

ANANDA COLLEGE OF LIVING WISDOM

Formerly

ANANDA INSTITUTE OF ALTERNATIVE LIVING



HIGHER EDUCATION FOR HIGHER CONSCIOUSNESS

COURSE CATALOG 2011-2012

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ABOUT ANANDA COLLEGE OF LIVING WISDOM

Mission Statement

Ananda College of Living Wisdom, inspired by the rich educational and spiritual wisdom traditions of the world, provides a distinctive, student-centered liberal arts academic environment that encourages and supports spiritual growth and inquiry.

Overview

Ananda College of Living Wisdom (*formerly Ananda Institute of Alternative Living*) established in 2004, is a non-profit institution for higher education offering an Education for Life (EFL) approach to learning that integrates values, ethics, academics, and philosophy. EFL allows students to gain a deeper understanding of themselves and the world and provides strategies to apply this understanding in their studies, lives, and careers.

The college blends the practicality and efficiency of the West along with the spiritual traditions of the East as viewed through the lens of yoga philosophy. Ananda College provides an integrated academic environment that encourages and supports spiritual growth from a non-sectarian perspective. Yoga is a sanskrit word that means union. Its higher meaning is not about postures but a unifying philosophy that promotes a balanced approach to life and higher consciousness.

The college offers a sustainable-living life style in a natural environment located on 80 acres of beautiful forests and gardens in the Sierra Nevada foothills of Northern California. Our residential program provides an opportunity for students to live in a cooperative community that supports holistic living, learning, and working. Our emphasis on '*Higher Education for Higher Consciousness*' is a novel educational focus within the contemporary, Western liberal arts tradition. Students engage in and practice yoga philosophy to cultivate awareness, creativity, and discernment to strengthen and deepen their academic studies and levels of maturity. Our educational programs provide opportunities for students to develop not only intellectually and physically but emotionally, and spiritually as well.

The Ananda College faculty, in addition to their academic qualifications, have long histories of involvement with both public and personal practices of yoga and yoga philosophy. We are seeking students that have a keen interest in universal spiritual values along with those who are seeking to develop alternative career paths and ways of living that serve the highest in mankind.

The Underlying Philosophy

By Swami Kriyananda

Everything one does in life is directed, far more than most people realize, by an underlying philosophy or basic understanding of life. Even criminals are motivated by their assumption that money and power, acquired by any means necessary, will be for them a source of happiness and fulfillment.

Modern education, too, is based on certain assumptions – particularly on the belief that success means, again, money and power (acquired legally, of course). Added to this two-fold expectation is an equation of success with social respect, a comfortable home, and the means to purchase the things one wants in his life.

A philosophy underlies our approach to life at the college as well. It is the conviction that spiritual truth is central to all right understanding. Like the spokes of a wheel, this philosophy views the various departments of life as radiating outward from a central perception of things as they truly are. The core teachings of the college are based on this philosophy contrary to the underlying bias of modern times, which is that evolution has no purpose and resides in utter materialistic unconsciousness.

The college teaches, instead, that “living and “non-living” matter are founded in consciousness; that life doesn’t so much evolve from the depths of unknowing as it unfolds toward, or discovers, its own intrinsic nature. As the inner nature is revealed, it uncovers an aspiration of its own which causes it to reach out toward ever-higher understanding, until, ultimately, it re-attains absolute consciousness.

The recognition of man’s higher nature is inborn. Everyone, to varying degrees, longs for the fulfillment of perfect happiness. The apotheosis of this longing lies in divine bliss. This is the true purpose of all religions, and is, in the last analysis, what unites them all. The basis of all religions is the quest for Self-realization. Thus, the college emphasizes practical, not only theoretical, realities. Its teachings are experiential, not dogmatic. The unitive teachings of the world are studied not eclectically, but with emphasis on the individual experiences of true saints and wise teachers across all religions, as well as, from the point of view of their impact on spiritual experience in daily life.

Basic to this approach is the universal insight and world mission of India’s great modern yoga master, Paramhansa Yogananda. His explanations of the teaching of Krishna in the Bhagavad Gita, and the teachings of Jesus Christ in the New Testament of the Bible, are emphasized to give a direction to the study of other religions. The approach is non-sectarian, and emphasizes the every-day applicability of higher truth. The curriculum includes multiple perspectives of many Masters, Teachers and contemporary authors, and is geared toward providing comprehensive insight into the wisdom mankind has achieved over the ages. Effort is directed toward finding constructive directions for humanity’s further development.

Education for Life (EFL)

The concept behind a college of *Higher Education for Higher Consciousness* has a long history. Its roots stem back to 1917 when Paramhansa Yogananda founded a school for boys in India based on the Gurukula approach to education. In this system of learning students are taught and mentored in both spiritual values and the material sciences.

In 1970, these ideas found expression in the United States with the founding of the first EFL elementary school in Nevada City, California. The intervening years have seen the establishment of other elementary schools in Portland, Seattle, Palo Alto and Encinitas, California. The first EFL high school opened in 1997 in Nevada City. It has since earned regional accreditation through the Western Association of Schools and Colleges.

Ananda College is an outgrowth of these earlier developments in primary and secondary (K-12) education. Its vision is to provide an EFL educational approach that supports a balanced life for students. Its vision is to bridge material science with spiritual values; knowledge with spirituality. Through an EFL approach to learning, the college focuses on the growth and development of the individual student, in accordance with his or her innate abilities, passions, and creativity. The EFL program and other major areas of study, provide a foundation in yoga philosophy from which students explore world cultures, the arts, Directional Psychology, sustainable community living, and leadership development.

State Licensing

Ananda College of Living Wisdom is approved to operate by the State of California regulatory body for private postsecondary education by the Bureau for Private Postsecondary Education (BPPE) for our A.A., B.A. Degree Programs and our Certificate Programs.

Our approval is #20445, May 16, 2006. School Code # 93794257

Ownership

Ananda Institute of Alternative Living (dba Ananda College of Living Wisdom) is a non-profit, public benefit (501 c) corporation registered in the State of California, April 1, 2003.

OVERVIEW OF PROGRAMS

Ananda College of Living Wisdom currently offers the following programs:

Degree Programs

Bachelor of Arts (B.A.) – Living Wisdom Studies
Associate of Arts (A.A.) – Living Wisdom Studies

Certificate Programs

Education for Life (EFL) Teacher Training Certificate Program
Holistic Health and Healing Training Certificate Program
Cooperative Communities Training Certificate Program
Raja Yoga Philosophy and Yoga Teaching Training (Core Curriculum) Certificate Programs
Study Abroad Certificate Program

Programs of Instruction

This section of the catalog provides information on program objectives, courses, and credit values.

B.A. & A.A. Degrees (Liberal Arts degrees) in LIVING WISDOM STUDIES with majors in:

- Alternative Technology & Sustainable Living
- Dharmic Business & Leadership
- Directional Psychology
- Holistic Health and Healing
- Education for Life (EFL)
- Inspirational Arts
- The Small Communities Solution
- Yoga Philosophy
- World Cultures & Consciousness

These areas of concentration in LIVING WISDOM STUDIES and Education for Life (EFL) support the experiential and yogic philosophical learning experiences at Ananda College

Each student may customize a course of study by choosing foundation classes from the Lower or Upper Division along with independent study projects. All substitutions must be discussed with and approved by the student's Academic Advisor. General Education course requirements may not be substituted.

A total of 60 units of Lower Division courses and 60 units of Upper Division courses (including foundation, general studies, and courses in majors and electives) must be taken to complete the 120 units required for the B.A. Degree.

At the end of the second year, students will prepare a 2nd Year Portfolio, an academic and personal retrospective document. Students will also submit a personal essay that reflects on their growth and experiences and indicates the direction and emphasis of their studies in the Upper Division.

In the third year, under the direction of the Academic Advisor, students will formulate a plan of study that includes course work, internships, and fieldwork aligned with areas of personal interest.

Bachelor of Arts –Living Wisdom Studies

Degree Requirements for Bachelor of Arts (Total of 120 units)

In fulfillment of degree requirements for the B.A. students must complete 120 units to include:

60 units total of Lower Division coursework to include:

- 28 units of General Education
- 32 units of the Core Curriculum

60 units total of Upper Division coursework to include:

- 15 units of upper division General Education
- 15 units of electives from the Core concentration areas
- 15 units of courses, individual projects or internships in the major area of concentration;
- 15 units in a culminating senior project and seminar

General Education Requirements

Lower Division (28 units)

Area 1: Communication in the English Language (7 units)

- ENG 101 The Art of Written Expression (3 units)
ENG 102 The Art of Oral Expression (1 unit)
ENG 200/300 The Art of Written Expression: Intensive Writing
ENG 280 Writing Intensive: 2-year Project (3 units)

Area 2: Mathematics & Quantitative Reasoning (3 units)

- MAT 150-450 Independent Study: College Math (3 units)
MAT 200/300 Quantitative Reasoning

Area 3: Arts and Humanities (9 units)

- FNA 100/200 Musical Expression & Higher Consciousness (3 units)
FNA 101/201 Creativity & Self Awareness (3 units)
FNA 200/300 Musical Appreciation and Expression (3 units)
PHL 202/302 Foundations of Western Philosophy (3 units)

Area 4: Social and Behavioral Sciences (3 units)

- EDU 101/301 Introduction to Education for Life (3 units)
PSY 101/301 Introduction to Directional Psychology (3 units)

Area 5: Natural Sciences (3 units)

- SCI 201 Introduction to Alternative Science and Technology (3 units)

Area 6: Foreign Language (3 units)

- LAN 101/301 Foreign Language (3 units)

Foundation Courses (Total 32 units)

- BUS 101/301 Material Success Through Yoga Principles (3 units)
FNA 101-301 Creativity & Self Awareness (3 units)
SOC 101-401 Cooperative Spiritual Living (1 unit)
PHL 201/301 Foundations of Eastern Philosophy (3 units)

PHL 103/303	The Art & Science of Raja Yoga I (3 units)
PHL 104/304	The Art & Science of Raja Yoga II (3 units)
SCI 101/301	Introduction to Sustainable Living (3 units)
HIS 101/301	World Cultures and Consciousness (3 units)
HUM 100-400	World Cultures and Consciousness Study Abroad (3-6 units)
PSY 101/301	Introduction to Directional Psychology (3 units)
HE 102/302	Introduction to Health and Healing (3 units)
PSY 103/303	Vedic Sciences: Ayurveda, Vastu and Vedic Astrology (1-3 units)

General Education Requirements

Upper Division (15 units)

Area 1 Communication in the English Language (3-6 units)

ENG 200/300	The Art of Written Expression: Intensive Writing (3units)
ENG 302/402	Creative Writing (3 units)
ENG304/404	Fiction and Non-Fiction Writing (3 units)
ENG306/406	Poetry, Writing & Consciousness (3 units)
ENG308/408	Literature and Consciousness (3 units)
ENG350/450	Independent Study (variable units)

Area 2: Mathematics and Quantitative Reasoning (3-6 units)

MAT 150-450	Independent Study in Mathematics (variable units)
MAT 200/300	Quantitative Reasoning (1-3 units)
MAT 301/401	Calculus and Physics (3 units)

Area 3 Arts and Humanities (3-6 units)

FNA 101/201/301	Creativity & Self Awareness (3 units)
FNA 302	Music and Consciousness (3 units)
FNA 304-404	Intermediate & Advanced Painting Studio (3 units)
FNA 350/450	Independent Study (variable units)
FNA 360/460	Inspirational Arts: Performance for Higher Consciousness (variable units)

Area 4 Social and Behavioral Sciences (3-6 units)

EDU 350/450	Individual Projects (variable units)
EDU 360	EFL Methods (3 units)
PSY 300	History of Psychology (3 units)
PSY 303	Positive Psychology (3 units)

Area 5: Natural Science (3-6 units)

PSY 304	Introduction to Ayurveda (3 units)
PSY 360/460	Energy Healing (3-6 units)
SCI 301-401	Physics and Consciousness (3 units) (can be repeated)
SCI 302	Introduction to Biodynamic & Organic Growing (3 units)
SCI 305	Engineering Alternative Systems (3 units)

Area 6: Foreign Language – 3 units

LAN 301	Spanish, Italian, or Hindi (3 units)
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Associate of Arts – Living Wisdom Studies (60 units)

(60 units consisting of 28 units General Education, 32 units Foundation Courses)

We offer an A.A. degree (liberal arts degree) with a major focus in:

- World Cultures & Consciousness
- Directional Psychology & Health and Healing
- Alternative Technology & Sustainable Living
- Dharmic Business & Leadership
- Inspirational Arts
- Yoga Philosophy
- Education for Life
- The Small Communities Solution

General Education Requirements (Total of 28 units)**Area 1: Communication in the English language** (7 units)

ENG 101 The Art of Written Expression (3 units)

ENG 102 The Art of Oral Expression (1 unit)

ENG 280 Writing Intensive: 2-year Project (3 units)

Area 2: Mathematics and Quantitative Reasoning (3 units)

MAT 150-450 Independent Study: College Math (3 units)

Area 3: Arts and Humanities (9 units)

FNA 101/201 Creativity & Self Awareness (3 units)

FNA 200/300 Musical Appreciation and Expression (3 units)

PHL 202/302 Foundations of Western Philosophy (3 units)

Area 4: Social and Behavioral Sciences (3 units)

EDU 101/301 Introduction to Education for Life (3 units)

PSY 101/301 Introduction to Directional Psychology (3 units)

Area 5: Natural Sciences (3 units)

SCI 201 Introduction to Alternative Science and Technology (3 units)

Area 6: Foreign Language (3 units)

LAN 101/301 Foreign Language (3 units)

Foundation Courses (Total 32 units)

BUS 101/301	Material Success Through Yoga Principles (3 units)
FNA 101-301	Creativity & Self Awareness (3 units)
SOC 101- 401	Cooperative Spiritual Living (1 unit)
PHL 201/301	Foundations of Eastern Philosophy (3 units)
PHL 103/303	The Art & Science of Raja Yoga I (3 units)
PHL 104/304	The Art & Science of Raja Yoga II (3 units)
SCI 101/301	Introduction to Sustainable Living (3 units)
HIS 101/301	World Cultures and Consciousness (3 units)
HUM 100-400	World Cultures and Consciousness Study Abroad program (3-6 units)
PSY 101/301	Introduction to Directional Psychology (3 units)
HE 102/302	Introduction to Health and Healing (3 units)
PSY 103/303	Vedic Sciences: Ayurveda, Vastu and Vedic Astrology (1-3 units)

Each student may develop their own combination of courses from the Lower or Upper Division courses offered, including independent projects in their chosen concentration area by substituting Foundation Courses. All substitutions must be discussed with and approved by the student's Academic Advisor. General Education courses requirements may not be substituted.

A total of 60 units of Lower Division (including foundations, general studies and electives) courses must be taken to complete the A.A. Degree requirements.

At the end of the second year, students will prepare an academic and personal retrospective in a 2nd Year Portfolio that includes representative samples of work and documents their experiences. They will submit a personal essay that reflects on their growth and experiences and indicates the direction and emphasis of their studies in the Upper Division.

EDUCATION FOR LIFE TEACHER TRAINING (EFL) Certificate Program

Ananda College is the only college campus dedicated to living and teaching Education For Life (EFL) principles. In addition to providing the foundation for all of our college offerings, EFL can also be pursued as a certificate program that prepares students for careers in EFL schools or for applying EFL principles in other educational settings.

The 1-year certificate program includes classes and internships that provide the theoretical and experiential components necessary for becoming a successful EFL teacher. Students may add a second year of study to increase their proficiency. At the completion of the course, students are awarded an EFL Teaching Training Certificate. The EFL Teacher Training Program is the primary means of preparation for teaching in the EFL Living Wisdom Schools throughout the United States, in Italy, and in India.

What is Education for Life (EFL)?

EFL is an innovative approach to teaching and learning. Our traditional educational models are often limited by their exclusion of spiritual principles and the supposition that material success, by itself, can produce happiness. EFL provides an alternative to these models by showing how everyday life may be incorporated into the learning experience.

In the introduction to his book *Education for Life*, J. Donald Walters states “Primarily, my purpose has been to recommend a system of education that will prepare children for meeting life’s challenges, and not only fit them for employment or for intellectual pursuits. I have also wanted, however, to help the reader to see the whole of life, beyond the years spent in school, as education. For if indeed as most people deeply believe, life has purpose and meaning, then its goal must be to educate us ever more fully to that meaning. And the true goal of the education we receive during our school years must be to help prepare us for that lifelong learning process.”

Course Requirements* (31-34 units) **selected from the following areas:****Yoga Philosophy** (3 units)

PHL201/301 Foundations of Eastern Philosophy (3 units)
 PHL 202/302 Foundations of Western Philosophy (3 units)
 PHL 303/403 Comparative World Religions and Spirituality (3 units)

Raja Yoga (3 units)

PHL 103/303 The Art & Science of Raja Yoga (3 units)
 PHL 104/304 The Art & Science of Raja Yoga (3 units)
 PHL 305/405 Pantajali's Sutras (3 units)

Directional Psychology (3 units)

PSY 101/301 Introduction to Directional Psychology (3 units)
 PSY 303 Positive Psychology (3 units)
 PSY 310 Ayurveda and the Mind (3 units)

EFL Methods (6 units)

EDU 101/301 Introduction to Education for Life and Classroom Observations (3 units) and
 EDU 360 Education for Life Methods (3 units)

EFL Internship (3-6 or more units)

EDU 170/370 EFL Internship (Classroom Integration and Practice) (3 or variable units) or
 EDU 490 EFL Practicum (Leadership role in Classroom) (6 or variable units)

Polarity Intensive or EFL Intensive (3 units)**Cooperative Spiritual Living** (2 units)

Soc 101/401 Cooperative Spiritual Living (2 units)

Physical Education (2 units)

PE 101/401 Physical Education (2 units)

Electives (6 units)

*Courses may be substituted upon recommendation of the Academic Advisor.

HOLISTIC HEALTH AND HEALING Certificate Program

The Holistic Health and Healing Certificate Program explores, in theory and practice, a comprehensive approach to alternative and complementary healing modalities for body and mind. The educational objectives of the program are:

- 1) to train health practitioners and other students to work in their chosen profession with deeper awareness and application of holistic health and healing principles, using complementary and alternative modalities;
- 2) to give students a comprehensive, in-depth foundation in holistic health principles and practices and;
- 3) to guide students in selecting a particular field of practice in the healing arts for further professional development.

The program is for one (1) academic year. At the completion of the program, students are awarded the Ananda College Holistic Health and Healing Certificate. This program may also serve as a Continuing Education program.

Course Requirements* (31-34 units)**Raja Yoga** (3 units)

PHL 103/303 The Art & Science of Raja Yoga I (3 units)
 PHL 104/304 The Art & Science of Raja Yoga II (3units) or
 PHL 302/402 Pantajali's Yoga Sutras (3 units)

Directional Psychology (3 units)

PSY 101/301 Introduction to Directional Psychology (3 units)
 PSY 303 Positive Psychology (3 units) or
 PSY 310 Ayurveda and the Mind (3 units)

Holistic Health and Healing (6 units)

HE 102/302 Foundations of Health and Healing (3 units) and
 HE 270 Holistic Nutrition (3 units)

Polarity Therapy or Healing Arts Intensive (3 units)

HE 260 Polarity Therapy Intensive I (3 units)
 HE 360 Healing Arts Intensive (3 units) or
 HE 460 Polarity Therapy Intensive II (3 units)

Cooperative Spiritual Living (2 units)

SOC 101/401 Cooperative Spiritual Living (2 units)

Yoga Philosophy (3 units)

PHL 201/301 Foundations of Eastern Philosophy (3 units)
 PHL 202/302 Foundations of Western Philosophy (3 units)

Internship or Intensive (3-6 units)

HE 295 Internship (3-6 units)

Field-based internship experiene in the healing arts or holistic health practices.

