1981-1983 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
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How to Communicate with the Institute

The address is:
California Institute of Integral Studies
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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
The Information Officer

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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Academic Calendar for 1981-1983

Spring 1981

March 30 - April 1: Registration. (Late fee after April 1.)
April 6 - 10: End of late registration. First week of classes.
April 10: Last day to add/drop. (Add/drop penalty assessed after this date.)
April 17: Last day to add/drop with penalty.
May 31: Memorial Day holiday.
June 22 - 26: Last week of classes.
June 28: Commencement.

Summer 1981

June 30 - July 1: Registration. (Late fee after July 1.)
July 6 - 10: First week of classes. Last day to add/drop is the day after first meeting of class.
July 6 - 31: 4-week Summer Intensive I.
August 3 - 28: 4-week Summer Intensive II.
September 7 - 11: Last week of classes.
September 7: Labor Day holiday.

Fall 1981

September 11: Orientation and advisement for new students.
September 14 - 16: Registration. Late fee after September 16.
September 21 - 25: End of late registration. First week of classes.
September 25: Last day to add/drop. (Add/drop penalty assessed after this date.)
October 2: Last day to add/drop with penalty.
November 26 - 27: Thanksgiving holiday.
November 30 - December 2: Registration for Winter quarter.
December 7 - 11: Last week of classes. (Late fee after December 2.)
December 12 - January 3: Christmas recess.

Winter 1982

January 4 - 8: End of late registration. First week of classes.
January 8: Last day to add/drop. (Add/drop penalty assessed after this date.)
January 15: Last day to add/drop with penalty.
March 22 - 26: Last week of classes.
March 26 - 27: Comprehensive examinations.
Spring 1982

March 29 - 31: Registration. (Late fee after March 31.)
April 5 - 9: End of late registration. First week of classes.
April 9: Last day to add/drop. (Add/drop penalty assessed after this date.)
April 16: Last day to add/drop with penalty.
June 21 - 25: Last week of classes.
June 25 - 26: Comprehensive examinations.
June 27: Commencement.

Summer 1982

June 28 - 30: Registration. (Late fee after June 30.)
July 5 - 30: Summer Session A (4 weeks).
August 2 - 27: Summer Session B (4 weeks).
July 5 - August 27: Summer Session C (8 weeks).
September 6: Labor Day holiday.
NOTE: The last day to add/drop is the day after first meeting of class.

Fall 1982

September 7: Orientation and advisement for new students.
September 8 - 10: Registration. (Late fee after September 10.)
September 20 - 24: End of late registration. First week of classes.
September 24: Last day to add/drop. (Add/drop penalty assessed after this date.)
October 1: Last day to add/drop with penalty.
November 25 - 26: Thanksgiving holiday.
December 6 - 10: Last week of classes.
December 9 - 10: Comprehensive examinations.
December 13 - 15: Registration for Winter quarter. Late fee after December 15.

Winter 1983

January 3 - 7: End of late registration. First week of classes.
January 7: Last day to add/drop. (Add/drop penalty assessed after this date.)
January 14: Last day to add/drop with penalty.
March 21 - 25: Last week of classes.
March 25 - 26: Comprehensive examinations.

Spring 1983

March 28 - 30: Registration. (Late fee after March 30.)
April 4 - 8: End of late registration. First week of classes.
April 8: Last day to add/drop. (Add/drop penalty assessed after this date.)
April 15: Last day to add/drop with penalty.
June 20 - 24: Last week of classes.
June 24 - 25: Comprehensive examinations.
June 26: Commencement.
President’s Message

The California Institute of Integral Studies is unique as a 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 to integrating them into a global perspective. This is done in a three-tiered 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 unique 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 great 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 at 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 research 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 staff 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 approximately twenty 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.

In his founding message President Chaudhuri stated that the aim of the Institute is to train men and women who can tap the springs of fruitful dialogue between the Eastern world and the West. Throughout the years the school has offered an increasingly rich, multidimensional program of studies to promote the unity of knowledge and foster self-integration.

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 practical application of those learnings in diverse community settings. The Institute also provides an integrated approach to education by encouraging interaction between 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 administrative offices, the library, and several classrooms. The Church Street building houses the Integral Counseling Center and additional classrooms. The Cumberland Street building serves as a research center. The building of the Cultural Integration Fellowship, situated beside Golden Gate Park, is used for larger functions such as public lectures, symposia, and intercultural events.

The Institute library contains approximately twenty 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.
Students come from all regions of the United States and from various foreign countries including Canada, Australia, Mexico, Great Britain, Korea, Ethiopia, India, Brazil, the Philippines, Iran, and Japan. A number of students have attended or gained degrees from foreign universities, including Aoyama Gakuin University (Japan), Hankuk University of Foreign Studies (Korea), McMaster University (Canada), University of Grenoble (France), University of Valencia (Spain), Oxford University, the London School of Economics, the University of Edinburgh, Melbourne University, and the University of Mexico.

After obtaining degrees from the Institute, graduates have found employment in a number of settings, both within the United States and abroad. A recent poll of alumni indicates that thirty-eight percent are teaching at the college level, thirty-three percent are working in social service agencies, twenty-one percent are engaged in private practice of counseling and psychotherapy, and seven percent have administrative positions in the business world. Those working outside the United States are established in Iraq, Saudi Arabia, and Australia.
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 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 full-time and part-time Institute faculty members belong to the Faculty Senate, which meets at least once per quarter to handle organizational, academic, and research matters appropriate for its consideration. The faculty establishes committees to investigate and report on special concerns, and it elects one of its members as a faculty representative to the Board of Trustees to participate in all deliberations and decisions of the Board.

Institute administrators and directors of the academic programs constitute the Graduate Council, which meets at least once per month to discuss, coordinate, and handle organizational and academic matters which have been delegated to it, or which it reads for presentation to the Faculty Senate or the Board of Trustees. All persons enrolled as students at the Institute are members of the Community Council, the organization which represents the student body. The purposes of the Community Council 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. The Council furnishes a liaison between students and the administration, faculty, and Board of Trustees; its chief means of doing so are by holding monthly meetings, publishing a monthly newsletter, arranging social events, and participating in affairs of the larger Institute community.

The Student Coordinating Council, composed of four currently enrolled students elected by the student body, is responsible for convening Community Council meetings, carrying out decisions which result from the meetings, coordinating student activities in general, and overseeing the disbursement of Community Council funds.

