



SECTION FOUR
GRADUATE DEGREE PROGRAMS

*Transformative Leadership and
Social Change*
(formerly Applied Healing Arts)

We must be the
change we wish to
see in the world.

—Mahatma Gandhi

About the Program

Overview

Tai Sophia's Master of Arts in Transformative Leadership and Social Change, an enhancement of the Master of Arts in Applied Healing Arts degree, is a life-changing program, designed for both established and developing leaders seeking to realize and enhance their skills to create constructive change in their personal lives, in the workplace, and in the larger community.

The curriculum focuses on three primary goals. The first goal is the development of a wider worldview rooted in nature and timeless wisdom traditions. The second is the engagement in a deeper work of daily transformative practice — healing habits of mind and heart. The third is the bringing of one's vision and practice to a specific arena of life where one commits to making a positive difference. We speak about inviting participants to a **Wider World**, a **Deeper Work**, and a **Grateful Gift**.

This program is offered in an executive weekend and evening format to accommodate working professionals. Individuals from all types of backgrounds — including business, education, social justice, wellness and healthcare, law, government, engineering, consulting, and others — find this program to be life-changing and empowering.

Program Goals

The Tai Sophia graduate in Transformative Leadership and Social Change will:

- Gain clarity, vision, and commitment to personal and professional goals
- Recognize areas of possibility for personal growth
- Effectively challenge institutional and cultural assumptions (held by self and others) and create and sustain partnerships that support efforts to manifest change
- Engage in daily transformative practices that foster mindful action and reflective awareness
- Ground a wider worldview and daily practice in timeless wisdom traditions of East and West
- Dwell in greater harmony with nature, its cycles and transformations, so that all thoughts and actions stem from a paradigm of interconnection
- Learn leadership principles grounded in ancient wisdom and healing traditions
- Take new ideas and visions into work, home, and the community to effect positive change

Samples of ways students have effected change as a result of the program

Whether they are enhancing and deepening their existing work or creating a new career path, students produce a variety of projects through the program, spanning and integrating a vast array of fields and concentrations, all intended to serve the wider world in some aspect. Some examples of students' work are:

- A nurse practitioner designed and implemented an integrated medicine-healing arts program for the cardiac care and trauma care centers of a Maryland hospital, incorporating holistic healing/practice (Reiki, yoga, guided imagery, and breathing techniques) into the existing conventional medical treatment patients receive.
- An executive coach and psychologist created workshops and a non-profit to coach and teach children and families to develop healthy lifestyle choices through mindful cooking and eating.
- A lawyer designed, developed and organized a now-annual conference on Restorative Justice to address specific issues around law in an effort to bring about a healing approach to criminal justice.
- A marketing and communications director created "Radical-Soul Sabbaticals," a green group travel program that reconnects individuals to the inspiration and insights found in nature and world cultures, reawakening them to a deeper understanding of their own purpose, gifts, and calling in life, all to support a stronger mind, body and spirit.
- A retired computer programmer and business manager created a new model of collaboration for leaders working towards sustainability from a variety of angles within the bioregion of "Cascadia" to share resources, ideas, and funding sources, and co-created a conference of these leaders to explore a different model of working together.

Admission Requirements

Academic Calendar

Degree Requirements

Applicants for admission to Tai Sophia Institute must submit:

- Official transcripts to verify completion of a baccalaureate (bachelor's) degree.
- Official transcripts of the highest degree earned beyond a baccalaureate.

Internationally educated students please refer to the additional instructions outlined under the heading *International Students* in the General Admissions Process section of this catalog.

If your undergraduate degree was not completed at a college or university recognized by a U.S. Department of Education accrediting body, copies of the institution's academic catalog will be required and course syllabi may be requested.

Overview

The program begins once yearly in January. Please contact the Office of Graduate Admissions for a formal schedule of class meetings. Between scheduled class sessions students meet with their Transformative Practice Groups; however, the group decides the schedule for these meetings.

The Transformative Leadership and Social Change program weekends are held Friday evenings 6:00 – 9:00 p.m., Saturdays 9:00 a.m. to 5:00 p.m., and Sundays 8:30 a.m. to 4:30 p.m.

The seven core courses are taken in sequential order over the first two years of the program, followed by an individual application phase consisting of four independent studies and the Project of Excellence. The program averages 36+ months for completion, depending on the pace you set when completing the individualized application phase. The maximum amount of time allowed to complete the program is 60 months.