Electives (6 units)**Physical Education** (2 units)

PE 101/401 Physical Education (2 units)

* Courses may be substituted upon recommendation of the Academic Advisor.

COOPERATIVE COMMUNITIES SOLUTION Certificate Program

The Cooperative Communities Training Certificate Program provides students with the tools and skills necessary for living and working in a cooperative community. It also offers hands-on experiences of community living for those interested in starting their own communities.

The Small Communities Solution course is the ideal pathway for students wanting to make a difference in today's world. Our campus is located adjacent to the Ananda Community (The Village), founded in 1968 by Swami Kriyananda. The Village is one of the oldest and most successful intentional communities in the world. Our campus is located at the Ananda Meditation Retreat and offers an ideal laboratory for the study of the many facets of small community life. In addition to The Village, students have the opportunity of visiting other small cooperative communities to experience first hand why small communities exist and how they sustain themselves.

Students learn to design and maintain communities that are inspiring as well as practical and will have hands-on opportunities in design, building and maintenance, operations and farming. Students will be given the opportunity to explore a variety of alternatives for energy, food, and shelter. Students are guided towards careers in developing small communities both domestically and internationally.

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Course Requirements* (31-39 units) selected from the following:**Yoga Philosophy (3 units)**

PHL 201/301 Foundations of Eastern Philosophy (3 units)

PHL 202/302 Foundations of Western Philosophy (3 units)

Raja Yoga (3 units)

PHL 103/303 The Art & Science of Raja Yoga (3 units)

PHL 104/304 The Art & Science of Raja Yoga (3 units)

PHL 302/402 Pantajali's Yoga Sutras (3 units)

Directional Psychology (3 units)

PSY 101/301 Introduction to Directional Psychology (3 units)

PSY 201/303 Positive Psychology (3 units)

PSY 310 Ayurveda and the Mind (3 units)

Cooperative Communities- Required (11-17 units)

SOC 302a,b Cooperative Communities: Planning and Development (3-6 units)

SOC 101/401 Cooperative Spiritual Living (2 units)

SOC 301 The Utopian Dream: Communities throughout History (3 units)

SOC 110/410 Small Communities Travel to Intentional and Cooperative Communities (3-6)

Cooperative Communities- Electives (6 units)

SCI 101/301 Introduction to Sustainable Living (3 units)

SCI 302 Introduction to Biodynamic & Organic Growing (3 units)

SCI 201 Introduction to Alternative Science and Technology (3 units)

BUS 101/301 Leadership and Sustainability: Material Success Through Yoga Principles (3 units)

HUM 100-400 World Cultures and Consciousness Study Abroad program (3-6 units)

SOC 260 Sharing Nature (3 units)

Internship or Intensive (3-6 units)

SOC 350 Individual Project (3-6 units)

SOC 360 Building with Spirit (3-6 units)

Physical Education (2 units)

PE 101/401 Physical Education (2 units)

*Courses may be substituted upon the recommendation of the Academic Advisor.

Certificate Program in Raja Yoga Philosophy and Yoga Teacher Training

Raja Yoga Philosophy and Yoga Teaching Training Certificate

The Raja Yoga Philosophy and Yoga Teacher Training program provides students with comprehensive knowledge in yoga philosophy and its practices. It is a dynamic blend of professional training and personal growth.

Students will gain an in-depth understanding of yogic traditions and many aspects of Raja Yoga Philosophy and Hatha Yoga. Raja Yoga is the complete philosophy of yoga. It is a scientific system for transformation and healing, with a long history of efficacy.

Students become certified Ananda Yoga Teachers upon completion of the program. Ananda Yoga is the only yoga teacher training in the highly regarded tradition of Paramhansa Yogananda. This 200-hour Yoga Teacher Training meets all requirements of Yoga Alliance, the national registry for yoga teachers.

Coursework includes:

- Practice and training in asanas, pranayamas, kriyas, chanting, mantra, meditation and other traditional yoga techniques. Students will learn how to practice these techniques correctly and how to teach them.
- Teaching methodology including video recording of your practice teaching and feedback; observing, assisting and correcting; how to teach special populations such as prenatal yoga, etc.; and the business aspects of teaching yoga and how to market your classes.
- Anatomy and physiology including the human body (organs, bodily systems, etc) and energy anatomy (chakras, nadis, kundalini, etc.)
- Yoga Philosophy, lifestyle and ethics for yoga teachers drawn from the classical texts of yoga, The Yoga Sutras of Patanjali and Bhagavad Gita.
- Practicum with ample opportunity for practice teaching, observing others teaching, and assisting students while someone else is teaching.
- Courses in Raja Yoga, Directional Psychology, Polarity Therapy, Cooperative Spiritual Living.
- Electives from the Living Wisdom curriculum at the college.

This is a one year certificate program. Graduates may become Registered Yoga Teachers with Yoga Alliance. This designation establishes your professional standing as a qualified yoga teacher. After graduation you will be able to continue to receive support through the Ananda Yoga Teachers Association which provides newsletters, question and answer forums, student referrals, and other professional support.

Course Requirements* (28-31 units) **selected from the following:****Yoga Philosophy** (3 units)

PHL 201/301 Foundations of Eastern Philosophy (3 units)
 PHL 202/302 Foundations of Western Philosophy (3 units)
 PHL 301/401 Comparative World Religions (3 units)

Raja Yoga (3 units)

PHL 103/303 The Art & Science of Raja Yoga I (3 units)
 PHL 104/304 The Art & Science of Raja Yoga II (3 units)
 PHL 301 Pantajali's Yoga Sutras (3 units)

Polarity Therapy or Healing Arts Intensive (1-3 units)

HE 260 Polarity Therapy Intensive (1-3 units)

Directional Psychology (3 units)

PSY 101/301 Introduction to Directional Psychology (3 units)
 PSY 203/303 Positive Psychology (3 units)
 PSY 310 Ayurveda and the Mind (3 units)

Hatha Yoga Teacher Training (12 units)

PHL 111 Yoga Teacher Training I (6 units)
 PHL 112 Yoga Teacher Training II (6 units)

Cooperative Spiritual Living (2 units)

Soc 101/104 Cooperative Spiritual Living (2 units)

Physical Education (2 units)

PE 101/401 Physical Education (2 units)

Electives (6 units)

*Courses may be substituted upon the recommendation of the Academic Advisor.

STUDY ABROAD Certificate Program

Each academic year, students travel abroad as part of our World Cultures & Consciousness curriculum. The Study Abroad Certificate Program offers an experiential understanding of world religions and cultures from a yogic perspective. Each year's program is unique but generally covers visits to pilgrimage sites, other intentional communities, organizations, and visits with inspirational spiritual teachers.

These trips range from 3-6 weeks and include international airfare and ground transportation (trains, buses, cars, rickshaws, boats and the occasional camel or horse). In the past, we have traveled to Northern India, Egypt, Peru, Southern India, Italy, France and England. During the trips, students attend seminars, participate in group meditations, and gather research for their studies.

Seminars may include a study of art and architecture, World History and the Yuga Cycles of Time, foreign languages, international business, small communities, cultural performance or cooking. Additionally, students have the opportunity to live in local communities, meet with local leaders and representatives and visit tourist sites and shopping bazaars. Students have previously met with spiritual leaders such as the Dalai Lama and Thich Nhat Hanh.

During travel, students may participate in various service projects. In the past, projects have included teaching in rural schools, teaching English to refugees, helping needy villages, working in orphanages, or sharing nature games with residents that build awareness of the environment and local habitats.

In conjunction with the Study Abroad Program, course work includes World Cultures and Consciousness. This course examines individual cultures from a historic and evolutionary perspective.

The Study Abroad Certificate Program is 3-6 units (1 unit per week of travel) and may be taken as a stand-alone program or in conjunction with other degree and non-degree programs.

HUM 100-400 **World Cultures and Consciousness Study Abroad program** (3-6 units)

MAJOR CONCENTRATIONS

Alternative Technology and Sustainable Living

Students studying Alternative Technology and Sustainable Living will have the opportunity to approach environmental and human challenges from a broad perspective. Issues of renewable energy, alternative shelter, and earth-friendly food production will be studied in relation to the principles of cooperative spiritual living and the small communities solution.

This area of study helps students understand the current state of global energy and what opportunities exist in the realm of renewable energy resources, energy efficient technologies, and new and emerging technologies. From an experiential perspective, students help create and sustain the college's own off-the grid energy system as a working, hands-on laboratory using solar, wind, and other alternative sources. The Alternative Technology and Sustainable Living is applicable for careers in renewable energy, environmental consultation, how to launch a "green" company, and the creation of alternative solutions for all aspects of today's world.

Dharmic Business and Leadership

The future of business and leadership will belong to those who have a "dharmic" (right action) view of success. From the perspective of Ananda College, success is measured in values much deeper than outward wealth, power and status. Instead, students focus on experiences of success that include contentment in pursuing personal goals and the satisfaction that results from helping others or a job well done.

In this program, students learn about the importance of energy and magnetism for success, creative problem-solving, teambuilding and teamwork, and the art of supportive leadership. Students gain a historical perspective of famous leaders who transformed the world. This program prepares students to be leaders in a variety of private and public sectors. It also helps students develop the tools necessary to become successful domestic and international entrepreneurs.

Course work includes: Material Success through Yoga Principles; Introduction to Education for Life & Tools of Maturity; Directional Psychology; World Cultures & Consciousness; Business Planning; Entrepreneurship Practicum; Foundations of Eastern & Western Philosophy; and Independent Projects or Internship in Business & Leadership.

Directional Psychology

What are truly the deepest human needs? Beneath a myriad of more superficial concerns, we find such recurring themes as happiness, security, love, and inner peace. By focusing on the needs of the individual, rather than abstract concepts, the goal becomes helping each person sort through their many dreams, ideals, and hoped-for attainments to determine which ones will be ultimately satisfying and beneficial.

Directional Psychology helps people to clarify their ideals, understand what they really want; and choose directions in which they themselves would like to move. Students with this major can be guided toward future careers in counseling, the healing arts, social work, consulting, and teaching.

Just a few course components include History of Psychology; Introduction to Directional Psychology; The Psychology of Carl Jung; Introduction to Ayurveda; Positive Psychology; Vedic Sciences; Senior Project or Advanced Directional Psychology Practicum; Ayurveda & the Mind; Energy Healing; Advanced Yoga & Ayurveda; and more.

Holistic Health & Healing

The Holistic Health & Healing major explores in theory and practice, a comprehensive approach to alternative and complimentary healing modalities for body and mind.

Students receive a thorough introduction to the most widely used Western and Eastern medical practices including herbology; naturopathic medicine; homeopathic medicine; energy medicine; chiropractic; massage; yoga psychology; Anthroposophic medicine, Chinese medicine, Ayurveda, imagery, meditation, nutrition, yoga and t'ai chi. Students examine these practices through their history, theoretical basis, clinical case examples and research findings.

The purpose of this major is to prepare students to work in their chosen healing profession with deeper awareness and application of holistic health and healing principles, using complementary and alternative modalities. As well as giving students a comprehensive foundation in holistic health practices and principles, the program advisers guide students in selecting a particular practice in the healing arts for further professional development.

Course offerings include: Foundations of Holistic Health and Healing; Anatomy & Physiology; Holistic Nutrition; Beginning and Intermediate Polarity Therapy; Art & Science of Raja Yoga; Positive Psychology; Physical Education; Advanced Yoga & Ayurveda; Healing Arts Intensive with experienced practitioners; Independent Research; Holistic Health & Healing Practicum or Internship; and more.

Education for Life

The purpose of the **Education for Life** (EFL) Teacher Training is to train students to work in an Education for Life or Living Wisdom™ School, or to apply EFL principles to other educational settings. The standard program involves a series of classes and internships that provide both the theoretical and experiential components necessary for becoming a successful EFL teacher. EFL offers a constructive and brilliant alternative to what has been called the disaster of modern education. The need for change is universally recognized. The college traces the problem to an emphasis on technological competence at the expense of spiritual values, which alone can give higher meaning to life. Much of today's education puts too much emphasis on intellectual and mental learning, without recognizing and nurturing the spiritual qualities inherent in each human being. When too much importance is placed on one's mental abilities and careers designed for monetary success alone, the result is the creation of materialistic people who have been taught to find their happiness in acquiring the "outward" symbols of success. What is needed is a balanced approach to higher education...one that recognizes and supports that true happiness is an "inner" quality of the soul, and without developing one's soul qualities, one's connection to the highest within, the true meaning of life becomes materialistic and one-dimensional.

Course offerings include, EFL Methods, Introduction to EFL, Student Internship, among others.

Inspirational Arts: Drama, Music, Art, Dance & Creative Writing

Inspirational Art can be a powerful influence for meaningful existence and positive attitudes in society. For those drawn to art, music, dance, writing, and drama, Ananda College offers a new perspective on the creative arts. In the Inspirational Arts artistic expression and artistic appreciation are viewed as creative communication. Students learn how to become artists not just in a mechanical sense, but as channels for the expression of a greater reality and unifying consciousness.

The college's secluded forest hermitage provides an uplifting location for study of the arts. Since 1968, famous writers, poets, artists and musicians have drawn inspiration from this unique setting in glorious nature. Nearby Nevada City, Ananda Village and the North Columbia Schoolhouse Cultural Center offer venues for art shows, dramatic presentations, musical events, film festivals, and more.

Course offerings include Music & Consciousness; Heart-Centered Vocal Training & Singing; Creativity & Self Awareness; The Art of Dramatic Expression; Dance & Movement; Beginning/Advanced Studio Painting; Photojournalism, Film & Consciousness; Beginning/Advanced Graphic Arts; Advanced Graphic Design Practicum; African Movement; Literary Arts: Poetry, Short Story, and Playwriting; Creative Non-Fiction; Creative Writing for Life; Advanced Social Media and Web Design for Career Building; Consciousness and Literature; and Individualized Practicums/Internships in specific disciplines; and more.

Inspiration Arts students are guided toward careers as artisans, teachers, consultants, graphic designers, musicians, singers, and published writers and poets.

The Small Communities Solution

In these turbulent times when wars, religious strife, vanishing resources, urban decay and stifling bureaucracy threaten our very humanity, a fresh approach to social interaction is desperately needed. Many visionaries and saints believe that small cooperative communities are the solution to today's societal ills and will transform the world of tomorrow for the better.

The college campus is a sustainable community and a living laboratory for The Small Communities Solution. Here, students, faculty, residents and guests live together in a small community. The college has its own off-the-grid power station using solar and wind, and is the site of the Ananda Meditation retreat. It has a large botanical garden with shrines to all religions, a communal dining room, an arts studio, a bakery, two vegetable gardens, a greenhouse and orchard. Everyone shares in weekly kitchen duties, gardening, and caring for the community, including living simply by using less electricity, recycling and composting, van-pooling, maintenance of the buildings and grounds, and much more.

Students in this major can be guided towards developing their own community both domestically or internationally through their experience with the principles of cooperative communities in their courses while helping to create, build and maintain a small community locally. College study abroad trips offer the opportunity to have fellowship and exchange with a variety of cooperative communities worldwide in venues like India, Italy, France, Canada, and South America and throughout the US.

A sample of course offerings include: The Utopian Dream: Communities Throughout History; Introduction to Sustainable Living; Biodynamic & Organic Growing; Alternative Science & Technology; Cooperative Spiritual Living; Yoga & Meditation; Comparative World Religions & Spirituality; Introduction to Directional Psychology; Cooperative Communities Planning & Development; Small Communities Travel to Intentional and Cooperative Communities; Leadership and Sustainability: Material Success Through Yoga Principles; Building with Spirit; and a Practicum or Internship in Cooperative Communities.

World Cultures & Consciousness

Why is it that some cultures seem to thrive and expand while others seem trapped in a noose of poverty and contraction? Is our planet "going to the dogs" or are we on the brink of a new age of higher awareness? The World Cultures & Consciousness major presents an alternative approach to history and consciousness that

examines individual cultures as well as the Vedic planetary cycles of growth and decay.

The latest book in this field, *The Yugas: Keys to Understanding Our Hidden Past, Emerging Energy Age & Enlightened Future* (2011), is co-authored by faculty member David Steinmetz and Joseph Selbie. Guest faculty including Dr. Amit Goswami, Walter Cruttenden, Bruce Burger and Uma Krishnamurthy, among others, expose students to new insights and universal understandings in quantum physics, history and culture that are transforming the world.

Students in this area of focus have the opportunity to work with our unique advisers, faculty and guest faculty to develop advanced research projects relating to precession and ancient knowledge. The college works closely with the participants and organizers of the annual worldwide CPAK (Conference on Precession & Ancient Knowledge) meeting, to expose students to new areas of evolving research and provide a venue for student and faculty work to be presented.

Our annual study abroad program provides students ample opportunity to visit ancient sites globally and examine their evolution and consciousness from a cyclic perspective of time. In the field they attune to the consciousness of the site through pilgrimage or tours through places such as North/South India, Egypt, and Peru. Students get also get to visit communities of diverse cultural and spiritual backgrounds (Hindu, Muslim, Buddhist, Christianity and the mystic traditions of the world. We get to visit with world leaders and identify those communities and environments that are oriented toward creating a better and more meaningful future for the planet. We have the opportunity to find like-minded communities that view each and every human being as a unique part of a larger spiritual reality.

Ananda College of Living Wisdom is unique as an undergraduate institution in offering this advanced study of alternative history and cultures. Students study the Vedic Yuga cycle and its relationship to the study of precession and ancient knowledge in other civilizations (Egypt, Peru, Hopi, Greek, etc.). Courses in this major include: World Mythologies and the Golden Age; Eastern and Western Cosmology and Astronomy; Living Harmoniously in a Changing Age: A Shift in Consciousness; The Relationship of Science to Religion; World Cultures and Consciousness: The Yugas; World Cultures and Consciousness: India/Egypt/Peru/India; and Physics and Consciousness, among others. A Wiki is used as an instructional tool in these courses to share presentations and lectures, audio-visual and research materials, and student comments, papers and projects online.

Yoga Philosophy

At the college, a foundation in Yoga Philosophy is the primary requisite for study, and for the deeper application of all our course offerings. The Yoga Philosophy program provides students with a profound understanding of yogic traditions and scriptures, especially in the ways these principles translate into everyday life. Core offerings such as The Foundations of Eastern and Western Philosophy, World Religions, and the Art and Science of Raja Yoga are complemented by such applied classes as Material Success Through Yoga Principles, Creativity and Self-Awareness, Cooperative Spiritual Living, and Education for Life. Courses in Intuitive Reasoning and Critical Thinking, Written & Oral Expression, and Mental Agility & Clarity help students develop skills that will prove helpful throughout their lives. As part of the program, students also progress in the practice of yoga postures, meditation, service to one's greater community, and the attributes for living a balanced life. These attributes include: how to live a healthy and energetic physical life; how to live with mental focus, clarity and intuition; and how to live a spiritual life that offers direction, serenity, inspiration, and higher guidance. All these classes prepare students for advanced courses at the college.

