



1979

California Institute of Asian Studies -- Catalog 1979-1980

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CALIFORNIA INSTITUTE
OF ASIAN STUDIES

1979-1980 CATALOG



**CALIFORNIA INSTITUTE
OF ASIAN STUDIES**

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1979-1980 CATALOG





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Academic Calendar 1979-1980

Winter Quarter, 1979

Mon. Dec. 4, 1978 thru Sat. Mar. 24, 1979

Mon. Dec. 4: Registration begins

Tues. Jan. 2: Instruction begins

Fri. Jan. 12: Last day to add/drop/register *without* penalty

Fri. Jan. 19: Last day to add/drop/register with penalty (\$10).

No refunds after this date.

Wed. Feb. 14: Holiday (Lincoln's Birthday)

Mon. Mar. 19 - Sat. Mar. 24: Final examinations

Fri. Mar. 23: Last day to file application for June graduation

Fri. Mar. 23: Last day to submit draft to thesis or dissertation committee for June graduation.

Spring Quarter, 1979

Mon. Mar. 26 thru Sat. June 23, 1979

Mon. Mar. 26: Registration begins

Mon. Apr. 2: Instruction begins

Fri. Apr. 13: Last day to add/drop/register *without* penalty

Fri. Apr. 20: Last day to add/drop/register with penalty (\$10).

No refunds after this date

Mon. May 28: Holiday (Memorial Day)

Mon. June 18 - Sat. June 23: Final examinations

Sat. June 23: Commencement exercises

Summer Session, 1979

Mon. June 25 thru Sat. Aug. 11, 1979

Mon. June 25: Registration begins

Mon. July 2: Instruction begins

Wed. July 4: Holiday (Independence Day)

Fri. July 6: Last day to add/drop/register *without* penalty

Fri. July 13: Last day to add/drop/register with penalty (\$10)

No refunds after this date.

Mon. Aug. 6 - Sat. Aug. 11: Final examinations

Fall Quarter, 1979

Mon. Aug. 27 thru Sat. Dec. 1, 1979

Mon. Aug. 27: Registration begins

Mon. Sept. 10: Instruction begins

Fri. Sept. 21: Last day to add/drop/register *without* penalty

Fri. Sept. 28: Last day to add/drop/register with penalty (\$10).

No refunds after this date.

Thurs. Nov. 22 - Fri. Nov. 23: Holiday (Thanksgiving)

Mon. Nov. 26 - Sat. Dec. 1: Final examinations

Winter Quarter, 1980

Mon. Dec. 3, 1979 thru Sat. Mar. 22, 1980

Mon. Dec. 3: Registration begins

Wed. Jan. 2: Instruction begins

Fri. Jan. 11: Last day to add/drop/register *without* penalty

Fri. Jan. 18: Last day to add/drop/register with penalty (\$10).

No refunds after this date.

Mon. Feb. 18: Holiday (Washington's Birthday)

Mon. Mar. 17 - Sat. Mar. 22: Final examinations

Fri. Mar. 21: Last day to file application for June graduation

Fri. Mar. 21: Last day to submit draft to thesis or dissertation committee for June graduation

Spring Quarter, 1980

Mon. Mar. 24 thru Sat. June 21, 1980

Mon. Mar. 24: Registration begins

Mon. Mar. 31: Instruction begins

Fri. Apr. 11: Last day to add/drop/register *without* penalty

Fri. Apr. 18: Last day to add/drop/register with penalty (\$10).

No refunds after this date.

Mon. May 26: Holiday (Memorial Day)

Mon. June 16 - Sat. June 21: Final examinations

Sun. June 22: Commencement exercises

Summer Session, 1980

Mon. June 23 thru Sat. Aug. 16, 1980

Mon. June 23: Registration begins

Mon. July 7: Instruction begins

Fri. July 11: Last day to add/drop/register *without* penalty

Fri. July 18: Last day to add/drop/register with penalty (\$10).

No refunds after this date

Mon. Aug. 11 - Sat. Aug. 16: Final examinations

Fall Quarter, 1980

Mon. Aug. 25 thru Sat. Nov. 29, 1980

Mon. Aug. 25: Registration begins

Mon. Sept. 8: Instruction begins

Fri. Sept. 19: Last day to add/drop/register *without* penalty

Fri. Sept. 26: Last day to add/drop/register with penalty (\$10)

No refunds after this date

Thurs. Nov. 20 - Fri. Nov. 21: Holiday (Thanksgiving)

Mon. Nov. 24 - Sat. Nov. 29: Final examinations



Board of Governors

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Member, Board of Trustees, Mills College

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Judith Tyberg
President, East-West Cultural Center, Los Angeles

Sai Ping Wong
*Manager, Hong Kong-Shanghai Banking Corporation of California,
Chinatown Branch, San Francisco*

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Acting President

Ralph Metzner
Acting Dean

Vern Haddick
Library Director

Ira Rechtshaffer
Registrar and Director of Admissions

Elliott Isenberg
Financial Aid Officer



About the Institute

History & Status

The California Institute of Asian Studies is a private, nonsectarian, nonprofit graduate school located in the Mission district of San Francisco. It grants the degrees Master of Arts (M.A.) and Doctor of Philosophy (Ph.D.).

The Institute was founded in 1968 by the late Dr. Haridas Chaudhuri, who since the 1940's was among pioneer scholars in the area of comparative and integrative East-West studies. For more than ten years the Institute has been educating men and women in the broad field of an integration of knowledge, of East and West in general, and of Asia and the Americas in particular. From 1968 to 1974 it was the educational branch of the Cultural Integration Fellowship, San Francisco, and it was incorporated independently in 1974. Since April of that year it has been recognized as an Official Candidate for Accreditation by the Western Association of Schools and Colleges.* The Institute is

*"Candidate for Accreditation is a status of affiliation... which indicates that the institution has achieved initial recognition and is progressing toward accreditation... Candidacy is not accreditation and does not assure eventual accreditation." (Western Association of Schools and Colleges. Handbook of Accreditation)

making every effort to attain full accreditation status in the spring of 1980.

Students come to the Institute not only from across the United States, but from many other countries in the Western hemisphere, Africa, Asia and Europe. They are drawn to the school as an appropriate setting in which to experience a combination of the best of the Western tradition with the heritage of Eastern learning and wisdom. The San Francisco Bay Area has long been recognized as a major cosmopolitan center and America's gateway to the Orient; it contains many resources for fruitful dialogue between East and West, such as the Brundage Asian Art Museum, the specialized collections at the Graduate Theological Union in Berkeley, two campuses of the University of California, Stanford University, and the staff and library which the Institute has assembled during its first decade.

The Institute's staff includes graduates of American and foreign universities in about equal numbers, so that teaching and research into both Occident and Orient rest upon firsthand knowledge. The faculty includes holders of Fulbright and other fellowships and honors, active participants in a variety of professional organizations, and experienced builders of bridges of many kinds across which East and West can meet. The Institute's library includes about eighteen thousand carefully selected books, and it is particularly rich in resources for the study of Eastern and Western religions, psychologies and philosophies.

In his founding message, President Chaudhuri stated that the purpose of the Institute is to train men and women who can tap the springs of fruitful dialogue between the Eastern world and the West. Throughout the ensuing years it has offered a broad, multidimensional program of "integral education" which promotes the unity of knowledge and fosters total self-integration through the educational process.

The Educational Context

The vision of education held at the Institute encourages an evolutionary perspective on life and society and an appreciation of the unfolding human values and potentials within each individual. These concepts, which have had a long history in the wisdom of both East and West, are central to the entire integral educational process at the Institute. In the various programs of study they appear as four interwoven themes: individual transformation, societal transformation, cultural integration and human unity.

Individual transformation involves the development of human consciousness toward the full realization and expression of its being. As part of this process the individual becomes motivated to serve as a humanitarian working to advance the welfare of others. Societal transformation rests upon such meaningful action and service focused upon the evolution of social structures. Cultural integration emerges through the communication of ideas and values between societies and the recognition of common

human elements among diverse peoples of the world. Finally, through a growing awareness of the inherent unity-in-diversity of the human family, the world may become a fully harmonized whole, not only physically, but economically, politically, socially, and spiritually.

Such an educational context requires not only solid knowledge of the various Eastern and Western ways of wisdom and disciplines of growth, but also the practical application of what is assimilated intellectually.

The Educational Approach

The educational approach followed at the Institute provides a threefold learning experience: academic, experiential and applied. Concepts are translated into experience as often as possible in the learning process, and students are encouraged to find practical applications for what they have learned intellectually and experientially. Such practice of what is studied helps develop a more integrated educational experience than is possible at most traditionally structured schools.

This integrated educational approach at the Institute is practiced in another way through encouraging interaction between all segments of the community. Classes are kept small in size in order to enhance personal contact among instructors and students. Faculty, students and administrators work together on many committees and projects, so opening opportunities for rich intellectual exploration and experiential understanding that can flower into new forms of practice.

An important outgrowth of the Institute's educa-

tional approach is the effort made to apply the integration of Eastern and Western wisdom for the benefit of both individual and group. Because it is recognized that older forms of knowledge need to be translated, reinterpreted and revitalized to fit new circumstances, the school provides resources and encourages its students, staff and members of the larger community to realize the East-West synthesis in personal, societal and global issues. The Institute also fosters the publication of all such contributions to its fields of scholarship.

Facilities

The Institute carries on its work in three buildings located in the sunny Mission district of San Francisco, and it also makes use of additional space within the surrounding community as needed. The main building, at 3494 21st Street, contains the administrative offices, the library, a small bookstore and several classrooms. A second building two blocks away houses the Integral Counseling Center as well as several classrooms. The third building, located about four blocks away, serves as a research center and additional classroom facility. The building of the Cultural Integration Fellowship situated on the edge of Golden Gate Park is available to the Institute for special functions such as public lectures, symposia and intercultural events.

The Institute library, which has developed around the core of founding-President Chaudhuri's personal collection, now contains approximately eighteen thousand titles. New works are added regularly out of Institute funds, the library's N.D.E.A.-Title II federal

grant, and Kern Foundation funds for the Theosophic Therapy Project. The collection has particularly strong holdings in the fields of counseling and psychology, philosophy and religion, East-West comparative studies, various facets of an integral world view, and theosophy. It also contains a full set of the writings and taped lectures of Haridas Chaudhuri, and of the publications of other Institute community members. The Institute library is fully catalogued according to the Library of Congress classification system used in major research libraries, and the library director has made contacts with most other important research collections in the Bay Area so that their resources can be used to supplement the holdings on the Institute premises.

The Integral Counseling Center was founded in 1973, at the same time that the program in Integral Counseling Psychology was organized. It has grown steadily through the years as both a training facility for student counselors and a significant service organization for the Institute student body and the larger community. During 1978 the Center provided more than one thousand individual, family and group sessions, at modest fees, to a clientele drawn from the Institute community, its immediate neighborhood, and the wider Bay Area. Thus the advanced students who staff the Center under direct supervision of licensed faculty members not only gain substantial experience in crisis and growth counseling, but also provide an important alternative mental health service to the San Francisco Bay Area.

Faculty Organization and Activities

All full-time and part-time Institute faculty members are members of the Faculty Organization, which meets at least once each quarter to handle organizational, academic and research matters appropriate for its consideration. Often it establishes committees to investigate and report on special concerns, and it elects one of its members as Faculty Representative to the Board of Governors to participate as a voting member in all deliberations and decisions of the Board.

The directors of the five academic programs, together with the library director and several administrators, constitute the Graduate Council, which meets at least once per month to discuss, coordinate and handle organizational or academic matters which have been delegated to it or which it readies for presentation to the Faculty Organization and the Board of Governors.

