

California Institute for Human Science



Graduate School & Research Center

Academic Year 2013

***California License Eligible Psychology Programs**

California Institute for Human Science

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Mission and Principles

- To Promote a Society which Enhances the Integration of Science and Religion
- To Understand Human Existence from the Total Perspective of Body, Mind and Spirit
- To Establish Guiding Principles for the Citizens of the Global Society
- To Establish Energy Medicine, which will Prevent Diseases and Promote Health
- To Elucidate the Mechanism of the Correlation Between Mind and Body, and to Actualize Mental Control over Body and Matter with a Resulting Better Life
- To Systematize Scientific and Objective Meditational Practices, which will Promote Spiritual Growth
- To Establish a Society which Satisfies both the Individuality (Freedom and Rights) and Sociality (Morality and Coexistence) of Human Existence
- To Establish a Creative Science which Researches the Mind and Soul as well as Matter

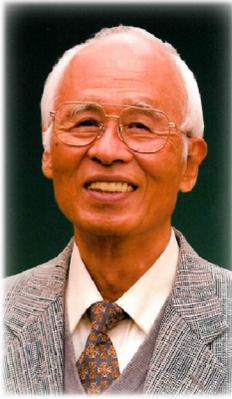
Hiroshi Motoyama, Ph.D., Litt.D.

Founder and President

Objectives

These objectives provide the framework for decisions about student admissions, curriculum, faculty, organization of the Institute, and the comprehensive and unique educational experiences designed for each student. CIHS' objectives are the following:

- To provide an innovative learning environment to meet the needs of the student and community;
- To support scientific research of the Institute's graduate programs;
- To offer California state approved licensure track psychology degree programs that honor consciousness & the mind, body, spirit connection;
- To admit persons who demonstrate academic potential, motivation, maturity, emotional stability, goal-directedness, integrity and the ethical principles necessary for successful completion of the program and acceptance into the professional community;
- To encourage qualified students and in-service professionals to pursue advanced studies towards personal and academic goals without interrupting their employment;
- To provide students with the opportunity to acquire useful research skills and to foster the development of life-long habits of scholarship and service to their chosen profession;
- To establish programs of continuing education for maintaining and improving the competencies of practicing professionals;
- To develop, evaluate, revise, and improve curricula to reflect current, state-of-the-art programs within the profession;
- To maintain meaningful cooperation with professional organizations, employers, community agencies, alumni and other educational institutions;
- To provide for a continuing assessment of the educational needs of the service area and develop diverse learning opportunities to address those needs while continually evaluating the effectiveness of the educational programs;
- To maintain high standards through comprehensive professional development programs;
- To promote involvement and participation in the Institute's active student and research community.



Message from the President

Among the eight principles CIHS has established to guide its research, one aims at the integration of spirituality, religion, and science, while another is concerned with an integrated view of human beings along the three dimensions of body, mind, and spirit. I would like to welcome to CIHS those who are interested in studying and practicing this integration that acknowledges the integral view of human beings built on meditation and spirituality. We are dedicated to the scientific pursuit and study of the integration of spirituality, consciousness, and science.

1) Subtle energy exists as a mediating point that integrates science and spirituality. Approximately twenty years ago, an academic association for the study of subtle energy was established in America, for which I served as one of the cooperating members during the incipient stage of its organization. There are two kinds of subtle energy: one that is physical in nature (i.e., *ki*-energy), and the other that is non-physical and spiritual in nature, which is not delimited by spatial and temporal determination.

Spiritual energy is a power capable of creating matter, which saints of various religions, be it Yoga, Taoism, Christianity, or Islamic Sufism, embody through their respective esoteric practices. They use it for healing people's sicknesses. Those who are awakened to such spiritual energy are capable of intuiting the essence of other souls and matter. This intuition is not merely knowledge, but it possesses the power to change people's minds and society. By cohabiting with people and nature, those who have awakened to this subtle energy are capable of creating harmony therein. We believe these people make the best healers, whether it is in psychology or other healing arts.

Currently, CIHS is conducting research on *ki*-energy employing a measuring device called AMI (an apparatus for measuring the function of meridians and their corresponding internal organs) that I invented. This device measures *ki*-energy, and currently, it is used at many universities and research institutes around the world.

Medical practice, based on the *ki*-energy that supports the life activity of living organisms, regards the living body not as formed matter, but as a comprehensive whole of vital energy or life-energy. This is differentiated from the medical practice of hard science that regards the living body as organic and comprised of a system of organs. Further, the medical establishment breaks it down into DNA consisting of various particles. More so today than ever before, many people who are engaged in the practice of alternative medicines accept the medicine of *ki*-energy. This is because people are aware of the limitation of medicine based on mere matter and because they individually experience the effectiveness of subtle-energy (*ki*-energy) treatment. CIHS is conducting cutting-edge research in this field. This study and belief system is incorporated into all of our traditional and innovative graduate programs.

Another subtle energy is spiritual energy. The Institute of Religion and Psychology in Tokyo has been conducting research on the existence of this energy, and this research is currently being continued by CIHS, too.

Once the *chakras* (i.e., the wheel of light or aura) or the spiritual energy centers of spirit-body are awakened through rigorous meditation practice, as is known since ancient times through the mystical experiences of Indian Yoga, Chinese Taoism, and German mysticism, one can intuit the essence of nature and the minds of people such that one is capable of transforming and creating physical energy or matter to bring about a change in them.

Many experiments have been conducted in the study of spiritual energy, as mentioned above. This study can be schematized as follows: spiritual energy → the *chakras* → the meridians → *ki*-energy, where “→” indicates a transmission of energy. Through these experiments, the existence of spiritual energy has been scientifically verified. Based on the results of these experiments, new research is now being conducted to discover how to integrate the bio-energy of the physical dimension and the non-physical, spiritual energy. This research aims at integrating science and spirituality with a direct influence on the healing arts.

2) Pursuing a Spirit-Centered Education: CIHS’ curriculum is designed to enable students to become aware through an interdisciplinary blend of academics, meditation practice, other spiritually based disciplines, and progressive awareness that in the human mind, there exists the unconscious, consciousness, and a super-consciousness. Meditation practice is the practical procedure of breaking through the confines of a small individuality in order to awaken to a higher dimension of the soul that lies behind it. Through the various healing arts, whether traditional or innovative, those who can cohabit with nature and who are awakened to such a dimension of the soul and conscience can build a peaceful world for humankind. Educating practitioners of the healing arts in this way prevents the deterioration of society (as in the present situation) where people now are intoxicated by contemporary material civilization, forgetting about the human soul and conscience.

CIHS provides instruction that rigorously blends traditional and non-traditional academics with spiritual training and awareness of consciousness. Based on scientific research, it is my wish to nurture people with educative, moral, and meditation training, so they can cohabit with nature and others operating with an abundant sensibility and sensitivity. My sincere wish is to educate and nurture the kind of people who have deep insight into the nature of things and arm them with the great power of an education that can make a difference in the real world.

Hiroshi Motoyama, Ph.D., Ph.D.
Founder and President



Academic Dean's Address



In a rapidly changing global world where social and personal fragmentation often results in dysfunction, CIHS recognizes the importance of integral studies in psychology, health, and spiritual programs. The Institute's programs reflect our forward thinking and progressive vision of building a holistic, integrative model of psychology that honors the dynamic interaction between mind, body, and spirit. In this current culture of increased awareness and change toward higher consciousness, CIHS believes that there is a role for a strong clinical psychology program that integrates new beliefs about consciousness and holistic mind/body/spirit energy psychology. Only the best psychological practitioner training and education acknowledges this crucial blend of Eastern and Western science and philosophy in creating well-rounded and progressive graduate programs in psychology that can lead to licensure, if that is the path the student desires.

CIHS' programs provide students with opportunities to explore the multiple important dimensions of human well-being and spirit by giving students the freedom to specialize in any one of the three areas of functioning that impact health and mind/body/spirit wellness. Students are supported in their learning by student-centered faculty with expertise in clinical psychology, mind/body/spirit psychology, and consciousness studies.

We warmly invite any likeminded students to experience the innovation of an integrated clinical psychology program with holistic mind/body/spirit emphasis. CIHS is involved in groundbreaking research in mind-body and subtle energy which psychology students are free to explore in individualized programs designed to meet their specific needs and interests within the field. We are a progressive and forward thinking institution that believes that psychologists who believe in the subtle energies and energy psychology are the future healers as the culture shifts toward consciousness.

Hope Phillips Umansky, Ph.D.
Dean of Academic Affairs

Administrative Dean's Address



At CIHS, we create a supportive learning environment for our students to achieve both personal and professional goals.

One of the principles of the California Institute for Human Science is "To understand Human Existence from the Total Perspective of Body, Mind and Spirit." CIHS offers students an opportunity to investigate the human body from this holistic perspective with encouragement toward innovative thinking through our unique programs.

As an administrative staff member at CIHS, I envision my task as offering a viable learning resource center to foster the holistic thinking that originally brought CIHS into existence.

Hideki Baba, Ph.D.
Associate Dean of Administration



Student Information & Institutional Policies

Non-Discriminatory Policy

The California Institute for Human Science, a California nonprofit corporation, in compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975, does not discriminate on the basis of race, color, national origin, sex, handicap or age in any of its policies, procedures or practices; nor does CIHS discriminate on the basis of sexual orientation. This nondiscriminatory policy covers all CIHS programs and activities, including but not limited to academic admissions, financial aid, educational services, and student employment.

Family Education Rights and Privacy Act

The Family Education Rights and Privacy Act of 1974 provides, generally, that (1) students shall have the right of access to their educational records, and (2) educational institutions shall not release educational records to non-school employees without the consent of the student. Written consent of the student is required before the Institute can release information concerning the student to prospective employers, government agencies, credit bureaus, and any other similar agency or organization. Students and alumni applying for jobs, credit, etc., can expedite their applications by providing the Institute with written permission to release their records, specifying which records and to whom the release should be made. For further details on and exceptions to the policies affecting disclosure of student records, contact the Administrative Office.

Academic Freedom

The Institute accepts that teachers and students are entitled to full freedom in thought, expression, research, and in the publication of results, subject to adequate performance of their other academic duties.

Faculty and students are entitled to freedom of expression and we honor the diversity of our students' cultures and experience. In class discussions, students should be mindful and exercise discretion in introducing controversial matter that is inappropriate, abusive, or offensive and that has no bearing on their subject.

Faculty members are citizens, members of a profession and institutional officials, and when they speak or write, they should be free from institutional censorship or discipline. Their position in the community does impose certain obligations as scholars and educational officers. They should consider that the public might judge their profession and the institution by their utterances. They should, therefore, at all times be accurate, appropriate, respect the opinions of others, and make it clear that they are not speaking for the Institute.

Faculty, students, and visitors whose actions unreasonably disrupt teaching, learning, or research or other activities, or who create any threat or danger to persons or property may constitute grounds for suspension, dismissal, or termination, or permanent exclusion from the campus, upon the discretion of the Administrative Committee.

Sexual Harassment

The Institute recognizes that it is a violation of state and federal law in Terms of Title VII of the Civil Rights and Title IX of the Education Act for any employee or student, male or female, to sexually harass any student or employee of the Institute. The Institute is committed to the policy that all students and employees have the right to be treated with courtesy, respect, and dignity. Students and employees are expected to adhere to a standard that is respectful to all persons in the learning environment and refrain from any sexual misconduct that undermines employment and instructional or peer relationships, debilitates morale, and interferes with the productivity of any person

The Institute does not tolerate sexual harassment in any form: verbal, non-verbal, or visual conduct and/or reprisal. If after prompt investigation, it is determined that an employee, student, or other person using the school's facilities has engaged in sexual harassment, that person will be subject to appropriate corrective action up to and including discharge or expulsion, based upon the Administrative Committee's decision.

Sexual Assault

The Institute will not tolerate any behavior that constitutes sexual assault or harassment. We are committed to a safe and productive learning environment for everyone. The definition of sexual assault is as follows:

DEFINITION: For the purpose of this policy, sexual assault is any sexual behavior between two or more people to which one person does not or cannot consent. In describing sexual assault, The California Institute for Human Science (CIHS) relies upon California state law concerning sexual imposition, which is much broader than the traditional concept of rape. CIHS prohibits sexual acts or contacts with others which can involve compelling a survivor to submit to sexual acts or contacts by force or threat of force, use of intoxicants to substantially impair the survivor's power to give consent, engaging in such acts when there is reasonable cause to believe the survivor suffers from a mental state which renders him or her incapable of understanding the nature of the contact or where the survivor is under fifteen years of age. The abuse of alcohol or other substances does not relieve individuals of their responsibilities to themselves or others. Prohibited behavior includes all forcible and non-forcible sex offenses provided for under California state law. Examples of prohibited behavior include but are not limited to the following:

- 1) Acquaintance or date rape
- 2) Stranger rape
- 3) Indecent exposure
- 4) Attempted sexual acts by use of verbal or non-verbal threats

The Administrative Committee can revoke student and faculty status upon review.



