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ACADEMIC PROGRAMS

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**Faculty Early Retirement Program*

Course Plan / Sample Four-Year Program for Bachelor of Arts in Psychology / Minor in Psychology, Gerontology / Master of Arts in Psychology / Psychology Courses

Programs offered

Bachelor of Arts in Psychology
Minor in Psychology
Minor in Gerontology
Certificate in Gerontology
Master of Arts in Psychology through Special Sessions

- Art Therapy
- Depth Psychology
- Humanistic/Transpersonal Psychology
- Organization Development

What is Psychology?

Psychology is defined as the study of human behavior and experience. According to the American Psychological Association, psychology has three faces: it is a discipline, a science, and a profession. Psychology is a calling that requires one to apply special knowledge, abilities, and skills in order to solve human problems. It is an extremely diverse field that attracts people with a wide variety of backgrounds, interests, and skills.

Opportunities in Psychology

A career in psychology means hard work, but it can also mean opportunity— opportunity to break new ground in science, opportunity to better understand yourself and others, opportunity to help people live richer, more productive lives, and the opportunity for ongoing personal and intellectual growth in school and throughout your career.

Some psychologists find it rewarding to work directly with people— for example, helping them overcome depression, deal with the problems of aging, or stop smoking. Others are excited by research questions on topics such as animal behavior, eating disorders, how the brain functions,

and child development. Still others find statistics and quantitative studies to be the most fascinating areas.

Traditionally, psychologists have been employed in universities, schools, and clinics. Today, more than ever before, they can be found working in businesses, hospitals, private practice, courtrooms, sports competitions, police departments, government agencies, private laboratories, and the military, among other settings.

Psychologists fill many different roles. For example, they work as teachers, teaching the discipline of psychology in universities, four-year and two-year colleges, and high schools. Psychologists work as researchers, employed by universities, government, the military, and business to do basic and applied studies of human behavior. Psychologists also work as psychotherapists, helping people to individuate and resolve conflicts. Psychologists work as counselors in school settings, working with students and their families to provide support for the students' social, cognitive, and emotional development. In addition, psychologists work as administrators, functioning as managers in hospitals, mental health clinics, nonprofit organizations, government agencies, schools, universities and business. Psychologists also work as consultants, hired for their special expertise by organizations to advise on the subject or problem in which the consultant is an expert, including such tasks as designing a marketing survey or organizing outpatient mental health services for adolescents.

Career Options with a Bachelor's Degree in Psychology

Many of the career options described above assume that you have gone on to complete graduate study in psychology, counseling, education, or social work. Although a bachelor's degree in psychology, by itself, does not qualify you as a professional psychologist, it is the prerequisite for gaining entry into graduate training programs. A 1998 survey of SSU alumni who had graduated as psychology majors found that nearly two-thirds of the respondents had gone on to do some sort of graduate work, most at the master's level.

Many undergraduate psychology majors do not go on to do graduate study. Nevertheless, a bachelor's degree in psychology will mean that you graduate with a strong liberal arts education and adequate preparation for entry-level employment in one of many career paths, including:

- counseling
- psychological testing and assessment
- administration and management
- business and industry
- social service casework & advocacy
- child care
- employment interviewing
- aging human services & advocacy
- health services
- psychotherapy
- marketing & public relations
- personnel
- probation and parole
- psychiatric assisting
- sales
- teaching
- technical writing

About the Psychology Department at SSU

The Psychology Department at Sonoma State University is distinguished by its focus on the quality of human experience. The key words here are: distinguished, quality, human, and experience. For us, each of these words holds special significance.

Distinguished: This expresses both that the department is unique and that it has achieved recognition for this uniqueness over the years. This department offered the first graduate program in humanistic psychology and also helped to pioneer that field, with four of our members having served as president of the Association for Humanistic Psychology, an international organization. The department also has been distinctive for its pioneering work in such areas as: somatics, expressive arts, biofeedback, organization development, wilderness psychology, Jungian/archetypal psychology, transpersonal psychology, interdisciplinary learning, student-directed learning, experiential learning, and learning-community approaches. This distinctiveness has led to widespread recognition. The department has stood out as a beacon for many students seeking an alternative to traditional psychology.

Quality: This word carries a number of important messages. First of all, we are interested in quality, as in excellence. At the same time, we are struck that the word quality is in ascendance, in business, and elsewhere, even as we see ourselves surrounded by the deteriorating quality of our physical, social, and economic environments. We seek to develop a psychology that not only studies but also enhances the quality of life. The word quality also communicates that we value qualitative, as well as quantitative, research methods.

Human: While affirming our interdependence with all creatures, this word communicates our emphasis on studying uniquely human, rather than animal, phenomena.

Experience: We take seriously the subjective realm, rather than focusing exclusively on the objective. Our approach to investigation is often phenomenological, and our approach to teaching emphasizes experiential approaches to learning, when possible, both inside and outside the classroom.

The origins of the department were closely associated with humanistic and existential psychology. Our current range of interests is reflected in the section on Advising and Interest Areas below. Our teaching-learning model is person-centered. That is, we try to foster the unique intellectual, spiritual, and emotional growth of each student as an individual. Our approach to self-knowledge leads from a concern for a private and inner self to a wider concern for one's relationship to one's community and culture.

Specific learning goals and objectives for the psychology major

The Sonoma State Psychology Department is one of a handful of humanistically-oriented psychology undergraduate departments in the country. We are especially strong in several areas that are not the focus of most psychology departments but are the focus of our graduate and certificate programs: organization development, depth psychology, Art Therapy, gerontology, somatics, and biofeedback. Our diverse curriculum offers a stimulating and timely liberal arts education that responds to current student needs and supports faculty development and renewal. The department's goals and objectives are designed to support a rich and diverse list of course offerings without compromising students' abilities to learn the skills they will need. We also believe that successful teaching and learning extends beyond the classroom to individual advising.

Goal 1. Students should have a knowledge of the theory and content of the four "forces" of psychology: psychoanalytic, behavioral, humanistic, and transpersonal.

Specific objectives of Goal 1: Students should be able to:

- 1a. Identify and use the key concepts of psychoanalytic theory.
- 1b. Identify and use the key concepts of behavioral theory.
- 1c. Identify and use the key concepts of humanistic-existential theory.
- 1d. Identify and use the key concepts of transpersonal theory.
- 1e. Discuss the major theorists and concepts of the four areas in thoughtful essays.
- 1f. Apply psychological theories and concepts to problems and questions they find personally important.

Goal 2. Students should have the psychological knowledge and skills relevant to personal directions and career objectives.

Specific objectives of Goal 2: Students should be able to:

- 2a. Define life paths and career goals.
- 2b. Develop skills relevant to pursuing them.

Goal 3. Students should have interpersonal, social, and cultural awareness and skills.

Specific objectives of Goal 3: Students should be able to:

- 3a. Demonstrate knowledge of differences and similarities in the way people are treated due to gender, race, ethnicity, culture, class, disabilities, and sexual orientation.
- 3b. Demonstrate the capacity to reflect on one's cultural identity (and an awareness of how implicit cultural assumptions color our behavior).
- 3c. Demonstrate communication skills: perspective taking, empathic interaction, and assertive combination.
- 3d. Demonstrate knowledge of developmental stages, group and family dynamics, and/or personality processes.

Goal 4. Students should understand the development of the self and others as a continuing learning process.

