

Pacifica Graduate Institute

M.A. in Engaged Humanities and the Creative Life

Program Goals and Student Learning Outcomes

1. Apply, evaluate, integrate, and create various strategies for tapping into the deep well of the personal and collective unconscious as a source of creativity, including studying imagery, symbolism, metaphor, myth, dreams, symptoms, intuitions, and somatic states.
2. Critically reflect upon the creative process of self and others as they manifest in the humanities, entertaining multiple theories regarding the source of inspiration ranging from the interpersonal, intrapersonal, transpersonal, cultural, historical, and ecopsychological.
3. Through the use of course assignments and project workshops, design and illustrate psyche's multiple expressions through various genres, thereby bridging inner experiences and outer creative manifestations.
4. Explore rich sources of inspiration in the humanities, including the study of mythology, philosophy, psychology, history, literature, and ecology as they affect the art and craft of living and working artfully, ethically, and authentically.
5. Increase generativity and cultivate aesthetic sensibility and sensitivity by being in constant conversation about the creative life with faculty and peers, with great literature, classic films, and works of art spanning diverse genres, cultures, and periods of time.
6. Recognize, critically assess, and creatively express the great archetypal patterns and stories that underpin the lives of individuals, groups, cultures, and events.

Time to Completion is a measure that is monitored by the Department of Education (DOE) to ensure that students are completing the requirements of the degree in a reasonable time frame. The analysis and summary are updated annually.

[MA Completion Rates 2012-2013](#)

Capstones with Transition Points

Capstone evaluations and any gateway transition points provide key evaluations throughout the program. Here students demonstrate individual achievement of the learning outcomes.

1. Collaborative Midterm Project—End of Year 1 in *Project Workshop I: Creative Dialogue and Design* course
2. Individual Final Project—End of Year 2 in *Project Workshop II: Creative Expression and Reflection* course

Faculty Council members evaluate the effectiveness of the program through Capstone Review Reports that aggregate individual scores into an annual summary. Planning that may include curriculum or teaching adjustments is then developed from any areas that indicate the need for more attention.

HMC CAPSTONE COURSES 2012-2013

HMC 270 Project Workshop II: Creative Expression and Reflection

HMC 270 is considered a Humanities program capstone course since the grading rubrics for this course assesses a number of the program's goals/learning objectives.

Three components comprise the grading scale for HMC 270: (1) graded contributions to classroom discussions; (2) a residential presentation; and (3) a capstone course final project. The latter accounts for 60% of the course's grade and is used to assess student mastery of program goals.

The capstone course final project rubric assesses the project in terms of the program's goals by requiring 5 separate assessment for the projects:

- Project assessment 1 – program goals #3 and #6 (**Proj PG 3,6 in Figure 1**)
- Project assessment 2 – program goals #1 and #2 (**Proj PG 1,2 in Figure 1**)
- Project assessment 3 – program goal #4 (**Proj PG 4 in Figure 1**)
- Project assessment 4 – program goal #5 (**Proj PG 5 in Figure 1**)
- Project assessment 5 – all 6 program go (**Proj PG All in Figure 1**).

Five students successfully completed HMC 270 during Summer 2013 and four students successfully completed HMC 270 in Winter 2013, indicating solid individual and program-wide achievement of student learning outcomes.

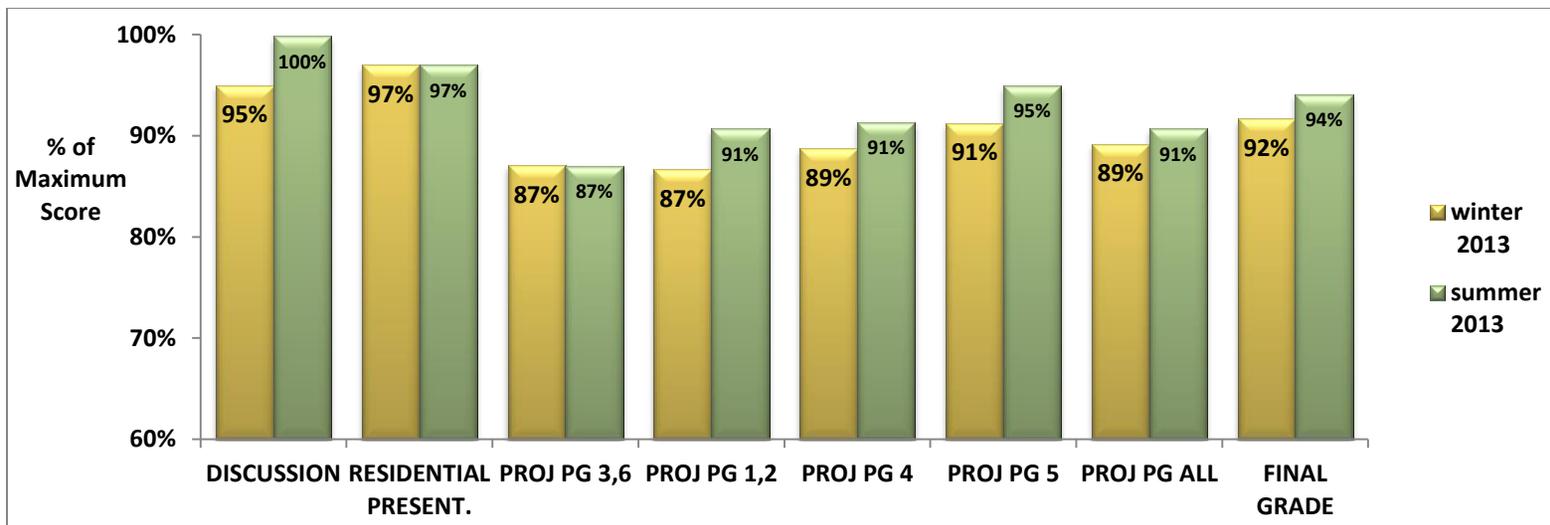


Figure 1: HMC 270 Grade Components Winter/Summer 2013

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