Admission Procedures

The Institute's admissions criteria are designed to measure the qualities and capabilities required of a professional as reflected in an applicant's academic preparation and achievement, professional experience, and personal narrative. An applicant may be admitted to the Institute as a full-time or part-time student. Full-time status is defined as a schedule that consists of a minimum 32 units per year.

Acceptance into any of the Institute's programs neither constitutes nor guarantees admission to other programs. After satisfactory completion of a degree program, a student may be admitted to another degree program through regular admissions procedures.

General Requirements

To enter a bachelor's degree program, an applicant must have a high school diploma or credits from approved college up to a maximum of 135 units.

To enter any of the graduate programs at the California Institute for Human Science, an applicant must have completed a bachelor's degree in a field of study related to the curricula of one of the Institute's graduate degree programs from an approved or accredited institution. Evaluation by the Program Director and/or Academic Dean may provide entry with one or more prerequisites if the BA is entirely unrelated to the graduate study.

To enter a doctoral program, the applicant must have completed a master's degree or equivalent in an academic area of study appropriate to the Ph.D. degree program to be undertaken. When deemed necessary, the applicant will be required to take validating examinations or preparatory work. If the MA is in a different field, approval by the Program Director is necessary.

International Students

CIHS is authorized under federal law to enroll non-immigrant students. (The I-20 form is issued to all eligible applicants.) Prospective international students must verify sufficient financial resources and show English language proficiency.

CIHS is certified for enrolling international students using Students and Exchange Visitor Information System (SEVIS).

Students whose native language is not English must submit a satisfactory score (550 or more on paper base, 213 or more on computer base) on the Test of English as a Foreign Language (TOEFL). If the student has graduated from a college in the United States, another English-speaking country, or a college where the language of instruction is English, or has completed an intensive English language program and can show proficiency in the language, the TOEFL may be waived, upon the discretion of the Administrative Committee.

Official transcripts are required for issuance of an I-20. Transcripts from international institutions of higher education may require a credit recommendation by a recognized evaluation service. Applicants are responsible for any required fees for such an evaluation.

How to Apply

The following materials should be submitted to the Admission Office via e-mail or through the mail. Send materials to admin@cihs.edu or to California Institute for Human Science, 701 Garden View Court, Encinitas, California. 92024, U.S.A.

1. Complete Application for Admission Form and Application Checklist Form (download from www.cihs.edu or request forms via e-mail or telephone).
2. A current resume.
3. Two letters of recommendation from individuals who are in a position to address your academic and/or professional qualifications (via mail, not e-mail).
4. Arrange for official forms of all undergraduate and graduate transcripts to be sent by mail to the Institute.
5. A written narrative that discusses why you are attracted to the degree program for which you are seeking admission at the Institute. The narrative should address the overall thrust of the program as you see it as well as coursework as depicted in the course descriptions provided on our website (or catalog). Suggested length of narrative: five pages, double-spaced (e-mail or mail).
6. A representative term paper or other sample of written work completed at a University, professional setting, or work setting (e-mail or mail).
7. Non-refundable application fees:
 - a. In-residence degree programs, U.S. citizens and legal U.S. residents \$65.
 - b. All online degree program applicants \$65.
 - c. International applicants for in-residence degree programs \$250.

International online students who wish to change their status to in-residence will be charged an additional fee of \$70.00 (International application in residence fee minus online application fee).

Auditing Courses and Application Procedure

Courses may be audited by students intending to enroll at the school. Students can convert these audited courses into credit units when they have enrolled, if they have completed the required course assignments and make a payment of a \$220 transcript-processing fee. This process must be completed within a year of auditing the course and a maximum of 16 units may be converted.

Transfer Credits

For students pursuing the Master of Arts degree, a maximum of eight (8) quarter units (6 semester units) for graduate course work earned in the student's field of study may be transferred from an approved or regionally accredited institution, or foreign degrees evaluated as the equivalent of United States

programs. For students pursuing a Doctor of Philosophy degree, a master's degree or equivalent is required. Applicants who have completed less than a master's degree of graduate level work will be considered at the Institute's discretion. In either case, the Institute does not accept more than thirty (30) semester units or forty-five (45) quarter units of graduate work beyond the bachelor's level. **This does not apply to graduate programs that lead to a profession or an occupation requiring state licensure such as the MFT or Ph.D. in Clinical Psychology.** If an applicant is accepted for the doctoral program without a master's degree, the Institute may designate further Master's level course work to be taken at the Institute as part of the acceptance agreement. Even if an applicant already possesses a Master's degree, the Institute may designate master's level course work as part of acceptance into the doctoral program in order to prepare the student for the doctoral program, if the coursework is in an unrelated field. The limits for the transfer of graduate credits are set forth by the California Education Code and are regulated by the Bureau for Private Postsecondary and Vocational Education. (Note: Authority cited, Article 16, 71865, General Provisions a, b1, b2, c, d.).

The California Institute for Human Science does not evaluate nor award units of graduate credit based on professional or other experience.

To transfer credits, the student should submit official transcripts to the Admissions Committee for evaluation and approval. To substantiate course content and level, students may be required to submit the college catalog description, course notes and records, texts studied, or a statement from the instructor.

Since past education and experience must be recent enough to be currently valid and relevant to the student's academic and career goals, a seven-year limit is placed on transfer credit. However, officially documented educational credits acquired longer than seven years ago may be accepted if a substantive subject matter link to recent, current, or future studies or goals can be demonstrated.

Transferability of Credits and Credentials Earned at CIHS

The transferability of credits you earn at CIHS is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the (degree, diploma, or certificate) you earn in is also at the complete discretion of the institution to which you may seek to transfer. If the (credits or degree, diploma, or certificate) that you earn at this institution are not



accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending CIHS to determine if your (credits or degree, diploma or certificate) will transfer. 94909(a)(15)

California State Institutional Approval

The California Institute for Human Science (CIHS), in its 20th year, is a state approved school by the Bureau of Private Post Secondary Education (BPPE). CIHS' programs have been reviewed, evaluated and approved by the BPPE, as well as the California Board of Behavioral Science (BBS), and the Board of Psychology (BOP), the government bodies that respectively regulate California licensure as a Marriage and Family Therapist (MFT) and as a Clinical Psychology (PhD). Approval to operate and offer licensure track degrees by the BPPE, BBS, and BOP is the highest education status awarded by the state of California. In addition to scrutiny of the curriculum, our faculty and administration qualifications have been reviewed and approved. The Bureau and its branches (BBS and BOP) have determined that CIHS' operational plan and curriculum satisfies the standards set forth by Education Code Section 94900 and 94915.

Approved Status: On Accreditation

CIHS is proud to be celebrating its 20th year in operation. Our President and founder, Dr. Hiroshi Motoyama, the administration, and the faculty are very proud of the innovative curriculum CIHS offers. CIHS is in its own private niche as a graduate school on the frontier of the integration of science, spirituality, psychology, comparative religion and philosophy, and the healing arts. Accreditation is not required to operate as an institution. Rather, it is an option and designation with a private independent association. It is a specific course of action that a school decides to pursue. While CIHS is not accredited at this time, it is something we may decide to pursue in the future.

Our innovative curriculum reflects our school's mission. It is a unique curriculum unlike any other graduate institution, and we are proud of our unique programs which recognize subtle energy studies along with a rigorous course of academic study. Sometimes being a member of an accrediting agency has its price, in terms academic freedom. Depending on your specific goals and intent on the pursuit of study, accreditation may or may not be important. For example, for practitioner based students, it is entirely irrelevant. It may only be relevant in some high level (traditional) academic or government based jobs.

Most countries do not have independent organizations for which schools can seek accreditation. Rather, they are granted status by a government agency such as what the state of California and the Department of Education requires. In the United States, the Department of Education does not require accreditation by any accrediting body, nor is accreditation

governed by the government. U.S. accreditation organizations are a private institutionalized board which grants a peer review status and approval to universities that pursue this course of action on a voluntary basis. The biggest benefit is federal funding for schools. Please note that regardless of accreditation, the transfer of credits between all universities (whether state approved or accredited), is determined by the specific policies of the universities and determined on a case-by-case basis.

Social Security Number Requirement and Use

Applicants are required to include their Social Security number on applications for admission pursuant to the authority contained in Title 5, California Code of Regulations, Section 41201. The Social Security number is used as a means of identifying the student's records, including the transcript. This information is kept in a secure file apart from other student records

Financial Information

The types and amounts of tuition and fees charged students are established by the Administrative Committee. Every two years, the Administrative Committee and Board of Directors review tuition and administrative fees. CIHS is committed to retaining its competitive tuition rates, but the Institute reserves the right to update costs if the field and the Institute's costs significantly increase. No fees are increased without the approval of the Administrative Committee and BOD.

Tuition Costs

Program	Registration Week		Late Registration \$55/course
	Per Unit	Per course	
B.A.	\$175	5 units \$875	\$930
M.A. Ph.D. Certificate	\$225	4 units \$900	\$955
Dissertation Units	\$275	5/6 units \$1375/1650	\$1430/1705
Audit fee for provisional student	\$170	2 units \$340 4 units \$680	N/A
Books and Supplies		\$130 - \$185	

Audit for general public per course (non-refundable) \$475

The late registration fee does not apply to dissertation courses, which do not have a stipulated registration date, or to new students enrolling for the first time.

Estimated Total Program Costs

B.A. Completion Degree (45 units approximate cost) \$7,875
M.A. Degree (52 units) \$11,700
M.A. in MFT (90 units) \$20,250
Ph.D. Degree \$21,350

Additional Fees (Non Refundable)

Admission Application (pro-rated for V.A benefits)
In-Residence and online program applicants \$65
International admission application (nonrefundable) \$250
Transcript Evaluation-Foreign (per institution) \$150
Transfer Credit Approval Fee (per course) \$280
Enrollment Fee (One time,) \$175
Student ID card \$10
Program Change Fee \$150
Late Registration Fee (per course) \$55
Online Fee (per quarter) \$35
Deferred Tuition Plan (per unit) \$8
Laboratory Fees (for lab courses only) \$120

Withdrawal fee from Course (per course) \$65
Incomplete Course Extension Fee
(per course, per quarter) \$65
Challenge Examination (per 4 unit course) \$450
Audit Transcript Conversion flat fee per course \$220
Leave of Absence Admin Fee \$75
Reinstatement after 12 months \$160
Doctoral Comprehensive Written Exam Fee \$375
Dissertation Extension Fee* (per Quarter) \$250
Dissertation Topic Change Fee \$450
Official Transcript /ea \$7
Rush Transcript/ea \$30
Official Document Producing Fee \$45
Returned Check Charge \$25
Practicum/Clinical Training Fee (per quarter) \$250
Dissertation/Thesis/ Project Binding Fee (each x2) \$190
Student provides CIHS with two copies, one for the student and one for CIHS' library.
Graduation Processing Fee \$250
*see detail about extension fee in the section of "Dissertation Process & Sequence"

Financial Assistance

Student Loan

CIHS does NOT offer student loans from a private financial group. CIHS does NOT participate in federal and state financial aid programs, and does NOT offer consumer information that is required to be disclosed to the student pursuant to the applicable federal and state financial aid programs. The federal or state government or a loan guarantee agency may take action against the student, including applying any income tax refund to which the person is entitled to reduce the balance owed on the loan. If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund. The student may not be eligible for any other federal student financial aid at another institution or other government assistance until the loan is repaid.

Deferred Tuition Plan

Tuition is due in full prior to each term during registration. An alternate payment plan can be arranged in which 1/3 of the tuition is paid at time of the registration, 1/3 by the beginning of the fourth week of the term, and 1/3 by the beginning of the eighth week. For the alternate plan, there is a \$8 charge per unit. A late fee of \$25 will be assessed once during each of the three payment periods if payment is not made by the deadline. Students who wish to pay tuition with the plan must enter credit card information at the time of the course registration, or mail CIHS posted date checks by no later than 5 days from the registration week. The 2nd and the 3rd payments will be processed by charging the credit card or by cashing the checks. All payments must be made in accordance with this schedule, despite loan arrangements, funding through employer, etc. A student who has not fulfilled financial obligations will not receive grades or transcripts and will not be allowed to continue in the program or register for subsequent terms.

All students must be current in tuition at the end of the quarter to enroll in subsequent quarters.

Veteran's Administration (V.A.) Benefits

CIHS is approved for educational reimbursement by the Veteran's Administration. Eligible students are assisted by the CIHS administration in applying for and receiving reimbursements from the V.A.

Tuition Refund Policy

The Institute has a refund policy to assist students who have officially withdrawn from the courses.

The student has a right to a full refund of all charges less the amount of \$65 of withdrawal fee from the course if she or he cancels this agreement prior to or on the first day of instruction.

Before a student can withdraw from a course, the student must first speak to the professor. This discussion must be put into a memo and the Program Director and/or Academic Dean must be included in on the discussion via email.

If the student still wants to withdraw, he/she must speak to the Academic Dean. If student still wishes to withdraw, student will be provided with the proper paperwork from the Administrative Dean.