Specific objectives of Goal 4: Students should be able to:

- 4a. Show an ability to move from one theoretical perspective to another perspective.
- 4b. Identify their personal values.
- 4c. Collaborate as a team or community member.
- 4d. Demonstrate an ability for reflective thinking.

Bachelor of Arts in Psychology Degree Requirements

For first time freshmen	Units
General education	51
Major requirements	40
Electives	29
For transfer students	
General education	48
Major requirements	40
Electives	32
Total units needed for graduation:	120

Students who apply to transfer into the psychology major must have an overall GPA of 3.0 and must have taken the following courses (or the equivalents):

English 101 Expository Writing and Analytical Reading
 Philosophy 101 Critical Thinking
 Psychology 250 Introduction to Psychology

English 101 and Psychology 250 must be completed with a grade of B or higher. Because psychology is a high-demand major, other prerequisites may be added between the release of one catalog and the next in order to control enrollment. Students considering transferring into the major should contact the department for current information.

Major Requirements

The major consists of at least 40 units in psychology plus a course in statistics, which may be taken in either a psychology or mathematics department. Of these units, at least 34 must be upper-division units. (Upper-division courses are numbered 300 or higher at Sonoma State University. Numbering at other institutions may differ.) Most students take a statistics course that can also be used for the General Education requirement.

Required courses for the major include:

Psychology 250, Introduction to Psychology (or an equivalent elsewhere) taken within the past ten years. Students who believe they possess the requisite knowledge may substitute a passing score on the CLEP test in introductory psychology administered by the Educational Testing Service at (510) 653-5400.

Psychology 306, History of Modern Psychology

Psychology 307, Humanistic, Existential & Transpersonal Psychology

Math 165, Elementary Statistics (or an equivalent course taken elsewhere)

One course from the following group is strongly recommended for all students:

PSY 320 Computer Applications in Psychology
 PSY 380 Psychological Research Methods
 PSY 440 Human Research Experience
 PSY 441 Qualitative Research Methods
 PSY 442 Community-Based Research
 PSY 445/445L Quantitative Research Methods
 PSY 454 Biofeedback, Somatics, and Stress Management
 PSY 456 Research Methods Seminar
 PSY 459 Intercultural Research
 PSY 493 Narrative: Theories and Methods

Psychology is an academic discipline that includes the systematic analysis of human behavior, experience, and consciousness through diverse research methodologies. Students enrolled in research methods courses acquire: (a) knowledge of how to critically evaluate information from the social sciences presented in popular publications and the media; and (b) research skills and experience required for most psychology graduate programs and research-related jobs.

The remaining courses in the major may be chosen from among all courses offered by the Department, or Psychology Departments at other colleges and universities.

Advising and Interest Areas

Since this is an individualized major that is tailored to meet your personal needs, interests, and directions, you should meet with an advisor no later than the second semester of your sophomore year, or if you are a transfer student, during your first semester at SSU, to design a major that will provide you with the background you need to pursue your career objectives. You are encouraged to come in for advising before the scheduled "advising for registration" period; faculty are more likely to be readily available earlier in the semester.

You will be randomly assigned to an adviser upon admission to the major. If you wish to change advisers, you may either contact any full-time faculty member directly and ask to become their advisee, or fill out an Advising Questionnaire in the Psychology Office, requesting assignment to an advisor in your primary area of interest.

The faculty have identified the following interest areas that can be used as a focus for designing your major program:

Adulthood & Later Life Development
Clinical/Counseling Psychology
Cultural Psychology
Developmental Psychology
Depth, Jungian, and Creative & Expressive Arts Psychology
Ecopsychology

Humanistic Psychology
Research Methods
Social, Community and /or Organizational Psychology
Somatics/Health/Performance Psychology
Teaching Credential Preparation
Transpersonal Psychology

Graduate Work and Further Training

For most professional work in psychology, at least an M.A. degree is necessary. Most of our students who go on to graduate work in Psychology enter the Clinical/ Counseling/ Social Work fields at both the Master's and the Doctoral level. Other popular choices are the fields of Education, Research Psychology, Business, Organizational Development, and Criminal Justice. Students who intend to pursue graduate work in psychology or related areas may need preparation that differs according to different kinds of graduate programs and should consult with an advisor to ensure that they are taking appropriate courses. Early in the major, students are encouraged to conduct web searches on graduate training programs of interest to them in order to find out the specific prerequisites required by those and similar programs. At least some of the non-psychology electives should be chosen with regard to career objectives.

Whatever your career goals, most programs and employers prefer applicants who, in addition to their academic background, have some kind of internship or assistantship that provides hands-on experience. For this reason, internships in the field of your interest are strongly advised.

Sample Four-Year Program for Bachelor of Arts in Psychology

Freshman Year: 31 Units

Fall Semester (15 Units)

UNIV 102 (optional)(2)

ENGL 101 (3)

GE (3)

BIOL 115 (3)

BIOL 115L (1)

PSY 250 (3)

Spring Semester (16 Units)

HUM 200 (3)

MATH 165 (4)

GE (3)

GE (3)

PHIL 101 (3)

Sophomore Year: 32 Units

Fall Semester (16 Units)

PSY Elective (4)

GE (3)

GE (3)

GE (3)

Spring Semester (16 Units)

PSY 306 (4)

GE (3)

GE (3)

GE (3)

GE (3)

GE (3)

Junior Year: 29 UnitsFall Semester (15 Units)Spring Semester (14 Units)

PSY 307 (4)

Upper Division GE (3)

PSY Elective (4)

PSY Elective (4)

PSY Elective (4)

PSY Elective (4)

Elective (3)

Elective (3)

Senior Year: 28 UnitsFall Semester (14 Units)Spring Semester (14 Units)

Upper Division GE (3)

Upper Division GE (3)

PSY Elective (4)

PSY Elective (4)

PSY 499,495 (1)

PSY Elective (4)

Elective (3)

Elective (3)

Elective (3)

Total semester units:**120**

Minor in Psychology

Students seeking a minor in psychology are encouraged to consult with a psychology faculty advisor to assist them in planning a series of courses tailored to their own personal and career goals. The requirements of the minor are:

1. Completion of PSY 250, Introduction to Psychology (or an equivalent course), with a grade of C or better.
2. Completion of at least 20 units of upper-division psychology courses, with a minimum grade of C. Courses must be taken for a letter grade unless Credit/No Credit is the only way the course is offered.

Minor in Gerontology

The minor in Gerontology provides students with a focused multi-disciplinary program to study the aging process. The minor gives students a solid academic foundation in the field and offers practical applications through the internship. Students receive a strong theoretical orientation based in the liberal arts tradition and practical information about aging. The requirements include 17 units incorporating biology, psychology, and social aspects of aging, and 6 elective units. Specific courses are listed under Gerontology in the catalog.

Fieldwork and Internships

Each semester a number of advanced undergraduate and graduate students participate in field placements and internship work experiences in organizations and agencies throughout the University's six-county service area. These internships involve on-the-job training by the agency and academic work under the direction of a faculty member. This forms an important base for academic credit and helps the student obtain a range of learning experiences not otherwise found in the department. Applications for internship should be made near the end of the semester preceding the internship semester. A maximum of 8 units of PSY 499 Internship can be applied toward the degree. For students who have taken both PSY 295 (Community Involvement Program, or CIP) and PSY 499 Internship, only 10 units in all can be applied toward the major, with any remaining units being applied toward B.A. electives. Psychology CIP placements are not being currently offered at this time; students are instead encouraged to sign up for PSY 499 Internship. Students planning on graduate work in clinical or counseling psychology are encouraged to gain internship experience well before applying to graduate school.

