Program Catalog

Masters in Process-Oriented Facilitation and Conflict Studies

Process Work Institute

2049 NW Hoyt St.

Portland, OR 97209

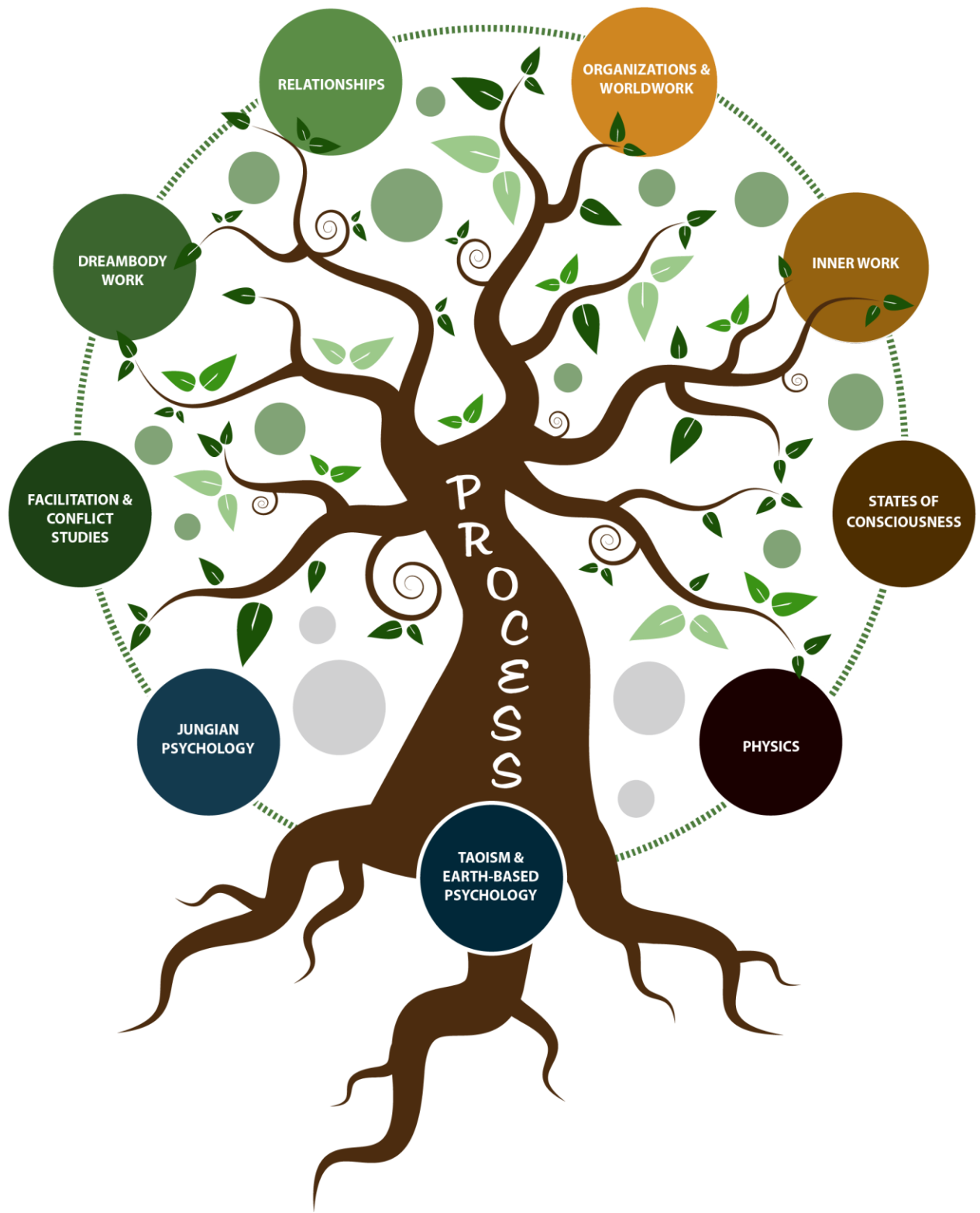Ph. (503) 223-8188

Fax. (503) 227-7003

pwi@processwork.org

www.processwork.org

RELATIONSHIPS

ORGANIZATIONS & WORLDWORK

DREAMBODY WORK

INNER WORK

FACILITATION & CONFLICT STUDIES

STATES OF CONSCIOUSNESS

JUNGIAN PSYCHOLOGY

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PROCESS

TAOISM & EARTH-BASED PSYCHOLOGY

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About the Process Work Institute

The Process Work Institute is a non-profit educational institute devoted to research and training in process-oriented facilitation methods, founded in the paradigm of Processwork. It is one of nearly thirty centers worldwide dedicated to using process-oriented methods for furthering our understanding of the fundamental problems facing individuals and groups today.

The Process Work Institute welcomes all students. It does not discriminate based on age, ethnicity, gender, gender identity, disability, marital status, national origin, race, religion, or sexual orientation. This policy of non-discrimination applies to all aspects of admission, education, employment, student activities, and other school-administered programs.

The Process Work Institute continues the tradition of training and research begun in 1982 with the founding of the Research Society for Process-oriented Psychology in Zurich, Switzerland. In 1989, the Process Work Center of Portland, later renamed the Process Work Institute, was incorporated in Oregon as a center for training and research in process-oriented psychology, and later renamed Processwork. It received authorization from the State of Oregon to offer a Master of Arts degree in Processwork in January, 1992. A second Master of Arts degree program in Conflict Facilitation and Organizational Change began in 2004. In 2014, the MAPW program was discontinued and the MACF program was revised and continued as a program integrating conflict studies, community and personality psychology, facilitation, and organizational and management training. This degree is the MA in Process-Oriented Facilitation and Conflict Studies.

The Institute serves as a center for professional and personal growth, offering degree and non-degree programs, and specializing in vocational training in process-oriented facilitation and conflict studies.

Vision

Our vision is of a sustainable, flourishing, deeply democratic world that values all viewpoints and all levels of experience, and facilitates their interaction in order to reveal the potential meaning and growth that lies at the heart of even the most disturbing human experiences.

We dream of a world where everyone has the skills, understanding, and ability to facilitate the process of relating (to oneself, to others, to the world) because we have seen how this can bring unexpected solutions and relief to many areas of human striving, including personal and social development; post-war recovery; conflicts in organizational, social, and domestic settings; interpersonal issues; and individual distress and life challenges.

Mission

Our mission is to provide vocational, high quality training in process-oriented facilitation methods and Processwork applications across individual, relationship, group, and organizational contexts and to serve as a center for the teaching, research and development of techniques for working with process.

We prepare graduates with the skills needed for employment in roles such as management, mediation, facilitation, individual coaching, leadership, human resource and community services management, organizational consultancy, and training.

Process is the potentially meaningful flow of inner and outer signals that can be observed in individuals and groups. Processwork facilitation techniques work with behaviors, feelings, interactions, expression, and inner experiences to elicit unexpected solutions and meaning from the most difficult problems.

Our mission serves a diverse local and international community of learners seeking quality education and training delivered through a rigorous combination of academic and vocational study, practical and experiential learning, personal development and social awareness.

Values

Our values include awareness, diversity, learning, relationship, collaboration, and a continued commitment to personal growth.

We are committed to a learning environment that:

- Views the individual and their unique personal style as an integral part of the learning process
- Fosters an atmosphere of collaboration, experimentation, and mutual discovery in learner-teacher interaction
- Provides intensive and experiential instruction using onsite, distance, and online learning modes of delivery that strengthens student learning
- Connects the student's skill development to their own personal process and unique style
- Emphasizes the role of community and relationship in the learning process
- Promotes dialogue, inclusion, and intercultural competence.

Authorization and Approval

This school is a non-profit corporation and is authorized by the State of Oregon to offer and confer the academic degrees described herein, following a determination that state academic standards will be satisfied under OAR 583-030.

Inquiries concerning the standards or school compliance may be directed to the Office of Degree Authorization, 775 Court St NE, Salem, Oregon 97301.

Accreditation

The Process Work Institute is accredited by the Accrediting Council for Independent Colleges and Schools to award the Master's Degree in Process-Oriented Facilitation and Conflict Studies.

The Accrediting Council for Independent Colleges and Schools is recognized by the Council for Higher Education Accreditation.

Accrediting Council for Independent Colleges and Schools

Suite 980, 750 First Street, NE, Washington, DC 20002-4223

(202) 336-6780 (telephone) (202) 842-2593 (facsimile)

Email: acics@acics.org   Website: www.acics.org

Statement of Legal Control

The Process Work Institute is a nonprofit corporation, 501 (C) (3), incorporated under Oregon law in 1989.

The Institute is governed by a Board of Directors:

Chris Allen, Ph.D., President, Faculty, Process Work Institute
Julie Diamond, Ph.D., Chairperson, Faculty, Process Work Institute
Janet Bennett, Ph.D., Director, Executive Director, Intercultural Communication Institute
Melissa Martin, Director, Human Resource Director, Kaplan Inc
Mark O'Connell, Director, Clinical Team Leader, Connect Service, UK
Ralph White, Director, Senior Fellow of the New York Open Center
Amy Palatnik, Student Representative, MAPW Student, Process Work Institute

Program Administrative Officers and Staff

Chris Allen, Ph.D., President

Hellene Gronda, Ph.D., Dean of Academic Programs, Research and Development

Meghan Green, B.A., Director of Administration, Registrar

Elsa Henderson, Dipl. P.W., Admissions & Outreach Coordinator

Theresa Magno-Mendoza, Bookkeeper

Prospective students seeking further program information, please contact Elsa for an appointment, in person or via telephone or skype.

Elsa Henderson at outreach@processwork.org or (503) 223-8188

Contact details

The Institute is located at:

Process Work Institute
2049 NW Hoyt St.
Portland, Oregon 97209

Telephone: (503) 223-8188
Fax: (503) 227-7003
E-mail: pwi@processwork.org
Website: www.processwork.org

Masters in Process-Oriented Facilitation and Conflict Studies (MAPOF)

The MAPOF Program: Integrative, Foundational Training

The MA in Process-Oriented Facilitation and Conflict Studies (MAPOF) is our integrative, two-year foundational training program in the process-oriented approach to the facilitation and study of inner and outer conflicts. It covers the key process-oriented skill areas required to support a process-oriented approach: innerwork, dreambody work, organizations and worldwork, relationships, and states of consciousness.

This program prepares graduates to be facilitators of psychological and group change, building on a foundation of personal growth and development, and practical facilitation training. Facilitation is a cross-disciplinary set of skills and attitudes that can be applied in conflict resolution, coaching, counseling, and organizational consultancy or leadership. This program ensures that the graduate gains both the specific set of facilitation skills and the personal development necessary to embody these skills. The program competencies are applicable to areas of employment where emotional intelligence and soft skills are required, including social services, management, and leadership positions.

MAPOF Program Objectives

The MAPOF program objectives are designed to prepare students with skills and knowledge from the field of community psychology for vocational roles including management.

At the end of the MAPOF program, graduates will be able to:

- Demonstrate foundational skills and knowledge in facilitating challenging situations for individuals, relationships, and groups in order to generate sustainable solutions.

- Demonstrate foundational process-oriented skills and knowledge to address conflicts and life challenges.

- Use skills and knowledge to support individuals and communities through change processes in order to cultivate increased human potential.

- Use self-awareness techniques to work with one's own difficult states, moods, biases, and emotions in order to stay centred and productive in stressful or high-tension contexts including change and conflict.

- Describe and understand the Processwork approach to facilitation and conflict studies, and how it relates to other approaches.

- Demonstrate sound knowledge of ethical and professional conduct including professional collaboration and working in the context of a larger system.

In addition, we have identified four core skills that are continually emphasized in the MAPOF program, which include:

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- **The ability to value and utilize the diversity of human experience:** Ability to recognize, appreciate, and help others to value all aspects and levels of experience in the facilitation of individual development, productive group processes, and conflict resolution.

- **Social perceptiveness**: Use of a range of techniques to explore all aspects of experience, including non-verbal and subtle signals, and make them useful to individuals, small groups, organizations, and communities.

- **The ability to transform disturbing experiences into productive solutions**: Ability to engage with the clients' and one's own less known, disturbing, or marginalized experiences, and make that knowledge available as a resource for the development of new behaviors and sustainable resolutions.

- **Leadership:** Use of self-awareness techniques and self-regulation techniques to model and create effective communication and teamwork.

MAPOF Personal and Professional Development Competencies

The following competency framework provides a guide for tracking skill development in the MAPOF program. At conclusion of the program, MAPOF students will be able to describe their development in the following competency areas:

1. Recognizes, appreciates and explores all aspects of experience – conscious or consensual, unconscious or dreamlike, and subtle or ineffable

2. Uses self-awareness techniques to work with one's own difficult states, moods, biases and emotions and engages meaningfully with areas of difficulty and personal edges

3. Able to relate to peers and other professionals and to see one's self and work in the context of a larger system

4. Views and works with conflict, edges, and challenges as resources for personal growth and change

5. Views and values experiences, people and attitudes which are outside of one's identity as aspects of oneself

6. Able to explore and engage meaningfully with feedback, present and discuss one's own views and appreciate the viewpoints of others

7. Able to cope with areas and issues that have strong emotional and social impact personally, and maintain a sense of leadership

8. Demonstrates an empathic connection with clients, peers and the community.

Theoretical Emphasis of the Program

The MAPOF program is based on the fundamental insight that human change processes operate across multiple levels of experience – including psychological, interpersonal and group levels – and that competency with each of these levels supports effective facilitation across the spectrum. Accordingly we train facilitators to be able to facilitate the process of change in different contexts, from individual work to relationships and groups. For example, students learn to work with body signals as well as language

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signals. Students learn to read group behavior as well as individual behavior within that group. Aspects of individual work like unfolding the significance of accidents or hopes, dreams, and fears are used in the facilitation of groups and organizations. Facilitators learn how to work with less-known signals like organizational atmosphere and gossip to reveal their impact and meaning for individuals and for the group.

