



1983

California Institute of Integral Studies -- Catalog 1983-1985

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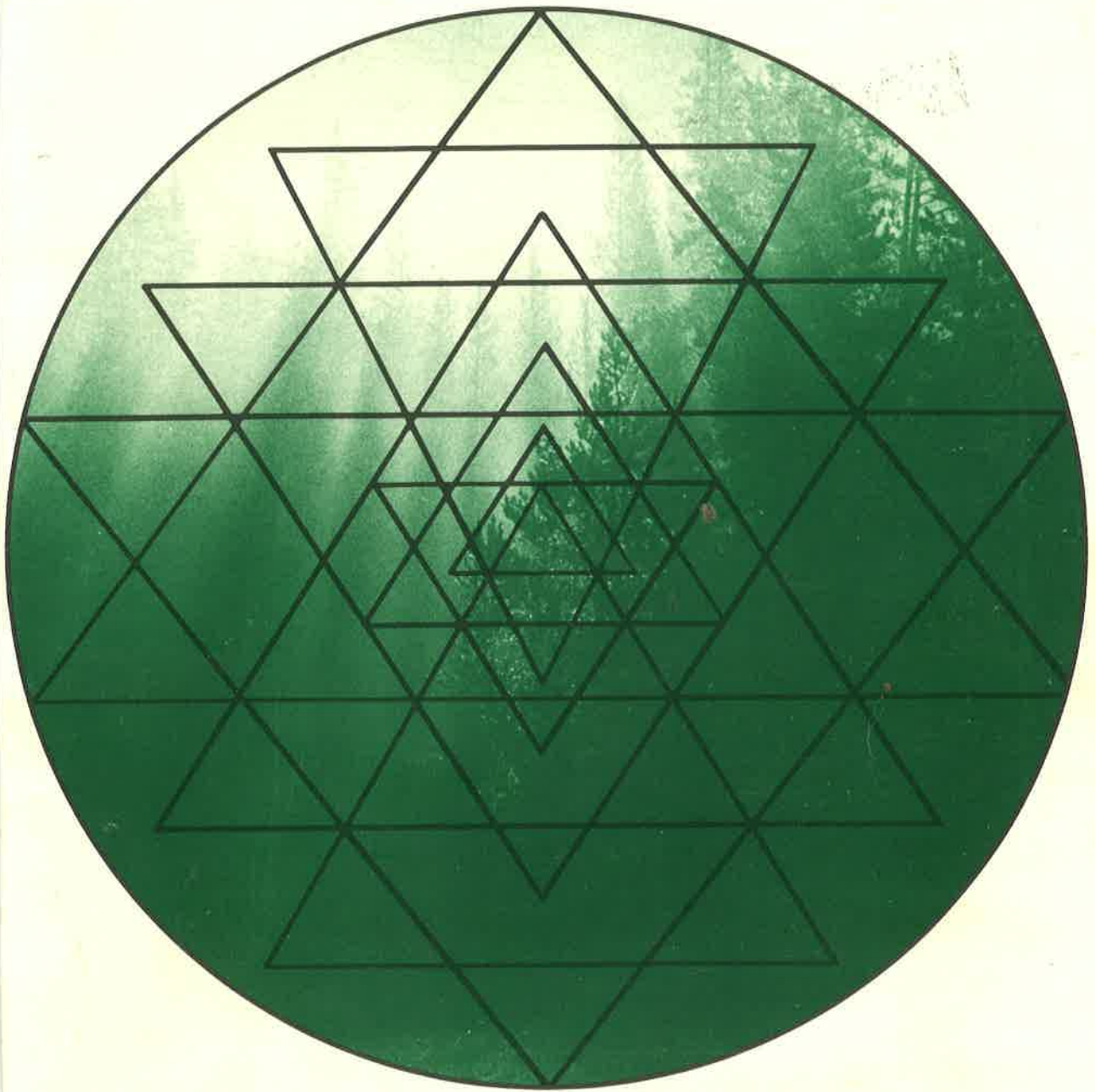


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California Institute of Integral Studies
1983-85

1983-1985 Catalog

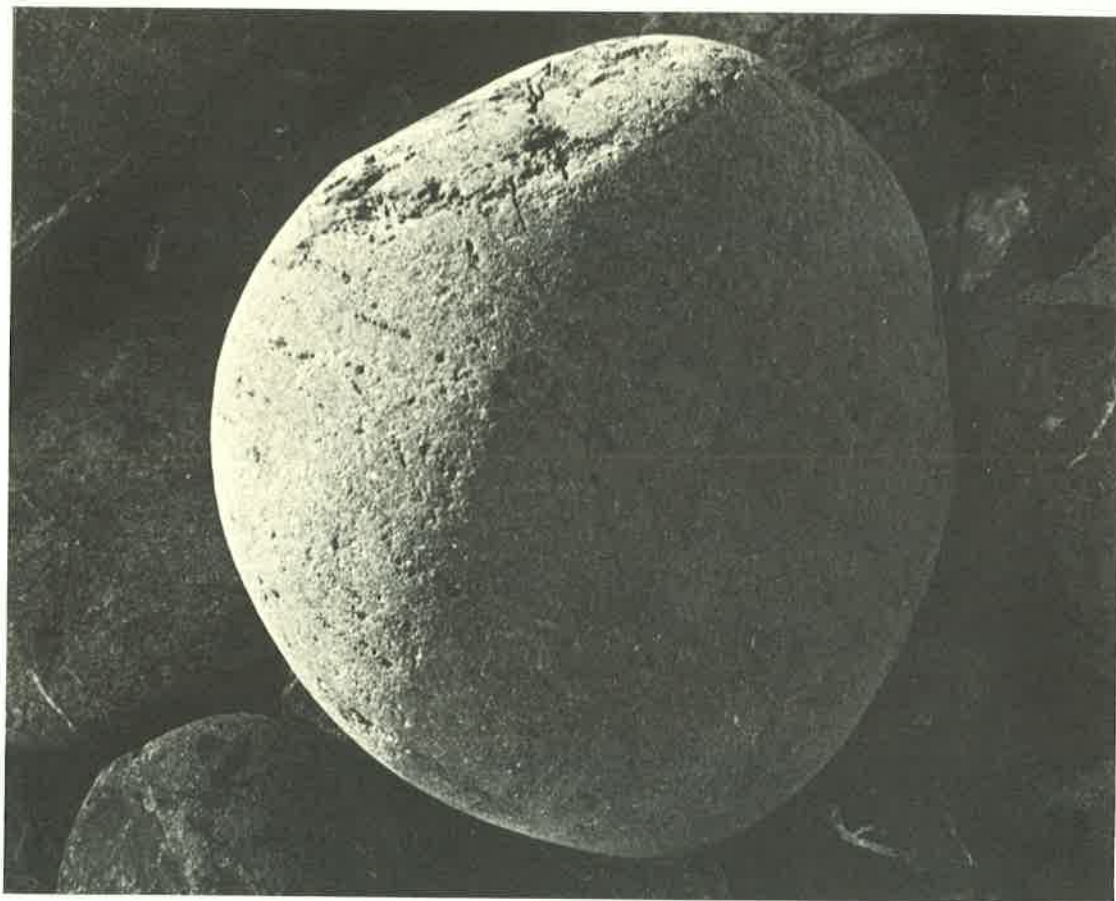


Formerly the California Institute of Asian Studies

The California Institute of Integral Studies is a graduate school, accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges.



*Haridas Chaudhuri, 1913 - 1975, International Educator,
Scholar, Philosopher and Founder of the Institute*



Without an integrated understanding of life, our individual and collective problems will only deepen and extend. The purpose of education is not to produce mere scholars, technicians and job hunters, but integrated men and women who are free of fear; for only between such human beings can there be enduring peace.

Krishnamurti

Table of Contents

Directions for Communications	5
Academic Calendar (1983-1985)	5-7
President's Message	8
About the Institute	9
Administrative Guidelines	15
Academic Guidelines	21
Programs of Study	27
Course Descriptions	47
Roster	59
Index	64

The Institute does not discriminate on the basis of race, color, national origin, religion, sex, sexual or affectional preference, or handicap in any of its policies, procedures, or practices. This policy of nondiscrimination covers admission and access to, and treatment and employment in, Institute programs and activities, including but not limited to, academic admissions, financial aid, educational services, and employment.

All information, including statements of fees, course offerings, and admission and graduation requirements, contained in this catalog are subject to change without notice or obligation.

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How to Communicate with the Institute

The address is:
California Institute of Integral Studies
3494 - 21st Street
San Francisco, California 94110

The telephone numbers of the Institute are:
(415) 648-1489 (415) 648-3949

The following list indicates the administrative officers to whom inquiries of various types may be directed:

General Policy of the Institute
The President of the Institute

Curriculum and Instruction
The Dean

Admission
Director of Admissions

Payment of Bills
The Registrar

Financial Aid
Director of Financial Aid

Transcripts of Record
The Registrar

Requests for Catalogs
Director of Public Relations

Academic Calendar for 1983-1985

NOTE: All dates are subject to change. Details on times and procedures for registration are announced each quarter.

Winter 1983

January 3-7:	Late registration (late fee assessed). First week of classes.
January 7:	Last day to add/drop (late fee assessed after this date).
January 14:	Last day to add/drop with late fee. No program changes after this date.
February 1:	Deadline to apply for graduation for June 1983.
February 21:	Washington's birthday holiday.
March 15-17:	Registration for Spring quarter (late fee assessed after March 17).
March 21-25:	Last week of classes.

5

Spring 1983

April 11-15:	Late registration (late fee assessed). First week of classes.
April 15:	Last day to add/drop (late fee assessed after this date).
April 22:	Last day to add/drop with late fee. No program changes after this date.
May 30:	Memorial Day holiday.
June 21-23:	Registration for Summer 83 and Fall 83 quarters (late fee for Summer 83 assessed after June 23).
June 27-July 1:	Last week of classes.
July 3:	Commencement.

Summer 1983

July 11-15:	Late registration (late fee assessed). First week of classes.
July 15:	Last day to add/drop. (Note: Last day to add/drop is after second class meeting.)
August 15-19:	Last week of classes.
August 19:	Deadline for mail registration for Fall 1983 quarter. (Note: Certain restrictions apply to mail registration. Contact Registrar's office for details.)

Fall 1983

September 12:	Orientation and advising for new students.
September 13-15:	In-person registration (late fee assessed after September 15).
September 15:	Classes start. (Note: Thursday)
September 19-23:	Late registration (late fee assessed).
September 23:	Last day to add/drop (late fee assessed after this date).
September 30:	Last day to add/drop with late fee. No program changes after this date.
November 24-25:	Thanksgiving holiday.
November 29-Dec. 1:	Registration for Winter 84 quarter (late fee assessed after December 1).
December 5-9:	Last week of classes.

Winter 1984

January 2-6:	Late registration (late fee assessed). First week of classes.
January 6:	Last day to add/drop (late fee assessed after this date).
January 13:	Last day to add/drop with late fee. No program changes after this date.
February 20:	Washington's Birthday holiday.
February 24:	Deadline to apply for graduation for June 1984.
March 13-15:	Registration for Spring quarter (late fee assessed after March 15).
March 19-23:	Last week of classes.

Spring 1984

April 9-13:	Late registration (late fee assessed). First week of classes.
April 13:	Last day to add/drop (late fee assessed after this date).
April 20:	Last day to add/drop with late fee. No program changes after this date.
May 28:	Memorial Day holiday.
June 19-21:	Registration for Summer 84 and Fall 84 quarters (late fee for Summer 84 assessed after June 21).
June 25-29:	Last week of classes.
July 1:	Commencement.

Summer 1984

July 9-13:	Late registration (late fee assessed). First week of classes.
July 13:	Last day to add/drop. (NOTE: Last day to add/drop is after second class meeting.)
August 13-17:	Last week of classes.
August 17:	Deadline for mail registration for Fall quarter.

Fall 1984

September 17:	Orientation and advising for new students.
September 18-20:	In-person registration (late fee assessed after September 20).
September 20:	Classes start. (Note: Thursday)
September 24-28:	Late registration (late fee assessed).
September 28:	Last day to add/drop (late fee assessed after this date).
October 5:	Last day to add/drop with late fee. No program changes after this date.
November 22-23:	Thanksgiving holiday.
December 4-6:	Registration for Winter 85 quarter (late fee assessed after December 6).
December 10-14:	Last week of classes.

Winter 1985

January 7-11:	Late registration (late fee assessed). First week of classes.
January 11:	Last day to add/drop (late fee assessed after this date).
January 18:	Last day to add/drop with late fee. No program changes after this date.
February 18:	Washington's Birthday holiday.
February 28:	Deadline to apply for graduation for June 1985.
March 19-21:	Registration for Spring quarter (late fee assessed after March 21).
March 25-29:	Last week of classes.

Spring 1985

April 15-19:	Late registration (late fee assessed). First week of classes.
April 19:	Last day to add/drop (late fee assessed after this date).
April 23:	Last day to add/drop with late fee. No program changes after this date.
May 27:	Memorial Day holiday.
June 25-27:	Registration for Summer and Fall quarters (late fee for Summer assessed after June 27).
June 30-July 5:	Last week of classes.
July 4:	Independence Day holiday.
July 7:	Commencement.

Summer 1985

July 15-19:	Late registration (late fee assessed). First week of classes.
July 19:	Last day to add/drop. (NOTE: Last day to add/drop is after second class meeting.)
August 19-23:	Last week of classes.
August 23:	Deadline for mail registration for Fall quarter.

President's Message

The California Institute of Integral Studies is a unique, free-standing graduate school granting the master's and doctoral degrees as well as offering community education to the general public.

The Institute is dedicated to bringing together the best thought and knowledge of East and West and integrating them into a global perspective. This is done in a graduate curriculum which combines rigorous cognitive and theoretical instruction and research with experiential and intuitive development and with the practical application of this learning in society.

In the spirit of Ralph Waldo Emerson's address *The American Scholar*, education at the Institute is carried on by knowledge of the self and of nature, by books, and by action. This integral education of mind, body, and spirit forms the background of the systematic study and research of integrated East-West views of psychology, philosophy, religion, culture, and the arts.

The graduates of this distinctive educational process are prepared for a profession and take with them to the competition of the economic marketplace a strong underpinning of liberal studies. All of our students are required to study the world's great traditions and to become acquainted with the field of intercultural, international education.

This study goes beyond cognitive book-learning. Our students also experience the psychospiritual or meditative aspects of the major traditions in a variety of ways and in a multitude of settings.

They take this cognitive and experiential knowledge with them into internship placements throughout the San Francisco Bay Area, as well as in the Institute's own counseling center.

Within the parameters of traditional, rigorous graduate education, we are not afraid to explore new ways of doing things. We believe that high-quality graduate education can be conducted from new perspectives and in a caring environment.

We are confident of the rightness and the timeliness of our programs. We invite you to explore the possibility of joining us in this exciting experience.

Theodore M. Vestal

Theodore M. Vestal, Ph.D.
President



About the Institute



*I do not want my house
to be walled in on all
sides and my windows
to be stuffed. I want
cultures of all lands to
be blown about my
house as freely as
possible.*

Mahatma Gandhi

Status and History

The California Institute of Integral Studies is a cosmopolitan, independently governed graduate school located close to Mission Dolores in the area where the city of San Francisco originated. It is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges.

The Institute was founded in 1968 as the California Institute of Asian Studies by the late Dr. Haridas Chaudhuri, a pioneer scholar in the field of comparative and integrative East-West studies. Dr. Frederic Spiegelberg was the Institute's second president, from 1975 until 1978, and he was succeeded in 1979 by Dr. Theodore Vestal.

For more than twelve 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 until 1974 the Institute was the educational branch of the Cultural Integration Fellowship, San Francisco. It was incorporated separately in 1974. In order to express more clearly the school's commitment to re-

search and teaching which integrate the Eastern and Western traditions for personal, interpersonal, social, and global applications, the Board of Trustees in 1980 changed the name to the California Institute of Integral Studies.

Students come to the Institute from all parts of the United States and from other countries in the Western Hemisphere, Asia, and Europe. They find the school a setting in which to experience a combination of the best of the Western tradition with the heritage of Eastern wisdom and learning. The San Francisco Bay Area has long been recognized as a major cosmopolitan center and America's gateway to the Orient. It contains rich resources for fruitful dialogue between East and West, such as the Avery Brundage Collection of the Asian Art Museum, the specialized holdings at the Graduate Theological Union in Berkeley, two campuses of the University of California, and Stanford University, as well as the staff and library of the Institute.

The Institute's faculty includes graduates of both American and foreign universities, who bring firsthand knowledge to the study of and research into Occident and Orient. The faculty

also includes holders of Fulbright and other fellowships and honors, active members in a variety of professional organizations, and distinguished guest lecturers from around the world. The Institute's library includes approxi-

mately twenty-two thousand carefully selected books and periodical titles; it is especially rich in materials for the comparative study of Eastern and Western religions, philosophies, and psychologies.

