

Credit by Assessment [CBA] Courses

CBA 100 Credit by Assessment **1–5**

Units earned through assessment of prior learning experience such as corporate training; professional workshops, seminars, and conferences; licensure or certification; independent scholarship; and appropriately supervised volunteer training.

CBA 106 Credit by Assessment **6–10**

Units earned through assessment of prior learning experience such as corporate training; professional workshops, seminars, and

conferences; licensure or certification; independent scholarship; and appropriately supervised volunteer training.

CBA 112 Credit by Assessment **11–15**

Units earned through assessment of prior learning experience such as corporate training; professional workshops, seminars, and conferences; licensure or certification; independent scholarship; and appropriately supervised volunteer training.

Core Curriculum [COR] Courses

COR 2100 The Developing Writer **3**

Emphasis on the mechanics and process of writing. Students hone their writing skills through essay and journal exercises, editing, discussion, and revision. Common writing difficulties are addressed. May be applied toward the lower-division general-education communication breadth requirement.

COR 3000 Education, Self, and Community I **3**

Explores various dimensions of the learning process including the influence of prior learning experiences; the social construction of knowledge; the impact of culture, class, race, age, and gender on our educational experiences; and the possibilities for developing stimulating and fulfilling learning practices. At the same time, the course provides new students with a survey of the BA program—its vision, objectives and requirements—and offers them guidance in choosing a major and formulating a study plan.

COR 3001 Introduction to the Bachelor of Arts Program **0**

Introduction and orientation to the Bachelor of Arts program.

COR 3100 Critical Thinking and Writing **3**

Focuses on academic essay writing, rhetorical analysis, and critical thinking; designed particularly to help upper-division students craft better academic essays. Students work on the organization, mechanics, and coherence of their writing and build greater confidence in themselves as writers. Students also discuss and practice the fundamental tools of critical thinking, analyze rhetorical devices and targeted audiences of different texts, and attempt to apply their understanding to their own expression. The course helps students examine thesis, types of evidence, and counterarguments as well as movements between concrete and abstract, personal and universal. Each quarter, the course will be organized around a different interdisciplinary theme. Required. Prerequisite: Any lower-division composition course. Pre- or co-requisite: COR 3146.

COR 3140 My Voice, My Self **3**

Emphasis on students “finding voice” to express their ideas and experiences, to enable them to value their views and speak

confidently in small, large, informal, and formal groups. Accent is on developing authenticity in thought and expression. Coursework includes breathing and movement exercises, applying actors’ and role-playing techniques, and learning how to value speaking, listening, and silence. May be applied toward lower-division general-education communication breadth requirement.

COR 3145 Research Writing **3**

This course focuses on the writing of an academic research paper. Coursework is directed toward formulating and revising a topic, researching information, writing, and reviewing a quality academic paper. Emphasizes the importance of critical thinking and rhetorical analysis. The course will focus on a different interdisciplinary theme each quarter. Prerequisite: COR 3100.

COR 3146 Information Resources **1**

This course is designed to be taken prior to or concurrently with COR 3100. Students receive a brief refresher on basic library and electronic research. Students then focus on the research issues involving their topics in the base course with hands-on work in the computer lab and guidance from the instructor.

COR 3300 Ways of Knowing **2**

Students will learn about some of the basic concepts of research and how it might be relevant in their lives. Knowledge claims behind the two distinctly different approaches of quantitative and qualitative research will be explored. The course will then concentrate on qualitative research as a method of inquiry that best fits with many questions asked in the social sciences. Students will be exposed to the most common qualitative research approaches through seeking out and reading research with a specific methodology in their field of interest. Prerequisites: COR 3100 and either COR 3146 or PLS 3002.

COR 3500 Sustainability: Meaning and Practice **3**

This course will be a critical engagement of the three *Es* of sustainability—Environment, Economics, and social Equity. Attention will be brought to both the global and local dimensions of environmental degradation, to the role of multinational corporations in



government regulation (or lack of it), to issues of social equity in regard to the emergence of Third World societies, and to the increasingly urgent problems of social stratification within the industrialized world. The course introduces systems concepts of feedback, autopoiesis, bifurcations, overshoot, and criticality. It will explore the viability of technological remedies and various political solutions.

COR 4106 Autobiography **3**

Focuses on identifying major themes, exploring inner meanings, and writing the first phase of an autobiography. As a supplement to this substantial writing project, instructors may design this course to involve an emphasis on some or all of the following: reading published autobiographies, dramatically performing elements of one's autobiography, painting or drawing a self-portrait, and researching the social-historical context of one's autobiography.

COR 4798 Education, Self, and Community II **1**

Calls upon students to articulate some of the ways in which their academic work, their service learning, their personal life experiences, their career choices, and the greater society may be integrated. Provides an opportunity for students to consider to what extent and how they have changed through the program, to reflect on the JFK University liberal arts community, to share, and to celebrate. Required.

COR 4800 Service Learning A **2**

An opportunity for experiential learning, exploring career paths, and contributing to the community. With the service project coordinator, students select an internship appropriate to their specialization or interests and spend an average of six hours per week over two academic quarters applying theories learned in the classroom to supervised training and practice. With instructor's approval, students may forgo the second quarter of internship and instead engage in other service projects such as researching and

presenting a public policy proposal or writing a grant request for a nonprofit agency.

COR 4805 Service Learning B **2**

A continuation and conclusion of Service Learning A. (See above.)

COR 4900 Topics in Core Studies **3**

Topics vary according to instructor and student interest. May be repeated for credit with a change in topic.

COR 4995 Independent Study in Interdisciplinary Core **1-3**

Studies and projects to be arranged with the instructor and the department chair. May be repeated for credit with a change of topic.

COR 4998 Senior Project A **3**

A consecutive two-quarter course which is intended to serve as the capstone of the BA program. The course provides students the opportunity to thoroughly explore and research a topic of their choice within their area of emphasis and write a lengthy essay on their findings and conclusions. The course is divided into two quarters. The first quarter, Senior Project A, is dedicated to selecting a topic, conducting research, receiving feedback and assistance in writing, and drafting sections of what will become the final product. Prerequisite: COR 3000, COR 3300, and at least 150 units (130 for students in linked programs).

COR 4999 Senior Project B **3**

A continuation and conclusion of Senior Project A. (See above.) Students concentrate on drafting, revising and polishing their essays complete with appropriate bibliography and footnotes according to APA guidelines.

BA Completion Program [CUJ] Course

CUJ 3300 American Culture in Transition **3**

An examination of some of the major influences on U.S. life including politics, education, gender roles, multiculturalism,

religion, and work. Emphasis is on the changes in values and practices in recent decades. May be repeated for credit with a change in topic.

Essentials Coaching [ECT] Courses

Note: The Essentials Coaching program will be offered for academic credit through spring 2008. No new students will be admitted to the certificate program. Students currently enrolled will be permitted to complete the academic program provided all requirements are met by spring 2008. Starting fall 2007, the Ford Institute will offer a range of continuing and extended education courses in coaching, personal development, and leadership.

ECT 3001 Essentials One: Preparing the Self **4**

As the first step in the Essentials Coaching program, Essentials One provides a framework to develop self-awareness as a necessary foundation both for understanding the ability to guide others

in a coaching relationship and for achieving desired levels of success in life. Students will learn key concepts for bringing awareness to prominent beliefs guiding decision making and meaning making in their lives and they will learn tools to enhance inter- and intrapersonal communication skills. Co-requisite: ECT 3002.



ECT 3002 Essentials One: Practicum 3

This four-week practicum features a three-day, in-person intensive emphasizing practical and experiential learning to deepen understanding of the core concepts introduced in ECT 3001. Students will engage in guided internal exercises along with dynamic group processes to allow them to reclaim their power and integrate the full range of personal expression available to them. Co-requisite: ECT 3001.

ECT 3003 Essentials Coaching Program: The Experience of Being Coached 4

In this course, students begin training as an essentials coach by observing and experiencing this coaching model during weekly telecourse coaching sessions. In a group setting with fellow coaches in training, faculty and guest master coaches guide students through the essentials coaching process. In this way, students learn the coaching model and its key concepts first-hand as they are coached by expert essentials coaches and witness others being coached in this model. Prerequisite: ECT 3002.

ECT 3004 Essentials Coaching Training: Developing the Practice of Coaching 4

This course builds upon the first three and is specially designed to teach advanced distinctions, skills, and techniques necessary for effective, empathetic communication in coaching relationships. Further emphasis is placed on understanding and using clarifying questions, establishing healthy boundaries, distinguishing between coaching and counseling, fostering a strong code of



ethics, managing conflict resolution, and holding self and others accountable. This course is a demarcation point where students begin applying the skills of being an essentials coach through practice coaching relationships with both peers in training and outside practice clients. Prerequisite: ECT 3003.