Course of Study

Core Requirements

(to develop a Larger World and Deeper Work)

Number	Course Name	Semester Credits
TLSC 600	SOPHIA® (School of Philosophy and Healing in Action®)	6.0
TLSC 610	Revisoning a Sense of Calling and Commitment	3.0
TLSC 615	Practicing Leadership	3.0
TLSC 620	Recovering Oneness with Nature	3.0
TLSC 630	New Science; New Thinking	3.0
TLSC 640	Practicing Stillness through the Timeless Wisdom Traditions	3.0
TLSC 650	Practicing Service in All the Arenas of Life	3.0

Individualized Application Phase

(to offer a Focused, Grateful Gift)

Four Independent Studies (relevant to the learner's deepening and his or her Project of Excellence)

Number	Course Name	Semester Credits
TLSC 661	Independent Study I	3.0
TLSC 662	Independent Study II	3.0
TLSC 663	Independent Study III	3.0
TLSC 664	Independent Study IV	3.0

Project of Excellence

TLSC 690	Project of Excellence	3.0
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TOTAL REQUIRED CREDITS 39.0

Please Note: Semester credit for Transformative Practice Groups and Consolidation Weekends that are part of core coursework is subsumed within the 39-semester credits noted above.

Students will be able to complete the 39-credit-hour program in three years. The seven required core courses (24 Semester Credits) are offered the first two years. This leaves four independent studies (12 Semester Credits) and the Project of Excellence (3 Semester Credits) to be completed in the third year.

Curriculum

Core Courses

The theme for the first half of the program is commitment in oneness to one another and nature. The theme for the second half of the program is stillness and service, allowing students to deepen into the wisdom traditions and learn more effective ways to be in service to the human family and beyond.

TLSC 600

SOPHIA® (School of Philosophy and Healing in Action®) Intensive Course

6.00 Semester Credits

Based on the cycles of nature, this opening intensive introduces the philosophical underpinnings of the Institute and includes the experience of chi, the rhythms of nature, life skills, language and theory. In the concluding weekend, students apply the healing functions to the smallest relational field: partnerships. They learn how to see life as partnership and how to bring partnership to life more fully.

TLSC 610

Revisoning a Sense of Calling and Commitment:

Gifts to Serve the Next Generation

3.00 Semester Credits

Students are invited to explore their personal and professional gifts in the context of the human story. This course sets the stage for selecting an area of emphasis for our life's work as it will be created through the individualized application phase. Structurally, the course explores several themes: moving away to gain distance, a time to discover one's gifts, and a return to share those gifts in new ways. This process involves reassessing personal goals, reanimating the deep nature of professions, and embedding all in the context of service.

TLSC 615

Practicing Leadership

3.00 Semester Credits

This innovative unit weaves together the wisdom of nature, language skills, and contemporary practices to create a unique model of effective leadership. In this interactive course students will begin to apply these skills to the larger relational fields of organizations and communities. On-the-job opportunities and challenges will be the source for developing leadership competencies.

TLSC 620

Recovering Oneness with Nature

3.00 Semester Credits

This course focuses on understanding the "great work," to use Thomas Berry's phrase. In it, students explore cosmologies — ancient and modern — and ecological themes. The course is designed to open our hearts and senses so we may dwell more fully in harmony with nature, its cycles and transformations. Here, we see the profound differences between paradigms that start from interconnection and those that take separateness as fundamental.

TLSC 630

New Science; New Thinking

3.00 Semester Credits

This course offers a new look at the developments in science that are redefining notions of science and research in the 21st century. A wider (nonreductionist) view of science now makes it possible to honor several ways of knowing and to begin to build a framework large enough to allow science, art, and spirituality to peacefully coexist. The implications of the new currents in science pose special challenges for research in this transitional time. This course perturbs students' old ways of thinking and challenges them to uncover and realize the "cherished certitudes" they hold as truth to allow for greater possibility.

TLSC 640

Practicing Stillness through the Timeless Wisdom Traditions

3.00 Semester Credits

In this course we explore Eastern, Western, and African wisdom traditions, including traditions of native peoples; the mystic core of great world religions; and modern voices of peace, justice, and life in nature. Students learn to live from meditative mind, to experience symbolic, poetic mind, and to open a healing heart.