For intensive courses with the first meeting lasting more than ten percent of the course, if you depart during the first ten percent of instructional time (four hours for a four-unit course), you will receive a full refund less \$65 of withdrawal fee from the course. The drop form should be submitted within five business days, and the honor system will be used to determine actual attendance.

A grade of "W" will not be recorded if you drop within the first ten percent of the course. A "W" grade means withdrawn, and it has no impact on grade point averages.

Students may also withdraw from a course after instruction has started and receive a pro rata refund for the unused portion of the tuition and other refundable charges if the student has completed 60% or less of the instruction. Students receiving V.A. benefits will receive a pro-rated refund for any unused portion of a course. If the student withdraws after completing more than 60% of the course, they forfeit the tuition. Withdraw date is the day the paper work is filed.

Student's Right to Cancel

1. A student has the right to cancel his or her agreement for a program of instruction, without any penalty or obligations, through attendance at the first class session, or the seventh (7th) day (calendar days) after enrollment, whichever is later. After the end of the cancellation period, you also have the right to stop school at any time; and you have the right to



receive a pro rata refund if you have completed 60 percent or less of the program.

2. Cancellation may occur when the student provides a written notice of cancellation at the following address: CIHS, 701 Garden View Court, Encinitas, CA 92024. This can be done by mail or by hand delivery.

3. The written notice of cancellation, if sent by mail, is effective when deposited in the mail properly addressed with proper postage.

4. The written notice of cancellation need not take any particular form and, however expressed, it is effective if it shows that the student no longer wishes to be bound by the Enrollment Agreement.

Financial Obligations

Students who have financial obligations incurred at the Institute and who fail to satisfactorily meet these obligations will be dropped from the program and considered, "Withdrawn, Not in Good Standing." Re-admission to the Institute will not be considered until these obligations are met, at which time students will be subject to the re-admission requirement for withdrawn students.

At this time, CIHS is not eligible for federal funding. Students are responsible for securing and paying all private loans and funding.

State of California Student Tuition Recovery Fund (STRF)

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency program attending certain schools regulated by Bureau for Private Postsecondary Education

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid

STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. 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.
3. 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.
4. There was a material failure to comply with the Act or the Division within 30-days before the school closed or, if the material failure began earlier than 30-days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act."

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

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

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepays all or part of your tuition either by cash, guaranteed student loans, or personal loans, and
2. 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:

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

This institution has no pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, or has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq)

It is important 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 60 days following school closure. For further information or instructions, contact:

State of California
Department of Consumer Affairs
1625 North Market Boulevard, Suite S-308
California, CA 95834
(916) 574-8200

The Bureau of Private Post-Secondary (BPPE) regulates the operation of CIHS. Any question a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the following address:

BPPE
2535 Capitol Oaks Dr #400
Sacramento, CA 95833

Phone: (916) 431-6959
Toll Free: (888) 370-7589
Main Fax: (916) 263-1897
Licensing Fax: (916) 263-1894
Enforcement/STRF/Closed Schools Fax: (916) 263-1896

Web site: www.bppe.ca.gov
E-mail: bppe@dca.ca.gov

A student or any member of the public may file a complaint about this institution with The Bureau of Private Post-Secondary (BPPE) by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's Internet Web site www.bppe.ca.gov

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing the enrollment agreement. A student or any member of the public may file a complaint about this institution with the BPPE by contacting them via telephone or by completing a complaint form, which can be obtained on the Internet website.

Academic Guidelines

Enrollment Agreement

The Enrollment Agreement is processed on a quarterly basis. Enrollment always starts on the first day of scheduled classes. Enrollment begins only after the applicant has been formally accepted by the Admissions Committee and has paid or made satisfactory arrangements to pay the fees and tuition.

Attendance Policy

The Institute set the following attendance policy. However, the Institute encourages students to participate all class sessions.

1. Each student is expected to attend all class sessions.
2. The minimum required attendance is 75% class and some courses may require more attendance to complete. Students who have not completed a course and do not officially withdraw will receive a grade of "NC" (No Credit) unless they are eligible to receive an "I" (Incomplete) grade.
3. Students are encouraged to notify her or his instructor in advance if the student must miss a class session.
4. Using the Institute's attendance sheet, Faculty routinely record student attendance for all class meetings. The original attendance sheet is placed in the coordinator's file while the instructor retains the copy of the attendance sheet for her or his class records.
5. It is the student's responsibility to arrange with her or his instructor for making up examinations and other relevant course work that has been missed due to an excused or unexcused absence.
6. In the event that a student misses more class hours than the Institute's guideline because of an unforeseeable or an unavoidable event, a student may request an arrangement with the instructor to complete the coursework prior to having missed significant amounts of the course, as determined by each individual instructor's discretion and/or the Program Director. This will be left to the discretion of the individual instructor as well as the Academic Dean.
7. Instructors have the right to issue a warning to any student who shows excessive tardiness, i.e. three instances of arriving at class 30 minutes beyond the start of the class and/or three instances of prematurely leaving class, i.e. leaving the classroom at least 30 minutes prior to the end of the scheduled class session. Continued violation of these class arrival or departure standards will result in an academic advising and counseling meeting with the Dean of Academic Affairs, whereby an appropriate disciplinary or corrective action will be determined.
8. In the online classroom, attendance is noted and recorded by logging into the classroom to participate, among other measures such as discussion participation. The other guidelines apply.

Leave of Absence

A student may petition for a leave of absence. Prior to withdrawing, a student must first speak to his/her Program Director and the Academic Dean. If circumstances require a leave of absence, these need to be documented by the student

in writing, and then submitted to be evaluated by the student's Program Director and Academic Dean. A leave of absence may be granted for a maximum of one year. After one year's time, the student will need to reestablish their active student status. Administrative fees may apply.

Residency Requirements for Online Degree Programs

After completion of coursework, student must take candidacy exams under the direction of the Program Director and/or Academic Dean. Upon successful completion of the candidacy exam(s), student will advance to candidacy. It is at this time that the dissertation sequence can begin.

The M.A. thesis (if required) and Ph.D. dissertation must be defended at the Institute in Encinitas, California, United States. In some case-by-case situations, defense arrangements can be made via Skype. This is up to the discretion of the Dissertation or Thesis Committee and the Program Director.

Most coursework for the Institute's doctoral programs may be taken online. Some courses may only be offered on campus. Students will be advised accordingly. In the case of students who are international or not California residents, an alternate arrangement may be made for equivalent assignments and/or course work. The Academic and Program Director have the discretion to design an individualized alternative if the need arises.

Online doctoral students in Clinical Psychology may earn academic credit for pre-doctoral internship hours only if the CIHS Psychology Program Director approves the internship facility and program. All doctoral dissertations must be defended in person at the Institute in Encinitas, California, U.S.A, except as noted above.

Grading System

All students of the Institute will have course work evaluated and reported by the faculty using letter grades or administrative symbols. Grades and symbols are listed below together with grade point values.

Grades and Symbols:

Grade Point

A - Outstanding performance	4
B - Above average performance	3
C - Average performance	2
D - Below average performance	1
NC - Student did not meet course requirement to receive a passing grade.	0
P - Pass (does not enter into GPA calculations)	

Administrative Symbols:

AU - Audit/No Credit. Students who are in the admissions process may audit courses. At the time of admissions, the audited course can be converted to full academic credit units. Regular course fee applies minus the audit fee already paid.

I - Incomplete. A student wishing an "I" grade is required to advise the instructor in writing for approval. If the remaining

course requirements are not completed by the end of the subsequent academic quarter, the “I” is changed to an “NC”.

W - Official withdrawal from course.

Approval as Institute of Higher Education: Status to Offer Degrees & Credit Units

CIHS is a California state approved school of higher learning by the Bureau of Private Post-Secondary Education (BPPE) to operate as a graduate school and offer degree programs (BA completion, MA, and PhD). CIHS is approved by the California Board of Behavioral Science (BBS) to offer a Marriage, Family Therapy eligible track for Master’s in psychology students, along with other requirements for licensure such as hours and exams. We are also approved by the California Board of Psychology (BOP) to offer a doctorate program in Clinical Psychology that is eligible for licensure, along with completion of the other Board requirements.

The Board of Private Post-Secondary Schools (BPPE) defines a quarter unit of academic credit in the following manner (Article 1, Section 71000, P.5, California Code of Regulations):

(1) At least ten (10) hours of college or university level instruction during a quarter plus a reasonable period of time outside of instruction which an institution requires a student to devote to preparation for planned learning experiences, such as preparation for instruction, study of course material, or completion of educational projects; or

(2) Planned learning experiences equivalent to the learning and preparation described in paragraph (1) as determined by duly qualified faculty responsible for evaluating learning outcomes for the award of unit credits.

Course Numbering Code

100-499 Undergraduate courses

500-699 Graduate courses organized primarily for graduate students at the master's level.

700-900 Graduate courses organized primarily for graduate students at the doctorate level.

Challenge Examinations

Newly admitted students who have previously earned a substantial number of graduate education credits (from another state approved or accredited graduate school) beyond thirty (30) semester or forty-five (45) quarter units may have an opportunity to earn a limited number of graduate units, not to exceed eight (8) quarter units at the master’s level or sixteen (16) quarter units at the doctoral level, through the challenge examination process.

The challenge examination assesses the graduate student’s range of the theoretical and applied knowledge on relevant subject areas that are represented in curriculum content. The challenge exam must demonstrate a comprehensive breadth of knowledge within the course objectives.

The student’s Program Director and/or Dean of Academic Affairs evaluate eligibility for a challenge examination. The Program Director will review the student’s transcripts and

other supporting documents and conducts an interview to determine the student’s preparedness for the challenge examination.

The fee for the challenge examination is \$450 per a four-unit course. It must be paid prior to the faculty’s construction of the challenge examination format.

The Program Director notifies the student in writing about the results of the challenge examination within two weeks from the date of the exam. The challenge examination is graded on a Pass/Fail basis.

If students are unsuccessful in achieving a satisfactory performance on the first challenge exam administration, they have an opportunity for a second and final attempt, which must be completed within one month of the first unsuccessful challenge examination at no additional charge to the student.

Independent Study

Independent Studies can be an integral part of any academic program, allowing the student to pursue areas of interest that are personally and professionally relevant. This allows the California Institute for Human Science and the student collaboratively to tailor a unique program of study to meet the specific needs of each student. Students will be allowed a maximum of three Independent Studies in each degree program totaling 15 units at the Bachelor's level and 12 units at the graduate levels. All Independent Studies must be approved by the Program Director / Dean of Academic Affairs/ Academic Committee before the study can proceed.

Academic Counseling

Initial academic counseling is provided by Program Directors. The assigned core faculty, the Program Director, and the Dean of Academic Affairs provides academic advising for continuing students. Appointments need to be scheduled in advance.

Advisement Process

The Program Director tracks each student's progress toward his/her degree on a quarterly basis. Advisement takes place on a continuous ad hoc basis and formally towards the end of each quarter when the Program Director reviews each student's progress and advises the student on course selection for the upcoming quarter.

Academic Honesty

Plagiarism or presenting ideas, words, and views of another as their own is considered unethical conduct. The use of another’s published or unpublished words, ideas, or views in a paper, report, or oral presentation must be accompanied by the necessary acknowledgement and specific citation and by the necessary references as per the industry standard. The consequence of plagiarism or any other form of academic dishonesty may result in the non-acceptance of the student’s work and/or in disciplinary action including dismissal.

Administrative Withdrawal

A student may be administratively withdrawn from the program or a course because of excessive class absence, disruptive behavior, inappropriate professional or ethical conduct, unfulfilled academic requirements, or unpaid tuition or fees. Refunds will be made in accordance with the Institute's policy and by the discretion of the Administrative Committee.

Students have the right to appeal certain disciplinary actions taken by appropriate Institute authorities. Regulations governing original hearings and appeal rights and procedures are provided to give maximum protection to both the individual charged and the Institute's community.

Academic Progress, Probation & Disqualification

For purposes of determining a student's ability to remain in the Institute, both quality of performance and progress towards the educational objective will be considered. A graduate student shall be subject to academic probation if he or she fails to maintain a cumulative grade point average of at least 3.0.

Right of Petition

Students may petition for review of certain Institute academic regulations when unusual circumstances exist.

Student Grievance Procedure

Any student who cannot settle her or his differences with a faculty member may file a complaint in writing to the Dean of Academic Affairs. A committee shall be established to review the grievance and mediate the conflict. The committee shall include up to four (4) members; 1) the aggrieved student; 2) the target faculty; 3) a faculty member chosen by the student; and 4) a faculty member chosen by the Dean of Academic Affairs.

Probationary Status

Probation indicates that a student has one term to complete the necessary requirements specified by her or his Program Director. If satisfactory progress is not achieved by the end of the probationary term, the student is subject to dismissal. In this instance, fees paid for coursework not completed by the student are not refundable.

Provisional Status

A student may enter the Institute as a provisional student and take up to 16-quarter units. Upon completion of the 16th unit, a student must have met all requirements for full admission before any credit may be applied toward the degree.

Evaluation of Faculty

The student will be required to evaluate the quality of instruction provided by each faculty member with whom a class is taken. This evaluation is confidential, but it will be made a part of the administrative record.