Student Organization and Activities

All persons enrolled as students at the Institute are members of the Student Association, the organization which represents the student body. The purposes of the Association are to provide an open forum in which students can express their opinions and concerns, to encourage an Institute decision-making structure which is open and responsive to student needs, and to contribute to the development of the Institute as a whole. The Student Association furnishes a liaison

between the students and the administration, the faculty, and the Board of Governors; its chief means of doing so are by holding monthly meetings, publishing a monthly newsletter, arranging a variety of special events and participating in Institute community affairs. The Student Coordinating Council, composed of four currently-enrolled students elected by the student body, is responsible for convening Student Association meetings, carrying out the decisions which result from the meetings, coordinating student activities, and overseeing the disbursement of Student Association funds. The student body carries out a wide range of social and educational activities during the year; these include not only sponsoring speakers and holding potluck gatherings, but also arranging meditation retreats and cross-country ski trips.

The Community Council

The Community Council, which was developed during 1978 by an Institute-wide committee, is an open forum of students, faculty members, administrators and members of the Board of Governors. It meets once or twice a per month to discuss timely issues, initiate action on projects important to the functioning of the Institute, and submit advice to relevant decision-making groups. The purpose of the Community Council is to facilitate communication and cooperation between all parts of the Institute in order to develop the school in a democratic, creative manner. The interests of the Community Council focus on four broad areas of Institute concern: program development, information flow and publicity, space utilization,

and financial development. Committees of volunteers work on projects related to these issues, and then integrate their endeavors at general Council meetings and make the results available to other parts of the Institute community. The Community Council thus illustrates the work being carried on at the Institute to find new ways of balancing and serving the interests and needs of individuals, groups and the community as a whole.

Theosophic Therapy Project

The Theosophic Therapy Project, initiated at the Institute at the beginning of 1978 with partial funding from the Kern Foundation, is involving two faculty members and a group of student research assistants in exploring the interface between theosophy and modern depth psychology. Its goal is to develop a theory and practice of theosophically oriented therapy. During the first year of the project a research team under the direction of Dr. Paul Herman studied modern theosophical literature intensively and held an invitational conference at which they presented research papers to a number of international scholars in the field. During 1979 the project is developing concepts and practices which can form the basis of a theosophic therapy, focusing particularly on the nature of a transpersonal helping process and ways to promote development of a theosophically oriented altruistic lifestyle. In 1980 an experimental study of theosophic therapy, as it evolves, will be made and evaluated.

At the same time that the therapy project is being

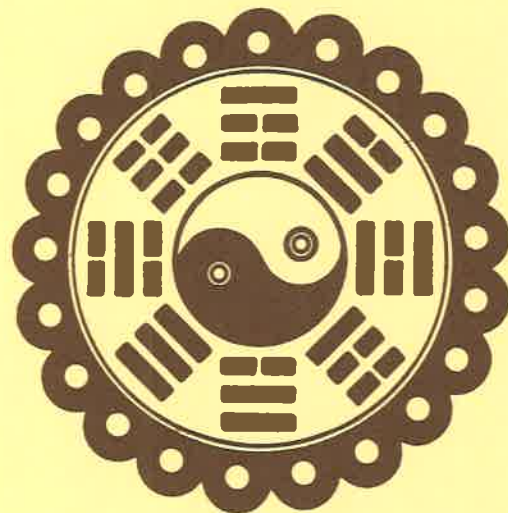
carried forward, a curriculum suitable for advanced study of many phases of modern theosophy is being designed and initiated, so that the Institute can develop its potential for theosophical scholarship, both theoretical and practical. It is believed that the training of such scholars will facilitate significantly the dissemination of theosophy in the contemporary world.

Additional Educational Features

The San Francisco Bay Area is known as one of the rich intellectual, cultural and spiritual centers of the nation. While the Institute's students and staff draw upon this stimulating environment in many ways, the Institute community also contributes to this richness by presenting its own activities throughout the year. These include numerous lectures, symposia, meditation retreats and workshops which involve experts drawn from the Bay Area and elsewhere. These programs are open to both the Institute community and the wider public as part of a continuing support of individual and collective development within the context of East-West understanding and synthesis. The Institute also presents art exhibits, musical concerts and dance recitals by talented artists, often in cooperation with other local organizations. These cultural events are intended both to enrich the aesthetic experience of students and the general public and to foster intercultural understanding as an essential condition for world peace.

The Institute issues all of its master's theses and

doctoral dissertations through Xerox Microfilms International, thus making its scholarship available in microfilm and book formats. The Institute also issues semiannually its journal, *An Integral View: Emerging Currents in Modern Thought*. Faculty members and students contribute to this journal, as well as to many other professional and popular publications, as part of their involvement in a program of research into self-integrative techniques of psychotherapy, innovative approaches to societal development, and unifying concepts in philosophy and theology.



Administrative Guidelines

Admissions

Policy of Nondiscrimination

The Institute adheres to a policy of nondiscrimination with respect to sex, age, race, ethnic origin and religious preference in all its admissions, financial aid programs and other educational practices.

Admissions Procedure

The following rules govern the admissions process at the Institute:

1. To be admitted to the Institute and any of its programs the student must make application in writing on the prescribed forms and pay the prescribed fees.
2. To be admitted to the Institute to pursue a master's program the student must have a bachelor's degree from an institution which is accredited or is a candidate for accreditation. To be admitted to a doctoral program the student must have a master's degree from an institution which is accredited or is a candidate for accreditation.
3. Admission under the requirement stated in item 2 is to the Institute only. The several programs may have additional requirements of their own, as described in brochures about the programs.
4. The written application must be documented with official transcripts covering all college and university



study completed to date and showing a B average in all upper division work at the baccalaureate level. The transcripts must be received directly from the institutions attended.

5. After admission any student who terminates attendance at the Institute during or at the end of a quarter should notify the registrar in writing. If the student wishes to resume studies after one, two or three quarters of absence, the only requirement is to register for the next quarter. A student who has not been in attendance for one year or more must request readmission from the administrative office. When requesting readmission the student must furnish transcripts of all academic work taken since leaving the Institute.

Registration

The Schedule of Classes

A schedule of classes is issued for each academic quarter and summer session. Containing up-to-date information and details about the classes to be given, it is considered an official supplement to the catalogue. Therefore students should consult the schedule of classes as well as the catalogue before they register.

Unit Load

Students who carry a course load of eight (8) or more units during regular academic quarters are considered full-time students. During the summer session carrying four (4) or more units constitutes a full-time course load. For administrative reasons veterans should attempt to carry the same number of units each quarter

and summer session.

The usual maximum load for regular academic quarters is sixteen (16) units, and for summer sessions eight (8) units. Only in exceptional cases is approval granted to exceed the usual maximum. Applications for approval must be obtained from and returned to the administrative office.

Registration Procedure

Registration should be completed during the regularly scheduled period for each quarter and summer session. Registration is not considered completed until all necessary forms and papers have been filled out properly.

When registering the student should be aware of alternative choices, in case some classes of first preference are full or do not form. Usually six (6) students are required to form a class, but exceptions are made in the case of language and other required courses.

During the first week of instruction registered students may visit any class except Integral Counseling Psychology practicums.

Registration as an Auditor

A person who wishes to pursue a course of study as an auditor at the Institute must fill out the application form for admission and pay the fifteen dollars (\$15) registration fee. Auditors pay thirty dollars (\$30) per unit for courses taken, plus the five dollars (\$5) library fee and the five dollars (\$5) student activity fee. No formal grade or credit points are given for classes audited, and "Audit" grades cannot be changed later to letter grades.

Weekend workshops may be taken for audit at the rate of thirty dollars (\$30) without payment of a library or student activity fee.

Registration of Foreign Students

Before they register, all foreign students must contact the registrar's office for information about the I-20 form. They should be aware of the following guidelines:

1. Foreign students must provide the registrar with information which demonstrates their financial stability while they are attending the Institute.
2. If English is not the foreign student's spoken language, the student must take the TOEFL exam and furnish the registrar proof of having passed the examination.
3. To qualify for the I-20, as full-time students, foreign students must carry at least eight (8) units of course work each quarter of the academic year.

Fees, Charges, Refunds, Holds

Schedule of Fees*

Application fee: \$20. This fee is required of all first-time degree students and students who have not been in continuous enrollment without obtaining an approved leave of absence.

Tuition: \$55 per quarter unit. Audit tuition is \$30 per unit.

Library fee: \$5. This fee is collected each quarter and

summer session for use of the library facilities. It is not refundable.

Student activity fee: \$5. This fee is collected each quarter and summer session for purposes of the Student Association. It is not refundable.

Late registration fee: \$10. This charge is levied for registering after close of the regularly scheduled period for registration each quarter and summer session.

Drop fee: \$10 per course. This charge applies beginning the third week of instruction each quarter and summer session. It is levied for each course dropped.

Transcript fee: \$2 per issue. This charge is made for each official and student's copy of a transcript.

Fee for Check Returned by Bank: \$4. This charge is levied for each check that is returned by the bank because of insufficient funds or other reason.

Deferred Payment Note: \$10. This additional service charge must be paid by any student who cannot pay in full at the time of registration and arranges to defer up to two-thirds of the tuition and fees to the Institute.

Withdrawal fee: \$20. (For related information see also the sections of this catalogue which discuss withdrawals and refunds.)

Comprehensive Examination fee: \$35 per examination.

Advancement to Candidacy Application fee: \$10.

Graduation fee: \$100. This fee covers the degree and diploma, microfilming and copyrighting charges for the thesis or dissertation, and handling and mailing charges. Because no thesis is involved for the master's degree in Integral Counseling Psychology the graduation fee is \$65 in that case.

*All fees and charges are subject to change without advance notice. During times of inflation students must realistically expect annual tuition adjustments. Similarly, other fees and charges may be adjusted periodically to reflect rising costs.

Refunds

Only tuition charges are refunded, and several weeks are usually required to process the refund. Upon withdrawal the refund of tuition is computed by deducting the withdrawal fee of \$20, then charging a prorated one-twelfth (1/12) of tuition per week/per unit to the date the student's written notification of withdrawal was received by the registrar. No refunds are allowed after the closing date specified in the catalogue or the current schedule of classes.

Holds on Records

A "hold" may be placed on the record of any student who has unpaid obligations to the Institute, or who has failed to comply with any other Institute requirement or regulation. A "hold" means that no transcript, degree or other official record can be issued until the prior obligation or requirement has been satisfied.

Student Financial Aid

The Institute maintains a personalized, concerned approach in meeting the needs of students. All financial aid at the California Institute of Asian Studies is administered in accordance with nationally established philosophy and policies. The assumption of these programs is that financial aid be made available only to fill the gap between educational costs and the amount a student can reasonably be expected to contribute toward meeting these costs. Therefore the determining factor in granting aid is not how much a student chooses to contribute, but how much an

analysis of resources indicates he or she can afford to contribute.

Government loans and work-study positions are available. The Guaranteed Student Loan (GSL) program permits a student to obtain a loan after he or she has been admitted to the Institute. Availability of loans is dependent upon actual need for tuition and fees, and upon loan budgets of individual banks. National Direct Student Loans are awarded through the Institute once a year. Students who have been in full-time attendance for at least one quarter are given preference in National Direct Student Loans and work-study awards. In addition to the Federal Work Study Program the Institute has a limited number of its own work-study positions available.

Institute programs are recognized by the United States Veteran's Administration, and persons attending the Institute who qualify may receive full benefits under the G.I. Bill through the Veterans Administration. The Veterans Administration also funds some work-study positions.

For further information about all of these programs contact the Institute financial aid officer.