Special Studies

Students who wish to carry out independent study and research are encouraged to contact an individual faculty member of their choice.

Master of Arts in Psychology

www.sonoma.edu/psychology/grad

The Psychology Department, working in conjunction with the School of Extended Education, offers four areas of study within the Master of Arts program: Art Therapy, Depth Psychology, Humanistic/Transpersonal Psychology, and Organization Development. Each program offers its own goals and curricula, and applicants apply to the program of their choice. Prerequisites and fees vary according to program. The MA programs **are self-support programs administered through Special Sessions and funded entirely through student fees.**

University policy requires students in master's programs to maintain continuous enrollment until completion of the MA program or pay a continuing enrollment fee of \$250.00 per semester.

University policy also requires students who take four semesters to complete their thesis/project to re-enroll in PSY 599, Master's Thesis Project (Organization Development students re-enroll in PSY 596, Graduate Tutorial). Consult each program's requirements for more information.

For information about individual programs, and for application materials, contact the Graduate Administrative Coordinator in Psychology, 707-664-2682, e-mail psychma@sonoma.edu. You may also write to:

Graduate Admissions
Psychology Department
Sonoma State University
Rohnert Park, CA 94928-3609

Please check our Graduate Psychology web page: www.sonoma.edu/psychology/grad .

Art Therapy Program

Art as "making special" is at least 250,000 years old. Today, training in Art Therapy honors this universal human behavior. Art therapists combine knowledge in artistic skillfulness with contemporary forms of psychological understanding in service to individual and group/community needs; a professionally trained Art therapist has gained expertise adaptable to the full range of human needs and services.

This Master's program offers advising and evaluation for an Art Therapy training program that meets both the educational standards of the national American Art Therapy Association (AATA) and continues the humanistic/transpersonal tradition of education in the Psychology Department. A graduate becomes a professional art therapist upon completion of studies; 2,000 post-master's

supervised hours of work (paid or voluntary) are required to become professionally registered as an A.T.R. with the Art Therapy Credential Board (ATCB).

While considering the full range of therapeutic interventions, this program emphasizes an imaginal psychology approach, which blends current psychological knowledge with indigenous wisdom. Art-making evokes direct experiences in the imaginal realm: the images evoked reflect the deeper story and truths which we "live out," with awareness or not, in our daily lives. Through the revealing act of art-making over time, we can recover our connection with healing images and gain greater choice and wisdom in fulfilling our life's journey.

The development of skillfulness in supporting others in the use of creativity and imagination for healing entails an initiatory training: students learn by doing—by their own direct experiences first—followed by theoretical and practical understandings. Students are expected to be self-motivated, emotionally mature, responsible, and committed to a lifelong learning process which engages their creativity and imagination in service to others.

Program of Study

Students are admitted in the Fall every other year (2005, 2007). They work both individually with the program advisor as well as together as a learning community for six (6) semesters (three years). Within a 36-unit program, students complete and document (through a portfolio process) approximately 900 hours of classroom learning, plus a supervised Art Therapy internship of 700 hours. Learning experiences cover Art Therapy: principles; studio/imaginal practices; applications; internship; investigative/research project. Please note: all learning experiences are provided off campus.

Evaluation

Within the first 18 units of study, each student selects an MA committee in consultation with the advisor. The committee includes the advisor, a second faculty member (from psychology or another department), an art therapist field supervisor, and a peer. This committee evaluates student's work with the student during the mid-program and final program meetings.

Prerequisites for Admission

The Art Therapy program has the following admissions prerequisites:

1. B.A. or B.S. in psychology or equivalent from an accredited institution or B.F.A. preferred.
2. Minimum GPA Of 3.0 in the last 60 units of coursework.
3. Applicants must demonstrate an acceptable level of competence in oral and written communication, which will be demonstrated by: a written statement about the student's background, relevant experience, and specific goals to be achieved in the program. Individual and/or group interviews are part of the admissions process.
4. Related human services work experiences (paid or volunteer).
5. Completion of 16 units of studio art experiences (within one year of admission).
6. Completion of 16 units of psychology (human development, personality, abnormal psychology, introduction to counseling and/or myths, dreams, symbols) within one year of admission.
7. A history of psychology course (PSY 306 at SSU or equivalent).
8. An Introduction to Art Therapy course (PSY 431 at SSU or equivalent) strongly recommended.

Strongly recommended:

Previous experience in an Art Therapy process or therapy group.

Fees

SSU fees for 2004-05 cover advising, administration, and portfolio/project supervision and evaluation (36 units x \$285 = \$10,260). In addition, the student is responsible for Art Therapy learning experiences (approximately \$12,390). The current training program total is \$21,930. Fees may change due to increased program costs. Art materials, individual supervision and/or personal therapy is additional.

Refer to the Art Therapy Web site for additional information:

www.sonoma.edu/psychology/catalog/arttherapy

Depth Psychology Program

The Master's program in Depth Psychology is an interdisciplinary, cross-cultural 36 unit two-year curriculum providing education in the theory, practice, methods, and applications of Jungian and archetypal psychology. It uses experiential learning, depth inquiry, and an embodied curriculum to educate its students in a soulful way. Students explore the depth dimensions of human experience: in art, dreams, ritual, nature, mythology, storytelling, and sacred practice. Small 10-15 person classes engage the students in experiential work which grounds the learning and provides embodied understanding. In the year-long passion-of-inquiry thesis process, students use depth inquiry methods involving art, nature, dream work, active imagination, sacred practices, and interviewing to explore their areas of passionate concern.

The first year offers three yearlong foundational courses exploring Jungian and archetypal psychological theory, methods of depth inquiry, and cross-cultural mythology and symbolism. Depth inquiry methods include work in artistic media; dream work; imaginal practices; myth and storytelling; masks and ritual; work with the earth; embodied depth techniques; performance; and work in sound, voice, and movement. Work on mythology and symbolism is woven into work with dreams, artwork, ritual, and imaginal practices, as well as practices involving indigenous wisdom, shamanism, and ecopsychology.

The second year offers seminars in student-chosen topics, interpersonal process, research methods, and guidance in depth inquiry and master's thesis work. The master's thesis provides the opportunity for passionate inquiry into an area of deep interest to the student. Students use depth inquiry methods to explore their area of passionate concern. The thesis is often a personal process study that symbolically, artistically, explores psychological development. The publicly presented Thesis Evening in May completes the yearlong passion of inquiry process.

Students may engage in community internships in their second year. They may choose to teach an undergraduate course in their field of expertise in the SSU Psychology Department, such as Psychology of the Fairy Tale; Psychology of Masculine and Feminine; and Psychology of Myth and Narrative. The program advisor assists students in developing curriculum and supervises the internship teaching experience. Students also have the option, at additional expense, of enrolling in University courses which meet their specific learning needs.

A monthly Visiting Scholars program invites noted authors, therapists, and practitioners to a half-day lecture and lunch in the depth community. Recent scholars have presented on the Native American trickster archetype; the sacred feminine in India; the Kabbalah; and the experience of the ancestors.

The program in depth psychology is designed to move students to the next step in their personal and professional development. Graduates go on to teach, to work in personal growth facilitation and program design, to pursue clinical training in master's and doctoral programs, and to research and write in the field of depth psychology.

Course prerequisites are required for admission and are designed to give students a foundation in adult development and symbolic expression.

