetypal evolutional perspective. PRIORITY TO PHILOSOPHY, COSMOLOGY, CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS. PreReq-Take prerequisite PARP-7001

PARP-6522 Science, Ecology and Contested Knowledge (3 units) Letter Grade
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. PRIORITY TO PHILOSOPHY, COSMOLOGY, CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PARP-6523 Environmental Ethics (3 units) Letter Grade
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. PRIORITY TO PHILOSOPHY, COSMOLOGY, CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PARP-6525 Toward an Integral Ecological Consciousness (3 units) Letter Grade
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. PRIORITY REGISTRATION TO PHILOSOPHY, COSMOLOGY, AND CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PARP-6532 Christianity and Ecology (3 units) OP
What is the relationship between Christianity and ecology? How have various aspects of Christian thought and theology contributed to the present ecological crisis? In what ways might Christian thought and practice help to heal our present crisis? By focusing both on the scriptural, theological, and spiritual background as well as on recent articles and monographs, this course seeks to provide students with an introduction to the way that Christians respond to the current concern over the human relationship to the Creation in order to come to a fuller understanding of some of the spiritual, philosophical, social and economic forces which have shaped that relationship and to imagine how Christian wisdom might contribute to answering many of the pressing ecological concerns of our time. PRIORITY TO PHILOSOPHY, COSMOLOGY, CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PARP-6533 Touch the Earth: Integral Ecology Practicum (3 units) OP
Upon learning about the multiple and interlocking crises facing the Earth community, including mass extinction, global climate change, freshwater depletion, and forest destruction, many students ask "But what can I do?" This course is dedicated to providing the tools and support for you to answer that question in the way most harmonious with your own unique gifts. Students complete 100 hours of service with a community organization during the semester and meet five times in a seminar to discuss their fieldwork and their insights about the implementation of ecological theory in their home community. PRIORITY REGISTRATION TO ECOLOGY, SPIRITUALITY AND RELIGION STUDENTS AND PHILOSOPHY, COSMOLOGY, AND CONSCIOUSNESS STUDENTS.

PARP-6540 A History of Western Worldviews II: From The Enlightenment to the Postmodern (3 units) Letter Grade
This course continues the examination of the modern and postmodern Western perspectives begun in A History of Western Worldviews I. Beginning with emergence of early modern philosophy and science, the course goes on to consider topics such as the emergence of Romanticism, revolutionary and emancipatory philosophies, phenomenology, and the philosophical implications of the new sciences. PRIORITY TO PHILOSOPHY, COSMOLOGY, CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PARP-6551 Haridas Chaudhuri and Integral Yoga (3 units) OP
Haridas Chaudhuri, founder of CIIS, can be considered one of the pioneers of integral philosophy. The California Institute of Integral Studies receives the term """"integral"""" in its title in honor of Chaudhuri's thinking. Chaudhuri himself was a spiritual student of Sri Aurobindo (1872-1950), a modern anticolonial activist, poet, philosopher and yogi from India, and his integral philosophy has roots in Sri Aurobindo's integral yoga. In this course, we will look at three major texts of Haridas Chaudhuri, Sri Aurobindo, Prophet of the Life Divine, Being, Evolution, Immortality and Integral Yoga, so as to obtain an understanding of the foundations of integral thought as understood by Haridas Chaudhuri.

PARP-6560 Cosmologies and Ecologies of the Daoist Tradition (3 units) OP
This course takes a journey through the stories of Chuang-Tzi to uncover the threads of Daoist philosophies and apply them to relationships of metaphysics, consciousness, community, and ecology. We will then take those positions and apply them to contemporary issues of ethics and ecology. PRIORITY REGISTRATION TO PHILOSOPHY, COSMOLOGY, AND CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PARP-6563 Buddhism and Ecology (3 units) OP
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. PRIORITY TO PHILOSOPHY, COSMOLOGY, AND CONSCIOUSNESS STUDENTS AND ECOLOGY, SPIRITUALITY, AND RELIGION STUDENTS

PARP-6564 The Buddhist Heart-Mind: Practicing Compassion through Buddhist Philosophy (3 units) OP
This course will explore English translations of classic Buddhist texts along with contemporary commentaries (mostly from the Theravada and Mahayana traditions) to develop the "chitta" (heart-mind), a mindful state that naturally generates compassion. We will investigate the methods of such practices, what kind of worldviews they present, and philosophical principles that can offer a guide to contemporary issues of suffering. Priority Registration to PCC and ESR students.

PARP-6565 Tibetan Buddhist Mind Training in Philosophical Perspective (1 unit) OP
This course will provide an overview of the Tibetan Buddhist tradition of mind training ("Lojong," blo sbyong) within the framework of a philosophical inquiry into spiritual practice. In the Tibetan context, mind training refers to practices designed to effect the transformation of afflictive emotions and the generation of an enlightened attitude, making use of pithy instructional texts that distill advice and practical guidance from a wide range of Buddhist canonical sources. Students will become acquainted with the history, theory, and praxis of Tibetan Buddhist mind training in the context of a dialogue with ancient and modern Western philosophical literature on spiritual practice, subject formation, and emotional transformation. Course readings and assignments will help students emerge with a framework for their own creative inquiry in contemporary spiritual contexts. PRIORITY TO PHILOSOPHY, COSMOLOGY, and CONSCIOUSNESS STUDENTS AND ECOLOGY, SPIRITUALITY, and RELIGION STUDENTS

PARP-6566 Mindless Consumption: Zombies and Capitalism (3 units) OP
This course uses the lens of zombies and zombie history to investigate our relationship to consumption under colonial capitalism; and our relationships to each other and ecology. Some of the questions we will think about are: What is our labor worth under capitalism? Is it possible to consume ethically under capitalism? Does the ease of replicability render art worthless? Should we let nature correctively annihilate humanity? PRIORITY REGISTRATION TO PHILOSOPHY, COSMOLOGY, AND CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PARP-6572 Aesthetics and the Study of Consciousness (3 units) OP
The study of consciousness has not always taken aesthetic experience seriously or seen it as a fundamental aspect of consciousness, but there are trends in western philosophy that do just that. This course looks at the role of aesthetics in the study of consciousness, phenomenology, as well as the relations between thought, culture, embodiment, and emotions in artistic creation and enjoyment. PRIORITY REGISTRATION TO PHILOSOPHY, COSMOLOGY, AND CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PARP-6573 The Evolution of Process Philosophy (3 units) OP
Alfred North Whitehead famously characterized Western philosophy as a series of footnotes to Plato, an observation that certainly holds true of Whitehead's own work. What works, thinkers, and traditions lie in the background of Whitehead's organic philosophy? This course looks at some strands of western philosophy that both helped to inspire and are developed further in process philosophy. From Aristotle and Stoicism to Leibniz and Bergson, we find insights that culminate not only in the work of Whitehead but in the various process philosophies of the twentieth and twenty-first centuries. PRIORITY REGISTRATION TO PHILOSOPHY, COSMOLOGY, AND CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PARP-6650 Advanced Seminar: A.N. Whitehead's Process and Reality (3 units) OP
A seminar-style course focused on Whiteheads magnum opus, *Process and Reality: An Essay in Cosmology*. PRIORITY TO PHILOSOPHY, COSMOLOGY, CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PARP-6743 Cosmology of Food (1 unit) Pass/No Pass
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 a few days on a farm will allow us to participate in the agro-ecological rhythms of rural farm life. Getting our hands dirty with farm work, sharing food preparation and consumption, and reading and reflection on texts by leading thinkers on food and farming will allow us to consider, in practice and theory, our roles as consumers and, to a lesser and individual degree, producers of food. PRIORITY REGISTRATION TO ECOLOGY, SPIRITUALITY AND RELIGION STUDENTS AND PHILOSOPHY, COSMOLOGY, AND CONSCIOUSNESS STUDENTS.

PARP-6748 Nature and Eros (2 units) Pass/No Pass
This course is an engagement in holistic education. During the industrial era, education was understood primarily as the transfer of knowledge and information from teacher to student. The widely assumed worldview of the industrial era regarded nature as something out there, something inferior to the human, something that humans learned about in their classrooms. But in the new evolutionary cosmology, nature is understood as both our primary matrix and our primary teacher. Nature is the source of existence and is an ongoing wellspring of wisdom for what it means to be human. This six-day intensive retreat employs conceptual, emotional, experiential, and intuitive learning processes in order to embrace nature as the multidimensional matrix, not only of our bodies, minds, and souls, but of our civilization as well. PRIORITY TO PHILOSOPHY, COSMOLOGY, CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PARP-6750 Becoming: Time, Temporality, and Duration (3 units) OP
Augustine famously said "What then is time? If no one asks me, I know what it is. If I wish to explain it to him who asks, I do not know." Despite its familiarity and ubiquity, philosophers have long considered time to be one of the greatest mysteries of existence. Time is somehow at the heart of all meaning and sense-making and yet making-sense of time itself remains enormously difficult. In the course, we consider some of the most important philosophical treatments of time throughout history including texts from classical antiquity, modernity, and postmodernity. Through these works, we discover that time is not merely an abstract philosophical quandary or curiosity but is instead a mystery that touches the heart of existence and consciousness, or rather, that may be the very heart of existence and consciousness. PRIORITY REGISTRATION TO PHILOSOPHY, COSMOLOGY, AND CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PARP-6751 Nature and Eros (3 units) Pass/No Pass
Nature and Eros is a multi-day immersion in experiential evolutionary cosmology. 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 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. PRIORITY REGISTRATION TO PHILOSOPHY, COSMOLOGY, AND CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PARP-6752 Psychedelic Medicine: Past, Present, Future (1 unit) OP
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 humans have been altering consciousness, with an emphasis on current psychedelic research and the place of psychedelic therapies in modern medicine. PRIORITY REGISTRATION TO PHILOSOPHY, COSMOLOGY, AND CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PARP-6755 The Texture of Time (3 units) OP
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 dialog with the natural world we will begin to get some hints of the orchestration underlying time's many costume changes. PRIORITY TO PHILOSOPHY, COSMOLOGY, AND CONSCIOUSNESS STUDENTS AND ECOLOGY, SPIRITUALITY, AND RELIGION STUDENTS

PARP-6756 Modern Physics (3 units) OP
Modern physics has re-framed 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. Well use Whiteheads 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. PRIORITY TO PHILOSOPHY, COSMOLOGY, CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PARP-6822 Hegel, Wilber, and Morin: Foundations of Integral Inquiry (3 units) Letter Grade
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 post-structuralism. 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 which 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. PRIORITY TO PHILOSOPHY, COSMOLOGY, CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PARP-6829 Integral Tai Chi (3 units) Pass/No Pass
Tai chi chuan (taiji quan) is a subtle and profound internal art which, through embodying the Chinese concepts of yin and yang, Tao (dao), and chi (qi), promotes greater health and vitality, psychological equanimity, and spiritual alignment. This course will introduce students to tai chi chuan as an integral, embodied, psycho-spiritual 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 Chen-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 of tai chi as a method of self-defense. PRIORITY TO PHILOSOPHY, COSMOLOGY, CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PARP-6833 The Evolution of Religious Consciousness: From the Paleothic to the Axial Age (3 units) OP
This course will trace the emergence and evolution of human religious consciousness beginning with early Homo sapiens against the background of mammalian and primate evolution; continuing, through the major forms it has taken in primal or tribal societies from the Paleolithic era onward, the revolution wrought by the major archaic civilizations in Mesopotamia and Egypt; and climaxing in the great Axial Age transformation of the first millennium BCE, marked by the near-simultaneous appearance of the major world religious and philosophical traditions in ancient Israel, Greece, China, and India. We will use a close reading of Robert Bellah's masterwork *Religion in Human Evolution* as the principal course text. Emphasis throughout will be on a sensitive transdisciplinary engagement with the complex historical developments being studied, drawing on not only history and religious studies but anthropology, sociology, biology, depth psychology, and philosophy. PRIORITY TO PHILOSOPHY, COSMOLOGY and CONSCIOUSNESS STUDENTS AND ECOLOGY, SPIRITUALITY and RELIGION STUDENTS

PARP-6834 The Evolution of Modern Self: From Axial Roots to Postmodern Threshold (3 units) OP
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 reasons 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. PRIORITY TO PHILOSOPHY, COSMOLOGY, CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PARP-6897 PCC and ESR M.A. Integrative Seminar (3 units) Letter Grade
The PCC and ESR M.A. Integrative Seminar is the capstone to the PCC and ESR journeys, required of all graduating M.A. students. The course is structured as a guided excavation of your journey through PCC or ESR, culminating in a public talk that displays your knowledge and unique perspective, presented before the PCC and ESR communities, faculty, and invited guests. The course includes intensive practice and refinement of public speaking skills, writing exercises oriented at excavating and synthesizing your knowledge, explorations of your PCC or ESR journey in relation to questions of karma, and activities to assist you in planning your life after graduation. Through review of subjects and texts studied, and reflection upon classroom and community experiences, you will draw together an integrated and integral conclusion to your PCC or ESR education. RESTRICTED TO PHILOSOPHY, COSMOLOGY, AND CONSCIOUSNESS STUDENTS AND ECOLOGY, SPIRITUALITY, AND RELIGION STUDENTS.

PARP-7001 Psyche and Cosmos I: Transpersonal Psychology and Archetypal Astrology (3 units) Pass/No Pass
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 world view. PRIORITY REGISTRATION TO PHILOSOPHY, COSMOLOGY, AND CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PARP-7002 Psyche and Cosmos II: Transits in Depth-Practicum (3 units) Pass/No Pass
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. PRIORITY REGISTRATION TO PHILOSOPHY, COSMOLOGY, AND CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.
PreReq-Take PARP-7001

PARP-7007 American Philosophy (1 unit) Letter Grade
Throughout the nineteenth and twentieth centuries, American philosophy emerged as a distinct (but not isolated) philosophical tradition in its own right, one marked by a plurality of voices from Emerson to DuBois, James, Jane Addams and more. This course covers the history of American philosophy with a special focus on distinctive American contributions to philosophy and their relevance to ongoing ethical, social, and ecological questions. PRIORITY TO PHILOSOPHY, COSMOLOGY, CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PARP-7008 James Hillman and Archetypal Psych: An Introduction (1 unit) Pass/No Pass
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. PRIORITY TO PHILOSOPHY, COSMOLOGY, CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PARP-7105 Archetypes, Art, and Culture (3 units) Pass/No Pass
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. PRIORITY TO

PHILOSOPHY, COSMOLOGY, CONSCIOUSNESS STUDENTS and ECOLOGY, SPIRITUALITY, RELIGION STUDENTS.

PARP-7114 Advanced Seminar - C.G. Jung (3 units) OP
This seminar is devoted to an in-depth exploration of the ideas of C. G. Jung, a towering figure in 20th century intellectual and cultural history and a formative influence on the Philosophy, Cosmology, and Consciousness program. The course begins by setting Jung in context, both in terms of Jung's life and of the broader history of ideas. It then turns to such themes as the nature of the psyche, the archetypes of the collective unconscious, the theory of psychological types, dream analysis, the process of individuation, synchronicity, and the evolution of consciousness. Along with key texts from Jung's Collected Works, selections from The Red Book are also considered. Doctoral or advanced master's students only.

PARP-7400 Psyche and Spirit: From the Psychology Religion to Transpersonal Theory (3 units) Letter Grade
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 which 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 non-ordinary experiences to transpersonal theory. PRIORITY TO PCC STUDENTS and ESR STUDENTS.

PARP-8799 Independent Study (1 to 6 units) Pass/No Pass
Coursework that extends a student's field of inquiry beyond current CIIS courses. Requires a syllabus and contract signed by the student and faculty member, and approved by the program chair.

PARP-8888 Special Topics (3 units) OP
A course of study not currently encompassed in the curriculum but relevant to evolving topics of growing importance in philosophy, cosmology and consciousness.

PARP-9600 Comprehensive Examination (3 units) Pass/No Pass
The Core PCC Comprehensive Examination is intended for doctoral students in good standing with the Philosophy, Cosmology, and Consciousness (PCC) program and is to be completed in one semester. Prerequisites for registering for this course are completion of all coursework (exceptions may be granted with permission of the program chair). This first comprehensive examination assesses mastery of key texts and core concepts for the PCC program. The Core Comprehensive Exam consists of an essay of approximately 7,000-8,000 words drawing from the PCC Core Bibliography. With the recommendation of the student's faculty mentor and the PCC chair, a student may opt for an oral comprehensive exam as an alternative to the written exam. PRIORITY TO PCC STUDENTS and ESR STUDENTS.

PARP-9601 Comprehensive Examination (3 units) Pass/No Pass
The Specialized PCC Comprehensive Examination is intended for doctoral students who have successfully completed the Core PCC Comprehensive Examination and is to be completed in one semester. The exam prepares the student for the framing of the dissertation proposal by critically reviewing the salient literature and key concepts central to the student's field of interest. The exam consists of a reading list created in consultation with the student's PCC mentor and a response in the form of an approximately 7,000-8,000 word essay. With the recommendation of the student's faculty mentor and the PCC chair, a student may opt for an oral comprehensive exam as an alternative to the written exam. PRIORITY TO PCC STUDENTS and ESR STUDENTS.

PARP-9800 Dissertation Proposal Completion (0.1 units) Pass/No Pass
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. RESTRICTED TO PCC STUDENTS AND ESR STUDENTS WHO HAVE NOT ADVANCED TO CANDIDACY

PARP-9900 Dissertation Seminar (0.1 units) Pass/No Pass
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. RESTRICTED TO PCC STUDENTS WHO HAVE ADVANCED TO CANDIDACY

Transformative Inquiry

Master of Arts in Transformative Leadership

Doctor of Philosophy in Transformative Studies

Director
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Dan Crowe, Ph.D.
Rebecca Damien, Ph.D. Candidate
Adeeba Deterville, Ph.D.
Matthew Dillon, Ph.D.
Gabrielle Donnelly, Ph.D.
Jaap Geerlof, Ph.D.
Lesley Jackson, Ph.D.
Deborah Kirby, Ph.D.
Justin Moore, Ph.D.
KimOanh Nguyen-Lam, Ph.D.
Michael Raffanti, Ed.D., J.D.
John Scott, Ph.D.
Bethany Simmons, Ph.D.
Aparna Vinod, M.A.

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Debra Ehmann, M.A. dahmann@ciis.edu

Format and Length

Both the M.A. and Ph.D. programs are offered online. If pursued full-time, the M.A. program can be completed in two years and the Ph. D. program in about eight.

Per federal law 34 CFR § 600.9, U.S. states must authorize each higher education institution outside their state to provide distance education to their residents. The current list of states which have given CIIS their authorizations can be found on this webpage: https://www.ciis.edu/admissions-and-financial-aid/out-of-state-students/state-authorization. CIIS can admit individuals to online programs only if they are in these states. Students in online programs who are in a state which has given CIIS their authorization, and then relocated to a state which has not, putting their enrollment in jeopardy.

About the Transformative Inquiry Programs

These innovative degrees are designed for individuals who wish to be thought leaders and action leaders. The Ph.D. in Transformative Studies is a pioneering transdisciplinary degree program designed to develop scholars committed to doing research in innovative ways that combine scholarship, creativity, and self-inquiry. The M.A. 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. All students in both programs meet online twice per year, once near the beginning of each semester, fall and spring. Intensives take place online via Zoom. Participation in all the intensives is mandatory.

Creative Future Focus

Both M.A. in Transformative Leadership and Ph.D. Transformative Inquiry students may choose to pursue a Focus in Creative Futures. All over the world, the dramatic developments in technology and the "silent revolution" (gender, race, and the environment) are just two important factors in creating a "post-normal" condition, upending many of the most central assumptions. The Creative Futures Focus challenges students how to think about compelling futures, what these better futures might be like, and what personal and collective practices are emerging that support the creation of more desirable futures. It comprises nine units: two required courses and an approved elective. Students who successfully completed these requirements may submit the Program Modification Form to have the Focus in Creative Futures added to their transcript.

M.A. in Transformative Leadership

About the M.A. in Transformative Studies

CIIS' two-year, online master's in Transformative Leadership is a non-traditional degree program for creative, passionate, innovative leaders. The program was designed to meet the need for an educational experience that combines personal growth, practical skills, and the ability to dream a desirable future and make it a reality.

In this program, you will focus on formulating a systemic worldview, while emphasizing creativity and personal transformation. Our small, intimate classes provide personalized attention and rich interaction with faculty and fellow students.

The coursework in the Transformative Leadership master's program invites you to engage in self-exploration around what matters most to you and how you can draw on your internal and external resources to lead your life. Through rigorous academic study, deep personal inquiry, and a culminating Capstone Project, the program provides the framework to envision, initiate, and engage in transformative change processes.

Our unique approach to leadership incorporates a variety of theories, skills, and methods. Some of the interconnected concepts, methods, and approaches you will learn in the program include:

Theories
Participatory Action Research, Cultural Transformation Theory, Systems & Complexity Theories, Cybernetics, Transformative Leadership Theory.

Skills
Systems Practice, Futures Thinking, Qualitative Research, 360 Feedback, Coaching, Coalition-Building, Teamwork and Collaboration, Compelling Presentation, Engaging Writing, Deep Listening.

Self-Inquiry
Personal Leadership Philosophy, Creativity and Imagination, Spirituality and Leadership, The Power of Stories, Psychological Assessments, The Enneagram, Immunity to Change.

Program Learning Outcomes

Graduates of the M.A. in Transformative Leadership attain the following:

1. Ability to create and describe a personal leadership philosophy.
2. Ability to identify personal development goals and assess biases that limit the capacity to change.
3. Design and manage a project that integrates concepts from transformative leadership and systems theory.
4. Demonstrate creativity individually and in groups across multiple modalities.
5. Assess group needs and demonstrate interpersonal effectiveness.
6. Ability to explain the implications of complex issues from a plurality of perspectives, grounded in systems and complexity thinking.
7. Formulate strategies to address the psychological and organizational dynamics of diverse relationships and change.

Admissions Requirements

Applicants to the M.A. 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; a goal statement; a sample of recent scholarly writing; and a brief autobiographical statement. Applicants should have a demonstrated capacity to learn and work both independently and collaboratively. The program admits students in the fall only. Students must follow the course sequence.

Curriculum for M.A. in Transformative Leadership — 36 Units

All courses are three units unless otherwise specified.

I. Year 1: Fall — 10.1 units
TLD 6001 Online Intensive I (0.1 unit)
TLD 6125 Leadership Models, Maps, and Metaphors
TLD 6130 Ways of Relating: Interpersonal Collaboration Skills/Group Dynamics
TLD 6300 Ways of Knowing: Systems and Metaphors
TLD 7996 Integrative Seminar I (1 unit)

II. Year 1: Spring — 10.1 units
TLD 6002 Online Intensive II (0.1 unit)
TLD 6145 Leadership, Pluralism, and Creativity: Diversity in Action
TLD 6325 The Leadership Experience: Understanding the Will to Lead
TLD 7997 Integrative Seminar II (1 unit)
3 units of TLD or TSD courses

III. Year 2: Fall — 10.1 units
TLD 6003 Online Intensive III (0.1 unit)
TLD 6349 Creating Communities and Coalitions
TLD 6635 Transformative Leadership: Leading Ourselves Among Others

TLD 7998 Integrative Seminar III (1 unit)
Any 3 units of TLD or TSD courses

IV. Year 2: Spring — 6.1 units
TLD 6004 Online Intensive IV (0.1 unit)
TLD 7999 Capstone: Action Project
Any 3 units of TLD or TSD courses

Ph.D. in Transformative Studies

About the Ph.D. in Transformative Studies

The mission of the Ph.D. in Transformative Studies (TSD) program is to develop transdisciplinary scholars who explore their areas of expertise in innovative ways that combine scholarship, creativity, and self-inquiry. Our transdisciplinary approach to research is grounded in the sciences of systems and complexity, and frames inquiry as a creative process. We invite students to take a systems view of their topic, interrogating its context and complexity. Students will then design a dissertation drawing on a wide range of qualitative and theoretical research approaches. 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.

We invite students to take a systems view of a topic of interest, interrogating its context and complexity. From there, students will design a dissertation drawing on a wide range of qualitative and theoretical research approaches. We emphasize breaking free from the limitations of disciplinary boundaries and allowing your creativity to blossom in the research process. Students learn to connect and contextualize ideas to integrate different–even divergent–perspectives in a coherent way.

Using the supportive context of the program's cohort-based learning community, we provide students the space to engage in academic inquiry as a creative, spiritual, and transformative process of personal and social transformation. Through dialogue with faculty and participation in scholarly discourse through publication, you will be encouraged to articulate the research topics you are passionate about.

Curriculum Overview

The TSD program consists of 37.6 semester units (two years of full-time coursework), plus dissertation. Of these units, 24 are for foundation courses, 0.4 are for intensives, and 12 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 Ph.D. in TSD program can:

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

Admissions Requirements

Applicants for the Ph.D. in TSD program must meet the general admissions requirements of the University. In addition, applicants are also asked to provide the following: 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; a résumé of relevant experiences; a recent example of scholarly writing; and three brief essays that describe your research interests, how you see a Ph.D. in Transformative Studies advancing your professional and personal goals, and how you will balance the demands of a doctoral program with your other obligations. The successful applicant must have demonstrated skills and competencies in their field of inquiry which might be in such areas as education, extraordinary beliefs, health care, psychedelics, futurism, esotericism, social activism, psychology, organizational development, or corporate management. Applicants should have a demonstrated capacity to learn and work both independently and collaboratively. All students must have consistent access to a computer that can navigate the internet and use an online medium for ongoing course discussion. The program admits students in the fall only. Students must follow the course sequence.