Purpose and Educational Approach

The Institute's objective is to advance East-West understanding, and in its operations it applies rigorous scholarship to the investigation of Western and Eastern spiritual, intuitive, and experiential practices. The conceptualizations which result provide tools for undertaking original research into the thought patterns and value systems of East and West with the aim of unfolding a comprehensive world view as the basis for individual and group behavior and international understanding. The Institute's curriculum emphasizes the synthesis of Asian traditions with those of the West in preparing future research personnel, educators, social scientists, and professional counselors and psychologists for effective careers. The integration of the two traditions in a graduate curriculum is the school's distinctive contribution to American academic life.

The educational approach at the Institute is to furnish through its curriculum and activities a threefold learning experience: cognitive, experiential, and applied. Therefore rigorous academic study is brought together with emotional and intuitive development and practi-

cal application of those learnings in diverse community settings. The Institute also provides an integrated approach to education by encouraging interaction among all segments of the school's community: classes are kept small in order to enhance contact among students and instructors, and faculty members, students, and administrators have opportunities to work together creatively on many committees and projects.

Since the educational programs emphasize the comparative study of Eastern and Western cultures, they also lead to an examination of the unconscious assumptions about one's own culture. Furthermore, since older forms of knowledge need to be translated, reinterpreted, and revitalized to fit changing circumstances, the school encourages its students and faculty to synthesize the traditions and wisdom of East and West in new personal, interpersonal, group, and global applications. A major objective at the Institute is to help develop accurate, useful cultural conceptualizations which can contribute to living more effectively in the world shared by all human beings.



Facilities

The Institute operates in three buildings located in the part of the city where San Francisco was founded. The main building, at 3494 21st Street, contains the library plus some administrative offices and a large classroom. A building at 1780 Church Street houses additional offices and classrooms, and the Integral Counseling Center is located in a third building, nearby. For larger functions such as public lectures, symposia, and intercultural events, the Institute uses the Cultural Integration Fellowship, situated beside Golden Gate Park.

The Institute library contains approximately twenty-two thousand titles and grows at the rate of more than a thousand volumes per year. The collection is particularly strong in the fields of counseling and psychology, philosophy and religion, East-West comparative studies, various facets of an integral world view, and the perennial wisdom. The library is catalogued according to the Library of Congress system used in major research libraries, and the library director has contacted most other important collections in the Bay Area so that their resources may be used to supplement the holdings on Institute premises.

Students at the Institute

The student body is composed of approximately two hundred master's and doctoral students. It includes not only persons just beginning graduate studies, but also an increasing number of established professionals who want to supplement their previous training through the specialized programs available at the Institute. Students currently enrolled include published authors, established artists, holders of a variety of academic awards, and members of many professional organizations. They have backgrounds in such diverse fields as sociology, art, literature, philosophy, social work, anthropology, political science, theology, chemistry, biology, education, nursing, law, journalism, and many schools of psychology.



CIIS students come from all regions of the United States and from various foreign countries including Canada, Australia, Mexico, Great Britain, Korea, Ethiopia, Israel, Yugoslavia, Brazil, India, the Philippines, Iran, Japan, and Taiwan.

Graduates of the Institute find employment in a number of settings. A recent poll of alumni indicates that fifty-eight percent are working as

counselors and therapists; twenty-three percent are teaching, writing, and conducting research; eighteen percent serve as administrators; and ten percent have gone into business. The poll also shows that thirty-five percent of graduates have founded or are involved with groups working in some way with the integration of mind, body, and spirit. Sixty-eight percent volunteered that their experience at CIIS was a significant contribution to their personal and professional growth.



Organization

The California Institute of Integral Studies is incorporated under the laws of the State of California and is controlled by a Board of Trustees which is responsible for all of its business and affairs. The Board appoints the President of the Institute, who is the executive and educational head of the school and the chief officer of the faculty.

The Board of Trustees is supplemented by an Advisory Board, whose members are consulted when appropriate by the President and Board of Trustees on specific issues of concern.

All faculty members, chief Institute administrators, and directors of the academic programs

constitute the Faculty Council, which meets once per month to discuss, coordinate, and decide organizational and academic matters.

All students at the Institute are members of the Student Union, the purposes of which are to provide an open forum in which students can express their concerns and opinions, 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.

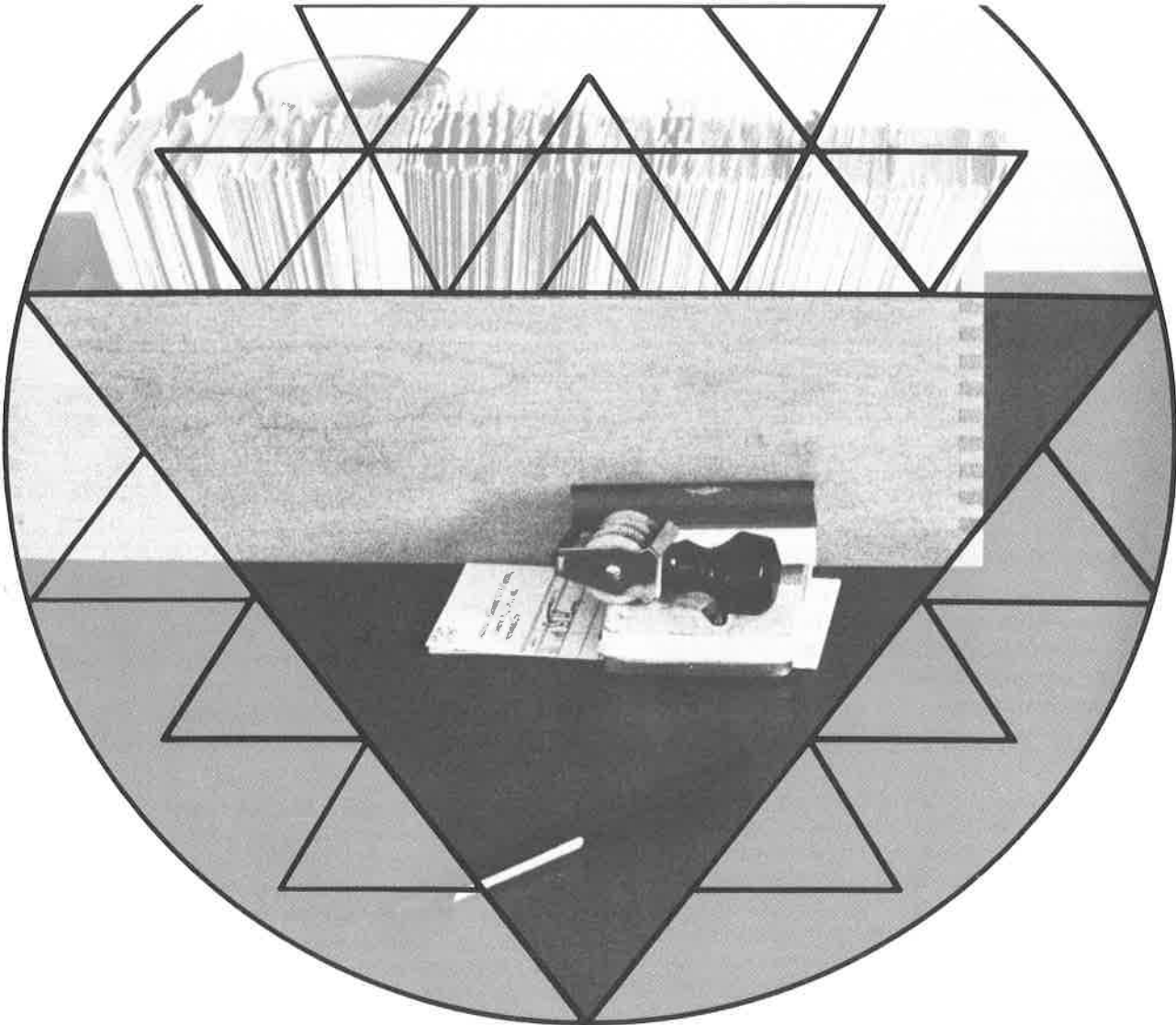
Faculty, students, and alumni have one official representative each who are members of the Board of Trustees.

14



People are like stained glass windows; they sparkle and shine when the sun is out, but when darkness sets in, their true beauty is revealed only if there is a light from within.

Elisabeth Kubler-Ross



Administrative Guidelines

Admission

The Institute welcomes applications from those who desire the educational experiences which it provides. Candidates must complete and return an application form, together with a non-refundable fee of \$35.

Admission to the master's program requires a bachelor's degree from an accredited institution. Students pursuing doctoral studies must have a master's degree, or equivalent, from an accredited institution. Students must also meet the additional admission requirements of the program of study intended, which are specified in the descriptions of academic programs in this catalog. Failure to follow the required procedures or provide the documentation requested may lead to delays on processing the application.

The completed application must be documented with official transcripts from all colleges attended. Academic performance in all upper division and graduate work must reflect a minimum B average.

Any student who, after admission, terminates attendance at the Institute during or following the end of any quarter must notify the Registrar to that effect in writing. Those wishing to resume studies after one, two, or three quarters of absence from classes may do so without reapplying for admission; however, students are required to pay the registration fee at the outset of each quarter not in attendance in order to retain status as an active student. Students who have not enrolled for credit classes for more than three consecutive quarters must request readmission through the Admissions Office, follow the usual admission procedures, and meet current curriculum requirements in the event of readmission.

Financial Aid

The purpose of the financial aid program is to provide assistance to students who have financial need. A serious attempt is made to extend a personalized, concerned approach to student financial needs while complying with government regulations.

Eligibility for financial aid is contingent upon admission to the Institute. Students must be

American citizens or permanent residents of the United States in order to qualify for government-sponsored programs. To participate in all programs, enrollment in the Institute on at least half-time basis is required.

At the present time financial assistance is available through the programs listed below. It is important to realize that changes may occur in government programs as a result of legislative or executive actions.

The federally subsidized **Guaranteed Student Loan Program** enables graduate students to borrow up to five thousand dollars per year, to a maximum of twenty-five thousand dollars for graduate and undergraduate study. Loan arrangements can be made only with banks which are participants in the program. Repayments begin six to nine months after a student graduates, withdraws from school, or attends on less than a half-time basis; the interest rate is nine percent for new borrowers and seven percent for borrowers prior to 1981. The amount of repayment depends upon the size of the loan and interest rate, but generally the minimum is three hundred and sixty dollars per year.

The National Direct Student Loan Program provides low interest loans as money is available to eligible students. Eligibility is based on financial need and satisfactory academic standing. Repayment begins nine months after the student graduates, withdraws from school, or ceases to be a half-time student. The monthly interest rate is four percent of the unpaid balance.

College Work Study is a federally sponsored program to provide financial aid through part-time employment. The total amount awarded is limited to the student's financial need. Students are paid on an hourly basis and may work as many as 20 hours per week.

Institute Work Exchange is funded through setting aside a percentage of Institute income from student tuition to enable qualified students in need to work for the school in exchange for tuition credits at an hourly rate.

California Graduate Fellowships are available to first-year students who are residents of the state, and qualified on the basis of financial need, academic record, and GRE scores. Applications must be submitted between November and February for the following school year, and the student must take the Graduate Record Examination (GRE) before the February application deadline.

The Lois Kellogg Duncan Award is given to an outstanding new student in each program on a rotating yearly basis. A \$1,000 award was given to an Integral Counseling Psychology (ICP) student in 1982-3; it will be given to an outstanding new Intercultural Philosophy and Religion (IPR) student for 1983-84 and to an East-West student for 1984-85.

The Institute offers a limited number of **Scholarship Awards** to currently enrolled students based on financial need and scholarship.

Kern Foundation Scholarships are available to students having an interest in Theosophic or Eastern Studies, superior scholarship, and financial need. For the year 1982-83, 19 scholarships of \$1,000 were awarded. Another \$1,000 was allocated for awards for top papers in Eastern or Theosophic Studies.

The United States Veterans Administration recognizes the Institute's programs and offerings, and veterans who qualify are eligible to receive **Veterans Benefits** while attending the school. The student must be enrolled for at least eight units to be considered full-time, for six units to be considered three-quarter time, and for four units to be considered half-time students.

*The basic oneness
of the universe is not
only the central characteristic
of the mystical experience, but
it is also one of the most important
revelations of modern science.*

Fritjof Capra



Schedule of Fees

The Institute reserves the right to change fees at the beginning of any quarter.

Admission Application fee: \$35. Non-refundable. This fee must be paid by all first-time students, and by students who have not been in continuous enrollment, have not obtained an approved leave of absence, and seek to be re-admitted.

Enrollment deposit for new students: \$200. Non-refundable. Credited towards student's first quarter's tuition.

Tuition fees: \$110 per quarter unit. The audit tuition fee is \$60 per quarter unit.

Psychology doctoral student internship fee: \$65 per credit unit of internship.

Doctoral students' program fee: 14% of tuition per quarter.

Registration fee: \$25 per quarter. Non-refundable.

Late registration fee: \$25. Non-refundable. This charge is levied for registering after the close of the regularly scheduled period for registration each quarter.

Late add/drop fee: \$25 per transaction. Non-refundable. This fee is levied for courses added or dropped after the first week of classes.

Deferred payment fee: 5% of total amount of tuition deferred; \$1/day late payment penalty.

Transcript fee: Single copies, \$3. Multiple copies to the same address: \$3/first copy; \$1 each additional copy.

Graduation fee: \$125. This fee covers the degree and diploma, microfilming and copyrighting charges for the thesis or dissertation, one copy of the finished thesis or dissertation for the student, and handling and mailing charges.

Graduation for Master's degree in Integral Counseling Psychology (no thesis): \$75.

Additional Fees:

For check returned by a bank: \$12.

Comprehensive examination: \$75 for Ph.D.;

\$35 for M.A.; \$35 for any portion of Ph.D. exams

Waiver by examination: \$35 per examination

Policy on Refunds

When a student withdraws from the Institute for any cause, tuition for the quarter is refunded or adjusted as follows: the non-refundable registration fee and drop fee are deducted; then a prorated one-twelfth of tuition per week attended/per unit is charged until the date the student's written notice of withdrawal is received by the Registrar. Tuition refunds are available only through the sixth week of each quarter, and cannot exceed 50% of the quarterly tuition paid.

Hold 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 other requirements or regulations. A *hold* means that no transcript, degree, or other official record can be issued until the prior obligation or requirement has been satisfied. Students who have unpaid obligations will not be permitted to register for the subsequent quarter.

Transcript of Records

Currently enrolled students, former students, or alumni may obtain copies of transcripts of work done at the Institute by submitting a request in writing to the Registrar's office. The request should include the number of copies needed, student's name and address, complete name and address of agency/school to which transcripts will be sent, last quarter of attendance at the Institute, degree conferred (if any), and payment in full for the copies. NOTE: *Official* copies must be sent directly to the agency or school requiring them. Transcripts issued to the student are marked "Issued to Student" and are usually considered unofficial.

Registration Procedure

The Schedule of Classes, which is issued for each academic quarter and summer session, contains up-to-date information about the specific classes to be given during that particular term. It is considered an official supplement to the catalog.

The maximum unit load for regular academic quarters is sixteen units, and for summer sessions, eight units. Only in exceptional cases is approval granted to exceed the usual maximum. Students who carry a course load of eight or more units during regular academic quarters are considered full-time students. During the summer session four or more units constitute a full-time course load. Students who have other responsibilities in addition to their academic work should restrict their course load accordingly.

Prior to registration the student should have met with the assigned program adviser/mentor. Registration should be completed during the regularly scheduled period for each quarter, and it is not considered complete until all necessary

forms have been filed and fees processed. A deferred payment plan is available.

An outside auditor does not need to fill out the application form for admission; however, it is necessary to complete all registration forms during the regularly scheduled period each quarter. Outside auditors pay a \$10.00 library fee and the auditor's fee per unit for courses to be taken. No formal grades or credit points are given for classes audited, and no transcript record is made.

Foreign students, before registering, must contact the registrar for clearance of the I-20 form. For this purpose foreign students must furnish information to demonstrate their financial stability while they will be attending the Institute. If English is not the student's native language, the foreign student must take the T.O.E.F.L. examination and furnish proof of having passed it. Furthermore, to qualify for the I-20 certificate, foreign students, as full-time students, must carry at least eight units of course work each quarter of the academic year.



Grades and Evaluations

The system of grades used for evaluating course work at the Institute is as follows:

	grade points per unit
A outstanding	4.0
A-	3.7
B+	3.3
B good	3.0
B-	2.7
C+	2.3
C passing	2.0
C-	1.7
D poor	1.0
F failing	0.0

The **Pass/Not Pass option** is available in some classes. Such courses may be designated by the instructor or program director for grading on a Pass/Not Pass basis only; in other courses students may be allowed the option of receiving a letter grade or a Pass/Not Pass grade. The basis for grading to be used will be specified in the course description and at the first class meeting. The Pass/Not Pass is not given a grade point equivalent and does not enter into the grade point average computation.