Program of Study

The program includes the following courses:

PSY 511A,B Theories of Depth Psychology (3,3)
 PSY 515 Psychological Writing (1)
 PSY 530A,B Seminar in Interpersonal Process (1,1)
 PSY 542A,B Methods and Applications of Depth Psychology (3,3)
 PSY 543A,B Cross-Cultural Mythology and Symbolism (3,3)
 PSY 570 Directed Field Experience (1-3)
 PSY 575 Research Methods (2)
 PSY 596 Graduate Tutorial (1-4)
 PSY 599A,B Master's Thesis: Project and Directed Reading (3,3)

Prerequisites for Admission

The Depth Psychology program has the following prerequisites:

1. B.A. Or BS from an accredited institution.
2. Minimum GPA of 3.0 in the last 60 units of coursework.
3. An acceptable level of competence in oral and written communication, as demonstrated by the coherence of the personal statement and an oral interview.
4. Emotional maturity, as demonstrated in the applicant's personal written statement, life experiences, and oral interview.
5. Five course prerequisites (a maximum of 9 units may be lower-division courses completed at a community college): child development, adult development, personality, abnormal psychology, and research methods in psychology.
6. A minimum semester-long experience in symbolic forms (art, dream work, writing, poetry) and reflection on that expression for personal growth.

Fees

Fees are set in consultation with the School of Extended Education . Fees are expected to be \$425 per unit for the 2004-2005 academic year and are expected to change yearly due to increased program costs.

Refer to the Depth Psychology Web site for additional information:
www.sonoma.edu/psychology/depth .

Humanistic/Transpersonal Psychology (Portfolio-Based Program)

This program offers two years of in depth and intense exploration in an area of interest. Students who have been accepted in the past have been those particularly concerned with personal meaning and growth, mature in their sense of self-direction, and capable of developing and communicating their goals. The overall program goal is learning that has relevance to basic human experience in a rapidly changing social and economic environment.

The program is designed for self-directed individuals who may already be in the professional workplace and who have not been able to further their educational and career goals through a more traditional graduate program. It provides the opportunity to develop a 36-unit individualized curriculum, working closely with an advisor from the Sonoma State University psychology faculty. The program requires 2 units of a graduate level seminar in psychology each semester. Topics of the seminar may vary each semester, but include a personal process component and workshops on professional writing.

The program requires a high level of individual initiative and knowledge of resources in the field. It is therefore most appropriate for those with background and work experience in psychology and knowledge of their professional and personal goals.

The special sessions MA is equivalent to one earned in a traditional graduate program in psychology with comparable academic standards. Students must be willing to commute to the SSU campus to attend the core seminar and regular weekly or biweekly meetings with their faculty advisors.

Admissions Prerequisites

The following must be met before a student can officially begin the MA program, although it is possible to apply while working to fulfill these prerequisites:

1. B.A. degree from an accredited college or university.
2. A 3.00 GPA for the last 60 units of academic work.
3. An undergraduate major in psychology or an approved equivalent.
4. Applicants must demonstrate an acceptable level of competence in oral and written communication, which will be demonstrated by: a written statement about the student's background, relevant experience, and specific goals to be achieved in the program; a writing sample from the applicant's recent academic or professional work; and individual and group interviews during the admissions process.
5. Applicants with minimal preparation in psychology must complete 20 units in psychology from the following list, depending on the focus of the applicant's proposed program:

PSY 250 Introduction to Psychology
PSY 302 Development of the Person
PSY 303 The Person in Society or PSY 406 Social Psychology
PSY 306 History of Modern Psychology (required by all students)
PSY 307 Humanistic, Existential, and Transpersonal Psychology
PSY 410 Child Development
PSY 425 Abnormal Psychology
PSY 461 Personality
PSY 462 Seminar in Humanistic and Existential Psychology

Fees

Fees are paid on a per-unit basis. Students must enroll in a minimum of 9 units per semester while in the 36-unit program. These fees cover advising, administration, portfolio evaluation and thesis/project supervision. It is understood that the student will be responsible for fees for any additional learning experiences such as workshops or short courses. Fees are set by the Office of Extended Education. The fees for the 2004-2006 academic year will be \$265 per unit but may change due to increased program costs.

Evaluation

Each student selects an MA committee, in consultation with a faculty advisor. The committee typically includes the advisor, an SSU Psychology Department faculty member, and an M.A.-level professional from the community (ordinarily a field supervisor). The committee is responsible for evaluating the student's MA work. There are two phases to the evaluation. A portfolio review occurs after 18 units of study and involves advancement to candidacy; the second review is at the end of the student's program and includes the presentation of the portfolio of completed work and a defense of the thesis project.

Organization Development Program

This special-focus MA in psychology provides professional preparation for mid-career individuals interested in learning how to develop more effective and sane organizations. In four semesters, participants gain the practical skills, conceptual knowledge, and field-tested experience to successfully lead organization improvement efforts. The academic experience involves seminar discussions, skill-building activities, and extensive field projects under the guidance and supervision of practitioner faculty.

Students are admitted each fall and work together as one cohort group through the 36-unit program. Interaction processes among students and instructors are an important source of learning. Both the coursework and field supervision emphasize the acquisition of personal awareness, interpersonal competence, and conceptual understanding required for effective practice in organization development.

Classes are scheduled in the evenings to meet the needs of currently employed students. Some courses schedule all-day sessions on Saturdays. For employed students, work schedule flexibility is highly desirable.

Program of Study

Each cohort group participates together in an integrated sequence of courses over the four semester program. These courses address the theory and practice of group facilitation, design and presentation of training experiences, arranging and carrying out organizational client engagements and leading whole-system change projects. Case reports and conceptual frameworks provide a solid foundation to guide professional practice.

Students take courses together as a cohort group. The course list is as follows:
PSY 510 Professional Practice in Organization Development
PSY 513 Facilitation and Training
PSY 514 Organization and Team Development
PSY 518 Large Group Interventions

PSY 533 Group Dynamics in Organization Development
PSY 544 Qualitative Research Methods
PSY 554 Organization Systems Inquiry
PSY 556 Seminar in Socio-Technic Systems Redesign
PSY 557 Human Systems Redesign
PSY 572 Internship in Organization Development
PSY 596 Graduate Tutorial

The culminating experience requirement consists of two parts: ¥An analytical case study demonstrating competence in the design and implementation of an organization development project with an actual organization. ¥A publishable article on a topic relevant to professional practice in organizations. Both reports are planned with, and approved by, the student's faculty advisor.

Prerequisites for Admission

The Organization Development Program has the following admissions requirements:

1. B.A. Degree from an accredited college or university.
2. A 3.00 GPA for the last 60 units of academic work.
3. At least two years of relevant work experience in or with organizations.
4. Applicants should have a foundational understanding of issues and concepts encountered in organizations, as well as those pertaining to human behavior and experience. Generally, this may mean that applicants with a B.A. in psychology may need courses in business administration, while those with a degree in business may need courses in psychology. Prerequisite coursework in one or more of the following may be used to satisfy these requirements:

Organization behavior or management

Psychological foundations, personality, development, or group process

It is advisable to consult with the Organization Development Program Coordinator before taking prerequisite courses.

5. Applicants must demonstrate an acceptable level of competence in oral and written communication, which will be demonstrated by: a written statement about the students background, relevant work experience, and specific goals to be achieved in the program; a writing sample from the applicant's recent academic or professional work; and interviews during the admissions process.

Fees

Fees are set by the School of Extended Education, and may vary depending on program costs. For the 2003-05 academic year fees were \$400 per unit, but may change due to increased program costs in succeeding years.