Dissertation Process & Sequence

This begins with advancement to candidacy, after the completion of two comprehensive examinations, as designed by the student's Program Director and/or the Academic Dean. The dissertation must be completed with the unanimous approval of the Dissertation Committee after his/her oral presentation.

If the student's dissertation is not complete after 18 months and the successful completion of the Dissertation Sequence, there is an administrative charge of \$250 for each quarter thereafter.

Advancement to Candidacy

Doctoral programs require the successful completion of two comprehensive written examinations, and in some instances, an oral examination prior to the student's advancement to candidacy and before undertaking any pre-dissertation or dissertation courses. This examination is usually undertaken upon completion of the required 68 units of course work before beginning the dissertation courses. In some instances, it can be taken earlier. For example, doctoral students in the Clinical Psychology doctoral program who are required to advance to candidacy before they are permitted to register with the Psychology Board, before commencing an internship, are permitted to undertake the examination after completing 48 units of coursework that must include at least 36 units of clinical courses. Allowing for pre-approval is up to the discretion of the Program Direction and/or Dean of Academic Affairs.

Comprehensive Examination

The examination is intended to demonstrate the student's integration of their coursework particularly in the area that will be the basis of their dissertation. The examination is arranged with the Academic Dean and/or Program Director.

Dissertation and Thesis Guidelines

An overview and guidelines for undertaking a dissertation or thesis is provided at the following link:

www.cihs.edu/academic/dissertation_Guideline.htm

CIHS will provide each student with a writing handbook outlining the APA 6th edition guidelines (or the most current edition at that time) that are uniformly applied to all research, writing, and academic scholarship at the Institute.

Graduation Requirements

Graduation requires that students successfully complete the course of study prescribed in their program by the Institute, meet all financial obligations, and have been recommended for graduation by their Program Director and/or the Academic Dean.



General Information

State Approval

The California Institute for Human Science is an approved graduate degree granting institution by the Bureau for Private Post-secondary Education (BPPE) in accordance with all regulatory guidelines posited by the California Education Code 94900. The California Board of Behavioral Science (BBS) has approved the MA in Counseling Psychology, MFT emphasis, and the Board of Psychology (BOP) has approved the PhD in Clinical Psychology as degrees eligible for licensure, along with other requirements set forth by these agencies.

These approvals for degrees leading to licensure are for the state of California. Out of state applicants interested in licensure MUST contact their respective state's regulatory board to confirm whether they will accept the program. Approved, but non-accredited, degrees may not be eligible for licensure in other states. Each Institution or regulatory agency will determine eligibility of transfer credits and programs. It is up to each student to confirm with any agency outside of California.

Faculty

Faculty members are selected on the basis of experience in their profession, expertise in teaching theoretical and applied courses, research and thesis and dissertation supervision capabilities, and publications in their academic discipline, involvement in community and professional affairs, as well as leadership and role model abilities essential to student advisement and professional growth.

Quarterly System

Classes at CIHS are scheduled according to a ten-week quarter system. There are four (4) quarters per academic year. Most courses offer the student four (4) quarter credits of graduate study.

Fall Quarter	October-December
Winter Quarter	January-March
Spring Quarter	April-June
Summer Quarter	July-September

Special Programs

An additional function of the California Institute for Human Science is the provision of course/workshops and seminars. These specialized programs are multi-disciplinary in scope and provide community education opportunities relative to the academic needs and interests of professionals, students, as well as the general public. The programs are planned and executed to reflect the four broad areas of the Institute's graduate programs and research emphasis: Life Physics, Comparative Religion and Philosophy, Clinical Psychology, and Integral Health.

Professional Continuing Education Programs

The California Institute for Human Science is a licensed continuing education provider for Registered Nurses by the California Board of Registered Nurses. In addition, the Institute's psychology programs are approved by the Board of Behavioral Sciences to provide continuing education for MFTs and LCSWs.

The Institute's aim to provide CEU programs of high caliber to licensed professionals is fulfilled by development with respect to contemporary issues in professional nursing and psychology. These programs are typically offered on weekends to accommodate working schedules of professional clinicians. The programs are organized and delivered by the Institute's faculty and consultants many of whom are internationally renowned scholars and practitioners.

In addition to post-doctoral specialized educational services that award CEU's, the Institute strives to promote bonds with the professional community in Southern California, to enhance the content of the graduate curricula and create a context for CIHS graduate students to interact and network with licensed professionals. This provides ongoing opportunities for professional role modeling, and establishes contacts with professionals who may eventually play a key role in students' pre-doctoral clinical internship placement and supervision.

Licensing

If licensing is the ultimate goal of the student, the Institute encourages the student to check with her or his respective state, and professional associations to ascertain requirements as these change from time to time. The MA in Counseling Psychology and the PhD in Clinical Psychology are licensable degrees in the state of California. If the student wants to pursue licensure in another state, he/she must verify eligibility of a California approved school with that respective regulatory body.

Catalog Changes

The California Institute for Human Science annually reviews its policies and procedures to ensure strict adherence to the BPPE regulations. If policies, fees, regulations change, the Administrative committee reserves the right to amend the catalog and procedures, including changes in guidelines, policies, curriculum and courses, procedures, and tuition while always maintaining the best interest of the student and the school.

Facilities

The Institute provides its own classrooms, laboratories and a reference library and or its equivalent resources.

Library

CIHS has a limited traditional reference library with some classic psychology, religion, science and philosophy texts as well as graduate dissertations. Students are encouraged to use the prolific academic databases available for scholarly

research on the Internet. Students, depending upon degree program, may be required to obtain and provide proof of membership at one of the major research libraries in their area. Locally, there is the California State University system, San Diego State University, and the University of California system. These are publicly financed educational institutions, so it is possible for students to easily access the facilities by purchasing a library card at a nominal fee.

Laboratory

Laboratory equipment is accessible for students at the Institute.

Laboratory equipment is predominantly computer controlled electronic measuring devices including: the AMI, the Biophoton Counter, EEG, ECG, Heart Rate Monitor and Heart Math.

Housing

The Institute provides no housing or dormitory facilities. Administration keeps a list of currently available housing.

Student Records

Student's academic records containing application information curriculum, financial records grade reports and transcripts are maintained in fireproof files in the Administration Department. Records are maintained for five years, as required by the California Education Code. Only persons authorized by the Bureau for Private Post Secondary Education and other regulatory boards or accrediting agencies may inspect or copy student records.

Safety Compliance and Enrollment Limitation

This institution, the facilities it occupies, fully comply with any and all federal, state, and local ordinances and regulations, including those requirements as to fire safety, building safety, and health.



Department of Psychology

Psychology Programs

Mission and Purpose

CIHS' Master's and Doctorate programs in General, Clinical, Counseling, and Integral/Energy Psychology prepare students to participate in the versatile field of psychology. We are a California state approved school by the Bureau for Private Post-Secondary Education (BPPE), the Board of Behavioral Science (BBS), and the California (BOP) to offer a licensure track MA in Counseling Psychology with a Marriage, Family Therapy emphasis and a PhD in Clinical Psychology. Because psychology is a versatile healing art with traditional, clinical, and non-traditional holistic paths, we offer distinct options for the MA and PhD programs in psychology, licensure and non-licensure. Our programs prepare students for whichever path they choose professionally: a MA (MFT) and/or a PhD licensed Clinical Psychologist in California for students who want a more traditional career. Additionally, we offer a MA in General Psychology or PhD in Integral/Energy Psychology for those who choose a more alternative route and may already have degrees as healing practitioners, psychotherapists, or in any of the holistic and healing arts. Despite whatever program you choose, our entire curriculum considers the whole person as a progressive, spiritual human being. The uniqueness of our psychology programs is that they offer two degree options that are eligible for licensure in the state of California (MFT and Ph.D.) along with a curriculum that honors the mind, body, spirit connection and views clients as conscious, ever evolving human beings.

The Master of Arts in Counseling Psychology and General Psychology prepares the ground for all further study in psychology by examining perennial philosophical issues, research strategies, and practical application of theory and skills. A range of substantive coursework represents major areas of psychology, including coursework in clinical psychology for those intending to graduate with the intention of pursuing licensure as a Marriage, Family Therapist (MFT). Because the MFT is a licensable degree, this is typically a terminal course of study. However, both Master's create a bridge to the Ph.D. program in Clinical Psychology, if the student so desires. If a student has already been awarded a Master's degree in psychology or other related field, admission may be granted directly into the doctorate program, at the discretion of the Program Director.

A unique feature of the M.A. and Ph.D. programs is the opportunity to draw upon the Life Physics, Comparative Religion and Philosophy, and Integral Health curricula for elective requirements, providing a synthesis of holistic thought and an emphasis on consciousness and spirituality. Please note that for licensure track students, the availability of electives is limited by fulfilling a core curriculum of required and

recommended classes. However, the underlying mission of the school informs all curricula.

The Master of Arts in Counseling Psychology, Marriage & Family Therapy Emphasis and the Doctor of Philosophy in Clinical Psychology (Ph.D.) program provides advanced courses that define the core of the practice of clinical psychology. Both degrees reflect degree requirements and recommendations by the California Board of Behavioral Science (BBS--for MFT's) and the Board of Psychology (BOP—for PhDs) for licensure, along with other requirements and guidelines as set forth by the respective regulatory board for your field. Primarily, the clinical study of psychology focuses on traditional, clinical curriculum that is competitive with a traditional Clinical Psychology program, along with emphasis on the Institute's core belief system. Attending our MFT or PhD in Clinical Psychology program will provide the student with the necessary training to be effective in the field as a psychotherapist and/or psychologist. Additionally, the CIHS graduate is schooled in viewing the client as a progressive, spiritual human being. The emphasis on consciousness, mind, body, spirit, and the importance of other healing modalities is honored throughout the curriculum. In this way, CIHS' MFT or Ph.D. in Clinical Psychology affords



the student a unique opportunity to become licensed as a Marriage Family Therapist or a Clinical Psychologist in California (or other reciprocal states as determined by each state's licensing body) with a solid core education in a curriculum that emphasizes consciousness, healing, and spirituality. Our program is for the student who wants to go beyond the medical-model psychology programs to view the client as a human being seeking wholeness. The CIHS student will learn how to address the fundamental questions in psychology, namely,

"What is wrong? How and why did it develop? What can be done?" with the perspective of psychotherapy and clinical psychology as one of the vital healing arts. Qualitative research and dissertations are encouraged because CIHS recognizes that clinically-relevant issues must be examined in an experiential way honoring the idea that the client's experience should be respected and valued. The experience itself provides information. The qualitative emphasis on research is another unique feature of the CIHS education. Many of our students welcome this opportunity to write a dissertation from this perspective. Mixed-method and quantitative dissertations are encouraged as well. Ranges of topics relevant to psychology as a healing art are available as electives.

**Please note that at the time of publication, this catalog reflects the known requirements and best recommendations by both the Board of Behavioral Science (BBS) and the Board of Psychology (BOP) to partially prepare students to pursue licensure. The nature of these regulations can be annually dynamic. Ultimately, it is the student's responsibility to ensure his/her program complies with his/her professional goals. Each regulatory board regularly updates the requirements, and

they are available on the Internet (www.bbs.ca.gov and www.psychboard.ca.gov).

Please also note that the electives listed in this catalog at the time of publication accurately reflect our most recent course of study. The nature of these electives can be dynamic within the scope of a comprehensive education in graduate psychology and it best reflects trends and proper scope of the industry.

CIHS recognizes the distinctions and interstices between Master's level psychology and doctorate psychology. Please note that many of the courses integrate both MA and PhD students together. However, the assignments, requirements, and course objectives diverge to reflect the appropriate course of study.

Prerequisites

Masters of Arts Degree Program in General Psychology, Integral/Energy Psychology, or Counseling Psychology (MFT): Bachelor's degree from an approved or accredited institution.

Doctor of Philosophy Degree Program in Clinical Psychology (licensure track or Integral/Energy emphasis): Master's degree from an approved or accredited institution.

MASTER OF ARTS DEGREE PROGRAM

Learning Objectives

The core curriculum clinical emphasis of the General Psychology Master of Arts program is designed to provide entry-level graduate students with a solid grounding in the basic foundations of psychology. Upon successful completion of the core curriculum, the student fulfills the remaining degree requirements by taking courses in substantive areas in psychology, including clinical psychology. The clinical psychology emphasis is designed to prepare students for the Institute's Ph.D. program in Clinical Psychology. The MFT emphasis ends that course of study if the student chooses, fulfilling the degree requirements to pursue licensure as a marriage and family therapist (MFT). If an integral emphasis is desired, the course program follows a more interdisciplinary track with an emphasis on general psychology, integral psychology, Comparative Religion and Philosophy, and/or Life Physics.

Degree Requirements

Fifty-two (52) graduate quarter units are required to complete the Master of Arts degree in Psychology. Twenty-four (24) graduate quarter units are earned in six (6) core courses designed to establish a basic foundation in the philosophy, science, and practice of psychology based on the Institute's mission. Elective coursework toward the 52 degree units necessary for graduation may be selected from any of other Master's programs: Life Physics or Comparative Religion and Philosophy. Doctorate-level courses in Psychology, Life Physics, or Comparative Religion and Philosophy may be taken with the approval of the Psychology Program Director.