TLSC 650

Practicing Service in All the Arenas of Life

3.00 Semester Credits

This course assists students in embodying skills for effective action. Students gain skills to open their hearts in service, to uncover institutional and cultural assumptions, to foster creative problem-solving, to seek social justice, to practice ethical leadership, and to inspire collaboration for the sake of the common good.

Individualized Application Phase

The design of the Independent Studies and the Project of Excellence begins in the Calling & Commitment (TLSC 610) core course when students define their own unique gifts and area of passion and commitment.

The Independent Studies and Project of Excellence are typically done after the core coursework has been completed; however, this work may be started earlier with the permission of the program director.

TLSC 661, TLSC 662, TLSC 663, TLSC 664

Independent Studies

12.00 Semester Credits (total)

Learners answer two basic questions so that the Project of Excellence will produce extraordinary results: Who will be served by this work? What learning needs to be done during the Independent Studies? Then, with these questions addressed, students work with a faculty advisor who guides them in developing their own course of study, which will lead them to their ultimate product, the Project of Excellence.

TLSC 690

Project of Excellence

3.00 Semester Credits

The Project of Excellence will be a tangible product that demonstrates the integration of the student's learning through the program, and that demonstrates a positive contribution for development or change made by the student in a particular arena of life where he or she has committed to making a difference. A student's work in his or her area of emphasis will be part of the work leading toward the creation of the Project of Excellence. The project may take a wide variety of forms (e.g., a workshop, a community program, an artistic, literary, or scholarly work, a workshop curriculum, a television show, etc.). The primary requirement is that it is in a tangible form that may be archived, and that evidence of its effect or potential effect is explicitly addressed. The Project of Excellence will be presented to faculty and peers upon completion of the work.

Transformative Practice Groups

Students are assigned to small practice groups. These groups, facilitated by faculty, give students the opportunity to explore and teach one another about what the group is learning in daily practice through observing nature, dwelling in the wisdom traditions, and being attentive to their life with others. Work in a practice group is an integral part of the required core courses. At each meeting, learners will create conversations based on structured assignments that demonstrate increased ability to serve life and to embody the intended outcomes of the program. These include both knowledge and practice components. Participants will practice coaching one another in honing their skills of mind and heart. These groups meet on the Friday evenings of the "weekend format" units, and at least once between units — either in person or via electronic means. Students are required to maintain daily logbooks to document their experiences with the practices assigned in each course.

Consolidation Weekends & Intensives

Students will begin the program with a five-day SOPHIA® intensive in January. Three Consolidation Weekends, which provide the opportunity for review and integration of the work conducted during previous weeks, including coaching and mentoring, are also scheduled during the program: the first occurs in September of the first year of core coursework; the second in April of the second year of core coursework; and the third — a four-day intensive at the conclusion of the core courses and moving into independent work — in January of the third year. The Consolidation Weekends are a unique feature of our program. These sessions are co-designed by students and faculty to ensure that learning is cumulative and effective.

Demonstration/Documentation of Learning

Demonstration/documentation of learning is important for the integrity of the program and for learning to be assessed. For the Master of Arts in Transformative Leadership and Social Change, this includes:

- (a) maintaining daily practice logs
- (b) course participation
- (c) writing essays on the readings
- (d) peer coaching
- (e) self-assessment forms filled out and discussed after the first six months of the program and prior to the final core course, TLSC 650.
- (f) other assignments related to specific course and program goals and outcomes

Faculty Biographies

Interim Program Director

Cheryl Walker M.L., MCC

In addition to serving as interim director of the Transformative Leadership and Social Change (TLSC) Program, Cheryl is Program Manager for Tai Sophia Institute's Health and Wellness Coaching graduate certificate programs, a faculty member in the TLSC program, and an independent leadership development consultant. Ms. Walker has a Master of Leadership from Georgetown University's McDonough School of Business and holds a Master Certified Coach (MCC) certification from the International Coach Federation.

Core faculty

Anne Huyler Baker, M.A.