In the B.A. degree program students go deeper into this discipline with the study of Patanjali's Yoga Sutras, Sanskrit, the Gunas, and such scriptures as the Bhagavad Gita, Mahabharata, Ramayana, and other vedic texts. Bachelor's degree students also study Yoga in the Bible, and the Science of Religion. Classes in The Yoga of Sustainable Living, Ayurveda, Yoga and Consciousness offer students an experiential exploration of how Yoga Philosophy offers an ethical and creative foundation for a lifestyle that is harmonious and successful. Yoga Philosophy is ideal for aspiring yoga teachers, classroom teachers, arts teachers, and counselors.

COURSE DESCRIPTIONS

BUS

BUS 101/301 Material Success Through Yoga Principles (3 units)

This course presents a new cutting edge approach to business and leadership drawn from the time-honored tradition of yoga philosophy. Throughout history, people have sought the secret of drawing wealth and prosperity into their lives. Material success is more than just the money one makes. Recent studies indicate that beyond a certain level of income one's personal satisfaction with life actually decreases. Most courses on material success are written from the level of the material plane. This course offers a solution for those who seek both material prosperity and fulfillment on higher levels of life as well. Many people think that these goals are mutually exclusive, but in truth, it is the same laws of life that activate success no matter what the goal. In centuries past, for instance, the culture of India was based on a balanced understanding of material and spiritual realities—the very principles taught in this course. And, up until the British took control of India in the 1700's, India was the richest nation in the world. This course blends the best of Western materialism and efficiency with Eastern spiritual ethics and values. The course shows that success doesn't come by wholesale adoption of materialistic ideas from the West, but by an inspired application of the best of both worlds. Comparative references to American, Japanese and other international businesses are made to show the emerging similarities of these ethics and values in global business practices. Topics include setting goals, defining priorities, integrating ideals with practical necessities, how to find creative solutions to difficult business problems, working with money, avoiding ego games, how to combine intuition with common sense, supportive leadership, right livelihood, overcoming obstacles, and finding joy and satisfaction in your life.

BUS 160/360 Business Internship (variable units)

BUS 200/300 Beginning Finance (3 units)

An introduction to financial accounting principles including the preparation and analysis of financial transactions and statements. This course also covers the valuation and recording of asset related transactions including cash, receivables, marketable securities, inventories and long-lived assets. Current liabilities are also addressed. Class project establishes fictional corporations using Quickbooks.

BUS 350 Advanced Finance (3 units)

Managerial accounting information is used within an organization for planning, control, motivation, and decision-making. The course will focus on cost information: the accumulation of costs within a manufacturing and non-manufacturing organization, the use of costs for planning and control, cost allocation, and the identification of relevant costs to be used in decision making.

BUS 400 Business Planning (3 units)

A practical exercise in taking students through each step of developing and writing a business plan for a new venture. Emphasis is on recognizing business opportunities, developing a marketing plan and establishing a platform for operational, financial, and organizational excellence.

BUS 455 Entrepreneurship Project (practicum, variable units)

This course provides student teams with the opportunity to participate in an actual business start up or an ongoing business where they are exposed to the day-to-day challenges of running a small business. Major topics

include legal entity formation, equity contracts and leases, employment law, tax law and strategies, intellectual property, patents and general management. A strong emphasis is also placed on methods for the implementation of marketing, sales and distribution channels. Multiple management and financial challenges faced by start-ups and small businesses are addressed in detail.

BUS 480 Senior Project for Liberal Arts Degree Major (6-12 units)

This senior project is a culmination of one's chosen degree focus within the Liberal Arts Degree. Each student attends a senior project seminar that meets throughout the year. The culmination could be oral and written, artistic, performance-based, research development, or project design and development. This is guided by faculty mentors and a seminar facilitator.

EDU EDU 101/301 Introduction to Education for Life (3 units)

This course examines the overall perspective of Education for Life (EFL), a new curriculum model of Education that offers a holistic approach and a new paradigm for life-long learning. Details the development of Education for Life schools in the past century in relation to public education and compares this approach with the ideas of Maria Montessori, Rudolph Steiner and others. EFL Curriculum topics examined include Progressive Development, Specific Gravity, the Tools and Stages of Maturity, and curriculum categories applicable to both the classroom and out-of-school scenarios.

EDU 150-450 Independent Study (variable units)

Faculty supervised individualized student research or project in education. *This course may be taken one or more times.*

EDU 170/370 Student Internship (variable units)

Assignment to various classroom settings as an assistant to the main teacher. Prerequisite is EDU 101. This class may be taken one or more times.

EDU 300 Intuitive Reasoning and Critical Thinking (1 unit)

Cultivates the discipline and openness to adhere to true intuition as opposed to imagination or adherence to preconceived notions. Develops the discrimination to separate trustworthy factual material (e.g., records and artifacts) from interpretations based on prejudiced perspectives.

EDU360 EFL Methods (3 units)

Covers topics necessary for successful teaching: building positive relationships with students, developing lesson plans and curriculum skills, establishing classroom standards of behavior, and creating a program of ongoing personal development.

EDU 350/450 Individual Projects (variable units)

Special topics of exploration created by students in consultation with appropriate faculty. *This course may be taken one or more times.*

EDU 490 EFL Practicum (variable units)

Direct classroom or applied field experience in EFL classroom or school. Students take a leadership role in directing a class or program in the school under the supervision of a Faculty-Mentor-Teacher. *This course may be taken one or more times.*

EDU 480 Senior Project for Liberal Arts Degree Major (6-12 units)

This senior project is a culmination of one's chosen degree focus within the Liberal Arts Degree. Each student attends a senior project seminar that meets throughout the year. The culmination could be oral and written, artistic, performance-based, research development, or project design and development. This is guided by faculty mentors and a seminar facilitator.

ENG**ENG 101 The Art of Written Expression (3 units)**

This course focuses on learning the tools of writing and composition, styles of writing, and the stages of the writing process. Writing becomes a process of reflective consciousness, integrating writing across the curriculum at the college. Writing styles include research papers, journals, essays, descriptive and evaluative writings, biographies and critiques. For instance, writing a research paper for World Cultures & Consciousness on the Yuga Cycles of Time offers an integrative experience for this course.

ENG 102 The Art of Oral Expression (1 unit)

This course introduces basic principles and practices of public speaking. Topics include such effective speaking techniques as voice projection, clarity, humor, creativity, spontaneous speaking, and expressing oneself in a meaningful and uplifting manner.

ENG 200/300 The Art of Written Expression: Intensive Writing (3 units)

Intensive writing course where students write, edit, revise academic research papers for their courses; write and revise essays for their portfolios; have experience with journaling; writing a biography and an autobiography throughout the course.

ENG 260/360 Literary Arts

Students will study and develop a variety of literary forms including poetry, short story, playwriting, and creative non-fiction. Students may also participate and develop materials for open and staged readings.

ENG 280 Writing Intensive: 2-year Project (3 units)

At the end of their second year, students will be asked to complete an individual project based on their disciplinary interest under the supervision of a faculty member. Students present a portfolio of their creative and academic work at the college and write a reflective paper assessing their growth and future direction. This course fulfills the writing intensive component of the Communication in the English Language breadth requirement with a focus on critical thinking and writing across the curriculum.

ENG 302/402 Creative Writing (3 units)

This course explores forms of composition in imaginative writing with an emphasis on consciousness. Students have reading and writing assignments in a variety of genres in fiction from short stories to novels, poetry and drama. Includes analysis of the models, as well as, discussion and criticism in a workshop mode of original student prose.

ENG304/404 Fiction and Non-Fiction Writing (3 units)

An in-depth focus of fiction and non-fiction writing using literary models, discussion and criticism of student writing assignments. Students will get experience working with the principles and practices of professional writ-

ing including: organizing, writing, revising, editing and proofreading their work. The course includes individual consultations with students desiring to improve their writing ability and/or with an aim at publishing their work.

ENG306/406 Poetry, Writing & Consciousness (3 units)

Develops a critical appreciation of poetry as genre through selected poets; examines poetic structures, styles, themes, and contexts. Students learn the art of writing poetry through creative assignment, discussion and criticism in a workshop mode. Students use tools of meditation and visualization to heighten their creativity, focus and awareness for writing. Students also learn guidelines and various venues for publishing their own creative works.

ENG308/408 Literature and Consciousness (3 units)

A study of representative fiction, poetry, drama, and non-fiction prose contributing to the development of literature and consciousness. Incorporates analysis of the change and development of literary forms, development and transformation of central themes and examination of the historical and cultural contexts of the literature.

ENG350/450 Independent Study (variable units)

FNA

FNA 100/200 Musical Expression & Higher Consciousness (3 units)

This course provides an in-depth look at various classical and contemporary forms of music with an emphasis on understanding the effects of music on human consciousness. The course includes an experiential component of participation in choral and/or instrumental performance.

FNA 101/201/301 Creativity & Self Awareness (3 units)

This visual arts course offers both the theory of “Art & Consciousness” together with studio arts experiences. Art history is explored from the standpoint of understanding how art has evolved to modern times. Students learn to develop intuition, self-expression, harmony & aspiration in the arts, and how to express their own unique artistic “voice.” Studio exercises include pencil and ink drawing, watercolor, acrylic painting, pastels, sculpture and mixed media.

FNA 202/302 African Movement

Students will learn and experience some of the movement vocabulary of West African Dance. Students will have an opportunity to enjoy the beauty, energy, and excitement of African movement and dance. Class will emphasize body alignment, energization, conditioning, and movement facility.

FNA 203/303 The Art of Dramatic Expression (3 units)

This course introduces the fundamentals of drama and stage performance through theory as well as through improvisation, skits, and dramatic performances. Students learn to attune to higher consciousness as a guide for self-expression through the dramatic arts. Encourages freedom of movement, the conquering of “stage fright”, creative and uplifting dramatic delivery. Creative work builds on themes being taught in other college classes to deepen a student’s experience and understanding of higher consciousness across the academic disciplines.

FNA 204 Dance & the Yoga of Movement (3 units)

An introduction to the study of dance and movement as it relates to the philosophy of yoga, the chakras, and higher consciousness. Students review and critique such mediums as classical dance, yoga postures, folk dances, ballet, modern dance, and music. Students are guided towards creating group and individual performance pieces that express higher consciousness

FNA 310-414 Intermediate & Advanced Painting Studio (3 units)

Students will study the essentials of painting using a variety of mediums along with the study of art for higher consciousness. This course offers ample time in the painting studio exploring acrylic painting, pastel painting, watercolor and mixed media. Students will be required to present a study or series of thematic paintings or illustrations for either portfolio development or art gallery showing. *This course may be taken one or more times.*

FNA 220/320 Introduction to Graphic Arts (3 units)

This introductory course gives an overview of graphic arts and its many applications in everyday communications with an emphasis towards creating graphic design that uplifts humanity. Students will study everything from package design, printed media, and advertising to web design, corporate communications, posters, book design and film. The course includes an experiential hands-on graphic art studio intro to pencil and pen drawing, basic layout, spatial design, typography, illustration, as well as photography, printing and production, and an introduction to In Design, Adobe Illustrator and Photoshop computer design programs.

FNA 221/321 Photojournalism, Film and Consciousness (3units)

An introduction to the art of telling a story with photos, this course uses the tools of meditation and intuition as a foundation for creating art that communicates an uplifting and consciousness-raising message. Basics of photography, composition, light and color will be studied with the goal of creating a final student art show or film. Use of digital cameras, computer slide shows and low-budget films & documentary production and art techniques will be explored.

FNA 342 Music and Consciousness (3 units)

This class explores the links between music and consciousness through the sharing of new scientific research and the experience of singing. We will use *This Is Your Brain on Music* (Daniel J. Levitin) as a textbook, leading us through the new scientific research on music and brain activity. We will also be studying the yogic explanations, outlined by Swami Kriyananda in different texts, such as *The Art and Science of Raja Yoga*. Students get to experience themselves the effect of music on their consciousness. As part of this, we will explore the Sacred Art of Singing: how to channel with our voices and energy the inspiration of a composer to uplift the listener.

FNA 314-414 Intermediate & Advanced Painting Studio (3 units)

Students will study the essentials of painting using a variety of mediums along with the study of art for higher consciousness. This course offers ample time in the painting studio exploring acrylic painting, pastel painting, watercolor and mixed media. Students will be required to present a study or series of thematic paintings or illustrations for either portfolio development or art gallery showing.

FNA 326 Photography, Film & Higher Consciousness (3 units)

This class offers a study of photography and film visual arts and how they relate to communicating uplifting themes of higher consciousness. Includes a historical review of how film and photography has shaped the consciousness of society either positively or negatively. Students will be required to present a portfolio of photographs and short film that expresses a central theme of communicating higher consciousness and human upliftment.

FNA 350/450 Independent Study (variable units)**FNA 360/460 Inspirational Arts: Performance for Higher Consciousness** (variable units)

This upper-level course is designed for those students who are focusing their Living Wisdom Studies degree in the area of Inspirational Arts. Working with one of the Inspirational Arts faculty members, students design individual or collaborative performance creations using the arena of visual arts, music, drama, film and/or dance. Student-proposed scripts, original music, poetry, set design, documentary or creative films or multi-media productions are encouraged. Students are guided towards investigating new ways to approach themes that uplift humanity, awaken awareness of spirituality, exploring global unity and harmony, inner peace, happiness and higher consciousness—all themes that make the college unique in its liberal arts offerings.

FNA 150-450 Individual Projects (variable units)

Special topics of creative exploration proposed by students in consultation with Inspirational Arts faculty. *This course may be taken one or more times.*

FNA 370/470 Intermediate & Advanced Graphic Design (3 units)

Study the essentials of graphic design including typography, layout, photography, illustration and copy writing with an emphasis on expressing higher consciousness in this course for intermediate and advanced students. Students will work on such projects as packaging design, corporate communications including logo and letter-head design, print advertisements, brochures, newsletters, web sites, short digital films, and book & CD design. Students are guided through the entire design process from initial input meetings and creative brainstorming to client presentations, design, production and printing. There will be intermediate & advanced training for students who are familiar with In Design, Adobe Illustrator and Photoshop. Advanced students will be guided to create an extensive portfolio (print, digital, web) while interning in the college's in-house graphic design & marketing department. *This course may be taken one or more times.*

FNA 371/471 Graphic Design Practicum (variable units)

The Graphic Design Practicum is an upper-level course offering advanced design students the opportunity to create real world graphic design projects while being guided and instructed by professional graphic artists and the college graphic arts faculty. This internship will provide students with opportunities either in the college graphic design department. Feedback and guidance will be provided as an aid towards helping students work towards independence and confidence in their own graphic design ability. *This course may be taken one or more times.*

FNA 372/472 Entrepreneurial Graphic Design (variable units)

This is an upper level course for those students with a focus in Inspirational Arts & Graphic Design who are planning to create their own Graphic Design Business. The student will create their own design portfolio for both hard copy and on line professional presentations. Students study the art of working with clients, deadlines, budgets, estimates contracts, professional responsibility, billing, taxation and current laws that govern graphic design sale and production. A student will learn to lead projects from “concept to completion” with an emphasis on positive business ethics.

FNA 373/473 Advanced Art Practicum: An Investigation of Art & Consciousness

The focus for our studies is an investigation of the relationship between art and consciousness. Particular attention will be given to techniques developed in the field of Art & Consciousness, which develop the artist as an intuitive channel and refine the artists ability to recognize, access and convey distinct states of consciousness. The primary modality will be hands on investigation in the studio. Though our primary modality will be the visual arts of painting and collage, we will incorporate experiential exploration through movement, mythic narrative, dramatic improvisation and 'dream' character development. This highly experiential practicum will emphasize personal discovery gained in experiential exercises. We will end with a final project, which is to be a culmination of the creative investigation, as well as a reflective presentation of our portfolios.

FNA 480 Senior Project for Liberal Arts Degree Major (6-12 units)

This senior project is a culmination of one's chosen degree focus within the Liberal Arts Degree. Each student attends a senior project seminar that meets throughout the year. The culmination could be oral and written, artistic, performance-based, research development, or project design and development. This is guided by faculty mentors and a seminar facilitator.

HE

HE 102/302 Foundations of Health and Healing (3 units)

A thorough introduction to the most widely used Western and Eastern medical practices including: herbology, massage, naturopathic medicine, homeopathic medicine, chiropractic, Anthroposophic medicine, Chinese medicine, Ayurveda, imagery, meditation, nutrition, yoga, and t'ai chi. Students will examine these practices through their history, theoretical basis, clinical case examples, and research findings of each.

HE 250 Anatomy and Physiology (3 units)

Knowledge of the human body and how it functions is essential to the study of health and nutrition. This course describes the interconnected metabolic systems of the body, including: muscular-skeletal system; endocrine-glandular system; immune system; cardiovascular system; gastro-intestinal system; nervous system.

HE 260 Polarity Therapy Intensive I (3 units)

This beginning course in Polarity Therapy is offered in conjunction with faculty member Bruce Burger, M.A., RPP, RPE. Those completing both Polarity Therapy I and II, and fulfilling all the practice hours qualify for certification as an Associate Polarity Practitioner (APP) from the American Polarity Association (APTA).

Polarity Therapy is a unique form of "hands on" energy medicine that has been used for decades and in ancient times. Western psychology focuses on the mind and emotions. Transpersonal psychology focuses on the Self, the intelligence that witnesses the stream of thoughts and feelings. While mind and emotions are a kaleidoscope of instability, the Self is a constant of Stable Presence. In this training, healing takes place as we balance energy to attune our life to the Self. Instruction includes the classic polarity book "Esoteric Anatomy, the Body as Consciousness," lectures, attunement exercises, physical anatomy and esoteric anatomy and hand-on exercises in the classroom using massage tables. Students learn how to understand the body as energy and work holistically through bodywork, exercise, diet and spiritual psychology to unite the individual life with the Universal Life.

HE 460 Polarity Therapy Intensive II (3 units)

Pre-requisite: Polarity Therapy I. Working with faculty member Bruce Burger and assistants, students continue their study of polarity therapy, working towards certification as an Associate Polarity Practitioner (APP) with the American Polarity Association (APPA). This Energy Medicine Professional Training is based upon the Vedanta, Yoga, and Ayurvedic revelations of the unity and sacredness of all life. Continued study of anatomy, hands-on

training, individual case studies and spiritual psychology occurs, with an emphasis on mastering the techniques. Training hours with clients outside the classroom are necessary and documented before being awarded the Associate Polarity Practitioner (APP) certificate.

HE 270 Holistic Nutrition (3 units)

There are numerous theories about nutrition but how does one make sound choices about it? This class will give students the ability to sort fact from fiction and discover their own individual optimum nutrition guideline. Course topics include nutrition and health; nutrition theory from A-Z; micronutrients and macronutrients; the biochemical qualities of proteins, amino acids, carbohydrates, lipids and essential fatty acids; biochemical qualities of vitamins, minerals, anti-oxidants and phytonutrients; computer-aided dietary assessment and nutrition evaluation; multicultural diets and nutrition. Through this course students will gain a thorough foundation in nutrition and able to make wise choices for their individual diet.

HE 275 Nutrition & Culinary Arts (3 units)

Learning how to select and prepare delicious, wholesome food is an important part of good nutrition. In this course students will get hands-on experience in preparing an array of good food including: vegetables, grains, baked goods, appetizers, snacks, beverages, soups, sauces, and desserts. Other topics include: knife skills and other techniques; menu planning; culinary math and quantity cooking; safety and sanitation; and ethnic cuisine. Students also will learn how to write a cookbook, and get it published.