ECT 3005 Essentials Coaching Training: Practicum 5

This capstone course in the training program focuses on application and mastery of all essentials coaching distinctions and skills. Through scheduled session reviews, instructors observe and critique students' practice and skills. Emphasizing the conduct and standards of Certified Integrative Coach Professionals (CICP), students learn the crucial steps of building a coaching practice based on integrity. This course culminates in a four-day residential intensive in order to demonstrate the required proficiencies of a CICP. Assessment and skills demonstration from this course will determine whether students will be authorized to proceed with CICP certification. Prerequisite: ECT 3004.


BA Completion in Education [EDJ] Courses

These courses are offered on the Campbell campus.

EDJ 3105 The Essay 3

Writing short papers on personal, general, and academic subjects, progressing from the simplest, most personal approach through increasing stages of complexity. Emphasizes discovering and developing each student's voice while building specific writing skills including unity, organization, development, and clarity of thought. Fulfills upper-division general-education writing requirement. May be applied toward the lower-division general-education communication breadth requirement if the upper-division writing competency exam was passed.

EDJ 3116 Library Research in the Electronic Age 2-3

An introduction to accessing, critically evaluating, and using a variety of library research sources including reference books, indexes, CD-ROM, automated library catalogs, and remote access tools such as the Internet. Fulfills upper-division general-education library research requirements.

EDJ 3120 Critical Thinking 3

An introduction to logic, a tool that enables investigation of any subject by reasoning. Develops skills for enhanced critical aware-

ness of social and cultural conditioning and provides a working knowledge of the tools of critical assessment and intuitive approaches to problem solving. Fulfills upper-division general-education critical thinking requirement.

EDJ 4005 The Learning Process 2

An exploration of theoretical and personal ways of learning and knowing. Students explore the effects that gender, ethnicity, race, learning and cognitive style, intelligence, personality, and history have on their learning process. Students will also explore the idea of critical and creative thinking as it is applied to learning.

EDJ 4996A-B Senior Project I-II 1.5/1.5

A focused, in-depth, 20–25 page capstone essay on a topic of student's choosing relating to their specializations. Including a major research component, the two-quarter project provides students the opportunity to deepen their understanding of a topic that has engaged them during their undergraduate program. It provides an opportunity to achieve and demonstrate mastery of a research and writing project of significant scope, under the guidance of both a faculty advisor and a course instructor. Prerequisites: Completion of all communication skills requirements.



 **Education [EDN] Courses**

These are graduate-level Education courses.

EDN 5000 The Whole Child 3

Explores ways to work effectively with children, adolescents, and parents with an emphasis on approaches that foster empathy and respect for cultural, religious, sexual, socioeconomic, physical, and learning style differences.

EDN 5005 Introduction to Computer-Based Technology in Education 1

Students will learn about and begin to use entry-level computer knowledge and skills for communication, research, analysis, and presentation as they relate to education.

EDN 5006 Technology, Learning, and Social Issues 1

Students will acquire knowledge and skills for integrating technology into teaching of subject-area curriculum and issues related to child safety, copyright, and privacy.

EDN 5007 Level 2—Induction: Technology Integration 1

Students will be required to demonstrate their knowledge and skills for integrating computer-based technology in their teaching of subject-area curricula. Participants will use technology to create documents, communicate electronically, search and evaluate appropriate software to support standards-based learning, adjust teaching for special student populations, and assessment.

EDN 5008 Health and Safety Education for Teachers 1

Candidates will apply knowledge, skills, and abilities developed during their professional preparation to provide comprehensive support for their students' total well-being and health to promote optimal learning.

EDN 5009 Teaching Special Populations 1

Candidates will extend their knowledge, skills, and abilities acquired during their professional preparation to ensure equitable access to learning and outcomes for students with disabilities, gifted and talented students, and students at risk.

EDN 5010 The Healthy Child 2

Introduces students to the physiological and sociological effects of drugs, alcohol, and tobacco use and abuse. Identifies young people's behaviors associated with these problems. Explores sexually transmitted diseases and nutritional needs of children.

EDN 5011 Teaching English Learners 1

Candidates will extend their knowledge, skills, and abilities acquired during their professional preparation to ensure the delivery of comprehensive, specialized instruction for English learners.

EDN 5020 A Passion for Reading 3

Stresses the development of skills necessary to make lifelong readers of all youths. Includes effective ways to introduce literature, choosing the best readers and materials, and reading for pleasure, information, and educational success.

EDN 5021 Reading in Secondary Schools 3

Introduces principles, methods, and processes that are fundamental to developing literacy across the curriculum in middle and high schools.

EDN 5030 The Psychology of Teaching 3

Focuses on communicating with students individually, in groups, and in presentations; fostering fair and friendly communication in the classroom; and helping each young person communicate appropriately and effectively. Explores personal issues that affect development as a teacher.

EDN 5040 Politics and Power 3

Explores effective ways to work with colleagues, school and district administrations, and state and social service agencies. Emphasizes methods to empower classroom teachers.

EDN 5200 Theory of Curriculum Development 1

Discusses the importance and effectiveness of interdisciplinary approaches. Using integrated themes, students examine the curriculum from kindergarten through 12th grade and work through yearlong progressions of skill and knowledge development.

EDN 5210 Curriculum I: Humanities 3

Focuses on the needs of kindergarten through third-grade children with emphasis on the humanities. Students work in groups to develop interdisciplinary curricula that incorporate study in mathematics, science, and social science with study in the humanities.

EDN 5211 Curriculum I: Secondary 3

Provides a foundation in curriculum development (for the single-subject credential program). Focuses on various formats for developing lesson plans and on subject-area competency. Students develop familiarity with state frameworks (relevant to student area of specialization) and begin to explore instructional materials.

EDN 5212 C&I: English-Language Arts (MS) 3

Provides a foundation in curriculum and instructional planning. Candidates work in groups to develop interdisciplinary lessons and units for teaching English language arts in self-contained settings. Focuses on needs of kindergarten through third-grade children.



EDN 5215 C&I for Secondary Schools I 3

Introduces principles, methods, and processes that are fundamental for teaching subject specific content in secondary school settings.

EDN 5220 Curriculum II: Math and Natural Science 3

Emphasis is on teaching mathematics and science for fourth-through sixth-grade children. Working in groups, students create lesson plans centering on mathematics and science and addressing social science and the humanities.

EDN 5221 Curriculum II: Secondary 3

Continued development of skills from Curriculum I. Emphasis on applying skills to different ages, developing interdisciplinary and more complex lessons and units, and assessing student achievement.

EDN 5222 C&I: Mathematics (MS) 3

Focuses on the California framework and academic content standards and subject-specific pedagogy for teaching mathematics in K–8 classrooms.

EDN 5225 C&I for Secondary Schools II 3

Focuses on application of principles of instructional design and curriculum development for teaching specific subject areas in secondary schools. Candidates will develop lesson and unit plans with emphasis on providing their students with equitable access to learning.

EDN 5230 Curriculum III: Social Science 3

Emphasizes understanding the adolescent learner and such teaching strategies as cooperative learning and other forms of group work along with continued development of skills from Curriculum I; development of more complex lessons and units and development of an integrated thematic unit of six to eight weeks' duration.

EDN 5231 Curriculum III: Secondary 3

Addresses how to assess student achievement, manage the classroom, develop a community of learners, and integrate curricula. Participants will develop an integrated thematic unit of six to eight weeks' duration.

EDN 5232 C&I History/Social Science 3

Focuses on developing curriculum and instructional lessons and units for teaching history and social science content in K–8 using California framework and standards. Emphasis given to multiple perspectives and approaches.

EDN 5235 C&I for Secondary Schools III 3

Focuses on constructs of curriculum and instructional design for developing subject-specific lessons and units for teaching in secondary schools.

EDN 5240 Computers in Education 3

Explores the impact of computer technology on education. Students experiment with and evaluate educational software designed for tutorial and group instruction as well as classroom management. Strategies for incorporating technology into the existing curriculum are discussed.

EDN 5310 Supervised Teaching A 2

Students observe several diverse elementary classrooms or recreational settings. May include visits to the university's expressive arts and sport camps, a preschool, or a setting for developmentally disabled children. Weekly classes at the university for training in cooperative teaching strategies are required.

EDN 5320 Supervised Teaching B 6

Guided by a master teacher, students observe and assist the master teacher, prepare lesson plans, and teach lessons four to five mornings per week. Weekly meetings at the university for problem solving, feedback, and support are required.

EDN 5321 Teaching Seminar B 1.5

Emphasizes strategies for creating a collaborative and cooperative learning environment to maximize learning, building school-home partnerships, and developing complex interdisciplinary units. Introduces students to the portfolio assessment process.

EDN 5330 Supervised Teaching C 6

A full-time, four-day-per-week classroom experience for multiple-subject students and a five-day-per-week classroom experience for single-subject students—with responsibility—under the guidance of a master teacher. Weekly meetings at the university required as in EDN 5320.