Ninety (90) units of coursework are required for the Master of Arts, Clinical Psychology, Marriage Family Therapy emphasis with several required courses in addition to CIHS' core requirements, as required by the Board of Behavioral Science (BBS).

225 hours of supervised training are required for graduation as per BBS regulations. These hours are obtained in the practicum courses.

For Master's level students, graduate transfer credits may be granted for a total of 8-quarter units of relevant graduate courses previously completed at an approved or accredited institution for non-licensure students.

Challenge exams (2 exams or 8 units) may be taken for equivalent coursework. This would provide additional credit toward the degree, at the discretion of the Program Director.

If the Master of Arts student is completing his/her degree with no intention of continuing in the PhD program, the completion of a thesis (psychology) or special project (Integral/Energy Psychology) must be completed as a degree requirement.

If the student is planning to immediately enroll upon degree conferment into the Institute's Ph.D. program, a course may be taken in lieu of the Master's thesis or senior project.

MASTER OF ARTS IN PSYCHOLOGY (GENERAL, INTEGRAL, & CLINICAL PSYCHOLOGY)

CIHS CORE CURRICULUM (core courses for all programs)

PSY 501	Foundations in Integral studies	(4 units)
PSY 502	Consciousness Studies	(4 units)
PSY 503	Counseling & Communications Skills	(4 units)
PSY 504**	Spiritual Education	(4 units)

CORE for MA PSYCHOLOGY STUDENTS

PSY 505	Introduction to Qualitative and Quantitative Research	(4 units)
PSY 506	Statistics	(4 units)
PSY 690	Thesis or Special Project*	(6 units)

*Those students who desire to enter the doctorate program upon degree completion may take an additional course elective in place of the thesis or special project.

**Additional units may be taken as electives

MARRIAGE FAMILY THERAPY & CLINICAL PSYCHOLOGY EMPHASIS

*Required for licensure for PhD track (can be taken at either MA or Ph.D. level)

** Recommended for licensure Ph.D. curriculum

++ Required for licensure for MFT track

Students intending to pursue a MFT and/or Ph.D. Clinical Psychology (licensure track) should take at least 20 units of the following courses:

PSY 600	Psychology of Personality	(4 units)
PSY 607	Psychopathology	(4 units)
PSY 608	Human Sexuality *++	(4 units)
PSY 609	Human Development and Archetypes	(4 units)
PSY 610	Introduction to Psychopharmacology **++	(4 units)
PSY 612	Psychodiagnosis & Treatments **	(4 units)
PSY 613	Family Violence/Child Abuse Assessment *++	(4 units)
PSY 616	Psychological Testing and Assessment **++	(4 units)
PSY 617	Ethics and Law in Psychology *++	(4 units)
PSY 618	Substance Abuse: Assessment, Intervention, & Treatment*++	(4 units)
PSY 619	Psychotherapy Approaches and Strategies	(4 units)
PSY 625	Sociocultural Influences and Intervention Strategies*	(4 units)
PSY 650	Aging, Grief, and Long-term Care *++	(4 units)
PSY 620	Practicum I	(4-5 units) MA
PSY 621	Practicum II	(4-5 units) MA
PSY 896/897	Dissertation Topic & Methodology	(5 & 5 units) PhD
PSY 898A/898B	Dissertation I & II	(6 & 6 units) PhD

ELECTIVES IN GENERAL, INTEGRAL, AND ENERGY PSYCHOLOGY

Students on a non-licensure track following may also choose appropriate interdisciplinary electives from any of the other programs. Courses relevant to the field are below, but the electives are not limited to these course options, at the discretion of the Program Director.

PSY 622	Mind-Body and Energy in Psychology	(4 units)
PSY 624	Psychobiology	(4 units)
PSY 625	Sociocultural Influences and Intervention Strategies	(4 units)
PSY 633	Introduction to Energy Psychology	(4 units)
PSY 634	Pranic Healing	(4 units)
PSY 636	Psychology of the Chakras	(4 units)
PSY 651	Psychoacoustics	(4 units)
PSY 680	Topics of Special Interest	(4-8 units)
PSY 699	Independent Study	(2-12 units)

MARRIAGE AND FAMILY THERAPY ELECTIVES

PSY 640	Family Therapy Theoretical Foundations	(4 units)
PSY 641	Family Therapy Theories & Practice: Individuals, Children, Marital & Family Systems	(4 units)
PSY 643	Couples Therapy: Theories and Practice	(4 units)
PSY 644	Dynamic Group Therapy: Theory and Practice	(4 units)

The total Master of Arts program comprises 52 units for General Psychology or 90 units for Counseling Psychology, Marriage Family Therapy Emphasis (MFT).

Course Descriptions

CORE CURRICULUM (IN ADDITION TO STATE REQUIREMENTS)

PSY 501 Foundations in Integral Studies

This course is based on the Institute's mission encompassing an interdisciplinary approach to the student's choice of academic discipline. Topics include comparative religion and philosophy studies, psychology, biology, and an understanding of Western and Eastern paradigms. From this experience, the student develops a holistic study of human life. This includes mind, body, and spirit. This multidisciplinary emphasis intends to bridge different paradigms of thought advancing consciousness and fostering the pursuit of a global society. The course introduces students to this integral view of life and the interdisciplinary study that is the foundation of CIHS' curriculum. (4 units)

PSY 502 Consciousness Studies

The course draws upon investigations and models concerning the nature, types, and levels of consciousness, drawn from various religious traditions, yoga, mysticism, spirituality, shamanism, Jungian psychology, and parapsychology. It also explores the nature of transcendent consciousness, or super consciousness from spiritual traditions, as well as the practices used in the various traditions to attain these states. (4 units)

PSY 503 Counseling and Communication Skills

Conducting beneficial counseling requires specialized attitudes and abilities on the part of the therapist. This course emphasizes the fundamental aptitude for active empathic listening and responding by the counselor. This course addresses the skills associated with the task of grasping the point and meaning of communication and perceiving difficulties on an intuitive and/or subtle level. These skills are relevant in any discipline and professional path in which a student will work with people. (4 units).

PSY 504 Spiritual Education

A variety of modules, involving philosophy, psychology, contemplative practices or yogic type exercises are offered. See course descriptions listed under CRP 504 Spiritual Education. (4 units)

PSY 505 Introduction to Qualitative and Quantitative Research

The two main methodologies will be reviewed: first, qualitative research, based on phenomenology, explores the nature and meaning of phenomena using interviews, observation, or records. The approach is inductive and hermeneutic and aims to develop concepts or theories focusing on the subject's experience.

Quantitative research is essentially deductive and confirms hypotheses using statistical analysis. It issued mostly in experimental and correlation designs to establish relationships between variables. It is a traditional model of evaluating studies based on statistics. Steps in the research process for

both approaches will be reviewed, focusing on sampling, collection, and analysis of data. (4 units)

PSY 506 Statistics

The course provides an overview of descriptive and inferential statistical techniques including: central tendency, frequency, variability, correlation, linear regression, dependent and non-dependent t-test application, and analysis of variance. The appropriate application of the techniques to various research designs and use of computer programs are included to prepare students to analyze quantitative data in the psychological field. (4 units)

CLINICAL PSYCHOLOGY EMPHASIS

PSY 600 Psychology of Personality

The psychology of personality examines several broad approaches to personality development and organization relevant to research and clinical assessment. Behavioral, psychodynamic, transpersonal, and cognitive-behavioral and trait theories are reviewed. This course views the approaches in historical, philosophical, practical, and methodological perspectives, and considers the roles of biology, society, culture, and interpersonal environment in shaping personality. (4 units)

PSY 608 Human Sexuality: Clinical Considerations (state requirement)

The course reviews the varied attitudes and values as regards human sexuality and many cultural myths surrounding sexual practices as well alternate lifestyles. Basic knowledge about sexual health and associated physical and emotional issues will be explored, along with types of dysfunction and problems encountered in counseling situations including DSM categories and sociocultural considerations. Current therapeutic concepts and interventions will also be presented. (4 units)

PSY 609 Human Development and Archetypes

The course provides the background to human development based on the six Core Archetypes of Humanness that manifest through the lifespan. Understanding of these archetypes helps inform the study of human development, including infant and child development. Why do we respond to our environment the way we do? A study in the unconscious archetypes integrated with a traditional line of inquiry into psycho-emotional development creates an in depth course of study. (4 units)

PSY 610 Introduction to Psychopharmacology (state requirement)

The course aims to provide the basic psychopharmacology background necessary for clinical licensing. It will also provide an analysis of the appropriate use of psychopharmaceuticals and iatrogenic outcomes due to excessive and inappropriate use. Sociopolitical factors that influence patterns of prescription and psychiatric drugs use will be discussed. Consideration will be given to the use of alternate and complimentary medication with less harmful side effects and limit dependence on pharmaceuticals. (4 units)

PSY 612 Psychodiagnosis and Treatments

The course attempts to answer the question: why do some people have persistent problems in the realm of psychosocial adaptation to life? Issues concerning the origin, development, maintenance and persistence of maladaptive functioning will be approached from a psychosocial and psychodynamic perspective. Diagnostic categories and the DSM will be discussed. (4 units)

PSY 613 Family Violence, Partner Abuse, & Child Abuse: Assessment & Intervention (state requirement)

Because of the hidden nature of abuse within intimate relationships, the true incidence of this problem is difficult to determine but it is considered a serious social issue. It is a course required for clinical licensing. The course will examine the social factors and family-related circumstances that are seen to contribute to the development of this situation. Detection, assessment, and intervention of child abuse will be covered as well as it relates in clinical practice and the family system. Sociocultural considerations will be addressed. (4 units)

PSY 616 Psychological Testing (Required MFT; recommended PhD)

Students will be familiarized with the use of the most commonly used psychometric tests developed in psychology: the MMPI, the Rorschach, the Wechsler scales and others. These instruments have played a major role historically in the development of ideas concerning measurement and validity in the realm of psychological assessment. Theory and application will be discussed. (4 units)

PSY 617 Ethics and Law in Psychology (state requirement)

Ethical and legal issues in behavioral research with human subjects, counseling and psychotherapy, and psychological testing will be discussed. Issues pertaining to provision of clinical services are covered. Legal aspects of professional competence, behavior, licensing, confidentiality, informed consent, recruitment of subjects for research and advertising of services will be reviewed. (4 units)

PSY 618 Substance Abuse: Assessment, Intervention, & Treatment (state requirement)

The course examines the extent and patterns of use and abuse of illegal, social and medical psychoactive substances and the psychosocial factors and policies that contribute to the etiology of addiction in modern Western societies. Types of therapy and rehabilitation programs and their short and long-term efficacy will be discussed, along with implications for developing effective social policies. Sociocultural aspects to chemical dependency will be addressed. (4 units)

PSY 619 Psychotherapy: Approaches and Strategies

Many presentations of psychotherapy are based on the major theoretical orientations of the three main categories of therapy: psychodynamic, mainly derived from psychoanalytic thought; experiential relational which stresses subjective feelings; and cognitive and behavioral approaches that emphasize the role

of thinking and being. These general models have many commonalities and areas of overlap. The course will discuss the underlying assumptions and strategies of these and other approaches to therapy. (4 units)

**PSY 650 Aging, Long-term Care, and Grief
(state requirement)**

This course encompasses aspects of the psychological problems in the geriatric study of aging including disorders of old age and infirmities, as well as their application in long-term care and sociocultural considerations. In addition, the psychotherapeutic issues in addressing issues associated with AIDS/terminal grief counseling are discussed. (3 units)

**PSY 625 Sociocultural Influences and Intervention
Strategies (Required for MFT; recommended PhD)**

Social psychology research has explored the diverse sociocultural influences on psychological life and action and has demonstrated that individuals are far from independent centers of initiative. This course illustrates the extent and nature of social and cultural influence that need to be taken into consideration in cross-cultural counseling and discusses appropriate techniques. (4 units)

**PSY 630 Psychopathology & Psychopathogenesis
(Recommended)**

The course entails clinical investigations and reflections concerning the sources, development and persistence of psychopathology from a psychosocial and psychodynamic framework of thought. The emphasis as a whole is on the process whereby traumatic external sources of influence become incorporated into the development of dysfunctional coping patterns that form self-perpetuating traits. (4 units)

**PSY 644 Dynamic Group Therapy: Theory and Practice
(4 units)**

This course will provide theory and practical application for the group unique group therapy process. It will focus on group therapy in an individual practice as well as in a treatment center or mental health inpatient unit. (4 units)

PSY 620 Practicum I

Supervised field work in a clinical practice setting in which both psychological assessment and psychotherapy skills are developed. The clinical facility must be approved by the Program Director. Time commitment to the clinical facility and academic units awarded may vary. (4-5 units)

PSY 621 Practicum II

Supervised field work in a clinical practice setting in which both psychological assessment and psychotherapy skills are developed. The clinical facility must be approved by the Program Director. Time commitment to the clinical facility and academic units awarded may vary. (4-5 units)