The theoretical viewpoint underlying the program's structure is that in order to learn a process approach to facilitation, it is essential to be able to follow a process on individual, relationship, and group levels of experience. A student may have a primary interest in working with individuals, for example; however we know that learning group level skills allow graduates to more effectively facilitate individual experiences related to group behaviors, and vice versa. Facilitators trained in the MAPOF program are able to switch between these levels with fluidity. Our experience shows that the process-oriented perspective of working on multiple levels of an experience gives great insight and relief to persons and groups. It creates the empowering viewpoint that personal and group problems have a potentially meaningful order to them that can be understood and facilitated.

Educational Philosophy

The MAPOF program rests on three foundations of learning developed over 30 years of teaching a process-oriented paradigm. These foundations are central to the learning process and align with contemporary educational best practices.

Learning in Community

Students study in a cohort setting, staying together with the same learning group for two years. A learning community model of education accelerates the learning process through the rich exchange of experience and ideas in relationship and community. The peer network of international learners continues to work together between residencies through online learning, peer groups and teleconferences.

Bridging Inner and Outer Worlds

Process-oriented facilitation is more than a set of skills. It is a lifestyle of learning that connects one's inner experiences to the world around us. The program is designed to enhance students' careers and nurture their personal and professional goals. It encourages the creative application of facilitation skills in diverse spheres of interest.

Mentorship

Personal interaction and the relationship between mentor and student is a cornerstone of the MAPOF program. Students are guided throughout their studies by an advisor and three-member study committee of their choosing. The advisor and committee provide guidance, support, and feedback. One member of the study committee holds the role of advisor, which is the student's main support, point of contact, and guidance in the program. In addition, supervisors and practicum supervisors also provide one-to-one coaching and support for the student's learning throughout the program.

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The Program at a Glance

Length and Residency Requirements

The MAPOF program is two years in duration and delivered over seven academic quarters. Graduation from the MAPOF program requires the completion of 57 quarter credits, with a cumulative grade point average of 3.0 (B average) or above. An additional 4 credits may be earned through one elective course (Specialization Seminar. The minimum program contact hour expectation is 747.50 clock hours, including 135 hours as part of the Practicum.

The program is delivered in Oregon and this school is authorized under federal law to enroll non-immigrant alien students. Prospective international students should contact the office for more information.

MAPOF Courses required for graduation

Course code	Course name	Credits
	Quarter One	
POF-PF-501	Process Facilitation 1: Introduction to Process Paradigm: Focus on Individual Process	5.0
POF-FD-511	Facilitator Development I	1.5
POF-PLL-521	Peer Learning and Advisor Sessions I	1.0
POF-R-531	Roots of the Process Paradigm (Distance Course)	1.0
	Quarter Two	
POF-PF-502	Process Facilitation II: Focus on Relationship Work	5.0
POF-FD-512	Facilitator Development II	1.5
POF-DF-545	Specialization Seminar: Dreambody Facilitation I	2.0
POF-PLL-522	Peer Learning and Advisor Sessions II	1.0
POF-CP-532	Comparative Psychology (Distance Course)	1.0
	Quarter Three	
POF-AASEM	Seminar with Amy and Arny Mindell	1.5
POF-PF-503	Process Facilitation III: Focus on Groups & Worldwork	5.0
POF-FD-513	Facilitator Development III	1.5
POF-DF-546	Specialization Seminar: Dreambody Facilitation II	2.0
POF-PLL-523	Peer Learning and Advisor Sessions III	1.0
POF-CCC-533	Conflict, Culture and Community (Distance Course)	1.0
POF-FS-613	Facilitation Skills I (Full year course)	1.0
	Quarter Four – Summer Quarter	
POF-EPD-604	Ethics/Professional Development (Distance)	1.0
POF-RF-654	Red Flags in Practice (Distance)	1.0
	Quarter Five	
POF-GW-555	Specialization Seminar: Group/Worldwork I	2.0
POF-PF-505	Process Facilitation IV: States of Consciousness	4.0
POF-PLL-525	Peer Learning and Advisor Sessions IV	1.0
POF-PR-625	Practicum I (externship)	1.0
POF-CS-635	Case Studies and Supervision I (Distance)	1.0
POF-OF-645	Open Forum I (Distance)	0.5
	Quarter Six	
POF-GW-556	Specialization Seminar: Group/Worldwork II	2.0

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Course code	Course name	Credits
POF-PF-506	Process Facilitation V: Facilitation in Action: Collaboration and leadership	2.5
POF-PLL-526	Peer Learning and Advisor Sessions V	1.0
POF-OF-646	Open Forum II	1.5
POF-PR-626	Practicum II (Externship)	1.0
POF-CS-636	Case Studies and Supervision II (Distance)	1.0
	Quarter Seven	
POF-FA-697	Final Assessment and Review: Debrief and Integration	5.5
POF-TB-687	Transitions and Building Bridges	1.0
POF-PLL-527	Peer Learning and Advisor Sessions VI	1.0
POF-FS-617	Facilitation Skills II (Full year course)	1.0

Residential and Online Courses

Course work in the MAPOF program is residential at PWI, with some online classes. Each quarter contains an 11-13 day intensive where students meet together each day for classes. There are online classes prior to the intensive focusing on preparing for the residency classes, and follow-up classes related to the classes covered during the intensive. The intensives satisfy the experiential focus of the learning, where personal and interpersonal skill development plays a large role. Developing process-oriented facilitation methods requires time to absorb and integrate the paradigm and grow through interactions with students and faculty. Intensive formats are best able to provide this type of experiential learning. Skills and techniques of process require focused instruction, including detailed illustration of theory and methods through video analysis, drills, demonstrations, and exercises that provide for repetition, practice, and supervised learning.

Students receive a detailed syllabus for each course with an outline of topics, required readings, and assignments before the quarter begins.

Definition of a Unit of Credit

One quarter credit hour is defined as, at a minimum, 10 classroom "clock (contact) hours" of direct instruction, 20 hours of laboratory or 30 hours of externship. A "clock (contact) hour" includes a minimum instructional time of 50 minutes of supervised or directed academic engagement and appropriate break(s). The formula for calculating the number of quarter credit hours for each PWI course is: (clock hours of lecture/10 *if applicable*) + (clock hours of laboratory *if applicable*) + (clock hours of externship/30 *if applicable*).

The Process Work Institute assigns credit hours as required by federal regulations for federal financial aid, although federal financial aid is not available to PWI students at this time. In alignment with federal regulations, the successful award of a quarter credit unit includes the expectation that students will have completed two hours of out-of-class student work for every one hour of classroom or direct faculty instruction.

Accordingly, a quarter unit of credit is comprised of at least 10 hours of academic engagement and 20 hours of out-of-class preparation. Academic engagement usually involves direct in-person in-class with the instructor, but may include listening to class lectures or webinars (synchronous or asynchronous), taking an exam, an interactive tutorial, computer-assisted instruction; attending a study group that is assigned by the institution; contributing to an academic online discussion; initiating contact with a faculty

member to ask a question about the academic subject studied in the course and laboratory work, externship, or internship. Preparation is typically homework, such as reading and study time, and completing assignments and projects.

Definition of an Academic Year

An academic year is defined as 3 quarters. Each quarter consists of 10 weeks of instruction.

Course Structure

During the course of their studies at the Process Work Institute, students have regular contact with faculty members in a variety of settings and venues. The PWI model recognizes the independence of the adult student but also provides opportunity for support. The core elements of the program structure are described below. They include: in person and distance courses, advisor and supervision sessions, study committee meetings, Peer Learning and Advisor Session, specialization seminars, practicum, personal and professional development mentorship, and a final summative paper.

Courses

The core curriculum for the MAPOF program consists of courses taken during each 10 week academic quarter of the two-year program. These courses are mostly face-to-face, with the inclusion of some distance classes.

MAPOF students are required to complete a minimum of 57 credits to graduate. Each quarter builds on the preceding quarter, and each quarter is prerequisite for subsequent quarters. All courses must be completed in order. Because of the structure of the specialization seminars, and due to students being able to attend one or both specialization seminars, some students may acquire additional credits. The MAPOF program does not have any additional elective requirements. The successful completion of each unit of work for which credit is received is documented by the registrar. These become a permanent transcript of the student's work and accumulated credit.

Advisor

Each student will have the opportunity to choose an advisor from the faculty. Advisor sessions are open space learning and can be used for student support in the study process in a way that best serves the student through the two years. Students will have three sessions per quarter (included as part of the Peer Learning and Advisor Sessions course), for a total of nine individual sessions per year with their advisor.

Since the advisor will be the student's main resource and guide throughout their studies, students are encouraged to give the selection due deliberation. Advisors may assist students in their studies, practicum, and personal growth. Advisors provide students with clear learning feedback and also serve in an evaluative role. The advisor is part of the student's study committee and guides the student with feedback on their progress with the MAPOF Personal and Professional Development Competencies. The advisor will be involved in developing an academic improvement plan if a student fails to make satisfactory academic progress.

Supervision (Facilitation Skills I and II)

Supervision provides students with supervised skill practice, individual guidance and detailed feedback on their skill development when working with individuals, relationships, and groups. It assists them with

learning challenges or issues related to their ongoing development as a facilitator in relation to the MAPOF Program Objectives and Personal and Professional Development Competencies.

Supervision is the core of the Facilitation Skills courses (I and II) which include nine supervision sessions each year. Students will choose a main supervisor each year and will have six sessions with the main supervisor, plus an additional three sessions with other faculty members. Students may choose a different main supervisor each year. The supervisor may also serve as the student's advisor.

At the end of each year, students submit a Learning and Development Summary.

Study Committee

The advisor and another faculty member, together with a student cohort member, will make up the student's study committee which meets twice over the course of the program to support the student's learning process. Students are required to organize and facilitate two Study Committee meetings over the course of the program, in order to gain feedback and support on their strengths, and areas for development. The Study Committee helps the student engage with the MAPOF Program Objectives, and track their progress against the MAPOF Personal and Professional Development Competencies. The student may use the Committee's support to create a learning plan for any areas that need development.

Students should demonstrate leadership and personal authority at the study committee meeting, by taking a lead in facilitating the meeting, engaging meaningfully with the program's learning goals, and working with their own and external feedback. Students use the meeting and the Committee's feedback to review their own progress in mastering the Personal and Professional Development Competencies. The committee and student together summarize the student's areas of strengths and make recommendations for improvement.

Study committee meetings should take place in the first year during quarter 2 (or between residencies 1 and 2), and in the second year during quarter 5 (or between residencies 4 and 5). Students are required to organize and facilitate the study committee meeting. The student should initiate these meetings by emailing all three members of the study committee and requesting a meeting date that works for the student and the study committee members. Study committee members provide brief written feedback on Sakai to document the completion of the meeting.

Peer Learning

Students are assigned to small peer groups (3-4 students) during the first residency and stay together throughout the entire program. Peer groups meet twice each month (via skype, teleconference, or online contact according to preference). These meetings provide students with a context in which to study, apply their learning, and practice the skills introduced in the program courses.

Regular peer group meetings are a requirement and students provide a report every quarter to their Advisor on peer learning and challenges, along with a log of meeting dates.

Each residency includes two half day sessions focused on supporting peer group learning through supervision of individual, relationship and small group work, and by addressing issues arising within the peer groups to demonstrate and practice facilitation skills.

Specialization Seminars

Students may choose to specialize in one (or both) of the following areas:

- Dreambody Facilitation, and/or

- Group Work/Worldwork.

Students must attend the complete series of specialization seminars for at least one of these areas, and may choose to attend both for no additional cost. Each specialization seminar is three full days; please see the academic calendar for scheduling details. Course codes for each seminar are provided below and can also be found in the course listing on page 21.

Course Title	CRN
Dreambody Facilitation I	POF-DF-545
Dreambody Facilitation II	POF-DF-546
Group/Worldwork I	POF-GW-555
Group Worldwork II	POF-GW-556

The first study committee meeting is a good time to discuss student specializations.

Practicum

During the second year of study, students participate in a practicum in order to further their facilitation skills within a professional context. A practicum is a highly supervised experience, with minimal client load, allowing the focus to be on gradual learning how to work with clients. Students may work with one or several clients at a time, or organizational situations, family or relationship situations, or other facilitation projects.

The purpose of the MAPOF Practicum is to:

- Provide opportunity to apply theory in practice.

- Enhance the student's understanding and knowledge of working with individuals and/or groups, within particular professional contexts, to gain an understanding of the limitations and constraints of practice according to setting.