The program welcomes dissertation topics that match the current interest areas and expertise in the department. Current faculty interest areas include but are not limited to creative futures, extraordinary abilities and beliefs, sustainability, comparative religions, systems theory, cybernetics and complex thought, new religious movements, the environment, leadership, social change, and creativity.

Curriculum for the Ph.D. in Transformative Studies — 36.6 to 38.1 Units

I. Year One: Fall–9.1 units
TSD 6001 Online Intensive I (0.1 unit)
TSD 8005 Introduction to Transformative Studies
TSD 8125 Creative Inquiry: Scholarship for the 21st Century
TSD 8210 Self, Society, and Transformation

II. Year One: Spring — 9.1 units
TSD 6002 Online Intensive II (0.1 unit)
TSD 8130 Transdisciplinarity: Complex Thought and the Pattern That Connects
TSD 8215 Varieties of Scholarly Experience
Any TSD course

III. Year Two: Fall — 9.1 units
TSD 6003 Online Intensive III (0.1 unit)
TSD 6526 The Ecology of Ideas
Any two TSD courses

IV. Year Two: Spring — 9.1 units
TSD 6004 Online Intensive IV (0.1 unit)
TSD 9610 Comprehensive Exam: Essay — Dissertation Literature Review
TSD 9611 Comprehensive Exam: Essay — Dissertation Research Methodology
Any TSD course

V. Dissertation Proposal — 0.1 to 0.4 units
Take every fall and spring semester (summer with consent of dissertation chair) until advancement to candidacy:
TSD 9800 Thesis/Dissertation Proposal Writing Completion (0.1 unit)

VI. Dissertation — 0.1 to 1.2 units
Take every fall and spring semester (summer with consent of dissertation chair) until oral defense:
TSD 9900 Thesis/Dissertation Seminar (0.1 unit)

VII. Dissertation Publication — 0.1 units
Take, if needed, to complete publication requirements:
DISS 900 Dissertation Publication (0.1 units)

Requirements for the Focus in Creative Futures

The following courses substitute for the electives in the TLD and TSD curricula:

TSD-6480 Creating the Future: Exploring Human Possibilities
TSD-6485 Planetary Consciousness and the Future: The interaction of creativity, culture, and diversity and the evolution consciousness

One of the following:
TSD 6137 Reverse Imagineering: Systems Change for the 21st Century
TSD 6138 The Art of Transformation: Real Utopias for the 21st Century
TSD 8014 Creativity and Personal Transformation
TSD 8421 Ecological and Social Healing: Mindful Awareness and Social Transformation
TSD 6655 Finding the Extraordinary in the Ordinary: For the Love of All Sentient Beings

Course Descriptions

TLD-6001 Online Intensive I (0.1 units) Pass/No Pass
During the coursework phase, all Transformative Inquiry students meet twice a year for multi-day online intensives. At these events, students meet faculty, staff, and members of their learning community and receive an overview of their courses and how the semester relates to the program. There are course meetings, workshops, presentations, advising, and optional enrichment activities. The intensives are an essential aspect of the learning experience and participation is mandatory. Prerequisite: TLD student.

TLD-6002 Online Intensive II (0.1 units) Pass/No Pass
During the coursework phase, all Transformative Inquiry students meet twice a year for multi-day online intensives. At these events, students meet faculty, staff, and members of their learning community and receive an overview of their courses and how the semester relates to the program. There are course meetings, workshops, presentations, advising, and optional enrichment activities. The intensives are an essential aspect of the learning experience and participation is mandatory. Prerequisite: TLD student.
PreReq-Take TLD-6001;

TLD-6003 Online Intensive III (0.1 units) Pass/No Pass
During the coursework phase, all Transformative Inquiry students meet twice a year for multi-day online intensives. At these events, students meet faculty, staff, and members of their learning community and receive an overview of their courses and how the semester relates to the program. There are course meetings, workshops, presentations, advising, and optional enrichment activities. The intensives are an essential aspect of the learning experience and participation is mandatory. Prerequisite: TLD student.
PreReq-Take TLD 6002

TLD-6004 Online Intensive IV (0.1 units) Pass/No Pass
During the coursework phase, all Transformative Inquiry students meet twice a year for multi-day online intensives. At these events, students meet faculty, staff, and members of their learning community and receive an overview of their courses and how the semester relates to the program. There are course meetings, workshops, presentations, advising, and optional enrichment activities. The intensives are an essential aspect of the learning experience and participation is mandatory. Prerequisite: TLD student.
PreReq-Take TLD 6003

TLD-6005 Online Intensive V (0.1 units) Pass/No Pass
During the coursework phase, all Transformative Inquiry students meet twice a year for multi-day online intensives. At these events, students meet faculty, staff, and members of their learning community and receive an overview of their courses and how the semester relates to the program. There are course meetings, workshops, presentations, advising, and optional enrichment activities. The intensives are an essential aspect of the learning experience and participation is mandatory. Prerequisite: TLD student.
PreReq-Take TLD 6004

TLD-6006 Online Intensive VI (0.1 units) Pass/No Pass
During the coursework phase, all Transformative Inquiry students meet twice a year for multi-day online intensives. At these events, students meet faculty, staff, and members of their learning community and receive an overview of their courses and how the semester relates to the program. There are course meetings, workshops, presentations, advising, and optional enrichment activities. The intensives are an essential aspect of the learning experience and participation is mandatory. Prerequisite: TLD student.
PreReq-Take TLD 6005

TLD-6125 Leadership Models, Maps and Metaphors (3 units) Letter Grade
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/Group Dynamics (3 units) Letter Grade
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 units) Letter Grade
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 Fostering Transformative Leadership Among Women (3 units) Letter Grade
This course examines issues specifically related to women's leadership, with an emphasis on how transformative leadership theory and practice may empower women leaders. We will examine patterns that limit women's effectiveness and opportunities, focusing primarily on the challenges and opportunities faced by U.S. women leaders today. Students will reflect upon and hone their own leadership skills through active engagement in class discussions and skill-building exercises.

TLD-6300 Ways of Knowing: Systems and Metaphors (3 units) Letter Grade
Ways of Knowing addresses the ways in which leaders and change agents know and make sense of the world. 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 units) Letter Grade
The purpose of this course is to learn 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 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 units) Letter Grade
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, and tribes in creating change. Topics covered will include the use of language; creating a vision; inspiration, influence, and creativity; communicating effectively; bringing people together; and setting an agenda for change.

TLD-6551 Haridas Chaudhuri and Integral Yoga (3 units) OP
Haridas Chaudhuri, founder of CIIS, can be considered one of the pioneers of integral philosophy. The California Institute of Integral Studies receives the term "integral" in its title in honor of Chaudhuri's thinking. Chaudhuri himself was a spiritual student of Sri Aurobindo (1872-1950), a modern anticolonial activist, poet, philosopher and yogi from India, and his integral philosophy has roots in Sri Aurobindo's integral yoga. In this course, we will look at three major texts of Haridas Chaudhuri, Sri Aurobindo, Prophet of the Life Divine, Being, Evolution, Immortality and Integral Yoga, so as to obtain an understanding of the foundations of integral thought as understood by Haridas Chaudhuri.

TLD-6635 Transformative Leadership: Leading Ourselves Among Others (3 units) Letter Grade
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 how to develop their own vision of their role as leaders.

TLD-7996 Integrative Seminar I (1 unit) Letter Grade
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. RESTRICTED TO TRANSFORMATIVE LEADERSHIP STUDENTS

TLD-7997 Integrative Seminar II (1 unit) Letter Grade
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. RESTRICTED TO TRANSFORMATIVE LEADERSHIP STUDENTS

TLD-7998 Integrative Seminar III (1 unit)
Letter Grade
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. RESTRICTED TO TRANSFORMATIVE LEADERSHIP STUDENTS

TLD-7999 Capstone Action Project (3 units)
Letter Grade
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-8799A Independent Study (1 to 6 units)
Pass/No Pass
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-6001 Online Intensive I (0.1 units) Pass/No Pass
During the coursework phase, all Transformative Inquiry students meet twice a year for multi-day online intensives. At these events, students meet faculty, staff, and members of their learning community and receive an overview of their courses and how the semester relates to the program. There are course meetings, workshops, presentations, advising, and optional enrichment activities. The intensives are an essential aspect of the learning experience and participation is mandatory. Prerequisite: TSD student.

TSD-6002 Online Intensive II (0.1 units) Pass/No Pass
During the coursework phase, all Transformative Inquiry students meet twice a year for multi-day online intensives. At these events, students meet faculty, staff, and members of their learning community and receive an overview of their courses and how the semester relates to the program. There are course meetings, workshops, presentations, advising, and optional enrichment activities. The intensives are an essential aspect of the learning experience and participation is mandatory. Prerequisite: TSD student.

TSD-6003 Online Intensive III (0.1 units) Pass/No Pass
During the coursework phase, all Transformative Inquiry students meet twice a year for multi-day online intensives. At these events, students meet faculty, staff, and members of their learning community and receive an overview of their courses and how the semester relates to the program. There are course meetings, workshops, presentations, advising, and optional enrichment activities. The intensives are an essential aspect of the learning experience and participation is mandatory. Prerequisite: TSD student.
PreReq-Take TSD-6002

TSD-6004 Online Intensive IV (0.1 units) Pass/No Pass
During the coursework phase, all Transformative Inquiry students meet twice a year for multi-day online intensives. At these events, students meet faculty, staff, and members of their learning community and receive an overview of their courses and how the semester relates to the program. There are course meetings, workshops, presentations, advising, and optional enrichment activities. The intensives are an essential aspect of the learning experience and participation is mandatory. Prerequisite: TSD student.
PreReq-Take TSD 6003

TSD-6005 Online Intensive V (0.1 units) Pass/No Pass
During the coursework phase, all Transformative Inquiry students meet twice a year for multi-day online intensives. At these events, students meet faculty, staff, and members of their learning community and receive an overview of their courses and how the semester relates to the program. There are course meetings, workshops, presentations, advising, and optional enrichment activities. The intensives are an essential aspect of the learning experience and participation is mandatory. Prerequisite: TSD student.
PreReq-Take TSD 6004

TSD-6006 Online Intensive VI (0.1 units) Pass/No Pass
During the coursework phase, all Transformative Inquiry students meet twice a year for multi-day online intensives. At these events, students meet faculty, staff, and members of their learning community and receive an overview of their courses and how the semester relates to the program. There are course meetings, workshops, presentations, advising, and optional enrichment activities. The intensives are an essential aspect of the learning experience and participation is mandatory. Prerequisite: TSD student.
PreReq-Take TSD-6005

TSD-6111 Archetypes, Movies, and Reality (3 units)
Letter Grade
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.

TSD-6137 Reverse Imagineering: Systems Change for the 21st Century (3 units) OP
This class explores creative examples of successful social change in the face of the global crisis and related crises. We explore vibrant areas of research on social change today, like: real utopias, social imaginaries, restorative justice, environmental humanities and arts, biomimicry, rewilding, carbon drawdown, political ecology, systems thinking, and economic change. Students may each bring in their own research interests, to see how all our work fits into a larger puzzle of 'reverse imagineering' society towards better futures.

TSD-6138 The Art of Transformation: Real Utopias for the 21st Century (3 units) OP
This course explores some of the world's visionary examples of humanities, arts, visions, and actions for the major societal transformations of our times. We explore materials and multimedia at the crossroads of arts and humanities. We focus on 'real utopias'- case studies of people, projects, and places leading change, and 'social imaginaries'- humanities and arts sparking visions for change. We explore work from various global artists and thought leaders, including Indigenous, African diaspora, and Global South leaders. For a final project, students might link course themes to their own research, exploring how our work fits into the larger puzzle of the 'art of transformation' toward better futures.

TSD-6140 Co-operative Inquiry and the Panpsychic Experience (3 units) OP
In co-operative inquiry all act as co-researchers, contributing to the questions, the actions, and the sense-making in the inquiry process. Students will be introduced to this theory and practice, and work together in an inquiry group. Panpsychism starts from the understanding that all things, including the Earth itself, are integral to the fabric of the living cosmos, all of the same sentient cloth. Beings in the world are subjects, human and non-human persons, in a communicative order from which modern humans, seeing only mindless matter, have alienated themselves. We will inquire together into questions such as: If we intentionally invoke the world and its beings as living presence (through loving encounter and attunement, through invocation, song, prayer, pilgrimage, ceremony and festival) may we receive a response? What is the form of such response? More generally, how do we live authentically in a panpsychic world?

TSD-6146 Integral Methodological Pluralism: Theory Praxis and Social Transformation (3 units) OP
This class introduces Integral Methodological Pluralism (IMP), a meta-theoretical framework and praxis offering effective leadership capacity building for a planet in crisis. Drawing from Wilberian Integral Theory, Complex Thought, Critical Realism, Adult Development theories, Transdisciplinarity and Indigenous Cosmologies, and featuring eight guest lecturers for each of the eight zones of Integral Methodological Pluralism, this class invites students to participate in an experiential deep dive. Students will examine their own forms of thinking and relating within the context of these frameworks, accessing new capacities for planetary and integrative thinking to apply to their own work, and in the service of a brighter, more beautiful and regenerative future.

TSD-6235 Integral Approaches to Dreams (3 units) Letter Grade
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 socio-cultural 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-6302 Art as Mirror of Evolving Consciousness (3 units) Letter Grade
Art tells us what we were, who 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 humankind's works of art. Students will use these frameworks to arrive at a deep understanding of the consciousness of the artisans that created these works and the times and cultures in which they lived. The class will enter the worldviews of other stages of consciousness as well as nonwestern cultures to develop a new sense of appreciation and wonderment for where the path of expanding consciousness is leading.

TSD-6316 Consciousness and the Brain: An Integral Study of Brain and Mind (3 units) Letter Grade
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 case studies such as those by Oliver Sacks, Vilayanur Subramanian, and Michael S. Gazzaniga. No previous experience in the study of the brain is required.

TSD-6370 Introduction to Consciousness Studies (3 units) Letter Grade
This course examines the many ways in which the word consciousness is used in professional and popular literature, and the hidden as well as explicit assumptions held by consciousness scholars about its nature. It explores diverse approaches to the brain-mind relationship, including cognitive science, neuroscience, cross-cultural studies, phenomenological methodologies, and more. The course is designed to provide students with the opportunity to gain a comprehensive understanding of consciousness studies. In doing so, it examines the most widely celebrated theories and problems concerning the nature of consciousness, and encourages students to examine their personal beliefs about consciousness, based on their individual experiences.

TSD-6474 Creating Transformative Media (3 units) Letter Grade
In the 21st century, competence is creating lively visual media and the ability to be a compelling storyteller are fundamental tools for communication, transformation, and thought leadership. This course will introduce students to the fundamentals of conceptualizing, structuring, writing, funding, and creating both short and long video pieces for use on the Internet, on television, and on cinema screens. It will also lay out strategies for using these videos as part of live personal presentations to funders, decision makers and the community, helping students to communicate to and transform the world in a spirit of inspiration and leadership. Students will be expected to create a highly focused one-page synopsis, then a three-to-five-minute video and/or a highly imaginative and compelling PowerPoint document on their chosen topic, using their own resources; and finally, an online on-camera presentation of their project.

TSD-6480 Creating the Future: Exploring Human Possibilities (3 units) OP
This course serves as an introduction to thinking about and cultivating capacities for the future from the personal to the global. The course will focus on 6 areas: Context, Concepts, Capacities, Possibilities, Practices, and Integration. The global context situates us in time and space: How we got here and what the key issues are. In order to address a complex and uncertain world, concepts and ways of thinking need to be revised and incorporate systems thinking and complex thought. A reassessment of "human nature" is needed to acknowledge the extended human capacities found in multiple disciplines. While dystopian futures dominate, we will highlight and research human possibilities through the study of inspiring global examples at both micro- and macro-levels. Drawing on a range of traditions, we will learn about practices that support the development of better personal and collective futures. The concept of Transformative Leadership will serve as a framework and as a practice to embody our desired future in this time of transformation. Restricted to Transformative Leadership and Transformative Studies students.

TSD-6485 Planetary Consciousness and the Future: The Interaction of Creativity, Culture, and Diversity and the Evolution of Consciousness (3 units) OP
The development of planetary consciousness can give us greater insight into ourselves, our possible identities, how we construct our understanding of the world, and how we interact with others. Students will explore the extent to which their life is already "planetary," finding examples in, among others, everyday items, language, music, ideas and beliefs, and work. We will begin by excavating our assumptions and our experience of identity in a global context, apply a systems/complexity view to global and personal interconnectedness, and then look at the creativity of diversity using global examples in the arts, food, and spirituality. You will be asked to research examples of cultural diversity and creativity, culminating in an exploration of your own "planetary consciousness." This course has a mandatory residential portion. Restricted to Transformative Leadership and Transformative Studies students.

TSD-6526 The Ecology of Ideas (3 units) Letter Grade
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 or theoretical. RESTRICTED TO TRANSFORMATIVE STUDIES STUDENTS

TSD-6551 Haridas Chaudhuri and Integral Yoga (3 units) OP
Haridas Chaudhuri, founder of CIIS, can be considered one of the pioneers of integral philosophy. The California Institute of Integral Studies receives the term "integral" in its title in honor of Chaudhuri's thinking. Chaudhuri himself was a spiritual student of Sri Aurobindo (1872-1950), a modern anticolonial activist, poet, philosopher and yogi from India, and his integral philosophy has roots in Sri Aurobindo's integral yoga. In this course, we will look at three major texts of Haridas Chaudhuri, Sri Aurobindo, Prophet of the Life Divine, Being, Evolution, Immortality and Integral Yoga, so as to obtain an understanding of the foundations of integral thought as understood by Haridas Chaudhuri.

TSD-6565 Foundations in Systemic Thinking and Practice (3 units) Letter Grade
This course introduces students to systemic thinking and foundational concepts of systems theory informed from various sources (e.g. cybernetics, general systems theory,

family systems theory, etc.) and explores how a systemic epistemology can be applied in practice. Students will learn how to apply systemic concepts to research and practice in each student's diverse context and areas of interest. Priority Registration to TSD students.

TSD-6593 Film, Creativity and Transformation (3 units) Letter Grade
This class 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 and 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 units) Letter Grade
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-6641 Krishnamurti, Bohmian Dialogue, and Inquiry (3 units) OP
This course is an exploration into the process of dialogue for both individual and group learning derived from both participatory and spiritual paradigms. We examine the theoretical and methodological perspectives on dialogic praxis offered by J. Krishnamurti and David Bohm, including the practice of presence, deep listening, participatory thought, and proprioception of body and thought. Engagement with dialogue provides insights into creation of shared meaning, self-observation, and the nature of collective thought, as well as applications to integral and liberatory practice as set out by Paulo Freire. The course is designed to contribute to growth of consciousness, a new awareness of selfhood, and community building.

TSD-6642 Introduction to Asian Traditions of Self-Inquiry (3 units) OP
This course explores the nature of the self in several Asian traditions. Drawing upon representative teachers and texts, we examine how cultivating an awareness of awareness through the reflexivity of self-inquiry is foundational to teachings of Hinduism, Buddhism, Taoism, and Sufism. Our aim is to understand principles of thought and practice central to Asian psychologies of self-realization and social transformation and to use investigation of self-awareness to develop attention, expand consciousness, and deepen capacities for scholarly engagement.

TSD-6655 Finding the Extraordinary in the Ordinary: For the Love of All Sentient Beings (3 units) Letter Grade
This course centers upon simple measures that transform our notions of self, from the ego, ecological, social, and transpersonal. Themes from various transpersonal psychologies, Buddhism, consciousness, and social justice will be interwoven to better understand our interconnectedness, develop our skillfulness in navigating our various selves to serve all beings, and to engage in both mundane and unusual couplings which transform the ways we relate and act. The course will be both theoretical and experiential and students should anticipate working with deep emotions, engaging mindfulness practices, and spending time in nature. As a result of the course, students will have greater resources to hold the chaos of our present times, engage in radical collaboration, and participate in the creation of an unfolding future that holds all sentient beings at center.

TSD-6660 Narrative Research (3 units) Letter Grade
The course follows the premise that stories are pivotal in constructing and expressing one's personal, cultural, and transformative experiences. We will explore the philosophical and methodological foundations for the conduct of narrative research. Students will gain basic skills in narrative research by conducting a small pilot study that includes collecting, analyzing, and interpreting personal narratives. Contemporary views of narratives will be discussed in relation to students' topics of inquiry.

TSD-6661 Traverse the Multiverse of Theoretical Dissertations (3 units) Letter Grade
This course is designed for students who intend to write a theoretical dissertation. A doctoral dissertation is defined as an original contribution to a field. We will also explore the who, what, and where of the dissertation's field, and what makes a dissertation original. We will cover a) the definition of a theoretical dissertation, b) the many ways in which it is possible to write a theoretical dissertation, c) transdisciplinary approaches to finding and developing mastery of the relevant literature, d) the nature and importance of theory and method and of articulating one's theoretical influences and perspectives, e) the role of the author and the development of one's scholarly voice. Priority Registration to TSD students.

TSD-7057 Integral Methodology: Integral Methodological Pluralism (3 units) Letter Grade
This course begins with a survey of the wide range of research methodologies, or approaches to knowledge, suggested by Wilber's AQAL model. In particular, it will examine methodologies from all four quadrants and in each case from both inner and outer perspectives. For example, the upper left (UL) quadrant concerns the inner life and can be seen from its own inner perspective (heuristic inquiry, phenomenology), or it can be seen objectively from an outer perspective (structural approaches such as Piaget's developmental psychology,

Loevinger's ego development, etc.). Likewise, the lower left (LL) quadrant can be studied in its own interior (Socratic dialog, Buber's I and thou, hermeneutics) or objectively from outside (Spiral Dynamics' value memes, linguistics, European structuralism). The course surveys these methodologies, emphasizing those that deal with inner experience and social realities. Then students will concentrate on one or two methods of particular interest, developing a deeper knowledge of them and working in small groups to carry out and report a study using their method of choice.

TSD-7098 Integral Research: Art- and Imagination-Based Methods (3 units) Letter Grade
Art-based inquiry and image work are ways of knowing and perceiving that often precede, complement, or de-center literal description most commonly attached to qualitative inquiry. This course explores some of the modalities of art-based and image-based methods of inquiry through theory and the study of exemplars. Methodological issues discussed include the role of critical subjectivity, the nature of knowledge and its relationship to modes of discourse and presentation; and the applications of art-based or image work for studying psychospiritual phenomena.

TSD-7099 Mysticism and Esotericism in the West (3 units) Letter Grade
Esoteric movements in the West, from antiquity to the present, constitute an underground stream of thought and practice that is remarkably similar across venues and centuries. We will examine the nature of esoteric movements, their defining characteristics, their similarities and differences, and the social and cultural milieu that surround their emergence. Using a transdisciplinary lens, this course will augment findings in the sociology of religion by including perspectives from intellectual history and comparative religion to explore the relationship between esotericism and mysticism. The relationship between esoteric and exoteric religion will be a focus, as we attempt to discover how these respective forms of thought and practice function in society and culture. Students will research one movement in depth and will share their research with the class in a learning community.

TSD-7129 Theory and Methods for Feminist and Critical Inquiry (3 units) Letter Grade
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 womens worldviews and cross-cultural perspectives. The instructor and teaching assistants conduct a course that involves co-creation and shared leadership by instructors and students.

TSD-7419 Self-Inquiry: Using Awareness and Attention for Transformation (3 units) Letter Grade
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 deSalzmann, and Edward Said.

TSD-8005 Introduction to Transformative Studies (3 units) Letter Grade
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 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. RESTRICTED TO TRANSFORMATIVE STUDIES STUDENTS

TSD-8014 Creativity and Personal Transformation (3 units) Letter Grade
In this experiential course we'll explore the personal and social implications of seeing the entire Universe, including our own life, as a creative process. The course will combine a strong experiential dimension with an immersion in a variety of sources, using a variety of practices and technologies, and drawing from the great spiritual traditions to the most recent scientific developments, to explore how we create our lives. 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 is designed as a creative adventure, a combination of play, study, and personal growth.

TSD-8125 Creative Inquiry: Scholarship for the 21st Century (3 units) Letter Grade
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. RESTRICTED TO TRANSFORMATIVE STUDIES STUDENTS

TSD-8130 Transdisciplinarity: Complex Thought and the Pattern that Connects (3 units) Letter Grade
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 w/faculty approval.
PreReq-#Take TSD-8005

TSD-8210 Self, Society, and Transformation (3 units) Letter Grade
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. RESTRICTED TO TRANSFORMATIVE STUDIES STUDENTS

TSD-8215 Varieties of Scholarly Experience (3 units) Letter Grade
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. RESTRICTED TO TRANSFORMATIVE STUDIES STUDENTS
PreReq-#Take TSD-8005

TSD-8218 Foundations of Qualitative Research Methods (3 units) Letter Grade
This course is designed to give students an overview of basic qualitative research and develop skills required to conduct qualitative research. Students will select a research question and will use it to design a basic qualitative research project. Students will work independently on developing their research design. Assignments in this course will include experiential exercises for skill development that students will do offline, written assignments and library research.

TSD-8225 Evolution of Consciousness (3 units) Letter Grade
Through art, literature, archaeology, and history, this course explores the evolution of human consciousness from its pre-human origins through the Neolithic and Paleolithic periods, through ancient history, and on down through the Renaissance to modernity 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-8228 African-Centered Transdisciplinary Epistemology (3 units) Letter Grade
African-centered Transdisciplinary Epistemology will utilize Sankofa Praxis: an Africentric meta-theory for the reclamation of African-centered epistemology, psychology, spiritness and personhood (EPSP). The course is structured in four modules: Defining and Locating African-centered Epistemology; Africana Research Methods; Maat as a Philosophy of transformation; and the Personal in Praxis. Students will develop a working knowledge of African-centered methodology which can be applied in their scholarly inquiry.