Grades and Evaluations Grading System

At the Institute the following system of grades is used for evaluation of course work:

- A = 4.0 grade points per unit
- A- = 3.7 grade points per unit
- B+ = 3.3 grade points per unit
- B = 3.0 grade points per unit

B- = 2.7 grade points per unit
C+ = 2.3 grade points per unit
C = 2.0 grade points per unit
F = 0.0 grade points per unit

Pass/Not Pass Option

A student enrolled in a master's program at the Institute has the option of taking eight (8) units of course work under a pass/not pass option. A student enrolled in a doctoral program at the Institute has the option of taking twelve (12) units under a pass/not pass option. The option cannot be applied to courses within the student's major.

Courses completed under the pass/not pass option will be entered on transcript records according to these guidelines: P (indicating "passed") - 3.0 grade points per unit; NP (indicating "not passed") - 0.0 grade points per unit.

Thesis or Dissertation Units

A student may register for thesis or dissertation writing units without penalty at any time during a regular quarter or summer session, with approval of the student's committee members. Thesis and dissertation writing units carry no grade points; hence they are excluded from all grade point computations. Until thesis or dissertation units are declared successfully completed by a committee member, the units will be assigned I (for "incomplete") on transcripts. Upon approval by the committee member these units will be assigned the letter P (for "passed").

Incomplete Grades

A student who fails to complete the required work in any course will receive a mark of I (for "incomplete") on the transcript. Failure to complete the required work within one calendar year from the end of the quarter during which the student registered for the course will result in a final mark of "Audit" for the course, unless the instructor indicates that the student registered but did not attend the course at all. Thesis/dissertation writing units retain the I on the transcript until the committee member awards a P for satisfactory completion of the work.

Grade Point Average

A student's grade point average is computed by dividing the total grade points earned by the total units of course work registered for, less withdrawals, audits, incompletes and thesis or dissertation units passed.

Scholastic Probation

Satisfactory scholarship at the Institute is defined as maintaining a grade point average of B (3.0) or higher. A grade point average of B or higher is required in all work submitted for a degree. Any student whose grade point average drops to 2.99 or below will be placed on scholastic probation.

A student who is placed on scholastic probation should take a reduced load in order to recover an average of at least 3.0. If at the end of the second quarter following the date of notification of scholastic probation the student's grade point average has fallen

below a C (2.0) the student will be dismissed from the Institute or disqualified from any program being pursued.

Dismissal and Disqualification

A student on probation will be dismissed or considered disqualified from any program being pursued if at the end of the second quarter following notification of probation status the student's cumulative grade point average falls below a C (2.0) for the total units taken to date. A student who is dismissed or disqualified will be informed to that effect in writing, and notice of the dismissal or disqualification will be entered on the student's permanent transcript record.

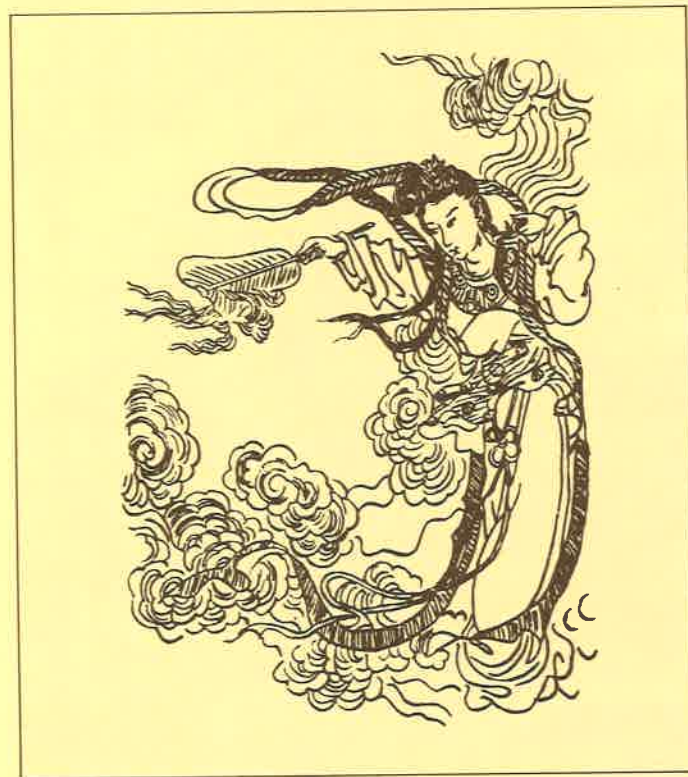
Under normal conditions any student who has been dismissed shall not be eligible for readmission or reinstatement until one quarter has lapsed since the dismissal. However, if extenuating circumstances exist the Graduate Council of the Institute is empowered to recommend a specific exception to this rule, subject to approval by the President of the Institute.

Withdrawal from the Institute

A student who terminates attendance at the Institute during or at the end of any quarter or summer session should notify the registrar to that effect in writing. In order to be readmitted after one, two or three quarters' absence the student need only register again during the next registration period. After an absence of one year or more, however, the student must request readmission from the administrative office,

since the admissions office processes only new student admissions. When requesting readmission the student must furnish transcripts of all academic work taken elsewhere since withdrawing from the Institute.

All course work left incomplete at the time of withdrawal automatically receives a mark of W (for "withdrawal") on the transcript.





Academic Guidelines

Preliminary Note

All graduate students admitted to the Institute are required to follow the regulations and procedures stated in the current edition of the catalogue. However, a student whose attendance is interrupted by no more than three consecutive quarters away from the school may elect to complete the degree under regulations in effect at the time his/her official degree contract was approved.

Academic work at the Institute includes several Institute core courses required of all degree students, core classes required by each program of all students admitted to its sequence of study, and electives chosen by students to supplement the required courses. Core and elective classes offered by any one program may be taken as electives by students from all other programs, with the exception of practicum classes in Integral Counseling Psychology.

Only a selection from the total courses listed in this catalog are given during any particular quarter. The schedule of classes for each quarter and summer session specifies the classes to be given at that particular time.

General Information About the Curriculum

The curriculum at the California Institute of Asian Studies is organized into the following five programs of study:

Asian Studies
Buddhist Studies
East-West Psychology
Integral Counseling Psychology
Integral and Interdisciplinary Studies

Master's and doctoral degrees are granted in all five programs.

The minimum number of quarter units required for the master's degree in all programs except Integral Counseling Psychology is sixty (60). In the Integral Counseling Psychology program, which involves a supervised practicum but no master's thesis, the minimum requirement is ninety (90) quarter units. For the doctoral degree in all programs a minimum of sixty (60) quarter units is required beyond the master's degree; in some departments a minimum of ninety (90) quarter units may be required beyond the master's degree.

Institute Core Courses

The following two Institute core courses must be taken during the first year of study at the school by all students working for master's or doctoral degrees. These initial core courses are intended to provide basic orientation to the philosophical and educational frame-

work under which the Institute operates.

401: *Culture and Religion, East and West* — 3 units

402: *Philosophy and Psychology, East and West* — 3 units

These courses are given under general coordination of the administrative office.

A third core course, organized and taught by each program, is required near the end of each degree student's study at the school. This course is to provide a framework for bringing together all the student's intellectual, experiential and practical learning at the Institute.

Each quarter a one unit thesis/dissertation seminar is offered. The seminar concentrates on the technical aspects of researching and writing the thesis or dissertation at the Institute. All degree students must take the seminar before they begin to work with the thesis or dissertation committee, which has responsibility for the content, style and quality of the finished work.

Transfer of Credit and Independent Study

The Institute does not conduct external degree programs of study, but it makes it possible for students to include in their programs a significant number of learning experiences outside the Institute through transfer of credit and independent study. With approval of the student's program advisor up to twelve (12) units of graduate course work from other accredited or candidate for accreditation institutions may be transferred toward each degree taken at the Insti-

tute, thus reducing the on-premises unit requirement for the degree. In addition, up to one-half of the allowable independent study units can be approved for external learning experiences.

The Institute has devised criteria to evaluate each of these options, and it is the responsibility of the student to demonstrate that the particular learning experience involved, if proposed for credit at the Institute, meets the established guidelines.

Transfer of Credit

A student in any master's or doctoral degree program may transfer up to twelve (12) quarter units of graduate level work earned at other regionally accredited institutions or at institutions which are recognized candidates for accreditation. Within the twelve units limit for each degree, transfer credit may be granted for graduate study completed prior to admission to the Institute, for relevant work completed satisfactorily after registration at the Institute, or for a combination of the two. The guidelines covering transfer of credit (from accredited or candidate institutions) are as follows:

1. The work to be credited is clearly relevant to the student's program at the Institute.
2. The grade received for it at the other institution was B or higher.
3. The work to be credited was not used toward any degree previously granted.
4. The student's program advisor approves the student's signed petition for the transfer of credit, and the student's program director endorses the petition.

Independent Study

Independent Study is defined as intellectual or professional graduate level work designed to accommodate a program requirement or to extend a student's field of inquiry beyond current Institute resources in a relevant way; or a learning experience relevant to the program of study, but not primarily academic in nature, which advances the student's physical, emotional and spiritual development. Independent study may also be approved to allow a student to complete a program when a needed course cannot be taken as a regular class within a reasonable time. A maximum of ten (10) quarter units of independent study can be taken in all master's degree programs at the Institute. A maximum of twelve (12) quarter units of independent study can be taken in all doctoral programs at the Institute. The guidelines covering independent study are as follows:

1. The student selects an appropriate faculty sponsor who, with concurrence of the student's program director, determines the relevance and adequacy of the proposed work to the student's program. The sponsor also determines the quarter units to be allowed for the work, being aware that each equivalent of one class hour normally requires at least two additional hours of outside study, and that a minimum of thirty (30) hours of research and/or study is required for each quarter unit of independent study.
2. After details have been worked out, the student must obtain written approval of the faculty sponsor and the program director on a form obtainable from

the registrar. Written approval must be obtained in advance of undertaking the study.

3. The student meets as appropriate with the faculty sponsor while the work is in progress. Upon completion of the work the faculty sponsor assigns an appropriate grade for it, based upon careful evaluation of the learning experience.

Weekend Workshops and Seminars

Each quarter the Institute offers several one unit workshops and seminars led by Institute faculty members or distinguished guests. The workshops and seminars usually involve ten hours of participation, and they may be taken by Institute students and members of the general community either for audit or one unit of academic credit. If the workshop or seminar is taken for credit a short written paper is also required.

A workshop or seminar may be taken on a pass/not pass basis, up to the unit limitation set for such option and provided that its subject matter lies outside the student's program specialization.

The Stages in Completing Work for Degrees

In the Integral Counseling Psychology program work for the master's degree must be undertaken in the following sequence:

1. Satisfactory completion of all required course work, including the practicum.

2. Passing the comprehensive examination given by the program.

In all other programs work for the master's degree must be undertaken in the following sequence:

1. Satisfactory completion of all course work, including the thesis/dissertation seminar, which fulfills the requirement of one (1) quarter unit of thesis writing.
2. Passing the comprehensive examination given by the student's program.
3. Completion of the master's thesis and approval of it by the student's thesis committee.
4. Satisfactory discussion of the thesis with the student's committee.

In all programs work for the doctoral degree must be undertaken in the following sequence:

1. Satisfactory completion of all courses, including the thesis/dissertation seminar, if not taken already in work for the master's degree at the Institute. If taken as part of the work for the doctoral degree the thesis/dissertation seminar fulfills the requirement of one (1) quarter unit of dissertation writing.
2. Passing the comprehensive examination given by the student's program.
3. Completion of the dissertation and approval of it by the student's dissertation committee.
4. Satisfactory discussion of the dissertation with the student's committee.