HE 290 Capstone Independent Research (3-6 units)

Students conduct independent research in a topic of special interest to them and report their findings in a research paper and oral presentation. Students work closely with their Capstone Advisor and receive individual feedback and direction throughout the research process. The culminating Capstone project integrates the findings of the research with practical applications in the world.

HE 295 Internship (3-6 units)

Field based Internship experience in the healing arts or holistic health practices.

HE 360 Healing Arts Intensive (variable units)

A one week intensive course of study in the field of Yoga Psychology, Meditation Teacher Training, Ayurveda, Art Therapy or other healing modality facilitated and directed by experienced practitioners in the field.

HE 390/391 Advanced Yoga and Ayurveda I & II (6 credits)

Yoga-Ayurveda therapy is the focus of this course which teaches the complete healing and transformation methods of Yoga-Ayurveda for body, mind and spirit. Upon completion of the course students become certified "Yoga and Ayurveda Health Educators" and able to recommend Yoga and meditation practices, principles and philosophy for health, well-being and spiritual growth. This certification is through the American Institute of Vedic Studies (AVIS), founded by Dr. David Frawley, one of the world's foremost experts on Yoga, Ayurveda and Vedic studies. The course examines, in depth and detail, all limbs of Yoga from lifestyle and principles to meditation and Samadhi. It is grounded in classical teachings and traditional texts. This course is suited for those who have a background in Ayurveda or Yoga, such as Yoga teachers with 200 hours of training, and knowledge of the prime concepts of Ayurveda, such as the doshas and sub-doshas.

HE 490 Practicum (variable units)

Advanced field- based internship experience in the healing arts or holistic health practices.

PSY/HE 480 Senior Project for Liberal Arts Degree Major (6-12 units)

This course will build on the context developed in the Introductory Course of Directional Psychology. Importantly, this senior project is a culmination of one's chosen degree focus within the Liberal Arts Degree. Each student attends a senior project seminar that meets throughout the year. The culmination could be oral and written, artistic, performance-based, research development, or project design or development. This is guided by faculty mentors and a seminar facilitator.

HIS

HIS 101/301 World Cultures and Consciousness (3 units)

This course is an introduction to the historical cyclical stages of time emanating from the Hindu Vedas and from the knowledge of ancient civilizations across cultures. Through the lens of the historical yuga cycles of time we explore events, cultural developments and scientific discoveries to understand the evolution of human consciousness across time. This course meets general studies writing requirements.

HIS 200 World Cultures and Consciousness: Travel Prep (3 units)

This course includes comparative cultural and historical analysis of India, Egypt, Peru, and Europe.

HUM

HUM 100-400 World Cultures and Consciousness Study Abroad program (3-6 units)

A dynamic experiential learning program that includes foreign travel, classes, lecture, volunteer service opportunities, tours and adventure. The study abroad program is an integral part of the college's World Cultures & Consciousness program and takes place in countries like India, Egypt, Europe, Peru, and others. Preparatory course for the trip includes a focus on ancient cultures and consciousness, archaeology, foreign language and ancient history.

LAN

LAN 101/301 Foreign Language (3 units)

This course includes conversational language including basic grammar and pronunciation as a preparation for the college's Study Abroad Programs. Language offered varies from year to year, but has included Spanish, Hindi, Italian and others.

LAN 301 Spanish, Italian, or Hindi (3 units)

MAT

MAT150-450 Independent Study in Mathematics (variable units)

This course provides individualized guidance for students at math levels from Algebra II through Calculus. Students proceed at an individualized pace set by the instructor for a variable number of credits.

MAT200/300 Quantitative Reasoning (1-3 units)

This course focuses on the development of the reasoning faculty in students through a variety of problem-solving activities that do not require a math background above Algebra I. Also develops the student's abilities in solving high speed mental calculations.

MAT301/401 Calculus and Physics (3 units)

A study of the essentials of first year calculus with its applications to physics.

PE**PE 101/401 Physical Education** (2-8 units)

Physical exercise is a residential requirement for every term a student is enrolled in the college. Students can elect to participate in: organized sports, such as volleyball, basketball, soccer; a movement exercise, such as dance; running or daily walking; or, maintain a weekly gym routine.

PHL**PHL 103/303 The Art & Science of Raja Yoga I** (3 units)

This course introduces Raja Yoga as a comprehensive and balanced system for helping to awaken to the deepest reality of consciousness and the peace, love, joy and calmness of the soul nature. The course includes weekly classes in theory covering the History of Yoga, Paths of Yoga, Ashtanga Yoga, Asana & Pranayama, Meditation, Energy & Magnetism, Subtle Energy Anatomy, Yogic Health & Healing, and Yogic Lifestyle (including diet). The lab includes regular instruction and practice of psychophysical techniques such as Hatha Yoga, Energization Exercises and meditation.

PHL 104/304 The Art & Science of Raja Yoga II (3 units)

This course develops and builds upon the themes and topics that were introduced in PHL 103. More advanced Raja Yoga techniques will be studied in both theory and practice, including advanced meditation, advanced pranayama, and advanced Hatha Yoga. Additionally, the ethics of yoga, known as the yamas and niyamas will be studied in depth. Textbooks (Yoga Sutras of Patanjali and Art & Science of Raja Yoga) that were introduced in PHL 103 will be completed in this course. Through classroom discussions and lab assignments, students will learn how to apply the advanced principles and practices of Raja Yoga in daily life.

PHL 111 Yoga Teacher Training I (6 units)

This course prepares students to teach Hatha Yoga and is certified by Yoga Alliance, the national certifying organization for Yoga Teachers. Offers comprehensive instruction in all aspects of Hatha Yoga including postures/asanas, breathwork/pranayama, anatomy and physiology, philosophy/Raja Yoga, deep relaxation/Yoga Nidra, meditation techniques, and more.

PHL 112 Yoga Teacher Training II (6 units) Pre-requisite: PHL 111

This continues Yoga Teacher Training I as a comprehensive system for Hatha Yoga as Certified by the Yoga Alli-

ance. This course deepens the practice of Hatha Yoga, allowing students to perfect and master their techniques. Includes ethics and philosophy for teachers, practice teaching sessions, video reviews of yoga teacher practices, how to build and market your yoga classes, and more.

PHL 201/301 Foundations of Eastern Philosophy (3 units)

This course is an in-depth study of Eastern Philosophy and the Wisdom Traditions of the world. One of the central texts is the Bhagavad Gita as it addresses the many levels of human experience from the mundane to the metaphysical. The class extends to an exposure to the great texts of the East, showing the unity of their foundations, and how they relate to Western Philosophy.

PHL 202/302 Foundations of Western Philosophy (3 units)

This course introduces the underpinnings of Western Philosophy and explores similarities and differences through an exploration of the world's wisdom traditions. Many modern philosophers have interpreted the discoveries of relativity, evolution, and other scientific findings as "proof" that life has no purpose or meaning. This course challenges these assumptions and shows how these same discoveries can be seen as validating the centuries old insights of Eastern Philosophy.

PHL 303/403 Comparative World Religions and Spirituality (3 units)

This course offers an overview of the major world religions from the perspective of their common principles and objectives. The class will examine various approaches to the issues of the purpose of life, the importance of an after-life, reincarnation, standards of right living, relationship to a deity, and techniques for spiritual growth.

PHL 305/405 Patanjali's Yoga Sutras (3 units)

Patanjali is known as the "Father" of yoga because of his succinct outline of the eight stages of spiritual development. This course shows how all of the major world religions address these same issues, as well as giving students the opportunity to explore these stages in their own lives.

PHL 306 World Mythologies and the Golden Age (3 units)

An in-depth look at many of the myths and legends of early civilizations as they refer to the idea of preceding "Golden Ages". The class will look for relationships between the accounts of different cultures, as well as the physical and literary evidence that supports this idea.

PHL 307 Eastern and Western Cosmology and Astronomy (3 units)

The yugas as presented by the modern Indian sage and scholar Sri Yukteswar in *The Holy Science* explores the intricate relationship between the movements of the sun and certain other stars. This course will examine these relationships in light of the unfolding discoveries of modern astronomy.

PHL 308 Living Harmoniously in A Changing Age—A Shift in Consciousness (3 units)

What are the driving forces behind the cyclical events sweeping our world? The shifting relationship of science to consciousness in physics; the environmental and economic shifts happening globally; the emergence of religious fundamentalism versus non-sectarian spirituality—all these are current issues that are challenging our planet. Are these the inevitable manifestations of an underlying shift of consciousness in the world today? This class will seek ways of viewing these issues from a context broad enough (philosophical, historical, scientific, cultural) to allow us to find ways of working harmoniously with them.

PHL 309 The Relationship of Science to Religion (3 units)

Can the spiritual search be approached in a scientific way? This course observes the vast array of human motiva-

tions and looks for points of commonality between science and religion.

PHL 310 World Cultures and the Search for Higher Awareness (3 units)

Every culture specializes in specific national traits. In this course students will examine a variety of modern and ancient cultures to determine which traits have been most helpful and which have proven harmful to the human experience with the goal of identifying the traits of an ideal society.

PHL 311 Vedic Scriptures (3 units)

This course explores how many modern scientific discoveries have been previously noted in Vedic texts, highlighting Vedic contributions to mathematics, astronomy, Ayurveda (health), and Vastu, (the art of placement and design).

PHL 312 Hermetic Philosophy (1 1/2 units)

This seven week course is Part II of the Art of Everyday Life (Pre-requisite). Students explore the Seven Principles of Hermetic Philosophy that encompass the absolute, eternal and immutable universal laws (The Great Laws) that have influenced civilizations of the world since the earliest of times.

PHL 150-450 Individual Projects (variable units)

Special topics of exploration created by students in consultation with appropriate faculty. *This course may be taken one or more times.*

PHL 350 Individual Projects (variable units)

Special topics of exploration created by students in consultation with appropriate faculty. *This course may be taken one or more times.*

PHL 480 Senior Project for Liberal Arts Degree Major (6-12 units)

This senior project is a culmination of one's chosen degree focus within the Liberal Arts Degree. Each student attends a senior project seminar that meets throughout the year. The culmination could be oral and written, artistic, performance-based, research development, or project design and development. This is guided by faculty mentors and a seminar facilitator.

students the ability to sort fact from fiction and discover their own individual optimum nutrition guideline. Course topics include nutrition and health; nutrition theory from A-Z; micronutrients and macronutrients; the biochemical qualities of proteins, amino acids, carbohydrates, lipids and essential fatty acids; biochemical qualities of vitamins, minerals, anti-oxidants and phytonutrients; computer-aided dietary assessment and nutrition evaluation; multicultural diets and nutrition. Through this course students will gain a thorough foundation in nutrition and be able to make wise choices for their individual diet.

PSY 101/301 Introduction to Directional Psychology (3 units)

This course is an introduction to Directional Psychology—a new paradigm which focuses on attuning to the needs of each individual. The goal of Directional Psychology is to help people understand what they really want and the directions in which they themselves would like to move. In this introductory course, we will explore through experiential activities and dyads (working with partners and in small groups) “tools of maturity” that enable one to gain self-understanding, self-awareness, confidence, responsibility, trust, and appreciation for oneself and others.

PSY 102/302 The Art of Everyday Life

There are many opportunities and options for learning personal development in our daily lives. This interdisciplinary course uses the creative arts (writing, visual, movement and drama) and a framework of essential inquiry to guide students through an integrative, educational, and therapeutic process that supports personal growth, empowerment, and interpersonal skill development.

PSY 103/303 Vedic Sciences: Ayurveda, Vastu and Vedic Astrology (1-3 units)

This course begins with a brief overview of the ancient Vedic Scriptures as a basis for understanding the context from which the three vedic sciences covered in this course emerge. The Vedic disciplines of Yoga, Ayurveda, Jyotish and Vastu can be viewed as a powerful system of teachings that can help us transform ourselves and our planet when we apply them to our daily lives.

PSY 201/301 Directional Psychology (3 units)

Building on the context developed in the introductory course of Directional Psychology, this course analyzes and integrates elements of Eastern and Western schools of psychology. Psychological concepts of the mind, consciousness, ego, self, and soul will be examined through both Eastern and Western perspectives. A comparative analysis of Eastern and Western approaches to mental health also will be explored.

PSY 204 The Psychology of Carl Jung

Examine the psychology of Swiss psychiatrist Carl Jung and school of psychology based on his work. Jung made a lasting impression in Western psychology and introduced new psychological concepts such as collective unconscious; archetypes, anima/animus, and a unique theory of personality. Jung's theories became the basis for the world's most widely-used psychological test, the Myers-Briggs Type Indicator (MBTI), a strength-based personality test. Students will learn about the historical and scientific basis of Jungian psychology, including the MBTI, and discover their own individual personality type as a part of this course.

PSY300 History of Psychology (3 units)

This course will build on the context developed in the Introductory Course of Directional Psychology. Important figures in the history of Psychology will be examined in the light of the criteria of Directional Psychology. Such figures may include Freud, Jung, Maslow, Wilber, and others. Both experiential and academic approaches will be utilized.

PSY 302 Introduction to Hospice, Death & Dying (3 units)

This course covers the basics of Hospice care, its relationship to the world population, how different religions view the death and dying process, and the philosophy of Hospice care for those who may be drawn to serving the world in this way.

PSY303 Positive Psychology (3 units)

Positive Psychology is the scientific study of optimum mental health and happiness. It is therefore, a counterpoint to the usual mode of psychology which typically emphasizes pathology and mental illness. Positive Psychology emerged as a psychological science in 1998 and there is significant relevant theory, research and empirical evidence on the efficacy of this emerging branch of psychology. This course includes both theory and principles of Positive Psychology, as well as practical exercises in Positive Psychology.

PSY 304 Introduction to Ayurveda (3 units)

The study of Ayurvedic healing modalities of the East.

PSY 310 Ayurveda and the Mind (3 units)

“Ayurveda is the extraordinary mind-body medicine of India with its great yogic spiritual tradition, a tremendous resource for bringing wholeness to all levels of our existence. It is one of the world’s oldest and most complete systems of natural healing, containing great wisdom for all humanity that all of us should know.” Thus begins the introduction to Ayurveda and the Mind, the primary textbook for this course. Topics include: Ayurvedic psychology; the yoga of mind-body medicine; the energetics of consciousness; Ayurvedic therapies for the mind; and spiritual applications of Ayurvedic psychology.

PSY 360/460 Energy Healing (3-6 units)

Polarity, energy healing techniques for therapists and those exploring subtle energy healing modalities of the human body and anatomy.

PSY/HE 480 Senior Project for Liberal Arts Degree Major (6-12 units)

This course will build on the context developed in the Introductory Course of Directional Psychology. ImportantThis senior project is a culmination of one’s chosen degree focus within the Liberal Arts Degree. Each student attends a senior project seminar that meets throughout the year. The culmination could be oral and written, artistic, performance-based, research development, or project design or development. This is guided by faculty mentors and a seminar facilitator.

SCI

SCI 101/301 Introduction to Sustainable Living (3 units)

This is an introductory course that offers an overview of our relationship between man and the environment and how we can create a more sustainable future through careful planning and design. Students will explore the biological sciences through permaculture, biodynamic practices, reading the landscape, using natural forces, plant material and soil analysis, and energy conservation. The course offers hands-on training in planning, design, and sustainable building techniques. Emphasizes that physical and human dimensions of life must be harmonized with spiritual realities in order to promote lasting harmony.

SCI 201 Introduction to Alternative Science and Technology (3 units)

Explores contemporary science and physics in the development of Alternative Technology. This course also views the issue of scientific discovery from a yogic perspective, emphasizing principles of solution-consciousness as opposed to problem-consciousness. Lab sessions will primarily focus on physical and biological sciences, developing practical applications for alternative sources of energy including solar, wind, fuel cells, and more. The course also uses the college’s own alternative power sources (solar, wind & generator) as a working lab.

SCI 270 Holistic Nutrition (3 units)

There are numerous theories about nutrition but how does one make sound choices about it? This class will give students the ability to sort fact from fiction and discover their own individual optimum nutrition guideline. Course topics include nutrition and health; nutrition theory from A-Z; micronutrients and macronutrients; the biochemical qualities of proteins, amino acids, carbohydrates, lipids and essential fatty acids; biochemical qualities of vitamins, minerals, anti-oxidants and phytonutrients; computer-aided dietary assessment and nutrition evaluation; multicultural diets and nutrition. Through this course students will gain a thorough foundation in nutrition and able to make wise choices for their individual diet.

SCI 302 Introduction to Biodynamic & Organic Growing (3 units)

An overview and introduction to Permaculture and Biodynamic methods—the art and science of growing organic food. Topics include the study of Botany, ecology, garden history and design, and the principles of Biodynamic and Permaculture methodology as a foundation for the practical skill of organic food production. Students then have the opportunity to participate in the college's Alternative Sustainable Living Projects such as Solar Greenhouse Design, Sustainable Garden Design, Creating and Maintaining Organic Compost, Increasing the vitality and nutrition of food crops, and Cultivating Organic Gardens from seed to harvest.

SCI 305 Engineering Alternative Systems (3 units)

This course looks at the possibilities for generating electricity from wind, solar, biomass, and other sources. Students will have the opportunity to participate in original research. Prerequisite is an Introduction to Alternative Technology.

SCI 340-440 Physics and Consciousness (3 units)

Science claims that the subtle phenomena of metaphysics are outside its scope. But more and more subtle phenomenon are being discovered and incorporated in that scope, there being no fixed boundary between the physical and the non-physical. This class brings together science, spirit, cosmology, consciousness and the Yugas. We develop a sense of the premises and the disciplines that shape a scientist's work as well as the social factors involved. This is an opportunity to learn discrimination and how to look behind the surface of the heated arguments that swirl around mainstream science vs. belief-based assertions and radical speculations. This course will focus on developments in physics in exploring the interplay between science and consciousness. *This course may be taken one or more times.*

SCI 350/450 Individual Projects (variable units)

Special topics of exploration created by students in consultation with faculty advisors. *This course may be taken one or more times.*

SCI 480 Senior Project for Liberal Arts Degree Major (6-12 units)

This senior project is a culmination of one's chosen degree focus within the Liberal Arts Degree. Each student attends a senior project seminar that meets throughout the year. The culmination could be oral and written, artistic, performance-based, research development, or project design and development. This is guided by faculty mentors and a seminar facilitator.

SOC

SOC 101- 401 Cooperative Spiritual Living (1 unit)

This course offers the fundamental philosophical yogic approach to the residential living program offered at Ananda College of Living Wisdom. Students have the opportunity to live and study in a real cooperative intentional community, one that has been successfully operating for over 40 years. The unique setting of the college offers students an opportunity to meditate and do yoga together, offer volunteer service in a cooperative living setting and reflect on how one applies yogic principles to the tasks of everyday living. Classes explore topics of energy, meditation, karma yoga, service, ethical attitudes of friendship and relationships, attunement, cooperation and interpersonal harmony. The labs provide the opportunity to implement these attitudes and practices in all of the various tasks (cooking, gardening, cleaning, maintenance, simple living in an off-the-grid sustainable community, etc.) that make our residential college community function effectively and harmoniously.

SOC 260 Sharing Nature

The current environmental movement is based primarily on the premise that we as humans have been negligent towards our earth and therefore must take the appropriate actions towards sustainable management of resources and stewardship of the environment through changes in public policy and individual behavior.

This course is designed primarily to show the importance of using nature as a means for uplifting ones consciousness for both inner and outer sustainability. It will explore this through the activities and methods of Joseph Cornell (*Sharing Nature with Children*, 1979) and writings of other influential environmental figures, such as John Muir. Through field projects and reflective journal writing, students will emerge with a broader appreciation and understanding for the ecology of the local environment in which they live.