An **Incomplete grade (I)** is assigned when a student fails to complete the required work in any course by the end of the quarter. If the student intends to complete the work later, it is necessary to obtain the instructor's permission to do so, and to finish it by the end of the subsequent quarter. The instructor can then notify the registrar to change the "I" to a regular letter grade. If the assignments are not completed by the end of the subsequent quarter, the "I" grade remains on the transcript and no credit is given for the course.

The **Grade Point Average** is computed by dividing the total grade points earned by the total units of course work registered for, less courses dropped, audited, not completed, taken for pass/not pass, thesis or dissertation, and internship units.

Thesis and Dissertation writing units must be registered for at the beginning of the quarter or summer session, during the scheduled registration period. Such units are graded on a Pass/Not

Pass basis and carry no grade points. At the end of each quarter the thesis/dissertation committee members fill out an evaluation form for that quarter's work on the thesis/dissertation, and they assign a Pass/Not Pass grade based on progress made toward completion of that project. On transcripts thesis/dissertation writing units are assigned an **I** (for *Incomplete*) until the committee member awards a **P** (for *Passed*).

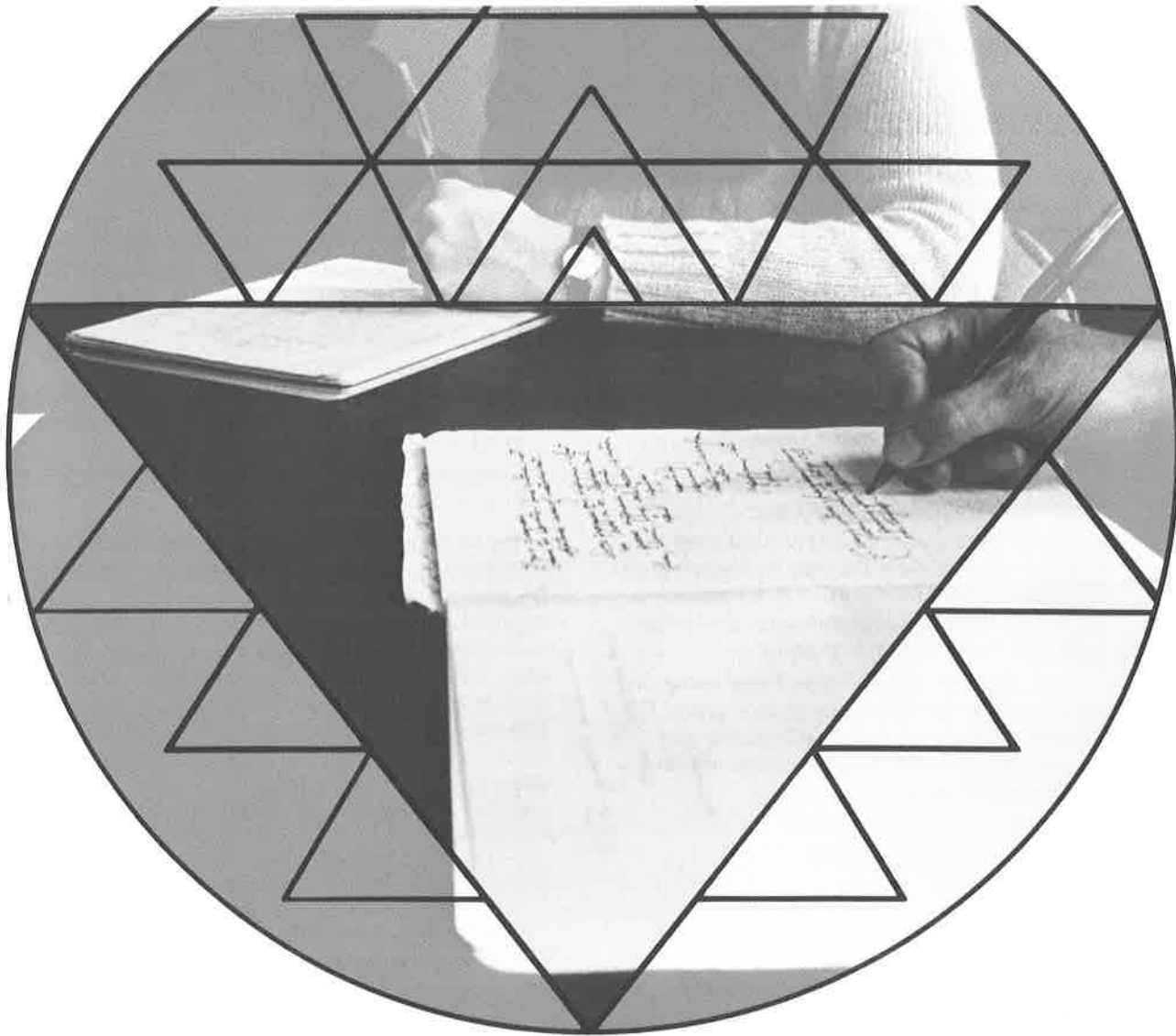
Dissertation writing units cannot be taken until the prerequisites of the individual program have been met.

Scholastic Probation and Dismissal

Satisfactory scholarship at the Institute is defined as maintaining a grade point average of B (3.0) or higher. Any student whose grade point average drops below 3.0 is placed on academic probation and should reduce the study load in order to recover an average of 3.0. If at the end of the second quarter following notification of scholastic probation the grade point average has fallen below C (2.0) the student will be dismissed from the Institute or disqualified from continuing in any program of study. Written notice to that effect will be mailed to the student, and record of dismissal or disqualification will be entered on the student's transcript.

A student who has been dismissed is usually not eligible for readmission or reinstatement until at least one quarter has passed since the dismissal. However, in the case of extenuating circumstances, the Faculty Council may recommend a specific exception to this rule, subject to the President's approval.





Academic Guidelines

Preliminary Note

All students admitted to degree programs at the Institute must meet the requirements set forth in the current edition of the catalog. However, if attendance is interrupted by no more than three consecutive quarters away from the school, the student may elect to complete the degree under requirements in effect at the time the student was fully admitted into the program of study.

Academic work to be completed toward a degree includes two Institute core courses required of all degree students, core classes required by each program of all students admitted to its sequence of study, and elective classes chosen by the student to supplement the required courses. Electives may be chosen from any classes offered at the Institute except the practica in the *Integral Counseling Psychology* and *Psychology* doctoral program.

Only a portion of the courses listed in the catalog are taught during any particular quarter. The specific classes to be given each quarter and summer session are designated in the relevant Schedule of Classes.

General Information about the Curriculum

The curriculum at the Institute is organized into the following programs of study. Any student working for a degree must be enrolled in one of the programs and fulfill all of its requirements for graduation.

M.A. in *East-West Psychology*

M.A. in *Integral Counseling Psychology*

M.A. in *Intercultural Philosophy and Religion*

Ph.D. in *Intercultural Philosophy and Religion*

Ph.D. in *Psychology*--specializations:

Counseling Psychology, *Clinical Psychology*, or *East-West Psychology*.

The M.A. programs in *East-West Psychology* and *Intercultural Philosophy and Religion* require 60 quarter units. A master's thesis is usually required, although beginning in 1982-83, a non-thesis option involving equal amount of course work and academic rigor is being offered. The M.A. program in *Integral Counseling Psychology* requires 72 quarter units, twelve of which are supervised counseling practicum experience; no thesis is required in this program. The *Psychology* doctoral program requires 90 quarter units; except that in those cases where the graduate psychology background is insufficient, additional course work may be required of the student.

Complete information about each degree program is given in the next section of this catalog.



The Institute Core Courses

The two Institute core courses provide a foundation for understanding East-West culture, psychology, philosophy, and religion, as taught at the school. These courses should be taken during the student's first year of study, and the requirement to take them cannot be waived through examination or on other grounds.

401:*Integral Perspectives I* (Asian Foundations)
A comparative and integrated approach to the great philosophic/religious traditions of India, Tibet, Southeast Asia, China, and Japan.

402:*Integral Perspectives II* (Western Foundations)
A comparative and integrated approach to philosophic/religious traditions of West Asia and Europe, including Islam, Judaism, Christianity, and Western philosophy.

Academic Advising and the Mentoring Process

Academic advising is available to every student at the Institute on a regular basis. An entering student must attend the orientation for new students and meet with the director of the program he/she is entering before starting classes. At this time the student will be assigned a faculty adviser, who will also function as mentor for individual development while at the Institute. Toward the close of each quarter the student must meet with the adviser/mentor to discuss progress made and selection of courses for the ensuing quarter.

The mentoring process is a means of encouraging students to work actively within the Institute's philosophy of educating the whole person--body, mind, and spirit--by combining physical and spiritual development with intellectual and professional growth as part of their work at the school. The programs for physical and spiritual development are essentially an individual responsibility, and may be pursued through formal courses in meditation and body disciplines offered at the Institute or through individually selected practices outside the school; in either case the student and mentor will review and evaluate them each quarter as part of the educational process.

Transfer of Credit and Independent Study

The Institute does not conduct external degree programs of study, but it allows students to include in their work a number of outside learning experiences through transfer of credit and independent study. With approval of the student's program adviser a maximum of one-sixth of the total number of units required in the student's program may be allowed for transfer of credit, and up to one-sixth for independent study. For example, in a sixty-unit program, ten units are permitted for transfer of credit, and ten units are permitted for independent study; in a seventy-two-unit program, twelve units may be allowed for transfer of credit, and twelve for independent study. The Institute has established criteria to evaluate the work done under each of these options, and the student must demonstrate that the particular learning experience involved meets the applicable guidelines, if it is to be used for credit at the school.

Transfer of credit may be granted for graduate study completed prior to admission to the Institute, for relevant study completed elsewhere while registered at the Institute, or for a combination of the two, up to the allowable limit. However, the following conditions must be met: 1) the study is (was) done at an accredited institution; 2) the work is clearly relevant to the student's program at the Institute; 3) the grade received for it was B or higher; 4) the units involved were not used toward any previous academic degree; and 5) the student's program director endorses the transfer.

Independent study is defined at the Institute as intellectual or professional graduate level work designed to accommodate a program requirement or to extend a student's field of inquiry in a relevant way beyond current Institute resources; or a learning experience meaningful to the program of study, but not primarily academic in nature, which advances the student's professional, 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, organized class within a reasonable time. A maximum of one-sixth of the total program units may be used for Independent study, which is graded on a Pass/Not Pass basis. Students must arrange for approval of independent study projects prior to the registration period for the quarter and submit completed independent study contracts to the Registrar at registration time.

Weekend Workshops

The Institute offers a variety of weekend workshops led by Institute faculty members or distinguished guests during each quarter and during the summer session. Students may take them to supplement regular course work, and members of the public may enroll for the continuing education experiences provided. Students who wish to take a workshop for credit must register for it during the specified registration period. Workshops are usually graded on a Pass/Not Pass basis. Auditors may sign up until the week preceding the workshop, if space permits.



The Sequence of Work toward Degrees

Work for the degree in the *Integral Counseling Psychology* master's program must be undertaken in the following sequence: satisfactory completion of all courses, including the practica; advancement to candidacy; passing the comprehensive examination of the student's specific program.

Work must be undertaken in the following sequence for the master's degree in *East-West Psychology* and *Intercultural Philosophy and Religion*: satisfactory completion of all course work, including the Thesis/Dissertation Workshop (901), which fulfills the requirement of one unit of thesis writing; passing the comprehensive examination of the student's specific program; advancement to candidacy; and working with the thesis committee until the project has been completed, discussed with the committee, and formally approved.

Submission of a dissertation which demonstrates the candidate's capacity for independent advanced research to the satisfaction of the program concerned is a requirement for all doctoral degrees at the Institute. Work for the doctoral degree in all programs must be undertaken in the following sequence: completion of all courses, including the Thesis/Dissertation Workshop if not taken at the master's level; passing the comprehensive examination in the student's specific program; advancement to candidacy; completion of the Dissertation Research Seminar; completion of the dissertation, under guidance of the committee.

A student is eligible to graduate only after completion of all required steps in the process. These include: filing an application for graduation with the Registrar's office (see Academic Calendar for application deadlines each year); payment of appropriate graduation fee; completion of a thorough review of the student's academic record at the Institute by the program adviser; clearance of all outstanding debts or other obligations to the Institute; and satisfactory completion of comprehensive exam and/or thesis/dissertation work. It is recommended that student records be reviewed prior to the registra-

tion period of the last quarter the student plans to be in attendance, in order to allow for completion of any outstanding courses or other work required for graduation.

Comprehensive Examination and Advancement to Candidacy

Upon completion of all course work for the degree the student must take a comprehensive examination in the program of study. Having passed the examination, the student is advanced to candidacy and allowed to undertake the last segment of work, which involves the thesis or dissertation. The student has a maximum period of five (5) years from the date of advancement to candidacy to complete all thesis/dissertation work.

Thesis/Dissertation Policies and Procedures

After the student has been formally advanced to candidacy, the thesis or dissertation committee is selected in joint consultation by the student, the program director, and the dean. The committee consists of no fewer than three members, including a chairperson, who must be an Institute core or adjunct faculty member. At least one member must be from the student's program of study, and one member may be from outside the Institute.

The student must have signed and filed the "Application for Thesis/Dissertation Project" before taking any units of thesis or dissertation writing with the committee members.

As a first step in working on the dissertation, students in the *Psychology* Ph.D. program are required to take the Dissertation Research Seminar (PSY 902) which counts as 3 units of Dissertation Writing. In this seminar, which is optional for M.A. students, the dissertation proposal is critiqued and developed to the point of being ready for the research and writing phase, under guidance of the Dissertation Committee.

Thesis/dissertation writing units which remain after the required courses 901 and 902 have

been taken are divided equally between the committee members, and the student may sign up for no more than three units with any one member per quarter. (If working with all three members, the allowable total is nine units). It is recommended that the writing units be distributed over two or three quarters in order to increase the amount of mutual interchange and feedback during the process. For each quarter that the student registers for Thesis/dissertation writing (903) a contract must be signed with the faculty member(s) and an evaluation of progress filed by the faculty member(s) at the end of the quarter.

Directions regarding the preparation of the dissertation and the abstract are obtainable from the registrar.

Meeting Requirements by Examination

Under certain circumstances the student may wish or need to demonstrate that certain requirements have been met through taking an examination rather than through taking a course in the subject area at the Institute. The following guidelines hold in these situations.

The requirement to take the Institute core courses can neither be waived nor met through taking an examination.

A student seeking admission to a master's program at the Institute, but unable to document by transcripts having taken the expected prep-

aratory studies, may be asked to take the relevant C.L.E.P. examination in order to demonstrate proficiency in the subject area. A student seeking admission to the doctoral psychology program may be asked to demonstrate the expected proficiency by taking the G.R.E. examination.

A student who seeks to have a required program course waived must show on the transcript that an equivalent graduate level course has been taken. If unable to produce documentation, the student may request that the program director and instructor usually teaching that course at the Institute schedule an examination on the subject. The fee for such special examination is \$35. Having demonstrated proficiency either by transcript or examination, the student may be excused from taking the required course, but such waiver does not reduce the total number of units to be taken to complete the degree program at the Institute.

A student who wishes to take classes for credit on the basis of competency examinations may do so up to a maximum of six units of course work. The procedure in this case is for the student to meet with the instructor to obtain a syllabus and reading assignments, study the necessary materials and take the examination, then meet again with the instructor for evaluation. Under these circumstances the student pays the full course fee, and the transcript shows full course credit, as in the case of independent study.



*He who knows others is
wise. He who knows
himself is enlightened.*

Lao Tzu



The Programs of Study

Theosophic Studies

Beginning in 1978 the Kern Foundation of Chicago has provided generous grants to the Institute to extend contemporary understanding of theosophic principles and relate that understanding to concepts and practices of philosophy, religion, and depth psychology. The modern theosophical movement emerged a century ago as a world-wide nonsectarian statement of the perennial wisdom and an early vehicle for introducing Eastern philosophy and mysticism into the West.

The Kern Foundation is currently supporting Institute efforts to increase its already considerable contribution to the dissemination of understanding of Asian, East-West and theosophic teachings by augmenting Institute resources in these aspects of its curriculum. The Foundation is supporting instructional and scholarship resources in these areas and sponsoring research into the conjunction of theosophic principles and holistic trends in science, philosophy and depth psychology.

In addition to offering classes at the Institute and exploring relationships between facets of the perennial wisdom and current ideas of growth and healing, Institute faculty members and students have assembled a research library of theosophic literature, prepared digests of many writings important for their work, and produced a volume of essays which discusses some concepts relevant to a psychology founded upon perennial tradition. They have made presentations and led workshops for groups in California, Washington and Wisconsin; published essays in a recent book, *East Meets West, a Transpersonal Approach*, and various journals; and currently they are preparing monographs on the applications of theosophic perspectives to contemporary issues. Several dissertations and theses have been accepted on themes involving modern theosophical principles.



Ultimate spiritual truth is not dualistic, but nondualistic. From an ultimate standpoint, matter and spirit are not different. Matter is permeated by spirit. Spirit dwells in matter. Therefore, this world in which we live has an intrinsic divine significance.