TSD-8229 Reciprocal Embeddedness: A Doctoral Seminar (3 units) Letter Grade
This advanced seminar course is a transdisciplinary exploration of the concept of Reciprocal Embeddedness, a core dimension to the organization of human life. While this term is novel, it represents a reality that draws from many scholarly disciplines (e.g., psychology, ecology, economy, systems theory), domains and approaches (e.g.,phenomenology, eco-feminism, transpersonal). It also finds resonance in non-dual spiritual traditions. In this seminar, we will explore how the term acts as a bridge concept, leading to transformative applications. Students joining the seminar will be invited to prepare a presentation for the benefit of others in the group.

TSD-8421 Ecological and Social Healing: Mindful Awareness and Social Transformation (3 units) Letter Grade
This course explores how the oppression of earth and the oppression of people have gone hand in hand and how this understanding builds capacity for mindful leadership and worldview transformation. The material will pull from various sources within the fields of ecopsychology, social justice, and mindfulness. The class will be asynchronous and highly interactive, requiring a deep level of attention, reflection, and engagement by all participants, as well as the willingness to work with difficult emotions. Students will examine their own stories, worldviews, and actions within these realms and apply this to their area of research and work. As a result of this course, students will have heightened capacities to bring these issues to their work and service to the world.

TSD-8799A Independent Study (1 to 6 units) Pass/No Pass
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-8888 Special Topics (1 to 6 units) Letter Grade
A course of study not currently encompassed in the curriculum but relevant to evolving topics of growing importance in Transformative Studies.

TSD-9610 Comprehensive Exam: Essay – Dissertation Literature Review (3 units) Letter Grade
This course focuses on writing a literature review for the student's dissertation. This literature must be written in such a way that it can be submitted as a publishable article to a journal relevant to the student's interest area. RESTRICTED TO TRANSFORMATIVE STUDIES STUDENTS
PreReq-#Take TSD-6526; #Take TSD-8210;

TSD-9611 Comprehensive Exam: Essay – Dissertation Research Methodology (3 units) Letter Grade
The second comprehensive exam outlines and articulates the methodology the student will use for the dissertation or equivalent. As well as showing how the student intends to apply the methodology, the paper must, among other things, explain why this particular methodology was chosen, where it is situated in the broad spectrum of available methodologies, and what its limitations are. RESTRICTED TO TRANSFORMATIVE STUDIES STUDENTS; SECTION 2 IS RESTRICTED TO STUDENTS WRITING A THEORETICAL DISSERTATION
PreReq-#Take TSD-6526; #Take TSD-8210

TSD-9800J Dissertation Proposal Completion (0.1 units) Pass/No Pass
Students have four semesters - two academic years - to complete the proposal. RESTRICTED TO TRANSFORMATIVE STUDIES STUDENTS WHO'VE COMPLETED 36 UNITS OF COURSEWORK AND NOT ADVANCED TO CANDIDACY

TSD-9900 Dissertation Seminar (0.1 units) Pass/No Pass
The advanced student's researching and writing of a dissertation which progresses with the mentorship of, and in close consultation with, one's dissertation chair and committee. RESTRICTED TO TRANSFORMATIVE STUDIES STUDENTS WHO'VE ADVANCED TO CANDIDACY

Women's Spirituality

Master of Arts in Women, Gender, Spirituality, and Social Justice

Doctor of Philosophy in Philosophy and Religion with a concentration in Women's Spirituality

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Annette Williams, Ph.D., awilliams@ciis.edu

Core Faculty
Alka Arora, Ph.D.
Anna Corwin, Ph.D.
Sundari Johansen Hurwitt, Ph.D.

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Vivian Deziak, Ph.D.
Della Duncan, Ph.D.
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May Elawar, Ph.D.
Lynne Engelskirchen, Ph.D.
Vivien Anne Gibbons, Ph.D,
Eri Guajardo Johnson, M.A.
Lesley Jackson, Ph.D.
Joan Marler, Ph.D.
Mary Mackey, Ph.D.
Reanae McNeal, Ph.D.
Kimberly Merenda, Ph.D.
Gina Messina, Ph.D.
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Mary Beth Moser, Ph.D.
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Sara Salazar, Ph.D.
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Camille "Afia Walking Tree" Thomas, M.A.
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Karen Villanueva, Ph.D.

Program Coordinator
V Violeta Krasnić, M.A., vkrasnic@ciis.edu

Format and Length

Both the M.A. and Ph.D. programs are fully online, drawing students from around the world, and include both synchronous and asynchronous virtual classes. Our optional in-person fall retreat allows students to meet their faculty and peers while enjoying the treasures of the San Francisco Bay Area. Students can also connect during our optional in-person spring mini-retreat in San Francisco, coinciding with the end-of-year Commencement Celebrations. The M.A. program, if pursued full-time, can be completed in two years, and the Ph.D. program in about eight.

Per federal law 34 CFR § 600.9, U.S. states must authorize each higher education institution outside their state to provide distance education to their residents, or waive such authorization. The current list of states which have given CIIS their authorizations can be found in the State Authorization section of this catalog and on this webpage: https://www.ciis.edu/admissions-and-financial-aid/out-of-state-students/state-authorization. CIIS can admit individuals to online programs only if they are in these states. Students in online programs who are in a state which has given CIIS their authorization, and then relocate to a state which has not, put their enrollment in jeopardy.

About Women's Spirituality

Founded three decades ago in 1993 by internationally known trailblazers in the women's spirituality movement, Women's Spirituality is the first Ph.D.-granting graduate program in the United States to integrate the study of feminist spirituality with the examination of contemporary social, political, and ecological issues. 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.

Mission
We offer a cutting-edge and transdisciplinary education that integrates and expands the fields of women's/gender studies, ethnic studies, religion, and philosophy. We provide M.A. and Ph.D. students with rigorous academic training, transformative learning experiences, and a community of engaged scholars. Our program is rooted in a liberatory pedagogy that unites the principles of social justice education with an enspirited and embodied approach. We support students in developing holistic and integral methods of inquiry that integrate critical thinking with feminist, non-Western, and Indigenous epistemologies.

Vision
We envision a post-patriarchal world that honors women as well as individuals of all gender identities and expressions, including the multiplicity of experiences of women across age, race, economics, ethnicity, culture, nationality, and other intersecting factors. Our graduates are leaders, scholars, healers, creators, educators, and

visionaries who engender change both locally and internationally.

Values
We embrace multicultural, anti-racist, and decolonial approaches to knowledge production. We bring a women-centered lens to the study and practice of religion, spirituality, and philosophy and a spirit-inclusive lens to feminist, womanist, and social justice discourse. We are committed to scholarship that looks not only at contemporary "major" world religions, but also at pre-patriarchal, subaltern, Goddess-centered, and Earth-centered traditions. Our program is deeply committed to the principles of embodied healing, compassion, and transformation – while vigorously resisting the adulteration and commodification of these ideals within capitalist cultures. We believe that individual and social change are inextricable and seek to develop graduates who are agents of interpersonal, social, and political transformation.

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 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.

M.A. in Women, Gender, Spirituality, and Social Justice

About the M.A. in Women, Gender, Spirituality, and Social Justice

The degree requires 36 units of coursework and can be completed in two full-time years or three part-time years.

Designed to inspire students who are passionate about integrating social justice, ecological healing, and spiritual transformation, the degree honors the spiritual impulses that have guided movements for equality and justice across the globe. We believe that activism can be a form of sacred practice. This M.A. 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.

Areas of scholarship:

- Ecofeminism/Ecology
- Women and World Religions
- Sacred Mysteries, Arts, and Healing
- Diversity and Social Justice
- Spiritual Activism and Leadership

Students are invited to develop an individualized focus of study within these broad areas. For example, an individualized focus of study may be "ecofeminism and the Abrahamic religions," "multicultural women's spiritual leadership," or "the role of sacred arts in movements for social justice." Students should also consider their future career goals when developing a focus of study and should consult with their academic 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.

Program Learning Outcomes

1. Synthesize and evaluate the growing body of knowledge in the transdisciplinary study of women, gender, spirituality, and social justice.
2. Integrate spiritually informed feminist, womanist, Indigenous, queer, and other theoretical approaches into transformative research that is personal as well as socially and culturally connected.
3. Apply advanced theoretical understanding and professional commitment to transformative inquiry by producing original work that may include research, pedagogy, creative/arts-based projects, and/or community projects.
4. Demonstrate graduate level proficiency in professional standards of critical thinking, media literacy, academic writing, presentation, and project design.

Career Outcomes

The M.A. 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.

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 short-answer format essay, two letters of recommendation, preferably from former professors, and transcripts. Successful candidates for admission into this M.A. 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 for the M.A. in Women, Gender, Spirituality, and Social Justice — 36 Units

I. Foundation — 16 units

PARW 6048 Critical Thinking and Liberatory Methods
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
PARW 6835 Spiritual Activism and Transformative Social Change
PARW 7585 Spirit, Compassion, and Community Activism (1 unit)
PARW 7609 Womanist, Feminist, and Decolonial Worldviews

II. Directed Electives — 11 units

In consultation with adviser, select from the following: (course options may vary)

PARW 6292 Teaching to Transform: Liberatory Feminist Education
PARW 6336 Curanderismo - Ancestral Spiritual Healing Traditions

PARW 6419 Transformative Philosophies of Justice: Local and Global Perspectives
PARW 6425 Gender Power and Spirit in Indigenous Cultures
PARW 6426 Spirit and Flesh: Christianity and Paganism in Comparative Perspectives
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 6450 Women's Visionary Film: Magic, Myth and Mystery
PARW 6575 Dreaming I: Introduction to the Art of Dreaming
PARW 6697 Women's Sacred Mysteries Arts and Healing
PARW 6788 Embodying Praise: Sacred Traditions of Movement
PARW 6793 Embodied Earth Wisdom: Healing and Percussion in the African Diaspora
PARW 6798 Women and Tantra
PARW 6835 Spiritual Activism and Transformative Social Change
PARW 7002 Ecofeminist Philosophy and Activism
PARW 7050 Goddesses of Prehistory: An Archaeomythology
PARW 7020 Sacred Music of the World Traditional and Contemporary
TLD 6287 Fostering Transformative Leadership Among Women

III. General Electives — 6 units
Any CIIS graduate-level courses

IV. Culmination — 3 units
PARW 6800 M.A. Integrative Seminar

Ph.D. in Philosophy and Religion with a concentration in Women's Spirituality

About the Ph.D. in Women's Spirituality

A rigorous transdisciplinary program that prepares students to become thought leaders and changemakers, it reclaims suppressed knowledge emerging from women and subaltern groups and amplifies 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 degree focuses on three broad and deepening areas of study: Women and World Religions; Feminist and Ecofeminist Philosophies and Activism; and Women's Sacred Mysteries, 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.

Areas of Emphasis

Ph.D. in WSE students study within the following three areas of emphasis:

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.

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, ecosocial context of philosophical issues, with attention to the evolving field of relational or holistic thought. Courses include topics such as diverse ecological/Indigenous feminisms; spiritual activism and models of justice; animal rights and ethics; multicultural feminist theory; womanist/feminist philosophers, mystics, and wisdom teachers; and process philosophy and process theology/thealogy. We combine feminist and womanist analysis and vision — in regard to social, political, and economic systems — with an engaged spirituality that draws on active compassion to create a more equitable, caring, and sustainable world.

Women's Sacred Mysteries, Arts, and Healing
The experiential as well as intellectual study of diverse sacred arts is intended to evoke one's innate creativity, revealing personal and cultural sources of mystical insight, embodied healing, and artistic blossoming. Our program includes an emphasis on the embodied wisdom of women and other subaltern populations, and we focus on the vernacular history that preserves the role of women and other oppressed genders who have served as seers, healers, and nurturers of life. Many elements of language, ritual, and the arts have roots in cultural responses to the elemental powers of nature, the ineffable mysteries of the cosmos, and the primal characteristics of the female body. We honor the mysteries of birth, sexuality, death, and rebirth. Courses include modes and powers of healing utilized by women, populations of color, queer peoples, and other subaltern populations from a variety of spiritual, sociocultural, and geographic traditions. Topics include issues in women's health, healing, and wellness; diverse views on women's and other marginalized genders' embodiment and sexualities; and experiential studies in movement and bodywork from a variety of traditions.

Program Learning Outcomes

1. Design and write a dissertation that makes an original and substantive contribution to the field of Women's Spirituality.
2. Produce rigorous critical scholarship foregrounding personal standpoint and positionality that demonstrates awareness of current academic research as well as current social and cultural developments.
3. Synthesize and apply — in advanced research work and other scholarly activities — diverse ways of knowing that include multiple, spiritually-informed theoretical frameworks and methodologies, as well as theoretical frameworks and methodologies that contest dominant paradigms and theories, such as: feminist, womanist, decolonial, post-colonial, Indigenous, queer, critical, collaborative, transpersonal, embodied, participatory, etc.
4. Develop creative, original, personally and socially relevant scholarship in the areas of women and world religions; feminist and ecofeminist philosophy and activism; and/or women's sacred mysteries, arts, and healing that is transformative for self, community, and world.
5. Integrate and apply advanced research and methodological skills to transformative inquiry by producing original work that may include research, pedagogy, creative/arts-based projects, and/or community projects.
6. Demonstrate professional level skills in critical analysis, media literacy, research design, critical research methodologies, academic writing, presentation, and women's spirituality pedagogies.

Career Outcomes

The Ph.D. in WSE prepares students with the advanced research and writing skills needed for work in higher education or nonprofit organizations. Many of our graduates teach philosophy, religion, or in women's studies programs. Others are independent scholars who write and publish books and other forms of media. Some find that the Ph.D. enriches their work as organizational leaders, social entrepreneurs, artists, and health care professionals.

Foreign Language Proficiency

While knowledge of a foreign language is highly recommended for all Women's Spirituality Ph.D. students as a demonstration of multicultural awareness in an extremely diverse and pluralistic world, it is required only if it is inherent to the research necessary for the dissertation (e.g., to read primary sources in the language in which they were written rather than depending on translations).

Admissions Requirements

Applicants must meet the general admissions requirements of the University (CIIS) and display excellent academic writing skills. Required application materials include an autobiographical short-answer format essay, 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 M.A. from one of these disciplines. For those who do not, up to nine 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 for the Ph.D. in Philosophy and Religion with a concentration in Women's Spirituality — 39.2 to 40.6 Units

I. Foundation I — 19 units

PARW 6048 Critical Thinking and Liberatory Methods
PARW 6286 Building Conscious Allyship (1 unit)
PARW 6500 Sacred Lineages: Goddesses, Foremothers, and Activists
PARW 6548 Women and World Religions
PARW 6697 Women's Sacred Mysteries, Arts, and Healing
PARW 7609 Womanist, Feminist, and Decolonial Worldviews
PARW 8012 Women's Spirituality Research Methodologies

II. Foundation II: Feminist and Ecofeminist Philosophy and Activism — 3 units

One of the following or, in consultation with adviser, other course(s):

PARW 6835 Spiritual Activism and Transformative Social Change
PARW 7002 Ecofeminist Philosophy and Activism
PARW 7006 Women Philosophers, Mystics, and Wisdom Teachers

III. Directed Electives — 6 units

Select from the following in consultation of adviser: (course options may vary)

A. Women and World Religions

PARW 6145 Hindu Tantra
PARW 6425 Gender, Power, and Spirit in Indigenous Cultures (2 units)
PARW 6426 The Spirit and the Flesh: Christianity and Paganism in Comparative Perspective (2 units)
PARW 6579 Wicca, Wicce, Wise One, Witch: An Experiential Introduction to Principles and Practices (1 unit)
PARW 6750 "Celtic" Goddesses of Death, Love, and Magic (1 unit)
PARW 6778 Shakti: Hindu Goddesses and Feminine Power
PARW 6798 Women and Tantra (2 units)
PARW 7050 Goddesses of Prehistory: An Archaeomythology

B. Feminist and Ecofeminist Philosophy and Activism

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 6429 Spiritual Responses to Gender-Based Violence (2 units)
PARW 6430 Trans* Spirituality: Non-Binary Genders and the Divine (1 unit)
PARW 6521 Birthing Futures: Mothering as Radical Methodology
PARW 6835 Spiritual Activism and Transformative Social Change
PARW 7002 Ecofeminist Philosophy and Activism
PARW 7110 Pedagogies of Bodies, Territories, and Feminisms in Abya Yala
PARW 7120 Women and Money: Spiritual and Political Inquires
PARW 7605 Aging as a Feminist Spiritual Practice

C. Women's Sacred Mysteries, Arts, and Healing

PARW 6328 Writing Spiritual Memoir (2 units)
PARW 6336 Curanderismo: Ancestral Spiritual Healing Traditions (1 unit)

PARW 6450 Women's Visionary Film: Magic, Myth, and Mystery (2 units)
PARW 6497 Gender, Sacred Sexuality, and Healing
PARW 6575 Introduction to the Art of Dreaming (1 unit)
PARW 6604 Sacred Arts and Rituals of Ancient Crete (1 unit)
PARV 6609 Goddesses and Priestesses of Matricultural Crete (2 units)
PARW 6697 Women's Sacred Mysteries, Arts, and Healing
PARW 6788 Embodying Praise: Sacred Traditions of Movement (1 unit)
PARW 6793 Embodied Earth Wisdom: Healing and Percussion in the African Diaspora (1 unit)
PARW 7020 Sacred Music of the World (1 unit)

IV. General Electives — 5 units
Any CIIS graduate-level courses

V. Foreign Language Proficiency — Noncredit
(required depending on dissertation topic)
Fulfilled 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

VI. Comprehensive Exams — 6 units
PARW 7880 Comprehensive Exam: Literature Review
PARW 7881 Comprehensive Exam: Advanced Research Methods

VII. Dissertation Proposal — 0.1 to 0.3 units
Take every fall and spring semester (summer with consent of dissertation chair) until advancement to candidacy:
PARW 9800 Dissertation Proposal Completion (0.1 units)

VIII. Dissertation Seminar — 0.1 to 1.2 units
Take every fall and spring semester (summer with consent of dissertation chair) until oral defense:
PARW 9900 Dissertation Seminar (0.1 units)

IX. Dissertation Publication — 0.1 units
Take, if needed, until the dissertation is published:
DISS 900 Dissertation Publication (0.1 units)

Accelerated Ph.D. in WSE After M.A. in WGSSJ

Students with an M.A. in WGSSJ from CIIS who have excellent grades and advanced writing and research skills are eligible to apply to the accelerated Ph.D., which requires 21 fewer units of courses than the regular Ph.D. The Ph.D. program, designed to encompass and build upon work at the master's level, requires 15 units of coursework, two comprehensive exams (3 units each), a dissertation proposal, and a dissertation.

WGSSJ students who want to continue to the Ph.D. in WSE apply during their second year of master's. Acceptance into the program is not guaranteed. The applicant's qualifications for study at the doctoral level are assessed by the program faculty who make the final decision for acceptance. Eligibility to apply for admission to the accelerated Ph.D. ends two years after receiving the M.A. Depending on the nature of the proposed doctoral study, some students may not be eligible for this accelerated program.

Curriculum for the Ph.D. in Philosophy and Religion with a concentration in Women's Spirituality, Accelerated Program — 21.2 to 22.6 Units

I. Foundation I — 9 units
PARW 6548 Women and World Religions
PARW 6697 Women's Sacred Mysteries, Arts, and Healing
PARW 8012 Women's Spirituality Research Methodologies

II. Foundation II — 3 units
One of the following: (if taken in M.A., substitute with course in Feminist and Ecofeminist Philosophy and Activism section)
PARW 6835 Spiritual Activism and Transformative Social Change
PARW 7002 Ecofeminist Philosophy and Activism
PARW 7006 Women Philosophers, Mystics, and Wisdom Teachers

III. General Electives — 3 units
Any CIIS graduate-level course(s)

IV. Foreign Language Proficiency — Noncredit
Fulfilled 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

V. Comprehensive Exams — 6 units
PARW 7880 Comprehensive Exam: Literature Review
PARW 7881 Comprehensive Exam: Advanced Research Methods

VI. Dissertation Proposal — 0.1 to 0.3 units
Take every fall and spring semester (summer with consent of dissertation chair) until advancement to candidacy

PARW 9800 Dissertation Proposal Completion (0.1 units)

VII. Dissertation Seminar — 0.1 to 1.2 units
Take every fall and spring semester (summer with consent of dissertation chair) until oral defense :
PARW 9900 Dissertation Seminar (0.1 units)

VIII. Dissertation Publication — 0.1 units
Take, if needed, until the dissertation is published :
DISS 900 Dissertation Publication (0.1 units)

Course Descriptions

PARW-6048 Critical Thinking and Liberatory Methods (3 units) OP
This course is designed to strengthen students' critical thinking skills and introduce them to graduate-level research methodologies. We will ask critical questions about the world in which we live while examining the relationship between power and knowledge. Students will explore how to identify logical fallacies, recognize propaganda, and integrate rational and intuitive knowing. Emphasis will be placed on eschewing binary either-or thinking in favor of complexity and nuance. In addition, students will be introduced to various research lenses such as feminist, womanist, Indigenous, decolonial, transpersonal, and spiritual. This course serves as a precursor to advanced research methodologies for Ph.D. students and a stand-alone course for M.A. students. PRIORITY REGISTRATION TO WOMEN'S SPIRITUALITY STUDENTS.

PARW-6145 Hindu Tantra (3 units) OP
What is Tantra? This class surveys some of the key texts, traditions, schools, rituals, and philosophies that form its foundations and historical development. Frequently misunderstood by outsiders, the secretive, spiritually radical traditions collectively known as Tantra mediate philosophy, ritual, and mystical insight through the vehicle of the body as a kind of spiritual technology. Tantra has historically been practiced by all layers of society for at least the last 1500 years, driving significant transformations in the history, practice, and understanding of Hinduism itself. We will explore key concepts such as mantra, yantra, kundalini, yoga, Shiva-Shakti, the chakras, diksha, and Tantric concepts of gender, as well as some of the philosophical developments in various major Tantric schools, including interactions with Buddhism. We will also explore Tantra in modernity, including neo-Tantra and various modern appropriations of the tradition. Students will gain a basic theoretical foundation of Hindu Tantra from which they can embark on their own deeper personal and experiential explorations. PRIORITY REGISTRATION TO WOMEN'S SPIRITUALITY STUDENTS and EWP ASIAN CONTEMPLATIVE and TRANSCULTURAL
STUDIES STUDENTS

PARW-6286 Building Conscious Allyship (1 unit) OP
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. PRIORITY REGISTRATION TO WOMEN'S SPIRITUALITY STUDENTS

PARW-6292 Teaching to Transform: Liberatory Feminist Education (3 units) OP
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. PRIORITY REGISTRATION TO WOMEN'S SPIRITUALITY STUDENTS

PARW-6328 Writing Spiritual Memoir (2 units) OP
The word 'spiritual' comes from the Latin *spirare*, meaning 'to breathe.' We understand spiritual in this workshop-style writing course to refer to the activating force at the center of one's being that is both vital and essential to being alive. Spiritual encompasses, but is not limited to, experience traditionally thought of as religious. The primary aim of this course is to provide inspiration to participants to identify their own spiritual journeys in order to articulate them through non-fiction writing. This will be realized throughout the course through writing prompts, feedback from the class and instructor on participants' in-course writings, and reading assignments that will include contemporary spiritual memoir. PRIORITY REGISTRATION TO WOMEN'S SPIRITUALITY STUDENTS

PARW-6336 Curanderismo - Ancestral Spiritual Healing Traditions (1 unit) OP
Curandersimo 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. PRIORITY TO WOMEN'S SPIRITUALITY STUDENTS

PARW-6419 Transformative Philosophies of Justice: Local and Global Perspectives (3 units) OP
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. PRIORITY REGISTRATION TO WOMEN'S SPIRITUALITY STUDENTS

PARW-6420 Writing that Matters: Foundational Skills for Transformative Scholarship (2 units) OP
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. Note: Women's Spirituality M.A. and Ph.D. students are required to take this course for a letter grade. PRIORITY REGISTRATION TO WOMEN'S SPIRITUALITY STUDENTS

PARW-6421 Animal Ethics: Ecofeminist/Ecowomanist Perspectives (3 units) OP
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 towards 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. PRIORITY REGISTRATION TO WOMEN'S SPIRITUALITY STUDENTS

PARW-6425 Gender, Power, and Spirit in Indigenous Cultures (2 units) OP
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. PRIORITY REGISTRATION TO WOMEN'S
SPIRITUALITY STUDENTS

PARW-6426 Spirit and Flesh: Christianity and Paganism in Comparative Perspectives (2 units) OP
This course examines the historical development and current relationship between Christian and Pagan traditions. During this course we will explore the Pagan origins of Christian sacred stories, beliefs and traditions. We will also analyze the Christian versus Pagan rhetoric used during the medieval and modern period to justify prejudice and violence based on gender, class, and ethnicity. Further, we will look at Christianity and Paganism today, including contemporary expressions of the Neopagan movement and Christian celebrations of a feminine divine. This course will also examine the opportunities and challenges of bi spirituality, which describes the experience of those who identify with both traditions. PRIORITY REGISTRATION TO WOMEN'S SPIRITUALITY STUDENTS

PARW-6428 Ecological Consciousness and Climate Justice (3 units) OP
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. PRIORITY REGISTRATION TO WOMEN'S SPIRITUALITY STUDENTS

PARW-6429 Spiritual Responses to Gender-Based Violence (2 units) OP
This course explores movements to end gender based violence that are based in spiritual and/or transformative frameworks. Across the globe, foundational religious texts as well as customs have been used as justifications to support violence against women and LGBTQIA 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. PRIORITY REGISTRATION TO WOMEN'S SPIRITUALITY STUDENTS