Application and Advancement to Candidacy

When nearing completion of course work for the advanced degree the student must comply with the following procedures:

Application for Candidacy

One quarter prior to completing the course work for the degree the student must make formal application to become a candidate for the degree. The application form is available in the registrar's office, and a fee of ten dollars (\$10) must be paid when the application is filed. The director of the student's program of study then reviews the application and the student's record to make certain that all requirements (except the thesis or dissertation) have been met and any deficiencies or incomplete grades have been cleared.

Advancement to Candidacy

Upon completion of the course work for the degree the student must pass the qualifying comprehensive examination administered by his/her program. When that examination has been passed the registrar will check to insure that the student has met all requirements for the degree (except the thesis or dissertation) before the student is advanced to candidacy. Finally the completed application, reviewed and endorsed by the program director, is filed with the administrative office, which has ultimate authority to decide that all requirements have been satisfied.

Thesis/Dissertation Policies and Procedures

After the student has passed the qualifying examination and been advanced to candidacy the program director is chiefly responsible for forming the thesis or dissertation committee, in consultation with the student. The committee usually consists of three members, including a chairperson. The student must complete a form which lists the committee members and submit it to the administrative office for approval and filing. No formal thesis or dissertation work can be undertaken until the committee has been formed and approved.

Writing the Thesis or Dissertation

Once the committee has been formed and approved the student should distribute a brief abstract and tentative title of the proposed thesis or dissertation to all committee members for their review. The student should also meet with the members to discuss the abstract, secure their guidance and make arrangements for their work together. The preliminary abstract for a thesis should not exceed one hundred and fifty (150) words in length; for a dissertation it should not exceed six hundred (600) words.

The master's thesis should be a concise report which describes and documents an original investigation of a particular problem or specific area of research. In depth of understanding, clarity of organization and expression, and style, the thesis should meet the standards set for the doctoral dissertation. However, the

dissertation must represent a greater contribution to creative thought, be substantiated by a more thorough and rigorous scholastic effort, and be developed more fully than a master's thesis. The thesis or dissertation must conform to practice set forth in the style manual designated by the Institute. At present the designated style manual is *Form and Style: Theses, Reports, Term Papers*, by William Giles Campbell and Stephen Vaughan Ballou (5th edition; Boston: Houghton Mifflin Company, 1978).

The student must complete the first draft of the thesis or dissertation and distribute copies of it to committee members at least one full quarter before the intended date of finishing work for the degree. After the committee members have reviewed the draft and given suggestions for further work and modifications, the student will undertake the final revisions and have the finished copies prepared. The thesis or dissertation must be submitted in typewritten form suitable for photographic reproduction. It must be typed on good quality paper, with a left margin of two inches, and the pages must be unperforated and unbound. The student is responsible for proofing the work carefully to insure textual, grammatical and typographical accuracy.

The student is also responsible for placing an examination copy of the finished thesis or dissertation in the hands of committee members for their final review.

Evaluating and Filing the Thesis or Dissertation

After all committee members have reviewed the finished thesis or dissertation, the student must discuss it orally with them in a scheduled meeting. When the thesis or dissertation has been approved and the student has passed the oral discussion, the committee members sign the official approval page.

In case of any disagreement among committee members over the acceptability of the thesis or dissertation or discussion of it, the chairperson will convene a meeting of the members, and the student if desirable. If the committee then reaches agreement, the members sign the approval page. If they cannot agree, however, the thesis or dissertation is forwarded to the administrative office with a brief statement of each committee member's opinion, and the President will be responsible for reaching a final decision to accept it or require further work.

The student must submit the original of the approved thesis or dissertation and one complete copy, together with three copies of the final version of the abstract, to the administrative office. The original of the abstract must be signed by the committee chairperson. The original of the thesis or dissertation is forwarded by the registrar to Xerox Microfilms International for copyrighting and reproduction, and the other copy is given to the library director for the Institute library.

The student may present a copy of the thesis or dissertation in final form to each committee member.



The Programs of Study

Program in Asian Studies

The objective of the program in Asian Studies is to build bridges of understanding between Asia and America. Asia is the birthplace of the great world religions, and America the birthplace of the highest technological developments of modern times; so there is special reason for bringing the old and the new hemispheres closer together at this time.

The program in Asian Studies furnishes opportunities to investigate in depth the philosophies, religions, art, folk traditions and languages of India, China, and Japan, as well as of Western, Central and South Asia. It focuses upon systematic scholarship, comparative studies and intercultural understanding, combined with a sense of spiritual responsibility. Specialists in these different fields are at the Institute to guide students in exploring the Asian traditions and comprehending the mind of Asia, not from a theological or doctrinal point of view, but from a faith in common inheritances and the integral process of growth.

The program is designed to ready its graduates for careers in teaching, research, foreign service and cultural positions, as well as service to the community.

Requirements for Degrees

For the Master of Arts degree:

6 units — Institute core courses

9 units — Program core courses

12 units — Language
 18 units — Program electives
 6 units — Institute electives
 9 units — Thesis (including thesis/dissertation seminar)
60 units — Total

For the Doctor of Philosophy degree:

 6 units — Institute core courses
 9 units — Program core courses
 12 units — Languages
 36 units — Program electives
 9 units — Institute electives
 18 units — Dissertation (including thesis/dissertation
 seminar if not taken already)
90 units — Total

For students who have a master's degree in Asian Studies from the Institute and are seeking the doctoral degree, the requirements are as follows:

 9 units — Program core courses
 27 units — Program electives
 9 units — Institute electives
 18 units — Dissertation
60 units — Total

Having the master's degree from another program at the Institute:

 9 units — Program core courses
 12 units — Language (if not already taken)
 21 units — Program electives
 18 units — Dissertation
60 units — Total

Courses Offered in the Program

Program Core Courses:

Basic courses providing a theoretical framework for the study of Asia (two of three required):

AS 501 — Culture, History and Politics of Asia (3)
 AS 502 — Philosophy, Religion and Psychology of Asia (3)
 AS 503 — Philosophical Terms of Asia (3)

Experiential and practical courses (one of three required):

AS 504 — Techniques and Goals of Meditation (3)
 AS 505 — Art, Music and Dance (3)
 AS 506 — Intercultural Community Service (3)

Program Electives:

Far East:

AS 601 — Basic Scriptures of China (3)
 AS 602 — Taoism, Confucianism and Buddhism (3)
 AS 603 — Chinese Philosophy: Ancient and Modern (3)
 AS 604 — Schools of Buddhism in China (3)
 AS 605 — Contemporary Chinese Thought (3)
 AS 606 — Chinese Painting and Calligraphy (2)
 AS 607 — Chinese Literature (3)
 AS 608 — Chinese Language (4)

AS 620 — History of Japan (3)
 AS 621 — Japanese Literature (3)
 AS 622 — Japanese Language (4)
 AS 623 — Schools of Buddhism in Japan (3)
 AS 624 — Early Shintoism to Neo-Shintoism (3)
 AS 625 — Economics and Politics of Southeast Asia (3)
 AS 626 — Japanese Art and Culture (2)
 AS 629 — Contemporary Japanese Thought (3)
 AS 630 — Religions of Southeast Asia (3)

Near East:

AS 640 — Basic Scriptures of the Near East (3)
 AS 641 — Religions of the Near East (3)

- AS 642 — Contemporary Thought of the Near East (3)
- AS 643 — Mysticism of the Near East (3)
- AS 644 — Islamic Arts and Literature (3)
- AS 645 — Contemporary Christian Theology (3)
- AS 646 — Economics and Politics of the Near East (2)
- AS 647 — Linguistic and Psycholinguistic
Arabic Studies (3)
- AS 648 — Near Eastern Languages (4)

South Asia:

- AS 660 — Vedas and Upanishads (3)
- AS 661 — Bramasutras (3)
- AS 662 — Bhagavadgita
- AS 663 — Comparative Mysticism (3)
- AS 664 — Contemporary Indian Philosophy (3)
- AS 665 — Indian Art and Literature (3)
- AS 666 — Vedanta, Tantra and Bhakti Philosophies
of India (2)
- AS 667 — Classical Philosophical Systems of India (3)
- AS 669 — Buddhist Psychology (3)
- AS 671 — India's Freedom Movements (2)
- AS 672 — Cultural History of India (3)
- AS 673 — Mystics of India (2)
- AS 674 — South Asian Languages (4)

Philosophy and Religion:

- AS 680 — Great Religions of the World (3)
- AS 681 — Existentialism and Buddhism (3)
- AS 682 — Neo-Vedantic Movements (3)
- AS 683 — Integral Philosophy (3)
- AS 684 — Sri Aurobindo and Phenomenology (3)
- AS 685 — Synthesis of East/West Thought (2)
- AS 687 — Comparative Philosophy and Religion (3)

Faculty of the Program in Asian Studies

Akil A. Asfoor, Ph.D.
 Hungkyu Harry Bang, Ph.D.
 Ling-Erh (Angela) Chen, B.A.
 Bernard L. Fishman, M.A.
 Rhoda P. LeCocq, Ph.D.
 James W. Plaughar, Ph.D.
 Anil Kumar Sarkar, Ph.D. (Program Director)
 Antoine Nguyen Tan-Phat, M.A.
 Sui-Ning Chou, M.A. (visiting faculty)
 Luke T. Chang, Ph.D. (visiting faculty)



Program in Buddhist Studies

The program in Buddhist Studies provides students with a thorough understanding of Buddhism as a living teaching. The program presents a scholastic, empirical and experiential approach to the essentials of Buddha dharma and concerns itself with the significant developments of Buddhist thought in India, Southeast Asia, Ceylon, China, Japan, Tibet and America.

The focus of the program is to give specialized training in three areas: 1) a systematic study of the fundamental principles, major traditions and schools of Buddhism viewed within the historical perspective; 2) an examination in depth of the psychology in the Tripitaka as it facilitates personal relationships with other sentient beings and the phenomenal world; and 3) participation in the practice of meditation as a grounding influence to balance the student's intellectual investigations of Buddhist thought, since meditation is the actual foundation and inspiration of the Buddhist path.

The program is designed to prepare its graduates for professional careers in teaching, research and translation of Buddhist texts, and areas of community service that require compassionate and patient work with other sentient beings.

General Requirements

All students in the program will work with an advisor to insure a balanced program which gives equal atten-

tion to Buddhist theory, fundamental principles, historical perspective and understanding of similarities and differences between the three basic schools of Buddhism: Theravada, Mahayana and Vajrayana.

Students who enter the master's program without prior experience in Buddhist studies will be required to take six (6) quarter units of prerequisites: *Essentials of Buddhism A/B*.

All students in the program must meet the following language requirements: at the master's level twelve (12) units, and at the doctoral level twelve (12) units of Pali, Burmese, Sanskrit or Tibetan. With permission from the program director other Asian languages, such as Japanese or Chinese, may be substituted for the above. Students who have completed Asian language courses successfully at other accredited colleges or universities may be excused from part of the language requirements in the program at the Institute by the program director.

Students in the program may use up to six (6) units of the Independent Study option for experiential growth work at meditation retreats.

Students in the Buddhist studies program are encouraged to take as many of their elective units as possible within the program. Electives may be chosen from among other Program Electives or Program Core Courses.

All students in the program are required to take the Buddhist Integral Seminar (BS 518) near the end of their course work.

Requirements for Degrees

For the Master of Arts degree:

- 6 units — Institute core courses
- 18 units — Program core courses
- 12 units — Language
- 12 units — Electives
- 12 units — Thesis (including thesis/dissertation seminar)
- 60 units — Total

For the Doctor of Philosophy degree:

If the student has a master's degree in Buddhist

Studies from the Institute:

- 18 units — Program core courses
- 12 units — Languages
- 12 units — Electives
- 18 units — Dissertation
- 60 units — Total

If the student does not have a master's degree in

Buddhist Studies from the Institute:

- 6 units — Institute core courses (if not taken already)
- 30 units — Program core courses
- 24 units — Languages
- 12 units — Electives
- 18 units — Dissertation (including thesis/dissertation seminar, if not taken already)
- 90 units — Total

Courses Offered in the Program

The program's curriculum is arranged thematically to allow for flexibility in the design of specific courses.