EDN 5331 Teaching Seminar C 1.5

Introduces student to methodology for addressing emerging literacy and teaching of ESL, cooperative conflict resolution, and community involvement. Teaches students selection and reflection phases of the portfolio assessment process.

EDN 5340 Supervised Teaching D 9

This full-time, four-day-per-week classroom experience for multiple-subject students and a five-day-per-week experience for single-subject students includes observation and assistance and lesson preparation and teaching—with increasing responsibility—culminating in two weeks of full-time teaching. Weekly meetings at the university are required as in EDN 5320.

EDN 5341 Teaching Seminar D 1.5

Focuses on guiding students in their final preparation and presentation of their portfolios, provides students with employment search and preparation skills, and assists students with complete credential application process.



EDN 5345 Supervised Teaching D 6

Focuses on development of knowledge, skills, and abilities required for classroom teaching through fieldwork and supporting seminars.

EDN 5400 Theories of Language Acquisition 3

Provides a foundation for understanding how language is acquired by English learners. Explores current research on psychosocial, cultural, and political factors affecting the language development of the English learner.

EDN 5410 Methods for Teaching the English Learner 3

Explores the basic methodologies in English Language Development (ELD) and bilingual education. Emphasis is on the practical aspects of teaching the English learner including classroom management and organizational strategies.

EDN 5420 Methods for Teaching In-Depth Content 3

Examines the teaching of content through Specially Designed Academic Instruction in English (SDAIE). Explores the transition in approach from the elementary through middle school to high school.

EDN 5430 Assessment of Linguistic Minority Students 3

Focuses on the assessment of oral language proficiency level, literacy, and general background knowledge of the English learner. Special attention is given to understanding the component skills in communicative and academic competence.

EDN 5500 American Culture in Transition 3

Investigates how teachers can make the classroom a place where students learn to believe in themselves, their communities, and their world. The course draws on the traditions of social and political theorists, historians, and educators including writers such as Stewart, Bellah, Terkel, Coles, Arendt, Lapp, and Shor.

EDN 5501 Cross-Cultural Communication 3

The general theory of ethnicity and language is examined across cultures with an emphasis on the cultural differences that affect communication in the media and in education.

EDN 5900 Topics in Education 1-3

Topics vary according to instructor and student interest. May be repeated for credit with a change in topic.

EDN 5990 Research Writing and Methodology 3

Introduces participants to inquiry-based action research methodology and thesis proposal writing. Participants will learn action-research strategies that help them define questions and determine methods for their research project.

EDN 5991 Thesis Proposal 2

Students choose a research topic, complete a survey of the literature on that topic, and outline a community research project. An expert in the field is chosen to guide the fieldwork.

EDN 5992 Thesis Research Project 2

Students design and complete a research project that uses qualitative or quantitative methodology to promote social justice in the educational community. May involve working with children, parents, teachers, community agencies, or some combination of these. This project leads directly to the thesis.

EDN 5993 Thesis 2

Based on the thesis proposal, the survey of the literature, and community research project, the thesis includes analysis and recommendations for further work in the field.

EDN 5995 Independent Study in Education 1-6

Studies to be arranged with the instructor and the department chair. May be repeated for credit with a change of topic.

Field Placements and Workshops

EDN 9001 Teaching Performance Assessment (TPA)—Task 1 0

Passage of TPA—Task 1 is required of all candidates working toward a California preliminary teaching credential. This course will provide candidates with test preparation, test administration and scoring, and a record of outcomes for advising.

EDN 9002 Teaching Performance Assessment (TPA)—Task 2 0

Passage of TPA—Task 2 is required of all candidates working toward a California preliminary teaching credential. This course will provide test preparation to help candidates understand the assessment system and place where the test will be administered.

EDN 9003 Teaching Performance Assessment (TPA)—Task 3 0

Passage of TPA—Task 3 is required of all candidates working toward a California preliminary teaching credential. This course will provide test preparation to help candidates understand the assessment system and place where the test will be administered.

EDN 9004 Teaching Performance Assessment (TPA)—Task 4 1

Passage of TPA—Task 4 is required of all candidates working toward a California preliminary teaching credential. This course will provide test preparation to help candidates understand the assessment system and place where the test will be administered.





Education [EDU] Course

This is an undergraduate Education course.

EDU 4010 Human Development and Health 3

Introduces concepts of child and adolescent development and integral health as they relate to learning in K–12 education.



Administrative Credential [ENJ] Courses

These courses are offered on the Campbell campus.

ENJ 5000 Forging a Shared Vision of Leadership and Learning for All Students 3

This course provides candidates with multiple opportunities to engage in individual and collective reading, reflection, and writing about leadership. Candidates will articulate and clarify their individual values, attitudes, and beliefs about leadership and learning, about the purpose of education in a democratic society, and about the role of the school as a force for both stability and change in the community.

ENJ 5010 Leadership for Racial Equity, Social Justice, and Democracy 3

This course explores both the current realities of school systems and the ideals of education for a multicultural, democratic society. Candidates will examine the contemporary context of schools and schooling and the ways educational institutions perpetuate inequities for certain groups of children. This course examines the impact of institutional racism on the lives and achievement of these students.

ENJ 5020 Learner-Centered Instructional Leadership 3

This course provides knowledge about issues and elements of effective instruction and school improvement that foster teacher and student success. Much of the course is devoted to issues of assessment and accountability. The course addresses a range of issues that contribute to effective leadership in successful schools.

ENJ 5030 Organizational Management I: Technology 1

This course introduces candidates to the wide variety of technological resources and how these resources can be integrated throughout educational programs in order to optimize learning for students and staff. Candidates will learn to use technology as a means to improve system practices including effective communication, analysis, and interpretation of data to inform strategies around student achievement and overall effective school administration.

ENJ 5040 Organizational Management II: Law 1

This course introduces candidates to laws, legal practices, interpretations, and practice governing federal, state, county, and local school administration.

ENJ 5050 Organizational Management III: Finance 1

This course introduces administrative candidates to the economics of education, school finance, and school business administration. Candidates will continue to deepen their understanding of public policy (from ENJ 5040) regarding the equitable distribution of resources.

ENJ 5100 The Whole Community: A Context for Educational Leadership 3

This course provides administrative candidates with opportunities to work effectively with members of the community at large within which a given school is situated. During this course and its fieldwork component, candidates will have opportunities to assess and respond to diverse community interests and needs and also to mobilize community resources in the service of student well-being, achievement, and success. The greater school community will serve as the primary context in which candidates will develop their capacity for effective educational leadership in a diverse setting.

ENJ 5110 The Whole Family: A Resource for Educational Leadership 3

This course provides administrative candidates with opportunities to work effectively with students' families and to recognize families as essential resources on which to draw as school leaders. In both this course and its fieldwork component, candidates will not only assess and respond to the interests and needs of diverse families, but also work to deepen relationships with families in service of student well-being, achievement, and success.



**ENJ 5120 The Whole Child:
A Focus for Educational Leadership 3**

This course puts the child at the center of the leadership equation. Administrative candidates will develop a deeper understanding of child development and student learning patterns along with ways to assess and address the unique needs of certain groups of students who historically have been underserved by the education system.

**ENJ 5130 The Whole School:
A Locus for Educational Leadership 3**

Using the school site as locus for educational leadership development, this course provides opportunities for the administrative candidates to examine, practice, and model a personal code of ethics including protecting the rights and confidentiality of students, staff, and families. This course and its fieldwork component enable candidates to practice professional leadership capacity including shared decision making, problem solving, and conflict management as well as to foster those skills in others. Candidates will have opportunities to act effectively as spokesperson for the school to the extended school community.

**ENJ 5300 Fieldwork: Community-Based
Inquiry and Action Research 3**

This is the fieldwork counterpart to ENJ 5100. Candidates will engage in fieldwork that will provide them with opportunities to make connections between what is learned in class and what is

experienced at the school site. Candidates will design a plan for 30 hours of course-related fieldwork with the assistance of the university supervisor and site mentor.

**ENJ 5310 Fieldwork: Deepening the
Relationship between Home and School 3**

This is the fieldwork counterpart to ENJ 5110. Candidates will engage in fieldwork that will provide them with opportunities to make connections between what is learned in class and what is experienced at the school site. Candidates will design a plan for 30 hours of course-related fieldwork with the assistance of the university supervisor and site mentor.

**ENJ 5320 Fieldwork:
Nurturing the Genius in Every Child 3**

This is the fieldwork counterpart to ENJ 5120. Candidates will engage in fieldwork that will provide them with opportunities to make connections between what is learned in class and what is experienced at the school site. Candidates will design a plan for 30 hours of course-related fieldwork with the assistance of the university supervisor and site mentor.

**ENJ 5330 Fieldwork:
Effecting Lasting Change at the School Site 3**

This is the fieldwork counterpart to ENJ 5130. Candidates will engage in fieldwork that will provide them with opportunities to make connections between what is learned in class and what is experienced at the school site. Candidates will design a plan for 30 hours of course-related fieldwork with the assistance of the university supervisor and site mentor.