Haridas Chaudhuri

East-West Psychology (M.A.)

The program in *East-West Psychology* offers a curriculum which provides basic understanding of the philosophical and psychological traditions of the East and the West; it also allows for advanced study and research into one of several areas of specialization.

The professional objective of the program is to furnish its graduates with the knowledge and skills necessary to function as college teacher, researcher, writer, or consultant in the area of East-West psychology, and as an active participant in the developing fields of community service, planning, consulting, and social transformation. The goal of the training is to make the student able to adapt and respond to rapidly changing personal and social needs.

The philosophical objective of the program is to facilitate the student's process of expanding self-understanding and personal growth within the interpersonal, social, and cosmic dimensions of human life. This end is accomplished through integrating and synthesizing the best elements of the Eastern and Western traditions. Eastern views of human nature are based on ancient spiritual practices of meditation and yoga, while for many decades Western psychology has cultivated the approach of scientific objectivity. However, in recent years Western psychology has embraced a more holistic, humanistic outlook and expanded its interests into the realms of transpersonal experience.

In order to meet these objectives of professional preparation for a career and philosophic-spiritual integration, the program includes three basic components: intellectual study of Eastern and Western philosophic and psychological systems; personal experience of Eastern and Western psychospiritual growth processes; and practical application of the learning in field work, community service, teaching, or creative work.



Admission

A student seeking admission to the program in *East-West Psychology* must submit an application and furnish transcripts of all undergraduate and graduate studies. An undergraduate major or minor in psychology is not required, although the student must have had at least three basic psychology or social science courses at the upper division level. If lacking, these must be made up before the student can be formally enrolled in the master's program.

The student must also meet with the program director to formulate and sign a program study plan designed to meet the student's needs and goals. The study plan is reviewed, evaluated, and if necessary revised, by the student in consultation with the adviser/mentor, each succeeding quarter.

Requirements for the Degree

Sixty quarter units of work are required for the degree, as follows:

Institute Core courses	6 units
East-West Core courses	33 units
Specializations/Electives	6 units
Practicum/Field Work	6 units
Thesis	9 units
	<hr/>
	60 units

Overview of the Program

The program is organized into eight core areas of study; the student should acquire a solid foundation of knowledge in each of them: Western Psychologies: Individual Aspects; Western Psychologies: Biological Aspects; Western Psychologies: Social Aspects; Comparative Consciousness Studies; Eastern Psychospiritual Practices; Eastern Systems of Thought; Eastern Language and Culture; Skills in Professional Psychology. Certain courses, marked by an asterisk(*) in the list below, are required of all students unless waived by the program director. These required courses provide a common ground of knowledge for all students in the program. Building upon this foundation, students then specialize in at least one Eastern system of thought (such as Buddhism, Hinduism, or Taoism), develop a broad understanding of the principles of Western psychology, and engage in comparative research.

The Program Core Courses

The following courses are offered within each core area of study. The number of units required within each group is indicated in parentheses after the group heading. In each area other courses, offered through the *Integral Counseling Psychology* program or the *Intercultural Philosophy and Religion* program may be designated as fulfilling that requirement.

1. Western Psychologies: Individual Aspects (6 units required)

- *EWP 510 Personality: Western Theories and Research
- ICP 545 Human Development: The Life Cycle
- EWP 512 Psychology of C.G. Jung
- EWP 513 Psychology of the Feminine
- PSY 514 Altered States of Consciousness

2. Western Psychologies: Biological Aspects (3 units required)

- EWP 516 Evolutionary Psychobiology
- PSY 548 Psychophysiology of Consciousness
- EWP 521 Drugs and Consciousness: Use and Abuses
- ICP 639 Biofeedback and Self-Regulation

3. Western Psychologies: Social Aspects

(3 units required)

EWP 530 Culture, Personality and Kinship

EWP 531 Cross-cultural Healing Practices

EWP 532 Cross-cultural Patterns of Relationship

EWP 535 Dynamics of Intimate Relationships

ICP 539 Cross-cultural Mores and Values

PSY 519 Organizational Dynamics

4. Comparative Consciousness Studies

(5 units required)

*EWP 540 Seminar in East/West Psychology

EWP 542 Symbols and Metaphors of Transformation

EWP 543 Existential and Buddhist Psychology

EWP 544 Phenomenology of Consciousness: East and West

EWP 546 Mysticism East and West

EWP 547 Body-mind Disciplines East and West

EWP 549 Perennial Psychology

5. Eastern Psychospiritual Practices

(4 units required)

EWP 550 Theory and Practice of Meditation

EWP 551 Theory and Practice of Yoga

EWP 552 Theory and Practice of Tai Chi Chuan

EWP 554 Theory and Practice of Aikido

6. Eastern Systems of Thought

(6 units required)

*EWP 560 Personality: Eastern Theories

EWP 561 Buddhist Psychology in American Context

EWP 562 Classical Yoga Systems of India

EWP 563 Yoga Psychology of Patanjali

7. Eastern Language and Culture

(3 units required)

EWP 570 Language and Culture of Japan

EWP 571 Language and Culture of China

EWP 572 Sanskrit Philosophical Terms

8. Skills in Professional Psychology

(3 units required)

ICP 596 Research Design

ICP 565 Tests and Measurement

PSY 515 Statistics for Research

Electives

EWP 601 Esoteric Personality Theories

EWP 602 Working with Dreams

EWP 603 Symbolic Approaches to Personal Growth: Tarot

EWP 604 Symbolic Approaches to Personal Growth: Astrology

EWP 605 Alchemy and Depth Psychology

EWP 606 Shamanism and Initiation

EWP 607 Theory & Practice of I Ching

EWP 609 The Use of Art in Psychotherapy

EWP 610 Developing Creativity and Intuition

EWP 613 Theory and Practice of Acupressure and Shiatsu

EWP 615 Spiritual Healing and Theosophy

Supervised Fieldwork and Practica

(6 units required)

*EWP 700 Supervised Fieldwork

EWP 701 Practical Teaching Skills

EWP 702 Writing Skills Practicum

PSY 519 Organizational Consulting Practicum

Thesis

(9 units required)

Master's students in the *East-West Psychology* program who meet the prerequisites may also take courses listed under the *Psychology* doctoral program, except for the practicum courses in counseling and psychotherapy.

Integral Counseling Psychology (M.A.)

The master's program in *Integral Counseling Psychology* was organized in 1973 to educate students for careers in professional counseling according to the integral view of the late Haridas Chaudhuri, and following the guidelines of the major professional organizations in the field: the American Psychological Association, the American Personnel and Guidance Association, and the American Mental Health Counselors Association. The program draws upon a wide range of other resources, such as the major spiritual traditions of the East and West, recent cultural and social science research, and the writings of leading humanistic and transpersonal psychologists. One of the chief contributions of Integral Psychology has been to extend the innovations in psychotherapy which have been made by humanistic and transpersonal psychologies.

The integral view holds that consciousness is multidimensional; that human beings have valid urges toward individual, social, and transcendental awareness and functioning; and that they may be helped to contact and activate their inner

organizing center for behavior and experience, so preparing the way for further stages of holistic transformation and enhanced potential for helping others.

The program has several objectives. The first of them is to provide for beginning students a variety of learning experiences designed to develop counseling skills, so they may function satisfactorily in entry-level positions. These experiences include basic courses to furnish essential knowledge of behavior, consciousness, and the growth process; courses and workshops to foster personal development and integration; and carefully supervised counseling experience at the practicum level.

The second objective is to advance the integral view, a cross-cultural, East-West understanding of personality and society, according to the Institute's general educational orientation.

The third objective is to develop and maintain the Integral Counseling Center as a significant community mental health service and training site for students at various levels of experience.



Admission

Applicants should submit their request for admission to the program by filling out the Institute admission form, paying the fee, and having transcripts sent from colleges attended. In selecting candidates for admission the program admissions committee considers the following factors: Has the applicant an adequate background or interest in East-West philosophy and psychology? Has he/she been pursuing a path of personal growth (e.g. yoga, meditation, psychotherapy)? Has he/she a view of human nature compatible with the program's orientation and emphasis? Does he/she demonstrate sufficient personal stability to become an effective helper of others? Do his/her present interests and past academic record indicate probable success in completing graduate studies in the program? The statement of educational objectives, approximately five hundred words in length, which is to be submitted with the application form, should address these issues.

The program holds periodic information/orientation meetings for prospective students, and applicants are invited to attend one of them. After being admitted, and during the first quarter, the student should meet with the program director and with his/her adviser/mentor to work out a program agreement. He/she is also encouraged to attend the regularly scheduled orientation for new Institute students.

The Integral Counseling Center

The program maintains the Integral Counseling Center as a training site for practicum students. The Center functions as a private community mental health facility, providing both crisis and growth counseling to a wide range of local residents. A significant number of master's students in the program are accepted as staff members. However, acceptance into the program does not automatically admit students to Center membership, which is based on the student's potential and the Center's staffing needs. While enrolled in the program, students are expected to adhere to State of California license laws and professional ethical practices.

Program Requirements:

Students working for a degree in the program will take at least seventy-two units, divided between required program courses and electives as follows:

For the major in *Integral Counseling Psychology*

Institute core courses	6 units
Program required courses	42 units
Electives	24 units
<hr/>	
72 units	

For the major in *Marriage, Family, and Child Counseling*

Institute core courses	6 units
Program required courses	54 units
Electives	12 units
<hr/>	
72 units	

Of the seventy-two units necessary for the degree up to one-sixth (12 units) may be transferred from work at other accredited institutions, subject to the adviser/mentor's approval.

No thesis is required for the master's degree. A comprehensive examination and successful completion of the practicum training substitute for the thesis, although the student may choose to write a thesis in addition.

33



Required Courses

All courses are 3 units.

- ✓ ICP 505 Integral Psychology
- ✓ ICP 525 The Helping Relationship
- ✓ ICP 535 Group Dynamics
- ✓ ICP 539 Basic Counseling Skills
- ✓ ICP 545 Human Development: the Life Cycle
- ✓ ICP 555 Adult Psychopathology
- ✓ ICP 565 Tests and Measurement
- ✓ ICP 575 Supervised Practicum in Counseling
(4 courses required)
- ✓ ICP 590 Cross-cultural Mores and Values
- ✓ ICP 595 Systems of Psychotherapy
- ✓ ICP 596 Research Design and Methodology

Students specializing in *Marriage, Family and Child Counseling* must also take the following courses:

- ✓ ICP 506 Human Sexuality
- ✓ ICP 536 Marriage and Couple Counseling:
Theory and Practice
- ✓ ICP 546 Professional Ethics and Family Law
(2 units)
- ✓ ICP 556 Family Dynamics and Therapy

- 34 Students in the program should complete the following prerequisites before they arrange a field placement, apply for the Integral Counseling Center, or enroll for a supervised practicum course: (1) two quarters of study at the Institute; (2) completion of the following courses: the Institute Core Courses, the Helping Relationship class, the Basic Counseling Skills class, Integral Psychology and Systems of Psychotherapy.



Electives

Elective courses may be given for either two or three units, as specified in the current Schedule of Classes.

- ICP 604 Beginning Psychosynthesis
- ICP 608 The Growth Workbook
(Progoff Method)
- ✓ ICP 612 Gestalt Therapy
- ICP 613 The Use of Intuition in Counseling
- ICP 614 Feminine Psychology and Women's
Spirituality
- ICP 615 Eastern Sutras and Integral Counseling
- ✓ ICP 618 Bioenergetics
- ICP 621 Right Livelihood: Career Counseling
- ICP 625 Movement and Dance Therapy
- ICP 639 Biofeedback and Self Regulation

Master's students in the program who meet the prerequisites may also take courses listed under the *Psychology* doctoral program, as well as courses from other Institute programs.

Intercultural Philosophy and Religion (M.A.) (Ph.D.)

Intercultural Philosophy and Religion promotes an historical and cultural understanding of the world's great philosophical and religious traditions. The Program is structured to reflect its deep commitment to the diversity of East/West experience - honoring traditional/contemporary and orthodox/esoteric forms. This comprehensive range of IPR courses offers students a cross-cultural perspective which not only facilitates their individual growth, but makes them knowledgeable participants in the larger process of cultural evolution and the expansion of human unity.

Students of Intercultural Philosophy and Religion are encouraged to synthesize the academic material in a thoughtful and creative manner so that they discover those areas which hold most personal relevance: this natural integration of scholarly pursuit with personal questioning brings balance to the polarity of intellect and spirit.

The Intercultural Philosophy and Religion program offers Master of Arts and Doctor of Philosophy degrees, preparing students for research and teaching in the fields of comparative philosophy and religion and religious studies. Since the Institute also provides complete training in psychology and counseling, mental health professionals may take advantage of the opportunity to deepen their understanding of the inter-relationship between psychology and philosophy/religion. Students establish close working relationships with faculty members who can assist them in integrating all aspects of their experience at the Institute: the intellectual, the spiritual or religious, and the physical.



Admission

Applications are accepted for both the M.A. and Ph.D. programs. Those wishing admission into the Intercultural Philosophy and Religion program at the Master's level must hold the Bachelor's degree; Doctoral applicants must have received their Master's degree in philosophy, religion, or related fields. Admission to the doctoral program is highly selective; applicants should discuss the availability of program resources in their field of specialization with the program director.

The prospective student must submit an application, official transcripts of undergraduate and any previous graduate study, and a statement of educational goals. An interview with the Program director is required prior to full admission. Doctoral applicants are also asked to furnish a sample of previous work (an outstanding essay, article, or selection from the Master's thesis) and two academic letters of reference.

The statement of educational goals should describe the student's academic objectives as specifically as possible, indicating which of the program's resources will be most helpful in meeting those objectives. It should include a statement of the student's interests in pursuing graduate studies in philosophy and religion, and should mention how the student's own growth will be advanced through a commitment to sustained academic work. Information regarding the student's own involvement in the practice of any of the traditions offered for study is welcomed by the admissions committee as evidence of practical involvement in the field. Evaluation is conducted without regard to religious affiliation.

Upon admission, a program advisor is assigned to each student and a study plan is developed to meet student needs and objectives. The student meets with the adviser/mentor each quarter to evaluate progress and adjust goals. In accord with Institute policy, admission is provisional for the first quarter.

Master of Arts Degree

Program requirements for the Master of Arts degree include 60 units of work focusing on studies in two different traditions or concentrations, one major and one minor. **Major** concentrations at the present time include: Buddhism, Hinduism, and East Asian philosophy and religion. **Minor** concentrations now represented are: Christianity, Western philosophy, and shamanism.

The requirements are distributed as follows:

Foundations

Institute core courses	6 units
IPR core courses	3 units
Applied research: field work practicum	3 units

Major Concentration

Sacred texts	3 units
Major schools and traditions	3 units
Socio-cultural aspects	3 units
Practices and disciplines	3 units
Language study	
(intermediate competency)	6 units

Minor Concentration

Sacred texts	3 units
Major schools and traditions	3 units
Practices and disciplines	3 units
Language and culture	3 units

Electives

From any Institute program	9 units
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Comprehensive Examinations and Research

Integrative seminar	3 units
Thesis research and writing	6 units*
	<hr/> 60 units

*Non-thesis students will substitute:

Written comprehensive examination	3 units
Coursework in the major concentration	3 units

Thesis/Non-thesis Option and Comprehensive Examination

A non-thesis option exists for students in the Masters program. After consultation with the program adviser, a student may choose to forego the writing of a Master's thesis. In this case, the units usually allotted for thesis research and writing are divided between a further three units of coursework in the major concentration and three units of preparation for the comprehensive examination.

Both thesis and non-thesis students must successfully complete a comprehensive examination in three parts: one each in methodology, the major concentration, and the minor concentration. For **non-thesis** students, all three parts of the examination must be written and should be considered major--though not exhaustive--research projects in the three basic areas. The academic level of these research projects is expected to be equivalent to that of the Master's thesis. **Thesis** students are required to write at least one of the three parts; at the student's option, the two remaining parts may be given orally. For non-thesis students, an oral synthesis and defense of the comprehensive projects is required; thesis students may also request this option.

Less than a passing grade on any element of the comprehensive examination requires re-examination and may result in additional coursework requirements.

Language requirement

Master's students are expected to achieve intermediate competency in a language associated with their major concentration. Normally, this can be accomplished within the six-unit requirement specified above, but additional units may be necessary depending on the student's rate of progress.

Integrative Seminar

Following the completion of at least half the required coursework units (and before sitting for the comprehensive examination), students are required to participate in the Intercultural Philosophy and Religion integrative seminar. This course is intended to assist students in the practical integration of intellectual achievement, personal growth, and spiritual development, in accordance with the overall goals of the program and the Institute.