The student body offers a wide range of social and educational activities at the Institute during the year; these include sponsoring speakers and holding potluck gatherings, as well as arranging such functions as meditation retreats and ski trips to the Sierras.

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 Procedure

The Institute welcomes applications from persons who desire the educational experience which it provides. The candidate must complete and return an application form, together with the fee of twenty dollars, which is not refundable.

To be admitted to pursue a master's program, the student must have a bachelor's degree from an accredited institution; to pursue a doctoral program, the student must have a master's degree, or equivalent, from an accredited institution. The student must also meet the additional requirements of the program of study involved; these are specified in the descriptions of the academic programs given further on in this catalog. Failure to follow the required procedures or provide the documentation requested may lead to delays in processing the application.

The completed application must be documented with official transcripts covering all college and university study taken to date and showing at least a B average in all upper division work. The transcripts must come to the Institute directly from the schools involved.

Any student who, after admission, terminates attendance at the Institute during or at the end of a quarter should notify the registrar to that effect in writing. If the student wishes to resume studies after one, two, or three quarters of absence, the only requirement is to register for the next quarter. However, a student who has not been in attendance for more than three quarters must request readmission through the director of admissions and furnish transcripts of any academic work taken while away from the Institute.

Financial Aid

The purpose of the financial aid program is to provide assistance to students who otherwise would not be able to attend the Institute. 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 a 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 varies between seven and nine percent. The nine percent, six months interim policy applies to first-time borrowers. The amount of the 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 to eligible students. Awards are determined on the basis of financial need. 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, and salaries are determined on the basis of job functions and the qualifications of the student.
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.

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

The Institute offers a limited number of Scholarships to currently enrolled students, and a scholarship fund has been established which, as it grows, will allow for additional awards. Kern Foundation scholarships are also available through the Theosophic Studies Project to students interested in theosophic studies.

The United States Veterans' Administration recognizes the Institute's programs and offerings, and veterans who qualify are eligible to receive Veteran's 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 on three-quarters time, and for four units to be considered half-time. Workshops do not count in the units required.

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.

**Application fee:** $20. This fee must be paid by all first-time degree students, and by students who have not been in continuous enrollment at the Institute and have not obtained an approved leave of absence.

**Tuition fee:** $100 per quarter unit. The audit tuition fee is $60 per quarter unit.

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

**Registration fee:** $20. The library fee ($10.) and the student activity fee ($10.) together make up the registration fee required each quarter of all students, including those who have completed course work and are fulfilling other degree requirements. The registration fee is not refundable.

**Late registration fee:** $15. This charge is levied for registering after close of the regularly scheduled period for registration each quarter and summer session.

**Drop/add fee:** $10 per transaction for courses dropped or added after the second week of classes (after first week of summer session).

**Transcript fee:** $2 for each official and student's copy of a transcript.

**Graduation fee:** $100. 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 fee for master's degree** in *Integral Counseling Psychology* program: $65.

**Additional Fees:**
- For check returned by a bank: $10.
- For deferred payment note: $10.
- Comprehensive examination: $35 per examination.
- Waiver by examination: $30 per examination.
- Advancement to candidacy application: $10.

Policy on Refunds

When a student withdraws from the Institute for any cause, tuition for the quarter is refunded or adjusted as follows: the drop fee is deducted; then a prorated one-twelfth of tuition per week per unit is charged until the date the student’s written notice of withdrawal was received by the registrar.

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.
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 auditor does not need to fill out the application form for admission; however it is necessary to pay the 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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points per Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
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<tr>
<td>C+</td>
<td>2.3</td>
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<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

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, and 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 the project. On transcripts thesis/dissertation writing units are assigned an I (for Incomplete) until the committee member awards a P (for Passed).

Thesis or dissertation writing units cannot be taken until the student has passed the Thesis/Dissertation Workshop and the Thesis/Dissertation Research Seminar.

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 scholastic 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 Graduate 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 program and the practica and internship seminars in the 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 (with specialization in East-West Psychology or Counseling Psychology)

A minimum of sixty quarter units is required for the master’s degree in East-West Psychology and Intercultural Philosophy and Religion. The master’s degree in Integral Counseling Psychology, which involves twelve units of supervised counseling practicum experience, requires a total of seventy-two units, and no master’s thesis. The doctoral degree requires a minimum of ninety units in all cases except the Ph.D. in Intercultural Philosophy and Religion when the student previously obtained a master’s degree from the Institute.

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.

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 quarter unit of thesis writing; passing the comprehensive examination of the student’s specific program; advancement to candidacy; taking the Thesis/Dissertation Research Seminar (902); working with the thesis committee until the project has been completed, successfully discussed with the committee, and formally approved by the members.

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 (902); completion of the dissertation, under guidance of the committee.

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 then advanced to candidacy and allowed to undertake the last segment of work, which involves the thesis or dissertation.

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 the first step in working on the thesis or dissertation, the student must take the Dissertation Research Seminar (902), in which the proposal will be developed to the point for undertaking research and writing with the 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 preparatory studies, may be asked to take the relevant C.I.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 $30. 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
The curriculum at the Institute is organized to offer graduate degrees in three program areas: East-West Psychology, Integral Counseling Psychology, and Intercultural Philosophy and Religion. The program in Intercultural Philosophy and Religion offers both master's and doctoral degrees. Both the programs in East-West Psychology and in Integral Counseling Psychology offer the master's degree. In the East-West Psychology program students are prepared for careers in teaching, research, and writing. In the Integral Counseling Psychology program students are prepared for careers in community counseling and private practice.

The East-West Psychology program and the Integral Counseling Psychology program together offer the doctoral degree in Psychology, which has been designed to meet the evolving standards of the major professional associations in psychology and counseling, and to broaden the usual conceptual framework of graduate psychology training by including transpersonal and Eastern approaches. In the doctoral program a student may specialize in either Counseling Psychology or East-West Psychology.

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
The Theosophic Studies Project

The Theosophic Studies Project at the Institute was launched in 1978 with principal funding from the Kern Foundation. Its purposes are to extend contemporary understanding of theosophic principles and relate that understanding to concepts and practices of philosophy, religion, and modern 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 Project team presents classes to explore facets of theosophy and guides students in research connecting theosophic concepts and modern religions, philosophies, and the practices of humanistic and transpersonal psychologies so important in the late twentieth century. The Kern Foundation grant provides funds for scholarships for students working in the Project.