Refer to the Organization Development Web site for additional information:
www.sonoma.edu/programs/od/

Psychology Courses (PSY)

Classes are offered in the semesters indicated. Please see the Schedule of Classes for most current information and faculty teaching assignments.

201 Human Potential (3)

Concepts and skills useful for increasing self-understanding and interpersonal effectiveness. Topics include self-esteem, social influence, and cognitive mediation of emotion and behavior.

237 Careers in Psychology (2-4)

Offers students an opportunity to explore and discover their values, skills, interests, lifestyle preferences, and the undertaking of the personal strategies necessary to formulate career paths and alternatives.

250 Introduction to Psychology (3) Fall, Spring

The purpose of this course is to introduce the theories, research, and applications that constitute psychology. An important goal is to help students become informed consumers of psychological knowledge. Prerequisite to upper-division courses in the major for students who enter Sonoma State University as first-time freshmen and students who transfer into psychology from other majors at Sonoma State. Satisfies GE, category D1 (Individual and Society). CAN PSY 2.

299 Student-Instructed Course (1-4)

Each student-instructed course is designed by an advanced student under the guidance of a faculty sponsor. Each course proposal is carefully reviewed by the department executive committee before approval is granted. Consult the Schedule of Classes for the topic studied. Only two lower-division Student-Instructed courses may be credited toward the psychology major. Cr/NC only.

302 Development of the Person (3) Fall, Spring

A multidisciplinary examination of the social, cultural, emotional, and psychophysiological development of the human being. Shows how research and theories relate to and assist individuals in their own self-development. Satisfies upper-division GE, category E (The Integrated Person). Upper-division psychology general education courses (currently 302 and 303) may be double-counted as upper-division GE units and as units for the psychology major.

303 The Person in Society (3) Fall, Spring

How humans behave, think, and feel in interpersonal relationships, families, workplaces, communities, and natural environments. How each of these social contexts affects the way people behave in the others. Interrelationships with larger political and economic variables are explored, drawing from other disciplines that offer relevant insights and knowledge. Satisfies GE, category D1 (Individual and Society). Upper-division psychology general education courses (currently 302 and 303) may be double-counted as upper-division GE units and as units for the psychology major.

304 Sibling Relationships (4)

An exploration of the role of siblings in personal and family development, with a focus on sibling relationships in adulthood and later life. An emphasis will be placed on the psycho-social context of the sibling relationship in addition to theories of the psychology of the individual. Cross-listed as GERN 304.

306 History of Modern Psychology (3-4) Fall, Spring

Part I of a yearlong sequence that presents perspectives on the field of psychology. Includes past and present understandings of human experience, integrating issues and controversies. The first semester includes: epistemology; traditional scientific and clinical methodologies; and behavioral, psychoanalytic, and Gestalt psychologies. Prerequisites: PSY 250, ENGL 101, PHIL 101, and admission to the psychology major or consent of instructor.

307 Humanistic, Existential, and Transpersonal Psychology (3-4) Fall, Spring

Part II of this sequence presents theories, methods, and research in humanistic, existential, and transpersonal psychology. Prerequisite: PSY 306 or consent of instructor.

311 Psychology Dialogue Series (1-2)

A lecture series that explores careers and topics of interest to psychologists. Practitioners in diverse fields of psychology are invited to speak on the nature of their work, current social and political trends in psychological practice, and their view of the future of psychology. Cr/NC only.

312 Adult Development Lecture Series (2) Fall

Lectures and presentations on thematic issues in the field of adult development and aging. Speakers are drawn from local community programs, Bay Area research organizations, and academic disciplines. May be repeated for credit. Cross-listed as GERN 312.

320 Computer Applications in Social Science (4)

An introduction to the applied use of microcomputers in human service settings. Lecture, demonstration and hands-on experience with an emphasis on psychological applications are used to build practical computing skills for students in the human services area.

322 Myth, Dream, and Symbol (4) Fall, Spring

Exploration of the creative unconscious in individual growth. Myths, dreams, and symbols are explored from the standpoint of theory, symbolic work, art process, guided meditation, and group process. Approaches vary by instructor and may draw from texts by Jung, Campbell, Johnson, Hillman, Edinger, Singer, and others. Prerequisite: junior standing.

324 Learning Moments (1)

A series of presentations from individuals from all areas of the University, focused on their own personal moments of significant learning. May be repeated once for credit. Cr/NC only.

326 Social Psychology (4) Fall, Spring

The formation and change of attitude and belief systems; interpersonal perception and dynamics; behavior in small groups; and contemporary problems of intergroup relationship. Cultural influences on these processes may be considered. Cross-listed as SOCI 326.

328 Cross-cultural Psychology (4)

Didactic and experiential in nature, this course introduces students to the field of multicultural psychology as it pertains to concepts, issues, professional practice, and research. The focus is on self-exploration and understanding one's worldview regarding race, ethnicity, culture, gender, sexual orientation, age, and disability. Students will reflect on the psychological and social implications of prejudice, racism, oppression, and discrimination on identity development, and social justice issues in a multicultural society like the United States.

329 Group Process (4)

The use of the small group as a basis for understanding the individual, the individual's relationship to others, and the individual in group behavior. This class is normally conducted as an experiential process group, with supplementary readings and written work. Prerequisite: junior standing. Cr/NC only.

335 Narrative Psychology (4)

Storytelling and the storied nature of human experience, in research, counseling, therapy, and history. Uses methodology from psychology, literature, and other branches of the social sciences and humanities. Includes biography and autobiography, interview, and students' own oral and written narratives.

338 Psychology of Creativity (4)

The study of creative people, processes, and environments. Current and historical theory and research on creativity in personal and professional situations, humanities, science, business, education, and everyday life. Emphasis on individual and group projects.

342 The Psychology of Meditation (4)

An exploration of meditative practice as a means of developing awareness, self-growth, and psychological insight. Basic instruction in various meditation techniques, actual meditation practice, readings, and discussions of the psychodynamics of meditation. Cr/NC only.

352 Psychology of Yoga (4)

Unification of mind and body through the practice of Yoga. An introduction to the literature and practice of Yoga. The course normally includes separate lecture and practice sessions. May be repeated once for credit.

358 Seminar in the Psychology of the Body (4)

This course focuses on the relationship between the body and the mind in physical health, psychological well-being, and personal growth. Students will learn to: (1) critically evaluate

empirical research reports and popular claims about mind-body practices; (2) develop an individualized long-term mind-body practice that can be used to promote health, well-being, and personal growth; and (3) apply psychological principles and strategies for helping others adopt and maintain health and wellness promoting mind-body practices.

360 Peak Performance Psychology

This course will focus on important developmental, social, and performance issues in sport, the performing arts, and other areas of life in which one is called to perform under pressure (e.g., public speaking, test-taking, etc.). This course will include readings, discussions, presenting to peers, and participation in a mental skills training program that has been used by elite athletes, performing artists, and professionals from all walks of life (e.g., business leaders, social activists, law enforcement, writers, etc.) to enhance their performance.

362 Human Sexuality (4)

The biological, social, developmental (across the life span), behavioral, and cultural dimensions of human sexuality. Examples of issues that will be addressed in the class include: intimacy, sexual expression, gender identity, sexual education, sex and the media, and sexual practices across cultures.