SOC 110-410 Small Communities Travel - Intentional and Cooperative Communities (variable units)

This course may be taken one or more times.

SOC 301 The Utopian Dream: Communities throughout History (3 units)

Students will study the many approaches to establishing intentional communities beginning with Plato and the early Christians down through the 19th century U.S. and the era of the 1970's. The emphasis of the course will be on identifying what worked and what approaches were incompatible with human nature.

SOC 302 Cooperative Communities: Planning and Development (3 units)

This hands-on course allows students to get involved in the ongoing challenges of building the cooperative intentional community that has fostered the growth of the college. Areas of potential involvement include: government, family life, education, businesses, food production, the arts and planning.

SOC 350 Individual Projects (variable units)

Special topics of exploration created by students in consultation with appropriate faculty. *This course may be taken one or more times.*

SOC360 Building with Spirit (3-6units)

The Building with Spirit course is designed for students to learn the building trades while learning to build community. It is open to all regardless of age, sex, or experience. Participants learn building skills and life skills while doing on the job training. Students learn to build structures and facilities of all types. Recent building projects have included: the building of a solar greenhouse; the building of a natural cobb building; and construction of other facilities and buildings at the Meditation Retreat.

SOC 480 Senior Project for Liberal Arts Degree Major (6-12 units)

This senior project is a culmination of one's chosen degree focus within the Liberal Arts Degree. Each student attends a senior project seminar that meets throughout the year. The culmination could be oral and written, artistic, performance-based, research development, or project design and development. This is guided by faculty mentors and a seminar facilitator.

ACADEMIC CALENDAR 2011 - 2012

Ananda College observes the following holidays and important academic dates:

FALL SESSION 2011 - Sept 6-Dec 15

Students Arrive and move-in.	Sept 4
Orientation	Sept 5
Academic Advising	Sept 5
Orientation to Work Exchange	Sept 5
Classes begin (4 weeks)	Sept 6
CPAK – Grand Canyon Travel	Sept 30-Oct 7
Classes resume	Oct. 10
Student Retreat and Homecoming	Oct. 28-30
Thanksgiving Holiday – No Classes	Nov. 23-27
Classes resume	Nov. 28
Last day of classes – end of Fall term	Dec. 15
Christmas Break.	Dec. 16-Jan. 3, 2012

WINTER SESSION 2012 - Jan. 9-16

Students Return	Jan. 4
Student Yoga Retreat.	Jan. 5-6
Winter Term Classes Begin	Jan. 9
Travel Abroad to India.	Feb 19-March 17
Spring Break.	March 19-23

SPRING SESSION 2012 - March 26-May 24

Classes begin	March 26
Energy Healing Intensive	April 22-28
Last Day of Term -Graduation – Student Presentations	May 24

This calendar is subject to change.

APPLYING TO ANANDA COLLEGE OF LIVING WISDOM

Whether you are a potential undergraduate student, a transfer or non-degree student, you will find many unique opportunities for *Higher Education for Higher Consciousness* at Ananda College. All applicants must submit the following items in order to open and complete an admissions file to attend the college.

Admissions Process

1. Application & Fee

Submit the completed application form with a non-refundable \$75 application fee. The application fee may be paid by check or credit card. The application, medical and financial aid forms are available online at www.anandauniversity.org

2. College Essay

Your essay should be 4-5 typed (double-spaced) pages. Essays may be e-mailed to the Admissions Office, admissions@anandauniversity.org

3. High School Transcripts/GED

Have official high school transcripts sent to the college to verify graduation or GED equivalent.

4. College Transcripts

Submit official college transcripts, if applicable.

5. Letters of Recommendation

A minimum of two letters of recommendation are required for admission. Recommendation letters may be written by any of the following: teachers, tutors, guidance counselors, and/or employers.

6. Ananda College Medical Questionnaire

Submit a completed medical questionnaire along with the application.

7. Site Visit and Admissions Interview

A site visit and college interview with the faculty will be scheduled upon review of the completed application and supporting materials to complete the Admissions process.

8. Complete and submit Financial Aid Application

Upon conditional admission to the college, submit a financial aid application and schedule a meeting with the Financial Aid Officer to discuss available scholarships and work-exchange programs.

Admission to the college requires verification of high school graduation, a GED score or the equivalent. It is the applicant's responsibility to see that one copy of all official and complete transcripts are filed with the Registrar in time for consideration for admission. All transcripts and records submitted for admission to Ananda College become the property of the college and cannot be returned to the applicant.

Submit a completed Application (Items 1-6 above) to:

Ananda College of Living Wisdom
 Attn: Admissions
 14618 Tyler Foote Road # 114
 Nevada City, CA 95959

Transfer Students

Transfer students come to us from a variety of circumstances and academic programs. Submit the items above with the following stipulations:

1. Submit transcripts from all high schools and colleges you have attended. Transcripts must be mailed to the Admissions Office from the issuing institution and may not be hand-carried.
2. At least one letter of recommendation must be from staff or faculty from your previous academic setting.

Transfer of Credit

- Transcripts from other accredited post-secondary institutions must be submitted with your Admissions application to be evaluated for transfer credit. Upon receipt the Registrar and/or appropriate academic personnel will evaluate equivalency.
- Achievement test scores through programs such as College-Level Examination Program (CLEP), American College Testing (ACT), or College Board Advanced Placement (AP) will be considered for review.
- Ananda College will accept a maximum of 60 transfer credits towards the B.A. degree and a maximum of 30 transfer credits towards an A.A. degree.
- Students may be asked to provide course descriptions or other support materials to determine equivalency or comparability of coursework being considered for transfer credit.

The Academic Dean is responsible for considering all requests for transfer credit. For more information or assistance, please contact the Admissions Office.

Credit For Life Experiences

Students will not be given credit for life or career experiences.

English Language of Instruction

English is the language of instruction at Ananda College. English as a Second Language (ESL) services and instruction are not currently provided by the college.

Students who have not attended at least three years of instruction at the secondary level where English was the primary language of instruction must present a score of 500 (written exam) or 173 (computer exam) or above on the Test of English as a Foreign Language (TOEFL). Appropriate ESL and College English course work may substitute for TOEFL.

Computer Literacy

Instruction at Ananda College of Living Wisdom assumes computer literacy in word processing, web browsing ability, and basic computer skills. Students are encouraged to bring their own laptops.

ENROLLMENT REGULATIONS AND POLICIES

Standards of Satisfactory Academic Progress

All students must meet minimum standards of academic progress and successful course completion while enrolled at Ananda College. A student's progress will be evaluated at the end of each semester to determine satisfactory academic progress. Ananda College does not allow students to remain enrolled who are not meeting the standards of satisfactory progress.

Satisfactory progress is defined by the following criteria:

Maximum Time Frame and Successful Course Completion

A student must complete their entire program within one and a half times (150%) the program length. For example, if a student enrolls in a certificate program that requires two years for completion, the student must successfully complete the program in a maximum of three years.

Minimum Academic Achievement

1. A student must achieve the following cumulative grade point averages (CGPAs):
 - 1.25 at 25% of the maximum time frame
 - 1.50 at the midpoint of the maximum time frame
 - 2.00 at the maximum time frame

The Registrar will calculate a student's CGPA on a semester basis to determine compliance with the above guideline.

A student whose CGPA is below 1.50 at 50% of the maximum time frame is not eligible for Academic Probation and will be suspended for one (1) grading period.

2. Failure to maintain a CGPA of 2.0 (C) for any term will result in Academic Probation.
3. A student must have a minimum CGPA of 2.0 or "C" to graduate.

Academic Probation

Students with less than a 2.0 grade average in any semester will be subject to academic probation for one semester. A student on academic probation who does not improve the following semester is subject to Academic Disqualification from the program. The decision whether to remove a student from the program for Academic Disqualification is made by the Chief Academic Officer in consultation with the Registrar. The student on probation will be given academic advising and assistance in order to improve his or her GPA. Academic advising will consist of one or more meetings with the Chief Academic Officer and Academic Advisor. A plan will be developed to enable the student to meet the course/program requirements within a reasonable amount of time. At the end of the probationary period, if the academic record remains out of compliance with the standards of satisfactory progress, the student will be suspended for a minimum of one grading period.

Reinstatement as a Regular Student

Students who have been dismissed for failure to maintain the academic minimums outlined above may apply to continue their studies at Ananda College on an extended enrollment status (see "Withdrawal with Re-entry" section). During this time, the student must attempt to improve the deficient areas that led to the dismissal by re-taking the failed course(s), or by practicing previously learned skills in order to re-establish satisfactory progress. The student will be responsible for all costs incurred during the extended enrollment period. At the completion of this period, a student who has established satisfactory progress may apply to the Chief Academic Officer for return to regular student status.

Mitigating Circumstances

The Chief Academic Officer may waive the standards of academic progress for circumstances of poor health, family crisis, or other significant occurrence outside the control of the student. These circumstances must be documented by the student to demonstrate that they had an adverse impact on the student's performance. Students on leaves of absence are not "enrolled" during the leave of absence. No waivers will be provided for graduation requirements.

Procedure for Appealing Decisions Concerning Satisfactory Progress

Should a student disagree with the application of these satisfactory progress standards, he or she must first discuss the problem with the appropriate instructor. If still dissatisfied, the student may then appeal to the Chief Academic Officer. The decision of the Chief Academic Officer is final and may not be further appealed.

Grading

Letters **A**, **B**, **C**, and **D** indicate passing grades. **F** indicates failure. **W** indicates withdrawal. **I** indicates incomplete course work. All classes shall receive letter grades.

<u>Grade Symbol</u>	<u>Explanation</u>	<u>Grade Points</u>	<u>Score</u>
A	Honors	4 per credit value of course	100-90%
B	Merit	3 per credit value of course	89-80%
C	Satisfactory	2 per credit value of course	79-70%
D	Barely Passing	1 per credit value of course	69-60%
F	Failure	0 per credit value of course	59% or less
CR	Credit		(Not Applicable)
NC	No Credit		(Not Applicable)
I	Incomplete		(Not Applicable)
W	Withdrawal		(Not Applicable)
WF	Withdrawal Failing		(Not Applicable)

Incomplete (I)

An "I" indicates that a portion of required course work has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified, reasons and that there is still a possibility of earning credit. It is the responsibility of the student to bring pertinent information to the attention of the instructor and to determine from the instructor the remaining course requirements that must be satisfied to remove the incomplete. Students receiving an "I" will be evaluated according to the minimum standards for academic progress and will be re-evaluated no later than two weeks following the end of the term. Written permission from the instructor is required for an extension beyond the two-week period. An "I" grade is not included in the calculation of CGPA, but will count as credits attempted for the purpose of calculating the successful course completion percentage. A final grade is assigned when the work agreed upon has been completed and evaluated. If a student fails to complete the required course work within 6 months, the "I" will automatically convert to a "No Credit" grade, and will not be calculated in the CGPA.

Withdrawal (W) and Withdrawal Failing (WF)

A person who wishes to change his or her schedule by dropping a course may do so only with the permission of the appropriate instructor. Students who withdraw from a course prior to completion will be assigned the grade “W” or “WF”. These grades are not calculated into the CGPA, but will be considered credits attempted if the student has incurred a financial obligation for the semester and will affect the successful course completion percentage. Receiving a “WF” in a core course will result in the student being placed on Academic Probation for the following semester .

Credit (CR)

“CR” indicates successful completion of a seminar, internship, or special project. “CR” grades are not included in the calculation of grade point average.

No Credit (NC)

“NC” indicates failure to successfully complete a course, seminar, internship, or special project. “NC” grades are not included in the calculation of grade point average.

Make-Up Policy For Test Or Assignments

Due to the individual requirements for each course, the policy and procedure for a student to make up a quiz, test, or missed assignment is described on each course’s syllabus. The course syllabus is distributed the first day of class.

Course Repeat Policy

In order to complete a program of study, a student is required to repeat any course in which he or she has received a non-passing, NC grade, or has withdrawn prior to completion of a foundation or general education requirement course. Students must petition the Instructor to retake courses. The new grade will replace the original grade for purposes of the calculation of the cumulative grade point average (CGPA). However, both courses will be considered credits attempted for the purpose of determining successful course completion percentages.

Attendance Policy

Attendance and Full-Time Status

Ananda College considers class attendance and participation in classroom activities to be critical to the learning process. Students, therefore, should not miss classes except for valid reasons such as illness, accidents, and participation in officially approved activities.

Students are required to attend at least 90% of the classes for each course in the program's curriculum. Attendance of less than 90% of class sessions may result in failure of the course. This is considered a minimum attendance standard. In courses that meet once a week, only two (2) unexcused ABSENCES per semester are allowed. A third absence may result in failure of the course. In courses that meet twice a week, only four (4) unexcused ABSENCES per semester are allowed. A fifth absence can result in failure of the course. An instructor may implement a more stringent attendance policy for his or her class(es). The attendance policy for each course is described in the course syllabus.

When a student is absent from a class, it is her or his responsibility to inform the instructor of the reason for absence and to arrange to make up missed assignments and class work. This does not constitute an excused absence. All absences are recorded on the attendance records. Students are cautioned that even though absences may be for valid reasons, such absences could impair performance and result in a lower grade or failure of the class.

Students taking 15 units per term are considered full-time.

Tardiness

Arriving 5-15 minutes late to any class, or leaving class early, shall be recorded by the instructor as TARDY. Four (4) tardies are equal to one (1) ABSENCE. Students who arrive more than 15 minutes late to any class shall receive a mark of ABSENT. Students who leave a class more than 15 minutes early shall receive a mark of ABSENT.

Grade Reporting

Approximately 2-4 weeks following the end of finals, students will be mailed a grade report indicating the official grades that will be recorded on their Permanent Record. While the grade report is unofficial, any discrepancies should be reported to the Registrar so that they may be promptly investigated. In some cases it may be necessary to contact individual instructors to resolve grade-reporting errors.

Academic Records

Student academic records are maintained by the Registrar. These records are considered confidential, and while available to faculty members for advising purposes, the information contained is subject to very strict control. All persons requesting access to academic records, including governmental investigators and parents of students 18 years of age and older, must have the student's written permission.

A student's permanent academic record cannot be changed except where error in recording has occurred or by approval of proper authority at Ananda College. A student's academic file is closed one year following completion of the program. Individuals may have access to their official records by appointment with the Registrar.

Student transcripts are maintained on campus in a locked fireproof file cabinet for 50 years.

Withdrawal from Ananda College

A student should notify Ananda College in writing of his or her desire to withdraw from the college. The day the letter is postmarked or personally delivered to the college is the official date of withdrawal. A tuition refund, if applicable, is calculated from the last day of class attendance.

Program Withdrawal

Withdrawal from a program of instruction means the student must re-apply for re-entry into an Ananda College program of study, if he or she wishes to resume instruction. A student requesting a withdrawal must be in good academic and financial standing to be eligible to return.

Leave of Absence

The maximum duration for a leave of absence is determined by the length of the program in which the student is enrolled, however, in no case will the leave be longer than sixty (60) days. Leaves of absence are not a student right, and the college will consider leaves of absence on an individualized basis.

Reinstatement after Academic Disqualification

An academically disqualified student may be considered for reinstatement by petitioning to his or her instructor. Petitions must be accompanied by evidence (such as satisfactory academic work elsewhere) that would justify reinstatement. Disqualified students who are reinstated will be on probation for one (1) grading period.

Transferability of Courses

Ananda College makes no guarantee of about the transferability of course credits to other colleges or universities. Acceptance of transfer credits is at the discretion of the accepting institution.

PROGRAM OF STUDY COMPLETION

A program of study is determined to be completed when a student satisfactorily meets all conditions related to academic coursework, internships, or fieldwork requirements, and has met all financial obligations to the college. The requirements are as follows:

I. **Completion of the Program of Study**

The student must complete all required coursework as described in the Program of Study section of this catalog.

II. **Standards of Satisfactory Academic Progress**

Satisfactory progress is necessary to continue as a student in good standing at Ananda College. In order to graduate, a student must meet the conditions of the Standards of Satisfactory Academic Progress previously described.

III. **Recognition of Program Completion**

Recognition in the form of a Certificate or Degree of Completion is awarded to students upon successful completion of all coursework required in the program of study.

Degrees awarded in the Associate of Arts (A.A.) and Bachelor of Arts (B.A.) in Living Wisdom Studies will name the specific major of the individual student in the following manner:

Bachelor of Arts – **Living Wisdom Studies:**

- Bachelor of Arts – **Living Wisdom Studies:** World Cultures & Consciousness
- Bachelor of Arts – **Living Wisdom Studies:** Directional Psychology & Health and Healing
- Bachelor of Arts – **Living Wisdom Studies:** Alternative Technology & Sustainable Living
- Bachelor of Arts – **Living Wisdom Studies:** Dharmic Business & Leadership
- Bachelor of Arts – **Living Wisdom Studies:** Inspirational Arts
- Bachelor of Arts – **Living Wisdom Studies:** Yoga Philosophy
- Bachelor of Arts – **Living Wisdom Studies:** Education for Life
- Bachelor of Arts – **Living Wisdom Studies:** The Small Communities Solution

Associate of Arts – **Living Wisdom Studies:**

- Associate of Arts – **Living Wisdom Studies:** World Cultures & Consciousness
- Associate of Arts – **Living Wisdom Studies:** Directional Psychology & Health and Healing
- Associate of Arts – **Living Wisdom Studies:** Alternative Technology & Sustainable Living
- Associate of Arts – **Living Wisdom Studies:** Dharmic Business & Leadership
- Associate of Arts – **Living Wisdom Studies:** Inspirational Arts
- Associate of Arts – **Living Wisdom Studies:** Yoga Philosophy
- Associate of Arts – **Living Wisdom Studies:** Education for Life
- Associate of Arts – **Living Wisdom Studies:** The Small Communities Solution

IV. **Fulfilment of Financial Obligations**

A student must have discharged all financial responsibility to the college to be eligible for graduation.

Transcripts

Both official and non-official transcripts will be issued upon written request to the Registrar. A student's record is confidential and transcripts can be issued only at the written request of the student. The cost of an official transcript is \$4.00 per copy. There is no cost for an unofficial transcript. No official transcript will be issued for any student who has outstanding financial obligations to the college.

FEES AND EXPENSES

The tuition fees and expenses related to enrollment in one of Ananda College's programs of study are detailed below. Tuition is charged on a yearly (9-month) basis. The application fee is non-refundable

Tuition and Fees

Program tuition is as follows:

- Bachelor of Arts – Living Wisdom Studies
- Associate of Arts – Living Wisdom Studies
- Certificate Program – Education for Life Teacher Training
- Certificate Program – Holistic Health and Healing
- Certificate Program – Cooperative Communities Training
- Certificate Program – Yoga Philosophy

The following are costs associated with attending Ananda College for the Academic Year 2011-2012:

Registration Fee	\$75	(non refundable)
	With Travel Abroad	Without Travel Abroad
Tuition	\$10,800	\$10,800
Room and Board	<u>\$7,600</u>	<u>\$8,550</u>
Travel	\$5000.00 +/-	
COST	\$23,475.00	\$19,425.00

4-week Travel Abroad to India in 2012 includes airfare, tuition, room & board. Fall 2011 term also includes 1 week travel to Southwest (Grand Canyon and Sedona, Arizona) and attendance at annual CPAK (Conference for Procession and Ancient Knowledge) in Sedona.