PARW-6430 Trans* Spirituality: Non-Binary Genders and the Divine (1 unit) OP
Reverend Valerie Spencer writes "To be trans is one of the most spiritual things one can ever be in and of itself." While a number of dominant religious traditions have responded to trans* and non-binary people with exclusion, oppression, and violence, many religious traditions recognize and honor non-binary genders in both human and divine form. In this course, we will explore spirituality through the lens of trans*, non-binary, and intersex writers, poets, theologians, and artists. Together, we will read texts and view performances by trans*, intersex, and non-binary individuals from around the world that center varied spiritual experiences asking: How do various experiences of gender shape understandings of the divine and how do various understandings of the divine shape gendered experiences. PRIORITY REGISTRATION TO WOMEN'S SPIRITUALITY STUDENTS

PARW-6441 Liberation Dharma - Gender Buddhism and Social Justice (3 units) OP
Using the wisdom of Buddhist teachings, this course examines spiritual awakening as liberation from oppressions based in gender, race, class, and sexuality. The concept of liberation is explored as an experience of freedom and healing from both personal and collective suffering. We will examine the role of women in Buddhism, both historically and in contemporary times; social movements based in engaged Buddhism; tantric Buddhism; Ecobuddhism; and struggles for racial justice in Western sanghas. This course will include experiential activities such as meditation, reflective dialogue, and embodied practices. These practices will complement the course texts and provide tools for students to more authentically engage with each other within spiritual and social justice environments. PRIORITY REGISTRATION TO WOMEN'S SPIRITUALITY STUDENTS

PARW-6450 Women's Visionary Film: Magic, Myth and Mystery (2 units) OP
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*, *Frid*a, *Blossoms of Fire*, and *Whale Rider* will be reviewed. PRIORITY REGISTRATION TO WOMEN'S SPIRITUALITY STUDENTS

PARW-6493 Women's Visionary Poetry and Fiction (3 units) OP
In their poetry, novels, and short stories, as in the ancient traditions of priestesses and mystics, women poets and fiction writers tell us about women's other worlds, inner and outer, past and future — worlds of imagination, prayer, prophecy, and vision. We consider works by Isabel Allende, Janine Canan, Ella Deloria, Chitra Banerjee Divakaruni, Lina Hogan, Susan Griffin, Audre Lorde, Mary Mackey, Mary Oliver, Adrienne Rich, Starhawk, and Alice Walker, among others, as we explore the following questions: What is women's visionary poetry and fiction? How do women writers make their invisible inner experiences visible to their readers? How do they use the crucible of language to tell the truth? How do they interweave fiction and memoir? Creative writing exercises draw students directly into the process of creating women's visionary poetry and fiction. PRIORITY REGISTRATION TO WOMEN'S SPIRITUALITY STUDENTS

PARW-6494 Gender Equity and Reconciliation (3 units) OP
Gender equity and reconciliation recognizes the profound wound in the human family constellated around gender and sexuality. Through intergroup dialogue and other deep experiential work, this course will explore how healing can occur among women, men, and non-binary 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, mens studies, queer studies, partnership studies, restorative justice, and reconciliation studies. PRIORITY REGISTRATION TO WOMEN'S SPIRITUALITY STUDENTS

PARW-6497 Gender, Sacred Sexuality, and Healing (3 units) OP
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 multi-cultural 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. PRIORITY REGISTRATION TO WOMEN'S SPIRITUALITY STUDENTS

PARW-6500 Sacred Lineages: Goddesses, Foremothers,cand Activists (3 units) OP
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 context. 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. PRIORITY REGISTRATION TO WOMEN'S SPIRITUALITY STUDENTS

PARW-6521 Birthing Futures: Mothering as Radical Methodology (3 units) OP
This multi-modal course will explore multiple lineages, experiences, stories of mothering to demonstrate the plurality of this role. In particular, the class will focus on mothering as a form of spiritual activism looking to create futures that are equitable and just. Mothering is explored throughout different cultures, histories, and other contextual frameworks to expand the awareness and imaginations of what this role can inspire. Students will encounter examples of mothering as they are encouraged to birth transformation. PRIORITY REGISTRATION TO WOMEN'S SPIRITUALITY STUDENTS

PARW-6548 Women and World Religions (3 units) OP
This course investigates women in and through the world's religious traditions. We will comparatively look at women's issues, representation, and themes in a variety of cultural and historical contexts through the lenses of the world's major traditions (Buddhism, Islam, Christianity, Hinduism, Judaism) as well as lesser known and Indigenous traditions and cultures from around the globe. Topics include the symbolism of women in religious traditions, construction and control of women's bodies (menstruation, sexuality, birth, gender identity), gendered roles in society, social and religious agency and leadership, and social and environmental justice. Going beyond "official" narratives of various religious traditions, this course also focuses on "othered" traditions and perspectives, investigating points of contention and continuity within and among traditions. Note: Women's Spirituality Ph.D. students must take this course for a letter grade. PRIORITY REGISTRATION TO WOMEN'S SPIRITUALITY STUDENTS

PARW-6551 Haridas Chaudhuri and Integral Yoga (3 units) OP
Haridas Chaudhuri, founder of CIIS, can be considered one of the pioneers of integral philosophy. The California Institute of Integral Studies receives the term "integral" in its title in honor of Chaudhuri's thinking. Chaudhuri himself was a spiritual student of Sri Aurobindo (1872-1950), a modern anticolonial activist, poet, philosopher and yogi from India, and his integral philosophy has roots in Sri Aurobindo's integral yoga. In this course, we will look at three major texts of Haridas Chaudhuri, Sri Aurobindo, Prophet of the Life Divine, Being, Evolution, Immortality and Integral Yoga, so as to obtain an understanding of the foundations of integral thought as understood by Haridas Chaudhuri.

PARW-6575 Dreaming I: Introduction to the Art of Dreaming (1 unit) OP
Dreaming I introduces students to the field theory of consciousness and the multidimensional nature of reality accessed through dreaming. The course focuses on the basics of dream recall and interpretation, dream reentry, and more advanced techniques such as waking and intentional dreaming. Through class participation as well as individual practice, students begin to develop competence in the art of dreaming. Students are asked to present dreams they feel comfortable sharing with the class for interpretation and discussion, and the relationship between dreaming and waking life is discussed and explored. Evaluation is based on class participation, the submission of a dream journal containing dreams and dream interpretation that students feel comfortable sharing with the instructor, and a final paper on a topic selected with the instructor's consent. PRIORITY REGISTRATION TO WOMEN'S SPIRITUALITY STUDENTS

PARW-6578 Partnership: A Model for Personal and Cultural Transformation (3 units) OP
Effective change begins with the individual, expands progressively outward into our relationships and overarching social systems, and then returns to the individual, as an ongoing dynamic spiral. Based on the foundational work of Riane Eisler and supplemented by ideas of a variety of thought leaders and change practitioners, in this course, we explore partnership and partnership models (historic and current) in the growing field of Partnership Studies. We recognize systemic domination and develop tools to partner across -ism divides (e.g., racism, sexism, classism, ageism, ableism, heterosexism, extremism) toward greater connection and social justice. With a supportive learning community, we integrate partnership into our relationships through

application, action, and reflection (reflexion) toward personal and cultural transformation. PRIORITY REGISTRATION TO WOMEN'S SPIRITUALITY STUDENTS

PARW-6579 Wicca, Wicce, Wise One, Witch: An Experiential Introduction to Principles and Practices (1 unit) OP
This course offers an introduction to the history, cosmology, wisdom and practices of contemporary Wicca, the fastest growing spirituality in the United States. We will focus on Wiccas shamanic roots and its modern revival midwived and cultivated primarily by women retrieving roles as Priestesses of the Goddess(es) and advocates for reverential relationships with Mother Earth. Students are asked to participate in a process of spiritual engagement, embodiment and reflection as they work with essential Wiccan techniques including grounding and centering, casting circle, elemental mentoring, personal invocations of and encounters with divinity, and the spiritual artistry of magic. There will be peer and instructor feedback and discussion. PRIORITY REGISTRATION TO WOMEN'S SPIRITUALITY STUDENTS

PARW-6604 Sacred Arts and Rituals of Ancient Crete (1 unit) Pass/No Pass
Ancient Crete was a multicultural, matristic, peaceful, prosperous, spiritual, and artistic, partnership society. The primary deity was a Goddess or Goddesses, who sometimes paired with a God(s). Women and men shared the important social roles free of cultural configuration at the roots of Western civilization. A vibrant and erotic spirituality seems to have pervaded daily life and the many sacred ceremonies of the people. The artworks and ritual equipment reveal that the major personal, social, and cosmic events of women's and men's lives — birth, sacred marriage, death, and also planting and harvesting — were sacralized with music and dance, costume and ceremony, and the worship of Goddesses and Gods. PRIORITY REGISTRATION TO WOMEN'S SPIRITUALITY STUDENTS

PARW-6609 Goddesses and Priestesses of Matricultural Crete (2 units) OP
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. PRIORITY REGISTRATION TO WOMEN'S SPIRITUALITY STUDENTS

PARW-6697 Women's Sacred Mysteries Arts and Healing (3 units) OP
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. PRIORITY REGISTRATION TO WOMEN'S SPIRITUALITY STUDENTS

PARW-6698 Vocation, Passion, and Action: Creative Career Design (2 units) OP
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., rÃ©sumÃ©, 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. PRIORITY REGISTRATION TO WOMEN'S SPIRITUALITY STUDENTS

PARW-6750 "Celtic" Goddesses of Death, Love, and Magic (1 unit) OP
Why did 18th century women walk to market barefoot on the Isle of Man? What happens to the earth when the ancient Cailleach does her laundry? Was a renowned Welsh sorceress actually a reinvention of an earlier moon goddess? In this class students will investigate a few of the powerful goddesses, magical mythological women, and otherworldly beings in Ireland, Scotland, Wales, England, and the Isle of Man. We will build context for these myths and legends by problematizing the use of the word "Celtic," and explore what mythology indigenous to this region reveals about the agency and

subjectivity of women historically. Along the way, students will discover ancient (and not so ancient) tales of powerful and dangerous magical and divine women, along with their stories of death, war, sorcery, love, and betrayal-and some of the related folk beliefs and traditions that are alive and well today. PRIORITY REGISTRATION TO WOMEN'S SPIRITUALITY STUDENTS.

PARW-6760 Eleusinian Mysteries: Myth and Ritual (1 unit) OP
As both transcendent and immanent powers, the Greek Goddesses Demeter and Persephone embodied the powers of generative nature and procreation. Their gift of agriculture provisioned 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 shades, and the reunion with Source, wholeness, and abundance. By re-enacting the sacred story of the Divine Mother and Daughter, initiates 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 divine Source of all and all life. As Cicero wrote, initiates found greater joy in this life, and hope for life beyond death. PRIORITY REGISTRATION TO WOMEN'S SPIRITUALITY STUDENTS

PARW-6778 Shakti: Hindu Goddesses and Feminine Power (3 units) OP
What does it really mean when God is a woman, and the power of the cosmos is feminine? In this class we will explore the theology, philosophy, politics, and power of gendered divinity in Hinduism, reflecting on religious experience, spiritual embodiment, and identity. We will engage with primordial goddesses of early Indus Valley civilizations, assimilation of Indigenous goddesses, and the development of the Great Goddess and feminine force (sakti). We will read and analyze core Hindu texts, including Vedic literature, the Pura?as, and Tantras, with special focus on the most important texts of Sakta (goddess-focused) literature, such as the Devi Mahatmyam. We will investigate and reflect on folk tales; Indigenous resistance to dominant narratives; goddess possession; folk, orthodox, and Tantric ritual; and representations of female power and divinity in popular art and poetry. Finally, we will look at the ways in which Hindu Goddesses and feminine concepts of power manifest in the modern world, including in the Hindu diaspora, new age and Neopagan movements, Indian feminist thealogy, and major female gurus. PRIORITY TO WOMEN'S SPIRITUALITY STUDENTS AND EACTS STUDENTS.

PARW-6788 Embodying Praise: Sacred Traditions of Movement (1 unit) OP
This course is a personal, experiential, and multicultural exploration of historic and contemporary sacred dance traditions. It does not require dance experience or aptitude - just the desire to move together in a safe space. We will review the movements and world views 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. PRIORITY REGISTRATION TO WOMEN'S SPIRITUALITY STUDENTS

PARW-6793 Embodied Earth Wisdom: Healing and Percussion in the African Diaspora (1 unit) OP
"In this course, we will theoretically contextualize why the healing traditions of Africa -based in live percussive music, movement, storytelling, shamanism, village circle games, and belly laughter -have now become central to the embodied healing we humans seek in our lives and planet today. In the last 15 years, we have been seeing an increased popularization of drumming, as there is more need for immense ethnocultural vibrational healing essential to our wellness as a species. Through embodied hands-on exploration, everyone in the course will participate together in the creation of traditional and contemporary movement-based live percussive music rhythms, and call and response chants, that support the connection of body, mind, and spirit naturally relaxing into congruent and elevating frequencies. It is a somatic, embodied, and sensory journey into sound healing from our indigenous roots. No instrument is required. Feel free to bring your drum or percussive toys; wear comfortable loose clothing, and be ready to move and elevate. PRIORITY REGISTRATION TO WOMEN'S SPIRITUALITY STUDENTS

PARW-6798 Women and Tantra (2 units) OP
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. PRIORITY REGISTRATION TO WOMEN'S SPIRITUALITY STUDENTS

PARW-6800 M.A. Integrative Seminar (3 units) OP
M.A. students are mentored in the preparation of a portfolio or advanced research paper. Students draw together the knowledge, insights, and skills of their coursework and especially their chosen area of study;

and work with the library to refine their research skills. They review relevant methodologies and issues of epistemology in preparation for the completion of the M.A. degree. RESTRICTED TO WOMEN'S SPIRITUALITY STUDENTS.

PARW-6835 Spiritual Activism and Transformative Social Change (3 units) OP
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. PRIORITY REGISTRATION TO WOMEN'S SPIRITUALITY STUDENTS.

PARW-6836 African and African Diaspora Spiritual Traditions (1 unit) OP
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. PRIORITY REGISTRATION TO WOMEN'S SPIRITUALITY STUDENTS

PARW-7002 Ecofeminist Philosophy and Activism (3 units) OP
This course will explore the following questions: Does feminism need ecology? Does ecology need feminism? What are the common roots in the subordination of women and nature? Whatever happened to the reverence once paid to Mother Earth? Do women or feminists have crucial roles to play in the struggle to save the Earth? Is the perceived relation between women and nature simply a product of gender binaries and sex-role stereotyping? PRIORITY REGISTRATION TO WOMEN'S SPIRITUALITY STUDENTS

PARW-7004 Buddhist Women Teachers (2 units) OP
From the beginnings of Buddhism, women have fought to be included in practice communities and fully recognized as teachers and lineage holders. Throughout this history, they have produced profound works with unique insights on compassion, practice, and tools for transformation. In this course, students will engage with the dharma teachings of several notable Buddhist women across cultures and historical contexts, as well as with mindfulness and meditation practices. PRIORITY REGISTRATION TO WOMEN'S SPIRITUALITY STUDENTS

PARW-7006 Women Philosophers, Mystics, and WisdomTeachers (3 units) OP
This course provides an overview and in-depth study of women's philosophical and mystical wisdom from around the globe and across time. Problematizing historical views of what constituted "philosophy" in the traditional Western academy, we will discuss ongoing challenges to Western philosophical canon and investigate the unique and powerful ways in which women have long innovated and transformed, upheld and enabled, and/or otherwise shaped various philosophical, religious, and folk traditions, developing complex theoretical and philosophical insight, spiritual wisdom, and practical guidance for daily life. PRIORITY REGISTRATION TO WOMEN'S SPIRITUALITY STUDENTS

PARW-7020 Sacred Music of the World Traditional and Contemporary (1 unit) OP
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. PRIORITY REGISTRATION TO WOMEN'S SPIRITUALITY STUDENTS

PARW-7050 Goddesses of Prehistory: An Archaeomythology (3 units) OP
This course explores archeological 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. PRIORITY REGISTRATION TO WOMEN'S SPIRITUALITY STUDENTS

PARW-7110 Pedagogies of Bodies, Territories, and Feminisms in Abya Yala (3 units) OP
Emerging popular, urban, peasant, Afro and Indigenous women's movements in AfrÃ©mica Ladina or Abya Yala (alternate names for the southern Americas), recognize the myriad relationships that compose the interwoven health of our bodies, societies, and environment. Parting from the concept of cuerpo-territorio, body-territory, this course introduces situated decolonial feminist and political ecology praxes of resistance that challenge dominant epistemological divides of human/nature and self/society-among others. This course integrates theory and practice to challenge those divides, through a supported process of unlearning and learning to listen to help us develop greater presence with the various beings-human and extra human — of our chosen place: their history, communities, and struggles. Students will simultaneously engage with a variety of texts created by artists, farmers, healers, and defenders of land/territory. We will share with each other the (un)learning and learnings of our situated socioecological relationship-building process through class presentations and a final paper. PRIORITY REGISTRATION TO WOMEN'S SPIRITUALITY STUDENTS.

PARW-7120 Women and Money: Spiritual and Political Inquiries (3 units) Letter Grade
Global income inequality is ever-increasing and intertwined with sexism, racism, and neocolonialism. Meanwhile, women in capitalist economies are regaled with the message that financial abundance is the path to empowerment. Spiritual seekers are caught between two contradictory messages: the spiritual superiority of simplicity and asceticism, touted by traditional religious teachings, and the New Age idea of effortlessly "manifesting" wealth. Between these two poles, spiritual and justice-oriented persons are grappling with how to make meaning - and a sustainable living - within capitalist systems. How do we make spiritual sense of our dollars and cents? How do gender, race, and sexuality shape our relationship to money? How might we imagine abundance outside of neoliberal frameworks? This course will explore these and related questions. PRIORITY REGISTRATION TO WOMEN'S SPIRITUALITY STUDENTS.

PARW-7585 Spirit, Compassion, and Community Activism (1 to 3 units) Pass/No Pass
Through selective readings, class discussion, and personal reflection, this course supports students in putting their spiritual values and beliefs into action in the larger community. Students have the opportunity to integrate their academic study with practical transformative experience. Students may deepen and broaden their concepts of compassion, spirit, and activism, and explore their educational and lifework goals and visions through community engagement and service. This course can be taken for 1-3 units, with each unit requiring 30 hours of community service work. The course fulfills the Women's Spirituality program's community service practicum requirement.

PARW-7605 Aging as a Feminist Spiritual Practice (3 units) OP
Growing older may be one human universal: Bodies, perspectives, experiences, and social roles inevitably shift over the life course. However, how humans grow older, how we view ourselves, and how we make meaning around aging varies tremendously across communities. In this course, we will read ethnographies from around the world to explore how aging is understood in a number of religious and cultural traditions. The class will draw from Black feminist, indigenous, queer and disability studies to explore radical possibilities for reframing aging as sacred practice. Students will be introduced to scientific studies on the connections between spiritual and religious practices and well-being. Finally, we explore the role of creative re-visioning discourses around aging and the life course through art and creative storytelling. PRIORITY REGISTRATION TO WOMEN'S SPIRITUALITY STUDENTS.

PARW-7609 Womanist Feminist and Decolonial Worldviews (3 units) OP
This class 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? PRIORITY REGISTRATION TO WOMEN'S SPIRITUALITY STUDENTS.

PARW-7610 Decolonial Wisdom: A Pedagogy of Body-Territory (3 units) OP
This course integrates theory and practice to challenge a Human/Nature divide. We will practice four of the seven learnings from Zapatista Seed Pedagogics to build a

semester-long relationship with a place in our respective environments. A supported process of unlearning and learning to listen will help us develop greater presence with the various beings — human and extra human — of our chosen place: their history, communities, and struggles. Students will simultaneously engage with a variety of texts created by artists, farmers, healers, and defenders of land/territory. We will share with each other the (un)learning and learnings of our socioecological relationship-building process through final class presentations. PRIORITY REGISTRATION TO WOMEN'S SPIRITUALITY STUDENTS.

PARW-7880A Comprehensive Examination: Literature Review (3 units) Pass/No Pass
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 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. RESTRICTED TO WOMEN'S SPIRITUALITY STUDENTS

PARW-7880B Comprehensive Examination: Literature Review (3 units) Pass/No Pass
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. This3 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 online. If the student has not passed the exam after one semester, they can attempt it once more. RESTRICTED TO WOMEN'S SPIRITUALITY STUDENTS
PreReq-Take PARW-7880A

PARW-7881A Comprehensive Examination: Advanced Research Methods (3 units) Pass/No Pass
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 online. Consult with the program handbook as well as your adviser and then submit the Comprehensive Examination Contract in order to register. RESTRICTED TO WOMEN'S SPIRITUALITY STUDENTS

PARW-7881B Comprehensive Examination: Advanced Research Methods (3 units) Pass/No Pass
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 online. Consult with the program handbook as well as your adviser and then submit the Comprehensive Examination Contract in order to register. RESTRICTED TO WOMEN'S SPIRITUALITY STUDENTS
PreReq-Take PARW-7881A

PARW-7888 Academic Writing in the Social Sciences (3 units) Letter Grade
This course is designed to introduce students to various styles of academic writing, including structuring and writing technical research reports (full journal articles, including literature reviews), annotated bibliographies, and comparative analyses. We will differentiate between quantitative and qualitative research data reporting. Students will learn how to structure a research report and write using the latest style guidelines of the American Psychological Association (APA, version 7). The aim will be to foster confidence in a scientific style of communication - one that is often quite different from that taught in the humanities and the "hard sciences." Conciseness, clarity, and exactness will be the hallmarks of successful written products in the course. At the completion of Academic Writing in the Social Sciences, students should have developed each of these traits as well as their "scholarly voice" in their written expression. Restricted to WSE students.

PARW-8012 Women's Spirituality Research Methodologies (3 units) OP
Women's Spirituality is a transdisciplinary field that draws from Women/Gender Studies, Religious Studies, Philosophy, Ethnic Studies, and related disciplines. This course will provide students with an overview of the multidisciplinary epistemologies, methodologies, and methods used in Women's Spirituality scholarship. This course is designed to provide doctoral students with both the conceptual frameworks and practical tools necessary to conduct original and meaningful research in this field. This course places particular emphasis upon: 1) The integration of interior/intuitive ways of knowing with traditional academic frameworks that are more externally oriented; and 2) The potential of research to contribute to social justice and collective transformation. We will explore the theoretical frameworks and methodologies emerging out of political movements including

feminism/womanism, anti-racism, indigenous resistance movements, postcolonial activism, and queer studies. PARW 6047 (taken prior to fall 2022) or PARW 6048 serve as a prerequisite for this course.
PRIORITY REGISTRATION TO WOMEN'S SPIRITUALITY STUDENTS
PreReq-Take PARW-6048 or PARW-6047

PARW-8799 Independent Study (1 to 6 units) Pass/No Pass
With permission of their adviser, students may take up to 6 units of Independent Studies courses. These may be particularly useful to a doctoral student who is considering a topic of special interest or who needs a particular advanced research methods course pertinent to the dissertation. They may serve any student who wishes to study with a particular faculty member. Online registration is not possible. To register, submit an Independent Study Contract to the Registrar's Office.

PARW-8888 Special Topics (1 to 6 units) Letter Grade
A course of study not currently encompassed in the curriculum that addresses a topic relevant to women, gender, spirituality, and social justice.

PARW-9800 Thesis/Dissertation Proposal Completion (0.1 units) Pass/No Pass
This course is taken after all coursework and comprehensive examinations are 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: WSE student; not advanced to candidacy; PARW 7880 and PARW 7881.

PARW-9900 Thesis/Dissertation Seminar (0.1 units) Pass/No Pass
Advanced students research and write of a dissertation with the mentorship of, and in close consultation with, one's dissertation chair and committee. The dissertation is to be a minimum of 200 and a maximum of 300 pages.
RESTRICTED TO WOMEN'S SPIRITUALITY STUDENTS WHO HAVE ADVANCED TO CANDIDACY

Interdisciplinary Arts

Master of Fine Arts in Interdisciplinary Arts and Writing

Department Chair
Cindy Shearer, D.A. , cshearer@ciis.edu

Core Faculty
Carolyn Cooke, MFA

Adjunct Faculty
Alex Burger, MFA
George Reyes, MFA
Zeal Harris, MFA

Recent Mentors and Guest Artists
Hannah Anderson, filmmaker
Jason Bayani, writer
Molly Bell, playwright and performer
Alessandra Belloni, musician and dancer
Judith Bryan, writer
Linda Connor, photographer
Tom Cooper, fiction writer and screenwriter
Jaime Cortez, artist and writer
Annamieka Davidson, filmmaker
Melanie DeMore, solo artist and musician
Karla Diaz, visual artist
Chris Dorosz, visual artist
Erik Ehn, playwright
Deborah Eliezer, theater maker
Joan Frank, writer
Diana Goetsch, writer
Judy Grahn, poet and cultural theorist
Mary Guzman, filmmaker
Joanna Haigood, performer and choreographer
Mark Harris, visual artist
Chinaka Hodge, writer and performer
Mildred Howard, visual artist
Garrick Imatani, painter
Stephanie Anne Johnson, visual art and theater designer
Rhodessa Jones, performer, writer and activist
Tomiko Jones, photographer and curator
Mwenya Kabwe, playwright and theater maker
Debby Kajiyama, dancer and choreographer
Sean Labrador y Manzano, writer and performer
Ajuan Mance, illustrator and visual artist
MariNaomi, graphic memoirist and cartoonist
David Mura, writer
Jose Navarrete, choreographer
Nupu Press, film and text/image artist
Jenni Olsen, filmmaker
William Rhodes, visual artist
Sean San Jose, director
Ellen Sebastian Chang, director
Erika Chong Shuch, performance artist
Ade Solanke, playwright
Susanna Sonnenberg, writer
Ryan Tacata, performance maker
Truong Tran, visual artist and poet
Jacqueline Allen Trimble, poet
Kate Walbert, writer
Ronaldo Wilson, poet

Program Coordinator
Julie Bata, MFA, jbata@ciis.edu

Format and Length

Our innovative MFA in Interdisciplinary Arts and Writing (IAW) is a 39-unit distance education program. Courses are offered in an asynchronous online format and may also include a few synchronous online meetings. We have a virtual intensive to open each fall and spring semester and offer one elective each fall and spring semester with a required residency. Optional in-person Interdisciplinary Arts Seminar courses are offered every semester. The degree can be completed in two years by enrolling full-time for five continuous semesters. Students may elect to enroll part-time.