Doctor of Philosophy Degree

Program Requirements

Ninety units of work are required for the Doctor of Philosophy degree in Intercultural Philosophy and Religion. Students may specialize in any of the major traditions represented in the program, or may choose to concentrate on a specific area within the field of comparative studies. In close cooperation with his or her program adviser, the student will develop an individualized program of study suited to academic and career goals. Specific course requirements are as follows:

Coursework

Institute core courses	6 units
IPR core course	3 units
Applied research: practicum	3 units

(Students who have completed the above courses in a Master's program at the Institute, or their equivalents in other graduate-level work, may waive the above requirements and apply the units to elective courses.)



The mark of a truly educated person facing the 21st century is that he feels himself to be a planetary citizen.

U Thant

Language studies (advanced competency)	12 units
Specialized Studies:	30 units
Sacred texts	
Schools and traditions	
Socio-cultural aspects	
Practices and disciplines	
Theory and Method	9 units
Electives (any Institute program)	9 units

Comprehensive Examination and Dissertation

Preparation for Comprehensives (includes Integrative Seminar)	6 units
Dissertation (workshop, seminar, writing)	<u>12 units</u>
	90 units

Language requirement

Doctoral students are expected to achieve advanced competency in the language(s) required for their area of specialization. Normally, this can be accomplished within the twelve units specified above; additional units may be required to achieve the required competency depending on the student's previous study and rate of progress.

Comprehensive Examination

The comprehensive examination for the doctoral degree includes an examination in each of the following five areas of the student's specialization: sacred texts, culture and society, schools and traditions, practices and disciplines, and theory and method in the intercultural study of philosophy and religion. At least two of the five parts must be written; the remaining three may assume any form acceptable to the comprehensive committee, including (but not limited to) oral examination, supervised field experience and evaluation, the supervised teaching of a graduate-level course. Reexamination is permitted in no more than two of the examination areas and may imply additional coursework requirements.

Six units are set aside as preparation for the comprehensive examination. These units include participation in the Intercultural Philosophy and Religion integrative seminar.

The Field Work Practicum required of all students represents an opportunity for supervised involvement with living religious and philosophical traditions. Scheduled early in the student's program at the Institute, it is intended to focus attention on how religious ideas and ideals become embodied in concrete social forms, and on how particular individuals attempt to integrate their own experience of truth and meaning. The practicum is conducted as a group research effort; under the leadership of the instructor, students are encouraged to test their own understandings of religious and philosophical truth in specific situations through the use of interviews, participant observation, and other forms of research.

As an alternative to the research practicum, students may arrange for practica in teaching, consulting, or pastoral counseling skills. Such practica require individualized supervision by a faculty sponsor; students should consult with their program adviser to make arrangements for them.

Ph.D. Programs in Psychology



39

The doctoral program in *Psychology* is intended for advanced students, with master's level education in psychology, counseling, or related fields, and usually some prior work experience, who wish to broaden their knowledge, develop their skills, and increase their professional career options.

The Institute has broadened the usual conceptual framework for graduate training in psychology to include transpersonal and Eastern approaches in understanding human experience within the scientist-practitioner training model. Programs of study are designed to meet the evolving educational standards of the major professional associations in psychology and counseling.

Each specialization provides the student with knowledge about the foundations of scientific and professional psychology. Supervised practica and internship experiences offer students the opportunity to apply developing skills within professional work settings. Students specializing in Clinical or Counseling Psychology will meet the academic prerequisites for licensure as a Psychologist in California and other states. Students in East/West Psychology apply their skills and knowledge to consulting, teaching, and other professional roles which facilitate human change and development.

Clinical Psychology

This specialization provides education and training in psychotherapeutic techniques, research, and other professional skills of the clinical psychologist. The curriculum emphasizes transformational dimensions of human experience, blending Eastern and Western psychologies.

Counseling Psychology

Training is offered in counseling and psychotherapy, with an emphasis on integrating transpersonal perspectives with the values of both Eastern and Western traditions.

East/West Psychology

This specialty provides students with an intellectual, experiential, and practical understanding of the psychology of consciousness and transformation within Eastern and Western perspectives. Students apply their skills and knowledge to consulting and teaching, or may design individualized programs for careers as agents of social change and human transformation.



Admission

The following admission requirements must be met for formal enrollment in the doctoral psychology program.

1. A master's degree, or equivalent, in psychology, counseling, or social work. Prior education must be documented by an official transcript from the school and a letter of recommendation from the academic advisor. Students with master's degrees in such other fields as sociology, anthropology, philosophy, or comparative religion may be admitted on an individual basis.

2. Completion of at least six of the following psychology courses at the graduate level, with a minimum B average: psychopathology, developmental, learning, experimental, physiological, history/systems, personality theories, counseling theory/practice, social, research design, tests and measurement, statistics.

3. For the *Clinical* and *Counseling Psychology* specializations, completion of one year (approximately 500 hours) of supervised clinical or counseling experience, documented with a letter of recommendation from the supervisor. For the *East-West* specialization, completion of one year (approximately 500 hours) of supervised teaching, research, consulting, or community agency experience, documented with a statement from the supervisor.

4. A 4-6 page autobiographical statement, including a description of educational and professional goals and objectives.

5. A written paper or work sample to demonstrate adequate communication skills, writing ability, and research skills.

6. An interview with the doctoral program admissions committee, or the appropriate program director. Telephone interviews with out-of-state applicants may be arranged.

Applicants who have not completed all the admissions requirements may be admitted provisionally. If the student's training at the master's level has not been comparable to requirements of the Institute's master's program in the area of specialization, the student will be required to take additional courses to cover such deficiencies.

The Doctoral Psychology Curriculum

The following components must be covered in the work for the degree:

A. Institute Core Courses (401, 402)

B. Integral Studies Core Courses

- Integral Psychology/History and Systems (ICP 505)
- Two courses in Asian or comparative philosophy or religion (Clinical, Counseling only)
- Three courses in Eastern systems of thought (East/West only)

C. General Psychology

A minimum of five quarter units must be taken in each of the following groups, unless the student has already completed them at the graduate level or can demonstrate knowledge of the field by passing an examination; in those cases the unit requirements are waived.

Group 1: Biological aspects (Psychophysiology of Consciousness, Sensation and Perception, Biofeedback and Self-Regulation, Drugs and Consciousness, etc.)

Group 2: Cognitive/Affective aspects (Learning Theory, Psychology of Emotion and Motivation, Altered States of Consciousness, Meditation Theories and Research, etc.)

Group 3: Social aspects (Social Psychology, Culture and Personality, Organizational Psychology, Cross-cultural Mores and Values, Group Dynamics, etc.)

Group 4: Individual aspects (Personality Theories, Human Development, Psychopathology, Psychology of the Feminine, etc.)

D. Scientific and Professional Psychology

If these courses were taken previously at the graduate level, they need not be repeated, and the required units are waived.

- Research Design and Methodology (ICP 596) (3 units)
- Psychological Tests and Measurement (ICP 565) (3 units)
- Statistics for Research (PSY 515) (3 units)
- Professional Ethics and Family Law (ICP 546) (3 units) (Clinical, Counseling only)

E. Foundation Courses

If these courses were taken previously at the graduate level, they need not be repeated, and the required units are waived.

- Basic Counseling Skills (ICP 539) (3 units) (Clinical, Counseling only)
- Adult Psychopathology (ICP 555) (3 units) (Clinical, Counseling only)
- Personality: Western Theories and Research (EWP 510) (3 units)
- Developmental Psychology: Life Cycle (ICP 545) (3 units)

41

F. Specialization Sequences

Clinical Psychology

1. Each of the following courses:

- Advanced Counseling Skills (PSY 522) (3 units)
- Advanced Psychopathology (PSY 512) (3 units)
- Psychopharmacology/Drugs and Consciousness (EWP 521) (3 units)
- Psychological Assessment I: Personality (PSY 540) (3 units)
- Psychological Assessment II: Cognitive (PSY 541) (3 units)
- Human Sexuality (ICP 506) (1-3 units)

One course selected from among the following:

- Theory and Practice of Group Facilitation (PSY 525) (3 units)
- Advanced Marital and Couple Counseling (PSY 523) (3 units)
- Advanced Family Therapy (PSY 524) (3 units)

2. Four doctoral Counseling Practicum courses (12 units), of which at least two must be group practicum (PSY 522G) and at least one must be individual practicum (PSY 522I). These may be either the general doctoral practicum (PSY 522G or I) or any of the practica based on specific theoretical orientations.

Counseling Psychology

1. Each of the following courses:
 - Advanced Counseling Skills (PSY 522)
 - Human Sexuality (ICP 506) (1-3 units)

2. At least one course (3 units) from the doctoral Counseling/Psychotherapy Areas group (PSY 520-PSY 526)

3. At least one course (3 units) from the doctoral Counseling/Psychotherapy Orientations group (PSY 530-PSY 536)

4. Four doctoral Counseling Practicum courses (12 units), of which at least two must be group practicum (PSY 522G) and at least one must be individual practicum (PSY 522I). These may be the general doctoral practicum (PSY 522G or I) or any of the practica based on specific theoretical orientations.

East/West Psychology

- Perennial Psychology (EWP 549) (3 units)
- Two courses in psychospiritual disciplines (4 units)
- One course in Eastern language and culture (3 units)
- East/West Psychology Seminar (EWP 540) (2 units)
- Practical Teaching Skills (EWP 701) (3 units)
- Three courses in concentration area (9 units):
 - organizational consulting (Organizational Dynamics, Consulting for Organizations, Consulting Practicum); or
 - individualized program

G. Electives

The number of electives will vary according to the student's prior graduate training. The total number of units of course work required is 60 for students in *Clinical* and *Counseling Psychology*, and 63 for students in *East-West Psychology*. More may be required for students admitted on provisional status who are fulfilling additional admission requirements during the first year of study.

H. Internship or Field Work

Clinical Psychology and Counseling Psychology (15 units)
East-West Psychology (9 units)

I. The Comprehensive Examination

J. Dissertation

901 Dissertation/Thesis Workshop (1 unit).

This need not be repeated by students who completed it while in the master's program at the Institute.

PSY 902 Dissertation Research Seminar (3 units)

PSY 903 Dissertation Writing (11 units)

A student who, in the judgement of the Dissertation Committee, cannot complete the project and writing within the time units generally allotted, may be required to register for additional units of Dissertation writing until the project is completed.

Internship

The supervised internship experience offers students an opportunity to apply the entry-level skills of a psychologist in professional work settings. Students specializing in *Clinical* and *Counseling Psychology* will typically complete the internship in community clinical or counseling settings, while students specializing in *East/West Psychology* may complete the internship by participating in research projects, serving as teachers or instructional assistants, or as consultant trainees in organizational settings.

The Institute identifies and develops internship placements in innovative, nontraditional settings as well as in customary locations. Liaison is maintained with a variety of community agencies which provide supervised professional experience, including community mental health centers, college counseling centers, hospitals, hospices, and other service, educational, organizational, and research settings.

The Director of Professional Training assists students in locating a suitable internship placement. Students meet with the Director to secure advance approval of the intended placement and prior to beginning the application process to secure an internship. Students are advised to apply early to insure the best selection. A Field Placement Manual of potential internship opportunities is maintained and can aid in selecting a placement.

Students usually begin the internship during the second year of doctoral coursework. Provision of services in typical internship settings may involve specialized skills such as psycho-diagnostic assessment, psychological testing, teaching, supervision, or consultation, and it is advisable to complete the appropriate preparatory coursework before beginning the internship.

Consistent with requirements for licensing as a psychologist in California and other states, 1500 hours of supervised professional experience are required in the internship setting for students in the *Clinical* and *Counseling* specialties. *East/West* students must complete 500 hours of supervised professional experience. Usually placements are on at least a half-time basis (20 or more hours weekly) in one or two internship settings. The internship requirement must be completed within two and one-half years from its beginning. Each internship experience for *Clinical* and *Counseling* students must be supervised by a licensed professional employed at the internship site. At least 750 hours of the internship experience must be supervised by a licensed psychologist. Supervision is required in an amount equal to at least 10% of the hours of weekly work at the internship setting, and at least one hour of this supervision must be on an individual basis. All students interested in eventual licensure as psychologists are advised to obtain a copy of California's psychology licensing regulations, available from the State of California's Psychology Examining Committee.

Fifteen units of internship are required for the *Clinical* and *Counseling* specializations, and nine units for the *East/West* specialization. This work is in addition to any field work, internship, or practicum experience that the student may have from previous graduate work or employment settings. The number of academic units for which the student registers in each quarter of the internship depends upon the number of hours worked in the internship setting. The following table serves as a guide:

Hours worked per week:	Time required to complete 1500 hours:	Suggested units per quarter (total 15):
20	18 months	2-3
25	60 weeks	3
30	50 weeks	3-4
35	43 weeks	4-5
40	37 weeks	5

Theses and Dissertations Done at the Institute

Ahlstrom, David Charles
Creative sound as the ground of music
(Ph.D., 1974)

Alavi, Seyed Ahmad
History of oil industry in Iran
(Ph.D., 1977)

Al-Dijaili, Yehya S.
*An Inquiry into the true relationship
between Sufism and Islam*
(Ph.D., 1974)

Anderson, Hilary
*A Study of the principles and methods
of self-integration in integral yoga*
(Ph.D., 1972)

Arnold, Stephen Douglas
*An Inquiry into the meaning and
problems of self, identity and transfor-
mation* (M.A., 1974)

Arnold, Stephen Douglas
*A Psychology of human possibility: the
rationale for a psychospiritual approach
to child development* (Ph.D., 1977)

Arnold, Suzannah K.
*A Study of esoteric number symbolism
as it relates to the psycho-cultural
evolution of Western civilization*
(M.A., 1979)

Asfoor, Majid Ahmad
*The Theory and inception of the audio-
lingual method of language instruction*
(M.A., 1978)

Babaa, Khalid I
Neutralism in perspective (a case study)
(Ph.D., 1975)

Bainbridge, Robert
*Evolution, education, and the destiny
of man* (Ph.D., 1971)

Baker, Stuart R.
*An Analytical approach to early
Buddhist thought* (M.A., 1977)

Balshor, Susan M.
*Mapping the creative process: a journal
and study* (M.A., 1980)

Banks, Wendy
*The Symbol and archetype of the cat in
the arts and the psyche* (M.A., 1978)

Baraff, Carol A.
*Music and fantasy: doorway to spiritual
experience and personal growth.*
(M.A., 1979)

Barde, Larry
Psychological factors of Bujutsu.
(M.A., 1977)

Betz, Christiaan J.
*Vietnam: social transformation from
Confucianism to Communism.*
(Ph.D., 1977)

Blofstein, Joseph
*A Study of the dynamic constituents of
the Eastern traditions of dharma and the
Jungian ideal of personality.*
(Ph.D., 1979)

Bloomquist, Wayne Earl
*Psychological studies of the sleep state:
East and West.* (Ph.D., 1976)

Bonpua, Jose L.
*The Palestinian struggle: the case of the
Fedayeen movement.* (Ph.D., 1972)

Brown, Victor Clements
*Sage vs. tyrant; a study of contending
political authorities in ancient China
and Greece.* (M.A., 1972)

Burbridge, Roger T.
*The Nature and potential of therapeutic
humor.* (Ph.D., 1978)

Campbell, Ronald LeRoy
*The Concept of man in integral
psychology.* (Ph.D., 1976)

Coukoulis, Peter P.
*A Comparative investigation of the
guru-disciple relationship and the
Jungian analyst-analysant relationship.*
(Ph.D., 1974)

Damon, Jan
*Ritual visualization in Hindu and
Buddhist Tantrism.* (M.A., 1975)

Dawes, Charles Johnson
*The Path of spiritual progress in
Theravada Buddhism.* (Ph.D., 1977)

Dawes, Charles Johnson
*Travels in India and Nepal, 1971-73:
on finding the Vipassana path to the
cessation of suffering.* (M.A., 1975)

Dickman, Sharron
*Rabindranath Tagore: Western
opinions and reactions.* (M.A., 1971)

Donahoe, James Joseph
Imagination and the paranormal.
(Ph.D., 1976)

Donahoe, James Joseph
The Intentional use of inner abilities.
(M.A., 1977)

Dubbin, Steven Mark
*Ego and self in consciousness: a study
in East-West perspectives.*
(Ph.D., 1978)

Duchamp, Lyne
Psychomatic illness and yoga therapy.
(M.A., 1977)

Elder, Robert E.
Integral approach to modern living.
(Ph.D., 1969)

Field, Rebecca A.
*The Concept of the soul in the integral
philosophy of Sri Aurobindo.*
(M.A., 1977)

Field, Rebecca A.
*The Return of the goddess: the feminine
principle in theosophic thought and
transpersonal psychology.*
(Ph.D., 1981)

Fitting, John Jeffrey
*The Taoist individuation of Nikos
Kazantzakis.* (Ph.D., 1976)

Foin, Catherine Anne
*A Phenomenological study of the
nature of play in schizophrenia.*
(Ph.D., 1980)

Gaboury, Jane L.
The Concept of immortality in Taoism.
(M.A., 1970)

Gagnon, Patricia Ann
*Concepts of freedom and responsibility
in Sartrean existentialism and
Aurobindonian integralism.*
(M.A., 1973)