In addition to offering classes at the Institute and exploring relationships between facets of the perennial wisdom and current ideas of growth and healing, project members 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 the recent book East Meets West, a Transpersonal Approach and various journals; and currently they are drafting a set of monographs which research applications of theosophic perspectives to contemporary issues.
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: 24 units
- Specializations/Electives: 15 units
- Practicum/Field work: 6 units
- Thesis: 9 units
- (Workshop, Seminar, Writing) 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 Psychological 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
   - EWP 511 Human Development: The Life Cycle (same as ICP 545)
   - EWP 512 Psychology of C.G. Jung
   - EWP 513 Psychology of the Feminine
   - EWP 514 Altered States of Consciousness

2. Western Psychologies: Biological Aspects (3 units required)
   - EWP 520 Psychophysiology of Consciousness
   - EWP 521 Drugs and Consciousness: Use and Abuses
   - EWP 522 Biofeedback and Self-Regulation
   - EWP 523 Biofeedback Practicum
   - EWP 524 Psychophysiology of Sensation and Perception
3. Western Psychologies: Social Aspects
   (3 units required)
   EWP 530 Culture and Personality
   EWP 531 Cross-cultural Healing Practices
   EWP 532 Cross-cultural Patterns of Relationship
   EWP 533 Cross-cultural Mores and Values
      (same as ICP 590)
   EWP 534 Psychology of Organizations
   EWP 535 Dynamics of Intimate Relationships

4. Comparative Consciousness Studies
   (6 units required)
   *EWP 540 Seminar in East/West Psychology
   EWP 541 Life Energies East and West
   EWP 542 Symbols and Metaphors of Transformation
   EWP 543 Existential and Buddhist Psychology
   EWP 544 Phenomenology of Consciousness: East and West
   EWP 545 Polarity and Consciousness: East and West
   EWP 546 Mysticism East and West
   EWP 547 Body-mind Disciplines East and West
   EWP 548 Phenomenology of Feeling and Emotion

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 553 Theory and Practice of the I Ching

6. Eastern Systems of Thought
   (6 units required)
   *EWP 560 Personality: Eastern and Esoteric 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)
   EWP 580 Research Design and Methodology (same as ICP 596)
   EWP 581 Tests and Measurements
      (same as ICP 565)
   EWP 582 Statistics for Research

Electives
   EWP 601 Parapsychology and Psychic Research
   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 Psychology of Christian Mysticism
   EWP 608 Problems of Power in the Helping Relationship
   EWP 609 The Use of Art in Psychotherapy
   EWP 610 Developing Creativity and Intuition
   EWP 611 Psychological Patterns in Folklore
   EWP 612 Mandala as a Principle of Social and Spiritual Order
   EWP 613 Theory and Practice of Acupressure and Shiatsu

Supervised Fieldwork and Practica
   (6 units required)
   *EWP 700 Supervised Fieldwork
   EWP 701 Teaching Skills Practicum
   EWP 702 Writing Skills Practicum
   EWP 703 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 integral view holds that consciousness is multidimensional; that human beings have valid urges toward individual, social, and transcendent 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.

The master’s program in Integral Counseling Psychology was organized in 1973 to educate students for careers in professional counseling psychology 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.
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 in East-West philosophy and psychology? Has he/she been engaged seriously in meditative or yogic self-discipline or some other means to self-unfoldment? 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, two hundred and fifty words in length, which is to be submitted with the application form, should address these issues.

The program holds biweekly information/orientation meetings for prospective students, and applicants are invited to attend one of them. After being admitted, and prior to beginning the first quarter, the student should meet with the program director, be assigned an adviser/mentors, and work out a study plan. 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

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institute core courses</td>
<td>6</td>
</tr>
<tr>
<td>Program required courses</td>
<td>41</td>
</tr>
<tr>
<td>Electives</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>72</strong></td>
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For the major in Marriage, Family, and Child Counseling

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institute core courses</td>
<td>6</td>
</tr>
<tr>
<td>Program required courses</td>
<td>52</td>
</tr>
<tr>
<td>Electives</td>
<td>14</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>72</strong></td>
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</tbody>
</table>

Of the seventy-two units necessary for the degree up to one-sixth 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 in Integral Counseling Psychology. 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.
Required Courses

All courses are 3 units, except as noted.
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
  (same as EWP 511)
ICP 555 Adult Psychopathology
ICP 565 Tests and Measurement (same as
  EWP 581)
ICP 575 Supervised Practicum in Counseling
  (4 courses required)
ICP 590 Cross-cultural Values and Mores
  (2 units—same as EWP 533)
ICP 595 Systems of Psychotherapy
ICP 596 Research Design and Methodology
  (same as EWP 580)

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

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: at
least two quarters of study at the Institute; the
Helping Relationship class, the Basic Counseling
Skills class; two of the following courses, one of
which may be taken concurrently with the first
practicum—Integral Psychology, Systems of Psy-
chotherapy, and one skills course such as Gestalt,
Psychosynthesis, or Self-Discovery through
Theosophy.

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 606 Self-Discovery through Theosophy
ICP 607 Tao and the Counseling Process
ICP 608 The Growth Workbook
  (Progoff Method)
ICP 610 The Perennial Psychology
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 621 Right Livelihood: Career Counseling
ICP 638 Psychology of Modern Esoteric
  Christianity

Master’s students in the Integral Counseling
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.
Intercultural Philosophy and Religion (M.A.) (Ph.D)

The program in Intercultural Philosophy and Religion explores, from an integrative perspective, the meaning of life as it is expressed in different cultures. The program's roots in Asian traditions provide a basis for the study of Eastern and Western ways of life and thought. The aims of the program are to facilitate integration within the individual, to aid in the process of cultural evolution, and to foster human unity.

Intercultural Philosophy and Religion is a current expression of what the philosopher Haridas Chaudhuri described as the imperative of every new age to achieve an integrated world-view, a new synthesis of past wisdom and future aspirations and ideals. The program works with this comprehensive idea by exploring, both analytically and experientially, the unity and diversity of the great world traditions, especially in their philosophical, cultural, and religious aspects. Students are encouraged to undertake both comparisons and syntheses of these traditions in order to expand global understanding, self-realization, and capacity for spiritual living.