 **Museum Studies [MUS] Courses**

These courses are offered on the Berkeley campus.

**MUS 5003 Issues in Museums I:
History and Theory 4.5**

What is a museum? What is its role in society? How has the institution evolved since its beginnings? In this course, students analyze, debate, and evaluate current theories of the museum as a social institution. Two in-depth writing assignments and site visits encourage students to look closely at the museum, its ethical responsibilities, and its public profile.

**MUS 5004 Issues in Museums II:
Finance and Administration 4.5**

Review of basic nonprofit management in museums. Discussion and assignments to cover management, governance, fundraising, personnel, museum standards, and finance.

**MUS 5005 Issues in Museums III:
Planning and Development 4.5**

Building on the theoretical and philosophical framework for museum work, students propose a plan for a new museum and support it with written and oral presentations.

MUS 5321 Museums and Communities 4.5

The purpose of this course is to explore issues of diverse communities and their impact on museum programs, exhibitions, collections, audience, and internal culture. Together, the students, faculty, and guest speakers will engage in dialogue, analysis, reading, and research with the goal of creating more accessible, inclusive, and relevant museums.

MUS 5405 Exhibition Development I 4.5

Conceptualization, planning, evaluation, development, design, and interpretation of museum exhibitions. The course emphasizes how a collaborative approach to exhibition development can serve diverse audiences. Students work in groups to develop and mount an exhibition.

**MUS 5420 Museums, Interactive
Technologies, and Electronic Access 4.5**

This hands-on course explores how new technologies are impacting and changing museums.



MUS 5501 Documentation of Collections 4.5

A practical exploration of the major duties of a museum registrar including developing collections policies, accessioning and de-accessioning, inventory, insurance and risk management, cataloging systems and information management, collections storage and handling, and tracking, packing, and shipping exhibitions.

MUS 5502 Preventive Conservation 4.5

Collections conservation with a focus on the physical nature of materials, the agents of deterioration that affect them, and the options for their preventive care and maintenance. Presents preservation guidelines to enable students to spot deleterious conditions and assess and prioritize conservation problems. Many sessions are held in museums and conservation laboratories using actual collections to illustrate the principles discussed.

MUS 5610 The Visitor Experience: Learning Theories and Understanding Audiences 4.5

The course examines learning theories from a historical perspective teaching techniques appropriate for diverse audiences and audience development. Additional consideration given to museum philosophy and educational methodology.

MUS 5612 The Visitor Experience: Interpretive Methods and Applications 4.5

Survey and discussion of educational materials and programs from a variety of museums. Emphasis is on program development, implementation, and evaluation for diverse museum audiences.

MUS 5975 Internship 1-12

Work in a museum locally, nationally, or internationally under professional supervision. May be taken in any specialization:

public programming, collections management, or administration. May also be taken as a practicum. Subject to availability and advisor's approval.

MUS 5995 Independent Study in Museum Studies 1-6

Studies and projects to be arranged with the instructor and the department chair. May be repeated with a change of topic.

MUS 5996 Master's Project: Topic Development 1

This is the first course of a three-part master's project sequence. The purpose of this course is to support students in developing a master's project topic that is relevant to the museum field and builds on prior literature and research in the field.

MUS 5997 Master's Project: Research Methodology 4.5

This is the second of a three-part master's project sequence. The purpose of this course is to assist students in developing a comprehensive master's project methodology (design, purpose of study, literature review, and limitations) in support of their topic. Prerequisite: MUS 5996 with a grade of B or higher.

MUS 5998 Master's Project: Writing and Production 4.5

This is the third course of a three-part master's project sequence. It assists students in producing a bound written thesis and final product that reflects their expertise in museum studies that demonstrates understanding and application of museum studies literature, development of new ideas, analytical and imaginative thinking, mastery of research methods and writing skills, and mastery of oral presentation skills. Prerequisite: MUS 5997 with a grade of B or higher.

 Philosophy and Religion [PHR] and [PHJ] Courses

Courses with a PHJ prefix are offered on the Campbell campus; all others are offered on the Pleasant Hill campus. Courses marked with an asterisk () fulfill the spiritual practice prerequisites for the School of Holistic Studies.*

PHR/PHJ 3003 Who Knows? Understanding the Self 3

An online course that introduces the rich diversity of theories about the human self and its potentials. Sociological, religious, philosophical, and poetic approaches to the self from around the world will be engaged.

PHR/PHJ 3004 Human Values as Story 3

An online course that explores the basis of human values and the conflict of human values through literary forms from cultures throughout the world.

PHR 3103 Sacred Art and Poetry 3

The course surveys religious art and poetry from various world traditions including Taoism, Zen, Christianity, Sufism, and shamanic movements.

PHR 3300 Ethics and Social Values 3

An introduction to the basic concepts of ethical assessment through direct application of ethical concepts to challenging issues facing society today. Issues include euthanasia, abortion, the death penalty, discrimination and affirmative action, and topics chosen through class consensus. May be applied toward the lower-division general-education humanities breadth requirement.

PHR/PHJ 3303 Philosophy and Religion Foundation 3

The Philosophy and Religion Foundation course serves as a general introduction to the field of the philosophy and religion. Topics will involve study of literature, art, film, music, philosophy, and religion.



PHR 3310 Ancient Greek Myth and Religion 3

The course will focus on the various Greek responses to issues critical to understanding human nature and the place of humans within an overall view of reality. Attention will also be brought to the ways in which ancient Greek religious ideas influenced—and were overwhelmed by—the dominant Judeo-Christian tradition in the West as well as the ways in which certain Greek ideas cast a powerful influence in the development of the Christian tradition.

PHR 3315 The 20th Century in Perspective 3

The course surveys central figures in 20th-century philosophy, literature, religion, and art. Focus will be brought to the quest for new bases of meaning after the revolutionary critiques of culture articulated in the 19th century.

PHR 3320 The Development of the American Mind 3

The course will be a historical investigation of the uniquely “American” mindset dating from the arrival of Europeans at Plymouth Plantation. Central themes will include the frontier, the belief in America as the “New Israel,” and a rejection of the sophisticated decadence of Europe.

PHR/PHJ 3405 World Religions 3

Surveys seven religions: Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Islam. Readings and lectures focus on worldviews and teachings. The nature of mysticism is introduced.

PHR 3700 Epics of the World 3

Epics present foundational myths and archetypes. The course explores the epics that express the psyche of different cultures including Gilgamesh, the Ramayana, Chusingura, Beowulf, and others.

PHR 4000 Myth and Archetype 3

Examines the historical meanings of myth and archetype, the way individual and societal experience of these has changed, and the individual as participant in mythmaking. Fulfills the upper-division general-education requirement for interdisciplinary studies.



PHR 4007 Aikido 1

This course will explore the theory and practice of Aikido. Students will gain direct experience of ancient movements and techniques which, according to Chinese and Japanese philosophy, are grounded in the dynamic design of nature itself.

PHR 4010 Philosophy in the Street 3

The course will examine the connection between theories of human nature and political philosophy. We will explore and assess selected political philosophy in the West from Pericles to post-modernism.

PHR 4015 Nietzsche and the New Paradigms 3

The course will critically assess Nietzsche’s claim that “God is dead” in its historical context. It will explore Nietzsche’s poetic critique of religion and culture and the ways in which this critique serves as a foundation for emerging trends in psychology, religion, and philosophy.

PHR 4021 The Birth of Modern Consciousness 3

In fields as diverse as science, religion, philosophy, and social theory, it is evident that a new understanding of consciousness is emerging. The values of this new outlook are hotly disputed. But we know this much: Our view of consciousness powerfully impacts our understanding of culture and our hopes for future civilization. The course will examine the roots of the various attempts to rethink human consciousness that crowd today’s marketplace of ideas. Topics will include proposals that question the roles of rationality, of consumerism, of evolutionary theory, and of society in the phenomenon of consciousness.

PHR 4023 Freud: Self and Civilization 3

The course will treat Freud’s ideas in a history of ideas context. The Freudian revolution will be considered as more than a historical phenomenon—it will be examined as an urgently present reality. Freud’s revolutionary assertions about the unconscious and its relation to the conscious personality, the dynamics of repression, and the role of the *irrational* in human experience will be elaborated. His critique of democracy will be assessed in light of the emergence of public relations and the merchandising of desire rather than the promotion of the skills of critical analysis in the political arena.

PHR 4025 Existentialism, Ethics, and Consciousness 3

The focus of this course will be on answering modern existential questions exploring the theories of Ralph Waldo Emerson, Soren Kierkegaard, Nietzsche, Jose Orgeta Gasset, J-P Sarte, and others. Questions addressed in the course include “How do we use existential principles to explore ethical issues in the 21st century?” and “From what level of consciousness do our choices emerge?”

