

End-of-Program Review 2008-09

Compelling Intellectual Experience(s) and Successful Pedagogical or Innovative Practice **Society, Politics, Behavior and Change Programs**

Program name	Faculty	For purposes of helping reflect on the range of teaching practices and experiences at the college, please identify the most compelling intellectual experience(s) in your program or the most successful or innovative pedagogical practice in your program.
Advanced Foundations of Successful and Sustainable Buisnesses	Glenn Landram	For our Adv. buisness students bringing in over 30 speakers throughout the year proved very beneficial. The offsite "confidence course" as a team building exercise worked very well. The sophisticated on-line buisness simulation game proved to be motivating and challenging exercise that all appreciated and learned from.
Economic Crisis? OMG!	Bill Bruner	The class prepared an economic forecast for the next three years.
Health and Human Development	Carrie Margolin	We used a weekly theme (such as Body Image, Late Adulthood, etc.) that tied together the readings, films, and discussions. Thematic structure enhances learning.
Integral Psychology	Scott Coleman	We had a variety of workshops in which the psychological concepts being read about in our seminar books were experientially brought to life. We did this in our study of some of Freud's theories, Gestalt therapy, Gendlin's focusing, art therapy, and in our study of psychopathology.
So You Want to Be a Psychologist	Carrie Margolin	Using jigsaw groupd to have students studying diiferent discipline within psychology (either social, developmental, cognitive, or physiological) and form new groups that combined these areas, the new groups then studied a broad self-selected theme (such as addictions, or education, etc.) using their inidividual discipline's perspective.
Decolonizing the Mind	Zahid Shariff	1. Students presentations at the end of each quarter. 2. some fine presentations by faculty and guest speakers.
Gateways: Popular Education and Political Economy	Tony Zaragoza	I think working with the students to plan the class was the most compelling. We chose books together, designed assignments and worked together to figure out the shape of the class.
Race in the United States: Historical and Contemporary Perspectives"	Michael Vavrus	Deep interdisciplinary exploration into the racialized roots of U.S. history resulted in students articulating an understanding of white privilege/supremacy and the importance of affirmative action (the counter myths that have been created against affirmative action) and a new confidence in being able to discuss racialized topics from a fact-based, data driven perspective. Student autoethnographies, research papers, twice weekly papers on assigned texts, and response to extensive essay prompts in combination with focused lectures and films provided a foundation for active seminars twice a week.

Behavioral Medicine	Sharon Katz	The program was based on the integration of different pedagogical practices so I cannot pull out one and say it was the most successful. The program had weekly guest speakers, demonstrations and workshops by people who work in the field of Behavioral Medicine. We had many weekly labs where the students were exposed to various therapeutic modalities used in behavioral medicine. Each student completed a 25 page research proposal for a research project in the program area. Students wrote weekly responses to each others' reader responses to each week's book on Moodle. They also wrote a weekly personal narrative doing self-exploration. They worked in groups writing a grant proposal for a community project and had a second group project where they held film showings and discussions on campus. Each activity was connected to every other activity.
Multicultural Counseling	Heesoon Jun	Assisting students to deconstructing inappropriate dichotomous, linear, and hierarchical thinking to transcend internalized oppression/privilege and systematic oppression. Providing a safe environment for transformative learning.
What Are Families For?	Stephanie Coontz	After they receive my detailed suggestions and criticisms of their first drafts, they must write me a letter explaining how they plan to address those in the revision. This little additional step yields large payoffs.
SOS: Social Services and Social Justice	Toska Olson	Students benefited greatly from being able to return regularly to the classroom for internship processing seminars with others doing social justice work. this model works much better than just sponsoring a bunch of separate internships. students also appreciated reading seminar texts that were relevant to their applied work; _trauma stewardship_ especially helped students understand how to make the social justice work more sustainable through self-care activities.