The program also integrates present and future ideals by drawing from the philosophies, religions, and creative expressions of various cultures to integrate the values of East and West in a contemporary manner. Concern for the future, using a cross-cultural approach, encourages personal synthesis of experiential, theoretical, and practical modes of learning, and subsequent application of them. From this perspective the program offers courses in holistic and evolutionary trends in education, the arts, communication, social institutions, intercultural relations, and future studies.

The program guides its students through an individualized sequence of studies tailored to meet their educational needs and aims. A student may wish to focus attention on such areas as Asian Studies, Western Philosophy and Religion, Comparative Studies, and/or Educational Futures; yet a broad understanding of all these areas is available. Concentrations of study will vary from student to student; yet all graduates will become integrators in the domains of human spirituality and culture.

The program offers the Master of Arts and Doctor of Philosophy degrees as preparation for careers in teaching, research, community service, consultation, and organizational development.
Admission

To gain admission to the program the prospective student must submit an application, official transcripts of undergraduate and any previous graduate study, and a statement of educational goals. If possible, an interview should be scheduled with the program director. Prospective students are further encouraged to submit samples of previous work, such as an outstanding paper, an art portfolio, or the tape of a performance.

The statement of educational goals should be a three-page synopsis including a concise statement of personal goals, with some mention of the background leading to them; a brief self-evaluation of present strengths and weaknesses, with some indication of how use will be made of the educational process to utilize strengths and improve weak areas; and what the student wants from the Institute and how the program can provide that.

A program adviser will be assigned to help the student, and a study plan will be developed to meet needs and objectives. The student will meet with the adviser/mentor each quarter to evaluate the work completed and plan the next steps. Admission for the first quarter is provisional.

Requirements for Degrees

For the Master of Arts

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<tbody>
<tr>
<td>Institute core courses</td>
<td>6 units</td>
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<tr>
<td>Program core course</td>
<td>3 units</td>
</tr>
<tr>
<td>Intercultural Philosophy and Religion courses</td>
<td>33 units</td>
</tr>
<tr>
<td>Electives</td>
<td>9 units</td>
</tr>
<tr>
<td>Thesis (includes Thesis Workshop and Research Seminar)</td>
<td>9 units</td>
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<td>60 units</td>
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For the Doctor of Philosophy (with master's degree taken at the Institute)

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<tbody>
<tr>
<td>Intercultural Philosophy and Religion courses</td>
<td>38 units</td>
</tr>
<tr>
<td>Electives</td>
<td>10 units</td>
</tr>
<tr>
<td>Dissertation</td>
<td>12 units</td>
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<td>60 units</td>
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For the Doctor of Philosophy (with master's degree taken at another school)

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<tbody>
<tr>
<td>Institute core courses</td>
<td>6 units</td>
</tr>
<tr>
<td>Program core course</td>
<td>3 units</td>
</tr>
<tr>
<td>Intercultural Philosophy and Religion courses</td>
<td>57 units</td>
</tr>
<tr>
<td>Electives</td>
<td>12 units</td>
</tr>
<tr>
<td>Dissertation (includes Thesis Workshop and Research seminar)</td>
<td>12 units</td>
</tr>
<tr>
<td></td>
<td>90 units</td>
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</tbody>
</table>

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

U Thant
Intercultural Philosophy and Religion courses include classes in the field of special interest, language, and practica. Beyond the minimal requirement of language units, the distribution of units among these three areas will depend upon the student's goals and will be determined in consultation with the adviser/mentor.

Language study is important both for research into original philosophical and religious texts and for cross-cultural communication. A minimum of six units of foreign language classes is required at the master's level, and twelve units at the doctoral level. A student seeking exemption from the language unit requirement must take and pass a Graduate Record Examination in a language other than English. Students whose area of interest is Asian Studies must take twelve units of language study at the master's level, and another twelve units at the doctoral level. If necessary, arrangements may be made with other local institutions to study a language required for a student's particular goal; such language study will be exempt from the usual limitation on transfer of credit from other schools. However, such arrangements to take language courses outside the Institute must be made in collaboration with the adviser/mentor.

Electives may be taken from any of the Institute's programs.

The Practicum is field experience which allows students to express creatively what they have learned in the program of study. The program encourages students to find through the practicum relevant ways to apply their learning to make a contribution to society. The results of this experience can provide a solid basis for preparing the thesis or dissertation and enhance future career capabilities. In consultation with the program adviser the student develops and submits a proposal which outlines goals and steps leading to completion of the practicum experience. The adviser will supervise the work, and student and adviser together will evaluate how well the project has accomplished the desired objectives.

Study abroad is allowed within the program in Intercultural Philosophy and Religion. Students at the master's level may take up to twenty units of study abroad, and students at the doctoral level may take up to thirty units of study abroad. However, the arrangements must comply with the following guidelines: the student must submit a written proposal to the program advisory committee and outline the need for and objectives of the trip, the proposed arrangements to be made with other universities, the course of study to be followed, and an evaluation of how the project will contribute to the student's program of study. The advisory committee will review the proposal and interview the student about it; then it will reach a decision and take appropriate steps to help the student meet the stated objectives.
Intercultural Philosophy and Religion Courses

The following courses are listed with general or thematic titles; specific titles and descriptions are given in the quarterly Schedule of Classes. Credit is ordinarily three units per course.

Program Core Course

IPR 501 Intercultural Philosophy and Religion
(This course should be completed before advanced study is undertaken.)

South and East Asian
Philosophy and Religion

IPR 601 Vedas and Upanishads
IPR 602 Bhagavad Gita
IPR 603 Indian Yoga Systems
IPR 604 Classical Indian Philosophy
IPR 605 Modern Indian Philosophy
IPR 606 Works of Sri Aurobindo Ghose
IPR 607 Works of Haridas Chaudhuri
IPR 608 Essentials of Buddhism
IPR 609 Development of Buddhism
IPR 610 Historical Buddhist Figures
IPR 611 Abhidharma
IPR 612 Madhyamika School
IPR 613 Yogacara School
IPR 614 Vajrayana Buddhism
IPR 615 Prajnaparamita Sutras
IPR 616 Buddhist Perspectives on Death and Dying
IPR 617 Taoism
IPR 618 Confucianism and Neo-Confucianism
IPR 619 Other Chinese Systems of Philosophy
IPR 620 Shinto
IPR 621 Ch'an and Zen Buddhism