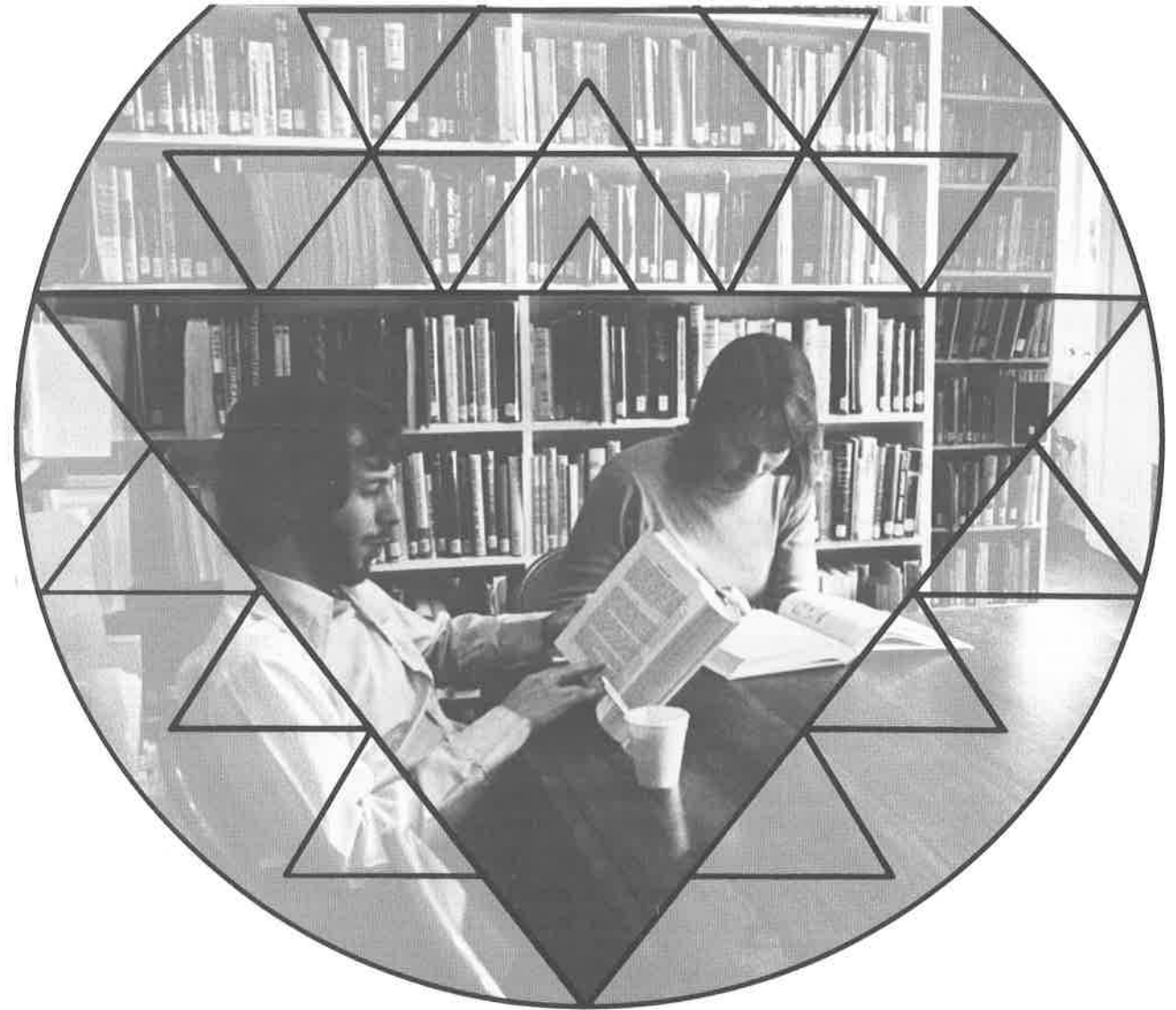
Giarretto, Henry
*Integral psychology in the treatment of
father-daughter incest.* (Ph.D., 1978)

Gilbert, Carol Jean
*Motherhood and childbirth - an investi-
gation of the archetypes.* (M.A., 1978)

Gilbert, Kenneth
*The Wisdom of the Veda in the light of
Sri Aurobindo's integral philosophy.*
(M.A., 1972)

- Haga, Enoch
An Introduction to integral education. (Ph.D., 1972)
- Hamill, Timothy Jay
The Social philosophy of Sri Sri Anandamurti. (M.A., 1974)
- Herman, Paul Edward
The Contributions of Ramana Maharshi and Heidegger to an East-West integral psychology. (Ph.D., 1974)
- Holford, Lea
Religious ideation in schizophrenia. (Ph.D., 1982)
- Houghton, Harold
Aurobindo and Whitehead: a comparative and critical study of supermind and creativity. (Ph.D., 1975)
- Howe, Jerry Warren
Heroin and the war we can't afford to lose. (M.A., 1976)
- Hsuang, Joseph Ran-Fun
East-West cultural systems, a Chinese translation. (Ph.D., 1974)
- Hutton, Michael S.
A Theoretical and empirical investigation into spiritual healing and life energies. (M.A., 1981)
- Inge, Diann Byrd
Visual tools and techniques for altering consciousness: Tantra and the tarot. (M.A., 1976)
- Jackson, Lila
Exposition and discussion of the fifty-two cetasikas: perfect factors of mental healing and therapy. (M.A., 1978)
- Jarjura, Sana
Yom Kippur war: conflict resolution through threat. (M.A., 1979)
- Jha, Ram Chandra
The Vedantic and the Buddhist concept of reality as interpreted by Samkara and Nagarjuna. (Ph.D., 1972)
- Johnson, Edwin Clark
The Great secret and the patterns of life: journalcraft as a psychotherapeutic tool. (Ph.D., 1978)
- Johnson, Edwin Clark
The Myth of the Great secret: emptiness and knowledge in Nagarjuna and Eckhart. (M.A., 1976)
- Johnson, Jean Ann
Depth psychology and transformation's quest. (Ph.D., 1978)
- Johnson, Jean Ann
Miss Lonelyhearts: Nathanael West's apocalyptic vision of man. (M.A., 1976)
- Johnson, Richard A.
The Concept of social justice in Islam. (Ph.D., 1971)
- Joseph, Helen Golda
Creative self-expression through attunement with higher realities. (M.A., 1976)
- Joye, Michael Robert
The Philosophy, practice, and history of Tantra in India. (M.A., 1977)
- Jwaideh, George Hanna
Self-determination: the Palestinian case. (Ph.D., 1979)
- Lansdowne, Zachary F.
The Chakras and the healing process. (M.A., 1981)
- Lasater, Judith Hanson
An Investigation of the psycho-spiritual dynamics of hatha yoga as contrasted with Western body work therapies. (Ph.D., 1979)
- LeCocq, Rhoda Priscella
The Radical thinkers: Heidegger and Aurobindo. (Ph.D., 1969)
- Lind, Patricia Marie
An Wholistic approach to learning: an investigation of how the dualistic nature affects learning a manual skill. (M.A., 1978)
- Lor, Aaron A.
Processes in Judaism: Ahad Ha-am and Mordecai M. Kaplan. (Ph.D., 1975)
- McGlauchlin, Kathleen Joan
The Concept of the Mother Goddess and its significance; the feminine principle from the perspective of Jungian psychology, the Hindu Tantra, and Christianity. (Ph.D., 1976)
- McKell, Kimberley
Psychology of the Tantric chakras. (Ph.D., 1975)
- Magill, Kathleen
Ming: the concept of fate or destiny in ancient Chinese philosophy. (M.A., 1971)
- Mahlberg, Arden Franklin
Bipolar vs. independent ordering of the psychological functions in Jung's personality theory. (Ph.D., 1982)
- Marx, Dionne J.
Toward an integral world view. (Ph.D., 1978)
- Masar, Phillip T.
Spontaneity in an integral context. (Ph.D., 1981)
- Munir, Siham
The Energy shortage and the politics of Arab oil. (M.A., 1974)
- Murad, James John
The Significance of pathological verbal behavior in the dynamics and evaluation of adult schizophrenic patients: an integral approach of applied linguistics. (Ph.D., 1975)
- Opper, S. Michael
An Analysis of the impact of Oriental philosophy on the contemporary art of the West. (Ph.D., 1970)
- Overman, Paul W.
The Relationship of the anima to the shadow: fear of union in Jungian psychology. (Ph.D., 1982)
- Pavithran, A.K.
The Problem of Power Conflict in International Relations. (Ph.D., 1978)
- Pitts, Carol Kellogg
The Concept of spiritual freedom in the Brahma-Sutra. (M.A., 1976)
- Randall, Stephen
The Development of an inventory to assess enneagram personality type. (Ph.D., 1979)
- Rechtshaffer, Ira
The Awakened mind: a comparative study of K. Krishnamurti, Chogyam Trungpa, Rinpoche, and Bubba Free John. (Ph.D., 1977)
- Rechtshaffer, Ira
The Concept of the Tao in the writings of Hermann Hesse as it relates to the Jungian individuation process. (M.A., 1975)

- Ro, Seung Woo
The Korean unification policy under the Park Chung Hee regime. (Ph.D., 1980)
- Rogan, Daniel Patrick
C.G. Jung and Sri Aurobindo on the self-growth process and its attendant difficulties. (M.A., 1976)
- Rogan, Daniel Patrick
The Nature and experience of will in theosophy, depth psychology, Krishnamurti, and est.. (Ph.D., 1980)
- Rosen, Abby Yamuna
The Transformation of the mind into wisdom: an understanding and practical applications. (Ph.D., 1981)
- Rosholt, Jill
Journey into light: an exploration of the poetic process of integral self-unfoldment. (M.A., 1977)
- Rossmann, Howard M.
The Phenomenon of habit. (Ph.D., 1979)
- Rozhon, Judith
Developing an integral perspective toward death and dying. (M.A., 1977)
- Rusco, Lea
Comparative symbolism of the transformation process. (M.A., 1977)
- Scagnetti, Carole
The Psychospiritual dimensions of male-female polarity. (M.A., 1977)
- Schwartz, Don
Towards an integral theory of healing. (Ph.D., 1978)
- Schwartz, Richard W.
Towards a more holistically oriented consciousness. (M.A., 1973)
- Sircar, Rina Shayamacharan
Psycho-ethical aspects of Buddhism. (Ph.D., 1976)
- Strange, Robert
A Buddhist view of existence. (M.A., 1980)
- Sumant (Marc Louis Schwerin)
A Study of the contribution of Brahmacharya to the spiritual evolution of man in the Kundalini Saktipata Yoga tradition. (M.A., 1979)
- Teich, Ann Carlisle
The Way of the elders. (M.A., 1982)
- Thatcher, Marilyn
An Application of Piaget's theory to autistic children. (Ph.D., 1976)
- Timlin, Michael Gerard
The Effect of guided imagery on the locus of control and self-esteem of delinquent adolescents. (Ph.D., 1982)
- Webman, Steven Leonard
Sri Aurobindo's theory of human evolution. (M.A., 1972)
- Weisglas, Michael S.
Personal growth and conscious evolution through Bach flower essences. (Ph.D., 1979)
- Welches, Philip
Toward a fundamental theory of transcendental change. (Ph.D., 1982)
- Wentura, David Franklin
Technology and human values, East and West. (Ph.D., 1974)
- Williams, Richard H.
The Intentional use of dreams in psychotherapy and psychological growth. (Ph.D., 1978)
- Wilson, Barbara Ann
Breath and the transformation of consciousness. (Ph.D., 1980)
- Wilson, Margaret Susan
An Inquiry into the nature of knowledge in the Kenopanisad. (M.A., 1975)
- Wittine, Bryan
The Crises and conflicts of spiritual awakening. (Ph.D., 1982)
- Wittine, Bryan
Transpersonal therapy: an investigation of the applications of transpersonal methods in counseling and psychotherapy. (M.A., 1978)
- Wolanin, Wanda
Kathakali: a cultural expression of Kerala. (M.A., 1974)
- Wygant, Willis Edward
The Parallels in Christian thought and integral philosophy. (Ph.D., 1976)
- Yoder, Nanci
Changes in suggestibility following alert hypnosis and concentrative meditation. (Ph.D., 1982)
- Zeff, Ted
The Psychological and physiological effects of meditation and the physical isolation tank experience on Type A behavior pattern. (Ph.D., 1981)



Course Descriptions

Institute Courses

401: Integral Perspectives I (Asian Foundations)

A comparative and integrated approach to the great philosophic/religious traditions of India, Tibet, Southeast Asia, China, and Japan.

402: Integral Perspectives II (Western Foundations)

A comparative and integrated approach to philosophic/religious traditions of West Asia and Europe, including Islam, Judaism, Christianity, and Western philosophy.

901: Thesis/Dissertation Workshop

A lecture/discussion seminar on procedures and technical aspects of researching and writing a thesis or dissertation at the Institute.



East-West Psychology Courses

Note: While these courses are primarily for master's students, they are also open to doctoral students.

EWP 510: Personality: Western Theories and Research

Major theoretical and empirical approaches to personality, including Freud, Jung, Reich, Adler, Murray, Sheldon, Factor theories, Learning theories, humanistic perspectives.

EWP 512: Psychology of C.G. Jung

The psychological theories of Jung, with emphasis on application to therapeutic and growth processes.

EWP 513: Psychology of the Feminine

Exploration of personality theories of Freud, Jung, Adler, Horney, Erikson, and others, in regard to the development of women.

EWP 516: Evolutionary Psychobiology

A survey of the biological bases of human behavior and experience, including an introduction to evolution, the brain and nervous system, and sociobiology.

EWP 520: Psychophysiology of Consciousness

Theories and research on the physiological substrates of consciousness, especially the structures and functions of the central and autonomic nervous system.

EWP 521: Drugs and Consciousness: Use and Abuses

The role of consciousness-altering drugs and plants in culture, religion, and psychotherapy; psychopharmacology, addiction, drug abuse prevention and treatment.

EWP 530: Culture, Personality and Kinship

Cross-cultural comparison of kinship and family patterns throughout the world; the relationship of cultural world view to personality development and expression.

EWP 531: Cross-cultural Healing Practices

Commonalities and differences among healing practices in selected cultures such as the American Indian, Australian Aborigine, African, European and Asian.

EWP 532: Cross-cultural Patterns of Relationship

Friendship, courting, mating, and marriage patterns from a cross-cultural perspective; the role of non-verbal codes, communication cues and rituals.

EWP 535: Dynamics of Intimate Relationships

Intimate relationships as a path of developing wisdom and genuineness, and a practice of bridging polarities such as aloneness and communion, power and vulnerability, freedom and commitment.

EWP 540: Seminar in East-West Psychology

Basic issues in East-West Psychology, with emphasis on practical integration of Eastern wisdom into Western culture.

EWP 541: Life-energies East and West

Life-energy concepts in ancient Chinese, Indian, Tibetan, and Native American traditions; and in modern research studies, Mesmer, Reich, Burr, Kirlian, psychotronics.

EWP 542: Symbols and Metaphors of Transformation (same as IPR 638)

Using depth psychology and comparative mythology, explores symbols and metaphors of the transformation of consciousness and personality.

EWP 543: Existential and Buddhist Psychology

The spectrum of human consciousness and experience in existential/phenomenological psychology and Buddhist thought.

EWP 544: Phenomenology of Consciousness

Uses phenomenology and meditation to develop experiential understanding of awareness and unconscious processes.

EWP 546: Mysticism East and West

The unique aspects and universal themes and qualities in selected Eastern and Western accounts of mystical experience.

EWP 547: Body-mind Disciplines East and West

(same as IPR 644) Comparative survey and experience of selected systems such as Tai Chi Chuan, Hatha Yoga, Martial Arts, Sensory Awareness, and Bioenergetics.

EWP 548: Understanding Emotional Dynamics, East and West

An exploration of Eastern and Western teachings about the origina and nature of emotions, how they affect our lives, and the role of awareness in understanding their dynamics.

EWP 549: The Perennial Psychology

The multidimensional view of human nature and evolution according to interpretations of Aldous Huxley, Huston Smith, I.K. Taimni, and Alan Watts.

EWP 550: Theory and Practice of Meditation and Contemplation

Discussion, demonstration and practice of selected techniques; different traditions will be studied in different quarters

EWP 551: Theory and Practice of Yoga

Discussion of basic principles of Indian yoga, especially Hatha and Raja. Practice of selected techniques.

EWP 552: Theory and Practice of Tai Chi Chuan

Study and practice of basic principles of Tai Chi.

EWP 554: Theory and Practice of Aikido

The practice of aikido, with emphasis on experiential grounding in the philosophy and the relevance to personal well-being and positive social exchange.

EWP 560: Eastern Approaches to Personality and Identity

Overview of major Eastern approaches and comparison with Western personality theories. Includes Vedanta, Samkhya-Yoga, Abhidharma, Mahayana, Vajrayana, Taoism, Confucianism and Sufism.