380 Introduction to Psychological Research Methods (4) Fall

A broad introduction to the variety of ways psychologists collect research evidence. An important part of this course is learning by doing. Students will be asked to try different research methods—conduct a telephone interview, observe behavior, write an attitude scale and design an experiment. Students will be encouraged to become sophisticated consumers of research. Prerequisites: PSY 250 and MATH 165 or permission of instructor.

398 Student-Instructed Course (1-3)

Each student-instructed course is designed by an advanced undergraduate student under the guidance of a faculty sponsor. Each course proposal is carefully reviewed by the department executive committee before approval is granted. Consult the Schedule of Classes for the topic studied. Only two Student-Instructed Courses may be credited toward the psychology major. Cr/NC only.

399 Graduate Student-Instructed Course (1-3)

Each graduate student-instructed course is designed by a Psychology graduate student under the guidance of a faculty sponsor, and reflects the area of expertise of the student. Each course proposal is carefully reviewed by the department executive committee before approval is granted. Consult the Schedule of Classes for the topic studied. Only two Student-Instructed courses may be credited toward the psychology major. Grade or Cr/NC option.

404 Psychology of Women (4)

Examines women's development and women's place in the world from a psychological perspective. Material is drawn from contemporary research and thinking, longitudinal studies, case studies, personal narratives, and story. Prerequisite: junior standing.

408 Transitions in Adult Development (4) Spring

Transitions are key events in adulthood because they require change. Course explores how individuals shape and experience the changes that come with change. Inquiry includes normative life cycle transitions as well as unexpected, unusual or "off-time" transitions in adulthood, and develops understandings of how these transitions shape the development of an individual throughout adulthood and later life. Cross-listed as GERN 408. Prerequisite: junior standing.

409 Social and Emotional Development (4)

An overview of social-emotional development across the life span. Theory and research will be assessed based on different theoretical models and approaches, including cross-cultural perspectives. Topics include: attachment, moral and personality development, social cognition, gender roles, identity, aggression, achievement, and emotions.

410 Child Development (4)

Introduces students to the social-emotional, cognitive, language, biological, and physical development of children and adolescents. Students learn major developmental theories and current research as applied to relevant issues in today's society. The role that parents, teachers, communities, and cultures play in the healthy growth and development of children is emphasized. Prerequisites: PSY 250 and junior standing, or consent of instructor.

411 Behavioral and Emotional Problems of Children (3-4)

Study and observation of children with problems, and examination of the environments in which those problems occur. Major diagnostic categories for behavioral and emotional problems of childhood are covered. Prerequisite: junior standing.

412 Adolescent Psychology (4) Fall

An examination of the social, cognitive, and biological theories in adolescent development. Material is drawn from research and personal interaction with adolescents. Prerequisite: junior standing.

418 The Psychology of Family (4)

A study of the family as a social-psychological group. Considers family of origin, present families and relationships, and parenting. Prerequisite: junior standing.

419 Integral Parenting (4)

Course in integral parenting based on research evidence, case studies, and the clinical experience of professionals in the field of parent-child relationships. Integral parenting combines the following methods into an effective pedagogical whole: spiritual psychology, democratic parenting, the Family Council, and enhanced developmental awareness. There will be an experiential, role-enacting aspect to this class wherein we will emulate various family scenarios and family council solutions with skits and role enactments.

421 Psychology of Aging (4) Fall

Analysis of psychological development as a lifelong process. Examination of patterns of adult learning and ways to facilitate it. Exploration of the role of memory for learning and psychological functioning. Study of issues in mental health in adulthood and later life. Cross-listed as GERN 421. Prerequisite: junior standing.

422 Seminar in Living and Dying (4) Spring

Explores personal values and attitudes about life and death and seeks to understand them in relation to our own psychology and to the larger social context. Topics of separation and loss, loss from homicide, near-death experiences, mythology, and immortality will be addressed. Cross-listed as GERN 422.

423 Community Psychology (4)

Community structure and processes in relation to human needs. Organizing community action, and the role of the individual in social change. Theories and strategies of organizing, building alliances, and affecting legislation and policy.

424 Human Systems Leadership (3-4)

Designed to develop insight and skills related to the functioning of human, task-oriented organizations, this course uses social-psychological theory, phenomenologically-based data, and a holistic, systems perspective. In field projects with community organizations, psychology majors gain practical experience and leadership skills for assisting human organizations to function more effectively and humanely.

425 Abnormal Psychology (4) Fall, Spring

Troubled patterns of behavior and methods of coping with the world, and examination of variables that produce them. Review of current major DSM categories. Prerequisites: PSY 306 and junior standing.

428 Introduction to Counseling (4) Fall, Spring

An examination of the counseling process. Various approaches are considered and methods for the development of component skills presented. Prerequisites: PSY 306 and junior standing.

429 Gestalt Process (4)

An experiential-didactic approach to the Gestalt process as developed by Fritz Perls and his associates. May be repeated once for credit. Prerequisite: PSY 307 or 319 or 428 or consent of instructor.

431 Introduction to Art Therapy (4) Spring

An overview of the field of Art Therapy, its varied schools of thought, and different possibilities of application—from public school settings to mental hospitals. Information on graduate and professional training in the field. Prerequisite: junior standing.

432 Group Work with Older Adults (4) Spring

This service-learning course introduces students to the fundamentals of group work with older adults. The class provides an overview of the phases of group development and basic skills and techniques for facilitating effective groups. Theoretical perspectives from sociology and psychology are used to examine how groups function, the value they have for older adults, and common themes in groups for older adults. To enhance learning, students go to senior sites in the community to cofacilitate weekly, intergenerational dialogue groups. Cross-listed with Sociology 432 and Gerontology 432.

438 Psychological Aspects of Disability (4)

This course is designed to give participants a better understanding of people with disabilities and an awareness of how society regards them. The disabilities addressed range from traumatic physical injuries through progressive diseases and conditions to mental retardation, alcoholism, and emotional disabilities. The class is appropriate for anyone interested in disability, whether for personal or professional reasons. Cross-listed as GERN 438.

440 Community Based Research (4)

An overview of fundamental concepts, issues, and methods in community-based research and applied developmental psychology. Students will design, implement, analyze data, and write the report of research projects following APA format. Research projects should meet ethical and professional standards so they can be submitted to appropriate conferences. Students will also become critical consumers of research with groups in this country. Prerequisite: Math 165, PSY 380, or consent of instructor.

441 Qualitative Research (4)

The principles and techniques of qualitative research will be introduced by designing and carrying out a collaborative research project. Includes phenomenological approaches designed to systematically explore human experience. In the tradition of action research, topics will be selected that have immediate social significance. Prerequisite: PSY 380 or permission of instructor.

445 Advanced Research Design and Analysis (4) Spring

The principles of research design and analysis are taught by lecture, library exercises, computer simulation, and direct experience. Working in small groups, students design and carry out an original research project, analyze the results, and report them in APA format. Prerequisite: PSY 380 or consent of instructor.

445L Advanced Research Laboratory (2) Spring

Students will use the laboratory facilities to carry out research projects designed for PSY 445. Prerequisite: PSY 380 or consent of instructor.

446 Behavior and Cognitive Change Processes (3-4)

Classical and instrumental conditioning, desensitization, stimulus control and reinforcement, social learning, and cognitive mediation of emotion and behavior. Prerequisite: PSY 250.

447 Learning and Behavior (3-4)

A study of the learning process including major theories of learning and cognition and their application to problem-solving behavior. Types of conditioning, stimulus controls and reinforcement, social learning, and cognitive mediation of emotion and behavior. Prerequisite: PSY 250. Recommended: PSY 306.