Program Core Courses:

- BS 500 — Development of Buddhism in Tibet (3)
- BS 501 — Development of Buddhism in Southeast Asia (3)

- BS 502 — Development of Buddhism in India (3)
- BS 503 — Development of Buddhism in China (3)
- BS 504 — Development of Buddhism in Japan (3)
- BS 504A/B — Essentials of Buddhism (6)
- BS 506A/B — Buddhist Theories of Knowledge (6)
- BS 507A/B — Theravada Suttas (6)
- BS 508A/B — Theravada Abhidhamma (6)—
- BS 509 — Abhidharma - Kosa (6)
- BS 510A/B — Mahayana Sutras (6)
- BS 511 — Zen Buddhism (3)
- BS 512 — Nagarjuna and the Madhyamika School (3)
- BS 513 — The Yogachara School (3)
- BS 514 — Vajrayana Buddhism (3)
- BS 515 — Tibetan Book of the Dead (3)
- BS 516 — Seminar on Historical Buddhist Figures (3)
- BS 517 — Seminar on Recent Buddhist Figures (3)
- BS 518 — Buddhist Integral Seminar (3)
- BS 519A/B/C — Pali or Burmese (12)
- BS 520A/B/C — Tibetan (12)

Program Electives:

- BS 601 — Buddhist Art (2)
- BS 602 — Buddhist Spiritual Practice and Healing (2)
- BS 603 — Introduction to Buddhist Meditation (2)
- BS 604 — Buddhist Literature and Stories (2)
- BS 605 — Buddhist Chanting (2)
- BS 606 — Buddhist Psychology (2)
- BS 607 — Buddhism and Science (2)
- BS 608 — Prajnaparamita Sutras (2)
- BS 609 — Buddhism in America (2)
- BS 610 — Buddhist Politics (2)
- BS 611 — Phenomenology of Buddhism (2)
- BS 612 — Buddhist Ethics (2)
- BS 613 — Advanced Buddhist Meditation: Vipassana (2)
- BS 614 — Buddhist Perspectives on Death and Dying (3)
- BS 625 — Independent Study (6)

Faculty of the Program in Buddhist Studies

Sensei Kobun Chino Otogawa, M.A. (visiting faculty)

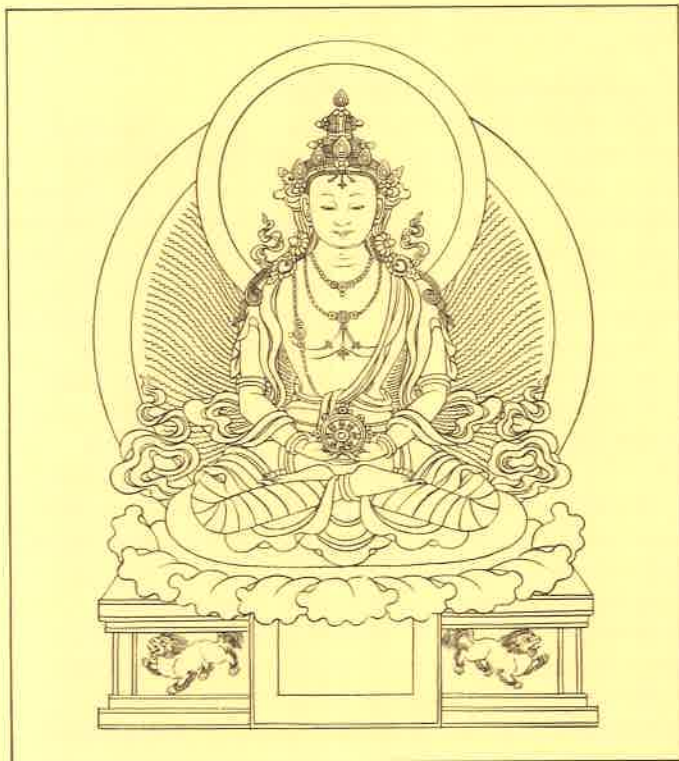
Ira Rechtshaffer, Ph.D.

Rina Sircar, Ph.D. (Program Director)

Bishop Nippo Syaku, M.A.

Wangyal of Dolpo

Jack Weller, M.A.



Program in East-West Psychology

The program in East-West Psychology is designed to provide students with basic grounding in the philosophical and psychological traditions of the East and the West, and to allow for study and research in depth into one of several areas of specialization.

The philosophical objective of the program is to facilitate a continuous process of self-understanding and personal growth within the interpersonal, social and cosmic contexts of human life. This is accomplished through integration and objective synthesis of the basic elements of the Eastern and Western traditions. The professional objective of the program is to train graduates in the knowledge and skills necessary to function as college teachers, researchers, writers, in the area of East-West psychology, and as social participants in the evolving fields of community service, planning and social transformation.

To meet these twin objectives of philosophic-spiritual integration and professional career preparation, the program has three basic components: 1) intellectual study of Eastern and Western philosophic and psychological systems; 2) personal experience of Eastern and Western psychospiritual growth processes; and 3) practical application in field work, community service, teaching or creative work.

Requirements for Degrees

For the Master of Arts degree:

- 6 units — Institute core courses
- 19 units — Program core courses
- 17 units — Electives
- 9 units — Practicum and field work
- 9 units — Thesis (including thesis/dissertation seminar)
- 60 units — Total

For the Doctor of Philosophy degree:

- 6 units — Institute core courses
- 34 units — Program core courses
- 23 units — Electives
- 12 units — Practicum and field work
- 15 units — Dissertation (including thesis/dissertation seminar, if not taken already)
- 90 units — Total

For a student moving from a master's degree taken at the Institute to a Ph.D. degree within the East-West Psychology program requirements include:

- 19 units — Program core courses
- 14 units — Electives
- 12 units — Practicum and field work
- 15 units — Dissertation (including thesis/dissertation seminar, if not taken already)
- 60 units — Total

Program Core Requirements

The student working toward the master's or doctoral degree in East-West Psychology should have a thorough knowledge of the following areas of study. In each case there are options of courses that may be taken to meet this requirement. If the student has already taken graduate level courses in these sub-

jects at other institutions he/she can be released from the requirement to take those subjects again. The areas of study are: 1) *Human Development*; 2) *Yoga, Meditation and Psychotherapy*; 3) *Biological Basis of Consciousness*; 4) *Language* (philosophic and psychological terms); 5) *Transpersonal Dimensions*; 6) *Research Design and Measurement*; 7) *Professional Ethics and Law*. For the doctoral programs the following additional foundation requirements must be taken: 8) *Social Psychology*; and 9) *Personality Theories: Normal and Abnormal*.

Experiential Growth Work

Each student is expected to pursue, as a supplement to formal course work, experiential study of one or more Eastern growth processes (e.g., yoga, ta'i chi, zen, vipassana) and one or more Western growth processes (e.g., personal psychotherapy, Journal workshop, psychosynthesis, Actualism). No academic credit is normally given for this kind of experience, and no financial arrangement is made with the Institute. However, students may take a certain number of units of independent study in an experiential growth process — up to six (6) units in the master's program, and up to nine (9) units in the doctoral — that are credited on a pass/not pass basis. Students will be invited to participate in occasional open meetings to discuss their learning experiences in this area. Often questions concerning the integration of experiential with didactic learning will be part of the comprehensive examination. A general guideline is one hundred and eighty (180) hours of experiential study for the master's program and the same amount again for the doctoral program.

Practicum and Field Work

This phase of the learning process is designed to give the student direct experience of functioning as a paraprofessional under the guidance of experienced practitioners. Examples of field work include: in-hospital autistic children's program, drug-abuse clinic, crisis center, suicide hot-line, the courts, the police department, community college or school co-teaching experience, day-care center, and assisting in seminars or research projects. The field work is set up by the student with the assistance of the Institute and the East-West Psychology staff. Students involved in a field work program will take a three (3) unit practicum course, in which they will report on and discuss their experiences, problems and progress. Outside of the classroom the general guideline is that one unit of field work requires thirty (30) hours of work experience. The practicum will give students the opportunity to exercise initiative and sensitivity in establishing and maintaining the changing roles of helper-participant-observer-consultant.

Courses Offered in the Program

Program Core Courses:

- EW 501 — Yoga, Meditation and Psychotherapy (3)
- EW 502 — Human Development:
East-West Perspectives (3)
- EW 503 — Transpersonal Psychology: East and West (3)
- EW 504 — Maps of Consciousness (3)
- EW 505 — Symbols of Transformation (3)
- EW 506 — Evolution of Consciousness
- EW 507 — Altered States of Consciousness (3)

- EW 508 — The Psychology of Carl Jung (3)
- EW 509 — The Integral Psychology of Aurobindo (3)
- EW 510 — Asian Psychology (3)
- EW 511 — Anatomy and Physiology: Eastern and
Western Modes (3)
- EW 512 — Personality Theories: Characters and Types (3)

Program Electives:

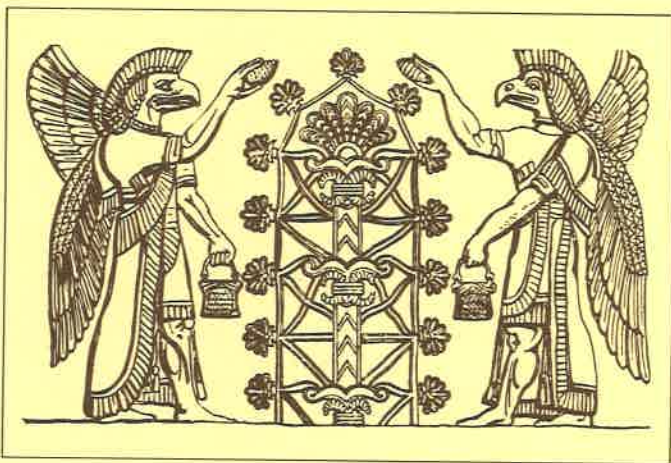
The following areas of specialization may be pursued in this program, and others may be developed as student interest and faculty resources permit: *Yoga Psychology, Parapsychology, Archetypal Psychology, Transpersonal Psychology and Esoteric Traditions.*

- EW 601 — Biofeedback: Theory, Research and Practice (3)
- EW 602 — Kundalini Yoga and Acupuncture (2)
- EW 603 — Theories and Research on
on Sleep and Dreaming (3)
- EW 604 — Parapsychology and Psychic Research (3)
- EW 605 — Astrological Symbolism — Basic (3)
- EW 606 — Astrological Symbolism — Advanced (3)
- EW 607 — Jungian Psychology and Tantra (3)
- EW 608 — Taoism and Depth Psychology (2)
- EW 609 — Origins of Consciousness
Among the Greeks (3)
- EW 610 — The I Ching (2)
- EW 611 — Tarot Symbolism (2)
- EW 612 — Alchemy and Depth Psychology (2)
- EW 613 — Dream Meaning and Symbolism (2)
- EW 614 — Tibetan Mandala Symbolism (2)
- EW 615 — Shamanism and Initiation
- EW 616 — Psychology of the Feminine (2)
- EW 617 — Clinical Child Psychology (3)
- EW 618 — The Psychology of Piaget (2)
- EW 619 — Techniques and Ethics of
Consciousness Alteration (3)

- EW 620 — Psychophysiology of Consciousness (2)
- EW 621 — Drugs and Consciousness: Uses and Abuses (2)
- EW 622 — The Use of Art in Psychotherapy and Growth (2)
- EW 623 — Personality and Creativity (2)
- EW 624 — Celtic Mythology and Jungian Psychology (2)
- EW 625 — Egyptian Symbolism and East-West Psychology (2)

Faculty of the Program in East-West Psychology

Hilary Anderson, Ph.D.
 Adelbart Banks, M.A.
 James Donahoe, Ph.D.
 Kimberley McKell, Ph.D.
 Ralph Metzner, Ph.D. (Program Director)
 Rammurti S. Mishra, M.D.
 Mary Oliver Tasch, Ph.D.