EWP 561: Buddhist Psychology in American Context

Principles of Buddhist psychology and their application to working with emotions, social relationships, and psychotherapy in the contemporary world.

EWP 562: Classical Yoga Systems of India

(same as IPR 603) The classical Raja, Jnana, Bhakit, Karma, and Mantra yoga systems of India. Examination of Sanskrit texts, theoretical similarities and differences, and experiential exercises.

EWP 563: The Yoga Psychology of Patanjali

The Yoga Sutras of Patanjali, the classical text which elucidates the physical, mental, and spiritual foundations of yoga.

EWP 570: Language and Culture of Japan

Introduction to Japanese language through examining key terms and concepts in Japanese religion, world view, aesthetics, and socio-cultural patterns.

EWP 571: Language and Culture of China

Introduction to Chinese language through examining key terms and concepts in Chinese philosophy, world view, literature, and socio-cultural patterns.

EWP 572: Sanskrit Philosophical Terms

Study of key terms and concepts used in the philosophical and religious literature of India, with comparison of different translations.

EWP 601: Esoteric Personality Theories

Overview of major symbolic approaches to personality and identity, including Tantra, Alchemy, Astrology, Kabbalah, Numerology, Theosophy, Gurdjieff, and other esoteric systems.

EWP 602: Working with Dreams

Experiential explorationn of methods of dream interpretation, with attention to practical uses of dreams for problem solving and insight.

EWP 603: Symbolic Approaches to Personal Growth: Tarot

The symbolic meanings of the Tarot as an expression of the Western esoteric tradition; its application to personal growth and psychological insight.

EWP 604: Symbolic Approaches to Personal Growth: Astrology

The symbolic meanings of the astrological system; modern astropsychological research and applications to personal growth and counseling.



EWP 605: Alchemy and Depth Psychology

The process of psychospiritual transformation symbolized in the alchemical and Hermetic traditions, with emphasis on themes of androgyny, transmutation, and individuation.

EWP 606: Shamanism and Initiation

Basic principles and common themes in shamanic beliefs and practices around the world.

EWP 607: Theory and Practice of the I Ching

Study of the I Ching as a symbolic, psychological tool for problem solving, personal growth and the development of intuition.

EWP 609: Use of Art in Psychotherapy

Applications of such art techniques as painting, photography, collage, drawing, and sculpture in therapeutic and personal growth processes.

EWP 610: Developing Creativity and Intuition

(same as IPR 646) Experiential projects and techniques for overcoming blocks and resistances to creativity, for heightening intuitive perception and developing creative expression.

**EWP 613: Theory and Practice of Acupressure and Shiatsu**

The theory of acupuncture, the dynamics of *chi* energy, and interaction of yin/yang forces. Practical applications of healing principles involving use of finger pressure.

EWP 615: Spiritual Healing and Theosophy

Concepts and practical training in holistic of body, mind, and relationships from the multi-dimensional perspective of modern theosophy.

EWP 700: Supervised Field Work

Applied psychological work in an approved, off-campus setting under individual professional supervision.

EWP 701: Practical Teaching Skills

Supervised practice in the development and presentation of courses and workshops. Skills and techniques for effective teaching and evoking creative learning.

EWP 702: Writing Skills Practicum

Directed practice in writing skills, formats, and techniques for use in teaching, consulting, and scholarly and scientific research.

EWP 903: Thesis Writing

Integral Counseling Psychology Courses

Note: While these courses are primarily for master's students, they are also open to doctoral students.

ICP 505: Integral Psychology

The evolutionary, holistic nondual view of the psyche and its transformation as described by Haridas Chaudhuri, and as illustrating a synthesis of modern Eastern and Western psychological systems.

ICP 506: Human Sexuality

Personal, interpersonal, and transpersonal dimensions of sexual experience, exploring awareness, attitudes, meaning, expression, response, sexual counseling, and integration with personal development.

ICP 525: The Helping Relationship

The history, nature, and processes of facilitative relationships explored through readings, discussion, and class experiences.

52

ICP 535: Group Dynamics

Exploration of group processes through group interaction experience and didactic analysis/synthesis.

ICP 536: Marriage and Couple Counseling

Theoretical considerations and experiential demonstrations of process and method of relationship counseling from an integral perspective.

ICP 539: Basic Counseling Skills

Guided practice in developing specific skills of listening, attending, responding, intervening; use of demonstrations, simulations, audio and video.

ICP 545: Human Development: the Life Cycle

Theories and research of life transitions, stages of development, and rites of passage, from prenatal experience to dying.

ICP 546: Professional Ethics and Family Law

Ethical standards of psychology and counseling professional organizations. Review and discussion of ethical and legal aspects of the practice of marriage, family, and child counseling and psychotherapy.

ICP 555: Adult Psychopathology

Theories of behavior dynamics, evaluation of mental states, and delivery of helping services. Focus on contributions of Laing, Szasz, humanistic, existential, and Abhidharma psychology.

ICP 556: Family Dynamics and Therapy

Theories of family dynamics and family therapy from a systems perspective and other orientations. Includes experiential learning processes and instructor demonstrated family interviews.

ICP 565: Tests and Measurement

Principles of measurement and testing; survey of major tests used currently; uses of tests in clinical/counseling work and research; role of testing and measurement in humanistic and transpersonal psychology.

ICP 575: Supervised Practicum in Counseling

ICP 590: Cross-cultural Moers and Values

Ethnic and social class moers and value systems; continuities and contrasts among them; and implications for counseling and interpersonal relationships.

ICP 595: Systems of Psychotherapy

Comparative overview of traditional and contemporary approaches to psychotherapy, including psychoanalytic, Jungian, Rogerian, Gestalt, behavioral, existential, Reichian, humanistic, and transpersonal.

ICP 596: Research Design and Methodology

Theoretical and practical training in techniques of scholarly research, experimental and non-experimental designs, hypothesis testing, sampling and inference, ethical issues, and statistical applications.

ICP 604: Beginning Psychosynthesis

Introduction to concepts and practices of Assagioli's system of psychosynthesis through discussions and class experiences.

**ICP 608: The Growth Workbook
(Progoff Method)**

The Intensive Journal approach to inner exploration and self-integration; its uses in helping relationships.

ICP 612: Gestalt Therapy

Experiential and practical learning of basic principles and techniques of Gestalt Therapy, with reading and discussion of theoretical writings.

ICP 613: The Use of Intuition in Counseling

The development of intuition in self and others, explored in theory and practice, and applied to personal growth and counseling.

ICP 614: Feminine Psychology and Women's Spirituality

Themes of power, assertion, receptivity in feminist psychotherapy; issues of transference, projection, sexual choice; comparison of Western and Eastern views.

ICP 615: Eastern Sutras and Integral Counseling

Teachings from basic spiritual texts of Hinduism, Yoga, Buddhism, Tantra, Taoism, and Zen applied to the process of integral counseling.

ICP 618: Bioenergetics

Introduction to bioenergetic therapy as developed by Alexander Lowen, including use of his character typology; experiential exercises singly, and in dyads, designed to free energy blockages.

ICP 621: Right Livelihood: Career Counseling

A survey of major approaches to vocational assessment and career counseling and guidance, including transpersonal perspectives.

ICP 625: Movement and Dance Therapy

Introduction to movement as experiential process and expressive language. Individual and group techniques for body awareness, range of movement, body-mind integration, and non-verbal interaction.

ICP 629: Biofeedback and Self-Regulation

Theoretical and practical training in basic biofeedback modalities. Emphasis on therapeutic applications in psychosomatic illness and stress management.

Intercultural Philosophy and Religion Courses

Theory and Method

IPR 210: Intercultural Philosophy and Religion

Major approaches to the study of religious and philosophical worldviews, building the foundation for an integrated perspective.

IPR 220: Research Practicum

Applied research methods and supervised field-work project.

IPR 225: Theory and Method in the Study of Religion

Selected topics include: phenomenology, sociology, psychology, anthropology, philosophy, and the history of religions.

Sacred Texts and Writings

IPR 305: Abhidharma: Buddhist Psychology

Analysis of the Buddhist psychology of mind through descriptions of consciousness.

IPR 310: Prajnāparamita Sutras

The earliest Mahayana expression of the doctrine of emptiness.

IPR 315: Studies in the Vedas

Analysis of the ancient Indian record of religious experience.

IPR 316: The Bhagavad Gita

A sourcebook of ontological, ethical, and religious theories of Indian thought; practical applications in the modern world.

IPR 317: Studies in the Upanishads

Philosophical reflection and systematization of Indian religious and philosophical experience.

IPR 320: The Yoga Sutras of Patanjali

The classic text which elucidates the physical, mental, and spiritual foundations of yoga. (Same as EWP 563)

IPR 325: The Writings of Sri Aurobindo

His life and writings, a selection from his *Synthesis of Yoga*, *The Life Divine*, and *Savitri*.

IPR 330: The Writings of Lao Tzu and Chuang Tzu

The principal texts of Taoist thought and practice.

IPR 335: Confucian Texts

The teachings of China's foremost philosopher and teacher, drawn from the *Analects*, *The Great Learning*, *The Doctrine of the Mean*, and the *Works of Mencius*.

IPR 337: The I Ching

Study of the *Book of Changes* and its commentaries.

IPR 347: The Jewish Talmud

Commentaries and authoritative interpretations of the Jewish scriptures.

IPR 360: The New Testament

Development of the Christian scriptures: gospels, writings of Paul, the *Revelation* of John and other writings.

IPR 365: The Nag Hammadi Scrolls and the Gnostic Gospels

Discovery of the Qumran scrolls and their importance for Judaism and early Christianity.

IPR 375: The Platonic Dialogues

The *Dialogues* of Plato as a source for Western understandings of human living and reflection.

54 Major Schools and Traditions

IPR 400: Theravada Buddhism: The Teaching of the Elders

The earliest Buddhist tradition, its basic doctrines and theories.

IPR 402: Mahayana Buddhism: The Madhyamika School

The study of Nagarjuna's dialectical system.

IPR 405: Mahayana Buddhism: The Yogacara School

An epistemological method of viewing the world as mind only; its relationship to theories of language, perception and memory.

IPR 407: Tibetan Vajrayana Buddhism

The Diamond Vehicle of esoteric tantric teachings and practices.

IPR 410: Ch'an and Zen Buddhism

Buddhism's influences on and assimilation into Chinese and Japanese philosophy, social systems, and the arts.

IPR 415: Sankhya and Yoga

The Sankhya philosophy of discriminative knowledge and the Yoga teachings of spiritual liberation.

IPR 417: Vedanta

Systematized interpretations of the Vedas by authoritative commentators, including Samkara, Ramanuja, and Madhva.

IPR 420: Modern Indian Philosophy

Worldviews of Ramakrishna, Vivekananda, Tagore, Gandhi, Aurobindo, and other leaders of the spiritual renaissance.

IPR 422: The Philosophy of Haridas Chaudhuri

Study of his *Integral Yoga* and other books, tapes, and unpublished notes.

IPR 430: Taoism

Philosophical and religious Taoism; Taoism in political protest and in the arts.

IPR 435: Confucianism and Neo-Confucianism

The Chinese humanist world view as expressed by Confucius, Mencius, Shuntzu, and Chu Shi.

IPR 442: Shinto

Japan's indigenous world view from ancient times to modern.

IPR 447: Sufism and Islamic Mysticism

Major mystical figures in the Islamic tradition.

IPR 453: Kabbalah and Jewish Mysticism

The Jewish mystical tradition, from the *Book of Creation* and the *Book of the Hasidim* through contemporary developments.

IPR 460: Christianity: the Early Church and Desert Fathers

The early Christian understanding and experience of Jesus Christ; the role of the spirit, the resurrection; the experience of God through prayer and meditation.

IPR 465: The Development of Christian Orthodoxy

Christology and Trinitarian doctrine up to the Council of Chalcedon.

IPR 472: Esoteric Christianity

The perennial Christian quest for the experience of God.

IPR 475: Platonism and Neo-Platonism

The teachings of Plato and their development into a spiritual practice.

IPR 480: Enlightenment Philosophy

The Enlightenment period in Western philosophy: its roots and promises for human perfection.

IPR 485: Philosophy of Science

The development of scientific method and worldview; the succession of paradigms for scientific understanding.

IPR 488: The Romantic Critique

Reactions in philosophy and the arts to the development of science in the West, the cultural critique of modernity. The works of Nietzsche, Goethe, Schoopenhauer, and others.

IPR 490: Phenomenology and Existentialism

Examination of the two contemporary philosophies of observation and lived existence; affinities with major religious and psychological perspectives.

IPR 492: Philosophy of Art

Philosophical and experiential investigation of how art "gathers a world," making cultural paradigms transparent, and sparks creative inner transformation.

Practices and Disciplines**IPR 505: The Life of the Sangha: Buddhist Monasticism**

The practices of the Buddhist *Vinaya* and the monastic aspects of Theravada Buddhism.

IPR 507: Buddhist Healing Practices

Buddhist understandings of illness and health, the role of mindfulness in healing.

IPR 565: Christian Monasticism

Monastic discipline and the search for solitude in community; traditional and contemporary Rules for monastic living.

IPR 590: Shamanic Healing Practices

Cross-cultural healing rituals and practices in a comparative study of preliterate cultures.

Note: Additional courses listed in the East-West Psychology program under the heading of "Eastern Psychospiritual Practices" may also be used to fulfill this requirement. These include: Meditation, Yoga, Tai Chi Chuan, and Aikido.

Socio-cultural Aspects**IPR 600: History and Development of Buddhism**

The social basis of Buddhism's growth within Asian cultures; the success of Buddhist missionary activity.

IPR 615: History and Development of Hinduism

Indian prehistory and the development of Hindu culture; the role of caste.

IPR 630: Chinese History and Culture

The emergence of Confucian humanism in its political and social context; Taoism as a response to social stratification.

IPR 660: History and Development of Christianity

The emergence of Christianity in the Near East and its impact upon the Roman world.

IPR 690: Folk Religion and Shamanism: Cultural Aspects

Study of the interdependence of religion and culture in folk religion and shamanism. (Same as EWP 606)

IPR 695: Comparative Sacred Art

Cross-cultural study of the role of art in religious belief and practice.

Language Study**IPR 700-724: Classical Language and Culture**

Introduction to classical languages and cultures through the examination of key terms and concepts in philosophy, religion, literature and sociocultural patterns. Areas covered: India, Tibet, China, Japan, Near East, Graeco-Roman. (See also: EWP 570-572)

IPR 750-752: Sanskrit I, II, III**IPR 755: Sanskrit: Advanced Study****IPR 760-762: Pali I, II, III****IPR 765: Pali: Advanced Study****IPR 770-772: Tibetan I, II, III****IPR 775: Tibetan: Advanced Study****IPR 780-782: Mandarin Chinese I, II, III****IPR 785: Mandarin Chinese: Advanced Study****IPR 790-792: Japanese I, II, III****IPR 795: Japanese: Advanced Study**

Research and Writing

IPR 800: Integrative Seminar

Experiential integration of intellectual work, vocational practice, and personal relationships with emotional, mental, and spiritual development.

IPR 820: Practical Teaching Skills

Skills and techniques for effective teaching and evoking creative learning. (Same as EWP 701)

IPR 850: Preparation for Comprehensives

Directed research in preparation for written comprehensive examinations.

IPR 900: Research Seminar

Practicum in scholarly research to help advanced master's and doctoral students develop the thesis or dissertation project in philosophy and religion.

IPR 925: Thesis Writing

Individualized work and direction with members of the thesis committee.

IPR 950: Dissertation Writing

Individualized work and direction with members of the dissertation committee.

Psychology Courses

Note: While these courses are primarily for doctoral students, they are also open to master's students.

Advanced General Psychology

Psychology Courses

Note: While these courses are primarily for doctoral students, they are also open to master's students.

Advanced General Psychology

PSY 510: Child and Adolescent Development

Theory and research in the physical, emotional, cognitive, and social development from birth to young adulthood. Comparison of different cultural perspectives on development of the "self."

PSY 511: Developmental Problems of Childhood

Examines vicissitudes in child and adolescent development, including childhood psychopathology and disturbances of family systems.

PSY 512: Advanced Psychopathology

Selected topics and theories of psychopathology, emphasizing humanistic, transpersonal, existential, and Eastern approaches to human experience and problems of living. Contemporary approaches to treatment.

PSY 513: Contemporary Social Psychology

Current theories and research on social processes, structures and issues, the social context of individual behavior, including Eastern and transpersonal approaches.

PSY 514: Meditation: Theories and Research

Contemporary theoretical and empirical approaches to meditation.

PSY 515: Male and Female: Sex Roles and Gender Differences

Differential theories of male and female psychological development, current research in sex differences, role theory, and concepts of androgyny.



PSY 516: Altered States of Consciousness

Examination of the major modalities of ASC's: sleep and dreams, psychoactive plants and drugs, hypnosis, meditation, psychotic, creative, ecstatic and mystical states of consciousness, from Western and Eastern perspectives.

PSY 517: Issues in Professional Development

Selected issues in the practice of professional psychology, including training and licensing, working with minorities, consultation, professional responsibility.