- Broaden the scope of practical application by serving diverse populations with a wide variety of needs and issues.

- Clarify the student's career goals by providing career experience within an institution or agency.

- Provide opportunities to develop relationships with professionals and practitioners who may aid the student in finding future employment.

- Provide opportunities for applying Process-Oriented facilitation techniques in conjunction with other modalities and methods

- Broaden the student's experience of diverse cultural styles, communication styles, and viewpoints

- Enhance the student's capacity to relate to clients from diverse social, cultural and historical backgrounds

- Enhance the student's knowledge and practice of ethical professional conduct.

PWI provides weekly practicum group supervision through the River's Way Training Clinic. Students create an individualized learning agreement for the practicum in consultation with the Clinic's director, their advisor and the dean. All practicums must be approved by PWI. Suitable practicum experiences can occur in an agency or other organizational context, or through private arrangements. They may include one or more of the process oriented facilitation contexts taught in the program, including individual, relationship and group facilitation.

The practicum should be completed in quarters five and six and consists of the following requirements:

- 60 hours minimum client contact. Direct client contact means time spent face to face with a client or group of clients, or in an organization doing direct client services.

- Practicum supervision on a weekly basis or in an amount that is adequate to the type of practicum placement.

- 75 hours indirect hours of support activities: e.g. staff meetings training, documentation, video review, research, and professional development.

Further detailed requirements can be found in the Practicum Handbook provided to enrolled students.

Personal and Professional Development (PPD)

Ten individual sessions per year with a Processwork trained diplomate are required, to explore personal and professional growth issues in order to enhance students' experiential understanding and integration of process-oriented methods. This person is referred to as a PPD mentor.

The cost of PPD sessions is not included in the tuition. These sessions are confidential and a non-credit bearing requirement of the program. In order to protect confidentiality, no evaluative report is due from the mentor. At the end of each program year, students submit a signed declaration to the registrar that their ten PPD sessions have been completed.

Students are encouraged to interview potential mentors in order to assess their suitability for the student. Fees for these sessions vary according to specific mentors. Many students will choose to have the majority, or even all, of their sessions with one PPD mentor and this is encouraged. Changing the main mentor is allowed and does not require approval. Students are encouraged to process the reasons for a change in main mentor and to use it as a growth experience.

Summative Reflections Paper

The summative paper is a capstone project and part of the Final Assessment and Review course (POF-FA-697). It is a 12-15 page reflective paper addressing the student's learning in the following areas:

- Key program knowledge and practice areas

- Practicum experience

- Personal and Professional Development.

The paper enables students to summarize and elaborate on their learning experiences as a way to deepen learning and memory, and demonstrate their mastery of key concepts, knowledge and facilitation techniques.

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Curriculum in Detail

Course Numbering System

Courses numbered 500–699 are Master's level courses, research courses, and labs. Course codes are further specified for each cohort by adding a number to designate that cohort e.g. cohort 1 (class of 2016) courses begin with POF1. Class of 2017 courses begin with POF2.

Core Curriculum Course Descriptions

The following table describes all the MAPOF courses in the typical program order, along with course codes, credits and any pre-requisites or co-requisites.

Detailed syllabi are made available to enrolled students online through PWI's learning management system, Sakai. Each syllabus contains the course descriptions, resources and readings, requirements and assessment criteria for each class. Technical requirements and support for the distance component of courses can be found in the course syllabus as well as course handouts.

Course code & credits	Course title and description	Prerequisites
POF-PF-501 Credits: 5.0	**Process Facilitation I: Introduction to the Process Paradigm: Focus on Individual Process** This course introduces students to the process paradigm and the theory of deep democracy with an emphasis on applications when working with individual process. Students learn the philosophy and basic skills that will be applicable to all areas of process-oriented facilitation, and set the groundwork for the rest of the program. Different levels of awareness will be explored and applied in working with individuals with the focus on subjective experiences as gateways to the wider world of process, such as emotions, inner body feelings, and dream images. The course will also introduce the concept of marginalization and how self-other dynamics can create both conflict and consciousness, forming the basis of understanding of individual process as it reflects relationship and group interaction.	None
POF-FD-511 Credits: 1.5	**Facilitator Development I: The Self Development of the Facilitator** This course is the first in a series of three linked courses that address the personal development of the facilitator in the context of individual, relationship, and group facilitation. This first course presents the basic methodology for process-oriented inner work, the self-awareness techniques that are necessary to keep awake and useful as a facilitator. The major emphasis of this class is on being able to track and make use of the facilitator's subjective experiences as a part of the client's transformational process. Experiential methods and practice for increasing awareness, fluidity, and eldership, as well as the use of self as an instrument of change with clients will be presented.	None
POF-PLL-521	**Peer Learning and Advisor Sessions I** The Peer Learning and Advisor Sessions is a course designed for experiential	None

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Course code & credits	Course title and description	Prerequisites
Credits: 1.0	learning and skill practice in the main topic area of each residency. The course includes three learning contexts: cohort learning during the residency; peer group meetings, twice monthly; and three individual sessions with the student's Advisor each quarter. The Peer Learning and Advisor Sessions supports students to learn more about facilitation skills, individual, relationship and group dynamics, and increasing self-awareness by addressing issues within the peer groups. Students are assigned to peer groups during the first residency and stay together throughout the entire program. Learning and facilitation skills are also developed through individual sessions with the advisor.	
POF-R-531 Credits: 1.0	**Roots of the Process Paradigm** This course introduces the foundations of Process Work theory as found in Jungian Psychology, Taoism, Quantum Physics and Shamanism. The inception of the concept of deep democracy as it applies to individuals and groups is also introduced. The development of Process Work will be explored, starting with Arnold Mindell's initial introduction of the 'Dreambody' concept in the 1970's, extending into his newest research on quantum physics as it appears in Process Mind and the second training. The course will cover how the above concepts influence and contribute to process work facilitation and methods, and also how they live in human experience and interaction.	None
POF-AASEM Credits: 1.5	**Seminar with Amy and Arny Mindell** Students are required to attend a workshop offered by Arnold and Amy Mindell and participate together with students from other PWI and international programs. This workshop occurs once per program, either in the first or second year. Attendance is required. The workshop topic is announced about a year in advance and focuses on new developments in conflict work relating to inner and outer experience. Nightly discussions and assignments are led and created by a faculty member in conjunction with the seminar.	POF-PF-501
POF-PF-502 Credits: 5.0	**Process Facilitation II: Focus on Relationship Work** This course introduces the metaskills and skills for working with relationships. The class addresses working with any kind of relationship interaction, whether between friends, family, romantic partners, business partners, colleagues, etc. It focuses on the dynamics of relating, tracking the interactional signals, and identifying the level at which the interaction is occurring: intrapersonal, interpersonal or transpersonal. Students will learn the basic approach to working with relationship dynamics, including how to appreciate and relate to the client's social, cultural and historical context, and how to appreciate and work with rank dynamics. The class includes looking at relationship as a system with its own particular culture, creating a container for the unknown to emerge, and participating in interactions with fluidity, curiosity and openness. The course covers practical skills and metaskills for facilitating two party conflicts either between oneself and another, or between two other individuals. The course will	POF-PF-501

Course code & credits	Course title and description	Prerequisites
	highlight the process oriented approach that views conflict, personal difficulties and social challenges as resources for personal growth and change.	
POF-FD-512 Credits: 1.5	**Facilitator Development II** The second course in this linked series focuses on developing self-awareness as a facilitator, with an emphasis on facilitating relationship conflict and interpersonal issues. In working with relationships, it is important for facilitators to develop awareness of one's own cultural and familial learning around communication style, interpersonal conflict, rank and power. Inner work methods for developing skill and confidence in working with relationship interaction, disturbance and conflict, as both an inner and outer practice, will also be presented.	POF-FD-511
POF-PLL-522 Credits: 1 Pre-requisites:	**Peer Learning and Advisor Sessions II** The Peer Learning and Advisor Sessions is a process group designed for experiential learning and skill practice in the main topic area of each quarter. See detailed description for POF1-PLL-521 Peer Learning and Advisor Sessions I.	POF-PLL-521
POF-CP-532 Credits: 1.0	**Comparative Systems of Psychological Thought** In the practice of process-oriented facilitation, practitioners will be called upon to communicate with professionals holding other theoretical perspectives about facilitating change with clients and groups. This class looks at the development of the field of psychology as it progresses through the three main branches of psychological thought: depth, behavioral, and humanistic. Through a team-based project, students explore, compare, and contrast a range of psychological methods and perspectives to gain insight into the larger field of psychology, community psychology, systems theory, and human change.	None
POF-PF-503 Credits: 5.0	**Process Facilitation III: Focus on Groups and Worldwork** This class introduces the theory and practice of group facilitation and worldwork, together with the underlying philosophy of deep democracy. It presents the conceptual framework for analyzing group dynamics and conflict, as well as offering methods for facilitating group interaction. The course covers group dynamics and role theory, how conflict contributes to group change, and the process-oriented methods of group facilitation: sorting, gaining consensus, meta-communication, roles and polarization, identification of rank and power, marginalization, and working with edges and hotspots. The class will involve theoretical material, skill development, and practice through assignments, exercises, and group process.	POF-PF-502
POF-FD-513 Credits: 1.5	**Facilitator Development III** This third course in the linked series on facilitator development focuses on developing skills and awareness for facilitating group dynamics and conflict situations. Not only does there need to be awareness of the group's process, but	POF-FD-512

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Course code & credits	Course title and description	Prerequisites
	also of one's own inner reactions and tendencies as a reflection of the group field. Facilitating conflict means developing awareness of one's own cultural and familial belief systems around conflict, communication style, rank and power. Methods for managing conflict, side-taking, strong affect, and other challenges will be presented in this class. Inner work methods for developing fluidity in facilitating group process as well as comfort with conflict, as both an inner and outer practice, will also be presented.	
POF-PLL-523 Credits: 1	**Peer Learning and Advisor Sessions III** The Peer Learning and Advisor Sessions is a course designed for experiential learning and skill practice in the main topic area of each residency. See detailed description for POF1-PLL-521 Peer Learning and Advisor Sessions I.	POF1-PLL-522
POF-FS-613 Credits: 1.0	**Facilitation Skills I** This course provides students with supervised skill practice, individual guidance and detailed feedback on their skill development when working with individuals, relationships, and groups. It assists them with learning challenges or issues related to their ongoing development as a facilitator in relation to the MAPOF Program objectives and Personal and Professional Development Competencies. The course consists of 9 hours of direct supervision with faculty and a one hour Study Committee Meeting. Study Committee members are selected in year one of the program, and include the student's Advisor, another faculty member, and a student peer. Students select one faculty member to serve as main supervisor for the course, and complete a minimum of 6 sessions with the main supervisor. The remaining 3 sessions per year can be done with other faculty members of the student's choosing. Live supervision is a focus for this course. In live supervision, the student invites and works with an individual, couple, or a group, in front of their supervisor, in order to practice process-oriented facilitation tools and interventions and receive feedback and supervision of his or her work.	POF-FD-513
POF-CCC-533 Credits: 1.0	**Conflict, Culture and Community** This course gives students the opportunity to explore theories and methods relevant to the fields of conflict, mediation and dispute resolution in the wider contexts of culture and community. By addressing how conflict cannot be understood or resolved separate from judicial, cultural, and community concerns, the course seeks to broaden the facilitator's understanding of conflict through various approaches that apply their methods in this field. Through the selected readings and discussions, students will develop fluency with ways of naming, framing, and supporting conflict across culturally diverse community settings. Students will also increase critical thinking skills by examining their own identity, values, and beliefs about conflict, and contrast traditional approaches and theories to the process-oriented facilitation approach.	None

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Course code & credits	Course title and description	Prerequisites
POF-EPD-604 Credits: 1.0	**Ethics/Professional Development** This course familiarizes students with issues of professional ethics. It reviews different codes of ethics, legal statutes and the community standard of care for facilitation professionals in different countries and states. The class will focus on challenging situations in professional practice that have legal implications, such as those found in cases of potential or actual violence, threat of harm either to oneself or others, multiple relationships, abuse of power, and issues around advertising, employment and payment. Students will discuss the requirements for managing a professional facilitation practice, including things like confidentiality/disclosure of information, record keeping, and formulation of contracts. The course is designed to familiarize students with how to access resources; to situate oneself in the context of organizations, institutions, and communities; to understand general mental health as well as business standards; and to discover and formulate one's own viewpoint around ethical issues and professional practice.	None
POF1-RF-654 Credits: 1.0	**Red Flags in Practice** This distance learning class focuses on areas in practice that the facilitator needs to be alert to. The facilitator applies his or her knowledge and skills in a multidisciplinary field that requires a broad-based knowledge of human experience and of the challenges found in working in extreme or critical situations. In the course of working with individuals, groups, and organizations, we encounter situations that require special attention and knowledge in order to keep a level of safety for all involved. Included in this category are physical/medical conditions; psychiatric or unusual states of consciousness; trauma; and/or signs of intractable conflict that could potentially lead to a crisis situation. Recognizing how these diverse physical and mental states can intersect conflict work and volatile or 'red flag' situations is on the cutting edge of conflict work, and will also be a focus of this class. Case examples, role plays, and discussion of real-life situations will provide an opportunity to learn the methods for working under the pressure of potential crisis.	None
POF-GW-555 Credits: 2.0	**Specialization Seminar: Group/Worldwork I** This skill-building course focuses on the translation of worldwork concepts into practical interventions. Methods for appreciating and working within the parameters of a group's communication style, identity, and goals will be presented. The course outlines skills for facilitating consensus, working with roles and polarization, addressing communication edges and hotspots, dealing with escalation and de-escalation, framing group dynamics, and supporting integration of new learning. This residential course builds on the learning introduced in Process Facilitation III: Groups & Worldwork (POF-PF-503) by deepening practice, focusing on skill development in making interventions, and facilitating group experience. The course will give students ample time for supervision and feedback.	POF-PF-503 POF-FD-513