Program in Integral Counseling Psychology

Organized in 1973, the program in Integral Counseling Psychology educates students for careers in professional counseling according to the integral view of the late Haridas Chaudhuri and a wide range of other sources, such as the major spiritual traditions of East and West, recent cultural and social science research, and the writings of leading humanistic and transpersonal psychologists.

The program's specific objectives are 1) to provide a variety of learning experiences designed to develop or enhance counseling skills; 2) to develop and maintain the Integral Counseling Center as a significant community service and as a training site for student practicum and internship experience; and 3) to advance a cross-cultural, East-West view of personality and society according to the Institute's general educational orientation.

The program is a member of the Council of Counseling Psychology Training Programs, a national alliance of counseling psychology doctoral programs in state and private universities. The curriculum has been designed to meet standards for professional training set by the American Psychological Association, the American Personnel and Guidance Association and other professional groups. The major in Marriage, Family and Child Counseling meets

academic requirements for the state of California license in that specialty.

The Master of Arts is awarded with a major in either Integral Counseling Psychology or Marriage, Family and Child Counseling. It is a ninety (90) quarter unit program which includes extensive training experience in both individual and group counseling. A comprehensive examination and successful completion of practicum training substitute for a thesis, although the student may also write a thesis if he/she desires to.

The Doctor of Philosophy degree is awarded with a major in either Integral Counseling Psychology or Marriage, Family and Child Counseling. It requires prior completion of a master's degree in counseling, counseling psychology, clinical psychology or social work; or prior completion of a master's degree in another related field such as general psychology, anthropology, sociology or religion, supplemented by clinical training and/or adequately supervised experience in counseling. The doctoral program is individualized according to the student's unique undergraduate, graduate and experiential backgrounds, and his/her special qualifications and interests. The doctoral student must demonstrate a knowledge of assessment methods, research methods and of a specialty area such as advanced counseling and therapy, consultation, supervision or counselor education. Any general requirements of the master's level which the doctoral student lacks must be made up as part of the doctoral study.

At the present time the program is designing a doc-

toral internship component as part of its offerings.

Requirements for Degrees

For the Master of Arts degree in Integral Counseling Psychology:

6 units — Institute core courses
47 units — Program core courses
37 units — Electives
90 units — Total

For the Master of Arts degree in Marriage, Family and Child Counseling:

6 units — Institute core courses
58 units — Program core courses
26 units — Electives
90 units — Total

For doctoral students in both Integral Counseling Psychology and Marriage, Family and Child Counseling a total of sixty (60) units beyond the master's degree is required of students who received their Master of Arts degree in the program at the Institute; for doctoral students who received their master's degree at another institution a total of ninety (90) units is required. Within these general guidelines the following specific requirements must be met:

Doctor of Philosophy in Integral Counseling Psychology:

- Institute core courses, including thesis/dissertation seminar (if not already taken)
- All required courses for master's degree in Integral Counseling Psychology (if not already taken)
- ICP 650 — Current Issues in Counseling Psychology
- ICP 597 — Individual Integration (if not taken already)
- Electives chosen in consultation with program advisor

Doctor of Philosophy in Marriage, Family and Child Counseling:

- Institute core courses, including thesis/dissertation seminar (if not taken already)
- All required courses for master's degree in Marriage, Family and Child Counseling (if not taken already)
- ICP 650 — Current Issues in Counseling Psychology
- ICP 597 — Individual Integration (if not taken already)
- Electives chosen in consultation with program advisor

Courses Offered in the Program

Program Core Courses:

- ICP 505 — Integral Dynamics, *or*
IS 502 — Integral World View (3)
- ICP 515 — Integral Psychotherapy (3)
- ICP 525 — The Helping Relationship (3)
- ICP 535 — Group Dynamics (3)
- ICP 545 — Human Development (Child and Adult) (3)
- ICP 555 — Adult Psychopathology (3)
- ICP 565 — Tests and Measurements (3)
- ICP 575 — Supervised Practicum in Individual Counseling (4 courses) (12)
- ICP 585 — Supervised Practicum in Group Counseling (3)
- ICP 590 — Cross-Cultural Values and Mores (2)
- ICP 595 — Systems of Psychotherapy (3)
- ICP 596 — Research Methodology (3)
- ICP 597 — Individual Integration (3)

Also required of Master of Arts students majoring in Marriage, Family and Child Counseling, as well as doctoral students with that major who have not previously completed them:

- ICP 506 — Human Sexuality (3)

- ICP 536 — Relationship and Couple Counseling: Theory and Practice (3)

- ICP 546 — Professional Ethics and Family Law (2)

- ICP 556 — Family Dynamics and Therapy (3)

Also required of doctoral students:

- ICP 650 — Current Issues in Counseling Psychology (3)

Program Electives:

- ICP 601 — Humanistic Treatment of Sexual Dysfunction (3)
- ICP 602 — The Rankian Growth Process (3)
- ICP 603 — Introduction to Sri Aurobindo's Yoga (2)
- ICP 604 — Beginning Psychosynthesis Concepts/Techniques (3)
- ICP 605 — Continuing Psychosynthesis Concepts/Techniques (3)
- ICP 606 — Beginning Theosophic Therapy (3)
- ICP 607 — Tao and the Counseling Process (2)
- ICP 608 — The Growth Workbook (3)
- ICP 609 — Music and Exploration of Consciousness (2)
- ICP 610 — The Human Constitution in Theosophy (3)
- ICP 611 — Projective Techniques (2)
- ICP 612 — Gestalt Awareness (3)
- ICP 613 — Love-Energy Workshop: Theosophic Practice (2)
- ICP 614 — Counseling in Private Practice: Earthly Dimensions (1)
- ICP 615 — Evolution and Personality Assessment Via Color (2)
- ICP 616 — Introduction to Bioenergetics (3)
- ICP 617 — Creative Fantasy and Integral Counseling (2)
- ICP 618 — Somatic Approaches to Stress Reduction (2)
- ICP 619 — Experiential Bioenergetics (3)
- ICP 620 — Mapping the Human Unconscious (2)

Faculty of the Program in Integral Counseling Psychology

Martin Fortgang, M.A.

Vern Haddick, M.A., M.S.

Paul E. Herman, Ph.D. (Program Director)

Marilyn Hershenson, M.S.W.

Sylvia Randall, Ph.D.

Richard Stein, M.D.

Raymond B. Vespe, M.S.

Walt Voigt, Ph.D.



Program in Integral and Interdisciplinary Studies

The aim of the program in Integral and Interdisciplinary Studies is to support practical applications of an emerging integral perspective throughout the mainstream of modern culture. The concern of the program is not only with change in the individual, society, and the world, but with the processes of growth, integration and transformation. Hence the curriculum is grounded in research and creative action to facilitate holistic and evolutionary trends in such fields as philosophy, psychology, science, education, art, communications and social planning.

The program provides a unique blend of experiential, theoretical and practical modes of learning. Its goals are: 1) growth of participants through a process of integral education; 2) contribution to the emergence of an integral world view by exploring Eastern and Western thought and experience, as well as knowledge from varied disciplines; and 3) action in the domains of personal and societal transformation, cultural integration and human unity.

Participants have the opportunity to focus on one or more of the following areas of concentration: *Integral Education*, which prepares individuals to facilitate the growth of the whole person within educational settings; *Futures Studies*, which challenges individuals to become effective catalysts in consultation and

educational activities, organization and community development, and multilevel social planning;
Art and Aesthetics, which explores the interrelationships between understanding and appreciating art, spiritual-meditative paths, personal growth and creative expression; *Integration of Knowledge*, which examines similarities between philosophy, science and other disciplines in order to develop an original and integrated framework of knowledge which transcends specific domains. The program further supports a continual synthesizing process leading to a transdisciplinary and global perspective.

Requirements for Degrees

For the Master of Arts degree:

6 units — Institute core courses
12 units — Program core courses
21 units — Program electives
9 units — Institute electives
12 units — Thesis (including thesis/dissertation seminar)
60 units — Total

For the Doctor of Philosophy degree:

6 units — Institute core courses
18 units — Program core courses
30 units — Program electives
15 units — Institute electives
6 units — Practicum
15 units — Dissertation (including thesis/dissertation seminar, if not taken already)

90 units — Total

For a student with a master's degree from the Institute requirements for the doctoral degree in Integral and Interdisciplinary Studies include:

12 units — Program core courses
21 units — Program electives
6 units — Institute electives
6 units — Practicum
15 units — Dissertation
60 units — Total

Courses Offered in the Program

As this field is at the growth tip of societal development, and therefore fluid in nature, the curriculum is arranged thematically to allow for necessary flexibility in the design of specific courses. Program core courses may be used as electives when students have completed their basic requirements.

Program Core Courses:

To provide a basic grounding within an integral perspective all participants are exposed to courses based on two unifying themes:

IS 501 — Personal Wholeness (3)

IS 502 — An Integral World View (3)

Each participant also chooses courses from the following categories which focus on a process of self-development along physical, emotional, mental and spiritual dimensions:

IS 503 — Movement and Awareness (3)

IS 504 — Creativity and Perception (3)

IS 505 — Integration of Knowledge and Experience (3)

IS 506 — Philosophy and Religion (3)

- IS 507 — Values (3)
- IS 508 — Meditation and Prayer (3)

Program Electives:

Along with its concern to develop the awareness and facilitate the growth of participants, the program also seeks to advance one's relationship with wider society. The program studies collective evolution along personal, social, environmental, economic, political and spiritual dimensions, and it explores the unity-in-diversity within knowledge.

Integral Education:

- IS 601 — Trends Toward an Integral Education (3)
- IS 602 — Holistic Models of Education (3)
- IS 603 — Humanistic and Transpersonal Education (3)
- IS 604 — Holistic Health (3)
- IS 605 — Stages of Life Transition (3)
- IS 606 — Moral, Ethical and Spiritual Development (3)
- IS 607 — Educational Practicum (3)

Futures Studies:

- IS 610 — Theory of Futures Studies (3)
- IS 611 — Human Relationships (3)
- IS 612 — Communication Processes (3)
- IS 613 — Organizational and Community Development (3)
- IS 614 — Economics and Politics (3)
- IS 615 — Ecological Awareness (3)
- IS 616 — Social Research and Planning (3)
- IS 617 — Cultural Integration and Human Unity (3)
- IS 618 — Futures Studies Practicum (3)

Art and Aesthetics:

- IS 620 — History and Appreciation of the Arts (3)
- IS 621 — Philosophy and Psychology of Art (3)

- IS 622 — Perceptual and Psychological Exploration of the Creative Process (3)
- IS 623 — Music (3)
- IS 624 — Dance and Movement (3)
- IS 625 — Drama (3)
- IS 626 — Visual Arts (3)
- IS 627 — Creative Writing (3)
- IS 628 — Art and Aesthetics Practicum (3)

Integration of Knowledge:

- IS 630 — Philosophy East and West (3)
- IS 631 — Evolution of Scientific Thought (3)
- IS 632 — Integration of Philosophy and Science
- IS 633 — General Systems Theory (3)
- IS 634 — Integration of Specific Disciplines (3)
- IS 635 — Contributors to an Integral Perspective (3)
- IS 636 — Intercultural Studies (3)
- IS 637 — Integration of Knowledge Practicum (3)

The Practicum

The practicum allows students to express creatively what they have absorbed within their program of study. Through the practicum the program in Integral and Interdisciplinary Studies helps participants find relevant ways to apply their learning in making contributions to wider society. The results of this process provide a solid base for preparing a thesis or dissertation, as well as enhance future work capabilities. While the practicum is considered an elective on the master's level, it is a requirement for the doctoral degree.