Per federal law 34 CFR § 600.9, U.S. states must authorize each higher education institution outside their state to provide distance education to their residents, or waive such authorization. The current list of states which have given CIIS their authorizations can be found in the State Authorization section of this catalog and on this webpage: https://www.ciis.edu/admissions-and-financial-aid/out-of-state-students/state-authorization. CIIS can admit individuals to online programs only if they are in these states. Students in online programs who are in a state which has given CIIS their authorization, and then relocate to a state which has not, put their enrollment in jeopardy.

About the MFA in Interdisciplinary Arts and Writing

"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

The Interdisciplinary Arts Department offers the MFA in Interdisciplinary Arts and Writing (IAW). Writers and artists from wide-ranging genres and forms participate in conversation with one another, while also engaging across disciplines through classes, workshops, and arts events in a culture of inquiry that helps them to further develop and better articulate their work.

The MFA offers various opportunities for students to meet and work with each other and faculty. They include

required virtual intensives at the beginning of each fall and spring semester, ongoing engagement with faculty and students via our online learning platform and planned virtual course meetings. Students also have the option of registering for the 4-day in-person Interdisciplinary Arts Seminar (offered in San Francisco and other locations TBA). The course includes relationship-building with cohort members and the MFA community, visits to art events and organizations, and opportunities to learn from guest artists through short workshops, readings, talks, and panel discussions. Throughout the program, students have individualized sessions with faculty advisers and working artists who mentor them. Students can also earn degree credit by opting to design an international summer residency (planned with and approved by the MFA department chair). They can also take some elective units in other School of Consciousness programs (with MFA Program Chair approval).

Our 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 international perspectives on art making and diverse and inclusive art and artists
- 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 international 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. Students practice in and 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 developing publishing and exhibit opportunities.

Program Learning Outcomes

Inquiry and Context
Students will demonstrate through their artwork their capacity for sustained engagement in various modes of inquiry and ability to situate their art making within multiple contexts.

Interdisciplinarity
Students will demonstrate their commitment to engaging in, learning from, and contributing to discourse within artistic mediums, practices, disciplines, traditions, cultures, worldviews, and ways of knowing.

Development of Artist/Person
Students will articulate a vision for themselves as a creative professional and demonstrate capacity to develop the key habits, strategies, skills, networks, and plans to achieve it.

Development of Artistic Work/Product
Students will show their ability to assess their artwork through development of a culminating art project that demonstrates originality, depth, craft, expertise, artistic lineage, and the role they have articulated for their work in the world.

Optional Foci

In consultation with the MFA program chair, students may add a focus in Narrative Arts, Interdisciplinary Arts, or a self-designed focus fulfilled with MFA and other courses in the School of Consciousness and Transformation, such as Arts and Spirituality, Arts and Psychology, Art and Contemplative Practice, and Art and Activism. The courses fulfilling the requirements for the focus substitute for the degree's optional requirements and elective units.

Accelerated MFA in Interdisciplinary Arts and Writing Taken After the M.A. in East-West Psychology or the Ph.D. in East-West Psychology

East-West Psychology students are eligible to apply for admission to the accelerated MFA in Interdisciplinary Arts and Writing program by submitting a portfolio of creative work and a statement of purpose outlining their objectives as creative artists. If admitted, they take six units of MFA courses (MFA 7104 Creative Inquiry and MFA 7282 Arts in Context) while enrolled in their EWP program which count towards the elective portion of the EWP degree. After graduating, these courses are transferred to their MFA, reducing that program's remaining units from 39 to 36.
See the East-West Psychology section of this catalog for full information about the EWP programs' admissions and degree requirements.

Ph.D. in East-West Psychology with Creative Dissertation Pathway

The Interdisciplinary Arts Department, in collaboration with the East-West Psychology Department, offers a Ph.D. program that permits students to put the practice of making art at the core of their doctoral studies. The Creative Dissertation Pathway is open to creative writers, visual, performance, media artists, and more. Students are guided in the development of their creative output while completing 19 units of EWP courses and 18 units of MFA courses. An MFA faculty member chairs or serves on the dissertation committee and the dissertation is structured with an introduction setting the context, an original work of art, a reflection on the arts practice or process/exegetical essay, and a conclusion. When applying for admission, applicants should provide samples of their artistic work and share in their goal statements what prepares them to take this pathway.

See the East-West Psychology section of this catalog for full information about the admissions and degree requirements.

Admissions Requirements

Applicants to the IAW program 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; 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 on a case-by-case basis. 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 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.
- A sample artwork. Depending on one's practice, submit a 15-to-30-page manuscript or collection of writing (fiction, nonfiction, poetry, mixed genre) or links to performances, film, or visual or digital artwork.

These items and the personal interview are considered in the Admissions Committee's decision. The Graduate Record Examination (GRE) is not required.

Curriculum for the MFA in Interdisciplinary Arts and Writing — 39 Units

All courses are three units unless otherwise specified.

With approval from MFA Program Chair, up to 12 units of CIIS graduate-level courses may substitute for MFA courses.

I. Art Inquiry and Context — 6 units
Required:
MFA 7104 Creative Inquiry for Interdisciplinary Artists
MFA 7282 Arts in Context

II. Art Mentorships — 3 to 4 units
Required:
MFA 7219A Arts Mentorship (1 unit)
MFA 7219B Arts Mentorship (1 unit)

MFA 7219C Arts Mentorship (1 unit)

Optional:
MFA 7219D Arts Mentorship (1 unit)

III. **Interdisciplinary Workshop — 3 to 9 units**
Required:
MFA 7095A Interdisciplinary Arts Workshop

Optional:
MFA 7095B MFA Interdisciplinary Arts Workshop
MFA 7095C MFA Interdisciplinary Arts Workshop

IV. **MFA Project — 7 units**
Required:
MFA 7713 MFA Project Proposal (1 unit)
MFA 7712A MFA Project
MFA 7712B MFA Project

V. **Professional Development — 3 to 9 units**
Required:
MFA 7128 Artist in the World

Optional:
MFA 7038 Interdisciplinary Pedagogy
MFA 7222 International Summer Exchange (2-3 units)

VI. **MFA Electives — 8 units maximum**
Select from the following:
MFA 6390 Narrative Arts
MFA 7038: Interdisciplinary Pedagogy
MFA 7200 Art Practice as Research
MFA 7206 Arts Practice: Narrative Writing
MFA 7222 International Summer Exchange (2-3 units)
MFA 7225 Art as International Home
MFA 7226A Interdisciplinary Arts Seminar (1-2 units)
MFA 7226B Interdisciplinary Arts Seminar (1-2 units)
MFA 7226C Interdisciplinary Arts Seminar (1-2 units)
MFA 7226D Interdisciplinary Arts Seminar (1-2 units)
MFA 7300 Internship (1-2 units)

Sample Full-Time Degree Plan

Students may enroll in the Interdisciplinary Arts Seminar (MFA 7226A-D) for one or two units each semester and substitute one to two MFA 7219 Arts Mentorship courses with MFA 7226 Interdisciplinary Arts Seminar.

I. **Semester One — 10 units**
MFA 7095A Interdisciplinary Arts Workshop
MFA 7104 Creative Inquiry for Interdisciplinary Artists
One of the following:
MFA 6390 Narrative Arts
Focus-area course from another department

One of the following:
MFA 7219A Arts Mentorship (1 unit)
MFA 7226A: Interdisciplinary Arts Seminar (1 unit)

II. **Semester Two — 10 units**
MFA 7095B Interdisciplinary Arts Workshop
MFA 7282 Arts in Context

One of the following;
MFA 7206 Arts Practice: Narrative Writing
Focus Area course from another department

One of the following:
MFA 7219B Arts Mentorship (1 unit)
MFA 7226B: Interdisciplinary Arts Seminar (1-2 units)

III. **Semester Three — 4 units**
MFA 7713: MFA Project Proposal (1 unit)
One of the following:
MFA 7222: International Summer Exchange (2-3 units)
MFA 7225 Art as International Home

IV. **Semester Four — 9 units**
MFA 7712A MFA Project (3 units)
MFA 7219C Arts Mentorship (1 unit)
One of the following:
MFA 7038: Interdisciplinary Pedagogy
MFA 7095C Interdisciplinary Arts Workshop
MFA 7200 Art Practice as Research
MFA Elective (2-3 units)

One of the following:
MFA 7226C Interdisciplinary Arts Seminar (1-2 units)
Focus area course from another department (2-3 units)

V. **Semester Five — 6 units**
MFA 7712B: MFA Project
MFA 7128: Artist in the World

Course Descriptions

MFA-6385 Structure of Stories (3 units) Pass/No Pass
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-6390 Narrative Arts (3 units) Pass/No Pass
In this course, students construct a foundation for their ongoing work in narrative arts by engaging storytelling and its components through the development of sequential versions of original stories. Drawing on perspectives across mediums and disciplines, we'll explore narrative (storytelling) as an often interdisciplinary, multimodal, immersive, and transmedia form. Students will consider the structures of narrative and the type of narrative experience they want to create. They'll also explore the relationship between narrative and place, and time and space, in how they depict stories. They'll engage diverse cultural, social, international, and historical perspectives, creating a narrative arts project, based on a narrative aesthetic they develop and articulate during the class. RESTRICTED TO MFA STUDENTS and EAST-WEST PSYCHOLOGY STUDENTS. Program Chair permission for all other students.

MFA-6551 Haridas Chaudhuri and Integral Yoga (3 units) OP
Haridas Chaudhuri, founder of CIIS, can be considered one of the pioneers of integral philosophy. The California Institute of Integral Studies receives the term "integral" in its title in honor of Chaudhuri's thinking. Chaudhuri himself was a spiritual student of Sri Aurobindo (1872-1950), a modern anticolonial activist, poet, philosopher and yogi from India, and his integral philosophy has roots in Sri Aurobindo's integral yoga. In this course, we will look at three major texts of Haridas Chaudhuri, Sri Aurobindo, Prophet of the Life Divine, Being, Evolution, Immortality and Integral Yoga, so as to obtain an understanding of the foundations of integral thought as understood by Haridas Chaudhuri.

MFA-7038 Interdisciplinary Pedagogy (3 units) Pass/No Pass
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. RESTRICTED TO MFA STUDENTS and EAST-WEST PSYCHOLOGY STUDENTS. Program Chair permission for all other students.

MFA-7095A Interdisciplinary Arts Workshop (3 units) Pass/No Pass
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 creative process and habits, formal applications used in various art forms, techniques each artist has drawn on, artistic process, and influences. Students create original work, complete art-making exercises, review materials from various art forms and disciplines, and begin to develop a vocabulary and a method for responding to each other's work. RESTRICTED TO MFA STUDENTS and EAST-WEST PSYCHOLOGY STUDENTS. Program Chair permission for all other students.

MFA-7095B Interdisciplinary Arts Workshop (3 units) Pass/No Pass
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 creative process and habits, formal applications used in various art forms, techniques each artist has drawn on, artistic process, and influences. Students create original work, complete art-making exercises, review materials from various art forms and disciplines, and begin to develop a vocabulary and a method for responding to each other's work. RESTRICTED TO MFA STUDENTS and EAST-WEST PSYCHOLOGY STUDENTS. Program Chair permission for all other students.

MFA-7095C Interdisciplinary Arts Workshop (3 units) Pass/No Pass
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 creative process and habits, formal applications used in various art forms, techniques each artist has drawn on, artistic process, and influences. Students create original work, complete art-making exercises, review materials from various art forms and disciplines, and begin to develop a vocabulary and a method for responding to each other's work. RESTRICTED TO MFA STUDENTS and EAST-WEST PSYCHOLOGY STUDENTS. Program Chair permission for all other students.

MFA-7104 Creative Inquiry for Interdisciplinary Artists (3 units) Pass/No Pass
This course is grounded in the belief that curiosity about one's work and world are valuable and related to each other — and it provides you the chance to engage inquiry as a discrete act (a way to ask specific questions) and a way to probe larger contexts. Through readings, class visits with guest artists, interdisciplinary exercises, and/or arts activities, we'll ask: What environments allow a question to thrive and become the working matrix for your art? Which questions arise for you in the context of what art or arts practices? In what ways do your questions, art, and world correspond with each other and how can you be responsive to, articulate about, and

assessing of that correspondence? RESTRICTED TO MFA STUDENTS and EAST-WEST PSYCHOLOGY STUDENTS. Program Chair permission for all other students.

MFA-7128 The Artist in the World: Preparing the Artist Portfolio (3 units) Pass/No Pass
All cultural producers (visual artists, writers, performers, et al.) must discover methods for bringing their ideas into the public realm; they must also determine how they want their work to engage with the world politically and socially. Through the examination of models from varied disciplines, students will formulate individual strategies to present their work autonomously. Coursework places a strong emphasis on examining methods of practice at work in the world and considers the varied approaches artists take as strategic models. Work includes external research in this area, alongside the development of personalized foundation materials, such as artist statements, narrative biographies, and résumés and an action plan for garnering emotional and financial support. Coursework also develops the communication skills and materials necessary for self-promotion, including visual presentations, written materials, and tools for the Web. The course is designed in the spirit of a think tank, and course work will be tailored to the creative pursuits of enrolled students. RESTRICTED TO MFA STUDENTS and EAST-WEST PSYCHOLOGY STUDENTS. Program Chair permission for all other students.

MFA-7200 Art Practice as Research (3 units) Pass/No Pass
The word research has origins in the Middle French verb recercher, meaning to "seek out, search closely." In this class, we'll seek out imaginative, intellectual, sensory/sensual, and methodological habits and processes that artists engage in, searching them closely for the ways they allow us to acquire and integrate new knowledge and contribute generously to the world through art practice. Applying learning from Creative Inquiry for Interdisciplinary Arts and Arts in Context, students will engage as participants and observers of their artmaking. As preparation for their art practice dissertations, they'll (1) work on an art project, (2) keep an exegetical or research journal of their art-making process, and (3) prepare an integrative reflection. RESTRICTED TO MFA STUDENTS and EAST-WEST PSYCHOLOGY STUDENTS. Program Chair permission for all other students.

MFA-7202 Arts Practice: Inter-Arts (3 units) Pass/No Pass
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. RESTRICTED TO MFA STUDENTS

MFA-7203 Arts Practice: Performing Arts (3 units) Pass/No Pass
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.

MFA-7205 Arts Practice: Visual Arts (3 units) Pass/No Pass
This course, offered on a rotating basis with other arts practice courses, fosters students aesthetic and skill development of a visual or craft object through arts instruction, intensive artwork, class sessions, and individual and/or small-group meetings (with faculty or mentors), as well as readings on the history and practice of visual arts. Students explore uses of image, symbol, or theme in their work or expand their technical skills. Focus is on artistic process, purpose, and discipline and/or specific craft elements (across genres), as well as essential techniques and current practices.

MFA-7206 Arts Practice: Narrative Writing (3 units) Pass/No Pass
This course, offered on a rotating basis with other arts practice courses, fosters students' aesthetic and skill development of narrative writing (fiction, non-fiction, or screenwriting) trough 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 literary arts/narrative Focus is on artistic process, purpose, and discipline, and/or specific craft elements (across genres), as well as essential techniques and current practices. RESTRICTED TO MFA STUDENTS and EAST-WEST PSYCHOLOGY STUDENTS. Program Chair permission for all other students.

MFA-7219A Arts Mentorship (1 unit) Pass/No Pass
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. RESTRICTED TO MFA STUDENTS and EAST-WEST

PSYCHOLOGY STUDENTS. Program Chair permission for all other students.

MFA-7219B Arts Mentorship (1 unit) Pass/No Pass
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. RESTRICTED TO MFA STUDENTS and EAST-WEST PSYCHOLOGY STUDENTS. Program Chair permission for all other students.

MFA-7219C Arts Mentorship (1 unit) Pass/No Pass
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. RESTRICTED TO MFA STUDENTS and EAST-WEST PSYCHOLOGY STUDENTS. Program Chair permission for all other students.

MFA-7219D Arts Mentorship (1 unit) Pass/No Pass
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. RESTRICTED TO MFA STUDENTS and EAST-WEST PSYCHOLOGY STUDENTS. Program Chair permission for all other students.

MFA-7222 International Summer Exchange (1 unit) Pass/No Pass
In this summer exchange, students will develop and participate in an international or travel residency that connects them with accomplished international artists and further develops their international perspectives on art-making. Students may be resident at programs with MFA partners, such as the Kingston Writing School or the University of Chichester, or may develop their own options through approval of the course instructor.Students will prepare and present an art-driven portfolio of their experience. RESTRICTED TO MFA STUDENTS and EAST-WEST PSYCHOLOGY STUDENTS. Program Chair permission for all other students.

MFA-7225 Art as International Home (1 unit) Pass/No Pass
In this international exchange, students participate in a structured visit to another country to inquire into how creating artwork in another country can shift, challenge, and add to their perspectives as citizens and artists. Onsite, in an international location that the Interdisciplinary Arts Department partners with each year, students view and make art, visit multiple cultural sites, meet in a variety of social environments, document their experience through their art practice, and engage with local artists. They develop and complete an in-country art project, keep a journal of their practices/insights, new personal/cultural awareness, and artmaking process, and prepare annotated bibliography in support of their learning as citizens and artists. Course fee required; students arrange their own travel and accommodations. RESTRICTED TO MFA STUDENTS and EAST-WEST PSYCHOLOGY STUDENTS. Program Chair permission for all other students.

MFA-7226A Interdisciplinary Arts Seminar A (1 unit) Pass/No Pass
This interdisciplinary seminar takes a contemporary topic, concept, issue or theme and asks students to reflect on it through multiple disciplines and artistic exploration. Students meet in a required 3-4 day residency, drawing on interdisciplinary perspectives and practices, visits to art sites or events, and workshops with guest artists to launch the artmaking process. They will prepare short reflective writing and develop individual and/or group art projects. Work generated in this seminar may also be presented to the public. A residential fee applies for enrollment for the course. Note: Current residential fees are listed on the CIIS website. RESTRICTED TO MFA STUDENTS and EAST-WEST PSYCHOLOGY STUDENTS. Program Chair permission for all other students.

MFA-7226B Interdisciplinary Arts Seminar B (1 unit) Pass/No Pass
This interdisciplinary seminar takes a contemporary topic, concept, issue or theme and asks students to reflect on it through multiple disciplines and artistic exploration. Students meet in a required 3-4 day residency, drawing on interdisciplinary perspectives and practices, visits to art sites or events, and workshops with guest artists to launch the artmaking process. They will prepare short reflective writing and develop individual and/or group art projects. Work generated in this seminar may also be presented to the public. A residential fee applies for enrollment for the course. Note: Current residential fees are listed on the CIIS website. RESTRICTED TO MFA STUDENTS and EAST-WEST PSYCHOLOGY STUDENTS. Program Chair permission for all other students.

MFA-7226C Interdisciplinary Arts Seminar C (0 units) Pass/No Pass
This interdisciplinary seminar takes a contemporary topic, concept, issue or theme and asks students to reflect on it through multiple disciplines and artistic exploration. Students meet in a required 3-4 day residency, drawing on interdisciplinary perspectives and practices, visits to art sites or events, and workshops with guest artists to launch the artmaking process. They will prepare short reflective writing and develop individual and/or group art projects. Work generated in this seminar may also be presented to the public.

A residential fee applies for enrollment for the course. Note: Current residential fees are listed on the CIIS website. RESTRICTED TO MFA STUDENTS and EAST-WEST

PSYCHOLOGY STUDENTS. Program Chair permission for all other students.

MFA-7226D Interdisciplinary Arts Seminar D (0 units) Pass/No Pass
This interdisciplinary seminar takes a contemporary topic, concept, issue or theme and asks students to reflect on it through multiple disciplines and artistic exploration. Students meet in a required 3-4 day residency, drawing on interdisciplinary perspectives and practices, visits to art sites or events, and workshops with guest artists to launch the artmaking process. They will prepare short reflective writing and develop individual and/or group art projects. Work generated in this seminar may also be presented to the public. A residential fee applies for enrollment for the course. Note: Current residential fees are listed on the CIIS website. RESTRICTED TO MFA STUDENTS and EAST-WEST PSYCHOLOGY STUDENTS. Program Chair permission for all other students.

MFA-7282 Arts in Context (3 units) Pass/No Pass
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. RESTRICTED TO MFA STUDENTS and EAST-WEST PSYCHOLOGY STUDENTS. Program Chair permission for all other students.

MFA-7300 Internship (1 unit) Pass/No Pass
Students in this course will develop their professional art and/or writing skills through an internship with CIIS or with an arts organization or through community arts or other professional development activities. PRIORITY REGISTRATION TO MFA STUDENTS

MFA-7712A MFA Project (3 units) Pass/No Pass
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, 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. RESTRICTED TO MFA STUDENTS

MFA-7712B MFA Project (3 units) Pass/No Pass
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, 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. RESTRICTED TO MFA STUDENTS
PreReq-Take MFA-7712A

MFA-7713 MFA Project Proposal (1 unit) Pass/No Pass
Drawing on the MFA Guidelines for MFA project proposals, you will prepare and present your MFA project proposals for approval by the department. RESTRICTED TO MFA STUDENTS

MFA-8799A Independent Study (1 unit) Pass/No Pass
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. RESTRICTED TO INTERDISCIPLINARY ARTS STUDENTS

MFA-8799B Independent Study (0 units) Pass/No Pass
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. RESTRICTED TO INTERDISCIPLINARY ARTS STUDENTS

MFA-8888 Special Topics (0 units) Pass/No Pass
A course of study not currently encompassed in the curriculum but relevant to the topics of interdisciplinary arts and writing and creative inquiry. RESTRICTED TO INTERDISCIPLINARY ARTS STUDENTS

MFAL-7038 Interdisciplinary Pedagogy LAB (0 units) Pass/No Pass
Lab component of MFA 7038.

Supplemental Programs

California Institute of Integral Studies offers non-academic continuing education, certificates, and research initiatives through the following:

Public Programs
https://www.ciis.edu/ciis-in-the-world/public-programs

The Center for Black & Indigenous Praxis
https://www.ciis.edu/research-centers-and-initiatives/center-for-black-and-indigenous-praxis

The Center for Psychedelic-Assisted Therapies and Research
https://www.ciis.edu/research-centers-and-initiatives/center-for-psychedelic-therapies-and-research

The Center for Transformative Media
https://www.ciis.edu/news/center-transformative-media-new-movement

Academic Policies

Catalog Rights

Students who fulfill their program's degree requirements as listed in their catalog year of admission have the right to be awarded the degree. Students who fall out of active student status and are readmitted are held to the degree requirements in the catalog year of readmission. Policies in the most recent catalog replace all previous ones and apply to all students regardless of the year of admission. Policies may change at any point and changes are published in the catalog's Addenda/Errata.

Program Agreements

When students enter a program, they complete with their advisers a *Program Agreement* based on the degree requirements in the catalog year of admission, and their fulfillment is tracked in the degree audit of the student information system, to which the student and the academic adviser have continuous access. Changes to the *Program Agreement* are documented with dated signatures of the student and 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, which updates the student's degree audit.

Program Completion

The University strives to create and maintain an effective learning environment by providing appropriate teaching, advising, resources, and support for students so they can achieve their goals in their desired timeframe. Successful completion of a program is ultimately determined by the student's ability to meet academic requirements, abide by academic policies, follow University procedures, and fulfill financial obligations. Admission to a program does not guarantee an individual graduates from it. Faculty and administrators reserve the right to continually assess students' capability to progress, including suitability for placement in a clinical setting.

Program Component Distinctions

Below are CIIS classifications of the gradations within degree programs. Programs that offer them will specify their course requirements in the catalog.

Concentration
A concentration is 6 to 48 units of primary content for the program. A concentration cannot be chosen or waived and appears on both the transcript and the diploma.

Designated Emphasis
A designated emphasis is 12 to 18 units that may combine courses from different programs and a capstone project to indicate mastery of a particular academic domain. Emphases cannot be chosen or waived and appear on both the transcript and the diploma.

Focus
A focus is 9 to 12 units of optional material on a specific topic related to the program's primary content. It substitutes for the program's elective units and therefore does not increase the program's overall units. Students must formally declare their intention to stop pursuing a focus, which is done by submitting the *Program Modification* form signed by their department/program chair. Foci appear on the transcript but not on the diploma.

Track
A track is a specified set of courses pertaining to a discrete subject that students may add to their degree requirements, thereby increasing their program's overall unit total. The number of units may vary. Students must formally declare their intention to stop pursuing a track, which is done by submitting the *Program Modification* form signed by their department/program chair. Tracks do not appear on either the transcript or the diploma.

Academic Certificate

An academic certificate is 12 to 18 units of courses that give students a specialty or area of expertise. Certificates are issued and administered by academic departments or programs, not by the university, and do not appear on students' transcripts.