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Course code & credits	Course title and description	Prerequisites
POF-PF-505 Credits: 4.0	**Process Facilitation IV: States of Consciousness** This course is oriented toward unfolding and supporting the meaningful core of altered, extreme, and unusual states of consciousness. It will introduce the student to the theory, metaskills, and skills for working with, unfolding, and finding meaning in these states which can then be integrated into individual and community life. A key element of making this meaningful core useful is for the therapist to develop a deeply democratic attitude toward all states of consciousness, including the consensus reality aspect. The class will include exploration of diagnostic concepts such as found in psychiatric categories, as well as methods for working with individuals, groups, and communities where out-of-ordinary states of consciousness are experienced as disturbing and thus marginalized. Understanding how trauma and extreme states of consciousness intersect with extreme conflict is also part of the focus of this course. Social issues such as those found in working with individuals recovering from addiction, domestic abuse, and sexual assault will be included to further participant's learning. Working with the aftermath of extreme and prolonged conflict, and with the complications of revenge following trauma and abuse will also be covered.	POF-PF-501 POF-FD-511
POF-PLL-525 Credits: 1.0	**Peer Learning and Advisor Sessions IV** The Peer Learning and Advisor Sessions is a course designed for experiential learning and skill practice in the main topic area of each residency. See detailed description for POF1-PLL-521 Peer Learning and Advisor Sessions I.	POF-PLL-523
POF-DF-545 Credits: 2.0	**Specialization Seminar: Dreambody Facilitation I** This course furthers the topic of Dream and Bodywork that began in quarter 1. It will offer a synopsis and in-depth focus on various methods, skills and attitudes when exploring the meaning and messages behind body symptoms and dreams. The methods involve movement, voice and imagination including precise signal awareness of a person's process. The course offers awareness training for facilitating practical, feeling and spiritual dimensions. It addresses the theory and foundational methods for working with the patterns behind dreams and body symptoms.	POF-PF-501 POF-FD-511
POF-PR-625 Credits 1.0 **POF-PR-626** Credits: 1.0	**Practicum I (Quarter 5) and Practicum II (Quarter 6) (Externship)** This course, along with POF-PR-626 fulfills the student's practicum requirement. The practicum provides students with essential experiential learning by applying Process-oriented facilitation skills within a unique context. The practicum is a field training experience and a weekly supervision class. Students participate in a supervision group/class together each week for the duration of the practicum. The practicum experience and class are supervised by the River's Way Training Clinic director and assistant faculty. All RWTC	POF-EPD-604 POF-RF-654

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Course code & credits	Course title and description	Prerequisites
	faculty supervisors are experienced in various types of practicum placements and students learn together by observing and participating in supervision for different types of practicum placements. Some students will choose a field placement site and have an offsite supervisor as well as participate in the RWTC practicum supervision. Some students will choose RWTC as their primary practicum site, and therefore will have no offsite supervisor. It is the student's responsibility to research, apply and make arrangements for the practicum field experience, in consultation with their advisor and supervisor. The practicum focuses on developing facilitation skills, examining ethical and legal issues that arise in clinical, organizational and community settings, translating skills and methods into practice, collaborating with professionals across disciplines, and on other issues related to the student's professional development. The practicum occurs during the second year.	
POF-CS-635 Credits: 1.0	**Case Studies and Supervision I** This course is designed to help students apply their skills in facilitating individuals, couples, families, and groups in a diverse range of contexts. Through case presentation, discussion, and analysis, students will learn how to make case presentations, analyze client situations, design and implement interventions, study feedback and learn to work with both short- and long-term patterns in their work with clients, communities, and organizations.	Pre-requisites: POF-PF-501 POF-FD-511 Co-requisite: POF-PR-625
POF-OF-645 Credits: 0.5	**Open Forum I** This course prepares students to facilitate an open forum in the course Open Forum II (POF-OF-646). The open forum is a culmination of the students' theoretical and practical learning, as well as providing the foundation for teamwork and co-facilitation. The course will guide students in all the steps of executing a forum: choosing a relevant topic, planning (both inner and outer preparation), advertising and networking, facilitating, debriefing, and following up. Through the development and implementation of the public forum, students will gain an understanding of how process-oriented group facilitation and conflict work is applied in large diverse groups such as forums, community events, and public gatherings.	POF-PF-503
POF-DF-546 Credits: 2.0	**Specialization Seminar: Dreambody Facilitation II** This course furthers the topic of Dream and Bodywork and offers an opportunity to practice, enhance and expand the skills from Dreambody Facilitation I. Additionally, methods will be introduced that focus on the Dreambody facilitator's awareness and how it influences the capacity to use skills and techniques. This course presents the concept of life myth as it can be discovered through working with childhood dreams, chronic symptoms, recurring edges and major life events. It also addresses the symbolic interconnection between those events.	POF-DF-545
POF-GW-556	**Specialization Seminar: Group/Worldwork II: Facilitation in**	POF-GW-555

Course code & credits	Course title and description	Prerequisites
Credits: 2.0	**Organizations** This intensive course focuses on the translation of worldwork concepts into organizational contexts. The class looks at the nature of change and development in organizations, and specifically at how process-oriented facilitation can be applied within organizations. Students will explore process-oriented facilitation concepts and their use (1) as a framework for understanding the organizational patterns, challenges, and problems the organization faces in the process of change; (2) as a diagnostic tool to understand the deeper structures underlying those challenges; (3) as a method for designing and implementing interventions; and (4) as a way to understand the experiences the facilitator encounters while working with the organization on a change process. They will study cases and specific interventions for working with individuals, larger groups, or teams within the organizations. The class will take an experimental approach to looking at new ways to integrate process-oriented facilitation theory and methods into organizational life.	
POF-PF-506 Credits: 2.5	**Process Facilitation V: Facilitation in Action: Collaboration and Leadership** This course is designed to deepen the student's facilitation skills and integrate learning through live supervision in the four main areas of the program: dreambody work, relationships, groups/worldwork, and states of consciousness. Students will get the opportunity to practice their skills and metaskills in each area, with special attention given to identifying and working with growing edges, as well as developing one's unique facilitation styles. The course will also work with the dynamics of teamwork and developing leadership capacities within oneself and others.	POF-PF-505
POF-PLL-526 Credits: 1	**Peer Learning and Advisor Sessions V** The Peer Learning and Advisor Sessions is a course designed for experiential learning and skill practice in the main topic area of each residency. See detailed description for POF1-PLL-521 Peer Learning and Advisor Sessions I.	POF-PLL-525
POF-OF-646 Credits: 1.5	**Open Forum II** This course involves preparing for, facilitating, and debriefing an open forum. Students will take the lead in planning and executing all aspects of the open forum. Much of class time will be spent focusing on inner work issues related to the forum topic, as well as the student facilitators' fears and challenges stepping into this public role. Team building will also be a central focus of the class. Through the development and implementation of the public forum, students will gain an understanding of how process-oriented group facilitation and conflict work is applied in large diverse groups such as forums, community events, and public gatherings.	POF-OF-645
POF-CS-636	**Case Studies and Supervision II**	POF-CS-635

Course code & credits	Course title and description	Prerequisites
Credits: 1.0	This course is a continuation of Case Studies and Supervision I (POF1-CS-635) and is designed to help students apply their skills in facilitating individuals, couples, families, and groups in a diverse range of contexts. Through case presentation, discussion, and analysis, students will learn how to make presentations, analyze client situations, design and implement interventions, study feedback, and learn to work with both short and long-term patterns in their work with clients, communities, and organizations.	
POF-FS-617 Credits: 1.0	**Facilitation Skills II** This course provides students with supervised skill practice, individual guidance and detailed feedback on their skill development when working with individuals, relationships, and groups. It assists them with learning challenges or issues related to their ongoing development as a facilitator in relation to the MAPOF Program objectives and Personal and Professional Development Competencies. The course consists of 9 hours of direct supervision with faculty and a one hour Study Committee Meeting. Study Committee members are selected in year one of the program, and include the student's Advisor, another faculty member, and a student peer. Students select one faculty member to serve as main supervisor for the course, and complete a minimum of 6 sessions with the main supervisor. The remaining 3 sessions per year can be done with other faculty members of the student's choosing. Live supervision is a focus for this course. In live supervision, the student invites and works with an individual, couple, or a group, in front of their supervisor, in order to practice process-oriented facilitation tools and interventions and receive feedback and supervision of his or her work.	POF-FS-613
POF-FA-697 Credits: 5.5	**Final Assessment and Review: Debrief and Integration** This final quarter course is a time for reviewing, deepening, consolidating and evaluating students' learning in the program. The final assessment is integrated into the course along with supervised work in the group. Six days crystallizing skills and theory, using demonstrations, mini-lectures, supervision, and exercises on the topic areas will be included. There will be time for debrief and integration of the assessment process and the learning that emerges. The course includes a capstone Summative Reflections Paper that summarizes the student's learning over the MAPOF program.	POF-CS-636
POF-PLL-527 Credits: 1.0	**Peer Learning and Advisor Sessions VI** The Peer Learning and Advisor Sessions is a course designed for experiential learning and skill practice in the main topic area of each residency. See detailed description for POF1-PLL-521 Peer Learning and Advisor Sessions I.	POF-PLL-526
POF-TB-687	**Transitions and Building Bridges**	POF-FA-697

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Course code & credits	Course title and description	Prerequisites
Credits: 1.0	This course represents the culmination of the student's learning in the program. It focuses on closure of the two years of study, incorporating highlights and major developmental factors, both personal and professional, that students have experienced during the program. The process of transitioning from student to professional status will be explored, as well as the application of new skills and learning to post-graduate careers and life goals.	

Independent Studies and Terminal Projects

There are two additional courses that may be taken if required. Enrollment in these courses is only by approval from the program dean, and additional tuition fees are due at the standard per credit cost.

Both courses must be designed in collaboration with the dean and are usually assigned one credit, though may be constructed for a maximum of 3 credits. Credits are assigned based on the amount of work necessary for the student to complete the required academic and professional development, as outlined in the learning agreement, and following the PWI definition of a unit of credit.

Independent Studies POF-IS-698

The independent study course is designed to support students who need more work on specific learning areas and who may benefit from additional supervision, personal and professional development or tutorials. In the case of knowledge gaps or unsatisfactory academic progress, the advisor and the student may consider additional academic engagement, and design a learning agreement for enrollment in the Independent Studies course. Enrollment in this course must be approved by the program dean. The course is usually one credit over a quarter, and includes three faculty sessions for advising, supervision, tutorial or evaluative purposes.

Credits: 1.0 – 3.0

Terminal Projects POF-TP-699

The Terminal Projects course is designed for students who have completed all required residency intensives, but have outstanding program requirements for graduation. The course is one credit over a quarter, and may be taken a maximum of three times. To request enrollment in a Terminal Projects course, the student and their advisor must prepare a learning agreement for approval by the program dean. The Terminal Projects course includes three faculty sessions for advising, supervision, tutorial or evaluative purposes.

Credits: 1.0 – 3.0

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Student Services

The following section will acquaint you with the student services offered by PWI. We encourage you to approach the administrative and academic officers if there is a service you need which is not being provided.

New Student Information

On acceptance, students will be sent information to acquaint them with curriculum structures, including dates and format of the first residency. At the beginning of the first quarter of the program, students are given an orientation to the facilities at the Process Work Institute. This orientation includes an introduction to the faculty, curriculum, library and resources, technology, program procedure, opportunities to meet with the wider Process Work learning community, a guide to the local area which includes housing and restaurants, information on emergency and fire exits, and location of first aid kits and fire extinguishers.

Student Identification and Privacy

When students arrive for their first quarter at PWI, the orientation process includes a registration process. Students will receive identity cards with the photo they submitted with their application. Once identity is confirmed, each student is provided with a unique online identification and password that is required to access the online learning management system, Sakai (see further information below).

Sakai is used as a secure environment for instructors to provide course information including assignments, communications, and grading to students while ensuring student privacy. Student's online identification and password are sent to the registrant's personal email that they applied for the program with, within 1 week of the start of their program/first residency. At their first residency and orientation, students confirm in-person their receipt of information and logon identity. Throughout the program, students attend in-person residencies. Written assignments are submitted via email or via the website with the ID number. Exams are proctored in-person by faculty.