448 Cognitive Development (4)

Theories and research on cognition from infancy through adulthood. Major theorists include Piaget, Vygotsky, Sternberg, Fischer, Case, Bruner, and information-processing perspectives. Special topics include social cognition, theory of mind, concept formation, problem solving, memory, multiple intelligences, standardized testing, language, and cultural variations. Prerequisite: PSY 302 or 410.

450 Physiological Psychology (4)

A study of the relationship between physiological processes and behavior. Particular emphasis on the anatomy and physiology of the nervous system, the effects of metabolic processes, brain lesions, and various drugs on behavior.

451 Neural Science and Biopsychology (4-8) Fall

A study of the human and mammalian brain, covering nerve cells and how they work, synapses, neurotransmitters, pharmacology, sexuality, neuroanatomy, neurophysiology, evolution, neuropathology, sleep, language, left brain and right brain, higher consciousness, and much more. (Number of units may vary depending upon semester/instructor).

451L Neural Science and Biopsychology Laboratory (4) Fall

Demonstrations and exercises that exemplify the methods and subject matter of neuroscience and biopsychology psychology. Corequisite: PSY 451.

454 Biofeedback, Somatics and Stress Management (4) Fall, Spring

Understanding and developing the self as a holistic organism by working with the various modalities of physiological response. Development of familiarity with the burgeoning research and technology related to human consciousness.

459 Intercultural Research (4)

Ethnographic and archeological methods for the study of behavior and experience in diverse present and past cultures. This is a cross-listing of methodology classes taught by the anthropology faculty. May be repeated for credit.

461 Personality (4) Fall and Spring

Varied viewpoints are brought to bear in an attempt to conceptualize and understand the process and functioning of human personality. Prerequisite: junior standing.

462 Seminar in Humanistic and Existential Psychology (4) Fall

Studies the person-centered unfolding and discovery of both values and facts in an existential yet critical context. The focus is on the whole individual, the balanced growth and change of the entire personality, and the integration of experiential and intellectual learning. Maslow, Rogers, Bugental, Jourard, and May are among those studied. Prerequisite: PSY 306 or consent of instructor.

466 Jungian Psychology (4) Spring

Examination of Jung and contemporary Jungian thinkers. Examines developmental aspects of Jungian theory such as individuation, typology, masculine and feminine development, and the transcendent function. Prerequisite: junior standing.

472 Transpersonal Psychology (4)

Surveys and takes part in the current search for psychological language –logos–that does justice to spiritual, transcendent, and "extra-ordinary" experiences. Studies dualism and relationship, symbols of transformation, and "bridges and doorways" into the sacred from a psychological perspective.

481 Research Internship (1-4)

Students learn applied research methods and practical research skills under the supervision of a faculty mentor. Prerequisite: consent of instructor. A maximum of 12 units of special study and internship credit may be applied to the psychology major.

482 Teaching Internship (1-4)

Students learn the skills of organization and communication of psychological theory and research under the supervision of a faculty mentor. Prerequisites: PSY 306 and 307, and consent of instructor. A maximum of 12 units of special study and internship credit may be applied to the psychology major.

485 Ecopsychology (4)

Psychological aspects of our relationship to the earth, including the psychological impact of living in a time of ecological crisis, and the role of psychology in promoting a transition to an ecologically sustainable society. Field trips to be arranged.

488 Biofeedback Experience (1)

Students who are clients of biofeedback trainers can earn a unit of credit during this experience.

489 Ecopsychology and Ritual (4)

The employment of ritual to explore and deepen our relationship to the earth. This class will involve both the academic study of various earth-based ritual traditions, and experimental work with ritual, meditation, and dream work.

490 Psychology Seminar (1-4)

Each semester one or more psychological topics will be selected for study in depth. Consult Schedule of Classes for topics to be studied and current unit offering. May be repeated for credit.

493 Narrative: Theory & Methods (4) Spring

Examines the role of narrative, or life storying, in human development research. Students will develop a protocol, conduct research in the community using interview methodologies appropriate to the narrative perspective, analyze transcriptions for theoretical and life themes, and develop a final project based on the analysis of the data. Cross-listed as GERON 493.

494 Counseling Experience (1) Spring

Participation in personal counseling conducted by a graduate student in the Counseling MA program under the direct supervision of a Counseling Department faculty member. Students generate a written evaluation of the counseling experience. Students compile a weekly journal and write a summary essay. May be repeated once.

495 Special Study (1-4)

The Psychology Department encourages independent study as preparation and practice for lifelong self-directed learning. Students should formulate plans for a project and present them to a faculty member for sponsorship. Special forms for this purpose are available in the department office. These should be completed and filed during the add/drop period. Twelve units of special study may be credited toward graduation. Prerequisite: upper-division psychology major or consent of instructor. Cr/NC only.

496 Psychology Tutorial (1-4)

Directed study of a selected psychological topic under the supervision of a faculty member. A plan of study must be developed in consultation with the faculty member prior to registration. Prerequisites: upper-division psychology major and consent of instructor.

497 Interdisciplinary Seminar (1-4)

Exploration of basic social problems. Resource persons from other disciplines may participate. Themes and topics will vary. May be repeated for credit.

499 Internship (1-8)

Supervised training and experience for advanced students in community agencies throughout the University service area. Special contracts are required and are obtainable either in the department office or the Center for Field Experience. Internship assignments may be paid. Priority is given to students who apply during the last month of the preceding semester. Students register for PSY 499 during the add/drop period. Prerequisite: consent of instructor. Cr/NC only. A maximum of 12 units of special study and internship credit may be applied to the psychology major.

Graduate Courses**500 Social and Psychological Issues in Aging (3-4)**

Selected issues provide exploration of relationships between psychological and social development in later life. Developmental historical, cultural, psychological, and policy perspectives may be offered. Consult Schedule of Classes for specific topic. Cross-listed as GERN 500. Prerequisite: graduate standing or permission of instructor.

510 Professional Practice in Organization Development (2-4)

Advanced theory and practice of organization and human system development. Limited to students in the second year of the Organization Development program.

511AB Theories of Depth Psychology (2-4)

A two-semester sequence that examines Jungian, depth, and archetypal psychology. Readings include Jung, Edinger, Hillman, and post-Jungians. Limited to students in the Depth Psychology program.

512 Didactic Instruction (1-4)

Didactic/lecture/lecture-discussion instruction in the area indicated on the transcript, evaluated for credit through portfolio documentation and evaluation examination. Course may be repeated for credit.

513 Facilitation and Training (3-4)

Theories of adult development, learning styles, and experience-based training. In-class practice in assessing needs, defining objectives, designing and planning training experiences, presentation methods and skills, and evaluating outcomes. Students apply emerging methods for managing meetings and facilitating groups for effective planning, problem-solving, and communication. Limited to students in the Organization Development program.

514 Organization and Team Development (3-4)

Contributions of systems theory and organization development practice for guiding constructive change and self-renewal in groups, organizations, and communities. Students integrate theory and practice of process-oriented leadership and consultation, in the context of a supervised field experience with an actual organization. Prerequisite: PSY 513.

515 Psychological Writing Seminar: Advanced (1-4)

Advanced instruction in the analysis, organization, style, and content of psychological writing, including personal explorations, and presentation(s) and critique of thesis. Prerequisite: PSY 599 or concurrent enrollment in PSY 599. Cr/NC only.