PHR/PHJ 4105 Film and Human Values 3

An exploration of changing assumptions and values in popular cinema. Topics include social roles, conceptions of the sacred, and the human confrontation with the unknown.

PHJ 4205 Literature and Psychology 3

The human experience as studied and reported by great writers and filmmakers, organized around the unfolding stages of psychological development from innocence and coming of age through the approach of death. Fulfills the upper-division general-education requirement for interdisciplinary studies.

PHR 4210 Tai Chi: Introduction to Principles and Practices 2

The course will explore the basic principles of Taoism and tai chi chuan in relation to the integration of body, mind, and spirit. Introductory movements of tai chi, tai chi chuan, and Qi Gong will be practiced. The implications of tai chi principles and practices upon health and consciousness will be explored.

PHR 4232 Science, Art and Religion: Meanings and Understandings 3

This course offers a broad approach to experiences of knowing in science and religion. Drawing on topics central to physics and neuroscience, Hinduism and Buddhism, and the Abrahamic traditions, the course examines the processes of knowledge that are central to claims about reality and truth and to the formations of worldviews. In this way, science and religion are placed in the context of consciousness and the living practices through which people form understandings and shape their lives with purpose and value. The course will also look at perspectives from Eastern and Western religions and scientific traditions. Guest speakers specializing in various topics will be invited.

PHR 4411 East/West Meditative Practices 1

This course is cross-listed with ISD 5303 and is an integration of Eastern and Western meditative practices, including the philosophy of these spiritual systems and experiential practices. This course is offered credit/no credit only.

PHR/PHJ 4412 Introduction to Eastern Meditative Practices* 2

The course explores philosophies and meditative practices of the Hindu, Buddhist, and Taoist traditions. The insights of ancient texts as well as modern commentators will be brought to an experiential engagement of Eastern models of meditation.

PHR 4413 Introduction to Western Meditative Practices* 2

Introduces Western meditative practices from the Jewish, Christian, Islamic, and Nature traditions. The course will emphasize the connections between meditative practices and basic religious theoretical foundations.

PHR 4415 Taoism 2

The course examines the origins of Taoism in Chinese culture and the thought of Lao Tzu and Chuang Tzu. The development of Taoism is traced through its dialogue with Confucianism and its decisive influences on Ch'an, or Zen, Buddhism. The resonance of Taoist ideas with contemporary movements in psychology and science is also covered. Prerequisite: PHR 3405 or the equivalent.

PHR 4418 The Tao of the West 3

The various understandings of the Tao (literally *way*) from the traditions of China have found different resonances in the West. The course will examine and assess the varieties of expressions in the West since the 18th century.

PHR 4420 Zen Buddhism* 2

The course traces the spirit of Zen from the roots of Buddhism in India through the rise of Ch'an in China and its migration to Japan and North America. Taoist influences in Zen are highlighted, and psychological methodology of Zen meditation is critically assessed.

PHR 4430 Christian Mysticism* 2

Mysticism in a Christian context has often been fraught with accusations of heresy. The course examines a variety of Christian mystics from ancient times to present whose spiritual quest has challenged orthodoxy and served as a basis for reevaluating the Christian vision. Prerequisite: PHR 3405 or the equivalent.

PHR 4435 Sufism* 2

The course examines the development of the mystical Sufi movement in seventh-century Syria. The question of an ancient, pre-Islamic tradition, of which Sufism is an expression, and the relationship of the Sufi movement to orthodox Islam are also addressed. Prerequisite: PHR 3405.

PHR 4445 Spirituality, Symbols, and Dreams 2

In this course, we will explore dreaming as a spiritual practice. Dream symbols are often powerful guides which express our human and spiritual potential. They bring insight, wisdom, life purpose, clarity, and illumination. Through readings, class discussion, and experiential exercises, we will befriend our dreaming guides and bring them to the light of day.

PHR 4460 Christianity: A Critical History 3

Christianity is undergoing a sweeping process of self-analysis and revision—more so than any other major world religion. This creative ferment is not new: it began with St. Paul. We will explore various attempts, both successful and unsuccessful, to rethink Christianity that have defined the course of Christian history. The course will be a *historical* presentation of Christianity and its role in Western culture. Our investigation will begin with the Judaic and non-Judaic roots of the Christian outlook and end with an examination and assessment of contemporary attempts to refashion the Christian vision for the 21st century.

PHR/PHJ 4900 Topics in Philosophy and Religion 1–3

Topics vary according to instructor and student interest. May be repeated for credit with a change in topic.

PHR/PHJ 4995 Independent Study in Philosophy and Religion 1–3

Studies and projects to be arranged with the instructor and the department chair. May be repeated for credit with a change in topic.



BA Completion in Psychology [PYC] and [PYJ] Courses

Courses with a PYJ prefix are offered on the Campbell campus; all others are offered on the Pleasant Hill campus.

PYC/PYJ 3000 Many Faces of Psychology 3

An investigation of historical and contemporary systems of psychological process and methods including the underlying philosophical assumptions. The course will consider what the original questions were in psychology and explore present-day psychological concerns including intelligence, psychotherapy, self-help, and the study of consciousness.

PYC 3005 Exploring Psychology 3

Students will learn about motivation and learning, neuroanatomy, sensation, perception and motor abilities, sleep, emotionality, development, personality and clinical theories, psychopathology, and clinical psychology. Special attention will be paid to the generality of many of these “Western” notions of human behavior to peoples of different cultures.

PYC/PYJ 3100 Childhood and Adolescence 3

An exploration of infant, child, and adolescent behavior and growth within the context of developmental psychology and the human life cycle. May be applied toward the lower-division general-education social science breadth requirement.

PYC/PYJ 3105 Adulthood 3

A study of the psychology of adulthood including individual development, sexuality, marriage, family life, work and career choices, social environment, mind and body interactions, and peak experiences. May be applied toward the lower-division general-education social science breadth requirement.

PYC 3110 Aging and Personal Growth 3

Psychophysical processes and personal growth opportunities in aging are considered in a study of meaning and purpose in late adulthood. Issues include dying, grief, loss, and transcendence. May be applied toward the lower-division general-education social science breadth requirement.

PYJ 3115 Death, Dying, and Bereavement 3

The problems and processes associated with death, dying, and bereavement are explored. Theories of dying and death from psychological and religious perspectives are also considered.

PYC/PYJ 3200 Personality and Psychotherapy 4

The major personality theories and therapeutic applications in clinical psychology are studied including body-oriented and transpersonal psychotherapies. Surveyed theorists include Freud, Jung, Ellis, Perls, and Rogers. May be applied toward the lower-division general-education social science breadth requirement.

PYC/PYJ 3210 Social Psychology 3

Studies human behavior in social settings and social phenomena such as attitude structure and change, conformity, interpersonal perception and communication, cultural influence and prejudice, and group dynamics and leadership. May be applied toward

the lower-division general-education social science breadth requirement.

PYC/PYJ 3300 Statistics for Social Science 2–3

The analysis of data in behavioral science research and practice including descriptive statistics, probability, correlation, and hypothesis testing. Emphasis is on using statistics to understand behavioral science subjects.

PYJ 3301 Research Methods 2

This course will investigate research methodology in the field of psychology. The basic methods of quantitative and qualitative research will be addressed. APA writing style will be reviewed. The history, assumptions, limits, challenges, and ethics of research methodologies will be explored.

PYC 3303 Statistics and Human Experience 2

Emphasis is placed on the interpretation of data and the understanding of recently published material and research studies. Statistical analysis and research exercises address current social issues which provide students with meaningful, real-life knowledge.

PYC/PYJ 3305 Introduction to Counseling 3

An exploration of the basic concepts of the helping professions for students who have little or no experience in the field. Exercises to integrate practical skills with a conceptual framework are included. May be applied toward the lower-division general-education social science breadth requirement.

PYC/PYJ 3310 Group Dynamics 3

Presents theories and techniques for improving communication in personal and professional situations including interviewing and counseling methods and practical exercises in communication and group dynamics.

PYC/PYJ 3330 The Psychology of Relationships 1–3

This course explores the psychology of relationships, both the dynamics of healthy relationships and patterns of relationships under stress; it examines significant aspects of relationships including codependence and addictive relationships, loving relationships, and relationships in transition. May be repeated for credit with a change of topic.

PYJ 4000 Community Psychology 3

Looks at the application of psychology in relation to the community. Students will look at issues such as the nature of community, community involvement, community organizations and how they work, conflict resolution and mediation, and diversity and how the field of psychology relates to and can possibly help in regard to these issues.

PYC/PYJ 4005 Learning and Cognition 3

This survey course addresses historical and current theoretical



assumptions and approaches to learning and cognition. Special attention is given to the relationship between learning and cognitive process. Topics addressed include operant conditioning, social learning theory, learning styles, perception, memory, problem solving, thinking, and intelligence.