Distance Learning Resources

Online Learning Management System: Sakai

PWI uses Sakai LMS (Learning Management System), an asynchronous web-based technology that offers a virtual classroom, and provides students with 24/7 access to course and program information. *Prior to their first residency, each student is provided with a unique online identification and password that is required to access Sakai LMS. These credentials are used to verify student identity as well as ensure student privacy during the program.* The Sakai LMS enhances collaborative teaching and learning by integrating multiple functions into the learning environment, including calendars, chat rooms, wikis, announcements, blogs, drop-boxes, discussion forums, tests, quizzes, polls, email archives, profile pages for social networking, as well as access to syllabi, grades, assignments, and evaluations. Sakai also integrates well with other collaboration tools that PWI uses for its classes, such as Adobe Connect video conferencing system, Skype, and teleconferences. All relevant program information at one glance, including syllabi, manuals, guidelines, calendars, reading materials, schedules, policies, and procedures

are stored on Sakai where they are accessible online 24/7 to registered students who have been provided secure access.

Adobe Connect

Adobe Connect is an online meeting program used for distance course meetings and video conferencing. Students receive a unique login to access live meetings and recordings. Adobe Connect allows students and faculty to meet outside of residencies in a dynamic video conferencing setting with tools such as chat, notes, document share, screen share, and whiteboards.

Google Apps

Each student is provided an email account powered by Google Apps. Along with access to email, students have access through other Google powered cloud apps such as online file storage, collaborative document creation, and calendar.

Distance Study Technology Requirements

Please note the minimum system requirements below to ensure that you will be successful in using Process Work Institute's online learning environment. Much of the course work involves communication and collaboration at a distance; access to a reliable broadband internet connection is required (e.g. DSL, cable, etc.). Students must have access to a computer (i.e. Desktop or Laptop) that is compatible with Adobe Flash to access online media and conferencing tools used during the degree program. Most tablets and other mobile devices, such as iPad, iPhone, and Android devices are not compatible with Adobe Flash and do not meet program requirements. Microsoft Windows and Apple Mac operating systems are supported. Linux systems are not guaranteed to be compatible with all resources.

Windows

- 1.4GHz Intel® Pentium® 4 or faster processor (or equivalent) for Microsoft® Windows 7 or Newer
- RAM (Memory): 2 Gb minimum, 4 Gb recommended
- Software:
    - Microsoft Office 2007 or newer
    - Microsoft Internet Explorer 8 or later, Mozilla Firefox, OR Google Chrome
    - Adobe Reader

Apple/Mac OS

- Operating System: Mac OS X 10.8, 10.9, 10.10
- 1.83GHz Intel Core™ Duo or faster processor
- RAM (Memory): 2 Gb minimum
- Software:
    - Microsoft Office for Macintosh 2008 or newer
    - Mozilla Firefox, Apple Safari, OR Google Chrome
    - Adobe Reader

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Students are also recommended to have the following computer accessories:

- A microphone headset
- Flash memory, 16 GB or more (e.g. Flash drive, SD card)

Library, Media, and Database Resources

Many books required for courses are available for purchase through the PWI bookstore, available in the PWI campus library, or online, as well as in local bookstores. Students can expect to pay approximately $475 for the cost of books. Additional learning resources are available for download from PWI's website, including theses and final projects written by graduates, as well as audio recordings of research symposia and students' final project presentations.

PWI offers faculty and students an on-site library, on-site bookstore, process-oriented psychology journals, and manuscripts through PWI's publishing company, the Lao Tse Press. PWI's library contains over 1500 volumes of psychology and conflict related foundational books, subscription to key professional journals, and other journal articles, research, and books in related fields. This includes 500 theses and manuscripts on Processwork specializations and applications written by our graduates and over 100 video and audio tapes. Printed materials can be checked out of the library. Other learning resources such as audiotapes, videos, and video equipment are also available.

Community resources supplement the on-site library facilities. PWI students and faculty are able to access research tools including academic databases relevant to management, conflict, and psychology. PWI uses agreements that exist through Libraries of Oregon allowing students that are members of the Multnomah County Library system to use all research tools and databases such as PsycInfo, ERIC, from the PWI library as well as through personal login. This agreement also allows students to use library resources at Portland State University, the nearest large university library to PWI, as well as Oregon Health and Science University Library.

Students receive an orientation to the PWI library and instructions on how to access the online databases from the PWI library director. The library is open for students Monday through Friday from 10:00am-6:00pm (PST). PWI has a librarian with expertise in library science and database work. The librarian works part-time and has hours posted on the library door. PWI students are given training in how to use databases through a webinar and instructional document that is presented during orientation. Research in online databases can be done via personal login and personal computer, as well as on the PWI library computers. Students may also schedule an appointment with the librarian. Because there are occasionally classes held in the library space, students needing time in the library can check out all library documents and may schedule time in the library by talking to office administrative staff.

Counseling Services

Students are provided with a list of counselors who are available if needed. Students may contact these counselors directly and can also ask their study committee members or their advisor for assistance in choosing a counselor. The personal and professional development mentor requirements offer students a one-on-one format for discussing personal growth issues related to student development as a facilitator. However, for students needing treatment for mental health issues including medications and psychological treatment for mental health diagnoses, treatment from qualified mental health professionals is recommended.

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Job Counseling and Placement

The Process Work Institute is committed to enhancing the careers of its students, and places a strong emphasis on individual counseling and guidance. In the MAPOF program, each student chooses an advisor and a supervisor to guide them through their course of study, and is required to meet a personal and professional development commitment through a set number of one-on-one sessions with a facilitator. This system ensures students have access to educational, occupational, and personal advising throughout their course of study.

Specific career guidance and employment placement assistance is provided by our designated career guidance advisor, to inform students' future employment opportunities and help them achieve their vocational goals. The career guidance advisor provides each cohort with an employment information session midway during the second year (during quarter 5), and offers and makes available individual guidance sessions by request.

PWI conducts post-graduation employment placement surveys, and employer surveys, to ensure that our program outcomes are meeting the needs of students and employers.

Housing and Medical Services

The Process Work Institute does not provide housing or medical insurance services for students. Information on where to receive service in these areas can be obtained through the PWI website or from the office during regular office hours.

Community Government

The Process Work Institute holds open community meetings three times a year, and each program has a training meeting each quarter with the dean of programs and school president. These meetings serve to deepen community, work on relationship issues, address student-faculty issues, and discover trends, directions, and dreams within the community. If concrete needs, directions, and visions arise out of these meetings, they are taken up by the academic governance committee, whom are present at all community meetings.

Process Work Institute Office Hours

The Process Work Institute office is open Monday through Friday, 10:00am- 6:00pm (PST). It observes the following holidays:

- July 4th (Friday of)
- Labor Day (Monday of)
- Thanksgiving (Thursday and Friday)
- Christmas Day
- New Year's Day.

PWI office and facilities operate on minimal hours between December 25th and January 1st.

Application and Admissions

The MAPOF program is a cohort-based program in which an entering group stays together throughout the length of the program. Cohorts are required to include a minimum of 12 students and a maximum of 18 students to ensure the best learning environment. Cohort start dates are regularly advertised on the website. However, PWI accepts applications at any time, and applicants are encouraged to make contact with our Admissions and Outreach Coordinator if they are interested in the program. PWI reserves the right to start additional cohorts or postpone commencement of programs dependent on circumstances.

Application Packet

To apply to this program, the applicant must submit the following:

- A completed online application form.

- A curriculum vitae or resume.

- Three letters of recommendation.

- Official transcripts sent directly from the school to the PWI registrar to demonstrate that the student meets the Bachelor's degree admission requirement. If transcripts are in a language other than English, they need to be translated by a certified translator and the translations sent with the originals. As explained below, transcripts from non-U.S. accredited institutions must be independently verified for U.S. equivalency before enrollment in the program.

- Essay describing the applicant's calling to pursue this program, and answers to the questions on the application form.

- An application fee of $100.

Application forms and materials are available at PWI and on the PWI website.

Admission Requirements

a. Bachelor's degree: all applicants must have completed a baccalaureate degree from an appropriately accredited school.

Note for non-U.S. residents in particular: If the applicant's undergraduate hours or degree were granted by a non-U.S. institution, transcripts must be evaluated for equivalency to a U.S. Bachelor degree by the International Education Research Foundation (IERF) or another authorized credential evaluation service. Transcripts must be translated by a professional translator fluent in the language of the transcript. To be considered for a student visa, applicants must also certify that they have the necessary finances available for one year of the program.

b. English language competency.

The Master of Arts program requires a high degree of verbal participation because of its experiential learning style. As a result, non-native English speakers need to provide evidence of spoken and written English ability. PWI may require evidence of the following minimum achievement levels:

A minimum score of

- 530 on the paper-based Test of English as a Foreign Language (TOEFL PBT)

- 71 on the Internet Based Test (iBT)

- 6.5 on the International English Language Test (IELTS)

- 50 on the PTE Academic Score Report.

Or, alternatively,

- A minimum grade of Level 3 on the ACT COMPASS's English as a Second Language Placement Test.

- A minimum grade of Pre-1 on the Eiken English Proficiency Exam.

- A transcript indicating completion of at least 30 semester hours of credit with an average grade of "C" or higher at an appropriately accredited/recognized accredited college or university where the language of instruction was English; "B" or higher for Master's, First Professional Degree, or Professional Doctoral Degree.

- A transcript indicating a grade of "C" or higher in an English composition course from an appropriately-accredited/recognized college or university; "B" or higher for Master's, First Professional Degree, or Professional Doctoral Degree.

Interview

If the written application shows that the applicant fulfills the requirements of the MAPOF program, they will be invited to an interview with the admissions committee. In this interview, the admissions committee will discuss with the applicant their prior experience and education preparing them for facilitation, readiness, and ability to enter the program, and resources available to complete the program. The interview also gives the applicant the opportunity to ascertain whether the MAPOF program is the best learning environment for them. Within a week of the interview, the registrar will notify the applicant of the decision.

Enrollment

Students may apply at any time up until the final deadline. If accepted, students will be given the dates when the next cohort group will begin. Further details and the online application form are available online at www.processwork.org, or by calling the Process Work Institute at (503) 223-8188.

For Non-U.S. Residents Applying to the Master of Arts Degree Program

This school is authorized under federal law to enroll non-immigrant alien students. A checklist for applying for a student visa is available on the PWI website under "International Student Information." Once PWI has received the applicant's documentation and determined that the requirements are met, it will send the applicant a completed I-20 form, which is necessary to apply for a student visa at the U.S. Embassy located in the applicant's home country. It is then the applicant's responsibility to contact the U.S. Embassy and make an appointment. Prospective students are advised to make their own enquiries and understand all the requirements prior to applying for the program.

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Tuition and Fees

The tuition cost and required program fees of the MAPOF program include all in-person and distance course work, study committee meetings, and program administration. Tuition may be adjusted at the beginning of each academic year. Reenrollment and additional costs will occur if courses are required to be repeated. The tuition and program fees do not include books and reading materials, travel costs, long distance telephone fees, local and offsite room and board, or personal and professional development sessions. A detailed breakdown of program costs is provided below, including estimated additional costs for books, travels etc.

Total Program Fees for Cohorts Enrolling 2015-2016

Program Tuition	$29,982
Application Fee	$100
Graduation Fee (paid in last quarter)	$25
Technology Fee ($75 paid per quarter – summer omitted)	$450

Estimated additional program costs

Lodging (estimate based upon 30 days at average rate of $80/night)	$2,400
Books (estimated)	$475
Personal and Professional Development (estimate based upon 20 sessions)	$2,000
Estimated Total Program Cost	$35,432

Fees and tuition are subject to periodic change; please refer to PWI website for the most current information.

Program Cost Summary	
Tuition Cost:	$29,982
Tuition plus required program fees:	$30,557
Estimated Total Program Cost:	$35,432

Graduation Fee
Billed in last semester of the program, this fee covers the cost of graduation: $25

Technology Fee

Billed each academic quarter, this fee covers the costs associated with the PWI online Learning Management System (LMS) named Sakai: $75/quarter (summer term omitted) for a total cost of $450

Miscellaneous Fees (if required)

Interim fee $100

Additional transcripts $15

Returned Check Fee $15

Tuition installments

Tuition is due in quarterly installments. Tuition installments are due on the first day of each quarter. Invoices are sent 30 days prior to the beginning of the quarter. See the academic calendar for tuition due dates.

Tuition Refund Policy

Tuition Refund Policy

A student is permitted to withdraw during any part of the program in whatever manner – in writing, by phone, or in person. The following policy guides the minimum tuition refund entitlement in the case of student withdrawal. Tuition refunds are calculated based on unused instructional time and are prorated on a weekly basis up to the middle of the academic term. Other fees are not refundable.

In case of a student illness, accident, psychological emergency, death in family, or other circumstances beyond the control of the student, the Process Work Institute will give special consideration to the student's request for tuition refund beyond the minimum refund policy.

PWI's academic programs are structured in academic quarters of ten weeks. The following table outlines the refund policy based on the weeks of the quarter.

Withdrawal Point	Refundable Tuition
Prior to the first day of the quarter	100%
Within first week of the quarter	90%
Within the second week	80%
Within the third week	70%
Within the fourth week	60%
Within the fifth week	50%
Sixth week or later	No entitlement to refund

Financial Assistance

Types of Financial Assistance

Prospective students may wish to seek financial assistance from a range of sources. Types of financial assistance include:

Private Loans

Private loans may be available from a number of lenders. Not every lender will recognize the Process Work Institute as a qualifying institution.