Unit of Credit Policy

CIIS defines one credit hour as at least three hours of work per week for an average student during 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 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:

- 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

- 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; and 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 courses diverge from this definition, in that they involve larger amounts of work than the units assigned to them:

- 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)
- Dissertation Seminar (0.1 unit, full-time)

See the Enrollment Status Classification Table in the Enrollment Policies section of this catalog for the specific courses associated with these categories.

Earning Academic Credit Outside the Classroom

Transfer Credit
See the Transfer Credit Policies in the Admissions Policies section of this catalog.

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:

- Applicants to the Psy.D. program are required to demonstrate the expected proficiency by taking the GRE examination.
- 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.

Course Evaluation Policies and Procedures

Once a course concludes, the students submit written evaluations. These provide information to assess academic integrity and instructional practices and give students an opportunity to reflect on and integrate their expectations and methods of learning.

Policy

- All courses are evaluated except those with fewer than three registrants, comprehensive exams, dissertation proposal, dissertation seminar, individual practicum, and independent studies.
- The evaluation process is conducted solely online, using the same form for all instructors.
- Students receive the evaluation form only upon the course's completion, and only if they have not withdrawn from the course.
- All evaluations are confidential.
- Evaluation data is aggregated, anonymized, and seen only by the provost, the chair of the department/program in which the course is housed, and the instructor.

- Data for each course is only available if the minimum threshold of two responses for a course is met.
- 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
On the last date of the course, the Institutional Research Office (IR) emails the students a hyperlink to the evaluation and emails the instructor a notification that the evaluations have been sent along with a hyperlink to see the response rate. Evaluations are open for 50 days. The day after that, if at least two evaluations were submitted, IR emails instructors their evaluation data, which remains viewable for 20 days, Instructors who have not received their evaluation report can request a status by emailing surveys@ciis.edu.

Changing Degree Programs

Active students considering changing their programs should first speak to the new program to learn if it may be a good fit. If so, students then submit a Change of Program Application and fee to the Admissions Office. The fee is non-refundable, even if the student later withdraws their application or it is rejected. The form must be received by the application deadlines (see the Admissions Office Policies section). Provisionally admitted students may submit the Change of Program form but can only be moved to the new program after the provisional status of the original program converts to full admission.

The Admissions Office routes the form to the new program, which will request any additional materials needed, such as a goal statement. These materials become the property of CIIS and are not returned. The Office of Admissions notifies the student of the decision.

A request for a change of degree program is evaluated based upon the following criteria:

- The student completed courses in the semester prior to submitting the request.
- The student met all requirements that would apply to an admissions applicant (consult the catalog for these requirements).
- The student is in good academic standing. If they are not, but qualify under point 2 above, additional requirements may need to be fulfilled if the student is accepted into the new program.
- 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.

If the change of degree program request is approved, the student becomes subject to the academic requirements of the catalog year they begin the new program, not the requirements of the catalog year of the original admission. Any units earned in the original program are applied to the new program contingent upon the approval of the chair of the new program, provided the new program is at the same or a lower academic level.

If the acceptance decision of 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 re-register, which could result in the student losing a seat that they had formerly occupied in a course if that course was full and had a waitlist.

Students who fall into any of the categories below should submit an admission application instead of a Change of Program form:

- It is before the Add/Drop Deadline of the first semester of the original program; instead, contact the Admissions Office and request that the admission application be updated to the new program.
- The student status has fallen inactive
- The original program is concluding, and the student is moving onto another.
- The student is in a degree program and intends to add certificate program.

Accelerated Ph.D. Programs
The following School of Consciousness and Transformation departments offer M.A. and Ph.D. degrees in the same or closely related programs:

- Anthropology and Social Change
- Ecology, Spirituality, and Religion
- Philosophy, Cosmology, and Consciousness
- Women's Spirituality

Although having earned the M.A. is not a requisite to being admitted to the Ph.D., the latter does build upon the former, so the M.A. students are eligible to be considered for admission to accelerated versions of the Ph.D. programs, which require fewer units. Acceptance is not guaranteed. The applicant's qualifications for study at the doctoral level are assessed by the program faculty, who make the final decision for acceptance. Consult the program's sections in the catalog for full information.

Individuals with an M.A. degree earned at another institution are not eligible for the accelerated Ph.D. programs. Depending upon their background, some

applicants may even be required to complete more units.

Obtaining a Master's Degree When Enrolled in a Ph.D. Program

Students who leave a CIIS Ph.D. program, either voluntarily or involuntarily, may be eligible to have a master's degree conferred under the following conditions:

- They have completed at least 36 units of coursework; and
- They are in good academic standing; and
- They have completed any additional requirements (e.g., a culminating project) specified by the department awarding the degree; and
- 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.

Students who leave a Ph.D. program and receive a master's degree in lieu of the Ph.D. are ineligible to return to pursue a Ph.D. in the same field of study.

Obtaining a Master's Degree When Enrolled in the Psy.D. Program

The CIIS Psy.D. program admits students seeking a doctoral degree. These students may earn a Master of Arts (M.A.) in Clinical Psychology, however, by meeting all the following requirements:

- Complete two years of full-time coursework.
- Be in good academic standing.
- Pass the first-year integrative paper.
- Pass the second-year research oral examination.
- Pass the second-year faculty review.

The M.A. is conferred on the last day of the semester in which all 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 M.A. degree is not rescinded if the Psy.D. requirements are not fulfilled.

Obtaining a Psychological Studies Degree When Enrolled in the Counseling Psychology Program

The Master of Arts in Psychological Studies (MAPS) is a nonclinical degree Counseling Psychology faculty offer to students in their program they conclude would not be successful in a clinical setting. 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. 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, in which case they are dismissed from the program. 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.

To be eligible to be recommended for the MAPS degree, student must meet the following requirements:

- Be in good academic standing; and
- Have successfully completed at least 48 to 50 units (excluding practicum units); and
- Have successfully completed all requirements as determined by the student's academic adviser.

The student's Counseling Psychology program is changed to the MAPS program once the student, the adviser, and the program chair have signed the Approval to Change Program to M.A. in Psychological Studies form. The MAPS degree is conferred on the last day of the semester when the student has completed the requirements as listed above and submitted the graduation application.

Ph.D. Student Course Enrollment Restrictions

Ph.D. students may audit up to three units per semester, including while in the comprehensive examination, proposal writing, and dissertation writing phases, if they have the permission of the course's instructor, their adviser/dissertation chair, and their program chair. To foster continual progress toward the degree, Ph.D. programs prohibit their students from taking more courses than the curriculum requires.

Transferability of Credits and Acceptability of Credentials

California Institute of Integral Studies students considering applying for admission to other institutions should not assume that their CIIS credits will be accepted by any institution to fulfill their program requirements. Nor should they assume a CIIS degree or certificate will fulfill the admissions requirements of any institution. The transferability of credits and the acceptability of credentials are solely at the receiving institution's discretion. CIIS' accreditation does not guarantee our credits or credentials are accepted by other institutions. To minimize the risk of having to repeat coursework, students should request institutions to evaluate in advance the transferability of their CIIS credits and/or acceptability of their CIIS credentials.

General Policies

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 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
- Provide 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 are reviewed by a committee composed of representatives from core student system functional areas. Students who feel their preferences were unjustly denied may file an appeal with the Provost.

Where Chosen Name, Pronouns, and Identities Are Used by Default

- Admissions records
- ID cards
- CIIS email accounts (@mymail for students)
- CIIS email distribution lists
- Class lists (outside of Canvas)
- Canvas
- Colleague – Self-Service
- Unofficial transcripts
- Library
- Diplomas
- Internal (CIIS) reports not requiring distribution to external agencies
- Alumni records

Where Legal Name and Identity are Required to Be Used

- Official transcripts (chosen name also appears)
- FAFSA and other federal forms for financial aid must match Social Security Number.
- Scholarship and loan documents
- Financial aid refund checks
- Financial accounts linked to banks and other institutions that require legal name
- Enrollment and degree verification certificates
- Professional licensure forms and documents
- Visas and other immigration documents
- Employment records, verifications, and paychecks
- Payroll and tax documents
- Mandated reports to the US Department of Education and other federal and state agencies

Name, Pronoun, and Gender Identity Information Change Procedure

To change a chosen or legal name, complete the *Personal Information Update* form, available on the Registrar's Office CIIS Connect page, on the Student Forms subpage. Legal name changes require supporting documentation, such as a marriage license, court order, or passport. Financial aid recipients changing their legal name must also file Form SS-5 with the Social Security Administration. International students' legal names must appear in CIIS' records as identical to the ones on the passports of their home countries. The US entry visa can not be used as supporting documentation for a name change.

Personal pronouns and gender identity information can be updated directly in Self-Service, under the user profile.

Office Contacts for Chosen Name and Identity Policy

- Prospective students, applicants, admitted students before their first semester starts: Admissions Office
- Current students: Registrar's Office
- CPTR students: Center for Psychedelic Therapies and Research
- Public Programs nondegree students, including Sex Therapy Certificate (STC) students and Intersectionality & Equity in Therapeutic Practices (IETPC) students: Public Programs Office
- Alumni: Alumni Office

Support for students and employees navigating issues of identity is provided by the Office of Diversity, Equity, 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 and may also be referred to the appropriate authorities for prosecution.

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, entactogenic (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.

Firearms Policy

No firearms or any other dangerous weapons are permitted at the University.

Prohibition Against Sexual Misconduct

CIIS is committed to maintaining its campus and its programs free from sexual misconduct. All forms, including both sexual and gender-related, such as assault, harassment, domestic violence, dating violence, and stalking. are prohibited and promptly responded to with appropriate disciplinary or other corrective measures. This policy applies to misconduct on CIIS property or anywhere connected to CIIS-sponsored events or programs. Off-campus incidents should also be brought to our attention. CIIS encourages anyone who believes they have been a victim of sexual misconduct to report incidents to local law enforcement authorities and to seek medical attention as needed. The full policy on sexual misconduct is found online at http://www.ciis.edu/student-afairs, and includes the procedures for CIIS to fact-find and provide ways to support and protect students.

Policies on additional prohibited conduct against students are found in the *Student Handboo*k. Any actions that interfere with students having a safe or welcoming experience or education or that pose a threat or danger to the CIIS community are within the University's oversight for the protection of our students, and any incidents should be brought to our attention. Incident(s) are handled under the CIIS Student Code of Conduct Process.

For information related to academic misconduct, see the Academic Standing Policies section of this Catalog.

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.

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 changes 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 CIIS, 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 overseeing relevant areas of University life.

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 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 state's higher education oversight agency to submit a complaint. See the State Authorization Policies section of this catalog or download the Student Complaint Information by State and Agency.

State Authorization, Licensure, and Student Location Policies

State Authorization

The U.S. 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 U.S. 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 change 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's authorization to offer distance education to students physically located outside the state of California.

Academic degree program students or prospective students applying to CIIS's academic degree programs may reach out to the Admissions Office at admissions@ciis.edu with any questions.

Prospective students applying to the Sex Therapy Certificate (STC) or Climate Psychology Certificate (CPC) and have questions about state authorizations should contact Public Programs at publicprograms@ciis.edu.

List of State Authorizations and Exemptions

Can Enroll Distance/Online Students:
CIIS is authorized to or exempt from providing distance education to students residing in (located in) the states listed below in any of the distance education programs offered at CIIS unless specified. Students must reside in (be located in) any one of the states below during the entirety of their enrollment in the program.

Alaska, Arizona, California*, Colorado, Connecticut, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Mississippi, Missouri, Montana, Nebraska, Nevada*, New Hampshire, New Jersey, New Mexico, New York, Ohio, Oklahoma, Oregon*, Pennsylvania, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wyoming

Notes:

1. States indicated with an asterisk (*) means CIIS can enroll students residing in (located in) these states in the Master of Arts in Counseling Psychology (MA-CP) program (any concentration) and the Doctor of Clinical Psychology (Psy.D.) program where students are required to complete clinical practicum and/or internship hours, and all other programs CIIS offers.
2. States without an asterisk means CIIS cannot enroll students residing in (located in) these states in the Master of Arts in Counseling Psychology (MA-CP) and the Doctor of Clinical Psychology (Psy.D.) programs. However, CIIS can enroll students residing in (located in) these states in all other programs CIIS offers.
3. For information about student location requirements concerning students enrolling in the MA-CP and/or Psy.D. programs, reference the "Professional Licensure" section in this document and/ or the Professional Licensure webpage.

Cannot Enroll Distance/Online Students:
CIIS is not authorized to or exempt from providing distance education to students residing in (located in) the states/ regions listed below but will accept applications from prospective students residing in (located in) these states/ regions. To be enrolled in programs at CIIS, students must not reside in (be located in) any of the states/ regions below.

Alabama, Arkansas, Delaware, District of Columbia (DC), Iowa, Kansas, Michigan, Minnesota, North Carolina, North Dakota, Rhode Island, Wisconsin

Enrollment Restrictions for License Eligible Programs
For the programs listed below, students must be located in California, Nevada, or Oregon by the first day of classes and through the entirety of the program.

- M.A. in Counseling Psychology - Community Mental Health
- M.A. in Counseling Psychology - Integral Counseling Psychology Weekend
- M.A. in Counseling Psychology - Integral Counseling Psychology Day
- M.A. in Counseling Psychology - Somatic Psychology
- M.A. in Counseling Psychology - Drama Therapy
- Psy.D. - Clinical Psychology

For the program listed below, students must be located in California by the first day of classes and through the entirety of the program.

- M.A. in Counseling Psychology - Expressive Arts Therapy

For information about student location requirements concerning students enrolling in the MA-CP and/or Psy.D. programs, reference the "Professional Licensure" section in this document and/ or the Professional Licensure webpage.

State-Specific Disclosures

Alaska
CIIS has received exemption from the Alaska Commission on Postsecondary Education (ACPE) to offer its programs to students who reside in Alaska. A student who is a resident of Alaska and who wishes to make a complaint about the institution should follow the process outlined here: https://acpe.alaska.gov/ConsumerProtection.

Arizona
CIIS is not subject to oversight by the Arizona State Board for Private Postsecondary Education and is therefore able to deliver distance education programs to students who reside (are located) in Arizona. A student who is a resident of Arizona and who wishes to make a complaint about the institution should follow the process outlined here: https://ppse.az.gov/resources/student-complaint.

California
CIIS is exempted from the state authorization requirements of the California Bureau of Private Postsecondary Education and is therefore permitted to offer its programs to California residents. A student who is a resident of California and who wishes to make a complaint about the institution should follow the process outlined here: https://www.bppe.ca.gov/enforcement/complaint.shtml.

An individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at:

Bureau for Private Postsecondary Education
Mailing address: P.O. Box 980818, West Sacramento, CA 95798-0818
Physical address: 1747 North Market Blvd, Suite 225, Sacramento, CA 95834, www.bppe.ca.gov
Phone: 916.574.8900, Toll Free: 888.370.7589, Main Fax: 916.263.1897

Colorado
CIIS is not subject to oversight by the Colorado Commission on Higher Education and is therefore able to deliver distance education programs to students who reside (are located) in Colorado.

Connecticut
CIIS is registered with the Connecticut Office of Higher Education to offer its online programs to Connecticut residents. A student who is a resident of Connecticut and who wishes to make a complaint about the institution may follow the process outlined here at https://veoci.com/v/p/181953/workflow/gjrt4qhrrvkv or reach out directly to:

Emily Bjornberg, Senior Consultant, Academic Affairs, Connecticut Office of Higher Education
450 Columbus Blvd, Suite 707, Hartford, CT 06103
emily.bjornberg@ct.gov
860.947.1824 (office)

Florida
CIIS is not subject to oversight by the Florida Commission for Independent Education and is therefore able to deliver distance education programs to students who reside (are located) in Florida with certain exceptions.

Georgia
CIIS is authorized by the Georgia Nonpublic Postsecondary Education Commission to offer certain online programs to Georgia residents. A student who is a resident of Georgia and who wishes to make a complaint about the institution should contact the state agency using the information listed below or should visit the state agency's website located here: https://gnpec.georgia.gov/student-resources/complaints-against-institution.

Georgia Nonpublic Postsecondary Education Commission
2082 E. Exchange Pl. #220 Tucker, GA 30084-5334

Hawaii
CIIS is not subject to oversight by the Hawaii Postsecondary Education Authorization Program and is therefore able to deliver distance education programs to students who reside (are located) in Hawaii.

Idaho
CIIS is not subject to authorization in the State of Idaho based on the Idaho State Board of Education. A student who is a resident of Idaho and who wishes to make a complaint about the institution should follow the process outlined here:
https://boardofed.idaho.gov/higher-education-private/private-colleges-degree-granting/student-complaint-procedures/.

Illinois
CIIS is not subject to authorization in the State of Illinois based on the Illinois Board of Higher Education regulations. A student who is a resident of Illinois and who wishes to make a complaint about the institution should follow the process outlined here:
https://complaints.ibhe.org/.

Indiana
CIIS is authorized by the Indiana Commission for Higher Education to offer certain online programs to Indiana residents. A student who is a resident of Indiana and who wishes to make a complaint about the institution should follow the process outlined here:
https://www.in.gov/che/student-complaints/.

Kentucky
CIIS is not subject to oversight by the Kentucky Council on Postsecondary Education and is able to offer certain online programs to Kentucky residents. A student who is a resident of Kentucky and who wishes to make a complaint about the institution should follow the process outlined here:
http://cpe.ky.gov/campuses/complaintform.

Louisiana
CIIS is not currently subject to authorization in the state of Louisiana based on the Board of Regents regulations. A student who is a resident of Louisiana and who wishes to make a complaint about the institution should follow the process outlined here:
https://www.laregents.edu/student-complaint-process/.

Maine
CIIS is not subject to oversight by the Maine Department of Education and is therefore able to deliver distance education programs to students who reside (are located) in Maine.

Maryland
CIIS is authorized by the Maryland Higher Education Commission to offer fully online programs to Maryland residents. A student who is a resident of Maryland and who wishes to make a complaint about the institution may reach out to the Maryland Higher Education Commission at the address below or can follow the process outlined here:
https://onestop.md.gov/forms/student-complaints-mhec-5f74bfc0ab0f9d00fc796766.
Maryland Higher Education Commission
6 North Liberty Street, 10th Floor
Baltimore, MD 21201
410.767.3300
collegiatecomplaint.mhec@maryland.gov

Massachusetts
CIIS is not subject to oversight by the Massachusetts Board of Higher Education and is therefore able to deliver distance education programs to students who reside (are located) in Massachusetts.

Mississippi
CIIS is not subject to oversight by the Mississippi Commission on College Accreditation and is therefore able to deliver distance education programs to students who reside (are located) in Mississippi.

Missouri
CIIS is not subject to oversight by the Missouri Department of Higher Education and is therefore able to deliver distance education programs to students who reside (are located) in Missouri.

Montana
CIIS is authorized by the Board of Regents of the Montana University System to offer its online programs to Montana residents. A student who is a resident of Montana and who wishes to make a complaint about the institution should follow the process outlined here:
https://mus.edu/MUS-Statement-of-Complaint-Process.html.

Nebraska
CIIS is not subject to oversight by the Nebraska Coordinating Commission for Postsecondary Education and is therefore able to deliver distance education programs to students who reside (are located) in Nebraska. A student who is a resident of Nebraska and who wishes to make a complaint about the institution should follow the process outlined here:
https://ccpe.nebraska.gov/student-complaints-against-postsecondary-institutions.

Nevada
CIIS has been issued an Experiential License by the Nevada Commission on Postsecondary Education to deliver accredited programs with fieldwork components per the current academic catalog to students who reside (are located) in Nevada with certain exceptions. CIIS is also able to deliver distance education programs that do not contain a fieldwork component to students who reside (are located) in Nevada with certain exceptions. A student who is a resident of Nevada and who wishes to make a complaint about the institution should follow the directions outlined here:
https://cpe.nv.gov/Students/Students_Home/.

New Hampshire
CIIS is not subject to oversight by the New Hampshire Division of Educator Support and Higher Education – Higher Education Commission and is therefore able to deliver certain online and distance education programs to students who reside (are located) in New Hampshire. A student who is a resident of New Hampshire and who wishes to make a complaint about the institution should follow the process outlined here:
https://my.doe.nh.gov/ESSWEB/HigherEducation/Complaint.aspx#:~:text=To%20file%20a%20complaint%20against%20a%20New%20Hampshire,for%20the%20Community%20College%20System%20of%20New%20Hampshire%29.

New Jersey
CIIS is not subject to oversight by the New Jersey Secretary of Higher Education and is therefore able to deliver distance education programs to students who reside (are located) in New Jersey. A student who is a resident of New Jersey and who wishes to make a complaint about the institution should follow the process outlined here:
https://www.nj.gov/highereducation/OSHEComplaintInstructions.shtml.

New Mexico
CIIS has been deemed by the New Mexico Higher Education Department to meet the application standards for Distance Education Authorization pursuant to the Interstate Distance Education Act (Section 21-23B-1 et seq. NMSA 1978). A student who is a resident of New Mexico and who wishes to make a complaint about the institution should contact the state agency using the information listed below or should visit the state agency's website located here:
https://hed.nm.gov/students-parents/student-complaints

New Mexico Higher Education Department
2044 Galisteo Street, Suite 4, Santa Fe, NM 87505
HigherEd.Info@state.nm.us
505.476.8411

New York
CIIS is authorized by the New York State Education Department to offer certain online programs to New York residents. A student who is a resident of New York and who wishes to make a complaint about the institution should contact the New York State Education Department here:
https://www.nysed.gov/college-university-evaluation/complaints.

New York Office of College and University Evaluation
New York State Education Department
5 North Mezzanine, Albany, NY 12234
ocueinfo@mail.nysed.gov

Ohio
CIIS is not subject to oversight by the Ohio Department of Education to offer certain online programs to Ohio residents. A student who is a resident of Ohio and who wishes to make a complaint about the institution should follow the directions outlined here:
http://www.ohioattorneygeneral.gov/Individuals-and-Families/Consumers/File-A-Complaint.aspx.

Oklahoma
CIIS is not subject to oversight by the Oklahoma State Regents for Higher Education and is therefore able to deliver distance education programs to students who reside (are located) in Oklahoma.

Oregon
CIIS is authorized by the Oregon Higher Education Coordination Commission to offer certain online programs to Oregon residents. CIIS's Oregon Student Protection Fact Sheet is available here:
https://ciis.canto.com/b/LVASA. A student who is a resident of Oregon and who wishes to make a complaint about the institution should follow the process outlined here:
https://www.oregon.gov/highered/about/Pages/complaints.aspx.

Students should attempt to resolve any grievances they may have with their school first. Should attempts to resolve these problems with appropriate school officials fail, or should the student be dissatisfied with the final outcome of the college complaint process, then the Higher Education Coordinating Commission (HECC), can respond to a formal complaint. Students may contact the Higher Education Coordinating Commission, 3225 25th St. SE, Salem, OR 97302 or by sending an email to complaints@hecc.oregon.gov. Students may also access our complaints web page.

Pennsylvania
CIIS is registered with the Pennsylvania Department of Education Office of Postsecondary and Higher Education as an out-of-state distance education provider to enroll Pennsylvania residents in certain online programs. A student who is a resident of Pennsylvania and who wishes to make a complaint about the institution should follow the process outlined here:
https://www.education.pa.gov/Documents/Postsecondary-Adult/College%20and%20Career%20Education/Private%20Licensed%20Schools/Student%20Complaint%20Form.pdf.

South Carolina
CIIS is not subject to oversight by the South Carolina Commission for Higher Education and is therefore able to deliver distance education programs to students who reside (are located) in South Carolina.

South Dakota
CIIS is not subject to oversight by the South Dakota Secretary of State – Postsecondary Education and is therefore able to deliver distance education programs to students who reside (are located) in South Dakota.

Tennessee
CIIS is not subject to oversight by the Tennessee Higher Education Commission and is therefore able to deliver distance education programs to students who reside (are located) in Tennessee.

Texas
CIIS is not subject to oversight by the Texas Workforce Commission or the Texas Higher Education Coordinating Board for certain distance education programs.

A student who is a resident of Texas and who wishes to make a complaint about the institution to the THECB should follow the process outlined here: https://www.highered.texas.gov/student-complaints/.

CIIS is regionally accredited by the Western Association of Schools and Colleges, Senior College and University Commission (WSCUC) and approved by the California Bureau of Private Postsecondary Education (BPPE) to offer all programs in the state of California, therefore under Texas Section 132.001(1)(B), CIIS is excluded from regulation by the Texas Workforce Commission (TWC).

A student who wishes to make a complaint to the regional accreditor WSCUC should follow the process outlined here: https://www.wscuc.org/resources/comments/.

A student who wishes to make a complaint about the institution to the state of California should follow the process outlined here: https://www.bppe.ca.gov/enforcement/complaint.shtml.

Utah
CIIS is registered with the State of Utah Department of Commerce, Division of Consumer Protection to offer its online programs to Utah residents. Per Utah regulation R152-34-9, a link to the CIIS scorecard, maintained by the Department of Education, may be accessed here: https://collegescorecard.ed.gov/school/?110316-California-Institute-of-Integral-Studies. A student who is a resident of Utah and who wishes to make a complaint about the institution should follow the process outlined here: https://db.dcp.utah.gov/complaints.html.

Vermont
CIIS is not subject to oversight by the Vermont Agency of Education and is therefore able to deliver distance education programs to students who reside (are located) in Vermont.

Virginia
CIIS is authorized by the State Council of Higher Education for Virginia and meets the requirements for distance education certification as stated in section §23.1-219 (F) of the Code of Virginia. This authorization is subject to periodic review and authorizes CIIS to offer solely distance education programs to Virginia residents. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at 101 North Fourteenth Street Richmond, Virginia 23219 or 804.225.2600.

A student who is a resident of Virginia and who wishes to make a complaint about the institution should follow the process outlined here: https://www.schev.edu/students/resources/student-complaints.