West Asian and Western
Philosophy and Religion

IPR 622 Essentials of Islam and Sufism
IPR 623 Jewish Studies
IPR 624 Jewish Mystics and Philosophers
IPR 625 Essentials of Christianity
IPR 626 Christian Mystics and Philosophers
IPR 627 History of Western Philosophy
IPR 628 Western Philosophical Systems
IPR 629 Philosophies of History
IPR 630 Phenomenology

Interdisciplinary Studies

IPR 631 Language and Culture
IPR 632 History of Culture
IPR 633 Culture and Personality
IPR 634 Relationships and Communication
IPR 635 Comparative Religion
IPR 636 Comparative Philosophy
IPR 637 Interface of Philosophy and Science
IPR 638 Symbols and Myths
IPR 639 The Individual Quest: Intercultural Methods
IPR 640 Meditation and Contemplation
IPR 641 Integration of Knowledge and Experience
IPR 642 Social and Political Ideologies
IPR 643 Environmental Ethics
IPR 644 Physical Attunement
IPR 645 Cross-cultural Healing Practices
IPR 646 Creativity and Perception
IPR 647 History and Appreciation of Art
IPR 648 Visual Arts
IPR 649 Great Literary Works
IPR 650 An Integral World View
IPR 651 Integral Philosophies
IPR 652 New Ideas in Social Evolution
IPR 653 Holistic Models of Education
IPR 654 Innovative Language Learning

Languages

IPR 700 Sanskrit (I - II - III)
IPR 701 Pali (I - II - III)
IPR 702 Chinese (I - II - III)
IPR 703 Japanese (I - II - III)

Practicum

IPR 800
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 program is designed to meet the evolving educational and licensing standards of the major professional associations in psychology and counseling, and to broaden the usual conceptual framework of graduate psychological training by including transpersonal and Eastern approaches to understanding human experience.

The program leads to the Ph.D. in Psychology with specialization in either Counseling Psychology or East-West Psychology. It is designed to provide knowledge of the foundations of scientific and professional psychology necessary for licensing in California and other states. The specialization in Counseling Psychology prepares the student for professional work as a counselor, with emphasis on integral and transpersonal perspectives and the values of both Eastern and Western traditions. The specialization in East-West Psychology prepares the student for a career in teaching, research, writing, consulting, or community work; it emphasizes the blending of Western psychology with Eastern philosophies and transpersonal teachings of East and West.
Admission

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

1. Having a master's degree, or sixty quarter units of graduate work, in psychology, counseling, sociology, anthropology, or social work. This qualification must be documented with an official transcript from the school and a letter of recommendation from the academic supervisor. Students with master's degrees in such other fields as philosophy or comparative religion may be admitted on an individual basis.

2. Having taken at least six of the following psychology courses, at the graduate level, with a minimum B-average: abnormal/psychopathology, developmental, learning/experimental, physiological, history and systems, personality, human sexuality, counseling/therapy, culture and personality, social, group dynamics, research design, tests and measurement, statistics.

3. Having, for the Counseling Psychology specialization, one year (approximately five hundred hours) of supervised clinical or counseling experience, documented with a letter of recommendation from the supervisor. For the East-West specialization having one year (approximately five hundred hours) of supervised counseling, teaching, research, or community agency experience, documented with a statement from the supervisor.

4. Submitting a written personal statement of educational and professional goals and objectives.

5. Submitting a written paper or report to demonstrate adequate communication skills and writing ability.

6. Having an interview with the doctoral program committee, or a part of the committee.

Applicants who have not completed all the admission requirements may be admitted conditionally as predoctoral students until they have fulfilled the course requirements. At that time they may be admitted formally into the doctoral program. If the student's training at the master's level has not been comparable to requirements in the Institute's master's program in the area of specialization, the student may also be required to take additional classes to cover such deficiencies.
The Doctoral Psychology Curriculum

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

A. Institute Core Courses (6 units)

B. Integral Studies Core Courses (9 units)
   - Integral Psychology (ICP 505)
     (This course meets the requirement for History and Systems of Psychology.)
   - Two courses in Asian or comparative philosophy and religion.

Students who are graduates from the Institute’s master’s programs are not required to take the classes specified for components A. and B. as part of their doctoral studies; the units can therefore be taken as electives.

C. General Psychology (20 units)
   - A minimum of five quarter units must be taken in each of the following groups, unless the student has already taken them at the graduate level or can demonstrate knowledge of the field by passing an examination; in those cases the units may be taken as electives.

   Group 1: Biological aspects (e.g., Psychophysiology of Consciousness, Sensation and Perception, Biofeedback and Self-regulation, Drugs and Consciousness)

   Group 2: Cognitive-Perceptual-Affective aspects (e.g., Learning Theory, Psychology of Emotion and Motivation, Altered States of Consciousness, Meditation Theories and Research)

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

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

D. Scientific and Professional Psychology (11-14 units)
   - If these courses were taken previously at the graduate level, they need not be repeated, and the units become electives.
   - 1. Research Design and Methodology (ICP 596 - EWP 580) (3 units)
   - 2. Psychological Tests and Measurement (ICP 565 - EWP 581) (3 units)
   - 3. Statistics for Research (EWP 582) (3 units)
   - 4. Professional Ethics and Family Law (ICP 546) (2 units)
   - 5. Human Sexuality (ICP 506) (1 or 3 units, with minimum of one unit required for California psychologist license).

E. Specialization Core (15-21 units)
   - Counseling Psychology
     - 1. Advanced Individual Counseling Skills (PSY 522)
     - 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. Two to four doctoral Counseling Practicum courses (6-12 units), as determined by the program adviser. These may be either the general doctoral practicum (PSY 522P) or any of the practica based on specific theoretical orientations.

   East-West Psychology (15 units). These may be chosen from either EWP or ICP courses.
     - 1. One course (3 units) from Comparative Consciousness Studies
     - 2. Two courses (4 units) from Psychospiritual Disciplines
     - 3. One course (3 units) from Eastern Systems of Thought
     - 4. One course (3 units) from Eastern Languages and Cultures
F. Electives
The number of electives taken will vary according to the student's prior graduate training.

The total number of units of course work required is sixty for students in Counseling Psychology, and sixty-three for students in East-West Psychology. More may be required for students admitted on predoctoral status and asked to fill additional admission requirements concurrently with the first year of studies.

G. Internship or Field Work
Counseling Psychology (15 units, or fifteen hundred hours);

East-West Psychology (12 units).