In consultation with their program advisors students in Integral and Interdisciplinary Studies are to develop and submit a short proposal which outlines goals, objectives and steps leading to the completion

of their practicum experience. The program advisor will supervise the work, and both the student and advisor will evaluate how well the project has accomplished the desired objectives.

Faculty of the Program in Integral and Interdisciplinary Studies

Angeles Arrien, M.A.

Ling-Erh (Angela) Chen, B.A.

John Cooper, M.A.

Dionne Marx, Ph.D. (Program Director)

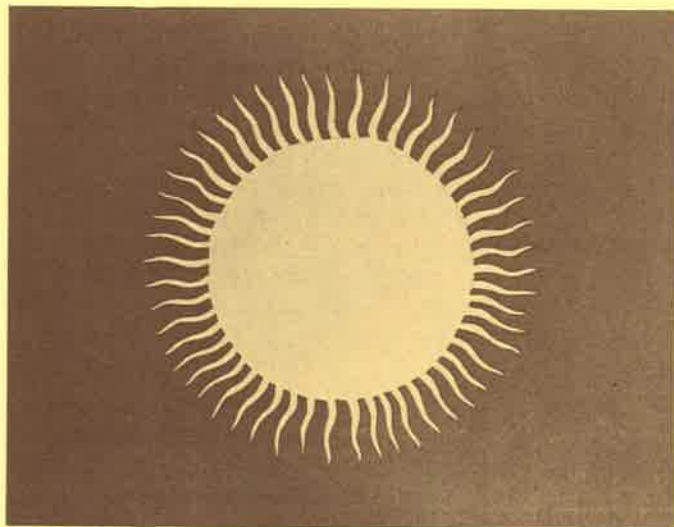
Claudio Naranjo, M.D.

Wing Pon, M.A.

Connie Smith Siegel, M.F.A.

Virginia Veach, Ph.D.

Jim Wanless, Ph.D.



Faculty

Anderson, Hilary: *Associate Professor, East-West Psychology.* B.A., San Jose State University; Ph.D., California Institute of Asian Studies. Founding Board member and former acting dean; teacher-counselor and lecturer on integral-oracular traditions.

Arrien, Angeles: *Instructor, Integral and Interdisciplinary Studies.* B.A., University of Idaho; M.A., University of California, Berkeley. Basque folklore specialist; teacher of parapsychology, mythology, anthropology, and folklore; educational consultant and facilitator, Wholistic Education Center, San Francisco; co-director, Inner Sources Program, Petaluma, California.

Asfoor, Akil A.: *Assistant Professor, Asian Studies.* B.A., Ottawa University; M.A., San Francisco State University; M.A. University of Colorado, Boulder; Ph.D., University of Colorado, Boulder. Writer and translator. Publications: books, short stories, poetry in English and Arabic.

Bang, Hungkyu Harry: *Assistant Professor, Asian Studies.* M.A., University of Washington, Seattle; Ph.D., University of Arizona, Tucson; Assistant Professor, History, Ball State University, Muncie; Chairman, Asian Studies Committee, Ball State University; Visiting Research Associate, Center for Japanese and Korean Studies, University of California, Berkeley; Foreign Research Scholar, Institute of Social Science, University of Tokyo.

Banks, Adelbart: *Instructor, East-West Psychology.* B.S., San Diego State College; M.A., California Institute of Asian Studies. Private practice of integral counseling. Formerly practising engineer for twenty years.

Chen, Ling-Erh (Angela): *Lecturer, Asian Studies/Integral and Interdisciplinary Studies.* B.A., National Taiwan Normal University. Illustrator for children's bilingual television project, San Francisco Unified School District; teacher of Mandarin and Cantonese languages, Chinese calligraphy and brush painting.

Cooper, John: *Composer-in-residence, Integral and Interdisciplinary Studies.* B.A. (piano) and M.A. (composition), University of Missouri;

Diploma, American Conservatory, Fontainebleau, France. Composer and musician of East-West music. Fulbright lecturer to India; recipient of the Pauline Creative Arts Award; grants from Columbia University Ditson Fund and the Martha Baird Rockefeller Fund.

Donahoe, James: *Assistant Professor, East-West Psychology. M.A., Ph.D., California Institute of Asian Studies. Adjunct Professor of Off-Campus Study, Lone Mountain College, San Francisco, 1973-1978. Publications: Editor of the bimonthly newsletter "Singularities: Advances in Psychology, Parapsychology, Medicine and Related Disciplines"; Dream Reality (book) and ENIGMA: Psychology, the Paranormal and Self-Transformation (book).*

Fishman, Bernard L.: *Instructor, Asian Studies. M.A., American Academy of Asian Studies. Lecturer for Baha'i Faith in Western United States, 1961. Publications: I Ching Cards (book).*

Fortgang, Martin J.: *Instructor, Integral Counseling Psychology. M.A., Clark University. State of California licensed marriage, family and child counselor. Psychotherapist, Richmond Community Mental Health District, San Francisco. Listed in Who's Who in the West and in America.*

Haddick, Vern: *Assistant Professor, Integral Counseling Psychology; Research Coordinator, Theosophic Therapy Research Project; Institute Library Director. B.A., M.A., University of California, Berkeley; M.S., Columbia University. Phi Beta Kappa; N.D.E.A. fellow; award, Smithsonian Institution/Wells Fargo Bank Bicentennial writing contest. Publications: articles on psychotherapy, creative process, music and consciousness; short stories; Portrait of Morris (psychological novel).*

Herman, Paul E.: *Professor and Director, Integral Counseling Psychology; Director, Theosophic Therapy Project and Integral Counseling Center. B.A., Ohio University; M.A., University of California, Berkeley; M.S., Columbia University; M.Ed, Temple University; Ph.D., California Institute of Asian Studies. State of California licensed marriage, family and child counselor; formerly supervising counselor with State of California Human Resources Development Department. Publications: articles on counseling and psychology.*

Le Cocq, Rhoda P.: *Associate Professor, Asian Studies. M.A., Stanford University; M.A., University of California, Santa Barbara; Ph.D., California Institute of Asian Studies. Information Officer, Department of Public Health and Education, Sacramento County; Lecturer, University of California, Davis; researcher in Tibetan Buddhism. Publications: numerous articles and short stories; Martin Heidegger and Sri Aurobindo (book).*

Marx, Dionne: *Assistant Professor and Director, Integral and Interdisciplinary Studies. B.A., Miami University; M.A., Indiana University; Ph.D., California Institute of Asian Studies. Professional background in research sociology, organizational and community development, and social planning and evaluation. Publications: editor of the journal, An Integral View; co-editor, The Evolution of Integral Consciousness by Haridas Chaudhuri (book); Toward an Integral World View (forthcoming book).*

McKell, Kimberley: *Associate Professor, East-West Psychology. M.A., American Academy of Asian Studies, University of the Pacific; Ph.D., California Institute of Asian Studies. Director, Matrix Society for Philosophy, Psychology and the Arts; seminar leader and private practice.*

Metzner, Ralph: *Professor and Director, East-West Psychology. B.A., Oxford University; Ph.D., Harvard University. State of California licensed clinical psychologist. Formerly psychologist for Mendocino and Fairview State Hospitals, Stanford Counseling Center, Kaiser Hospital, Hayward. Staff teacher, School of Actualism. Publications: The Ecstatic Adventure (book), Maps of Consciousness (book), Know Your Type (book).*

Naranjo, Claudio: *Associate Professor, Integral and Interdisciplinary Studies. M.D., psychiatric residency, University of Chile. Training in Gestalt therapy with Fritz Perls; training in Tibetan Buddhism with Tarthang Tulku. Fulbright scholar in social relations, Harvard University; Guggenheim fellow for studies in values, University of California, Berkeley; Associate Director for Medical Anthropology, University of Chile; associate in residence, Esalen Institute; Director of SAT Institute; staff member, Nyingma Institute. Professor of social psychiatry and the psychology of art. Publications: On the Psychology of Meditation (book); The Healing Journey (book); The One Quest (book).*

Plaugher, James W.: *Professor, Asian Studies.* M.A., College of the Pacific; Ph.D., Stanford University. Formerly professor of Sanskrit and comparative religion, American Academy of Asian Studies.

Pon, Wing: *Assistant Professor, Integral and Interdisciplinary Studies.* B.A., San Francisco State University; M.A., Stanford University. Researcher in theoretical, engineering and philosophical aspects of general systems theory, University of California, Berkeley and Stanford University; associate professor of physics, San Francisco State University. Publications: *An East-West View of Reality* (forthcoming).

Randall, Sylvia: *Assistant Professor, Integral Counseling Psychology.* Ph.D., Purdue University. Training in bioenergetics, body relaxation and meditation practices of Kumi Nye. Teacher at Nyingma Institute, Berkeley; psychologist with Kaiser Hospital, Redwood City, for eight years. Private practice as a psychologist.

Rechtshaffer, Ira: *Registrar; Instructor, Buddhist Studies.* B.A., Pace University; M.A., Ph.D., California Institute of Asian Studies. Teacher for five years with New York City secondary school system. Practitioner of Buddha dharma of the Vajrayana.

Sarkar, Anil Kumar: *Professor, Asian Studies.* Ph.D., D.Litt., Patna University. Professor of comparative philosophy, University of Ceylon, 1944-1964; Visiting professor, University of New Mexico, 1964-1965; Professor of philosophy, California State University, Hayward, 1965-. Publications: *Moral Philosophy* (book); *An Outline of Whitehead's Philosophy* (book); *Changing Phases of Buddhist Thought* (book), *Whitehead's Four Principles* (book).

Siegel, Connie Smith: *Lecturer, Integral and Interdisciplinary Studies.* B.F.A., M.F.A., University of Colorado, Boulder. Intensive study of sensory awareness with Charlotte Selver and Charles Brooks. Formerly Associate professor and departmental chairperson, University of Colorado, Denver. Teacher of painting and drawing; practicing artist; numerous exhibitions of paintings throughout the United States.

Sircar, Rina: *Assistant professor, Director, Buddhist Studies.* B.A., M.A., University of Rangoon, Burma; Ph.D., California Institute of Asian Studies. Graduate research in comparative philosophy, University of Gujarat, India; student and practitioner of Vipassana and Mahasatipatthana meditation under the Venerable Taungpula Sayadaw. Lecturer in Buddhism, University of Rangoon, 1955-1970. Has lectured widely throughout the Bay Area.

Stein, Richard H.: *Associate Professor, Integral Counseling Psychology.* B.S., University of Alabama; M.D., University of Alabama, College of Medicine; residency training in psychiatry, Napa State Hospital. Study at Sri Aurobindo Ashram, Pondicherry, India; analyst in training, C.G. Jung Institute, San Francisco. Phi Beta Kappa. San Francisco Community Mental Health Service, 1974-1976. Consulting staff, Department of Psychological and Social Medicine, Pacific Medical Center. Private practice of psychiatry.