PYC/PYJ 4010 Psychological Assessments and Outcomes 3

This course looks at the latitude and utilization of various psychological assessment tools. The assumptions, limits, and challenges to psychological assessment will also be addressed. The focus will be on the construction and evaluation of psychological tests and their performance in clinical situations. Students will be engaged in self-assessment in their learning experience.

PYC 4120 Emotions, Intelligence, and Awareness 3

Although emotions have long been considered to be secondary, if not detrimental, to our mental efficiency in finding success in life, mounting evidence demonstrates that thinking is literally impossible without feeling, that it plays an organizing role in thought itself, and that true success is totally dependent upon a highly developed emotional life. EQ is as important as, if not more so than, IQ. This course will examine the evidence and search for practical ways of developing an intelligent heart and a compassionate mind.

PYC 4200 Jungian Psychology 3

An examination of Jung's life and works including the basic structures of Jungian theory, the nature and structure of the psyche, and the four functions of consciousness.

PYC 4202 Psychology, Religion, and Spirituality 3

This course begins with an examination of the psychology of religious experience in William James's *Varieties of Religious Experience*. Concepts drawn from traditional religions that have relevance to present-day psychotherapeutic practice are explored through existential, humanistic, and transpersonal approaches to psychology. Topics include judgment, forgiveness, grace, religious aspects of mental disorders, conversion experience, initiation, sacrifice, and prayer.

PYC/PYJ 4205 Transpersonal Psychology 3

The philosophical and empirical foundations of transpersonal psychology and the transpersonal principles used in counseling are explored. Theorists include Roberto Assagioli, Ken Wilber, Stanislav Grof, Francis Vaughn, and A.H. Almaas.

PYC 4215 Transpersonal Psychology of Children 3

The varieties of transpersonal experience of children and adolescents are considered from the perspectives of psychology and esoteric religions including peak experiences, clairvoyance, and psychokinesis.

PYC/PYJ 4217 Creativity and Intuition 3

Explores from a psychological perspective the theories and processes in the development of creativity and intuition. Students examine various forms of creative expression such as writing, drawing, and guided imagery.

PYC/PYJ 4220 Cross-Cultural Psychology 3

An exploration of what it means to "act naturally" in different cultures and the extent to which human experience is culturally constructed. Attention is given to unexamined assumptions of dominant social and psychological theories, especially common notions about the role of aggression and biological determinism in human nature.

PYC/PYJ 4221 Abnormal Psychology 3

The course focuses on developing a better understanding of the definitions, categories, and characteristics of abnormal behaviors through biological, psychosocial, and sociocultural perspectives. While the course is descriptive in nature and sensitive to the cultural construction of "abnormality," treatment concepts will be examined.

PYC/PYJ 4225 Psychology of Women: Psyche and Soul 3

A study of how major 20th-century theories including feminist, psychoanalytic, Jungian, and transpersonal have addressed women's psychological issues.

PYC/PYJ 4226 Psychology of Men 3

Explores fundamental male issues including father-son and male-female relationships, work, play, and questions of power. Developments in male attitudes toward love, death, the family, and aging are examined.

PYC 4235 Psychosynthesis: Principles and Practice 1

The basic concepts and techniques of psychosynthesis including presence and the art of guiding, subpersonality work, imagery, and identification and disidentification.

PYC 4302 Psychology of Organizations 3

This course presents an overview of the field of organizational psychology. Topics include organizational culture, leadership and management, group dynamics, conflict and negotiation, empowerment and coaching, and work stress.

PYC/PYJ 4900 Topics in Psychology and Consciousness 1-3

Topics vary according to instructor and student interest and may include health and illness, psychology and consciousness, and altruism. May be repeated for credit with a change of topic.

PYC/PYJ 4995 Independent Study in Psychology 1-3

Studies and projects to be arranged with the instructor and the department chair. May be repeated for credit with a change of topic.

PYJ 4996-97 Field Project in Psychology A-B 1.5/1.5

An opportunity for experiential learning, exploring career paths, and community service. Students will select a fieldwork placement site appropriate to their specific focus in psychology. Students should plan to commit to an average of three hours a week over two academic quarters.





Science, Health, and Living Systems [SCI] and [SCJ] Courses

Courses with a SCJ prefix are offered on the Campbell campus; all others are offered on the Pleasant Hill campus.

SCI 1310 Mathematics: A Human Endeavor 3

Mathematics is a universal language, and this course is designed to equip students for the dialogue. As an introductory course, students are invited to increase their quantitative reasoning skills and apply them to everyday problems. By understanding the fundamentals of number sequences, graphical methods, logarithms, and statistics, students will be better able to engage the sciences and humanities. These tools are relevant in the market place, and students can approach their chosen professions with greater confidence. May be applied toward the lower-division general-education mathematics breadth requirement.

SCI 3050 Method, Myth, and Metaphor 3

As the required foundation for entry into the specialization of science, health, and living systems, the aim of the course is to familiarize the student with the history of science and to explore the various paradigms. Topics include pre-Socratic cosmologies, Greek philosophy and science, the Copernican revolution, Cartesian and Newtonian models, 18th-century chemistry, and 19th-century views on systems, women scientists, and scientific invention in the 20th century. The course also includes modern biology (especially genetics and ethics) as well as development in physics and information science. The practice of science as a legitimizing process is evaluated. This course may be applied toward either the upper-division general-education requirement for interdisciplinary studies or a lower-division general-education science breadth requirement. The course is the foundation course for the science, health, and living systems specialization.

SCI 3100 Introduction to Living Systems 3

The basic concepts of systems theory as they relate to life processes are explored including both the dynamics and the levels of complexity in natural and artificial systems and the interdependence of microscopic and macroscopic orders. Special emphasis is given to the nature and quality of information, fractals, game theory, artificial intelligence, consciousness, self-replication, genetic algorithms, and self-regulation via feedback that introduces concepts such as autopoiesis and bifurcation points. May be applied toward the lower-division general-education science breadth requirement.

SCI 3105 Psychobiology 3

Explores recent advances in understanding the anatomy, physiology, and role of the nervous system. Emphasizes perception, male-female differences, brain laterality, cognition, dyslexia, trends in parapsychology, and developmental influences on emotions and may be applied toward the lower-division general-education science breadth requirement.

SCI/SCJ 3110 Anatomy and Physiology: Dynamic Living Systems Perspective 4

This course explores the structure and function of the human body from a dynamic systems perspective. A traditional overview

of all body systems and anatomical features will be presented. Additionally, the course will explore the intersection of anatomy and physiology systems with the wellness and psycho-emotional dimensions of embodiment. Various visual, auditory, and kinesthetic learning methods will be utilized to facilitate optimum retention and practical application of primary terms and concepts.

SCI 3300 Mind, Brain, and Body Interaction 3

We are privileged to live in an era of profound awakenings to the age-old mystery of Self—the mind/brain, the dimensions of the body, and the meaning of the soul, spirit, and the multidimensionality of self. We are able to ask scientifically deeper questions that unabashedly look to human spiritual and psychic experiences for deeper scientific understandings of this mystery. To explore this realm is to take on legitimate questions that never would have dared to have been asked twenty—or even ten—years ago. We will attempt to do just that in this course using the science of wholism as our guide to newer understandings and questions about our mind/brain and mind/body and about the dimensions of reality in which they exist. Equally important in exploring these vistas is remaining grounded and attentive to the reductionistic science that we have all grown up with. It offers valuable answers to questions that are looking at the specifics immediately in front of us and needs to be integrated with the gestalt patterns of wholism. [Wholism relates to the argument and philosophical discussion in science regarding reductionism and wholism retaining to explanation of phenomena by its subunits, i.e., parts or as a whole. Wholism is a philosophical approach to understanding. This word wholism usually is used in the context of mind, body, and spirit. Holism, by contrast, is the integrative approach to problem solving, emphasizing the importance of the whole and the interdependence of its parts, such as in systems theory.]

SCI 3305 Biology and Consciousness 3

This course provides an introduction to the nature, origins, contents, and theories of consciousness. Biological foundations of perception, awareness, and consciousness will be emphasized. The course will consider the phenomenology and causation of normal and pathologic consciousness.

SCI 3310 The Body as Patterns of Energy 1

Introduces theories that view the body as a self-organizing, self-regulatory pattern entity. The course reviews electrochemical processes of metabolism and explores how feedback and homeostasis maintain an identity that constantly adapts, senses, responds, and grows.

SCI 3315 Science of Wholism: Practicalities 1

We all know about IQ, and within the past 15 years have appreciated more and more the great importance of EQ or emotional intelligence. Now is the time to focus on what can be called SQ or spiritual intelligence. The spiritual dimension of our psyche underlies all that transcends our limited ego—our need for mean-



ing, for a sense of belonging to something greater than ourselves, for vision and value.