H. The Comprehensive Examination

I. Dissertation
901 Dissertation/Thesis Workshop (1 unit).
   This need not be repeated by students who took it in the master's program at the Institute.
902 Dissertation Research Seminar (2 units).
903 Dissertation writing (12 units).

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

Doctoral Psychology Courses

While these courses are primarily for doctoral students, they are also open to master's students who meet the prerequisites. Doctoral and predoctoral students may take graduate courses designed primarily for master's students in order to complete their course requirements.

Advanced General and Professional Psychology

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>PSY 510</td>
<td>Child and Adolescent Development</td>
</tr>
<tr>
<td>PSY 511</td>
<td>Developmental Problems of Childhood</td>
</tr>
<tr>
<td>PSY 512</td>
<td>Current Issues and Research in Psychopathology</td>
</tr>
<tr>
<td>PSY 513</td>
<td>Current Issues and Research in Personality</td>
</tr>
<tr>
<td>PSY 514</td>
<td>Meditation: Theories and Research</td>
</tr>
<tr>
<td>PSY 515</td>
<td>Sex Roles and Gender Differences</td>
</tr>
<tr>
<td>PSY 516</td>
<td>Current Topics in Psychology</td>
</tr>
<tr>
<td>PSY 517</td>
<td>Issues in Professional Development</td>
</tr>
<tr>
<td>PSY 518</td>
<td>Community Mental Health Services</td>
</tr>
<tr>
<td>PSY 519</td>
<td>Consulting for Organizations</td>
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Counseling and Psychotherapy (Areas)

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>PSY 520</td>
<td>Psychotherapy with Children and Adolescents</td>
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<tr>
<td>PSY 521</td>
<td>Humanistic Treatment of Sexual Dysfunction</td>
</tr>
<tr>
<td>PSY 522</td>
<td>Advanced Individual Counseling Skills</td>
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<tr>
<td>PSY 522P</td>
<td>Doctoral Counseling Practicum</td>
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<tr>
<td>PSY 523</td>
<td>Advanced Couple and Relationship Therapy</td>
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<td>PSY 524</td>
<td>Advanced Family Therapy</td>
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<tr>
<td>PSY 525</td>
<td>Theory and Practice of Group Facilitation</td>
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<tr>
<td>PSY 526</td>
<td>Psychotherapy with Special Populations</td>
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Counseling and Psychotherapy (Orientations)

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>PSY 530</td>
<td>Advanced Gestalt Therapy</td>
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<tr>
<td>PSY 531</td>
<td>Continuing Psychosynthesis</td>
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<tr>
<td>PSY 532</td>
<td>Continuing Bioenergetics</td>
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<td>PSY 533</td>
<td>Rankian Psychotherapy</td>
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<td>PSY 533P</td>
<td>Rankian Psychotherapy Practicum</td>
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<tr>
<td>PSY 534</td>
<td>Jungian Psychotherapy</td>
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<tr>
<td>PSY 534P</td>
<td>Jungian Psychotherapy Practicum</td>
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<tr>
<td>PSY 535</td>
<td>Existential Psychotherapy</td>
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<tr>
<td>PSY 535P</td>
<td>Existential Psychotherapy Practicum</td>
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<tr>
<td>PSY 536</td>
<td>Yoga Psychotherapy</td>
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<tr>
<td>PSY 536P</td>
<td>Yoga Psychotherapy Practicum</td>
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Assessment

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<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>PSY 540</td>
<td>Psychological Assessment: Personality</td>
</tr>
<tr>
<td>PSY 541</td>
<td>Psychological Assessment: Cognitive</td>
</tr>
</tbody>
</table>
Internship

The internship offers students an opportunity to apply the entry-level skills of a psychologist in professional work settings. Students specializing in Counseling Psychology will typically complete the internship in community counseling or clinical settings, while students specializing in East-West Psychology may complete the internship by participating in research projects, serving as teaching assistants or instructors, or in counseling or clinical settings. Consistent with requirements for licensing as a psychologist in California and other states, fifteen hundred hours of work experience are required in the internship setting. Placement must be on at least a half-time basis (twenty or more hours per week) in one or two internship settings; it must be completed within two and one-half years. Students may begin the internship upon completion of the first year of doctoral course work, but before doing so the student must take at least one small-group seminar to develop skills in the area of anticipated work during the internship (e.g., counseling, assessment, teaching of psychology). The California license statutes specify that in addition to the regular program requirements the student must complete a minimum of seventy-two quarter hours of graduate course work before accumulating supervised professional experience toward the license.

Fifteen units of internship are required for the Counseling Psychology specialization, and twelve units for the East-West Psychology specialization. This work is in addition to any field work or practicum courses the student may have taken in any other degree program at the Institute or elsewhere. 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:

<table>
<thead>
<tr>
<th>Hours worked per week</th>
<th>Time to complete required:</th>
<th>Suggested units per quarter (total 15):</th>
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<tbody>
<tr>
<td>20</td>
<td>18 months</td>
<td>2-3</td>
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<tr>
<td>25</td>
<td>60 weeks</td>
<td>3</td>
</tr>
<tr>
<td>30</td>
<td>50 weeks</td>
<td>3-4</td>
</tr>
<tr>
<td>35</td>
<td>43 weeks</td>
<td>4-5</td>
</tr>
<tr>
<td>40</td>
<td>37 weeks</td>
<td>5</td>
</tr>
</tbody>
</table>

The Institute identifies and develops internship placements in innovative, nontraditional settings as well as conventional locations. Students should realize that work in typical internship settings often includes psychodiagnostic assessment, individual intelligence and personality testing, and similar assignments, since these services are usually offered to the clientele served. Persons who anticipate internship placement in such settings should consider taking the assessment course sequence in the doctoral program prior to the internship. The Field Placement director can assist in locating a suitable internship placement; also, a Field Placement Manual of potential internship opportunities is maintained and can help in selection of an internship.
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.

902: Thesis/Dissertation Research Seminar
Practicum in scholarly and quantitative research to help advanced master's and doctoral students develop the thesis or dissertation project.

903: Thesis/Dissertation Writing
Individualized work with the members of the Thesis or Dissertation Committee.

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 511: Human Development: The Life Cycle
(see ICP 545)

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 515: Altered States of Consciousness
Examines the major modalities: sleep and dreams, psychoactive plants and drugs, hypnosis, meditation, mystical experience, and psychotic states.

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 systems.