**ELECTIVES IN GENERAL INTEGRAL & ENERGY
PSYCHOLOGY**

PSY 622 Mind-Body and Energy in Psychology

The course aims to provide a holistic perspective of the ecology of health and illness based on current interactional theories of mental and physical health and illness and of the relationship among physical, intraphysic, and social systems. It examines the biochemical and energetic interaction among the nervous system, the endocrine system, and immune systems and the way this interacts with the reactions in the meridian systems. (4 units)

PSY 624 Psychobiology

This course provides an intensive focus on the biological substrates of behavior, such as central, autonomic, and peripheral nervous system processes. It involves a study of physiological mechanisms involved in the mental processes associated with sensation and perception, control of movement, learning and memory, language, emotion, motivation and sleep. Attention is given to the biological bases of pathology. (4 units)

PSY 633 Introduction to Energy Psychology

This course explores the emerging field of subtle energy based psychology that combines elements of cognitive psychology with new thinking in mind, body and subtle energy theories, including electromagnetism, acupuncture, and quantum physics. The three major interacting systems: meridians and related acupoints; chakras; and the biofield or aura are identified. The various energy psychotherapies utilizing energy systems and their treatment approaches are reviewed. (4 units)

PSY 634 Pranic Healing

This course provides both theory and practice preparing students to confidently interact with the subtle energy of the auric field to promote mental and physical health and well-being. Upon completing the course, along with a practicum, the student may take the credentialing exam for certification in this healing modality. A certification fee of \$230 is required. (4 units)

PSY 636 Psychology of the Chakras

See course description for CRP 504 item #12. (4 units)

PSY 680 Topic of Special Interest

Two or more students arrange to focus on a specific topic with a faculty member. (4-8 units)

PSY 690 Thesis

A proposed topic (theoretical or research based and/or appropriate case study) that has been approved by a faculty member and academic dean can be undertaken, presented, and accepted by the supervising faculty member. (6 units)

PSY 699 Independent Study

See course description for PSY 799. All Independent Studies must be approved by the Program Director. (4-12 units)

ELECTIVES IN MARRIAGE AND FAMILY THERAPY

PSY 640 Family Therapy Theoretical Foundations

This course explores the nature of social and family systems and the primary approaches to therapeutic adaptations within those systems. It aims to provide a thorough framework for understanding the family system approach to marriage, partnerships, parenting, and other individual psychotherapeutic needs. (4 units)

PSY 641 Family Therapy Theories & Practice: Individuals, Children, Marital & Family Systems

The various theoretical orientations within the family therapy field are explored including: Structural Family Therapy, Strategic Family Therapy, Cognitive Behavioral Therapy and the Satir Approach. Students will focus on the practical application of techniques in treatment. (4 units)

PSY 643 Couples Therapy

This course will provide a theoretical and practical approach to psychotherapy with couples, whether a marriage or partnership. It will overview prevailing theories and applications of marital and couples therapy and its applicable situations in marriage, family life, and parenthood. This includes sexual disorders. (4 units)

PSY 644 Dynamic Group Therapy: Theory and Practice

This course will provide theory and practical application for the group unique group therapy process. It will focus on group therapy in an individual practice as well as in a treatment center or mental health inpatient unit. (4 units)



DOCTOR OF PHILOSOPHY IN CLINICAL PSYCHOLOGY DEGREE PROGRAM

Objective

The aim of the Ph.D. program in Clinical Psychology is to provide advanced coursework that addresses core issues in clinical psychology as a treatment and research area. In addition to the state course requirements for licensure, CIHS' Ph.D. provides elective coursework opportunities in the field of psychology. Areas in which psychology overlaps with other disciplines will be addressed. In particular, emphasis will be placed on consciousness, spirituality, and holistic treatment in addition to the traditional clinical psychology curriculum.

Degree Requirements

Ninety (90) graduate quarter units beyond the Master's Degree are required to complete the Doctor of Philosophy degree program in Clinical Psychology. The number of core courses and quarter units (including dissertation) required would depend on the number of core courses that students have completed at the Masters Level. This would include 1) the core courses associated with the school's mission and 2) students with a M.A. level clinical license or degree that includes the core courses required for clinical licensing. It is important for students working towards licensure to establish that they have completed the required number of core courses in consultation with the Program Director. The remaining elective units will be planned with student's career goals in mind. With the Program Director's approval, students may draw on the Ph.D. programs in Integral Health, Life Physics and Comparative Religion and Philosophy for coursework electives.

An additional requirement for students preparing for licensure is 50 hours of personal counseling with licensed professionals during their academic progress. This is arranged by the student.

Students in this program may be required to take prerequisite courses if their background at the M.A. level has not fully prepared them to succeed in the Institute's Ph.D. program, at the discretion of the Program Director.

For PhD students, graduate transfer credits may be granted for a total of 45-quarter units of relevant graduate courses previously completed at an approved or accredited institution for non-licensure students.* For licensure track doctorate students, two relevant courses or 8 units of graduate coursework may be transferred at the discretion of the Program Director.

PhD students have the additional option of challenging 4 courses or 16 units of equivalent coursework for additional credits toward their degree.

Advancement to Candidacy consists of successful completion of all coursework (except PSY 896, 897, and dissertation). Successful Advancement to Candidacy is a prerequisite for a

clinical internship and the dissertation sequence (4 courses). The examination tests the student's ability to provide sophisticated written discussions concerning substantive matters in psychology relating to the practice of Psychology.

Total units required to complete the program is 90 units.

DOCTOR OF PHILOSOPHY IN CLINICAL PSYCHOLOGY

CIHS CORE CURRICULUM required for all PhD students (unless the courses were completed at the Masters level, then other courses will be substituted).

PSY 701	Foundations in Integral Studies	(4 units)
PSY 702	Consciousness Studies	(4 units)
PSY 703*	Counseling & Communications Skills	(4 units)
PSY 704**	Spiritual Education	(4 units)
PSY 705***	Advanced Qualitative Research Methods	(4 units)
PSY 706***	Advanced Quantitative Research Methods	(4 units)
PSY 896	Dissertation Topic Research	(5 units)
PSY 897	Dissertation Methodology Review	(5 units)
PSY 898A	Dissertation I	(6 units)
PSY 898B	Dissertation II	(6 units)

*Required for licensure for PhD track (can be taken at either MA or Ph.D. level)

** Additional units may be taken as electives

***Introduction to Qualitative and Quantitative Research and Research Statistics are prerequisite to both Advanced Research courses. Students may take one or both of the courses depending on their research interests. (Total core courses 46 units)

CORE COURSES FOR STUDENTS INTENDING TO OBTAIN CLINICAL LICENSING

Students intending to obtain state licensure are required to take a minimum of nine (9) courses from this section, unless these courses have been taken at the masters level and do not need to be repeated at the Ph.D. level but can be replaced with other electives to fulfill the 90 unit requirement for the Ph.D. degree. Those with asterisks are either recommended and/or approved by the California Board of Psychology as courses to fulfill a licensure track PhD in Clinical Psychology degree.

**Recommended *Required

PSY 609	Human Development and Archetypes	(4 units)
PSY 708	Human Sexuality: Clinical Considerations*	(4 units)
PSY 710	Ethics and Law in Psychology **	(4 units)
PSY 713	Family Violence, Partner Abuse, & Child Abuse: Assessment & Intervention*	(4 units)
PSY 717	Psychopharmacology*	(4 units)
PSY 718	Substance Abuse: Assessment, Intervention, & Treatment*	(4 units)
PSY 719	Diagnosis in Clinical Psychology **	(4 units)
PSY 724	Neuropsychology	(4 units)

PSY 725	Psychology of Mind-Body and Energy	(4 units)
PSY 726	Psychological Testing & Assessment **	(4 units)
PSY 730	Psychopathology and Psychopathogenesis **	(4 units)
PSY 800	Psychology of Personality	(4 units)
PSY 819	Psychotherapy: Approaches and Strategies	(4 units)
PSY 820	Pre-Doctoral Internships	(4 units)

* Students may take one or both courses

Licensing Requirements as a Psychologist in California. The Board of Psychology is the relevant governing body for the psychology license in California. Graduates who have earned a Ph.D. in Clinical Psychology from a State approved educational institution (such as CIHS) are eligible to take the licensing exam when they have completed a total of 3000 hours of supervised clinical experience. The Board will accept a maximum of 1500 hours of pre-doctoral supervised clinical experience toward the total of 3000 hours, once the student has advanced to candidacy. CIHS students intending to become licensed in California should map out their doctoral curriculum with the Program Director.

It is recommended that all Ph.D. students write to the Board of Psychology and include a check or money order for four (4) dollars payable to the California Board of Psychology and obtain the most recent edition of the Laws and Regulations.

Board of Psychology

1422 Howe Avenue, Suite 22

Sacramento, CA 95825-3200

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All regulations can be annually dynamic. Although each student works closely with his/her program director, ultimately it is the student's responsibility to ensure their program meets his/her future educational and professional goals.

ELECTIVES FOR INTEGRAL & ENERGY PSYCHOLOGY EMPHASIS

PSY 736	Psychology of the Chakras	(4 units)
PSY 609	Human Development and Archetypes	(4 units)
PSY 749	Clinical Aspects of Energy Psychology	(4 units)
PSY 750	Energy Psychology: Foundations & Therapy	(4 units)
PSY 751	Psychoacoustics	(4 units)
PSY 754	Pranic Healing	(4 units)
PSY 755	Advanced Integrative Therapy (AIT)	(4 units)
PSY 756	Meditation Practice, Guided Imagery, & Alternative Techniques to Complement Psychotherapy	(4 units)
PSY 763	Psychology of Shamanism	(4 units)
PSY 764	Transpersonal Psychology	(4 units)
PSY 784	Ecopsychology	(4 units)
PSY 790	Topics of Special Interest	(4-8 units)
PSY 799	Independent Study	(4-12 units)

Course Descriptions

CIHS CORE CURRICULUM FOR ALL DOCTORATE STUDENTS

Core courses taken at Master's program level do not need to be repeated and can be replaced with electives.

PSY 701 Foundations in Integral Studies

See course description for PSY 501.

PSY 702 Consciousness Studies

See course description for PSY 502.

PSY 703 Counseling and Communication Skills

See course description for PSY 503.

PSY 704 Spiritual Education

See course description for PSY 504.

PSY 705 Advanced Qualitative Research Methods

Qualitative research in psychology is selected as an investigative strategy when information sought is best obtained in the respondent's own words and/or in a form of activities that must be observed in its natural setting in to provide a deeper and more valid reflection of the phenomena studied. Methods of subject selection, conditions, data collection and interpretation, will be examined and illustrated from diverse areas. (4 units)

* If the student has had qualitative/quantitative statistics prior, the doctoral student may opt to take one or both of these advanced courses in qualitative and/or quantitative, dependent upon his/her area of expected specialization and dissertation focus.

PSY 706 Advanced Quantitative Research Methods

The complex experimental and correlational designs available in behavioral and health related research, particularly in relation to multivariate analysis, are reviewed presented with examples. The roles of control groups, randomization, and matching are discussed in relation to complex designs using multiple groups and repeated measures. Types of randomization are discussed. The importance of validity, reliability, sensitivity, and specificity are covered as well as types of error. Multifactorial analysis and use of multivariate data analysis programs. (4 units)

PSY 896 Dissertation Topic Research

The purpose of this course is to provide the student with an opportunity to examine areas of interest in the scientific literature as a preamble to selecting a dissertation topic. The student meets regularly with faculty during this process to discuss ideas, conceptual, methodological issues and problems connected to specific areas. A draft proposal outlining the topic and rationale will be required to be submitted as course work. (5 units)

PSY 897 Dissertation Methodology Review

This course examines methodological options appropriate to the area of research that the student has selected for the

dissertation project. Students must meet regularly during the quarter to discuss appropriate investigation methods in the area that they have selected as a dissertation topic. An outline of sample selection and research design methods as well as procedures and instruments will be required as course work. (5 units)

PSY 898A Dissertation I

Dissertation I represents the student's work up to the point of his/her committee's acceptance of a formal dissertation proposal, comprising the first three chapters of the dissertation. This includes a review of relevant literature and statement of the problem to be investigated and a detailed methodology. At this stage, the student focuses on the pursuit of data to later provide analysis to draw conclusions or inferences. A committee of three members approved by the Program Director must formally accept the proposal to complete Dissertation I. (6 units)

PSY 898B Dissertation II

This course covers the dissertation project from the proposal to the presentation of data and the student's successful oral defense to the committee and any required revisions. The final written document includes the first three chapters and a report of findings, a discussion of the findings of the problem investigated, also a discussion of drawbacks or limitations of the study in light of its execution and results, and pertinent suggestions for further, refined research within a five or six chapter model. At the end of this stage, the entire dissertation and its process are complete. (6 units)

CORE COURSES FOR CANDIDATES INTENDING TO OBTAIN CLINICAL LICENSING

(Cross-over courses offered to MFT and PhD students will provide alternate syllabus and/or diverse course assignments to reflect the appropriate course of study.)