Washington
For Washington State residents seeking information and resources about student loan repayment or seeking to submit a complaint relating to your student loans or student loan servicer, please visit www.wsac.wa.gov/loan-advocacy or contact the Student Loan Advocate at loanadvocate@wsac.wa.gov.

West Virginia
CIIS is not subject to oversight by the West Virginia Higher Education Policy Commission to offer certain online programs to West Virginia residents. A student who is a resident of West Virginia and who wishes to make a complaint about the institution should follow the process outlined here: https://www.wvhepc.edu/wp-content/uploads/2015/10/Student-Complaint-Process-revised-3.pdf.

Wyoming
CIIS is authorized by the Wyoming Department of Education to offer its online programs to Wyoming residents. A student who is a resident of Wyoming and who wishes to make a complaint about the institution should follow the process outlined here: https://edu.wyoming.gov/wp-content/uploads/2021/10/Student-Complaint-Process.pdf.

Professional Licensure

Licensure Alignment

As a California-based university, we have aligned all of our programs to meet the licensure requirements set forth by the California licensing boards. Our Master of Arts in Counseling Psychology program and all its

concentrations have been approved by the California Board of Behavioral Sciences (BBS) and graduates are eligible for licensure as MFTs or PCCs in California. Similarly, our Doctor of Psychology program (Psy.D.) graduates are eligible to pursue licensure as Psychologists in California.

Accreditation Status

Our programs are regionally accredited by the Western Association of Schools and Colleges (WSCUC). While we are not accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE), or the American Psychological Association (APA), our institution is committed to maintaining high academic standards and aligning our programs with the expectations and requirements of these organizations.

Licensure Disclosure

Programs intended to lead to professional licensure or certification that are required for employment in an occupation, CIIS is required by federal regulations to disclose to prospective and enrolled students the US states and territories in which CIIS has determined that the curriculum “meets” or “does not meet” the educational requirements for licensure or certification. These public disclosure requirements apply to all licensure programs, regardless of their modality (i.e. residential, online, and hybrid programs). To ensure compliance, CIIS regularly updates and provides information on the status of our programs' licensure determinations in all US states and territories and displays this information on our website.

Completion of a CIIS degree program does not guarantee employment in any profession. Professional licensing and certification requirements may vary by state and territory. Some states may have additional licensure or certification requirements such as background checks, examinations, fingerprinting, fees, and post-degree work experience hours.

Alternative Pathways to Licensure

While CIIS cannot guarantee approval of licensure applications by state licensing boards, we are dedicated to providing students with the knowledge, skills, and resources needed to pursue licensure in their chosen fields. Each state licensing board evaluates applications on a case-by-case basis, and while the process may vary, CIIS graduates successfully obtain licensure in states outside of California each year. It's important to note that licensure requirements may differ between states, and additional education or training may be necessary to meet specific state requirements. However, any additional coursework required for licensure outside of California will not be covered under financial aid. Some states participate in licensure compacts or offer universal licensing, which may facilitate the licensure process for individuals who are already licensed in one participating state. It's essential for students to research and understand the licensure requirements of the states in which they intend to practice.

Professional Licensing Advising

Our licensing programs do offer licensing advising to assist students in the process of obtaining a license both in and outside of the state of CA. However, it's crucial for all prospective and current students to consult the licensing boards of their respective state, territory, or county for the most current and accurate information regarding licensure requirements outside of California.

Potential Changes in Requirements

Licensure information is reviewed on an annual basis and updated on this site. While CIIS strives to provide the most up-to-date information, state licensure and certification requirements may change frequently and often without notice. While a program may initially meet the educational requirements for licensure or certification, changes in regulations could impact the program’s ability to meet any new educational requirements. CIIS encourages all applicants to visit the board responsible for licensure or certification in any state or territory in which they wish to obtain licensure or certification for the most current requirements.

Relocating During the Course of a Program

Should a prospective or current student relocate to a state, territory, or country in which CIIS is not authorized to provide distance education or otherwise exempt, continued enrollment cannot be guaranteed. This may also impact whether that student can meet educational requirements for licensure or certification, receive financial aid funding, and/or veteran’s benefits. If students are considering relocating, they should contact their program chair or director to check for authorization and licensure eligibility requirements.

If students relocate, they must update their residential address with the university.

Licensure Exam Preparation

In preparing for licensure exams as Marriage and Family Therapists (MFTs), Licensed Professional Clinical Counselors (LPCCs), and Psychologists in California, students enrolled in our programs receive comprehensive support and resources to ensure their success. Our curriculum is designed to cover the foundational knowledge areas and clinical competencies required for effective counseling and therapeutic practice, aligning closely with the content domains of the respective licensure exams. Additionally, our faculty members, many of whom are licensed practitioners themselves, provide expert guidance and instruction to help students develop the critical thinking skills and test-taking strategies necessary to excel on the exams. Our programs emphasize the integration of theoretical knowledge with practical skills through hands-on clinical experiences and supervised practicum and internships, ensuring that students are well-prepared to apply their knowledge in real-world counseling and therapeutic settings.

Professional Licensure Public Disclosures

The M.A. in Counseling Psychology and Psy.D. in Clinical Psychology Programs at CIIS are committed to providing students with the necessary education and training to pursue professional licensure across various states. The following list outlines whether our programs meet the educational requirements for professional licensure in each state. We have conducted a thorough review to identify whether our program aligns with the state-specific criteria. However, requirements can change, so we encourage students to verify details with the appropriate licensing board in the state they intend to practice and to check the CIIS website for the most up-to-date information. For states where our program does not meet requirements, additional coursework, clinical hours, or state-specific exams may be required.

M.A. in Counseling Psychology concentration in Integral Counseling Psychology Weekend Format – LPCC Track

The M.A. in Counseling Psychology concentration in Integral Counseling Psychology program is designed to meet the educational requirements for licensure as required for employment in the following occupation(s): Licensed Professional Clinical Counselor. Determinations regarding professional licensure eligibility associated with this program are outlined below.

- The Program **meets** the educational requirements for licensure or certification as a Licensed Professional Counselor in the following states territories: Alaska, California, Idaho, Kansas, Maryland, Mississippi, Missouri, Montana, Tennessee, The Virgin Islands, Washington, West Virginia.
- The Program **does not meet** the educational requirements for professional counseling licensure in the following state and territories: Alabama, American Samoa, Arizona, Arkansas, Colorado, Connecticut, Delaware, District of Columbia, Federal States of Micronesia, Florida, Georgia, Guam, Hawaii, Illinois, Indiana, Iowa, Kentucky, Louisiana, Maine, Massachusetts, Michigan, Minnesota, Nebraska, New Hampshire, New Mexico, New York, Nevada, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Puerto Rico, Republic of Palau, Republic of the Marshall Islands Rhode Island, South Carolina, South Dakota, Texas, Utah, Vermont, Virginia, Wisconsin, Wyoming.

M.A. in Counseling Psychology: Concentration in Integral Counseling Psychology Weekend Format – LMFT Track

The M.A. in Counseling Psychology concentration in Integral Counseling Psychology program is designed to meet the educational requirements for licensure as required for employment in the following occupation(s): Licensed Marriage and Family Therapist. Determinations regarding professional licensure eligibility associated with this program are outlined below.

- The Program **meets** the educational requirements for licensure or certification as a Licensed Professional Counselor in the following states and territories: California, The Virgin Islands
- The Program **does not meet** the educational requirements for professional counseling licensure in the following states and territories: Alabama, Alaska, American Samoa, Arizona, Arkansas, Colorado, Connecticut, Delaware, District of Columbia, Federated States of Micronesia, Florida, Georgia, Guam, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Northern Mariana Islands, Ohio, Oklahoma, Oregon, Pennsylvania, Puerto Rico, Republic of the Marshall Islands, Republic of Palau, Rhode Island, South Carolina,

South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming.

M.A. in Counseling Psychology concentration in Integral Counseling Psychology – LPCC Track

The M.A. in Counseling Psychology concentration in Integral Counseling Psychology program is designed to meet the educational requirements for licensure as required for employment in the following occupation(s): Licensed Professional Clinical Counselor. Determinations regarding professional licensure eligibility associated with this program are outlined below.

- The Program **meets** the educational requirements for licensure or certification as a Licensed Professional Counselor in the following states and territories: Alaska, California, Idaho, Kansas, Maryland, Mississippi, Missouri, Montana, Tennessee, The Virgin Islands, Washington, West Virginia.
- The Program **does not meet** the educational requirements for professional counseling licensure in the following states and territories: Alabama, American Samoa, Arizona, Arkansas, Colorado, Connecticut, Delaware, District of Columbia, Federal States of Micronesia, Florida, Georgia, Guam, Hawaii, Illinois, Indiana, Iowa, Kentucky, Louisiana, Maine, Massachusetts, Michigan, Minnesota, Nebraska, New Hampshire, New Mexico, New York, Nevada, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Puerto Rico, Republic of Palau, Republic of the Marshall Islands Rhode Island, South Carolina, South Dakota, Texas, Utah, Vermont, Virginia, Wisconsin, Wyoming.

M.A. in Counseling Psychology: Concentration in Integral Counseling Psychology – LMFT Track

The M.A. in Counseling Psychology concentration in Integral Counseling Psychology program is designed to meet the educational requirements for licensure as required for employment in the following occupation(s): Licensed Marriage and Family Therapist. Determinations regarding professional licensure eligibility associated with this program are outlined below.

- The Program **meets** the educational requirements for licensure or certification as a Licensed Professional Counselor in the following states and territories: California, The Virgin Islands
- The Program **does not meet** the educational requirements for professional counseling licensure in the following states and territories: Alabama, Alaska, Arizona, American Samoa, Arkansas, Colorado, Connecticut, Delaware, District of Columbia, Federated States of Micronesia, Florida, Georgia, Guam, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Northern Mariana Islands, Ohio, Oklahoma, Oregon, Pennsylvania, Puerto Rico, Republic of the Marshall Islands, Republic of Palau, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming.

M.A. in Counseling Psychology: Concentration in Drama Therapy – LPCC Track

The M.A. in Counseling Psychology concentration in Drama Therapy program is designed to meet the educational requirements for licensure as required for employment in the following occupation(s): Licensed Professional Clinical Counselor. Determinations regarding professional licensure eligibility associated with this program are outlined below.

- The Program **meets** the educational requirements for licensure or certification as a Licensed Professional Counselor in the following states: Alaska, California, Idaho, Kansas, Maryland, Mississippi, Missouri, Montana, Tennessee, The Virgin Islands, Washington, West Virginia.
- The Program **does not meet** the educational requirements for professional counseling licensure in the following states and territories: Alabama, American Samoa, Arizona, Arkansas, Colorado, Connecticut, Delaware, District of Columbia, Federal States of Micronesia, Florida, Georgia, Guam, Hawaii, Illinois, Indiana, Iowa, Kentucky, Louisiana, Maine, Massachusetts, Michigan, Minnesota, Nebraska, New Hampshire, New Mexico, New York, Nevada, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Puerto Rico, Republic of Palau, Republic of the Marshall Islands, Rhode Island, South Carolina, South Dakota, Texas, Utah, Vermont, Virginia, Wisconsin, Wyoming.

M.A. in Counseling Psychology: Concentration in Drama Therapy – LMFT Track

The M.A. in Counseling Psychology concentration in Drama Therapy program is designed to meet the educational requirements for licensure as required for employment in the following occupation(s): Licensed Marriage and Family Therapist. Determinations regarding professional licensure eligibility associated with this program are outlined below.

- The Program **meets** the educational requirements for licensure or certification as a Licensed Professional Counselor in the following states and territories: California, The Virgin Islands
- The Program **does not meet** the educational requirements for professional counseling licensure in the following states and territories: Alabama, Alaska, Arizona, American Samoa, Arkansas, Colorado, Connecticut, Delaware, District of Columbia, Federated States of Micronesia, Florida, Georgia, Guam, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Northern Mariana Islands, Ohio, Oklahoma, Oregon, Pennsylvania, Puerto Rico, Republic of the Marshall Islands, Republic of Palau, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming.

M.A. in Counseling Psychology: Concentration in Expressive Arts Therapy – LPCC Track

The M.A. in Counseling Psychology concentration in Expressive Arts Therapy program is designed to meet the educational requirements for licensure as required for employment in the following occupation(s): Licensed Professional Clinical Counselor. Determinations regarding professional licensure eligibility associated with this program are outlined below.

- The Program **meets** the educational requirements for licensure or certification as a Licensed Professional Counselor in the following states and territories: Alaska, California, Idaho, Kansas, Maryland, Mississippi, Missouri, Montana, Tennessee, The Virgin Islands, Washington, West Virginia.
- The Program **does not meet** the educational requirements for professional counseling licensure in the following states and territories: Alabama, American Samoa, Arizona, Arkansas, Colorado, Connecticut, Delaware, District of Columbia, Federal States of Micronesia, Florida, Georgia, Guam, Hawaii, Illinois, Indiana, Iowa, Kentucky, Louisiana, Maine, Massachusetts, Michigan, Minnesota, Nebraska, New Hampshire, New Mexico, New York, Nevada, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Puerto Rico, Republic of Palau, Republic of the Marshall Islands Rhode Island, South Carolina, South Dakota, Texas, Utah, Vermont, Virginia, Wisconsin, Wyoming.

M.A. in Counseling Psychology: Concentration in Expressive Arts Therapy – LMFT Track

The M.A. in Counseling Psychology concentration in Expressive Arts Therapy program is designed to meet the educational requirements for licensure as required for employment in the following occupation(s): Licensed Marriage and Family Therapist. Determinations regarding professional licensure eligibility associated with this program are outlined below.

- The Program **meets** the educational requirements for licensure or certification as a Licensed Professional Counselor in the following states and territories: California, Montana, The Virgin Islands
- The Program **does not meet** the educational requirements for professional counseling licensure in the following states and territories: Alabama, Alaska, American Samoa, Arizona, Arkansas, Colorado, Connecticut, Delaware, District of Columbia, Federated States of Micronesia, Florida, Georgia, Guam, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Northern Mariana Islands, Ohio, Oklahoma, Oregon, Pennsylvania, Puerto Rico, Republic of the Marshall Islands, Republic of Palau, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming.

M.A. in Counseling Psychology: Concentration in Community Mental Health – LPCC Track

The M.A. in Counseling Psychology concentration in Community Mental Health program is designed to meet the educational requirements for licensure as required for employment in the following occupation(s): Licensed

Professional Clinical Counselor. Determinations regarding professional licensure eligibility associated with this program are outlined below.

- The Program **meets** the educational requirements for licensure or certification as a Licensed Professional Counselor in the following states and territories: Alaska, California, Idaho, Kansas, Maryland, Mississippi, Missouri, Montana, Tennessee, The Virgin Islands, Washington, West Virginia.
- The Program **does not meet** the educational requirements for professional counseling licensure in the following states and territories: Alabama, American Samoa, Arizona, Arkansas, Colorado, Connecticut, Delaware, District of Columbia, Federal States of Micronesia, Florida, Georgia, Guam, Hawaii, Illinois, Indiana, Iowa, Kentucky, Louisiana, Maine, Massachusetts, Michigan, Minnesota, Nebraska, New Hampshire, New Mexico, New York, Nevada, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Puerto Rico, Republic of Palau, Republic of the Marshall Islands, Rhode Island, South Carolina, South Dakota, Texas, Utah, Vermont, Virginia, Wisconsin, Wyoming.

M.A. in Counseling Psychology: Concentration in Community Mental Health – LMFT Track

The M.A. in Counseling Psychology concentration in Community Mental Health program is designed to meet the educational requirements for licensure as required for employment in the following occupation(s): Licensed Marriage and Family Therapist. Determinations regarding professional licensure eligibility associated with this program are outlined below.

- The Program **meets** the educational requirements for licensure or certification as a Licensed Professional Counselor in the following states and territories: Alaska, California, Kentucky, Montana, New Jersey, The Virgin Islands
- The Program **does not meet** the educational requirements for professional counseling licensure in the following states: Alabama, Arizona, American Samoa, Arkansas, Colorado, Connecticut, Delaware, District of Columbia, Federated States of Micronesia, Florida, Georgia, Guam, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Nebraska, Nevada, New Hampshire, New Mexico, New York, North Carolina, North Dakota, Northern Mariana Islands, Ohio, Oklahoma, Oregon, Pennsylvania, Puerto Rico, Republic of the Marshall Islands, Republic of Palau, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming.

M.A. in Counseling Psychology: Concentration in Somatic Psychology – LPCC Track

The M.A. in Counseling Psychology concentration in Somatic Psychology program is designed to meet the educational requirements for licensure as required for employment in the following occupation(s): Licensed Professional Clinical Counselor. Determinations regarding professional licensure eligibility associated with this program are outlined below.

- The Program **meets** the educational requirements for licensure or certification as a Licensed Professional Counselor in the following states and territories: Alaska, California, Idaho, Kansas, Maryland, Mississippi, Missouri, Montana, Tennessee, The Virgin Islands, Washington, West Virginia.
- The Program **does not meet** the educational requirements for professional counseling licensure in the following states and territories: Alabama, American Samoa, Arizona, Arkansas, Colorado, Connecticut, Delaware, District of Columbia, Federal States of Micronesia, Florida, Georgia, Guam, Hawaii, Illinois, Indiana, Iowa, Kentucky, Louisiana, Maine, Massachusetts, Michigan, Minnesota, Nebraska, New Hampshire, New Mexico, New York, Nevada, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Puerto Rico, Republic of Palau, Republic of the Marshall Islands, Rhode Island, South Carolina, South Dakota, Texas, Utah, Vermont, Virginia, Wisconsin, Wyoming.

M.A. in Counseling Psychology: Concentration in Somatic Psychology – LMFT Track

The M.A. in Counseling Psychology concentration in Somatic Psychology program is designed to meet the educational requirements for licensure as required for employment in the following occupation(s): Licensed Marriage and Family Therapist. Determinations regarding professional licensure eligibility associated with this program are outlined below.

- The Program **meets** the educational requirements for licensure or certification as a Licensed

Professional Counselor in the following states and territories: California, The Virgin Islands

- The Program **does not meet** the educational requirements for professional counseling licensure in the following states and territories: Alabama, Alaska, American Samoa, Arizona, Arkansas, Colorado, Connecticut, Delaware, District of Columbia, Federated States of Micronesia, Florida, Georgia, Guam, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Northern Mariana Islands, Ohio, Oklahoma, Oregon, Pennsylvania, Puerto Rico, Republic of the Marshall Islands, Republic of Palau, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming.

Psy.D. Clinical Psychology

The Psy.D. in Clinical Psychology Program is designed to meet the educational requirements for licensure as required for employment in the following occupation(s): Psychologist. Determinations regarding professional licensure eligibility associated with this program are outlined below.

- The Program **meets** the educational requirements for licensure or certification as a Licensed Psychologist in the following states and territories: Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Idaho, Illinois, Indiana, Kansas, Kentucky, Louisiana, Maine, Minnesota, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New York, North Carolina, Oklahoma, The Commonwealth of Puerto Rico, Rhode Island, South Dakota, Texas, The Virgin Islands, Virginia, West Virginia, Wisconsin, Wyoming.
- The Program **does not meet** the educational requirements for licensure or certification as a Licensed Psychologist in the following states and territories: American Samoa, District of Columbia, Federated States of Micronesia, Florida, Georgia, Guam, Hawaii, Iowa, Maryland, Massachusetts, Michigan, Mississippi, New Mexico, North Dakota, Northern Mariana Islands, Ohio, Oregon, Pennsylvania, The Republic of the Marshall Islands, Republic of Palau, South Carolina, Tennessee, The Virgin Islands, Utah, Vermont, Washington.

International Students: We warmly welcome international students to our Psy.D. program. While residing in California during their studies, our international students gain valuable experience and education. Many of our graduates go on to practice in countries around the world, including inspiring examples from Italy and Ethiopia.

Disciplinary Policies

CIIS reserves the right to discipline, suspend, and expel students who violate our policies, values or commitments, or who conduct themselves in ways inimical to the best interests of the University, its stakeholders, and other students. Any faculty or staff member may, at any point, give students verbal or written warnings of violations of the student Code of Conduct and refer them to the Dean of Students. Faculty members also can dismiss a student from class who is disrespectful, disruptive, or not making academic progress.

The following disciplinary and/or academic actions, administered by the Dean of Students, are also available to faculty and staff as resources to student behavioral issues.

Restitution
Requirement to reimburse for damaged or misappropriated property.

Discretionary Sanctions
Other sanctions consistent with the offense or conduct, such as limiting privileges or access to selected areas/locations/programs/activities of the University.

Academic Probation
A written notification of academic probation requiring specific conditions to return to good academic standing.

Disciplinary Suspension
Prohibition from enrolling in courses for a certain time, potentially requiring conditions to reenroll.

Emergency or Interim Suspension
Prohibition from attending courses or coming to campus if University officials perceive an immediate clear and convincing danger to the normal functions of the University, to property, to others, or to the student of concern.

Disciplinary Dismissal
Termination of student status and suspension of all privileges afforded a student for an indefinite time. The condition of readmission, if any, are stated in the letter of dismissal.

Expulsion
Permanent separation from the University without opportunity to reapply in the future. An expelled student is also barred from University activities, services, and facilities, and may be dropped or withdrawn from all courses, regardless of progress, which could affect their financial aid eligibility and loan repayment status.

Students who are suspended, dismissed, or expelled may not enter campus or other University property for any purpose without written permission from the Dean of Student for Student Affairs or designee. Students seeking permission must file a written petition to the Dean of Students requesting entrance for a limited, specified purpose or to have the terms of this condition modified or reduced. Separation may be approved, altered, deferred, or withheld at the discretion of the Provost.

Appealing Disciplinary Decisions

Students who are dissatisfied with the resolution stated in the Outcome Letter of a disciplinary sanction or any elements of the process may submit an appeal in writing within ten business days of the letter's issuance. The appeal should clearly state the remedy sought and be delivered to the Dean of Students, who will review and make the decision. Reviews are normally completed within three University work weeks unless there is good reason to extend the time necessary. Normally, the grounds for granting an appeal are limited to the following considerations:

1. Is there compelling new evidence that was not available previously?
2. Was the decision based on use of the proper criteria?
3. Were improper or extraneous facts used that substantially affected the decision?
4. Were there procedural irregularities that greatly affected the investigation's outcome and decision for action that were detrimental to the dismissed student?

The final decision on the appeal is issued in writing and a copy given to the appealing person. The final decision is binding, except for arbitration as reviewed in the General Student Complaint Procedure.

Involuntary Withdrawal Policy

California Institute of Integral Studies reserves the right to involuntarily withdraw students from courses and/or their programs who significantly disrupt the activities of the university, pose a direct risk to the health or safety of self or others, and/or demonstrate an impairment preventing safe and successful participation in university life, and who have not made an independent decision that separation is necessary. Involuntary withdrawal decisions are based on observations of the student's

behavior, manner, and statements; the probability, nature, duration, and severity of the disruption, risk, and/or impairment; and whether reasonable accommodations can mitigate the risks of allowing the student to remain enrolled. Decisions are not based on the student's disability status or physical or mental health conditions. Involuntarily withdrawn students may be given conditions under which they may resume their program.

The Office of the Dean of Students, after consultation with appropriate faculty and staff, directs the Office of the Registrar to withdraw the student from their classes and/or program, and/or place conditions on their continued enrollment. Before or after this decision, the Office of the Dean of Students may mandate that the student undergo a psychological or medical assessment for the purpose of ascertaining their ability to continue at the university successfully. The decision and rationale are shared in written form with the student and respective offices, including but not limited to the Office of the Provost; the Office of the Registrar; the Office of Student Accounts; and Facilities/Operations. If the decision includes conditions under which the student may resume, the notification includes the length of separation and the conditions under which the student may seek to return. All records concerning involuntary withdrawal are kept separately from the student's academic record in accordance with college policy on the confidentiality of student records. A student may appeal against the decision by submitting a written statement and supporting documentation within forty-eight hours to the Dean of Students whose decision is final.

Students who are administratively withdrawn receive a "W" for all courses attempted during that semester except those for which a grade has already been submitted by the instructor. The "W" is reflected on the student's transcript. CIIS does not classify a "W' as an unsatisfactory grade. Students who are involuntarily withdrawn are subject to the standard refund deadlines appearing in the academic calendar. In compliance with federal financial aid regulations, CIIS upholds Satisfactory Academic Progress (SAP) and a Return of Federal Title IV Funds policies. Involuntarily withdrawn students must consult with the Office of Financial Aid to determine the effect the withdrawal has on their aid under these policies. When given conditions to resume, students should contact their advisor and the Office of Financial Aid to develop a plan of action upon resumption which considers CIIS' policy on *Maximum Time Limits to Degree Completion*. An involuntary withdrawal does not suspend these time limits.

Involuntarily withdrawn students may also be adjudicated for their conduct pursuant to the Student Code of Conduct.

Prohibition of Harassment, Threats, and Bullying

California Institute of Integral Studies is committed to each student's success and establishing a caring, responsive, and safe learning environment that is free of discrimination, violence, and bullying. Stalking and harassment are at the forefront of campus conduct concerns, and Student Affairs has established rights and responsibilities for students and responds to such behaviors through our Code of Conduct.

Persistent, severe, or pervasive verbal abuse, threats, intimidation, harassment, coercion, bullying, or other conduct which threatens or endangers the mental or physical health/safety of any person or causes reasonable apprehension of such harm is prohibited at the University. This includes conduct whether physical, verbal or electronic, written or video which is beyond the bounds of protected free speech, directed at a specific individual(s), and likely to cause an immediate breach of the peace, and includes, but is not limited to hazing, drug or alcohol abuse, bullying, and other forms of destructive behavior.