PSY 518: Community Mental Health Services

History and theories of community psychology and mental health; review of local systems of mental health agencies; the future of community mental health.

PSY 519: Statistics for Research

Theory and practical training in descriptive and inferential statistics, including correlational techniques, chi-square, analysis of variance, t-test and regression analysis.

PSY 520: Psychotherapy with Children and Adolescents

Techniques to remedy or prevent problems in children and their families. Case material illustrating strategies of intervention is included.

PSY 521: Humanistic Treatment of Sexual Dysfunction

Treatment of specific sexual dysfunctions within a humanistic-transpersonal framework, and integration of sex therapy techniques with relationship counseling.

PSY 522: Advanced Counseling Skills

Theory and practice of psychotherapeutic dynamics and processes: specialized skills, applications, and current issues in training, supervision, and research.

PSY 522G: Counseling Practicum: Group Supervision

Process-oriented case supervision, with focus on therapeutic relationship. Students present and discuss case material from current counseling caseload. Group limited to six (6).

PSY 522I: Counseling Practicum: Individual Supervision

Process-oriented case supervision, with focus on therapeutic relationship. Individual supervision of student's active cases.

PSY 523: Advanced Marriage and Couple Counseling

Intensive analysis of assessment and intervention strategies for counseling couples, with emphasis on communications, systems, interaction, social exchange, and transpersonal perspectives.

PSY 524: Advanced Family Therapy

Intensive study of family system dynamics, assessment and intervention strategies, through didactic material, observation of family treatment, simulation, and supervision.

PSY 526: Psychotherapy with Special Populations

Issues and problems in working with selected populations, e.g., alcoholics, drug addicts, the aged, ethnic minorities, the disabled, and others.

PSY 527: Theory and Practice of Supervision

Small group practicum in developing an individualized approach to the supervision of therapist trainees, with emphasis on supervisor-counselor, and counselor-client relationships.

Counseling/Psychotherapy Orientations**PSY 530P: Gestalt Therapy Practicum**

Continuation of experiential learning of Gestalt therapy, through observation, participation and supervised practice.

PSY 531: Continuing Psychosynthesis

Further conceptual and experiential learning of psychosynthesis, with focus on concepts of the will and symbolic experience. (Prerequisite: Beginning Psychosynthesis, or equivalent.)

PSY 532P: Bionergetic Therapy Practicum

Continuation and deepening of understanding and practical skills in the use of bioenergetic principles and techniques.

PSY 533: Rankian Psychotherapy

Theory and practice of the growth therapy of Otto Rank, pioneer depth psychologist and precursor of existential, humanistic, and transpersonal psychology.

PSY 533P: Rankian Psychotherapy Practicum

Advanced practicum for counselors seeing clients; case presentation and supervision within framework of Rankian psychotherapy.

PSY 534: Jungian Psychotherapy

Theories and techniques of psychotherapy from the perspective of analytical psychology.

PSY 534P: Jungian Psychotherapy Case Seminar

Advanced practicum for counselors/therapists seeing clients, with case presentation and supervision within framework of Jungian psychotherapy.

PSY 535: Existential Psychotherapy

Theory and practice of existential counseling/psychotherapy.

PSY 535P: Existential Psychotherapy Practicum

Advanced practicum for counselors seeing clients, with case presentations and supervision, within framework of existential psychotherapy.

PSY 536: Yoga Psychotherapy

Theoretical and practical issues in the integration of yogic principles and techniques into counseling and psychotherapy.

PSY 536P: Yoga Psychotherapy Case Seminar

Advanced practicum for counselors seeing clients, with case presentation and supervision within framework of yoga psychotherapy.

PSY 537: Cognition and Cognitive Therapy

Introduction to current theories and research in cognition, and the application of these principles and methods in cognitive therapy.

Other Psychology Courses**PSY 540: Psychological Assessment I: Personality**

Theory and practice of administration, scoring, interpretation, and application of commonly used objective and projective measures, including the MMPI, CPI, Rorschach, TAT, and projective drawings; beginning report writing.

PSY 541: Psychological Assessment II: Cognitive

Theory and practice of scoring, administration, interpretation, and application of major tests for assessing intelligence, learning abilities and disabilities, and neuropsychological deficit.

PSY 550: Organizational Dynamics

Overview of theories of organizations and principles of organizational structure and dynamics, with special emphasis on general systems theory and the process of organizational change.

PSY 545: Phenomenological Methods in Psychological Research

Basic phenomenological psychology--understanding of experiences from within the lived context of that experience. Application of this approach to psychological research, particularly in the dissertation.

PSY 547: Psychopharmacology

Survey of psychoactive drugs and their action on the brain and mind, particularly psychotropic medications, addictive drugs and awareness-amplifying substances.

PSY 548: Psychophysiology of Consciousness

Theories and research on the physiological substrates of consciousness, particularly in states of sleep, dreams, waking, meditation, arousal and depression.

PSY 550: Organizational Dynamics

Overview of theories of organizations and principles of organizational structure and dynamics, with special emphasis on general systems theory and the process of organizational change.

PSY 551: Consulting for Organizations

Principles of consulting for organizations, including contracting, diagnosing, designing change programs, evaluating, problem solving and conflict resolution.

PSY 551P: Organizational Consulting Practicum

Application of principles and practices of consulting in simulated and real organizational settings, under supervision of an experienced professional consultant.

PSY 902: Dissertation Research Seminar

Practicum in scholarly and quantitative research to help doctoral students develop the dissertation project.

PSY 903: Dissertation Writing

Individualized work with the members of the Dissertation Committee.



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*To know that you do not
know is the best. To
pretend to know when
you do not know is a
disease.*

Lao Tzu

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(Albuquerque, New Mexico)

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of New Mexico

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(New Paltz, New York)

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State University College, New Paltz

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Jacob Needleman

(San Francisco)

Professor of Philosophy, San Francisco
State University

Ira Progoff

(New York)

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Central Coordinator, Unity-in-Diversity Council

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Business Affairs and Community Relations

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Academic Dean

Sage Cavanaugh, B.A.

Front Office Manager

Cathy Coleman, M.A.

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Judith Day, M.A.

Administrative Assistant to the President

Michael Flanagan, M.A.

Administrative Assistant to the Library Director

Vern Haddick, M.S.

Library Director

Paul Herman, Ph.D.

Director, Integral Counseling

Psychology Program

Barbara Lee

Coordinator, Integral Counseling Center

Lilya Reyzelman, B.A.

Bookkeeper

Paul Schwartz, M.A.

Director, Intercultural Philosophy and
Religion Program

Ron Silliman

Director, Public Relations & Development

Paulann Sternberg, M.A.

Registrar

Ray Vespe, M.A.

Director, Integral Counseling Center

Walt Voigt, Ph.D.

Director, Professional Training &
Student Services

Judyth Weaver, Ph.D.

Director, Continuing Education

John Welwood, Ph.D.

Director, East-West Psychology Program

Tanya Wilkinson, Ph.D.

Associate Director, Integral Counseling
Psychology Program



Faculty

Core Faculty

Angeles Arrien, *Assistant Professor*
M.A., Anthropology and Folklore, University of California (Berkeley), (1970)

Dominie Cappadonna, *Assistant Professor*
Ph.D., Humanistic Psychology Institute, (1976)

John Dyckman, *Associate Professor*
Ph.D., Psychology, University of California (Berkeley), (1976)

Vern Haddick, *Associate Professor*
M.S., Library Science, Columbia University, (1953)

Doctoral Studies, Counseling Psychology,
University of California (Berkeley), (1969)

A. Elgin Heinz, *Associate Professor*,
Consultant on Asian Studies
M.A., History, San Francisco State University

Paul E. Herman, *Professor*
Ph.D., Integral Psychology, California Institute of Asian Studies, (1974)

Ralph Metzner, *Professor*
Ph.D., Clinical Psychology, Harvard University, (1962)

Paul Schwartz, *Assistant Professor*
M.A., History and Philosophy of Religion,
Concordia University
Candidate for Ph.D., Graduate Theological Union, (1983)

Rina S. Sircar, *Professor*
Ph.D., Buddhist Studies, California Institute of Asian Studies, (1976)

Raymond B. Vespe, *Assistant Professor*
M.S., Clinical Psychology, Western Reserve University, (1959)
Ph.D. Candidate, California Institute of Integral Studies

Walt Voigt, *Professor*
Ph.D., Clinical Psychology, Ohio University, (1969)

Judyth O. Weaver, *Assistant Professor*
Ph.D., Psychology, International College, (1979)

John Welwood, *Associate Professor*
Ph.D., Clinical Psychology, University of Chicago, (1974)

Tanya Wilkinson, *Assistant Professor*
Ph.D., California School of Professional Psychology, (1979)

Adjunct Faculty

Elizabeth A. Behnke, *Assistant Professor*
Ph.D., Comparative Arts, Ohio
University, (1978)

James Donahoe, *Associate Professor*
Ph.D., California Institute of Integral
Studies, (1976)

Phillip A. Hughes, *Instructor*
M.Ed., Counseling, University of North
Carolina, (1972)

Stephen LaBerge, *Assistant Professor*
Ph.D., Psychophysiology, Stanford
University, (1980)

Judith Osgood, *Associate Professor*
Ph.D., Counseling Psychology, Arizona
State University, (1972)

Sylvia Randall, *Associate Professor*
Ph.D., Clinical Psychology, Purdue
University, (1965)

James D. Ryan, *Instructor*
M.A., South Asian Studies, University of
Wisconsin (in Madison), (1976)
Candidate for Ph.D., University of California
(Berkeley), (1983)

Sylvia Schmidt, *Associate Professor*
M.S.W., Psychiatric Social Work, Smith College
for Social Work, (1956)

Connie Smith Siegel, *Assistant Professor*
M.F.A., Fine Art, University of Colorado, (1962)

Richard Stein, *Associate Professor*
M.D., Medical College of Alabama, (1971)

Newton Suter, *Instructor*
Ph.D., Education, Stanford University, (1982)

Nippo Syaku, *Associate Professor*
M.A., Literature, Rissho University, Tokyo,
(1935)

Mary Oliver Tasch, *Professor*
Ph.D., School of Psychology, Syracuse
University, (1970)

Yi Wu, *Professor*
Ph.D., Philosophy, College of Chinese Culture,
Taiwan, (1970)

Anil Sarkar, *Professor Emeritus*
Ph.D., Philosophy, Patna University,
India, (1946)

John Cooper, *Composer-in-Residence*
M.A., Composition, University of
Missouri, (1976)

Visiting Faculty

Margaret Barbee, *Associate Professor*
Ph.D., Industrial/Organizational Psychology,
Colorado State University, (1976)

Bob Boyll (Firefeather), *Instructor*
Graduate Studies, Philosophy of Religion, Drew
University; Columbia University, (1957-61)

Margaret Cormack, *Professor*
Ph.D., International Education, Columbia
University, (1951)

Gayle Delaney, *Assistant Professor*
Ph.D., Clinical Psychology, Union Graduate
School, (1972)

John Gasperoni, *Instructor*
M.A., Counseling Psychology, West Georgia
College, (1978)
Ph.D. Candidate, Psychological Studies Institute

John Hada, *Associate Professor*
Ed.D., Anthropological Linguistics, University
of San Francisco, (1980)

Josiane V. Lismay, *Assistant Professor*
Ph.D., California School of Professional
Psychology, (1980)

Vishwanath S. Naravane, *Professor*
Ph.D., Philosophy and Religion, University of
Allahabad, India, (1946)

James Neafsey, *Assistant Professor*
M.Div., Weston School of Theology,
Cambridge, Mass., (1976)
Ph.D. Candidate, Graduate Theological Union,
Berkeley

Vedre Madhusudan Reddy, *Professor*
Ph.D., Philosophy, Osmania University, India
(1958)

Lewis S. Robinson, *Instructor*
M.A., Oriental Languages, University of
California (Berkeley), (1977)
Ph.D. Candidate, University of California
(Berkeley), (1981)

Edward Dreesen, *Instructor*
Instructor and Black Belt, Aikido
Founder-Director, Aikido, SF

Sybil Meyer, *Assistant Professor*
M.A., Lone Mountain College, (1977)

Alexander Shulgin, *Professor*
Ph.D., University of California (Berkeley), (1953)

Academic advising	23	Examination, Credit by	26	Pass/Not Pass option	20
Academic calendar	5-7	Examination, Comprehensive	25	Philosophy and Religion, Intercultural (M.A., Ph.D.)	35-38
Administration, The	61	Facilities	11	Placement, Field	30, 38, 43
Admission procedure, East-West Psychology (M.A.)	30	Faculty adviser/mentors	23	Practica in Integral Counseling Psychology	33-34
Admission procedure, Integral Counseling Psychology (M.A.)	33	Faculty Council	14	Probation, Scholastic	20
Admission procedure, Intercultural Philosophy and Religion (M.A., Ph.D.)	35	Faculty, List of	62-63	Programs of study	27-43
Admission procedure, Psychology (Ph.D.)	40	Fees	18	Psychology (Ph.D.)	39-43
Admission to the Institute Procedure	16	Fellowships, California Graduate	17	Psychology (Ph.D.) course descriptions	56-8
Advancement to candidacy	25	Field Placement	30, 38, 43	Psychology, East-West (M.A.)	29-31
Alumni	13	Financial Aid	16-7	Psychology, Integral Counseling (M.A.)	32-4
Auditors	19	Foreign students	19		
		Full-time students	19		
Board, Advisory	14, 61	Grade, "Incomplete"	20	Readmission	16
Board of Trustees	14, 60	Grade point average	20	Records, "Hold" on	18
		Grades and evaluation	20	Records, Transcripts of	18
Calendar, Academic	5-7	Graduation requirements	25-6	Refunds	18
California Graduate Fellowships	17			Registration	19
Candidacy, Advancement to	25	History of the Institute	9-10	Religion, Intercultural Philosophy and, (M.A., Ph.D.)	35-8
Checks, Returned	18	Hold on records	18	Requirements by examination, Meeting	26
Classes, Schedule of	19			Returning students	16
Communications with the Institute	5	Incomplete grades	20		
Comprehensive examinations	25, 38	Independent study	23-4	Schedule of classes	19
Core courses, Institute	23, 48	Individual development	23	Schedule of fees	18
Counseling Center, Integral	32-3	Institute core courses	23, 46	Scholarships	17
Counseling Psychology, Integral (M.A.)	32-34	Institute, Educational objectives of	10	Scholastic probation	20
Counseling Psychology specialization (Ph.D.)	40-42	Institute, Organization of	14	Sequence of work toward degrees	25
Course descriptions	47-58	Institute, Status and history of	9-10	Status of the Institute	9-10
Course requirements for degrees	22	Institute work exchange	17	Student activities	12-14
Credit by examination	26	Integral Counseling Center	32-3	Student loans	16
Credit, Transfer of	23	Integral Counseling Psychology (M.A.)	32-4	Student Union	14
Curriculum, The	28-43	Integral Counseling Psychology course descriptions	52-3	Students, Advisement of	23
		Intercultural Philosophy and Religion (M.A., Ph.D.)	35-38	Students, Foreign	13, 19
Deferred payments	19	Intercultural Philosophy and Religion course descriptions	53-6	Students, Returning	16
Degree requirements	22, 25-6	Internships in doctoral psychology	43		
Dismissal	20	Interviews for admission	30, 33, 35, 40	T.O.E.F.L. examination	19
Dissertation committee	20, 25-6			Termination of attendance	16
Dissertation policies/ procedures	25-26	Kern Foundation scholarships	17	Theosophic studies	28
Dissertation research seminar	25, 56, 58	Kern Foundation support of theosophic studies	28	Theses done at the Institute	44-6
Dissertation workshop	25, 48			Thesis committee	20, 25-6
Dissertations done at the Institute	44-6	Language requirements, Foreign students	19	Thesis/dissertation workshop	25, 48
Doctoral degrees, Requirements for	22, 25-6	Language requirements, Intercultural Philosophy and Religion (M.A., Ph.D.)	37, 38	Thesis policies/procedures	25-6
Duncan, Lois Kellögg, Award	17	Library, The	10, 11, 28	Transcripts	16, 18
		Loans	17	Transfer of credit	23
East-West Psychology (M.A.)	29-31			Trustees, Board of	14, 60
East-West Psychology course descriptions	48-51	Master's degrees, Requirements for	22, 25-6	Tuition	18
East-West Psychology specialization (Ph.D.)	40, 42, 43	Maximum unit load	19		
Educational Objectives of the Institute	10	Mentoring process	23	Unit load, Requirement for foreign students	19
Evaluations and grades	20			Unit load, Maximum	19
		Objectives, Educational, of the Institute	10	Veteran's benefits	17
		Organization of the Institute	14		
				Work exchange program	17
				Work study program	16
				Work toward degrees, Sequence of	25
				Workshops, Weekend	24

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California Institute of Integral Studies

3494-21st Street
San Francisco, CA 94110
(415) 648-1489
(415) 648-3949