Approximate miscellaneous costs for one year:

Books and materials:	\$500-600
Laundry (personal):	\$100
Transportation (using shuttle to and from Campus from Sacramento airport)	
One-way, one time:	\$100
Misc. entertainment:	\$250
Travel Abroad misc.:	\$300+
Visa, passport fees:	TBD

Aside from personal expenses (laundry, snacks, entertainment, toiletries, clothes, transportation, etc.), all other student expenses are included in the general tuition charge.

Certificate Program – Study Abroad Programs: Estimated cost is \$5,000. Costs may vary depending on the length of travel and countries visited.

Scholarship

Students must complete an application for enrollment and have a personal interview with the Admissions Office and Chief Academic Officer before acceptance into a scholarship program. We are a private college and offer only a few scholarships each year. Most of these scholarships, for those students who qualify, are in the form of work exchange. Students seeking scholarships must complete a Financial Aid Application along with the Admissions Application.

REFUND POLICY

Ananda College uses the refund policy as established by the State of California's refund policy. The resident instruction student has the right to a full refund of all charges less the \$75.00 admissions fee, if he or she cancels the enrollment agreement before midnight of the eighth business day of each semester quarter and has made an initial payment. Students canceling after the eighth day of instruction are eligible for a *pro rata* refund of all fees paid for which instruction was not delivered, up to and through 60% of the program. After the eighth business day, refunds are calculated from the last day of attendance. The last date of attendance is established as the last date of physical presence at the institution. The refund shall be the amount the student has paid for the instruction multiplied by a fraction, the numerator of which is the number of hours of instruction not received but for which the student has paid, and the denominator of which is the total number of hours of instruction for which the student has paid. The refund will be made within thirty (30) days of the effective withdrawal date. The effective withdrawal date for a student will be when any of the following occur: (1) the date the student notifies the college in writing of withdrawal, or the date of withdrawal, whichever is later; (2) the date the college terminates the student's enrollment; and (3) the student fails to attend class for a 10-consecutive-day period without prior written permission from an instructor.

Hypothetical Refund Example:

Assume that a student, upon enrollment in a 60 semester credit program, pays \$2000 for tuition, \$100 for application, and withdraws after completing 15 semester credits. The *pro rata* refund to the student would \$1,500 based on the calculation stated below. If the student returns the equipment in good condition within 30 days following his or her withdrawal, the school shall refund the charge for the equipment paid by the student.

\$2,000 (less the \$100 application fee the school may retain) = \$2,000
 \$2000 for a 60 credit program = \$33.30 per semester credit charge for the program
 \$33.33 x 15 semester credits of instruction attended = \$500.00 owed by the student for instruction received
 \$2,000 - \$500 = \$1,500 total refund.

The school will also refund money collected from a third party on the student's behalf such as license or application fees. If the school cancels or discontinues a course or educational program, the school will make a full refund of all charges. Refunds will be paid within 30 days of cancellation or withdrawal.

For the purpose of determining the amount you owe for the time you attended, you shall be deemed to have withdrawn from the program when any of the following occurs:

- ❖ You notify the school of your withdrawal or the actual date of withdrawal.
- ❖ The school terminates your enrollment.
- ❖ You fail to attend classes for a 10-consecutive-day period. In this case, the date of withdrawal shall be deemed to be the last date of recorded attendance.

If any portion of your tuition was paid from the proceeds of a loan, then the refund will be sent to the lender or to the agency that guaranteed the loan, if any. Any remaining amount of refund will first be used to repay any student financial aid programs from which you received benefits, in proportion to the amount of the benefits received. Any remaining amount will be paid to you. If there is a balance due, you will be responsible to pay that amount.

Student Tuition Recovery Fund

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by California residents who were students attending schools approved by, or registered to offer Short-term Career Training, with the Bureau for Private Postsecondary Education (BPPE).

You may be eligible for STRF if you are a California resident, have prepaid tuition or paid the STRF fee, and suffered an economic loss as a result of any of the following:

- ❖ The school closed before the course of instruction was completed.
- ❖ The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
- ❖ The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
- ❖ The school's breach or anticipatory breach of the agreement for the course of instruction.
- ❖ There was a decline in the quality of the course of instruction within 30 days before the school closed, or if the decline began earlier than 30 days prior to closure, a time period of decline determined by the Bureau.
- ❖ The school committed fraud during the recruitment or enrollment or program participation of the student.

You must pay the state-imposed fee for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

- ❖ You are a student, who is a California resident and prepays all or part of your tuition either by cash, guaranteed student loans or personal loans, and
- ❖ Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF fee if either of the following applies:

- ❖ You are not a California resident,
- ❖ Your total charges are paid by a third party, such as an employer, and you have no separate agreement to repay the third party.

California law requires that, upon enrollment, a fee be assessed in relation to the cost of tuition. These fees support the Student Tuition Recovery Fund (STRF), a special fund established by the California Legislature to reimburse students who might otherwise experience a financial loss as a result of untimely school closure. Students may be reimbursed by STRF only for prepaid but unused tuition monies. Institutional participation is mandatory (Education Code Section 94342). It is mandatory that enrollees keep a copy of any enrollment agreement, contract, or application to document enrollment; tuition receipts or canceled checks to document the total amount of tuition paid; and records which will show the percentage of the course which has been completed. Such records would substantiate a claim for reimbursement from the STRF, which, to be considered, must be filed within one year following school closure. If a student has obtained a judgment against the institution for any violation of the law and the student certifies that the judgment cannot be collected after diligent effort, a claim can be made to the STRF within two years of the date upon which the judgment became final. For further information or instructions, contact Bureau for Private Postsecondary Education, PO Box 980818, West Sacramento, CA 95798-0818, (800) 952-5210.

RULES AND RESPONSIBILITIES

Student Records and Release of Information

- ❖ All students attending this post-secondary institution have the right to review their academic records, including grades, attendance, and advising (Parental Financial Information is excepted).
- ❖ Records are supervised by the Registrar and access is afforded by school officials for purposes of recording grades, attendance, advising, audits, and accrediting reviews, as well as determining tuition and eligibility.
- ❖ Students may inspect and review their educational records upon request to the Registrar. A student desiring to review his or her records should submit to the Registrar a written request, which identifies as precisely as possible the record or records he or she wishes to inspect. If, after a review of records, the student finds that they contain errors, are inaccurate or misleading, the student may request that the records be amended. If the institution does not agree with this position, the student may request a hearing. Students who feel that the institution has not followed the Federal rules under the Family Educational Rights and Privacy Act may write to the United States Department of Education.
- ❖ Generally, the college will not release any information about students to outside individuals unless the college first receives the student's permission, or is legally obligated. However, it is considered that certain information does not violate the student's rights of privacy and, therefore, the college is permitted to routinely release this information, unless the student specifically asks the college, in writing, not to release it. At this school, this general information is considered to be name, program of study, dates of attendance, and certificates or degrees obtained.
- ❖ As a postsecondary educational institution, parental access to students' records will be allowed without prior consent if the student is a dependent as defined in Section 152 of the Internal Revenue Code of 1954.

Grievance Procedures

A grievance may arise out of a decision or action by Ananda College staff or faculty member in the course of his or her official duty which: a) is in violation of written campus policies or procedures; or b) constitutes arbitrary, capricious, or unequal application of written campus policies or procedures. Students are encouraged to resolve the problem informally with the staff member involved; however, the student may file a written grievance with the Chief Executive Officer if she/he cannot resolve the problem informally.

Informal Resolution

First Step

- ❖ Anyone with a grievance or complaint may request an individual conference with the instructor or staff member to discuss the matter.

Second Step

- ❖ If the first step does not resolve the problem, the student is encouraged to meet informally with the staff member's supervisor.

Formal Resolution

Third Step

- ❖ If the previous steps have not solved the grievance within 48 hours of the incident, the aggrieved party must present to the Chief Executive Officer, in writing, all facts of the grievance. The student has the right to forego the first two steps. Any administrator, faculty, or staff named in the grievance will be excused from participating in the grievance process and by an appropriate representative.

Fourth Step

- ❖ Within one working day, upon receipt of the written information, the Chief Executive Officer will schedule a meeting with all parties involved. The time of the meeting will be communicated in writing to all parties. All parties involved will be given the opportunity to discuss the grievance. The decision of the Chief Executive Officer will be communicated to those involved in the incident within 48 hours.

Unresolved Grievances

If you have concerns, complaints, or inquiries that cannot be addressed or resolved with the college, please feel free to write or call:

Bureau for Private Postsecondary Education
PO Box 980818
West Sacramento, CA 95798-0818
Department of Consumer Affairs
Phone # (800) 952-5210

AFFIRMATIVE ACTION, POLICIES ON NONDISCRIMINATION, AND STUDENT RIGHTS

Non-Discrimination Policy

Ananda College does not discriminate on the basis of gender, age, parental status, marital status, sexual preference, disability, race, color, or national origin in admissions and/or employment in its programs and activities, which it conducts in accordance with Title VI of the Civil Rights Act of 1964, as amended. In addition, Ananda College is committed to maintaining a working and learning environment, which is free from racial harassment. No person shall, on the basis of gender, age, creed, marital status, disability, race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination or be subjected to sexual harassment in any programs or activities.

The School Director is the campus officer assigned responsibility for ensuring compliance with federal, state, and Ananda College regulations prohibiting discrimination on the basis of gender, disability, sexual preference, marital status, age, parental status, race, color, or national origin and for ensuring a working and learning environment which is free from sexual harassment and racial discrimination.

Gender/Sexual Harassment

Ananda College does not discriminate on the basis of gender in the educational programs or activities that it conducts in accordance with Title IX of the Education Amendments of 1972, as amended. In addition, Ananda College is committed to maintaining a working and learning environment, that is free from sexual harassment.

Statement of Student Rights

Ananda College is committed to providing a learning community based on honest, open, respectful and equitable relationships between and among students, faculty, support staff, and administrators. Within this community, students have the right to be treated respectfully and courteously at all times, but also the responsibility to offer this same treatment to others.

Students are entitled to an atmosphere conducive to learning and to impartial treatment in all aspects of the teacher-student relationship. Evaluation of students and the award of credit must be based on academic performance that is professionally determined and not on matters irrelevant to that performance whether personality, race, religion, or personal beliefs. Students have a responsibility to use their abilities and talents to gain optimum learning benefits from the educational opportunities that are provided.

Students have the right to hold and express opposing views without being penalized academically for the expression of their opinions, but they are also responsible for learning the content of the course of study as defined by the teachers and administrators.

Students have the right to evaluate the quality and range of services provided by the college and to have their appraisals reviewed by those responsible for providing such services. Students have the right to be represented in the decision-making process of the college through duly established procedures and forums.

Students have the right to study and work in an academic environment that is free of harassment based on race, color, religion, gender, sexual orientation, handicap/disability, national origin, or age. Harassment is defined as verbal or physical conduct interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment. Students have the right to petition in an orderly manner for the redress of grievances. Students when faced with serious disciplinary action have the right to appropriate standards of due process.

STUDENT ACTIVITIES AND SUPPORT

Student Services

Ananda College recognizes that the successful completion of training at the college is influenced by factors other than the educational environment. In order to help ensure completion of programs of study, the college provides assistance and encouragement. Students are encouraged to utilize all the services available to them. At a required Orientation Day meeting, students are given a complete review of these services, as well as an orientation to the college as a whole.

Academic Advising and Support Services

Students at Ananda College meet individually twice a semester with their Academic Advisors to discuss their progress and standing at the college and their individualized programs of study. Students discuss their enrollment in courses, their particular fields interest and how their academic program supports these interests. They also discuss course-loads and make collaborative decisions with their advisors about dropping and adding courses. Additionally, students are assigned a Faculty Advisor who is available to meet with them weekly throughout the academic year to discuss any academic or personal concerns. Students may also elect to have adult mentors who are professionals at the college who may be able to provide them with additional support outside of the academic environment.

Instructional Support And Learning Resources

Ananda College's library is devoted to compiling important texts, references, and journals for study and research. Two computer labs are available and are an integral part of the library research support provided by Ananda College. Computers have internet access and on-line access to major libraries in the area.

Housing

All students are housed on campus in facilities provided by the college. The cost is \$8,550 per year full time, or \$7,600.00 for those in the Travel Abroad Program. Student housing may be a small dorm, group house, or garden bungalow. The college dining room serves residents, students, and guests delicious vegetarian meals for breakfast, lunch, and dinner.

Placement Services

Ananda College is dedicated to providing students with the skills and support to make knowledgeable career decisions. Paid internships that provide students with professional experience and contacts are often available. However, the school, makes no claim or guarantee of full or part-time employment.

FACILITIES AND EQUIPMENT

Main Campus

The college campus is located on the site of the Ananda Meditation Retreat, the original home of Ananda, the spiritual community founded by Swami Kriyananda in 1978. Our campus is located on 80 acres in the Sierra Foothills overlooking the Yuba River. We are surrounded by several thousand acres of public and private lands dedicated as a wildlife preserve and old growth forest. The campus has been in continuous operation as a retreat center for almost 45 years. Facilities include 18 buildings as well as a dozen year-round bungalows. Main buildings include a large common building that houses the dining room and kitchen, lounge, and computer lab. The kitchen is registered with the state and county as a commercial kitchen for both meals and the production of wholesale goods for resale. Other main buildings include an Administration/Library building, large meditation and meeting hall, art studio, and classrooms. We have residential facilities for a minimum of 25 students and 10 faculty/staff residents.

We are completely off the grid with solar, wind, and generators providing all of our electrical needs. We maintain a large solar greenhouse, vegetable gardens, and orchard providing much of our food. All of these amenities offer excellent opportunities for students to work and learn about environmental sustainability and responsibility.

Equipment

We have 2 computer labs, 2 wireless networks, 10 desktop computers, and several printers for student use. Most students bring their own laptop computers. We provide software for basic computing needs with Microsoft Office Suite, including PowerPoint programs. We also provide specialty software such as the full Adobe Master Suite of graphic design for all print, web, and video applications. We operate on the PC format and offer adequate resources for file sharing to students with laptops using the MAC format. All of our hardware and software is current and no more than 2-3 years old. We have professionals in residence who are able to provide technical support and assistance to students and staff.

Access to the internet and the World Wide Web is provided by a strong broadband internet connection. The Administration/Faculty network and the Student/Guest network are completely separate for security purposes. We regularly update our systems and equipment.

We have on site library services, as well as an internet-based catalogue system, Librarything.com. Many professors' libraries are available through that system and the system is capable of adding future collections. Students have virtual and physical access to major libraries in the area including the Nevada County and Sierra College libraries.

Nearby Ananda Village offers a market, deli and bakery, laundry room, video rental, and a large meditation temple for yoga and meditation. The picturesque towns of Nevada City and Grass Valley are a 30-40 minute drive from the college, and offer shopping, movie theatres and cafes. Nearby recreation includes hiking, skiing, river and lake swimming, kayaking, canoeing, mountain climbing, biking, and more. Due to the high elevation, cell phones can operate from many locations at the college.

ANANDA COLLEGE FACULTY

FULL-TIME FACULTY

Celia Alvarez, Ph.D. – World Cultures & Consciousness; Art of Written Expression; Physics and Consciousness. Celia holds a Ph.D. and M.A. in Linguistics from the University of Pennsylvania, Philadelphia, and a B.A. in Language and Communication from Hampshire College, Amherst, Massachusetts. Her areas of research and teaching at the graduate and undergraduate level included the study of language, gender, and identity across cultures, the study of oral narrative of personal experience, oral history, women's studies, multicultural/bilingual education, higher education, and ethnic studies. She has been in the forefront of curriculum reform in higher education and development of trans-disciplinary academic programs of study over the last 30 years. She served on the Board of Trustees of Hampshire College 2003-07.

Sara Cryer – Creativity and Self Awareness; Graphic Arts; Cooperative Spiritual Living; Small Communities Solution; Travel Abroad. Sara graduated from the honors program at Pacific University with a triple major in Mass Communications, English and Art. She did post-graduate training in journalism and graphic design at San Diego State University. While attending college she worked as an intern with United Press International (UPI) as a writer and photographer. She has served as Director of Publications for Stanford Law School, as a Creative Director for BBDO and Leo Burnett USA, and as Vice President, Creative Services for Wylie, Wilson & Munn in San Francisco. In 1985 she founded an award-winning design & communications firm in Palo Alto, California. She is co-founder of the Ananda College of Living Wisdom and has taught classes in Inspirational Arts for 15 years. She is author of Reflections on Living 30 Years in a Spiritual Community and has written for various yoga, health, and spirituality magazines.

Nitai Deranja – Foundations of Eastern Philosophy, Calculus and College Math. Nitai received his B.A. in Humanistic Psychology from the University of California at Berkeley Phi Beta Kappa, and an education credential and M.A. in education from the University of California at Davis. He founded the first Education for Life elementary school in Nevada City, California, and established the first Education for Life high school in 1997. He has taught parenting and teacher training workshops for over 30 years and is the author of The Art of Joyful Education, For Goodness' Sake: Helping Children and Teens Discover Life's Higher Values, and co-author of Journey to the Heart of Nature.

Carol A. Gray, M.Th., M.S., N.C.C. – Directional Psychology; Raja Yoga; Ayurveda & Psychology, Holistic Health & Healing, Nutrition, Yoga Teacher Training. Before joining Ananda College of Living Wisdom, Carol taught Raja Yoga and Hatha Yoga for 19 years at Southern Oregon University, where she also teaches in the Graduate School of Psychology and Counseling. In addition to her teaching career, Carol is a National Certified Counselor specializing in Directional Psychology, a holistic approach to counseling that includes Eastern and Western schools of psychology. Carol has a Master's Degree in Theology from Graduate Theological Foundation and a Master's Degree in Counseling from Southern Oregon University. Carol also has a B.S. in Nutrition from Simmons College and has taught Holistic Health & Healing at Southern Oregon University.

Nefretete Rasheed, Ph.D. - educator, writer, and therapist is a graduate of New York University. She has lectured at Rutgers University, NY State University (Westbury), and at the School of Visual Arts (NYC) in the Graduate Art Therapy Department. She is also the Educational and Clinical Director for Aspirations, Inc. an organization that promotes teaching and healing through the Arts. She received poetry and theater awards from the NJ State Council on the Arts, the Princess Grace Foundation, D.C. Arts and Humanities Commission, the National Academy of American Poets and The Geraldine Dodge Foundation. She was an Associate Director at the Joseph Papp Public Theater for many years combining her talents and training in the arts, healing, and education to institute a number of groundbreaking programs for the NY Shakespeare Festival's Education Depart-

ment. She also toured Europe, Russia, Africa, and Australia as a performance artist, director, and writer. She has served as a panelist, program/assessment specialist, and evaluator for many arts councils and organizations. Dr. Rasheed co-authored *Theatre in Action*, a textbook for McGraw Hill, and developed therapeutic and educational programs for the NJ Performing Arts Center (NJPAC) and other cultural institutions. She has lectured on Theatre, Writing, Dance, Drama Therapy, Multicultural and Literary Studies, Philosophy and Esoteric Studies as an interdisciplinary educator. Dr. Rasheed worked for many years as a clinician on the Chronic Psychiatric and Rehabilitation Units at NY Presbyterian Hospital, Jacobi Hospital, Interfaith Medical Center, and in private practice.