SCI 3400 Topics in Evolutionary Biology 3

Despite the evidence provided by paleoanthropologists, archeologists, and geneticists, there is still much debate concerning Darwin's thesis about the origins of species and inheritance of traits. Course topics in this area will examine catch phrases such as descent with variation, survival of the fittest, sociobiology, and genetic essentialism as a way of characterizing evolutionary theory. The student will also be introduced to various geological epochs and basic taxonomy and cladistics.

SCI 3501 Truth, Lies, and Sustainability 3

This course is designed to build on the foundations of COR 3500. It examines in depth the key issues facing us by way of case-study analysis. Factors like energy conservation and usage, water resources, pollution, and new technologies will be discussed in light of political and social contexts. Students are encouraged to think critically within the disciplines of environmental science, ecology, psychology, politics, and economics. Special emphasis will be given to cross-cultural issues and the global economy.

SCI 4110 Synchronicity 3

Synchronicity can be defined as "the immediacy of certain human experiences and the distancing effects of the various rational theories that purport to explain the world," according to physicist F. David Peat. This course explores the multidimensionality of living systems with an emphasis on erasing dualistic notions about mind and matter and introducing the ideas of complexity, chaos, feedback, patterning, and the role of models in the ways we understand "reality." Many ideas gleaned from the "New Physics" will also be covered in depth.

SCI 4115 The Matter Myth: Quandaries of Modern Physics 3

Since the advent of the New Physics in the last century and the development of increasingly sophisticated instruments, many phenomena at the subatomic level have been discovered that challenge long-held notions of time, space, and matter. The course explores the evolution of physics and the impact of these new theories on the "real" and quantifiable.

SCI 4118 Subtle Energies, Intentionality, and Consciousness 1

As we humans are moving through these times of great change, many of us are discovering capacities, talents, and dimensions, either in ourselves or in others, that before now we have been oblivious to—such as precognitive dreams, distance healing, deepening intuition, lucid dreaming, psychokinesis, the power of healing touch, out-of-body experiences, etc. There is a courageous, but rapidly developing field of study, which provides evidence for these experiences and a valid theoretical foundation to support the findings. The objective of this course is to explore this evidence in a non-technical fashion. Here, students will see how the parameters of accepted science are changing and explore the multidimensionality of our body's energies. They will also uncover

the talents and abilities that go with them and the disciplines available for exploring them. The course will examine evidence for the body's energies and radiations. The content also includes the role of intentionality in developing our evolving senses and the nature of coherence. Because the potential of the universe is ultimately stored in the organization of our body/minds, this course looks at how we might begin to consciously participate in that evolution. The role of water in all these phenomena will be studied as well as the special role of the "heart center" and other areas of subtle energy research.

SCI 4120 Time through the Ages 3

Examines the historical, cultural, philosophical, and scientific conceptualizations of time. After addressing the unity and diversity of these views, students will examine how these ideas resonate with a personal or psychological perspective. Introduces bizarre notions of quantum theory and relativistic time. Fulfills the upper-division general-education requirement for interdisciplinary studies.

SCI 4123 Living Creatively between Paradigms 1

The materialistic paradigm (based on objectivity and separateness) is being challenged. The new paradigm is not yet clearly delineated, but it will likely include the task of deciphering the enormous number of discoveries regarding the mind, its technological capabilities, its larger ecological relationships, its capacities for intuition and creativity, and the many dimensions of consciousness on planet earth and the cosmos itself which we are a part of and are responsible to. Despite the rising levels of antagonism and violence, this paradigm is all the more important as it recognizes the interconnectedness of all nature. This course will help students formulate a holistic vision, while at the same time dealing with our own biases and limitations.

SCI 4150 Cancer, Health, and Politics 3

This course studies the complicated political and social forces that shape the research and treatment of cancer. Who or what directs the "war on cancer?" What determines the research conducted, treatments advocated, and patients served? Who is looking at issues of prevention and why or why not? What is the role of cultural practices such as the pink ribbon campaign and fundraising walks in the treatment of cancer? The course addresses both conventional and alternative approaches to understanding cancer.

SCI 4200 Issues in Ecology 3

Historic geopolitical boundaries are relatively insensitive to changing natural habitats and bioregional features, and yet many of the policies and decisions are made within political boundaries for the short term. In this course, we examine the overarching issues that will require a global perspective and multinational cooperation that heretofore has been more an impediment than a help. We will also look at energy alternatives, population pressures, pollution, and the unmitigated effects of continued economic growth.

SCI 4203 Feng Shui 1

This course presents the concepts governing feng shui and increases students' awareness of spatial influences and subtle energy forms. The course focuses on environmental relationships that affect human behavior.



SCI 4212 The Experience of Place 1

“We shape our buildings and they shape us.” This course explores the behavioral influences of environment. Both subjective and objective findings across such disciplines as anthropology, feng shui, sociology, psychology, and geomancy are evaluated. Methods for remediation will be assessed.

SCI 4215 Genethics, Ethics, and Public Policy 3

How should the first generation to have the knowledge and power to modify genes apply this information? The course examines the promises of genetic engineering to provide better crops, prevent incurable diseases, and perhaps even extend life. The course looks at basic genetics, cloning, and forensic science. The prospects of molecular biology are evaluated in the context of ethical judgments.

SCI 4220 Bioethics: Ethical Issues in Modern Medicine 3

As technology increases our ability to intervene in the course of natural events, the question arises as whether we ought to. Beyond the conventional wearing of eyeglasses or using a cane or hearing aid, we enter the problematic realm of xenogenic organ transplantation, animal experimentation, mechanical prosthesis, cosmetic surgery, gene manipulation, in vitro fertilization, surrogacy, life extension, and euthanasia. Selective breeding and the notion of eugenics has been around for centuries, but now we have the means to effect great change rapidly. This course considers the far-reaching impact of such tampering and also explores potential costs and benefits within the context of fairness and access with a mind to counseling individuals faced with such dilemmas.

SCI 4225 Studies in Science and Technology 3

Technology is not value free: tools change the user. Technology changes what we do, how we think, and what we expect. It also creates its own specialized language and culture. Many of us measure our well-being and sense of self through the ownership of things and esteem ourselves with the privilege and power that some technologies provide. Many of us prize efficiency, productivity, and progress. Many of us are technological optimists while some of us are technophobes. This course will examine the impact of information and access within the worlds of special knowledge and examine the development of technology within a cultural and historical framework.

SCI 4232 Science, Art, and Religion: Meanings and Understandings 3

Same as PHR 4232.

SCI 4235 Science and Spirituality 1

The journey of the intellect and the heart, each of which seeks to find and experience the deepest truths of our existence, have most often not even dialogued with one another. They are now finding mutual ground and communicating with (and learning from) one another. Though their approaches are very different (as different as the mind is from the heart), they are complementing and reinforcing understandings and we are the wiser for it. This course will explore quantum physics, parapsychology, and the perennial philosophical and mystical disciplines—plus astrology,

which might inform one another. The coursework includes readings on the New Physics—and embraces a living systems perspective on the mystery of spirit. The coursework also takes readings from the paranormal, mystical, and philosophical perspectives in looking at the aspects of a common reality and moving toward a new paradigm.

SCI 4300 Nutrition in Living Systems 3

A survey of energy production and use in living systems including the roles of proteins, carbohydrates, lipids, fiber, vitamins, and minerals; the effects of genetic inheritance, age, diet, and lifestyle; and the interaction of diet and the psyche.

SCI/SCJ 4305 Nutrition and Behavior 3

Studies the effects of diet from conception through adulthood on a variety of psychological and physiological states. Includes optimal health, allergies, hyperactivity, hypoglycemia, learning disabilities, eating disorders, delinquency, mental disorders, and senility. Fulfills the upper-division general-education requirement for interdisciplinary studies.

SCI 4310 Gender and Technology 1

This course is designed to examine the many factors that lead to disproportionate representation of women in science and technology. It will compare cross-cultural experiences of women entering science and technology careers and contrast male and female experiences within the scientific enterprise. In addition, the reading and discussions will examine the validity of the idea that there are “women’s ways of knowing” that are separate and distinct from a “male approach.” The student will understand the “leaky pipeline” model as it applies to advancement of women in science and technology. These experiences of women in the sciences will be viewed against the larger historical and political backdrop of feminism and women’s studies.

SCI 4312 Women and Integral Health 3

Many of the health issues facing us today have more to do with behavior than pathology. As the demands of work and family increase, we take less time to take care of ourselves and our health inevitably suffers. We may not get sufficient sleep, palliate symptoms with pills, or eat the wrong foods. As we age, our bodies change in significant ways. Beyond the usual life stages, we may become more susceptible to infection or allergy. Many of the symptoms we treat medically could either be avoided or mitigated with changes in lifestyle or more integrative approaches. We know that support structures are important to our well-being and that the quality of our relationships affects our health—as do our beliefs and expectations. This course looks at not only the health-care delivery system, but also the political and economic landscape in which it operates. Students will learn about their bodies, the history of medicine (particularly as it relates to differences between standard Western and alternative models), and how politics and culture play an important role in who gets access.