Syaku, Nippo, Bishop: *Assistant Professor, Buddhist Studies.* M.A., Rissho University, Japan. Ordained bishop of the Nichiren sect of Japanese Buddhism; practiced Zen meditation at chief temples of Soto and Rinzaï sects. Formerly lecturer in Buddhism, Minoleusan College, Japan; since 1951 involved in presenting Buddhist dharma in major cities throughout the Americas; head of several Buddhist temples in the United States.

Tan-Phat, Antoine Nguyen: *Instructor, Asian Studies.* M.A., California Institute of Asian Studies; M.A., Lone Mountain College, San Francisco. Formerly instructor in Vietnamese language and culture, Self-Defense Institute, Monterey, and lecturer in political science, Lone Mountain College.

Tasch, Mary Oliver: *Professor, East-West Psychology.* M.A., Columbia University; Ph.D., Syracuse University. Fulbright scholar to England. State of California licensed clinical psychologist; licensed acupuncturist. Specialist in clinical child psychology; special education consultant.

Veach, Virginia: *Assistant Professor, Integral and Interdisciplinary Studies.* B.A., B.S., University of Colorado; Ph.D., Humanistic Psychology Institute; resident fellow, Esalen Institute. Intensive training with Fritz Perls, Oscar Ichazo and Tarthang Tulku. Formerly teacher at Nyingma Institute and California Institute of Transpersonal Psychology. Founder of Ting-sha Institute; facilitator of numerous workshops and seminars. Psychotherapist and teacher of meditation and creativity.

Vespe, Raymond B.: *Assistant Professor, Integral Counseling Psychology.* B.A., Cornell University; M.S., Western Reserve University. State of California licensed marriage, family and child counselor. Formerly psychologist, Letterman General Hospital, Palo Alto Medical Clinic, Psychological Service Associates. Faculty of California Institute of Transpersonal Psychology and John F. Kennedy University.

Voigt, Walt: *Associate Professor, Integral Counseling Psychology.* Ph.D., Ohio University. State of California licensed clinical psychologist and marriage, family and child counselor; certified therapeutic massage practitioner. Formerly staff psychologist, Connecticut Valley Hospital; former faculty member at University of Connecticut and Antioch University, San Francisco. Publications: articles on psychology; *Community Action and Drug Abuse Education* (book).

Wanless, Jim: *Assistant Professor, Integral and Interdisciplinary Studies.* B.A., Occidental College; Ph.D., Columbia University. Training in Tibetan Buddhism with Lama Yeshe, Kopan Monastery, Nepal; training in Theravada Buddhism with S.N. Goenka, Bombay, India. Phi Beta Kappa. Formerly professor of politics, American University, Cairo, Egypt. Counselor and teacher of the Tarot. Publication: *Hector Sierra — The Stone Man of Guatemala* (book).

Weller, Jack: *Lecturer, Buddhist Studies.* B.A., University of California, Los Angeles; M.A., University of California, Santa Barbara; one year residential training, Zenshiji Buddhist Monastery, Carmel; Since 1967 practitioner of Buddha dharma at Zen Center, San Francisco, under Shunryu Suzuki Roshi. Has lectured throughout California on Buddhist art.

Until recently the faculty has also included the Institute's President Emeritus, Frederic Spiegelberg, and as a regular practice the faculty is supplemented by distinguished guests from throughout the United States and abroad who present courses, workshops and seminars that enrich the school's regular educational offerings. During the past several years these guests have included Amiya Chakravarty, Frederick Franck, James Hillman, Detlef Lauf, Rollo May, Hiroshi Motoyama, Ajitcoomar Mookerjee and V. Madhusadan Reddy.



Theses and Dissertations

Theses Written for the Master of Arts Degree

Arnold, Stephen Douglas: *An Inquiry into the Meaning and Problems of Self, Identity and Transformation*, 1974.

Asfoor, Majid: *The Theory and Inception of the Audio-Lingual Method of Language Instruction*, 1978.

Baker, Stuart: *An Analytic Approach to Early Buddhist Thought*, 1977.

Banks, Wendy: *The Symbol and Archetype of the Cat in the Arts and the Psyche*, 1978.

Barde, Larry: *Psychological Factors of Bujutsu*, 1977.

Brown, Victor C.: *Sage Versus Tyrant: Contending Political Authorities in Ancient China and Greece*, 1972.

Damon, Janis L.: *Ritual Visualization in Hindu and Buddhist Tantrism*, 1975.

Dawes, Charles J.: *Travels in India and Nepal, 1971-1973: On Finding the Vipassana Path to the Cessation of Suffering*, 1975.

Dickman, Sharon: *Rabindranath Tagore: Western Opinions and Reactions*, 1971.

Donahoè, James J.: *The Intentional Use of Inner Abilities*, 1974.

Duchamp, Lyne: *Psychosomatic Illness and Yoga Therapy*, 1977.

Field, Rebecca: *The Concept of the Soul in the Integral Philosophy of Sri Aurobindo*, 1977.

Friedman, Helen Golda: *Self-Expression Through Attunement With Higher Realities*, 1976.

Gaboury, Jane: *The Concept of Immortality in Taoism*, 1970.

Gagnon, Patricia Ann: *Concepts of Freedom and Responsibility in Sartrean Existentialism and Aurobindonian Integralism*, 1973.

Gilbert, Carol Jean: *Motherhood and Childbirth — An Investigation of the Archetypes*, 1978.

Gilbert, Kenneth: *The Wisdom of the Vedas in the Light of Integral Philosophy*, 1972.

Hamill, Timothy J.: *The Social Philosophy of Sri Anandamurti*, 1974.

Howe, Jerry: *Heroin and the War We Can't Afford to Lose*, 1977.

Inge, Diann Byrd: *Visual Tools and Techniques for Altering Consciousness: Tantra and the Tarot*, 1976.

Johnson, Edwin Clark: *The Myth of the Great Secret: Emptiness and Knowledge in Nagarjuna and Eckhart*, 1976.

Johnson, Jean: *Miss Lonelyhearts: Nathaniel West's Apocalyptic Vision of Man*, 1976.

Joye, Michael: *History, Philosophy and Practice of Tantra in India*, 1977.

Julian, Carole: *An Investigation of the Mandala as a Centering Method in The Treatment of Psychosis*, 1976.

Lind, Patricia: *An Wholistic Approach to Learning: An Investigation of How the Dualistic Nature Affects Learning a Manual Skill*, 1978.

Magill, Kathleen: *The Concept of Destiny in Ancient Chinese Philosophy*, 1971.

Pitts, Carol: *The Concept of Spiritual Freedom in the Brahma Sutra*, 1976.

Rechtshaffer, Ira: *The Concept of the Tao in the Writings of Hermann Hesse as It Relates to the Jungian Individuation Process*, 1975.

Rogan, Daniel: *C.G. Jung and Sri Aurobindo on the Self-Growth Process and Its Attendant Difficulties*, 1977.

Rosholt, Jill: *Journey Into Light*, 1977.

Rozhon, Judith: *Developing An Integral Approach Towards Death and Dying*, 1977.

Rusco, Lea: *Comparative Symbolism of the Transformation Process*, 1978.

Scagnetti, Carole: *The Psychospiritual Dimensions of Male-Female Polarity*, 1977.

Schwartz, Richard W.: *Towards Holistic Consciousness*, 1974.

Tan-Phat, Antoine Nguyen: *The Impact of Caodaism on the Vietnamese Life and Culture*, 1974.

Wilson, Margaret Susan: *The Nature of Knowledge in the Kenopanishad*, 1975.

Wittine, Bryan: *Transpersonal Therapy: An Investigation of the Applications of Transpersonal Methods in Counseling and Psychotherapy*, 1978.

Wolanin, Wanda: *Kathakali: A Cultural Expression of Kerala*, 1974.

Dissertations Written for the Doctor of Philosophy Degree

Alavi, Seyed Ahmad: *History of Oil Industry in Iran*, 1978.

Ahlstrom, David: *Creative Sound as the Ground of Music*, 1974.

Al-Dijaili, Yehya S.: *An Inquiry into the True Relationship Between Sufism and Islam*, 1974.

Anderson, Hilary: *A Study of the Principles and Methods of Self-Realization in Integral Yoga*, 1972.

Arnold, Stephen Douglas: *A Psychology of Human Possibility: The Rationale for a Psychospiritual Approach to Child Development*, 1977.

Bainbridge, Robert: *Evolution, Education and the Destiny of Man*, 1971.

Betz, Christian: *Vietnam: Social Transformation From Confucianism to Communism*, 1977.

Bonpua, Jose L.: *The Palestinian Struggle: The Case of the Fedyeen Movement*, 1972.

Burbidge, Roger: *The Nature and Potential of Therapeutic Humor*, 1978.

Campbell, Ronald Le Roy: *The Concept of Man in Integral Psychology*, 1976.

Coukoulis, Peter P.: *A Comparative Investigation of the Guru-Disciple Relationship and the Jungian Analyst-Analysand Relationship*, 1974.

Dawes, Charles J.: *Buddhist Spiritual Practice*, 1977.

Donahoe, James J.: *Imagination and the Paranormal*, 1976.

Elder, Robert: *Integral Approach to Modern Living*, 1969.

Fitting, John Jeffrey: *The Taoist Individuation of Nikos Kazantzakis*, 1976.

Giaretto, Henry: *Integral Psychology in the Treatment of Father-Daughter Incest*, 1978.

Haga, Enoch: *An Introduction to Integral Education*, 1972.

Herman, Paul E.: *The Contributions of Ramana Maharshi and Heidegger to an East-West Integral Psychology*, 1974.

Houghton, Harold: *Aurobindo and Whitehead: A Comparative and Critical Study of Supermind and Creativity*, 1974.

Hsuang, Joseph Ran-Fan: *Cultural Polarity Between East and West*, 1974.

Jha, Ram Chandra: *A Comparative Study of Sankara's Interpenetration of Vedanta and Ashoghosh's Interpretation of Buddhism*, 1972.

Johnson, Jean: *Depth Psychology and Transformation's Quest*, 1978.

Johnson, Richard: *The Concept of Social Justice in Islam*, 1971.

Jwaideh, George: *Self-Determination: The Palestinian Case*, 1978.

Le Cocq, Rhoda P.: *The Radical Thinkers: Heidegger and Sri Aurobindo*, 1969.

Lor, Aaron Arie: *Processes in Judaism: Ahad Ha-Am and Modcai M. Kaplan*, 1975.

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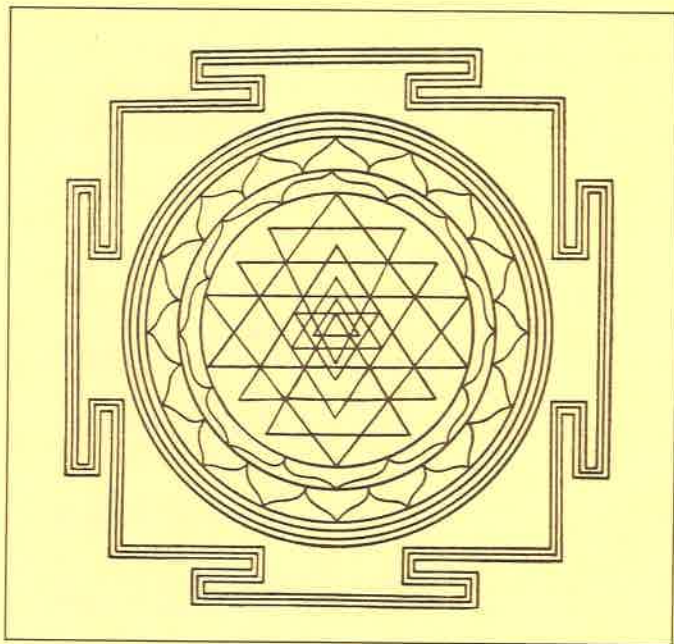
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