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 522: Biofeedback and Self-regulation
Theoretical and practical training in basic biofeedback modalities. Emphasis on therapeutic applications in psychosomatic illness and stress management.
EWP 523: Biofeedback Therapy Practicum
Supervised practice in individual and family therapy integrated with biofeedback modalities.
(EWP 522 is prerequisite)

EWP 524: Psychophysiology of Sensation and Perception
The physiological bases of sensory processes, and psychological theories and research perception.

EWP 530: Culture and Personality (same as IPR 633)
Cross-cultural similarities and differences in world view, belief systems, and personality development; approaches toward cultural integration.

EWP 531: Cross-cultural Healing Practices
(see IPR 645)

EWP 532: Cross-cultural Patterns of Relationships (same as IPR 634)
Friendship, courtship, mating, and marriage patterns from a cross-cultural perspective; the role of nonverbal codes, communication cues, and rituals.

EWP 533: Cross-cultural Mores and Values
(see ICP 590)

EWP 534: Psychology of Organizations
Overview of organizational development, with focus on assessment and diagnosis of problems. Involves work in teams on selected organizational projects.

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 545: Polarity and Consciousness: East and West
The dynamics and meaning of conscious/unconscious, masculine/feminine, pleasure/pain, self/other, creative/receptive, figure/ground polarities.

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: Phenomenology of Feeling and Emotion
Feeling and emotion explored with emphasis on self-observation of their origin and function and transformation of their energy.

EWP 550: Theory and Practice of Meditation and Contemplation (see IPR 640)

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 553: Theory and Practice of the I Ching
Study of the I Ching as a symbolic, psychological tool for problem solving, personal growth, and development of intuition.
EWP 606: Shamanism and Initiation
Basic principles and common themes in shamanic beliefs and practices around the world.

EWP 607: Psychology of Christian Mysticism
(same as IPR 626) Principal themes of the Christian mystical tradition, early to modern, with emphasis on the psychology of mystical experience.

EWP 608: Problems of Power in the Helping Relationship
Issues of power in personal and professional relationships, with attention to constructive and destructive potentials.

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 611: Psychological Patterns in Folklore
Examines folklore and mythology of various cultures, with emphasis on themes of psychological development.

EWP 612: Mandala as a Principle of Social and Spiritual Order
The mandala as a universal form-principle in nature, art, and social structure, as illustrated in Eastern and Western sacred art.

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 700: Supervised Field Work
Applied psychological work in an approved, off-campus setting under individual professional supervision.

EWP 701: Teaching Skills Practicum
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 703: Consulting for Business Practicum
Supervised experience in consulting for business organizations.
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; explored through 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.

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
(same as EWP 511) 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
(see EWP 581)

ICP 575: Supervised Practicum in Individual Counseling

ICP 590: Cross-cultural Mores and Values
(same as EWP 533) Ethnic and social class mores 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
(see EWP 580)

ICP 604: Beginning Psychosynthesis
Introduction to concepts and practices of Assagioli's system of psychosynthesis through discussions and class experiences.

ICP 606: Self-discovery through Theosophy
Human individuality examined along the spectrum of dimensions of body, psyche, and spirit; processes of transmutation and healing practiced in modern theosophy.

ICP 607: Tao and the Counseling Process
The essential wisdom of Taoism expressed in writings of Lao Tzu and Chuang Tzu and applied to counseling and psychotherapy.
ICP 608: The Growth Workbook
(Progoff method)
The Intensive Journal approach to inner exploration and self-integration; its uses in helping relationships.

ICP 610: 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.

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 621: Right Livelihood: Career Counseling
A survey of major approaches to vocational assessment and career counseling and guidance, including transpersonal perspectives.

ICP 638: Psychology of Contemporary Esoteric Christianity
Modern psychospiritual, theosophic versions of “interior” Christianity of Carpenter, Besant, Bailey, Jung, Watts, and “A Course in Miracles.”

Intercultural Philosophy and Religion Courses

ICP 601: Intercultural Philosophy and Religion
(program core course) Collectively creating the foundation for understanding philosophy and religion, intercultural awareness and appreciation, and social action.

ICP 601: Vedas and Upanishads
The authoritative ancient scriptures of India which have inspired the major spiritual traditions and philosophical schools.

ICP 602: Bhagavad Gita
A sourcebook of ontological, ethical, and religious theories of Indian thought; practical applications in the modern world.

ICP 603: Indian Yoga Systems
(see EWP 562)

ICP 604: Classical Indian Philosophy
The six classical philosophical traditions, with emphasis on Vedanta, Samkhya, and yoga.

ICP 605: Modern Indian Philosophy
World views of Ramakrishna, Vivekananada, Tagore, Gandhi, Aurobindo and other leaders of the spiritual renaissance.

ICP 606: Works of Sri Aurobindo Ghose
His thought and writings, including *Synthesis of Yoga*, *The Life Divine*, and *Savitri*.

ICP 607: Works of Haridas Chaudhuri
Study of his books, tapes, and unpublished notes.

ICP 608: Essentials of Buddhism
The early Buddhist tradition, its basic doctrines and theories; their relevance in the Twentieth Century

ICP 609: Development of Buddhism
The social basis of Buddhism’s growth within Asian cultures.

ICP 610: Historical Buddhist Figures
Works and teachings of such masters as Nagarjuna, Hui Neng, Milarepa, Marpa and Vasubhandhu.

ICP 611: Abhidharma
Analysis of the Buddhist psychology of mind through descriptions of consciousness.
IPR 612: Madhyamika School
Study of Nagarjuna’s dialectical system.

IPR 613: Yogacara School
An epistemological method of viewing the world as mind only; an important basis of the Mahayana tradition, and its relationship to theories of language, perception, and memory.

IPR 614: Vajrayana Buddhism
The unique Tibetan three-yana approach to Buddhism.

IPR 615: Prajnaparamita Sutras
The earliest Mahayana expression of the doctrine of emptiness.

IPR 616: Buddhist Perspectives on Death and Dying
The Buddhist view of life and death, as expounded in The Tibetan Book of the Dead.

IPR 617: Taoism
The I Ching, the Tao Te Ching, and other texts; philosophical and religion Taoism; Taoism in political protest and in the arts.

IPR 618: Confucianism and Neo-Confucianism
The Chinese humanist world view as expressed by Confucius, Mencius, Hsun Tsu, and Chu Hsi; its persistence in contemporary Chinese society.