Specific behavior that constitutes bullying may include:

- Taunting or making sexual slurs about a person's gender, sexuality, sex, or sexual/relationship status
- Name-calling, joking, or making offensive remarks about a person's religion, gender, sex, sexuality, race, ethnicity, or socioeconomic, immigration, or veteran status
- Wearing gang paraphernalia and other clothing meant to intimidate or exclude another
- Physical acts of bullying, such as punching, slapping, tripping, or stalking/physically intimidating someone.

Cyber bullying is willful and repeated coercion using technology and social media and is prohibited at the University. It can be perpetrated using computers, cell phones, tablets, and other electronic communication devices. It often occurs through social media sites such as Facebook or X (formerly Twitter) but it also happens through texting, online chatting, instant messaging, emails, and other various forms of communication, including platforms used by the university, such as the learning management system. Such messages and images inflict emotional pain and degrade another person or persons and can quickly spread to a vast audience.

Specific behavior that constitutes cyber bullying include but are not limited to:

- Spreading rumors or posting degrading, threatening, harmful, or explicit pictures, messages, or information using social media or other forms of electronic communication;
- Sending mean, threatening, or inappropriate text messages, emails, social media or other electronic communications;
- Posting embarrassing pictures or videos of someone else online for others to see;
- Starting or perpetuating degrading rumors about another person online or through electronic communications;
- Creating a fake digital profile of someone that contains inaccurate information;
- Impersonating a person online by sending derogatory, degrading, or controversial messages in their name/likeness which causes others to respond negatively to the victim;
- Harassing someone during a live chat;
- Encouraging others to send someone threatening emails, texts, or to overwhelm the person with offensive email messages and/or texts; and,
- Sending anonymous messages to inflict the above.

Electronic Communication/Email Harassment Policy

For purposes of this policy, "harassment" is the willful and repeated use of email or other means of electronic or digital communication to bully, threaten, intimidate, humiliate, stalk, or aggressively harass students, faculty, or staff members.

"Electronic communication" includes communications or postings via electronic or digital media, such as email, cellphones, Canvas, Zoom, webinar platforms, and social media or communication platforms and apps (e.g. What's App, Facebook).

Prohibited harassment via the use of electronic communication can take different forms, such as:

- Intimidation, coercion, or personal attacks, such as cyber bullying.
- Use of offensive or threatening language;
  Use discriminatory language about a person's race, ethnicity, age, gender, or sexual orientation.
- Sending repeated, excessive and/or increasingly demanding email messages.
- Sending individual or mass messages that shame or improperly accuse someone.
- "Replying all" to group email messages with personal grievances.
- "Doxxing" (Publicly disclosing previously private, personal information about an individual or organization, including email addresses, phone numbers, addresses, social security numbers or financial information).
- "Swatting" (making hoax emergency phone calls in order to provoke an armed police response).

The use of electronic communications to harass any member of the CIIS community is prohibited. The use of a University email address or the University server to send harassing messages to individuals outside of the University is also prohibited. Please see below for contact information to report incidents of prohibited harassment by electronic communication that you have witnessed or experienced.

Reporting Electronic Communication/Email Harassment

The University investigates all reports of prohibited Electronic Communication/Email harassment. Appropriate action will be taken if it is determined this policy has been violated, ranging from a written warning, up to expulsion (for students) and separation (for faculty and staff).

Employee Contact: Human Resources hr-staff@ciis.edu
Student Contacts: Shederick McClendon, Dean of Students, smcclendon@ciis.edu
or Lisa Webb, Director of Community Standards and Student Life, lwebb@ciis.edu.

Resources and Support Services

Emergencies

Students located in the U.S. who are facing immediate danger should call 911.

The CIIS campus lobby can be reached at 415.575.6100 and should be alerted to any threat in the building. The CIIS emergency alert system sends text messages to students.

Students who've experienced harassment or other violations of CIIS Student Code of Conduct may report these to any Campus Security Official, who are the deans and directors of all administrative units.

The Office of the Dean of Students provides guidance on resources CIIS has for students in difficulty.

Active students are entitled to up to eight counseling sessions to support their emotional and mental health. This is coordinated through the Wellness Center. Email counseling@ciis.edu an expect a response within two business days.

The San Francisco Suicide Crisis Line is 415-751-0500.

The San Francisco Police non-emergency phone number is 415-553-0123.

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 students in selecting courses and provide guidance on requirements and policies. Students may change their academic advisers by contacting their program manager/coordinator. Both the student and adviser can track progress in meeting academic requirements through the Degree Progress feature in Self-Service.

Laurance S. Rockefeller Library

2nd Floor

Kelly Sundin, Dean of Research and Academic Support, University Librarian
ksundin@ciis.edu
415.575.6187

Circulation Desk
library@ciis.edu
415.575.6180

The Laurance S. Rockefeller Library provides resources and research assistance to support the academic work of CIIS. The University's commitment to quality instruction and innovative research is expressed in the specialized collection of print books and e-books, print and e-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, social and cultural anthropology, human sexuality, integrative and complementary health, integral and transdisciplinary methodologies, and diversity and social justice.

Located on the second floor, the opening hours are available on its website, https://library.ciis.edu. CIIS community members have 24/7 access to a broad selection of digital resources, including disciplinary and inter-/transdisciplinary materials, research tools, and research support services.

The Rockefeller Library's catalog and databases include resources at thousands of other libraries and materials are made available to the CIIS community through interlibrary loan services.

Privileges Policy

The following populations have access to library materials and services:

Active students
See the Maintaining Active Student Status in the Enrollment Policies section 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 alumni or members of the public who have purchased a Rockefeller Library membership, which gives on-campus access to selected library materials and resources, for an annual fee.

Visiting scholars and unaffiliated researchers
Contact library@ciis.edu for more information about access.

Research Assistance

- A collection of curated resource guides by subject is found using the "Research Guides" box on the library homepage.
- Library staff provide workshops and collaborate with faculty in teaching research skills for relevant classes on topics relating to the research process. See: https://ciis.libanswers.com/faq/296933
- Free access is available to RefWorks, a full-featured web-based citation management software package, and support in learning how to use it.

Students can request help with their research by:

- Sending an email to help@ciis.libanswers.com
- Chatting online with a librarian during normal operating hours at https://library.ciis.edu/
- Searching our FAQs at https://ciis.libanswers.com
- Scheduling one-on-one consultation appointments with library reference staff for more in-depth questions and/or research strategies. Research consultations can be scheduled from the library homepage (https://library.ciis.edu) and can be conducted over Zoom or in person.

Office of Information Technology

Ben Cline-Suzuki, Dean, Office of Information Technology
bcline@ciis.edu
415.745.7858

Help Desk
support@uswired.com

The Dean of the Office of Information Technology Office (DOT) oversees The DoT! Tech Center and the Office of Online Learning. For location, contact information and hours of operations, visit the office's CIIS Connect page, https://ciisedu.sharepoint.com/sites/CIIS-Technology.

Protecting the University's information systems and the data they maintain is a top priority of the Dean of Information Technology office. The university utilizes a balanced approach to cyber security that is guided by federal regulations and higher ed best practices. To foster this, students are expected to adhere to the Student Computer Acceptable Use Policy, which is found on the IT CIIS Connect SharePoint site and is posted in the computer lab.

The DOT administers the following resources:

University Email Account and Microsoft Office
Within about one week of submitting the enrollment deposit, students are issued a CIIS student email account, are expected to check it frequently, and use it for all correspondence with the University. Students are also provisioned for free up to five complete copies of Microsoft Office on a PC, Mac, and/or mobile device.

The email address is formatted based on the name in their student record and is the first letter of their chosen first name, if supplied, or the first letter of their legal first name, and their full last name. Students who change either their chosen or legal name will have the email address changed only upon their request. Indicate this option when submitting the *Personal Information Update* form to the Registrar's Office. Changing the address does not generate a new account.

CIIS owns the email account and reserves the right to lock or purge it if the student violates the Student Code of Conduct. Refer to the *Student Handbook*. Accounts are deleted for dismissed students upon their dismissal.

Auto-forwarding to external email accounts is prohibited. Forwarding between internal CIIS email accounts is permitted.

The email account and Office applications and files are deleted and become unrecoverable if not logged into for six months after enrolling at CIIS. DOT emails warnings before the deletion.

CIIS Connect SharePoint
CIIS Connect is a hub SharePoint site to access information about university offices and events. The *Site Directory* can be searched for individual site information and the *University Directory* can be searched for faculty and staff contact information.

Self-Service
The Self-Service website, https://ciis-ss.colleague.elluciancloud.com/Student, is where students conduct transactions through the student information system including planning and registering for courses, remitting payments, tracking degree progress, updating contact information and chosen names, interacting with academic advisers and the Financial Aid Office, (student worker) recording time, (student workers and teaching assistants) accessing earning statements and tax documents (when applicable).

WIFI Network
To access the internet over WIFI while on the Mission campus, select the CIIS.WIFI 6 network ID.

Single Sign-on and Multi-factor Authentication

All the resources listed above are accessed with the same log-in credential, the CIIS student email address and its password. To protect user's identities and information and the integrity of the University's technology infrastructure, CIIS uses multi-factor authentication (i.e., two-step authentication) through the Microsoft Authenticator app, use of which requires having an Android or iOS device. See app installation and set-up guide on the Information Technology Services CIIS Connect page.

DoT! Tech Center

Room 214
dot@ciis.edu
415.612.9253

Computers are available in the CIIS Library. Outside of library hours, computers are available in The DoT! Tech Center.

Office of Online Learning

onlinelearningsupport@ciis.edu

All courses at the University, whether online, residential, or hybrid, have an online virtual course space. CIIS' learning management system is Canvas, available at ciis.instructure.com.

Access to Canvas Course Spaces
Faculty members are enrolled in their Canvas course spaces once they have been recorded in the student information system as the instructor. Enrollment is an automated process between the student information system and Canvas and can take up to 24 hours. Faculty must make their space accessible to the registrants, which can happen as early as 14 days before the semester.

Access to a Canvas course space is guided by FERPA and policies established by Human Resources, and the Provost and Registrar's offices. All access to Canvas course spaces 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.

Faculty and student interaction permissions to Canvas course spaces convert to read-only on the grade submission deadline and remain that way indefinitely. It is still possible to download course materials and submitted assignments.

Students who are granted an incomplete for a course may be granted temporary access to its Canvas space after it has concluded to submit an assignment(s). Email the Office of Online Learning for information.

Privacy of Canvas Course Spaces
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 in Canvas
The Canvas gradebook is an LMS feature that allows an instructor to provide feedback on assignments and for a student and instructor to privately communicate about a student's submitted academic work in Canvas. The Canvas gradebook feature may include final grades, but the official grade record is viewable only on Self-Service.

Canvas Support
Faculty members, once enrolled in a Canvas course space, have access to the Canvas Faculty Resources course, and all registered students have access to the Canvas Student Resources course.

Up-to-date Canvas internet browser compatibility information is found by visiting https://community.canvaslms.com/docs/DOC-10461-supported-web-browsers.

CIIS community members have 365/24/7 access to live Canvas technical support by calling 844.462.8394, emailing onlinelearningsupport@ciis.edu, or by chat at www.vclhub.com.

Canvas is expected to be accessible to anyone with an internet connection. The phone number for Canvas support does not connect in all countries and calls that do connect may generate an international calling fee. International faculty and students are advised to use the chat feature from the help button found on any Canvas page. Individuals outside the U.S. unable to reach Canvas for assistance are to request assistance from CIIS at onlinelearningsuppport@ciis.edu.

Center for Writing and Scholarship

Heidi Fraser Hageman, Director of the Center for Writing and Scholarship
hfraser@ciis.edu
415.967.2976

cws@ciis.edu

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 trained to work within the CIIS community as writing consultants, teachers, and facilitators of academic writing and research curricula. Another resource, Peer Review Editing Services, supports English language learners in their writing development.

The CWS views 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 learn more on the CWS's SharePoint page.

Division of Diversity, Equity, and Inclusion

Rachel Bryant, Vice President, Diversity, Equity, and Inclusion
rbryant@ciis.edu

The Division of Diversity, Equity, and Inclusion (DDEI) provides the university and all its stakeholders with dynamic and integral thought leadership, administrative oversight, programming, workshops, and training. DDEI strives to cultivate and advance a just and equitable campus culture where everyone feels a sense of belonging. We achieve this by educating, organizing, and mobilizing our students, faculty, staff, and community toward inclusive excellence, institutional transformation, and healing justice for our communities and the planet.

In 2023, we launched the Center for Black and Indigenous Praxis (CBIP) to explore the dynamic synergy between transformative academia and the rich tapestry of cultural and ancestral wisdom traditions. CBIP offers a profound opportunity to amplify the voices and lived experiences of Black and Indigenous communities, fostering a more inclusive and equitable intellectual landscape where diverse perspectives flourish and thrive. Through this harmonious convergence, the CIIS community envisions a future where academic rigor and ancestral wisdom lead to meaningful societal transformations that honor the heritage and resilience of these communities.

More information about the Division's work, supportive services, resources, programming, and fellowships can be found here: https://ciisedu.sharepoint.com/sites/diversityandinclusion

Student Accessibility Services

Rhonda Rapp, Director of Student Accessibility Services
rrapp@ciis.edu

osas@ciis.edu

In accordance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA), and the Americans with Disabilities Act as Amended (ADAAA), the California Institute of Integral Studies (CIIS) is committed to ensuring that students with disabilities have equal access to the programs and services available to all students at CIIS. Further, equal access for students with diagnosed disabilities is fundamental to the mission and educational philosophy of CIIS.

Students who have questions about disability-related accommodations and/or services should contact the Office of Student Accessibility Services (OSAS): Accommodations and Services for Students with Diagnosed Disabilities at osas@ciis.edu.

More information can be found on the Office of Student Accessibility Services: Accommodations & Services for Students with Diagnosed Disabilities page of the Student Affairs SharePoint tab: https://ciisedu.sharepoint.com/sites/student-afairs/SitePages/OSAS.aspx

Student Union

studentunion@ciis.edu

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://ciisedu.sharepoint.com/sites/studentunion.

Career Services

careers@ciis.edu

Career Services is committed to helping students identify their occupational path, build a thriving network, and make a smooth transition from their academic to their professional careers. Through one-on-one consultations, fellowships and assistantships that offer hands-on training, and guidance on writing resumes, CV's, and cover letters, advisers are available and ready to foster students' success.

Wellness Center

wellness@ciis.edu

Wellness Center provides mental health counseling, yoga classes, and coaching on nutrition, stress-management, exercise, and mindfulness.

International Student Services

international@ciis.edu

The International Student Adviser is dedicated to supporting international students throughout their course of study and during the first year as alumni. 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.

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

Jennifer Gruczelak, Director of Financial Aid
jgruczelak@ciis.edu

finaid@ciis.edu

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. Students who qualify for these benefits, you may use them toward your tuition and fee charges. The VA School Certifying Official at CIIS is the director of Financial Aid.

Alumni Association

Cynthia Mitchell, Associate Director of Alumni Relations
cmitchell@ciis.edu
415.575.6278

alumni@ciis.edu

More than 11,000 people have earned degrees from CIIS and have taken an integral vision into the world community. Alumni play an active part in the University community through the Alumni Association from 62 countries. All CIIS alumni are welcomed as members of the Alumni Association upon graduating, and there is no charge to participate.

Alumni enjoy discounts on computers, membership in Public Programs presentations and lectures, the chance to audit courses, a free listing in the Alumni Therapy Referral Directory once fully licensed, library privileges, and discounted movies. Local alumni can continue library print borrowing privileges for a fee. Through free Public Programs membership, alumni may attend presentations and workshops (some by their fellow alums) and take advantage of opportunities to network.

CIIS alumni social media sites foster connection — both personal and professional — on LinkedIn, Instagram, Facebook. Contact Alumni Services to update your contact information, receive professional support, or to share your success stories.

Campus Facilities

1453 Mission Street
San Francisco, CA 94103

For the most up-to date information on campus' opening hours, call 415-575-6100 or visit the following webpage:

https://www.ciis.edu/contact-us

The campus is closed on certain holidays and during its Winter Break. See the academic calendar in this catalog or online at:

https://www.ciis.edu/academics/academic-calendar

Awakenings Cafe

Third floor

The CIIS Café is open to all. It is a place to gather, eat and study. There are also vending machines with grab and go snacks as well as complimentary hot water and tea for everyone to enjoy.

Desai | Matta Art Gallery

Lobby, 2nd, 3rd , 4th 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.

Meditation Room

Room 212A

The Sri Aurobindo Meditation Room, a space developed 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

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.

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 Integral Counseling Center
  1782 Church Street
  415.648.2644
- Golden Gate Integral Counseling Center
  507 Polk Street, Suite 440
  415.561.0230
- Pierce Street Integral Counseling Center
  2140 Pierce Street
  415.776.3109

Center for Somatic Psychotherapy

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

Psychological Services Center (PSC)

Associated with the Clinical Psychology doctoral program (Psy.D.), the PSC provides psychological services and testing while functioning as a training facility for advanced students in the Psy.D. 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.

Clinic Without Walls
390 Valencia St.
415.373.4094.

Academic Calendar

School of Professional Psychology & Health/School of Consciousness & Transformation

SPPH/SCT Fall 2024

4/2/24 (Tue)	Class Schedule published
4/16/24 (Tue)	Authorized Early Registration opens
4/23/24 (Tue) 12:10pm	Registration opens for Counseling Psychology students
4/23/24 (Tue) 4:10pm	Registration opens for all SPPH/SCT students
7/3/24 (Wed) 12:10pm	Program Priority Registration Deadline
8/8/24 (Thu)	Late Registration Deadline
8/15/24 (Thu)	Graduation Application Deadline
8/29/24 (Thu)	Semester begins | Audit Registration opens
9/2/24 (Mon)	Labor Day *(building closed)*
9/10/24 (Tue)	Add Deadline | Grade Option Selection Deadline
9/17/24 (Tue)	Drop Deadline; Deadline to file for a Leave of Absence
9/24/24 (Tue)	Deadline to withdraw and receive 75% refund
10/14/24 (Mon)	Deadline for graduating doctoral students to complete oral defense.
10/22/24 (Tue)	Deadline to withdraw and receive 50% refund
11/11/24 (Mon)	Deadline for graduating doctoral students to complete technical edits and submit dissertation to CWS and program chair
11/28/24-11/29/24 (Thu-Fri)	Thanksgiving *(building closed)*
12/2/24 (Wed)	Deadline for graduating doctoral students to receive feedback from CWS and submit *Dissertation Approval* form, signed by program chair, to the Dissertation Office
12/16/24 (Mon)	Semester ends | Deadline for graduating doctoral students to upload publication-ready dissertation to ProQuest/UMI
12/17/24-12/18/24 (Tue-Wed)	Make-up days
12/19/24-1/1/25 (Thu-Wed)	Winter Holiday *(building closed)*
1/15/25 (Wed)	Grades due

SPPH/SCT Spring 2025

10/29/24 (Tue)	Class Schedule published
11/12/24 (Tue)	Authorized Early Registration opens
11/19/24 (12:10pm) (Tue)	Registration opens for Counseling Psychology students
11/19/24 (4:10pm) (Tue)	Registration opens for all SPPH/SCT students
12/3/24 (12:10pm) (Tue)	Program Priority Registration Deadline
12/10/24 (Tue)	Late Registration Deadline
12/11/24 (Tue)	Graduation Application Deadline
1/20/25 (Mon)	Martin Luther King Jr. Day *(building closed)*
1/21/25 (Tue)	Semester begins | Audit Registration opens
1/28/25 (Tue)	Add Deadline | Grade Option Selection Deadline
2/4/25 (Tue)	Drop Deadline | Deadline to file for a Leave of Absence
2/11/25 (Tue)	Deadline to withdraw and receive 75% refund
2/17/25 (Mon)	Presidents Day *(building closed)*
3/3/25 (Mon)	Deadline for graduating doctoral students to complete oral defense

3/11/25 (Tue)	Deadline to withdraw and receive 50% refund
3/17/25-3/21/25 (Mon-Fri)	Spring Break *(building open)*
4/14/25 (Mon)	Deadline for graduating doctoral students to complete technical edits and submit dissertation to CWS and program chair
4/28/25 (Mon)	Deadline for graduating doctoral students to receive feedback from CWS and submit *Dissertation Approval* form, signed by program chair, to the Dissertation Office
5/12/25 (Mon)	Semester ends | Deadline for graduating doctoral students to upload publication-ready dissertation to ProQuest/UMI
5/13/25–5/14/25 (Tue-Wed)	Make-up days
5/17/24 (Sat)	Commencement Ceremony
5/29/25 (Thu)	Grades due

SPPH/SCT Summer 2025

3/25/25 (Tue)	Class Schedule published
4/8/25 (Tue)	Authorized Early Registration opens
4/15/25 (12:10pm) (Tue)	Registration opens for Counseling Psychology students
4/15/25 (4:10pm) (Tue)	Registration opens for all SPPH/SCT students
5/2/25 (12:10pm) (Fri)	Program Priority Registration Deadline
5/9/25 (Fri)	Late Registration Deadline
5/16/25 (Thu)	Graduation Application Deadline
5/26/25 (Mon)	Memorial Day *(building closed)*
5/30/24 (Fri)	Semester begins | Audit Registration opens
6/6/25 (Fri)	Add Deadline | Grade Option Selection Deadline | Deadline for graduating doctoral students to complete oral defense
6/13/25 (Fri)	Drop Deadline | Deadline to file for a Leave of Absence
7/4/25 (Fri)	Independence Day *(building closed)*
7/7/25 (Mon)	Deadline to withdraw and receive 50% refund
7/11/25 (Fri)	Deadline for graduating doctoral students to complete technical edits and submit dissertation to CWS and program chair
7/25/25 (Fri)	Deadline for graduating doctoral students to receive feedback from CWS and submit *Dissertation Approval* form, signed by program chair, to the Dissertation Office
8/8/25 (Fri)	Semester ends | Deadline for graduating doctoral students to upload publication-ready dissertation to ProQuest/UMI
8/11/25–8/12/25 (Mon-Tue)	Make-up days
8/26/25 (Tue)	Grades due

School of Undergraduate Studies

SUS Fall 2024

6/27/24 (Thu)	Class Schedule published
7/11/24 (12:10pm) (Thu)	Registration opens
8/8/24 (Thu)	Late Registration Deadline
8/15/24 (Thu)	Graduation Application Deadline
8/29/24 (Thu)	Semester begins | Audit Registration opens
9/2/24 (Mon)	Labor Day *(building closed)*
9/10/24 (Tue)	Add Deadline | Grade Option Selection Deadline
9/17/24 (Tue)	Drop Deadline | Deadline to file for a Leave of Absence
9/24/24 (Tue)	Deadline to withdraw and receive 75% refund

10/22/24 (Tue)	Deadline to withdraw and receive 50% refund
11/28/24-11/29/24 (Thu-Fri)	Thanksgiving *(building closed)*
12/16/24 (Mon)	Semester ends
12/17/24-12/18/24 (Tue-Wed)	Make-up days
12/19/24-1/1/25 (Thu-Wed)	Winter Holiday *(building closed)*
1/15/25 (Wed)	Grades due

SUS Spring 2025

10/15/24 (Tue)	Class Schedule published
10/29/24 (12:10pm) (Tue)	Registration opens
12/3/24 (Tue)	Late Registration Deadline
12/4/24 (Wed)	Graduation Application Deadline
1/6/25 (Mon)	Semester begins | Audit Registration opens
1/20/25 (Mon)	Martin Luther King Jr. Day *(building closed)*
1/13/25 (Mon)	Add Deadline | Grade Option Selection Deadline
1/21/25 (Tue)	Drop Deadline | Deadline to file for a Leave of Absence
1/27/25 (Mon)	Deadline to withdraw and receive 75% refund
2/17/25 (Mon)	Presidents Day *(building closed)*
2/24/25 (Mon)	Deadline to withdraw and receive 50% refund
4/21/25 (Mon)	Semester ends
4/22/25–4/23/25 (Tue-Wed)	Make-up days
5/7/25 (Wed)	Grades due
5/17/24 (Sat)	Commencement Ceremony

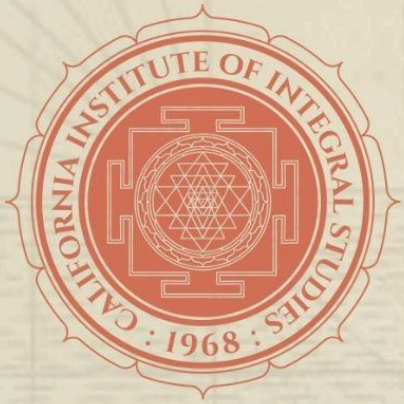
SUS Summer 2025

2/28/25 (Fri)	Class Schedule published
3/14/25 (12:10pm) (Fri)	Registration opens
4/11/25 (Fri)	Late Registration Deadline
4/18/25 (Fri)	Graduation Application Deadline
5/2/25 (Fri)	Semester begins | Audit Registration opens
5/9/25 (Fri)	Add Deadline | Grade Option Selection Deadline
5/16/25 (Fri)	Drop Deadline | Deadline to file for a Leave of Absence
5/26/25 (Mon)	Memorial Day *(building closed)*
5/30/25 (Fri)	Deadline to withdraw and receive 75% refund
6/23/25 (Mon)	Deadline to withdraw and receive 50% refund
7/4/25 (Fri)	Independence Day *(building closed)*
8/18/25 (Mon)	Semester ends
8/19/25–8/20/25 (Tue-Wed)	Make-up days
9/4/25 (Thu)	Grades due

Catalog Archive

For earlier editions of the *California Institute of Integral Studies Catalog*, visit the website of the Office of the Registrar below:

https://www.ciis.edu/discover-ciis/registrar#chapter=30696-Course-Catalog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