Federal Loans

PWI does not presently hold the Title IV designation in the U.S. and does not qualify for student loan programs.

Institutional Loans

PWI does not grant institutional loans to students.

Work-Study

PWI may occasionally have a limited number of work-study opportunities to assist students in financial need. Work-study positions, if available, are allocated based on the student's financial need and their ability to provide services needed to PWI. Financial need is evaluated using the same procedures as all institutional financial aid, and students seeking work-study should follow the application procedures detailed below. Students awarded work-study positions are assigned PWI responsibilities appropriate to their skills, and receive a compensation award equivalent to $17 per hour, to be applied only toward their tuition costs.

Payment Plans

PWI does offer monthly payment plans if a student requests this. Up to three installments per quarter are available. Each payment is due by the first day of each month in the quarter. Students seeking to establish a monthly payment plan should contact the director of administration for further information.

Outside Scholarships

Outside scholarships received by the director of administration on behalf of a student will be applied to the student account. Total scholarship amount cannot exceed total program costs. If any outside scholarships are offered to PWI in the name of "any and all students," the financial aid committee will decide to whom these will be awarded based on a completed application and need.

Tuition Reduction Scholarships

PWI grants tuition reduction scholarships based on need. The total percentage amount of tuition scholarships granted is agreed upon twice yearly by the financial aid committee prior to the beginning of each cohort. Tuition reduction scholarships can be no greater than 10% of the overall expected cumulative tuition due for all students in a single cohort. This information is made clear on the PWI website under the applications section. Factors that are considered in tuition reduction scholarships are primarily related to

financial need and include factors such as currency exchange. Prospective students may seek tuition reduction scholarships using the procedures outlined below.

Institutional Financial Aid

The term "institutional financial aid" refers to any scholarship or grant awarded by the Process Work Institute.

As PWI is a tuition funded non-profit organization, we are able to offer a limited amount of institutional aid for each program. These reductions are provided to support students who have financial hardship. The award amounts will vary based on the applicant's financial needs as well as the ability of the Institute to fund the awards. The awards are determined by the financial aid committee which consists of two faculty members plus the dean of programs, and the school president. All awards are represented by a tuition discount for each year of the full program if granted prior to the start of the program or for one academic year if granted during the course of the program. In cases where a student applies during the course of the program, they will need to reapply each subsequent year to be considered.

In cases where a student applies prior to beginning the full program, awards will be given for the duration of the degree program and will be automatically renewed each year provided the student maintains satisfactory academic progress.

Applications for tuition reduction can occur at any time. However, students must submit all required materials at least two months prior to the beginning of the program (for awards for the full program) or the next academic year (for a one year award). To apply for a scholarship students should submit the following materials to the registrar at PWI:

- An essay describing the applicant's situation and how a tuition reduction will be of assistance.
- Financial documentation demonstrating the applicant's financial situation and demonstrating why it would be a hardship to pay the tuition amount.

Financial documentation includes:

- completed tax forms for one year prior to the application date

- a statement about saving accounts and investment accounts including property owned, specifying types of accounts, and approximate amounts in the accounts.

Applicants will be informed prior to the beginning of the program/academic year if their application has been successful and the award amount they will receive each academic year or the next academic year.

The awards will be granted based upon the essay and a demonstrated financial need. Unfortunately, PWI cannot guarantee an award to all applicants. The award depends on the number of applicants and the ability of the Institute to fund the applications.

If a student experiences financial hardship during the program, they are encouraged to contact the administration office at PWI to determine if special funding arrangements or payment plans can be arranged to assist during the time of financial hardship.

PWI is in the process of accreditation which may increase access to financial assistance. However, all students should plan on funding their educational program through personal means and agreements with PWI for institutional aid, including scholarship awards.

Academic and Administrative Policies and Procedures

Assessment Approach and Grading Policy

PWI uses percentage grading and standard, conventional letter grades (defined in the table below), as one way to measure a student's progress, while recognizing that this is not a complete representation of a student's development. Percentage grading and conventional letter grades provide a commonly accepted measure of competency that is recognizable by others in academic and vocational contexts, and provide benefits for future employment and educational opportunities. We provide this conventional assessment measure in the context of our values, and our commitment to being a learning environment that:

- Views the individual and his or her unique personal style as an integral part of the learning process
- Fosters an atmosphere of collaboration, experimentation, and mutual discovery in learner-instructor interaction
- Provides intensive and experiential instruction using onsite, and online learning modes of delivery
- Connects the student's skill development to his or her own personal process and unique style
- Emphasizes the role of community and relationship in the learning process
- Promotes dialogue, inclusion, and intercultural competence.

Along with conventional grades, students also receive detailed, qualitative written and verbal feedback on their work, and are supported to work with and integrate evaluation feedback through advisor, supervisor and study committee meetings, as well as through personal and professional development sessions. Process Work Institute faculty are dedicated to facilitating an intellectual dialogue with students and to providing coaching and support for the student's learning throughout the program.

Evaluation of student's learning and progress in the Process Work Institute MAPOF program includes traditional sources of teacher feedback (graded assessments and exams), and support to build the student's skills at productive, "inner" evaluation. The capacity to give and receive feedback, to learn on the spot under pressure, and to modify and adjust what one is doing in response to feedback is intrinsic to the facilitator's role, and developing a positive self-evaluative capacity is an integral part of the program. Inner evaluation includes a process of working with internalized assessors, critics, and reactions to feedback, as well as understanding and working with feedback from the deepest part of oneself.

Course Grades

Student achievement in each course is assessed by the teaching faculty through individual graded items that are described in the syllabus. The cumulative total of these assessments is compiled into the student's final grade for the course.

Grade Point Average (GPA)

A Grade Point Average (GPA) is calculated as the cumulative average of course grades for a student. GPA is based on the standard 4 point scale. Each letter grade is assigned a point value based on this scale.

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Cumulative GPA is calculated by using each letter grade received within a student's program and calculating a number average using the point value assigned. The transcript grading key and the impact on GPA of withdrawal or other extraordinary events is shown below.

Transcript Grading Key

Achievement Standard	Letter Grade	Percentage Points	GPA
Excellent – excellent demonstration of learning outcomes, meets all expectations and shows additional skills and knowledge above the level required.	A	93-100	4.00
	A−	90-92	3.67
Good – solid demonstration of learning outcomes, shows proficient mastery of skills and knowledge.	B+	87-89	3.33
	B	83-86	3.0
	B−	80-82	2.67
Developing – insufficient demonstration of learning outcomes and will benefit from additional work to reach mastery standard.	C+	77-79	2.33
	C	70-76	2.0
Unsatisfactory – below standard demonstration of learning outcomes, requires additional support and focus to reach standard.	D	60-69	1.0
Fail – did not complete required activities or failed to show any progress toward learning outcomes.	F	0-59	0.0

Additional Grades	Transcript Code
Transfer Credit *Not included in GPA*	TC
Incomplete *No credit awarded. Converts to F if not completed in specified period.*	I
Withdrawal Pass *Used to indicate a withdrawal with good standing.* *No credit awarded. Not included in GPA*	WP
Withdrawal Fail *Used to indicate a withdrawal without extenuating circumstances.* *Included in GPA = 0 Points*	WF
Administrative Withdrawal	AW

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No Credit. Not included in GPA.	
Retake *Used to identify a repeated course for which a higher grade was earned and indicated elsewhere on the transcript.* *Higher of two attempts included in GPA.*	RT
Audit *Issued when a student's attendance in an audited course is deemed adequate.* *No Credit. Not included in GPA.*	AU

Change of Grade

Grades are recorded on the student's transcript by the Registrar. Students may access their grades on Sakai approximately 10 days after the end of the quarter. When a final grade has been recorded in the student record, the grade may not be changed without approval of the faculty member who taught the class, or the dean of programs. Students who feel that they have received an erroneous grade may appeal the grade to the dean of programs no later than 30 days from the date the grade is posted.

Audit

Students may apply to audit the MAPOF program courses. Regular tuition and fees apply to courses taken for audit. Courses taken for audit do not fulfill requirements for a degree. To register for an Audit grade option, the student must contact the dean of programs to be granted special permission. Audit courses are not included in total credits for financial aid or enrollment verification purposes. A grade of AU is issued when a student's attendance in an audited course is deemed adequate. AU grades carry no credit and are not included when calculating GPA.

Transfer Policy and Credit for Non-collegiate Work

PWI recognizes that students admitted to the MAPOF program have often completed significant academic and professional experiences, including college and university courses as well as courses offered in the military, workplace, or through apprenticeship and/or training programs. However, because the program is highly specialized, it is the expectation that students complete all courses together with their cohort. Accordingly, PWI does not generally grant transfer credits, prior learning credits, or advanced standing for students transferring from other programs, unless they are students that have completed other masters levels courses at PWI and taken interim, or withdrawn, in good standing.

Students that have completed MAPOF courses with one cohort may apply for the transfer of earned credits for advanced standing within another MAPOF cohort, on a course by course basis. PWI reserves the right of discretion in the award of transfer credit, as curriculum changes may not allow for exact equivalency between courses, and additional work may be required. Transfer credits are indicated on the transcript by (TC) and are not included in the grade point average.

Transferring Credits from PWI (transfer-out)

Transfer of credit is always at the discretion of the receiving school, and generally depends on comparability of curricula, and may depend on comparability of accreditation. Students with additional

educational plans should do their best to research whether PWI credits will transfer to their next school. Some schools may not accept transfer credits from a non-accredited school.

Satisfactory Academic Progress

Satisfactory Academic Progress (SAP) ensures that students are progressing through their program of study both academically and in a timely manner. At the end of each quarter, student achievement is reviewed to ensure the student has achieved the minimum acceptable cumulative grade point average and/or has earned at least the percentage of attempted credits required to be able to complete the program within 150% of the program length.

PWI monitors student academic progress at the end of every quarter, in order to support students to succeed. The tables below summarize the SAP measures and monitoring points. In order to be considered to be making satisfactory progress toward an MA degree, a student must maintain a cumulative grade point average of 3.0 (B average), and stay at or above a 70% completion rate (credits attempted/credits earned) in order to complete within the maximum time frame. The maximum time frame that a student is allowed to complete a program is 1.5 times the program length. In order to graduate, a MAPOF student must achieve a minimum cumulative grade point average of 3.0 (B average).

To monitor satisfactory academic progress, a student's cumulative grade point average and completion rate are evaluated every quarter, when grades are posted (approximately ten business days after the end of the quarter). Students are notified if SAP is not achieved, and may reestablish acceptable SAP status following the procedures described below.

SAP measure	Standard	Monitoring Point
Cumulative Grade Point Average	3.0 Cumulative GPA (B average)	End of each academic quarter
Pace of Progression	70% (percentage ratio of Credits completed/ Credits attempted)	End of each academic quarter
Timeframe	No longer than 1.5 times usual program length	End of each academic quarter

Procedure for Reestablishing Satisfactory Academic Progress

The following table provides an overview of the procedures for reestablishing Satisfactory Academic Progress.

Process Work Institute

SAP Procedures

End of Quarter	Academic Warning	Probation

If SAP standards are not met, prior to the end of the second academic year:
 	
• Student and Advisor are notified in writing
 	
• Student placed on Academic Warning
 	
• Advisor works with student to identify and address obstacles and if appropriate, requires the student to establish an Achievement Plan
 	
• If Achievement Plan is required, it is documented, approved by the Dean, and submitted to the Registrar
	End of Academic Warning Quarter
	
	Student progress assessed and either:
	
	  a. Student regains SAP and is removed from Academic Warning,
	
	  OR
	
	  b. Student is withdrawn from the program
	
	Student and Advisor are notified in writing
	
	Student has 72 hours to appeal withdrawal decision for extenuating circumstances.
	
	If appeal is successful, student is placed on Probation for the subsequent quarter.
	
	  Advisor is notified and works with student to create an Achievement Plan
	
	  • Plan is documented, approved by the Dean and submitted to Registrar
		End of Probation Quarter:
		
		Student progress assessed and either:
		
		  a. Student removed from Probation, OR
		
		  b. Student withdrawn from the program with no further appeal.

If SAP standards are not met at the end of the second academic year:
 	
• Student and Advisor notified in writing a
 	
• Student withdrawn from the program.
 	
• Student has 72 hours to appeal on the basis of extenuating circumstances.
 	
If Appeal is successful, Student is reinstated on Probation with an Achievement Plan.
 	
  • Plan is documented, approved by the Dean and submitted to Registrar
	No warning period applicable.	End of Probation Quarter:
		
		Student progress assessed and either:
		
		  a. Student removed from Probation, OR
		
		  b. Student withdrawn from the program with no further appeal.

If the student does not achieve the SAP standards, the student and their advisor will be notified in writing, and the student placed on academic warning for the next quarter, unless it is the end of the second

academic year, or the end of any subsequent academic year. If a student has not made satisfactory academic progress at the end of the second or any subsequent academic year, there is no warning period, and the student must be notified and withdrawn from the program. Students may appeal the withdrawal determination, as per the appeal process explained in more detail below.