518 Large Group Interventions (2-4)

Concepts and methods for working with whole systems and for using large group interventions to facilitate desired change toward shared goals. Topics may include future search conferencing,

dialogue, open space methods, and participative redesign. Open only to students in the Organization Development Program.

521 Seminar (1-4)

Seminar instruction in the area indicated on the transcript, evaluated for credit through portfolio documentation and evaluation examination. Course may be repeated for credit.

530AB Seminar in Interpersonal Process (1-4)

A two-semester sequence in which students apply their knowledge of depth psychology to group process. Students read selected theorists and practitioners, as well as participate in group process interactions within the class. Limited to students in the Depth Psychology program.

533AB Group Dynamics in Organization Development (2-3)

Experiential and conceptual study of group and interpersonal interaction processes, with an emphasis on the unfolding dynamics within the class group itself. Interpersonal feedback in the service of personal and professional development. Developmental models of group behavior. Intervention and facilitation methods and skills. Limited to students in the Organization Development Program. (Two semesters.)

541 Professional Training (1-4)

Supervised professional training in the area indicated on the transcript, evaluated for credit through portfolio documentation and evaluation examination. Course may be repeated for credit.

542AB Methods and Applications of Depth Psychology (3-4)

A two-semester sequence that surveys the methods and applications used in depth psychological work. Students learn how the symbol contains, mediates, and expresses personal experience, and learn the methods associated with depth inquiry. Intensive work with different art forms, dreams, myth, meditation, active imagination, and the body. Students learn conceptual approaches for interpreting symbolic experience. Theory and practice are integrated throughout the course. Limited to students in the Depth Psychology program.

543AB Cross-cultural Mythology and Symbolism (1-4)

A two-semester sequence that surveys selected mythological, religious, artistic, and cultural symbolic motifs and examines their expression in cultures throughout the world. Earth-based healing traditions and the council process are included. Readings are drawn from depth psychology, mythology, folklore, anthropology, ecopsychology, religion, and art history. Limited to students in the Depth Psychology program.

544 Qualitative Research in Organizations (2-4)

This course introduces the principles and techniques of qualitative research that are relevant for designing and carrying out research in organizations. Topics may include phenomenology, action research, social construction, grounded theory, and discourse analysis. The course goal is to facilitate the design, analysis, and reporting of research projects relevant to the practice of organization development. Open to students in the Organization Development program only.

546 Professional Workshop (1-4)

Professional workshop in the area indicated on the transcript evaluated for credit through portfolio documentation and evaluation examination. Course may be repeated for credit.

551 Directed Reading (1-4)

Directed reading in the area indicated on the transcript, evaluated for credit through portfolio documentation and evaluation examination. Course may be repeated for credit.

554 Organizational Systems Inquiry (2-4)

Study of human systems and organizations based on core and emerging theories and research. Emphasis on application of systemic perspectives for understanding the functioning and dynamics

of organizations, including structure, culture, technology, leadership, environment, and change. Limited to students in the Organization Development program.

555 Integrated Study (1-4)

Integrated study incorporating a variety of modalities in the area indicated on the transcript, evaluated for credit through portfolio documentation and evaluation examination. Course may be repeated for credit.

556 Socio-Technic Systems Redesign (2-4)

A seminar in the design or redesign of work organizations to increase productive effectiveness while enhancing the quality of the human work experience. Emphasis on the application of systems concepts and methods for understanding and jointly optimizing the social and technical aspects of work environments. Both classical and emerging models for addressing whole system change are considered. Prerequisite: PSY 554. Limited to students in the Organization Development program.

557 Human Systems Redesign (2-4)

The social construction of meaning in the context of interrelated human systems, including individuals, relationships, teams, families, organizations, communities, and the global society. This course considers analytical perspectives as well as their application to the practice of change facilitation and leadership. Open only to students in the Organization Development program.

558 Human Systems and Social Change (4)

The "human systems" perspective in the context of an information and communications society, as developed by general systems theory, organization development, and humanistic-transpersonal psychology. Organizational and societal leadership are explored from perspectives of values, organizational dynamics, and cultural/economic/ecological systems.

560 Professional Workshop (1-4)

Each semester a particular problem or methodology will be selected for study in depth, such as Gestalt Therapy or Wilderness Leadership, with the aim of developing professional capacity in the area studied. Consult Schedule of Classes for current topic. May be repeated for credit.

561 Research Methods (1-4)

Apprenticeship in qualitative and/or quantitative research methods, as indicated, evaluated for credit through portfolio documentation and evaluation examination. Course may be repeated for credit.

566 Biofeedback Practicum (2-4)

Develops proficiency in the use of biofeedback equipment through simulated training sessions and supervised actual biofeedback training sessions. Case presentation format is used for discussion of issues that emerge in the student's clinical experience. Prerequisite: PSY 454.

570 Directed Field Experience (1-6)

Internship arranged at an approved college, school, hospital, clinic, or community group. Regularly scheduled individual and group meetings with Psychology Department faculty for consultation regarding field experiences. Prerequisite: consent of instructor.

571 Practicum (1-4)

Training and applied skill development in area indicated on the transcript, evaluated for credit through portfolio documentation and evaluation examination. Course may be repeated for credit.

572 Internship in Organization Development (2-4)

Supervised practical experience applying organization development concepts and methods in business nonprofit organizations, and community settings. (Two Semesters) Limited to students in the Organization Development program only.

573 Internship in Biofeedback (1-4)

Internship is practical experience using biofeedback equipment during supervised biofeedback training sessions. Available for letter grade only. Prerequisites: PSY 454 and PSY 566.

575 Research Seminar (1-4)

Exploration of depth inquiry and qualitative research approaches to understanding personal experience. Students learn techniques in depth processes, interviewing, and organic inquiry. Emphasis is on stimulation of students' individual research interests, and the design, conduct, and completion of an individual research study.

578 Project Continuation (1-3) Fall, Spring

Designed for students working on their master's thesis or investigative project who have otherwise completed all graduate coursework toward their degree. This course cannot be applied toward the minimum number of units needed for completion of the master's degree. Prerequisite: permission of the graduate coordinator. Cr/NC only.

580 Seminar in Teaching Psychology (1-4)

Discussion of theory, methods, and materials of teaching psychology. Customary emphasis is on undergraduate college instruction, but may vary according to the needs and interests of participants. Prerequisite: consent of instructor.

581 Internship (1-6)

Field experience in the area indicated on the transcript, evaluated for credit through portfolio documentation and evaluation examination. Course may be repeated for credit.

582 Practicum: Teaching College Psychology (1-4)

Practical experience of supervised teaching in a college psychology classroom. Prerequisite: consent of instructor.

583 Graduate Research Assistant (1-4)

Students learn advanced research methods and practical research skills under the supervision of a faculty mentor. Prerequisite: consent of instructor. A maximum of 15 units of thesis, special study, and internship credit may be applied to the MA in Psychology.

595 Special Studies for Graduate Students (1-4)

Students should formulate plans for a project and present them to a faculty member for sponsorship. Special forms for this purpose are available in the department office. Prerequisite: graduate standing and consent of instructor. Cr/NC only.

596 Graduate Tutorial (1-4)

Seminar in selected topics. Consult semester class schedule for current offerings.

599 Master's Thesis: Project (1-3)

A master's thesis or investigative project is developed by the student, supervised by a Psychology Department faculty member and approved by the student's graduate committee. Prerequisite: consent from instructor is necessary for enrollment.

SONOMA STATE UNIVERSITY

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THE CALIFORNIA STATE UNIVERSITY