IPR 619: Other Chinese Systems
Monism, Legalism, Maoism, and other philosophies that have challenged and contributed to the humanist world view.

IPR 620: Shinto
Japan’s indigenous world view from ancient times to modern.

IPR 621: Ch’an and Zen
Buddhism’s influences on and assimilation into East Asian philosophy, social systems, and arts.

IPR 622: Essentials of Islam and Sufism
The schools of Islamic theology and independent Muslim philosophers; the ideas and features of Sufism or Islamic mysticism.

IPR 623: Jewish Studies
Kings, priests, and prophets; orthodox Judaism; relationship of Torah and Talmud to contemporary Jewish thought.

IPR 624: Jewish Mystics and Philosophers
Jewish roots of secular philosophical systems, including the Gnostics, Kabbalists, and Hasidists.

IPR 625: Essentials of Christianity
Antecedents; Jesus and the Apostles; orthodox, heterodox, and esoteric schools; myth and ritual; history of Christianity in the Western world.

IPR 626: Christian Mystics and Philosophers
(same as EWP 607)
The mystical experiences and world views of great Christian mystics, philosophers, and theologians.

IPR 627: History of Western Philosophy
Western thought from pre-Socratic times to contemporary existentialism, phenomenology, and the philosophy of science.

IPR 628: Western Philosophical Systems
Specific philosophical works and/or systems of thought.

IPR 629: Philosophies of History
Interpretations of history and their implications for the present and future of the human race.

IPR 630: Phenomenology
Examination of the worlds of facts and consciousness and their relationship from a nonbehavioral point of view.

IPR 631: Language and Culture
(see EWP 570, 571, 572)

IPR 632: History of Culture
The transition of matriarchal to patriarchal organizations; comparative panorama of civilizations; history of religious, philosophical, and scientific ideas.

IPR 633: Culture and Personality
(see EWP 530)

IPR 634: Relationships and Communication
(same as EWP 532) Cross-cultural and futures-oriented views on relationships and communication processes that imply an urge toward personal and societal wholeness.

IPR 635: Comparative Religion
The world’s major religions, their diversities and similarities; humankind’s basic spiritual intuitions.
IPR 636: Comparative Philosophy
Continuities and contrasts in major systems from different cultures.

IPR 637: Interface of Philosophy and Science
The interaction between philosophical and scientific modes of thinking.

IPR 638: Symbols and Myths (same as EWP 542)
World mythologies, special symbolic systems, and symbolic and mythic significance of rites of passage and other life transitions.

IPR 639: The Individual Quest: Intercultural Methods
The psychospiritual transformation process in different spiritual traditions and contemporary psychology; underlying principles of spiritual methods.

IPR 640: Theory and Practice of Meditation and Contemplation (same as EWP 550)
Discussion, demonstration, and practice of selected techniques; different traditions will be studied during different quarters.

IPR 641: Integration of Knowledge and Experience
Experiential integration of classroom teaching, vocational practice, and personal relationships with emotional, mental, and spiritual development.

IPR 642: Social and Political Ideologies
Social and political ideologies of the world's nations and their effects on international harmony and peace.

IPR 643: Environmental Ethics
Examination of human relationships to nature and the cultural environment; implications for human behavior.

IPR 644: Physical Attunement
(see EWP 547)

IPR 645: Cross-cultural Healing Practices (same as EWP 531)
Commonalities and differences among healing practices in selected cultures such as American Indian, Australian Aborigine, African, European, and Asian.

IPR 646: Developing Creativity and Perception
(see EWP 610)

IPR 647: History and Appreciation of Art
Understanding and appreciating varied perceptions and conceptualizations of reality as expressed in the arts of different times and places.

IPR 648: Visual Arts
Developing the relationships between sensitivity to viewed images, creation of images, personal and intellectual growth, and spiritual practice.

IPR 649: Great Literary Works
Exploring and comparing major literary creations from different classical and modern cultures.

IPR 650: An Integral World View
Emerging philosophical, educational, psychological, sociological, scientific, and aesthetic views which reflect the evolution of the individual and the world community.

IPR 651: Integral Philosophies
Contributions that harmonize intuitive and rational traditions in an integral world view.

IPR 652: New Ideas in Social Evolution
Conventional and new ways of thinking about the interaction of people in relationships, groups, organizations, communities, societies, and cultures.

IPR 653: Holistic Models of Education
Systems of education which consider the growth of the person, the integration of knowledge, intercultural understanding, and fostering of synergic relations.

IPR 654: Innovative Language Learning
Application of experimental learning techniques to learning of language for research or communication.

IPR 700: Language Study
Introductory, intermediate, and advanced courses in Sanskrit, Pali (701), Chinese (702), Japanese (703), Spanish, German, and French. These courses are designed to advance intercultural understanding through increased knowledge of the languages and thought processes of people from different cultures.
Psychology Courses

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

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: Current Issues and Research in Psychopathology
Study of selected topics in neurotic, psychotic, and character disorders. Includes Eastern and transpersonal perspectives, and current approaches to treatment.

PSY 513: Current Issues and Research in Personality
Study of selected areas in personality research. Includes Eastern and transpersonal approaches to personality.

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 androgyyny.

PSY 516: Current Topics in Psychology
Study of selected areas in contemporary psychology, such as aging and dying, behavioral learning theory, and psychology of religion.

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 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 Individual Counseling Skills
Theory and practice of counseling, with case studies and review of innovations and research.

PSY 522P: Doctoral Counseling Practicum
Process-oriented case supervision with focus on the therapeutic relationship. Students will present and discuss cases from their practicum placements.

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. (Prerequisite: Marriage and Couple Counseling, or equivalent.)

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 525: Theory and Practice of Group Facilitation
Application of theories of group process to facilitating therapy and growth groups. (Prerequisite: Group Dynamics, or equivalent.)

PSY 530: Advanced Gestalt Therapy
Continuation of experiential learning of Gestalt Therapy through observation, participation, and 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 532: Intermediate Bioenergetics
Continuation and deepening of understanding and practical skill is the use of bioenergetic principles and methods.

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.

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 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. Also 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 brain damage or dysfunction (neuropsychological assessment).
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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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The secret of creativity is to have a holistic vision of reality.

Haridas Chaudhuri
Photographs by Jane English
(except on pp. 2, 9, 17, 28, 29, 40, 58, 63)
Design by Debra Turner