PART-TIME FACULTY AND GUEST LECTURERS

Dana Lynne Andersen, M.A. – Intermediate and Advanced Studio Painting; Art and Consciousness. Dana earned her Master's degree in the Study of Consciousness from John F. Kennedy University and is the founder of three Transformative Art Studios where she has offered workshops and community events. She was an Expressive Arts Therapist at the Adolescent and Family Center of Colorado, one of the nation's leading private adolescent treatment centers. She was artist-in-residence at The Northern California Center for the Arts for 18 months and most recently at The Institute of Noetic Sciences. An accomplished and published artist in a variety of fields, her art has been featured in four books and countless exhibited paintings. She has combined art exhibitions with presentations on creativity in a variety of venues in the US and Europe and is the founder of Awakening Arts Spiritual Art Studio.

Barbara Bingham, PT – Photography. Barbara has had a camera in her hand from a young age. She studied photography at CSU Sacramento while pursuing her BS in Physical Therapy. Barbara designed and did the photography for two books: *Space, Light, and Harmony* by Swami Kriyananda, and the coffee-table book *Crystal Hermitage Gardens* by Swami Kriyananda and Barbara Bingham. For the past 10 years she has been working as a graphic designer and photographer doing print and web advertising, and is well-versed Photoshop, Indesign, and Lightroom. She does landscape, portrait, event and wedding photography. In addition to her work in photography and design, Barbara teaches anatomy and modified yoga for the Ananda Yoga Teacher Training Course at The Expanding Light.

Swami Bodichitananda – Guest Lecturer, Divine Life Society, Rishikesh India.

Bruce Burger, M.A., R.P.P. – Polarity Therapy. Bruce is the founder of Heartwood Institute, one of the world's leading centers for professional training in massage and somatic psychology. He is the author of *Esoteric Anatomy: The Body as Consciousness* (North Atlantic Books, 1998), a scholarly exploration of energy in the healing arts. He holds degrees from the University of Pennsylvania and the New School for Social Research. He has been a member of the faculties of the University of Nevada and Rutgers University.

Margery Anandi Cornell – Foundations of Eastern Philosophy. Anandi graduated from the University of Michigan in 1969 with a degree in Economics. She is a founding member of Ananda Village and has been a minister for the Ananda Church of Self-Realization since 1980. She was co-director of Ananda's Palo Alto community in the mid-1980s and director of Ananda's program for new members at the Ananda Meditation Retreat for eight years. She has been a teacher at The Expanding Light meditation and yoga retreat since 1995.

Joseph Cornell – Guest Lecturer, author *Sharing Nature with Children*, founder, The Sharing Nature Foundation, teaching environmental education and nature awareness.

Nabha Cosley – Graphic Arts/ Website Design. Nabha created his first web site in 1995. He has studied such diverse fields as animation, sound recording, programming, web development, and web design. He worked as a freelance web developer until 2005, when he moved to Ananda Village in California and began working as a web developer, designer, and consultant for the Ananda Church of Self-Realization, The Expanding Light Retreat, and Crystal Clarity Publishers. He gives classes on web sites and Search Engine Optimization.

N. Paul Cryer – Cooperative Spiritual Living; Travel Abroad; Sustainable Living; Small Communities Solution. Paul attended the University of Illinois studying architecture. He is a founding member of Ananda Village (1970) with responsibility for developing Ananda Dairy, which at its height produced fresh milk, yogurt, and cheese for the community. He has managed a construction company. His construction experience ranges from work for National Car Rental, Avis, and other companies to the use of alternative building modalities such as rammed earth and solar power. He serves on the Ananda Village Council and has worked with the Nevada County Planning Commission.

Walter Cruttenden – Executive Board of Directors, Guest Lecturer. Mr. Cruttenden is Director of the Binary Research Institute (BRI) in Newport Beach, author of *The Lost Star of Myth and Time* and writer/producer of the award winning documentary *The Great Year*. BRI's focus is on understanding the cause and consequences of solar system motion and the phenomenon of the procession of the equinox. His work indicates that the mechanics of this well-known celestial motion has been misdiagnosed and is actually the result of our solar system's motion, having a profound effect on life, akin to the changing of the seasons. This finding lends validation to the world wide ancient belief system that history or consciousness moves in vast cycles of time with alternating Dark and Golden ages (Plato's Great Year). These natural cycles, or yugas, are the main topics of Mr. Cruttenden's writings, lectures, podcasts, *The Cosmic Influence*, and the annual Conference on Precession and Ancient Knowledge (CPAK) which he directs.

Earlier in his career, Mr. Cruttenden was a financial markets entrepreneur having founded and served as CEO of two well-known investment banking and brokerage firms. He has been a board member for many venture backed and public companies and presently serves on the Executive Board of Ananda College of Living Wisdom. He has appeared on The History Channel, PBS, FNN, KOCE and other television and radio shows speaking on alternative science topics.

Rebecca Davis, Ph.D. – English Literature; Creative Writing; Writing across the Curriculum. Rebecca received her PhD in English Literature and Critical Theory from the University of Washington. She earned her M.F.A. in Creative Writing from Purdue University where she won Purdue's Graduate Student Award for Outstanding Teaching in 2001 for a fiction workshop. She most recently taught intermediate and advanced literature, writing and interdisciplinary studies at the University of Washington. For the past 12 years, Rebecca taught fiction writing workshops, personal essay writing workshops, as well as basic and advanced composition courses at major universities. She has taught special studies in literature, advanced expository writing, courses on the modern novel, interdisciplinary writing for psychology and sociology, and more. She is a published and award-winning short story author. Before turning to scholarly writing and teaching, she learned the craft of nonfiction writing and research by working for two decades as a ghostwriter, newspaper reporter, editor, and freelance writer.

Susan Usha Dermond – Guest Lecturer, Education for Life. The last twenty years of Usha's thirty-year career as an educator has been in alternative schools. She is the founder and director of the Living Wisdom School in Portland, Oregon, a non-profit holistic school for children. Author of *Calm and Compassionate Children: A Handbook* (Celestial Arts, 2007), Usha provides practical guidance to adults and describes activities to foster children's concentration, joy, kindness and love.

Vanamali Devi, M.A. – Guest Lecturer. Vanamali received an M.A. Honours degree in philosophy from the University of Madras, where she graduated with a first rank and also was a gold medalist. Her professor, T.M.P. Mahadevan is well known for his books on Advaita Vedanta. Vanamali is the author of numerous books about ancient Vedic scriptures including: Sri Rama Lila; Sri Krishna Lila; Sri Devi Lila; The Lilas of The Sons of Shiva; Nitya Yoga; Srimad Bhagavad Gita; and Sri Hanuman Lila. She also is the author of the cookbook *The Taste Divine: Indian Vegetarian Cooking the Natural Way*.

Marga Dominguez-Goering – Spanish. Marga was born and raised in Vigo, Spain, and she moved to the US in 1988. Her teaching career began in Spain where she taught yoga, meditation, therapeutic massage, and vegetarian cooking to children and adults. She currently teaches Spanish at the Living Wisdom High School in Nevada City, CA. Marga also teaches bi-lingual Freedom from Stress workshops in business corporations nationally.

Megan Don – Multi-Media Theatre Performance; Body, Voice, Mythology and Movement; Mysticism and Spirituality. Megan taught at Prescott College for the Liberal Arts and Environment, and at Esalen Institute. She is the author of *Falling into the Arms of God: Meditations with Teresa of Avila*, and *Sacred Companions Sacred Communities: Reflections with Clare of Assisi*. Megan was born in New Zealand where she was nourished by the Maori culture and her connection with the land. For many years she traveled and studied Hindi Bhakti in India and the Islamic Sufi traditions in the Middle East. Megan's exploration into mystic Christianity led her to become deeply aligned with the Carmelite Order and first encountered Teresa of Avila. She attended La Trobe University, Melbourne, specializing in Comparative Religions and Psycho-Analytical Studies. She has taught multi-media theatre performance, including Sufi mystical poetry, and has taught voice and movement for many years in theatre that explores the relationship of body, voice, mythology and movement in the expression of spirituality. Megan spent time with Aboriginal people in Central Australia where her ability to use sound as a healing modality was nurtured and recognized by the women of the Walpiri tribe

David Eby, B.M. – Music and Consciousness. David began his studies at age 6, and made his public debut with the Pittsburgh Symphony at age 16. He attended the Eastman School of Music where he received the Performer's Certificate as well as his B.M., under the tutelage of Paul Katz of the Cleveland Quartet. He continued his studies at Indiana University with Janos Starker, and became the Principal Cellist of the Evansville Philharmonic and the Owensboro Symphony Orchestra. He is the founding cellist for the musical storytelling troupe, *Tales & Scales*, where he developed composing, improvising, and acting abilities. In 1996 he moved to Portland, where he joined the internationally known band, *Pink Martini*, which took him to stages throughout the US and France. He has been on the faculty of summer music festivals such as *Meadowmount*, *Point Counterpoint*, and the *Ithaca Chamber Music Institute*, and has performed with the *Portland Opera Orchestra* and the *Oregon Symphony*. His discography includes *Symphatique* with *Pink Martini*, *Mystic Harp 2*, *Secrets of Love*, and *Relax: Meditations for Flute and Cello* for *Crystal Clarity Publishers*.

Alex Forrester – Sustainable Living & Community Planning. Alex received a Bachelor of Arts (History) at Princeton University (1961) and a Master of Architecture at Yale University (1966). He has been involved in major project planning, design and construction management for the last 40 years. His specialty is sustainable design, and recent projects have included the 68 unit *Verde Village* planned community, featuring *Net Zero Energy Homes* producing as much energy as they consume, and an 1800 square foot home in *Ashland* featuring active and passive solar design, together with a healthy indoor environment for chemically sensitive occupants. He has directed and participated in the establishment of a comprehensive plan, urban growth plan, downtown plan, urban growth boundary, urban service policies, economic development plan and industrial park development plan for various Oregon cities. He initiated and administered a park expansion program for the city of *Berkley, California*. He has facilitated and mediated negotiations in the land use design and approval process.

Neil Gladen – Directional Psychology & Healing. Neil was awarded a B.A. Magna Cum Laude in Music from Concordia College in 1981. He received a Masters of Divinity in 1987 from Luther Seminary, St. Paul, MN. He has completed post-graduate work in psychology, counseling and ministry. From 2003-05 he completed two-years of a four year doctoral program in Transpersonal Clinical Psychology at the college for Transpersonal Psychology in Palo Alto, CA. He has experience with a variety of psychological approaches and religious/spiritual traditions with certifications in hypnotherapy, breathwork, psychodrama and clinical pastoral education.

Renee Glenn – Graphic Arts. Renee graduated from Ohio University with a B.S. in Communications/Journalism and a M.A. in Interdisciplinary Media (film, photography, public relations) and did post-graduate training in the Professional Design Program at UC Santa Cruz. For nearly 30 years she has worked in the fields of production, design, photography, and publicity. She was Commercial Film Production Coordinator at Universal Studios, MGM, Grief-Garris, Walt Disney Educational, Churchill Films from 1984-88. Since 1996, she has been principal and owner of Renee Glenn Designs in Nevada City, California. She is a member of the National Association of Photoshop Professionals.

Amit Goswami, Ph.D. – Physics and Consciousness; Guest Lecturer. Member of the Ananda College Advisory Board. Dr. Goswami is a theoretical nuclear physicist and member of The University of Oregon Institute for Theoretical Physics since 1968, teaching physics for 32 years. Originally from India, Dr. Goswami received his Ph.D. from the University of Calcutta in physics in 1964. He is Professor Emeritus at the University of Oregon and continues teaching worldwide. He is the author of the university textbook Quantum Mechanics (McGraw-Hill, 1996) plus a dozen other books including The Quantum Doctor (Hampton Roads, 2004); The Visionary Window (Quest Books, 2000; and Physics of the Soul (Hampton Roads, 2001. He also appeared in the documentary film What the Bleep Do We Know? Dr. Goswami has been described as “one of the most brilliant minds in the world of science” by Dr. Deepak Chopra. Dr. Stanley Krippner describes Goswami as “one of the most original contemporary thinkers and writers in the field of physics and consciousness.” His work is featured in the award-winning documentary The Quantum Activist.

Henry Huta – Material Success and Business Leadership, Business Finance I, Material Success Through Yoga Principles. Henry holds degrees in Public Accounting (B.A.) from CW Post University, Computer Science (M.S.) from West Coast University School of Engineering, and Management (M.B.A.) from Peter F. Drucker Graduate School of Management. For over 20 years he has been CEO of Archfield Consulting Group, providing business owners, private equity firms, and corporate clients with alternative leadership platforms through the engagement of an interim CEO. Clients are from diverse manufacturing and service industries, and have included start-ups and major organizations with over \$300 million in annual sales. He has served on the boards of numerous public and private companies.

John Kieran – Guest Lecturer. John is a licensed Professional Engineer (Mechanical) with the state of California. For 24 years he was a General Engineer for technical engineer projects with the US Air Force and has served at Aviano Air Base in Northern Italy and Beale Air Force Base in California. Additionally, John has taught meditation practices for over 30 years at centers in San Francisco and Sacramento. John graduated from California State University Sacramento with a B.S. in Mechanical Engineering.

Saraswati Kieran – Italian. Saraswati learned Italian during the years that she resided in Italy. She teaches classes in Italian language and culture at teaching centers in northern California. She is the founder of Bella Italia, which provides customized tours of Italy. Saraswati received a B.A. in Child Development from California State University, Sacramento, and has worked in education for over 30 years.

Christopher King – Hindi; Literature in Translation. Christopher taught history and communication studies at the University of Windsor, Canada. He is the author of *One Language, Two Scripts The Hindi Movement in Nineteenth Century North India* (Oxford University Press, 1994). He has translated two books from Hindi to English: *Gaban: The Stolen Jewels* (Oxford University Press, 2002) and *Rangbhumi: The Arena of Life* (Oxford University Press, 2010).

Patricia Kirby, Ph.D. – Art of Written Expression. Patricia holds a B.A. in History, with a minor in English from Trinity College, an M.A. in Sociology from Catholic University of America, and an Ed.D. in Educational Technology from Catholic University. She has extensive experience teaching psychology, sociology, and writing, both online and in traditional classrooms. She has administrative experience in instructional design, course development, and program evaluation, generally focusing on innovative educational programs and has written and edited numerous articles, poetry, reports, etc.

Sue Loper-Powers – Vedic Science and Healing: Ayurveda. Sue holds degrees in nursing from Stanford (BSN), University of California in San Francisco (NP), and University of Washington (MN), where she later taught and received the Excellence in Teaching Award. She completed trainings at the California College of Ayurveda, The Harbin School of Shiatsu and Massage, the Ayurvedic college, and the School of Polarity Therapy. She has been a practicing nurse for over 30 years specializing in women's health, birth, and newborn care.

John Drupada Macdonald – Vedic Sciences and Healing: Vedic Astrology. Drupada has been a student of astrology since 1982. He is a graduate of the Komilla Academy of Vedic Astrology and a member of the Council of Vedic Astrology. Since 1995 he has been a full time professional astrologer. He divides his time between the US, Europe, and India, where he gives classes and individual consultations.

Toby Moorhouse – Education for Life Practicum. Toby holds a B.A. in Liberal Studies from California State University, Sacramento and a Life Multiple Subject teaching credential. She is the author of the book and CD *Supporting Your Child's Inner Life*. Toby has 30 years teaching experience, 28 of them teaching in the Education for Life schools. She has taught in the Ananda College of Living Wisdom EFL Teaching Intensives and has led seminars in Education for Life at various locations in the US and Italy.

Fabio Ramesha Nani – Music, Yoga and Consciousness. Fabio is a native of Lugano (Switzerland). He studied classical guitar starting at the age of six. He switched to violin as a teenager and received his Diploma in Violin from the Conservatory of Milan (Italy) in 1995. He also studied voice with soprano Giovanna Zaugg from 1990-1997. He taught violin and voice at the Scuola Maspero, Como (Italy) from 1995-2000 and was employed as a middle school music teacher in southern Switzerland from 1999-2006. He has performed extensively as a member of the Ananda Music Ministry in Italy, Switzerland, and the western United States. The Harmony Duo, which he founded with his wife, Bhagavati, in 2006, offers both concerts and seminars designed to increase awareness of the influence of music on consciousness.

James Prakash Van Cleave – English Grammar, Writing and Composition. Prakash attended Haverford University of Louisville, and University of Chattanooga from 1960- 65, majoring in English. He completed course work and language exams for a Ph.D. in English at the University of North Carolina, Chapel Hill from 1965-69. In addition to teaching English, Prakash works on the editorial staff of Clarity magazine.

Regina Ress, M.A. – Guest Lecturer. Regina received a Master's Degree in Theatre from Villanova University. She is an award-winning storyteller, actor, teaching artist and educator who has performed and brought storytelling across the US, Central and South America and Europe. She teaches graduate courses on storytelling for New York University's Steinhardt School of Culture, Education and Human Development. As an actor, she appeared

on Broadway in the all-star revival of *The Women*. Off-Broadway credits include La Mama, the Manhattan Theatre Club and Theatre for the New City. Regina has published numerous articles including: *Once Upon a Time...In the Language Classroom* in *Tantagora Magazine*, 2007 and *Love at First Sight* for *Parabola Magazine*, 2005.

Dennis Schulman – *The Art of Oral Expression*. Dennis holds a B.A. in Psychology with a minor in Math from State University of New York, Buffalo, cum laude; a Juris Doctor from Northeastern School of Law; and teaching credentials in social science (California) and math (California, Rhode Island, Connecticut, and Massachusetts). He taught math at Sierra College in Grass Valley, California, from 1991 to 1994 and has been a high school math teacher since 1980. He also teaches SAT workshops and tutors privately, especially math.

Irene Schulman – *Education for Life*. Irene holds a B.S. in Business Marketing and co-founded the Living Wisdom high school at Ananda Village in 1997. She has applied the Education for Life philosophy in her teaching for over 10 years.

Andre Sims – *Art and Science of Raja Yoga*. Andre received an M.S. in Exercise Science from Atwood University in 2006. He has a 6th degree Black Belt (2004) from International Kenpo Karate Association and won an Outstanding Teacher of the Year Award (2007) from Sierra College.

Mandala Skillman – *Vedic Sciences and Healing: Vastu*. Mandala has an A.A. in art and design and 20 years of experience practicing Vedic arts and design. She is a consultant in interior and exterior design, based on the principles of Vastu. Gary Snyder – Guest Lecturer, Pulitzer Prize winning poet, California Poet Laureate, Nature Awareness.

Nancy Devaki Soupios - *Drama and Consciousness*. Devaki graduated from Indiana State University with a degree in Theater. She has over 35 years of experience acting and directing, including 24 years of acting, directing, and teaching Theatre Arts at Ananda Village and other Ananda communities. She wrote, directed, and performed in *A Man Named John*, a short one-act play. She has been a minister for Ananda Church of Self-Realization for ten years.

David Byasa Steinmetz – *World Cultures & Consciousness; Physics and Consciousness*. David's experience includes forty years of scientific work, initially in observational astronomy and later in optical metrology. He is retired from Xerox Palo Alto Research Center and is the author of numerous articles and papers concerning astronomy and optical technology. For more than a decade he has been writing and lecturing on the topic of a particular cyclic world-view based on yoga philosophy.

Jo Anne Janakidevi Steinmetz – *Directional Psychology*. Janakidevi has a B.A. in Psychology from the University of California at Humboldt, with an emphasis on Early Childhood Education. At one time she held a California Teaching Certificate for Preschool Education. She also earned an MA and did her clinical training at the college of Transpersonal Psychology in Counseling Psychology. She did Ministerial Counseling and Therapy in Palo Alto for a number of years, before her duties as an Ananda minister took her to the Seattle Center. She is now retired, spending her time in volunteer work at Ananda.