PSY 710 Ethics and Law in Psychology

Ethical and legal issues in behavioral research with human subjects, counseling and psychotherapy, and psychological testing will be discussed. Issues pertaining to both the ethical and legal liabilities and responsibilities issues in research with human subjects and provision of clinical services are covered. Legal aspects of professional competence, licensing, confidentiality, informed consent, recruitment of subjects for research and advertising of services will be reviewed. (4 units)

PSY 708 Human Sexuality: Clinical Considerations

The course reviews the varied attitudes and values as regards human sexuality and many cultural myths surrounding sexual practices as well alternate lifestyles. Basic knowledge about sexual health and associated physical and emotional issues will be explored, along with types of dysfunction and problems encountered in counseling situations. Current therapeutic concepts and interventions will also be presented. (4 units)

PSY 713 Family Violence, Partner Abuse, & Child Abuse: Assessment & Intervention (state requirement)

Because of the hidden nature of abuse within intimate relationships, the true incidence of this problem is difficult to determine but it is considered a serious social issue. It is a course required for clinical licensing. The course will examine the social factors and family-related circumstances that are seen to contribute to the development of this situation. Detection, assessment, and intervention of child abuse will be covered as well as it relates in clinical practice and the family system. (4 units)

PSY 717 Psychopharmacology

While the course aims to provide students with a background of psychopharmacology necessary to achieve clinical licensing, appropriate use of psychopharmaceuticals and possible iatrogenic outcomes due to excessive and prolonged use is analyzed. Sociopolitical factors that influence patterns of prescription psychiatric drugs will be discussed. Consideration will also be given to the use of forms of alternate and complimentary medication that entail less harmful side effects as well as psychotherapy programs that decrease lifelong dependence on pharmaceuticals. (4 units)

PSY 718 Substance Abuse: Assessment, Intervention, & Treatment (state requirement)

The course examines the extent and patterns of use and abuse of illegal, social and medical psychoactive substances and the psychosocial factors and policies that contribute to the etiology of addiction in modern Western societies. The types of therapy and rehabilitation programs as well as their short and long-term efficacy will also be discussed, along with the implications for developing an effective social policy. (4 units)

PSY 719 Diagnosis in Clinical Psychology

Diagnosis in psychology is based on the most current Diagnostic and Statistical Manual (DSM) that sets the criteria for diagnosis in the field. Clinical licensing and practice requires a thorough knowledge of the categories and criteria for diagnosing mental disorders. The course provides students with an understanding of psychodiagnosis that will prepare them for clinical licensing. Consideration will be given to the limitations of specific diagnostic categories as part of a deliberate effort to medicalize what it is that psychiatry treats, and the implications for the therapeutic relationship. (4 units)

PSY 724 Neuropsychology

Forms of neuropathology and of non-neurological illnesses that affect the brain can produce detrimental psychological changes in affect, thought, and behavior. Mistaking psychological consequences of somatic disease for psychopathology is a substantial problem in medicine, psychiatry, and clinical psychology. The course examines somatic illnesses that may masquerade as psychopathology and familiarizes students with techniques for detecting neuropathology, and distinguishing between somatic and psychopathology. (4 units)

PSY 725 Psychology of Mind-Body and Energy

Modern Western medicine was founded on the reductionist philosophies that treat a person as a quantifiable diagnosis. The consciousness movement that incorporates holism and systems theory has produced new ecological models of health and illness. The energy matrix of the body, the basis of healing in Eastern medicine for millennia, is explored, and its new applications in complementary medicine. The course explores holistic models of health and illness emphasizing energetic systems and their physical, immune, psycho-emotional, and spiritual effects on the whole person. (4 units)

PSY 726 Psychological Testing and Assessment

Students will be familiarized with the use of the most commonly used tests developed in psychology: the MMPI, the Rorschach, the Wechsler scales, and others. Models of human intelligence: psychometric and other measures will be explored in clinical and school settings. Psychometric instruments have played a major role historically in the development of ideas concerning measurement and validity in the realm of psychological assessment. Validity based on group statistics and clinical utility will be an additional topic of discussion. Projective techniques will be explored as useful techniques in treatment. (4 units)

PSY 730 Psychopathology and Psychopathogenesis

See course description for PSY 630.

PSY 800 Psychology of Personality

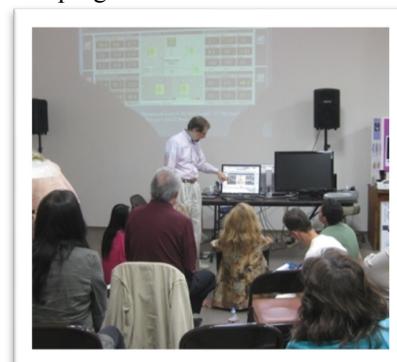
See course description for PSY 600. (4 units)

PSY 819 Psychotherapy Approaches and Strategies

See course description for PSY 619. Doctoral students will have an alternate syllabus and exercises to facilitate therapeutic skills. (4 units)

PSY 820 Pre-Doctoral Internship (1 - 4 units)

The pre-doctoral internship is planned in consultation with the Program Director after advancement to candidacy. Credits are earned for internship on a quarterly basis with one (1) quarter unit per internship course, encompassing at least 10 hours a week, to earn a unit of credit. Grading is Pass/Fail. The Board of Psychology will accept up to a maximum of 1500 hours of pre-doctoral supervised clinical experience towards the license. Students must earn 90-quarter units for a Ph.D. even if the pre-doctoral internship is waived for credentials earned prior to entering to the program.



ELECTIVES FOR INTEGRAL PSYCHOLOGY EMPHASIS

PSY 736 Psychology of the Chakras

See course description for CRP 504 item 12.

PSY 609 Human Development and Its Archetypes

The course provides the background to human development based on the six Core Archetypes of Humanness that manifest through the lifespan. Understanding of these archetypes helps inform the study of human development, including infant and child development. Why do we respond to our environment the way we do? A study in the unconscious archetypes integrated with a traditional line of inquiry into psycho-emotional development creates an in depth course of study. (4 units)

PSY 748 Foundations of Energy Psychology

The course will explore the theories and research that support the relatively recent and expanding field of energy psychology. Focus is on using mind, body, energy interventions that have been clinically shown to alleviate a range of psychological disorders by treating the human vibrational matrix, including the biofield enveloping the body, the energy vortexes or charkas and the energy pathways or meridians (4 units)

PSY 749 Clinical Aspects of Energy Psychology

This course will explore the expanding theoretical and clinical applications of energy psychology. The field of energy psychology utilizes mind, body, energy interventions that have been clinically shown to alleviate a range of psychological disorders by treating the human vibrational matrix, including the biofield enveloping the body, the energy vortexes or charkas and the energy pathways or meridians which incorporate increasing range of techniques from acupressure, applied kinesiology, sound vibration and pranic healing to eliminate blocks and imbalances in the body's energy fields. Successes were initially evident in anxiety disorders, but now include depression, trauma, addictions, and some personality disorders as well as immunological challenges. (4 units)

PSY 750 Energetic Psychology: Foundations and Therapy

Somatics studies mind body interaction in relation to both mental and physical symptoms and disorders. An acknowledgement that the body's functioning is a reflection of our experience and taking the experience of the body seriously is a comparatively recent trend. This course will survey the major topics of somatic psychology through experiential and hands-on exercises, lectures, and dialogues, in order to explore applications in psychotherapy, bodywork, and education. (4 units)

PSY 751 Psychoacoustics

This course entails an experiential study of approaches to the alteration of human mood and states of consciousness by modifying rhythm, frequency, pitch and intonation of sound produced by electronic and acoustic sources. The concepts and application of Mantra chanting and of music therapy are discussed. (4 units)

PSY 753 Energy Psychology

This course explores the emerging field of subtle energy psychology that combines elements of cognitive psychology with new thinking in mind, body, and subtle energy theories, electromagnetism, acupuncture, and quantum physics. The three major interacting systems: meridians and related acupoints, charkas, and the biofield or aura are identified, and the various energy psychotherapies that utilize these systems and treatment approaches for each system are reviewed. (4 units)

PSY 754 Pranic Healing

This course provides both theory and practice preparing students to confidently interact with subtle energy to promote mental and physical health and well-being. Upon completing the course, along with a practicum, the student may take the credentialing exam in this modality. A certification fee of \$100 is required. (4 units).

PSY 755 Advanced Integrative Therapy (AIT): Energy Healing

AIT is an opportunity to transform trauma residues and negative structures into positive ones. It provides lasting relief from many intractable psychological and physical disorders, allergic symptoms, and spiritual impasses. This is achieved by learning to access unconscious material through muscle testing and moving energy through the body's charkas to eliminate symptoms and its cause and effect. The course provides lectures, demonstrations, and small group participation with step-by-step protocols in a supervised practice setting. (2 units)

PSY 756 Meditation, Guided Imagery, and Other Alternative Treatments to Complement Psychotherapy

In the last decade, the field of psychotherapy has transformed to recognize and include alternative forms of treatment to reduce or alleviate depression, anxiety, trauma, to name a few of the presenting complaints of patients. The role of these alternative treatments plays an integral part of a treatment plan, including teaching appropriate self-care. They are an essential part of the healing art of psychotherapy. (4 units)

PSY 763 Psychology of Shamanism

Anthropologists and evolutionary psychologists find a sophistication in the shaman's cultivation and the use of certain procedures for altering conscious experience that go beyond what is currently available in more industrialized societies. This course presents lectures and experiential exercises to illustrate shamanic use of language and art as instructive in regard to the utility of metaphors and symbols in social interactions as well as their therapeutic value. Rituals and methods used in shamanic healing are reviewed. (4 units)

PSY 764 Transpersonal Psychology

Transpersonal psychology, an alternative field of psychology, is influenced by Maslow's view that mental health and the values of peak experiences could not account for the altered states of consciousness. The course includes ultimate values,

highest potentials, and states of consciousness. Contributions of Eastern philosophy and practices to the development of the field will be examined as well as altered states of consciousness as opposed to developmental structures of consciousness. (4 units)

PSY 784 Ecopsychology

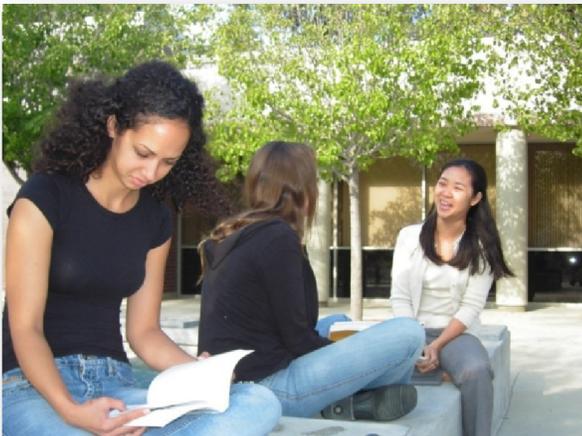
Ecopsychology is an emerging field that explores the interrelationship between humans and the natural world. It seeks to awaken us to the illusion of separation exists between self and nature. It suggests that by rediscovering our connection with all things, we can begin the process of psychological and ecological healing. This includes effective environmental education and action, ecotherapy, promotion of sustainability, healing and influences of encounters with wilderness and nearby nature, and sacred dimensions of human-nature relationships. (4 units)

PSY 790 Topics of Special Interest

Two or more students arrange to focus on a specific topic with a faculty member. (4-8 units)

PSY 799 Independent Study

Independent Study can be an integral part of any academic program, allowing students to pursue areas of interest that are personally and professionally relevant. It permits a student and faculty member to collaborate in a program of study to fit specific needs. Students are allowed a maximum of three Independent Studies in each degree program. Independent Studies must be approved by the Program Director and/or Dean of Academic Affairs. (4-12 units)



Department of Integral Health

Mission and Purpose

The primary focus of the Integral Studies Program is to provide the student with the opportunity to take either a multi-disciplinary or specialized approach to the study of the human condition and experience that includes body, mind, and spirit. The curriculum of the Integral Studies Program provides a grounding in science, natural science, research methods, philosophy, psychology, and religion, the emphasis depending on the chosen by the student. With this basic foundation, the student is encouraged to undertake either qualitative or quantitative research into the nature and breadth of human experience.

BACHELOR OF ARTS IN INTEGRAL STUDIES

Learning Objectives

The program is designed primarily as a Bachelor's completion degree. Ideally students will come with their General Education or Lower Level units completed, although we will offer these courses if a demand occurs.

The Bachelor of Arts degree in Integral Studies is designed to provide undergraduate level instruction from an integral view combining mind, body and spirit perspectives. Elective coursework allows students to follow a major area of interest within this field.

The program is intended for students wishing to embark on an academic career in integral studies with an emphasis in psychology, holistic health, or religious studies at the Institute.

Please note that CIHS is a California approved school by the Bureau of Private Post Secondary Education (BPPE) and is not accredited. Eligibility to transfer credits may be affected and is determined by each governing institution. The completion program is ideally designed to roll into the CIHS masters.