SCI 4320 Chinese Medicine and Culture 3

Examines the concepts that form the basis for one of the oldest and most complete medical systems in the world. Topics include acupuncture, herbal medicine, tai chi and Qi Gong, massage and manipulation, and nutrition.



SCI 4332 Cultural Attitudes in Healing 3

Explores healing practices from many ancient cultures which are bridging the gap between Western allopathic and holistic systems of medicine. Native American, African, Ayurvedic, Tibetan, and Oriental beliefs and approaches to health will be discussed as they relate to integrating mental, physical, emotional, and spiritual aspects of life. Course material will be presented in didactic and experiential learning methods to facilitate a whole-brain understanding of the various cultural perspectives of healing.

SCI 4335 Alternatives in Health Care 3

An examination of alternative models of health care including subtle energies, holism, chiropractic, acupuncture, homeopathy, orthomolecular nutrition, kinesthetic therapies, various herbal remedies, lifestyle changes, and a range of hands-on interactive approaches that enhance the body's curative powers. Using case studies and recent research, these non-Western, new, and ancient modalities will be evaluated as alternatives to current standard methods.

SCI 4337 Stress and Health 3

The objective of this course is to understand the most typical physical and psychological causes of stress. The course explores the underlying physiological mechanisms of stress adaptation and how toxic situations first involve maladaptive behaviors that then might manifest as either physical or psychological diseases.

SCI 4900 Topics in Science, Health, and Living Systems 1-3

Topics vary according to curriculum design and integrity as well as instructor and student interest. May be repeated for credit with a change of topic.

SCI 4995 Independent Study in Science, Health, and Living Systems 1-4

Studies and projects to be arranged with the instructor and the department chair. May be repeated for credit with a change of topic.


Social Ecology [SEC] Courses
SEC 3000 Self in the Web of Society 3

As the foundation course in social ecology, this class introduces theoretical and applied frameworks for understanding the interdependence between individual life experience and larger social processes. Includes an exploration of the ways humans are shaped by larger social webs and, in turn, how individuals actively shape the communities they inhabit.

SEC 3100 Introduction to Living Systems 3

The basic concepts of systems theory as they relate to life processes are explored including both the dynamics and the levels of complexity in natural and artificial systems and the interdependence of microscopic and macroscopic orders. For example, in addition to genetic information, we might speak of thought contagion and the role of culture in transmitting memes (like matrimonial traditions and food customs). We can also look at families or business organizations in terms of "cognition" and adaptation to both internal dynamics and external "market forces."

SEC 3115 Cross-Cultural Communication 3

All communication has its foundation in culture, and when we try to cross cultures, miscommunication can happen in spite of our best intentions. The course will examine the dynamics of cross-cultural communication and will consider both language and nonverbal behavior. Students will examine their own cross-cultural communication, drawing information from anthropology, linguistics, other disciplines, and everyday life.

SEC 3116 Gender Talk 3

Examines the concept of gender and its effects on the ways we communicate with each other. Topics include a multicultural exploration of myths and realities about men's and women's speech;

various theoretical frameworks for studying the role of gender in communication; gendered speech patterns in friendships and romantic relationships; gendered language in education, the workplace, and the media; and changes and challenges to gendered dynamics.

SEC 3125 Consuming Images 3

Living in a media-saturated society, we are highly fluent and efficient media consumers, but how conscious are we of the barrage of messages we ingest throughout each day? This course examines the media industry, its many products, and the predictable and unexpected ways we consume media products. Students will gain knowledge of the media on a micro level (its impact on our psyches, identities, behaviors, values, and dreams) and on a macro level (its impact on the values, norms, behaviors, organization, expectations, and structures of our larger society). Special emphasis is placed on developing tools for "critical media literacy" in a mass-mediated age.

SEC 3210 Metaphors of Dis-ease and Healing 3

A cross-cultural, multidisciplinary seminar that blends the techniques of linguistic analysis with the professional knowledge and life experiences of practitioners, laypeople, researchers, and patients. In examining medical metaphors, we explore the paradigms that condition us and our noun-oriented language that focuses on objects rather than relationships and actions.

SEC 3302 Variations on the American Family 3

An examination of the many forms of family in American culture and the impact of our families on our lives. Students will use sociological, metaphysical, and spiritual approaches to study many forms of families including step, biracial, gay, and lesbian families as well as the "normal" stereotypical family.



SEC 3311 Diversity Workshop 1–3

As U.S. society becomes increasingly more multicultural, we face new challenges in crossing the bridges that may divide us and in learning how to interact in healthy, compassionate ways. This experientially based workshop provides a supportive context for exploring a variety of issues pertinent to healthy social interactions in our magnificently diverse society. Participants have an opportunity to investigate belief systems, unlearn myths, and gain practical knowledge applicable to work and social settings.

SEC 3315 World Systems, World Societies 3

This course examines the origin, structure, dynamics, and potential destiny of the emerging world social system. The course will examine the technological changes brought about by the computer/electronics revolution. It will also analyze the globalization of capitalism along with its strengths and weaknesses.

SEC 3330 Cultural Crossroads 3

We live and work in increasingly diverse communities and must now be prepared to interact effectively within this fast-changing cultural landscape. Utilizing creative exercises and assignments, the class provides a container for exploring major cultural shifts of recent decades and the challenges and opportunities accompanying these changes. Emphasis is placed on understanding the structural roots of cultural differences, identifying needs of diverse communities, and developing multicultural competency.

SEC 3415 Transformation and Social Change through the Arts 3

Explores the power of arts to transform communities and create social change. Discover how dance, music, stories, and visual arts are catalysts for social change globally and in our local communities.

SEC 4000 Women’s Lives and Social Transformation 1–3

Investigates a range of contemporary issues affecting different women’s lives. Topics may include economic and political conditions, relations between women and technology, cross-racial and cross-class relations, women’s movements locally and globally, cultural images of women, and women’s health.

SEC 4010 Feminist Mosaics 3

This course explores the rich mosaics of theories (and the movements they’ve spawned) explaining gender roles and women’s lives. Includes introduction to the basic concepts within feminist theories, the problematics of theorizing about women, and an overview of the major strands of feminist theory including psychoanalytic, materialist, Marxist, socialist, liberal, radical, poststructural, postmodern, postcolonial, multicultural, transnational, global, and ecofeminism.

SEC 4125 Sacred-Spiritual Aspects of Silence 3

An examination of silence as it is practiced in mystical Christian, Buddhist, and Native American traditions. Although the primary focus will be on these three spiritual traditions, others including Judaic/Kabbalishi, Islamic/Sufi, and Hindu will also be discussed. Through a practice of silence and weekly experiential exercises, students will have the opportunity to find their own answers to lifelong questions.

SEC 4150 Cancer, Health, and Politics 3

Same as SCI 4150.

SEC 4205 Culture, Language, and Consciousness 3

A study of how language informs all aspects of social life and human consciousness. Explores language as the middle ground between thought and action and as the barrier to and vehicle for full and clear communication.

SEC 4230 Native America 3

This course seeks to understand multiple dimensions of indigenous Native American history, culture, spirituality, and politics. Examines enduring struggles and lasting influence of Native Americans in the U.S. May include study of individual tribes and nations as well as cross-tribe customs, values, events, practices. Repeatable on different topics.

SEC 4312 Women and Integral Health 3

Same as SCI 4312.

SEC 4505 Making Race, Making Peace 3

An examination of the historical construction of “race,” its continuing legacies, and creative efforts to transform contemporary racial relations. Uses history, social theory, literature, biography, media, and the arts to explore the dynamics of racism as well as practices for healing and transforming racial relations. The course itself models effective avenues to cross-racial communication.

SEC 4510 Living in a Global Village 3

We are now globally interconnected in unprecedented ways. How does globalization affect our own lives and influence our relations with “community?” What are the new opportunities for global connection and the new challenges for global cooperation in this expansive social web? This course, repeatable with different topics, explores a wide variety of pressing issues facing our global village including such topics as migration of spiritual practices, economic globalization, human migration, our changing sense of identity and purpose in the world, shifting consumer practices, cross-cultural breaches and bridges, worldwide activism, environmental impacts, and sustainable living.

SEC 4520 African Culture through the Arts 3

The African continent and diaspora come alive through this exploration of the dances, music, chants, folktales, literature, and visual arts of African peoples. Topics include exportation and migration of African culture around the world, village life versus urban life, healing arts, rituals for life transitions, spiritual and religious practices, and arts in the service of politics, justice, freedom, and struggle.

SEC 4900 Topics in Social Ecology 1–3

Topics vary according to instructor and student interest. May be repeated for credit with a change in topic.

SEC 4995 Independent Study in Social Ecology 1–3

Studies and projects to be arranged with the instructor and the department chair. May be repeated for credit with a change in topic.