Anne Huyler Baker, a graduate of the first Applied Healing Arts class, came to Tai Sophia Institute from a lifelong career in education where she taught mathematics and science, and served as a school administrator. In these roles, she also implemented community service and outdoor education programs, and directed creative arts camps. At Tai Sophia, in addition to serving as director of the Transformative Leadership and Social Change program, Anne is a teacher, advisor, and Transformative Practice Group facilitator. Beyond her work for Tai Sophia, she is a practitioner of Aquatic Integration Therapy, Reiki, Zero Balancing, Cranio Sacral Therapy, Emotional Freedom Technique (EFT), and other energy modalities. In addition, she holds retreats at her farm/retreat center in Maryland and has taught numerous workshops on topics including: stillness, meditation, the sacred Labyrinth, EFT, and psychokinesis. Anne is a life long educator whose passion is empowering people of all ages to find their own personal stillness. She brings a promise to life of "joyful grounded nurturing of infinite possibilities." Anne is the mother of Margaret Huyler Baker, of New York, and of Catherine Baker Boyd, of Boston and grandmother to Christopher Joseph Boyd, Jr.

Tom Balles, L.Ac. (U.K.), M.Ac., Dipl.Ac. (NCCAOM)

Tom Balles has been a practicing acupuncturist for the past 25 years. He received a Licentiate in Acupuncture from the College of Traditional Chinese Acupuncture (U.K.) and a master's degree in Acupuncture from Tai Sophia Institute. He is the author of *Dancing with the Ten Thousand Things: Ways to Become a Powerful Healing Presence* and "Cultivating Healing Presence Chart." Tom teaches in each of the graduate degree programs at Tai Sophia. His work focuses on how our ways of being, doing, and speaking influence each other and are the essential ingredients in creating lasting change.

Dianne M. Connelly, Ph.D., M.Ac. (UK), Dipl.Ac. (NCCAOM)

A practitioner of traditional acupuncture since 1972 and cofounder and chancellor of the Institute, Dianne Connelly received her master's qualification from the College of Traditional Acupuncture (UK) in 1979. She obtained a Ph.D. in cross-cultural medicine from Union Graduate School in 1975, an M.A. from New York University School of Education in 1970, and her B.A. from Le Moyne College in 1967. Chancellor of the Institute and an international lecturer (she lectures regularly in Italy and Germany), she is the author of *Traditional Acupuncture: The Law of the Five Elements and All Sickness is Home Sickness*, and coauthor of *Alive and Awake: Wisdom for Kids*. She is the mother of Blaize, Jade, and Caeli, as well as grandmother to Tamar, Lennox, Rianna, Maxim, and Roman.

Robert M. Duggan, M.A., M.Ac. (UK), Dipl.Ac. (NCCAOM)

Robert (Bob) Duggan, president and co-founder of Tai Sophia Institute, has practiced traditional acupuncture since 1972. He holds a master's degree in human relations and community studies from New York University, as well as a master's in moral theology from St. Joseph's Seminary, and received his master's certification in acupuncture from the College of Traditional Chinese Acupuncture (UK). A national leader in the development of the acupuncture profession and the emerging healing arts community, he has served as a commissioner of the Accreditation Commission for Acupuncture and Oriental Medicine, on the board of trustees of the Horizon Foundation (a community wellness foundation in Howard County, Maryland, which, in 2008, honored him with its annual Leadership Award), and a panelist at meetings sponsored by the National Institutes of Health and the White House Commission on Complementary and Alternative Medicine. Bob lectures throughout the United States and abroad, and is author of *Common Sense for the Healing Arts*.

John G. Sullivan, J.C.D., Ph.D.

John Sullivan is Maude Sharpe Powell Professor of Philosophy Emeritus and Distinguished University Professor Emeritus at Elon University in North Carolina. He holds two earned doctorates: a J.C.D. (canon law) from Lateran University in Rome (1966) and a Ph.D. in philosophy from the University of North Carolina at Chapel Hill (1985). A long-time participant in the work of Tai Sophia, he is the principal designer of Tai Sophia's Master of Arts in Transformative Leadership and Social Change program. Dr. Sullivan is the author of three books: *The Spiral of the Seasons: Welcoming the Gifts of Later Life* (2009); *Living Large: Transformative Work at the Intersection of Ethics and Spirituality* (2004); *To Come to Life More Fully: An East West Journey* (1990). His abiding interest is the place where philosophy, psychology, and spirituality - East, West, and beyond - intersect and mutually enhance one another. He is currently working on issues of spirituality and later life. See his essays at www.secondjourney.org/JohnsCorner.htm