If the student is placed on academic warning, the advisor works with the student to identify factors impeding the student's progress and may require the student to establish an achievement plan. If the student regains SAP by the end of the academic warning quarter, they are removed from academic warning.

If a student fails to regain satisfactory progress by the end of the quarter in which they are on academic warning, the student is withdrawn from the program, notified in writing, and provided with the appeal form and academic achievement forms. The student has 48 hours from notification to appeal the withdrawal due to extenuating circumstances. The appeal process is explained in more detail below.

If student appeal is successful, they are reinstated on probation with an achievement plan, which must be approved by the dean. The advisor can involve the study committee or other faculty in development of the achievement plan, as required to support the student to succeed. The achievement plan may require the completion of additional, remedial credits or the retake of particular assessments. In no case may the quarter units attempted exceed 1.5 times the quarter units required to complete the program in normal circumstances.

If the student fails to achieve SAP by the end of the probation quarter, they are dismissed from the program and there is no further appeal. As noted, there is no warning period at the end of the second academic year.

SAP Appeal Process

A student may appeal PWI's determination of withdrawal due to failure to reestablish satisfactory progress, on the basis of extenuating circumstances. These might include the death of a relative, an illness or injury to the student, natural disaster, victim of crime or other extraordinary situations.

The appeal form is available from PWI Office and is sent to any student withdrawn from the program for not achieving SAP. The student's appeal must be received within 72 hours of notification of the withdrawal decision.

The appeal must contain:

1. An explanation of why the student failed to meet the SAP standards; and

2. A description of what has changed in the student's situation that will enable them to again meet the satisfactory progress standards. Supporting documentation should be submitted.

The program dean of programs reviews the appeal forms and supporting documentation and notifies the student of the decision within 48 hours. This decision is final. If the appeal is granted, the student is reinstated and placed on probation for the subsequent quarter.

If the appeal is successful and the student is reinstated, they are required to complete an achievement plan with their advisor. The plan must be approved by the dean and submitted to the registrar. The achievement plan template and appeal forms are available from the PWI office. The achievement plan

must ensure the student will be able to complete the program within the maximum timeframe (1.5 times the program length) and achieve the required GPA for graduation.

At the end of the probationary quarter, the student's progress is evaluated. If the student has regained SAP, or they have met all the terms of the achievement plan, the student is removed from probation. If the student has not regained SAP or met the achievement plan requirements, they are dismissed from the program and no further appeal is available.

Re-entry for students withdrawn due to failure to meet SAP

Students who have been dismissed for lack of satisfactory progress may apply to be readmitted into the same curriculum, as the class schedule permits, after a minimum of six months. Such a student will be enrolled for a probationary quarter upon reentry. This procedure applies only to dismissals caused by lack of satisfactory progress and when the student is reentering the same curriculum. It does not apply to voluntary withdrawals.

Incomplete Policy

Students are expected and encouraged to complete the requirements for their program in the scheduled time frame, however PWI makes provision for individual student differences in learning capacity or extenuating circumstances. In a cohort based program, the opportunity to reenroll in a class is limited and accordingly, PWI has the following guidelines to support student achievement in the event of incomplete, failing, or substandard work. In most cases, students failing to meet course requirements will be given an Incomplete and provided with an additional opportunity to successfully complete the course.

1. If a student fails to complete course assignments satisfactorily, they may be given an extension to submit outstanding work, and temporarily receive a grade of Incomplete (I). The instructor determines the appropriate extension period to allow the student to complete outstanding course assignments; *the extension period may not exceed the fourth week in the subsequent quarter.* The course instructor notifies the program dean and the student's advisor.

2. If the outstanding work is submitted satisfactorily, then the Incomplete (I) grade converts to the appropriate earned grade, and the cumulative grade point average is recalculated.

3. If the outstanding work is not submitted, or not submitted satisfactorily, by the extension date, then the student fails the course and the I grade is converted to an F grade.

4. The student's advisor works with the student to make arrangements to retake the course, or an Independent Studies course (POF-IS-698) as most appropriate. Arrangements must be approved by the program dean.

Incomplete courses will impact student satisfactory academic progress, as described below, and may result in the student receiving an Academic Warning.

Effect on SAP of non-standard course grades

Effect on SAP of Withdrawal Grades

Withdrawal Pass (WP) is used to indicate a withdrawal with good standing. No credit is awarded and it is not included in the calculation of GPA on the final transcript. Withdrawal Fail (WF) is used to indicate a

withdrawal without extenuating circumstances. It is included in the calculation of GPA, and is valued at 0 Points. Administrative Withdrawal (AW) is used to indicate a withdrawal for administrative reasons. It is excluded from the cumulative GPA and is not awarded any credit.

Withdrawal Pass, Withdrawal Fail, and Administrative Withdrawal are awarded at the dean's discretion based on reasons for withdrawal and any extenuating circumstances.

The effect on SAP of Incomplete grades

Courses graded as Incomplete (I) are included in the calculation of credits attempted to determine satisfactory pace of progression, but are not included in the calculation of CGPA.

The effect on SAP for Repeated Courses

The higher of the two grades earned for a repeated course will be used in calculating the CGPA. The lower grade course is indicated with RT on the transcript. The credits attempted for both courses are included in the calculation of the SAP completion rate.

The effect on SAP for non-punitive grades and non-credit or remedial courses

Non-punitive grades (WP, AU, TC) are excluded from the assessment of SAP. The MAPOF program requires a non-credit bearing requirement for the personal and professional development. This requirement has no effect on the GPA and is not included on the transcript.

The effect on SAP when student changes programs or is readmitted to the same program

If a student is readmitted into the Institute or changes program of study, the credits and grades that are applicable to the student's current program of study will be included in the cumulative GPA and in credits attempted for determining the student's satisfactory academic progress and the appropriate evaluation level for the student.

Deferment Policy

If a student has been accepted into the MAPOF program, but is unable to attend the cohort for which they have applied, the student may defer enrollment for up to one year. If at the end of one year, the student has still not matriculated, the offer of admissions expires and the student will be required to repeat the full application process. Requests for deferred admissions must be made to the registrar in writing (e-mail is acceptable). No deposit is necessary for a student to hold their admission spot for one year.

Program Withdrawal, Interim, and Leave of Absence Policy

A student is permitted to withdraw during any part of the program. Please see "Tuition and Fees" for information about refunds.

If a student decides to go on interim, they should discuss this with their Advisor. The Advisor needs to approve the interim and submit the approval to the dean and the registrar no less than 30 days prior to the beginning of the semester in which the student wishes to begin the interim. A total of 12 months of interim can be taken without having to re-enroll. During the interim period, no academic credit is awarded. Due to the structure of the program, interims are permitted for extenuating reasons only. During an interim period, an administrative fee of $100 per year is required to hold the student's place in the program. Students on interim must re-enroll in the next cohort at the level at which they suspended their

studies or they must reapply to enter the program. Transfer credit will be awarded as described in the transfer credit policy. If the student takes longer than one year off from the program of study, they must reapply to the program.

In order to assure reinstatement, the student must pay tuition at the beginning of the term in which they wish to reenroll.

Graduation

Graduation occurs at the end of the quarter that a student has completed all MAPOF courses and requirements, and achieved a cumulative grade point average of 3.0 (B average) or above. Course requirements include: supervision sessions, peer group meetings, study committee meetings, personal and professional development mentorship sessions, and the Summative Reflections Paper. The student must successfully complete their final assessment courses in order to graduate. The Registrar must receive documentation of completed requirements in order for a final transcript and degree certificate to be issued. All financial obligations must be met for graduation to occur.

A commencement ceremony occurs in the final residency of the program. At the commencement ceremony, PWI pays tribute to each student's accomplishments and celebrates the cohort with peers, family, friends and the PWI school community.

Transcripts and Records

The registrar maintains an in progress transcript throughout the program and a student record file for each student, including: application materials, admission documents and enrollment agreements; academic records including study committee reports, evaluations and recommendations, course evaluation forms, performance records, transcript summaries; and financial receipts, invoices and records.

Upon graduation, the student receives an official final transcript. Additional transcripts are provided by request. The fee for additional transcripts is $15 each, and there is a two week processing time.

Students may see their records at any time by application to the registrar. Students must authorize any person or party requesting to see their records, except for the study committee or the State of Oregon Office of Degree Authorization. Upon the student's written request, copies of academic records, including study committee reports, course evaluation forms, exam performance reports and transcript summaries will be forwarded to a third party.

PWI honors the Family Educational Rights and Privacy Act (FERPA) which grants three primary rights to students:

I.   Right to Inspect and Review/Right to Access Education Records

II.   Right to Challenge the Content of Education Records

III.   Right to Consent to the Disclosure of Education Records.

Students must provide written authorization/permission to PWI in order to release any information from a student's educational records. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:

- School officials with legitimate educational interest

- Other schools to which a student is transferring

- Specified officials for audit or evaluation purposes

- Appropriate parties in connection with financial aid to a student

- Organizations conducting certain studies for or on behalf of the school

- Accrediting organizations

- To comply with a judicial order or lawfully issued subpoena

- Appropriate officials in cases of health and safety emergencies

- State and local authorities, within a juvenile justice system, pursuant to specific State law.

PWI may disclose, without consent, 'directory' information such as a student's name, honors and awards, and dates of attendance. It is PWI's practice to inform students about directory information and allow a reasonable amount of time to request that the Institute not disclose directory information about them.

Ethical Conduct Policies and Procedures

Conduct Policy

Matriculation into the MAPOF program automatically binds the student to follow the policies for conduct at the Process Work Institute outlined in this catalogue. In addition, the Process Work Institute has an ethical code that applies to activities that are part of the educational and/or professional roles of Process Work practitioners. A copy of these ethical principles is provided to all students upon enrollment. It is available on the website: http://www.processwork.org/about-pwi/ethical-principles-and-standards-for-process-workers/

Decisions related to student and faculty conduct come under the authority of the PWI administrative team, and are bound by contract and policy requirements that are given to both students and faculty upon joining PWI. Conflicts directly related to academic program students and faculty should be directed to the academic program administration which includes the PWI president and PWI dean of programs.

Prohibited behaviors

The following behaviors are prohibited and may be grounds for disciplinary action and censure, including removal of the student from the program:

Abuse and Endangerment

- Verbal or physical abuse against another student or faculty member
- Careless endangerment of another person
- Possession of weapons
- Use or sale of illegal drugs
- Property damage and/or theft
- Obstructive or disruptive behavior
- Insubordination or direct incitement to serious misconduct
- Diminishing the reputation of the college community
- Willful failure to comply with the authorized directions of any college official, staff member, or instructor acting in the performance of their duties.

Harassment and Discrimination

- Harassment or discrimination based on race, religion, gender, sexual orientation, age, or physical ability.

Academic Honesty and Integrity

Academic honesty and integrity is essential to a positive teaching and learning environment. All students enrolled at PWI are expected to complete coursework responsibilities with fairness and honesty, and to by abide by a code of academic honesty and integrity which includes refraining from plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain

dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing an academic record; or fabricating or falsifying data, research procedures, or data analysis. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as one's own, can result in disciplinary action.

Confidentiality

The Process Work Institute has the following policy guidelines to protect the confidentiality of students and teachers in the MAPOF program.

- Notes taken during class, as well as handouts and course materials, are for personal use and can be distributed to fellow participants but may not be distributed to non-participants unless the instructor gives explicit permission.

- Audio and video-taping is only allowed with permission from the instructor. Audio and video-tapes cannot be distributed to non-class participants without the permission of the instructor. No audio or video taping of an individual's personal work is allowed without permission of the instructor and the person involved; this includes work of either a personal or professional nature (i.e., case supervision), unless the person who is working explicitly requests that their work be taped for their personal use.

- No names or personal details of participant's experiences working in dyads or in the large group shall be shared with people outside the class. In case consultation classes, participants will take measures to ensure the confidentiality of their clients; no names or identifying descriptions can be used and, in all cases, the client, individual, or group must remain anonymous. Participants are asked not to share the case details with participants outside the class.

Disciplinary Procedure and Appeals

Any student who has, because of a violation of the published conduct policy, become liable for expulsion or suspension is to be formally notified of this possibility and of a hearing at which the disciplinary procedure will be discussed. Their rights include the following:

- Advance written notice of the hearing
- Opportunity to inspect relevant documents
- Right to bring advisory council
- Right to represent their own position
- Right to question accusers, unless the accuser feels that the accused poses a threat to their personal safety
- Determination based solely on information disclosed in or before the hearing
- Right to appeal on specific grounds.

The MAPOF program has adopted disciplinary guidelines conforming to those described in the memorandum, "Due Process in College Discipline" published as a supplement to OAR 583-30-035(13) in October, 1994. Copies of both these guidelines and the memorandum are available on request from the Registrar.

All charges that lead to any recommendation by the Ethics Committee will become part of the student's official record.

We recognize that some so-called antisocial or deviant behaviors may be potential instruments of social change. We place high expectations on the offender's ability to transform their disturbance into useful social change. All review procedures, therefore, acknowledge this principle and make use of community process and mediation between parties. Extreme and repeated violation, however, will be dealt with by expulsion of the offending student/students, subject to the rules of due process in discipline, as outlined below.