Steve Weber – *Entrepreneurship Project*. Steve graduated from the University of Utah 1970 with a degree in Marketing, was District Manager for Valvoline Corporation and past CFO for Ananda Church of Self-Realization.

Robert Yehling – Fiction and Non-Fiction Writing; Creative Writing. Robert has taught for the University of Arizona M.F.A. writing program and is a popular writing coach and author's consultant, as well as being a cross-county track coach. He grew up writing, reading and bodysurfing in Carlsbad, CA, and at the age of 16 became a sportswriter, music and book reviewer. He served as an editorial director for 15 years, overseeing more than 20 magazine titles. He also oversaw *A Century of Moving Pictures* for the British Film Institute's centennial publication, and most recently, *American Idol Magazine*. He is the author of numerous poetry and essay collections, and his book *Writes of Life: Using Personal Experiences in Everything You Write* won an Independent Publishers Book Award. Yehling is a writer-in-residence at the college and recently completed a book project with film director George Lucas.

ADMINISTRATIVE STAFF

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Joseph Bharat Cornell

Joseph Bharat Cornell is one of the most highly regarded nature educators in the world today. His first book, "Sharing Nature with Children", sparked a worldwide revolution in nature education and became a classic. His six Sharing Nature Books are in 20 languages and have sold nearly a million copies. Bharat's second book, "Listening to Nature", has inspired thousands of adults to deepen their relationship and experience of nature.

Mr. Cornell is the founder and director of Sharing Nature Worldwide, a popular, well-loved nature awareness program for children and adults. He is the honorary president of the Sharing Nature Japan an organization of 11,000 leaders and 224 regional associations. He received the prestigious Honorary Award from the National Association of Interpretation, "For his vast contribution to the field of natural science education...." and numerous other awards from countries, organizations and colleges throughout the world. He is a swami in the Nayaswami Order and has a B.S. in Nature Awareness from CSU Chico.

Boris Fritz, M.A.

Mr. Fritz is an engineer at Northrop Grumman Aerospace and has three patents in that field in which he has worked for 29 years. He does research and teaches in the college of science and engineering at Loyola Marymount University teaching in Asian Studies. He is the founder of the national Nanomanufacturing Technical Group and on the national Advisory Board of the Manufacturing Enterprise Council. He has been a consultant for JPL, and has been a guest speaker at many Universities and conferences in the US and abroad. In 1998 he received the Outstanding Engineering Achievement Merit Award of the Engineers' Council of California. He has done research on a new interpretation of history based on the belief of some 30 ancient civilizations, that the precession of the equinox affects cycles of history. He has given talks a CPAK (Conference on Precession & Ancient Knowledge) on this subject. He has a BA in Philosophy from Occidental College, a Master's Degree in Asian Cultures and Languages from Claremont McKenna Graduate School, and has passed his Doctoral exams at UCLA in the History of Religions, with minors in the History of India, the Sanskrit Language, and the Ancient Near East. He has been a member of SRF (Self Realization Fellowship) since 1964 and is a practitioner of the Filipino Martial Arts.

Dr. Amit Goswami, Ph.D.

Dr. Goswami is a theoretical nuclear physicist and member of The University of Oregon Institute for Theoretical Physics since 1968, teaching physics for 32 years. Originally from India, Dr. Goswami received his Ph.D. from the University of Calcutta in physics in 1964. He is Professor Emeritus at the University of Oregon and continues teaching worldwide. He is the author of the university textbook Quantum Mechanics (McGraw-Hill, 1996) plus a dozen other books including The Quantum Doctor (Hampton Roads, 2004); The Visionary Window (Quest Books, 2000); and Physics of the Soul (Hampton Roads, 2001). He also appeared in the documentary film What the Bleep Do We Know? Dr. Goswami has been described as "one of the most brilliant minds in the world of science" by Dr. Deepak Chopra. Dr. Stanley Krippner describes Goswami as "one of the most original contemporary thinkers and writers in the field of physics and consciousness." His work is featured in the award-winning documentary The Quantum Activist.

Nyaswami Kriyananda Nyaswami Kriyananda

Swami Kriyananda is a direct disciple of the yogi Paramhansa Yogananda and founder of Ananda, a worldwide movement of spiritual intentional communities based on Yogananda's World Brotherhood Colonies ideal. Swami Kriyananda is one of the foremost proponents of yogic teachings in the world today. He has devoted his life to lecturing and writing, helping others to experience the living presence of God within.

Kriyananda has taken the ancient teachings of Raja Yoga and made them practical and immediately useful for people in every walk of life. His books and teachings on spiritualizing nearly every field of human endeavor include business life, leadership, education, the arts, community, and science. He has written extensive commentaries on the Bible and the Bhagavad Gita, both based on the teachings of Paramhansa Yogananda.

He is also known as the “father of the intentional communities movement,” which began in the United States in the late 1960s. Inspired by Yogananda’s dream of establishing spiritual communities, he founded in 1968 the first of what are now seven Ananda communities worldwide. They provide a supportive environment of “simple living and high thinking” where over 1,000 full-time residents live, work, and worship together.

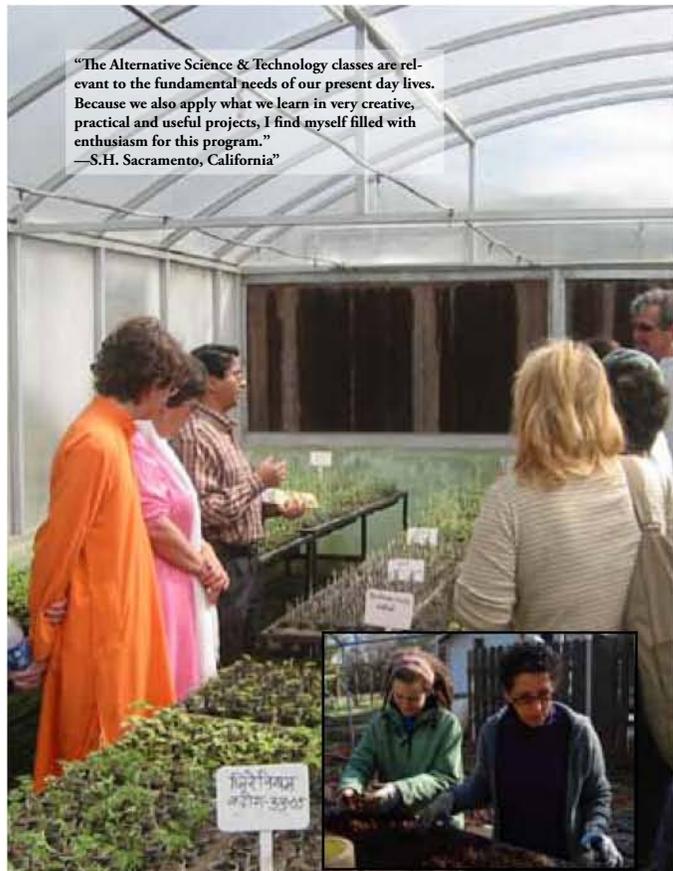
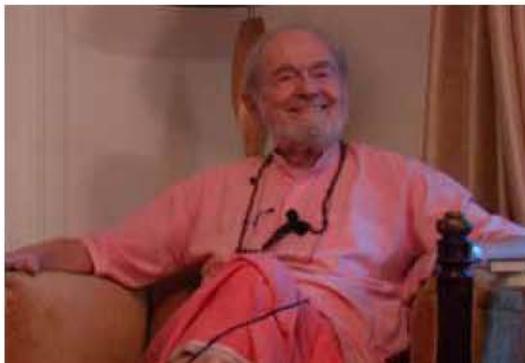
Dr. Robert Schoch, Ph.D.

Dr. Robert Schoch, a full-time faculty member at the College of General Studies at Boston University since 1984, earned his Ph.D. in Geology and Geophysics at Yale University. He holds an M.S. and M.Phil. in Geology and Geophysics from Yale, as well as degrees in Anthropology (B.A.) and Geology (B.S.) from George Washington University. Dr. Schoch has been quoted extensively in the media for his pioneering research recasting the date of the Great Sphinx of Egypt using geological analyses, as well as for his work on ancient cultures and monuments in such diverse countries as Peru, Bosnia, and Japan. Dr. Schoch’s research has been instrumental in spurring renewed attention to the interrelationships between geological and astronomical phenomena, natural catastrophes, and the early history of civilization. Dr. Schoch has appeared on many radio and television shows and is featured in the Emmy-winning documentary “The Mystery of the Sphinx” which first aired on NBC. He is the author of many books, both technical and popular, including the trilogy with R.A. McNally: *Voices of the Rocks: A Scientist Looks at Catastrophes and Ancient Civilizations*, and his recent book *The Parapsychology Revolution: A Concise Anthology of Paranormal and Psychical Research*. He is co-author of an environmental science textbook used in universities across the United States and has contributed to numerous publications on geology, parapsychology, and ancient civilizations.

PHOTO GALLERY



Above: Paramhansa Yogananda (1894-1952), founder of the Ranchi School for Boys in India, and author of the classic Autobiography of a Yogi. Below: J. Donald Walters (Swami Kriyananda), author of Education for Life and founder of the Ananda Institute of Alternative Living.

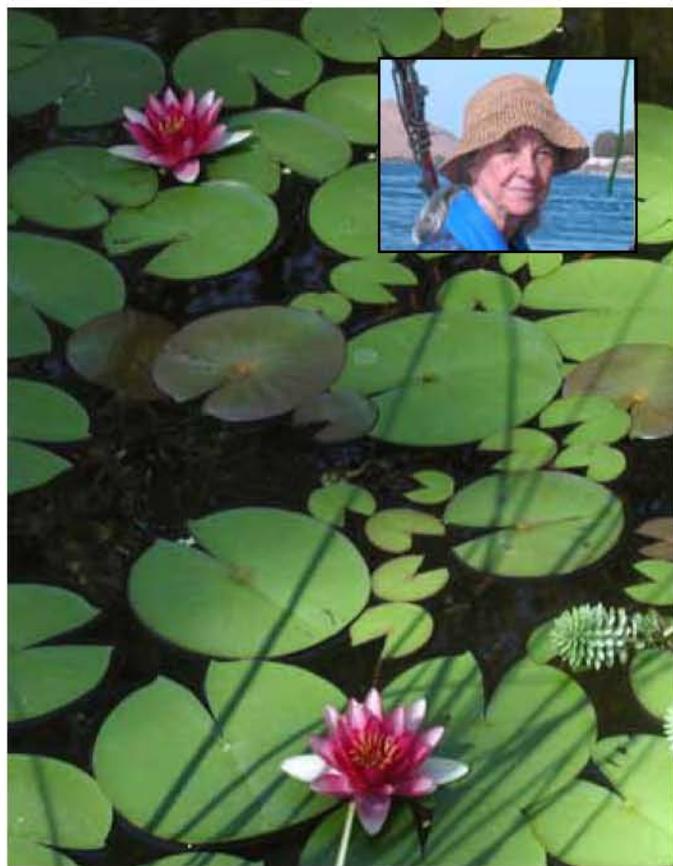


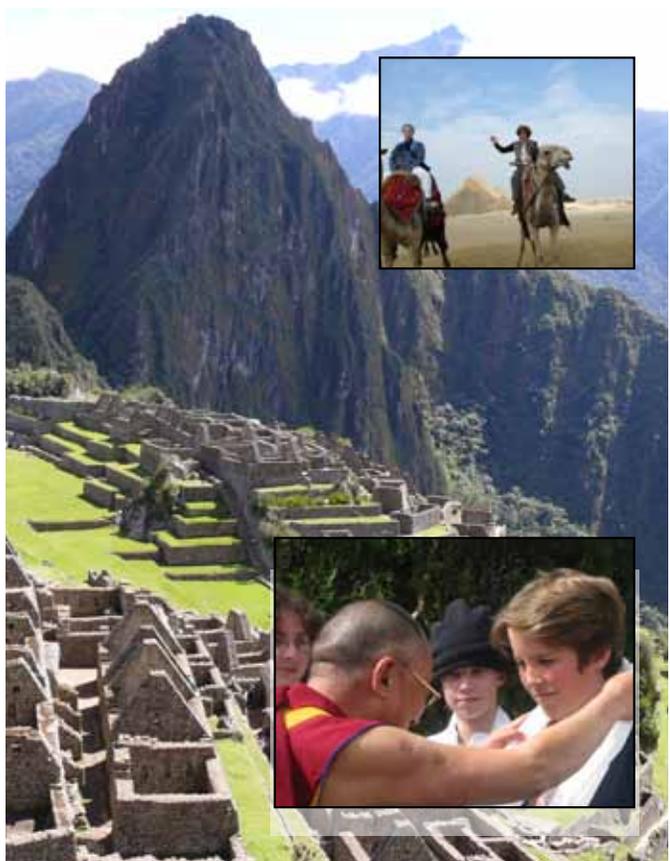
“The Alternative Science & Technology classes are relevant to the fundamental needs of our present day lives. Because we also apply what we learn in very creative, practical and useful projects, I find myself filled with enthusiasm for this program.”
—S.H. Sacramento, California”



“As a first year business student, I've found the Dharmic Business & Leadership program here boils down to one thing: experience. The curriculum revolves around getting right out into the world and gaining confidence in my own personal skills and creative thinking. From starting my own small business to sitting through large project meetings, this college has offered me diverse and practical lessons of how to conduct business both magnetically and dharmically.”
—N.H., Tampa, Florida

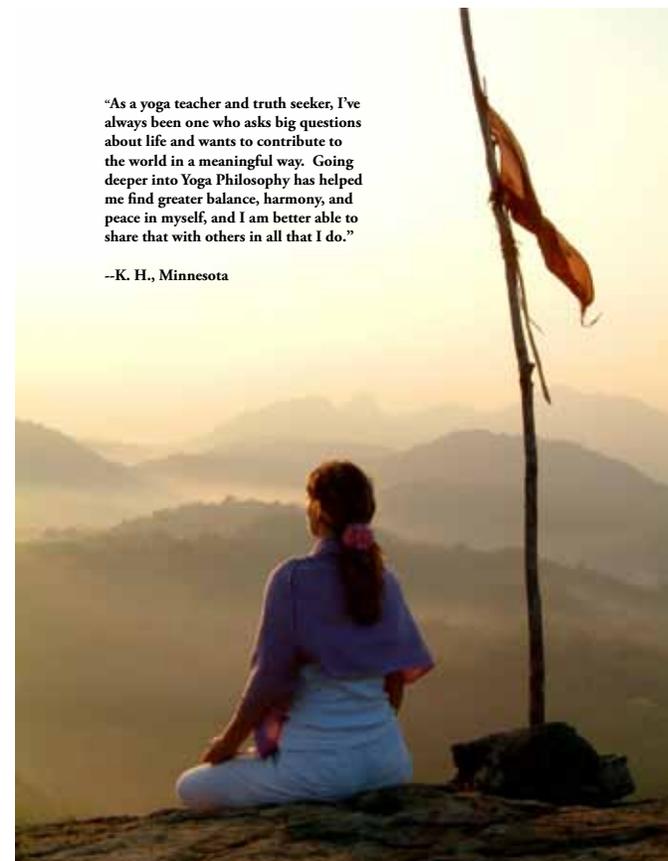
Henry Huta, teaching class on Business Planning and Execution.





"As a yoga teacher and truth seeker, I've always been one who asks big questions about life and wants to contribute to the world in a meaningful way. Going deeper into Yoga Philosophy has helped me find greater balance, harmony, and peace in myself, and I am better able to share that with others in all that I do."

-K. H., Minnesota





(Left top) Institute students canoeing on a nearby alpine lake. (Center) Nitai Deranja, Chief Academic Officer and Director of Education for Life. (Below) Student at Tibetan Childrens Village- —McLeod Gang, India

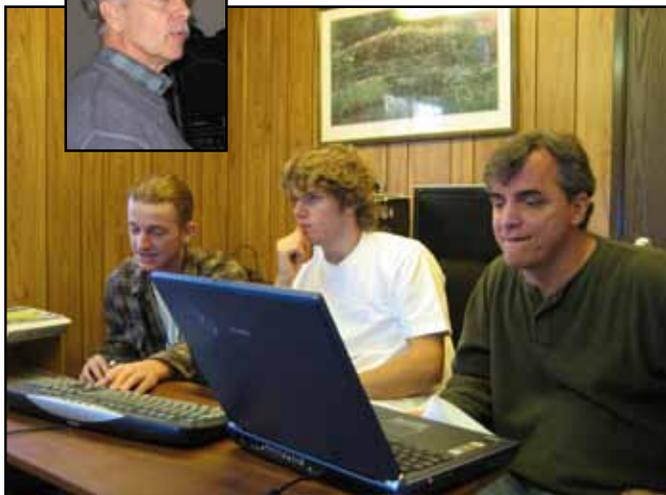


"I came here to learn how to teach from a spiritual perspective. During the few years I've lived at the Meditation Retreat, I've learned more about teaching, about myself, and about life than I ever could have imagined. Living at the retreat while attending the Institute has completely transformed my life. I once dreamed of attending a college where spiritual growth is the student's first priority. Where the instructors are wise and compassionate, and where people live in harmony as a big extended family. For me, The Ananda Institute is a dream come true."

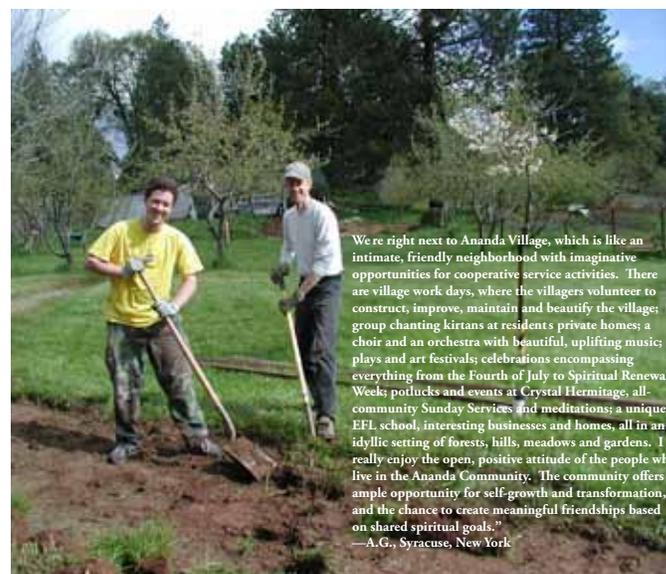
—M.F., Salt Lake City, Utah



(Left) Steve Weber - Mentor for the entrepreneurial project. (Below) Students in accounting class.



The college dining room serves vegetarian meals only, in keeping with the yogic tradition of a vegetarian diet.



We're right next to Ananda Village, which is like an intimate, friendly neighborhood with imaginative opportunities for cooperative service activities. There are village work days, where the villagers volunteer to construct, improve, maintain and beautify the village; group chanting kirtans at residents' private homes; a choir and an orchestra with beautiful, uplifting music; plays and art festivals; celebrations encompassing everything from the Fourth of July to Spiritual Renewal Weeks; potlucks and events at Crystal Hermitage, all-community Sunday Services and meditations; a unique EFL school, interesting businesses and homes, all in an idyllic setting of forests, hills, meadows and gardens. I really enjoy the open, positive attitude of the people who live in the Ananda Community. The community offers ample opportunity for self-growth and transformation, and the chance to create meaningful friendships based on shared spiritual goals."

—A.G., Syracuse, New York



Institute Students at the Taj Mahal. (Below) Professor Byasa Steinmetz deciphers hi-eroglyphics for a student in Egypt.