Grievances and Appeals

Disagreements, conflicts, or complaints by a student can be brought to their study committee who can help the student settle the complaint, mediate the conflict, or give advice on how to settle the complaint. When the complaint cannot be brought to the Study Committee, as in instances when the student has a complaint against a study committee member or the student has a complaint against a faculty member that he or she does not want to arbitrate, it is brought to the dean of the MAPOF program. If the dean feels this is a complaint of an ethical nature, he or she will recommend that the student file an ethics complaint with the ethics committee (see details below). If it is a matter of disagreement between the student and the instructor, the dean or an ombudsperson in the dean's office will offer to facilitate or arbitrate the disagreement. If the student disagrees with the results of the arbitration procedure, the student may enter a dissenting statement into the record, which shall remain part of the student's confidential record. If the dean feels the complaint reflects poor professional behavior on the part of the instructor, the dean will investigate the matter.

The complaint and the results of the complaint are kept on record in a locked filing cabinet in the administration office. Complaints filed by the student are accessible to the student upon request. The student's study committee members, the president, academic deans, and office staff have access to the files. No records are released to other individuals without the student's written permission.

Student complaints not resolved by the office of the dean of the MAPOF program should be submitted to the Oregon Student Assistance Commission, Office of Degree Authorization The Office of Degree Authorization, 775 Court St NE, Salem, Oregon 97301 or call 800-452-8807.

Ethics Committee

The PWI ethics committee is responsible for facilitating discussions and awareness around ethical issues and for dealing with ethical complaints related to the Process Work Institute. This includes faculty, student, and public and community training issues. PWI values mediation and facilitation and endeavors to use Processwork skills to help with ethical issues. The PWI ethics committee holds no special privilege for anonymous consulting on ethical issues and is to be considered an educational and facilitative body rather than a body with decision making authority for PWI students and faculty. In cases of anonymous complaints or where the complainant requests for their name to be kept confidential, the ethics committee considers how to proceed and whether the anonymous complaint sets forth reasonable and credible information that a violation of the Institute's ethics have occurred and whether the complainant's identity is not necessary to investigate. The committee strives to provide confidentiality but confidentiality is not

guaranteed to complainants, especially if the ethics committee feels further harm may be done by maintaining confidentiality.

The ethics committee has been part of PWI since the onset of the organization. Activities that may involve the ethics committee include:

- To initiate community-wide discussions on ethical issues.

- To develop and supervise public courses on ethics.

- To offer counsel on ethical matters for those faced with difficult decisions.

The ethics committee is a rotating body of volunteer faculty members at PWI who strive to broadly represent the community's perspectives. The ethics policy is available on the PWI website at http://www.processwork.org/about/ethics. Individuals or groups may submit complaints in writing to ethics@processwork.org. Written complaints must contain the following: the basis of any allegation; all relevant names and dates and a brief description of the actions forming the basis of the complaint; and copies of any available documents or materials that support the allegations. Any individual or group bringing complaints against PWI, its faculty, or students, can expect the following:

1. An acknowledgement of receipt of the complaint from a member of the ethics committee, in writing or by telephone, within 72 hours of receipt of the complaint.
2. The ethics committee will assign a member of the committee to complete and maintain a record of the initial complaint, all documents and correspondence related to the complaint, the committee's findings and the resolution of the complaint.
3. The committee will inform the president and program dean of the complaint within 72 hours of receipt of the complaint and keep the president and program dean advised of the progress of the committee regarding the complaint including whether the complaint can be resolved through mediation and facilitation, or requires administrative involvement. If the president or dean of programs is the object of the complaint, the chair person will contact the board of directors and inform them of the complaint.
4. The ethics committee will meet within seven days of receipt of a complaint to review the complaint and decide on a course of action which may include research of the issue at hand, interviews with parties to the complaint and consultation with outside sources as the committee deems necessary.
5. The ethics committee will make every effort to respond to complaints in a fair and equitable manner and to find a speedy resolution to the complaint; however some complaints may take several months to resolve.
6. Once a resolution has been determined, the ethics committee will send a written summary of the resolution and any timeline for actions to be taken to the immediate parties to the complaint.
7. The complete record of the complaint, the committee's findings and actions, as well as the resolution will be submitted to PWI within ten days of the written summary of the resolution.
8. The complete record of the complaint will be stored in the complaints file in a lockable, fireproof, and secured file drawer in the administrative office of PWI.

Process Work Institute

PWI is committed to the highest standards of student service. If this procedure fails, individuals or groups may follow up with: The Office of Degree Authorization, 775 Court St NE, Salem, Oregon 97301 or call 800-452-8807.

Academic Freedom

The Process Work Institute is committed to the principles and values of intellectual freedom for academic faculty in both teaching and research. The institute aligns itself with the core sentiments set out in the 1940 "Statement of Principles on Academic Freedom and Tenure," created by the American Association of University Professors and the Association of American Colleges and Universities, including subsequent amendments and revisions.

Specifically, PWI affirms the following principles, freedoms and responsibilities:

> *Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition.*

> *Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties.*

> *College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.*

Intellectual Property

Intellectual property rights are the rights given to persons over the creations of their minds. The Institute's policy relates to the creation of courses/programs (including lectures, audio and visual materials, and pictorial or graphic works), websites, and software and databases. The Process Work Institute's policy on intellectual property is inclusive of faculty, staff and students.

Section I – Goals

The Process Work Institute ("PWI") encourages innovation by PWI's faculty, students, and staff and by PWI itself. The purpose of this intellectual property policy is to provide a clear statement of what ownership rights PWI and PWI's faculty and students have regarding creative and inventive works covered by intellectual property laws.

Section II – Copyright

1. General Statement. Copyright is the ownership and control of the intellectual property in original works of authorship subject to copyright law ("Works").

2. Faculty Rights. PWI is committed to the free and open exchange of ideas among its faculty and recognizes that, except in the circumstances specifically provided in Section II (5),

below, members of the faculty are entitled to ownership of Works developed in the course of their regular faculty duties. Such Works include, but are not limited to, the original expression of ideas and concepts fixed in a tangible medium and includes works of authorship such as books, curriculum materials, video and audio recordings, photographs, graphics, software, works of art, and other materials. Works are not dependent on the medium of distribution or dissemination of the intellectual property.

3. Student Rights. PWI is devoted to the growth and development of its students and recognizes that, except in the circumstances specifically provided in Section II (5), below, students are entitled to ownership of Works developed in the course of their regular student work. Such Works include, but are not limited to, the original expression of ideas and concepts fixed in a tangible medium and includes works of authorship such as books, curriculum materials, video and audio recordings, photographs, graphics, software, works of art, and other materials. Works are not dependent on the medium of distribution or dissemination of the intellectual property.

4. Staff Rights. Works resulting from the regular work of those employed as staff by PWI shall be deemed "work-made-for hire," and ownership in the Works will reside with PWI. This provision includes the work of individuals who are faculty when Works result from regular work performed in their capacity as administrators of PWI. This provision includes the work of individuals who are students when the copyright results from regular work performed in their capacity as staff members of PWI.

5. Rights of PWI. PWI asserts ownership of and rights to Works, including Works created by faculty and students, under the following conditions:

   a. When the Works are created with substantial use of PWI resources or personnel. For the purposes of this section, "substantial use" means the use or commitment of PWI resources of a nature or beyond the level of resources ordinarily provided to faculty and students. Sabbatical leaves do not constitute substantial use of PWI resources.

   b. When the Works are commissioned by PWI.

   c. When the Works are created under the terms of a sponsored project where the terms of the sponsored project require that ownership be in the name of PWI.

   d. When the Works are works-made-for hire that are not covered in Section II (2), (3), or (4).

   e. Written Communication. Whenever PWI asserts rights pursuant to the provisions of Section II (5), above, the affected faculty, students, and/or staff will be informed in writing of PWI's assertion of rights in a communication that sets forth the copyright arrangements intended to govern the particular activity, including the nature of the project, the participation of the relevant parties, and the distribution of any proceeds derived from the project. Revenue sharing arrangements from such Works shall be negotiated on a case-by-case basis.

Section III – Trademarks and Service Marks

Trademarks and service marks are distinctive words, graphic symbols or devices that identify the source of goods or services. Trademarks or service marks relating to goods or services provided by PWI shall be owned by PWI. Trademarks and service marks owned by PWI include, but are not limited to, PROCESS WORK INSTITUTE, PROCESS WORK, PROCESSWORK, PROCESSMIND, PWI and the PWI graphic logo. Consult an administrative officer for information about the appropriate use of PWI's marks. PWI shall control the nature and quality of services and goods used in connection with all authorized uses of its trademarks and service marks.

Section IV – Proprietary Information

Proprietary information arising out of PWI work (e.g., actual and proposed terms of research agreements, financial arrangements, or confidential business information) shall be owned by PWI. "Trade secret" is a legal term referring to any information, whether or not copyrightable or patentable, which is not generally known or accessible, and which gives competitive advantage to its owner. Trade secrets are proprietary information.

Section V – Patents

1. Patentable inventions. All potentially patentable inventions conceived or first reduced to practice in whole or in part by members of the faculty or staff (including student employees) of PWI in the course of their PWI responsibilities or with more than incidental use of PWI resources, shall be disclosed on a timely basis to PWI. Title to such inventions shall be assigned to PWI, regardless of the source of funding, if any. PWI shall share royalties from inventions assigned to PWI with the inventor.

2. Reassignment. If PWI cannot, or decides not to, proceed in a timely manner to patent and/or license an invention, it may reassign ownership to the inventors upon request to the extent possible under the terms of any agreements that supported or related to the work.

3. Waivers. Waivers of the provisions of this policy may be granted by PWI's Chief Executive Officer ("CEO") or the CEO's designate on a case-by-case basis, giving consideration among other things to PWI's obligations to sponsors, whether the waiver would be in the best interest of technology transfer, whether the waiver would be in the best interest of PWI and whether the waiver would result in a conflict of interest. In addition, the CEO may expand upon these provisions and shall adopt rules, based on the same factors as well as appropriateness to PWI's relationship with inventors, for the ownership of potentially patentable inventions created or discovered with more than incidental use of PWI resources by students when not working as employees of PWI, by visiting scholars and by others not in PWI's employ.

Section VI – Operating Procedures

1. Obligation Concerning Disclosure. Faculty and any other individuals engaged in activities that result in the creation of intellectual property to which PWI may claim ownership and/or rights as described in Section II (5), above, are obligated to make a prompt disclosure of such activities in writing to the President.

2.   Retaining Rights Without Royalty for Academic Uses at PWI. The licensing of Works is under the control of the faculty members who own such Works. However, where the creator retains the rights to Works, he or she shall grant PWI a nonexclusive royalty-free license for the use of Works within PWI for teaching, research, and other noncommercial PWI purposes. If any article or other such work is to be published, the creator is urged to seek to reserve for both the creator and PWI a royalty-free right to use a reasonable portion of the published work within PWI for teaching, research, and other non-commercial PWI purposes. The right of PWI to use such Works shall survive the departure of the creators from the faculty or student body.

3.   Faculty and Student Use of Works Owned by PWI. Faculty members and students who create Works that are owned by PWI under the provisions of this policy shall retain the right to use such Works for noncommercial research and instructional purposes. The right of the creators to use such Works that are owned by PWI shall survive their departure from the faculty or student body if used for noncommercial research or instructional purposes.

4.   Updating and Correction of Works. Faculty members and students have the right to update and correct Works they have created that are owned by PWI under the provisions of this policy. PWI may, but is not obligated to, provide support for such updates or corrections.

5.   Attribution. All works created by faculty, students, and staff at PWI under the provisions of Section II (5) of this policy shall include the names of the creators of the work, to the extent such attribution is reasonably practical, unless the creators request in writing the removal of their names.

Organizational Relationships

International Association of Process-Oriented Psychology (IAPOP)

Degrees in Processwork and process-oriented facilitation issued by PWI are recognized by the International Association of Process-oriented Psychology.

Research Society for Process-Oriented Psychology, Zurich, Switzerland (RSPOP)

PWI is a sister organization of RSPOP in Zurich Switzerland which was founded in 1982 for the purpose of conducting research in Process Work and to train students to practice Process Work. Many of the present faculty members obtained their Process Work training from RSPOP. Other faculty members were founding members of RSPOP. Diplomas issued by RSPOP and PWI have equal standing in the international Process Work community.

Academic Calendar

The Process Work Institute Master of Arts program is delivered through four academic quarters. A detailed academic calendar and course schedule is published in the Catalog Addendum.

Quarter Dates

Fall Quarter: October 1 – December 10
Winter Quarter: January 5 – March 13
Spring Quarter: April 30 – July 5
Summer Quarter: July 13 – September 7

Tuition Payments and Refund Policy

Tuition is due on the first day of each quarter. As described above in the Refund Policy, if a student withdraws, the minimum refund entitlement applies on a pro rata basis.

Process Work Institute Office Opening Hours

Open Monday through Friday: 10:00am-5:00pm (PST).

Closed for the following holidays:
- Memorial Day
- July 4th (Friday of)
- Labor Day (Monday of)
- Thanksgiving (Thursday and Friday)
- Christmas Day
- New Year's Day.

Minimal hours between December 25th and January 1st

Process Work Institute

Faculty Listing

See Catalog Addendum for up to date Faculty Listing.