Degree Requirements

A high school diploma is a prerequisite for entering a Bachelors program, or credits from an approved college up to a maximum of 135 units. The Bachelors degree requires the completion of 180 quarter units 45 units of which must be completed at the California Institute for Human Sciences.

Course Transfer Guideline

Courses completed with a grade of D or higher will be considered for transfer credit. Only courses completed with a grade of C or higher will apply to the major. A minimum of



45 units is required to enter the program and a maximum of 135 units will be accepted for transfer

Program

Lower Division Courses

A minimum of 45 quarter units of mainly general education courses must be completed including mathematics, writing, and oral communication. The general education component requires a minimum of 15 units from Humanities and Fine Arts, 15 from Social or Behavioral Sciences, and a minimum of 15 units from the Physical or Natural Sciences.

Upper Division Courses - Courses will depend on transferred units or the program, and the majors (psychology, integral health, life physics or religious studies), which the student has decided to follow. The categories include: Biosciences, Psychology or Spiritual and Philosophical Studies depending on the student's major course area, and whether the student intends to continue in one of the CIHS graduate programs.

Graduate Linked Credits - this allows students who have progressed well in their studies, and intend to proceed to earn an MA degree at CIHS. It gives students an opportunity to link bachelors and master's degree courses where graduate and undergraduate studies are compatible, and the student's course work is of an adequate standard. Students will be permitted to link up to 25 units (five courses) which can be transferred to their Masters program in consultation with their program Director.

CORE CURRICULUM

*BIS 201	Introduction to Integral Studies	(5 units)
*BIS 202	Introduction to Consciousness Studies	(5 units)
BIS 203	Senior Project	(5 units)

ELECTIVES

General

BIS 207	Independent Studies	(5-15 units)
BIS 208	Topics of Special Interest	(5-10 units)

Psychology

*BIS 303	Introduction to Communication and Counseling	(5 units)
*BIS 305	Family	(5 units)
*BIS 307	The Study of Personality	(5 units)
*BIS 308	Human Sexuality	(5 units)
*BIS 309	Human Development and Archetypes	(5 units)
*BIS 317	Professional Ethics	(5 units)
*BIS 318	Introduction to Substance Abuse	(5 units)
*BIS 322	Psychology of Mind Body Energy	(5 units)
*BIS 325	Social and Cultural Influences	(5 units)
*BIS 364	Transpersonal Psychology	(5 units)

Religion and Philosophy

*BIS 401	Overview of Major World Religions	(5 units)
*BIS 404	Spiritual Education	(5 units)
*BIS 422	Meditation	(5 units)
*BIS 463	Shamanism	(5 units)

Biophysics

*BIS 412	Introduction to Subtle Energies	(5 units)
*BIS 421	Basic Notions of Biophysics	(5 units)
*BIS 425	Anatomy & Physiology	(5 units)
*BIS 428	Quantum Theory	(5 units)

* These courses are compatible with Graduate programs and can be considered as possible linked courses.

Course Descriptions

CORE CURRICULUM –

B.A. IN INTEGRAL STUDIES

BIS 201 Introduction to Integral Studies.

This course embodies the vision of Dr. Hiroshi Motoyama whose background spans numerous disciplines: religious studies, philosophy, psychology, biology and physics, also a dynamic interplay between Western and Eastern paradigms. From these fields, Dr. Motoyama developed a project to promote the study of human life from a holistic perspective that includes body, mind and spirit, to foster the realization of a harmonious global society. The course introduces students to the complexities of creating an integral worldview based on the diversity of human thought and culture. (5 units)

BIS 202 Introduction to Consciousness Studies.

The course will give an overview of theories and research regarding the nature, types and levels of consciousness, drawn from psychology, yoga, mysticism, and spiritual traditions such as shamanism. Theories of levels of consciousness, notably psychodynamic models that describe subconscious, preconscious and unconscious processes, as well as the Jungian premise of a collective unconscious will be discussed (5 units)

BIS 203 Senior Project.

The project is undertaken as an independent research study in consultation with their Program Director. Students will be required to present their completed work in a 40-page paper. (5 units)

ELECTIVES

INTEGRAL STUDIES

BIS 205 Critical Thinking

The course will explore the analytical faculties that differentiate critiquing and criticism or opinion and reason and the processes that promote an open-minded exploration of information including recognition of the tendencies that can

contribute to bias in exploring and analyzing information. (5 units)

BIS 207 Independent Studies

Independent Study can be an integral part of any academic program, allowing the student to pursue areas of interest that are personally and professionally relevant. This allows a student and faculty member to collaborate in a program of study to fit specific needs. Students are allowed a maximum of three Independent Studies in each degree program totaling 15 units at the undergraduate levels. All Independent Study's must be approved by the (program director / dean of Academic Affairs/ Academic Committee) BEFORE the study can proceed.

BIS 208 Topics of Special Interest

See course description for IH 680.

PSYCHOLOGY

BIS 303 Introduction to Communication and Counseling

This course emphasizes the specialized attitudes and abilities on the part of the counselor that are fundamental for beneficial therapy. Particular attention will be given to active empathic listening and appropriate responding on the part of the counselor, and the complex, task of grasping the point and meaning of another's communication. (5 units)

BIS 305 The Family System

The course will consider the historical and sociocultural background of the family and highlight the changes in the structure and function of the modern family as well as alternate styles of family life. Current attitudes toward the role and status of family members will be presented (5 units)

BIS 307 The Study of Personality.

This study of personality considers several of the approaches to personality development and organization. Behavioral, psychodynamic, transpersonal, cognitive-behavioral and trait theories of personality are studied as well as the roles of biology and culture in shaping personality. (5 units)

BIS 308 Human Sexuality

The course presents information about sexual health and dysfunction often encountered in the clinical situation. Topics discussed will include gender related aspects of sexuality, communication issues, alternate lifestyles, social myths and paraphilias that are identified in the DSM, in conjunction with current intervention techniques. (5 units)

BIS 309 Human Development and Archetypes

See course description for PSY 609

BIS 317 Professional Ethics

Ethical and legal issues in behavioral research with human subjects, counseling and psychotherapy, and psychological testing will be discussed. Issues pertaining to both the ethical

and legal liabilities and responsibilities issues in research with human subjects and provision of clinical services are covered. Legal aspects of professional competence, licensing, confidentiality, informed consent, recruitment of subjects for research and advertising of services will be reviewed. (5 units)

BIS 318 Introduction to Substance Abuse

See course description for PSY 618. (4 units)

BIS 322 Introduction to Psychology of Mind Body and Energy

The course focuses on emerging fields of subtle energy psychology that combines elements of cognitive psychology with new thinking in mind, body and energy theories in electromagnetism, acupuncture and quantum physics. The three major interacting systems: meridians and related acupoints; chakras; and the biofield or aura are identified, and the various energy psychotherapies that utilize these systems and treatment approaches are explored. (5 units)

BIS 325 Social and Cultural Influences

The course will explore relatively unique elements that characterize any particular society and its social practices. The significance, implications and effects of culture and social practices and their potential for conflict or harmony will be an important aspect of the discussion. (5 units)

BIS 364 Transpersonal Psychology

Transpersonal psychology is a relatively recent field of psychology, influenced by Maslow's view that psychological health and the values of peak experiences could not account for the altered states of consciousness experienced. The studies will include: ultimate values, highest potentials, and states of consciousness. Contributions of Eastern philosophies and practices to the development of this field will be examined as well as the topic of altered states of consciousness as opposed to developmental structures of consciousness. (5 units)

RELIGION AND PHILOSOPHY

BIS 401 Overview of Major World Religions

The basic tenets of the most important religions will be reviewed. Religions briefly covered include: Christianity, Judaism, Islam, Buddhism, Shinto, Hinduism, Taoism and Confucianism. Similarities and differences will be presented with the synthesis into a world religion as ultimate goal.

BIS 404 Spiritual Education

A variety of modules, some involving exercises or contemplative practices, are offered. See course description under CRP504 Spiritual Education. (5 units)

BIS 463 Psychology of Shamanism

We are all indigenous members of our earth community as our ancestors sprung from ancient cultures. There is much to be learned from native, traditional and indigenous peoples of ancient and contemporary times. Shamans have been known to

self-regulate their awareness, and have provided a legacy worth of study in psychospiritual methods, and as a context for healing. Students will examine their own ancestral lineage and contrast it with an indigenous culture of their choice. Lecture and experiential, rituals and methods used in shamanic healing are presented. (5 units)

BIS 422 Meditation

The course offers mental, physical, and spiritual foundations for the study of comparative religion. Yogic meditation practices bring about harmonization of subtle energies in the body. As mental concentration deepens, the person ultimately attains the state of "no thoughts and no ideas," (shunya). If prolonged, body consciousness decreases, and transcendental consciousness arises, fostering mind-body-spirit health. (5 units)

BIOPHYSICS

BIS 421 Basic Notions of Biophysics

Newtonian physics is reviewed starting with kinematics, Newton's laws of motion, work and energy, impulse and momentum, as well as rotational kinematics and dynamics.

BIS 425 Anatomy & Physiology

This course engages in a comprehensive study of the anatomy of the human body and of the human physiological systems. Emphasis is given to the healthy physiological functioning of each internal organ from the biochemical and electrophysiological viewpoints. (5 units)

BIS 428 Quantum Theory

This course presents the reasons for the need for quantum theory, explaining the dominance of the Copenhagen interpretation over competing models. Recent interpretations of Quantum theory are reviewed. The Copenhagen interpretation is expanded and important examples covered in relation to the structure of the atom such as the Bohr model and Schrödinger equation as applied to the study of atomic structure. Roles of electromagnetic transitions (absorption or emission) for complex atoms are also examined, touching on transitions in molecules. Prerequisite: BIS 103 (5 units)



INTEGRAL HEALTH PROGRAMS

Mission and Purpose

Integral Health is the foundational discipline of the Institute, and it is dedicated to the view that human being must be understood three-dimensionally, that is, as a complex whole comprised of body-mind-spirit. The study of human beings obviously must address the diversity of human thought and culture. So that Integral Health is of necessity a cross-cultural field, which draws upon and seeks to creatively integrate Eastern and Western disciplines. As Integral Health is intimately concerned with the possibilities of well-being and the problem of illness/disease, a part of the curriculum at both the M.A. and the Ph.D. level is relevant to basic research in health diagnosis and therapeutics. This unique degree is designed to be interdisciplinary and flexible in nature. It is ideal for the student who practices a healing art or intends to in the future.

Prerequisites

Master of Arts Degree Program in Integral Health:
Bachelor's degree from an approved or accredited institution.

Doctor of Philosophy Degree Program in Integral Health:
Master's degree from an approved or accredited institution.

MASTER OF ARTS DEGREE PROGRAM

Learning Objectives

The core curriculum of the Integral Health M.A. program is designed to provide the graduate student with a foundation in Eastern and Western Philosophical traditions, consciousness studies, and the basics of research methodology. The student first completes the core master's level courses in Integral Health and fulfills the remaining degree requirements by choosing elective courses in Integral Health from other M.A. programs (Life Physics, Psychology and Comparative religion) in consultation with the program director.

Degree Requirements

Fifty-two (52) graduate quarter units are required to complete the Master of Arts degree program in Integral Health. Thirty-two core curriculum graduate quarter units are earned in eight core courses designed to establish a basic foundation in the systems of philosophy and research methods. The remaining units are earned by completing elective courses in any other department in consultation with the program director.

CORE CURRICULUM

IH 501	Foundations in Integral Studies	(4 units)
IH 502	Consciousness Studies	(4 units)
IH 503*	Counseling & Communication Skills	(4 units)
IH 504**	Spiritual Education*	(4 units)

IH 505	Introduction to Qualitative and Quantitative Research	(4 units)
IH 506	Statistics	(4 units)
IH 507***	Integral Perspectives on Health	(4 units)
IH 508	Introduction to AMI Research	(4 units)

* CRP 745 Integral Spiritual Coaching may be taken in its place, upon the approval of the Program Director.

** Additional units may be taken as electives.

*** PSY725 Mind Body Energy Psychology fulfills the requirements for this course

ELECTIVES

IH 680	Topics of Special Interest	(4-8 units)
IH 690	Thesis	(6 units)
IH 699	Independent Study	(2-12 units)

Courses from other departments can also be taken as electives in consultation with the program director.

Course Descriptions

CORE CURRICULUM - M.A. IN INTEGRAL HEALTH

IH 501 Foundations in Integral Studies

This course is based on the unique vision of Dr. Hiroshi Motoyama whose background spans religious studies, philosophy, psychology, biology, and a dynamic understanding of Western and Eastern paradigms. From this experience, Dr. Motoyama developed a holistic study of human life, which includes body, mind and spirit, intended to bridge different paradigms of thought and to foster the harmonious realization of a global society. The course introduces students to this integral view of life. (4 units)

IH 502 Consciousness Studies

The course draws upon investigations and models concerning the nature, types and levels of consciousness, drawn from religion, yoga, mysticism, spirituality, shamanism, Jungian psychology, and parapsychology. (4 units)

IH 503 Counseling & Communication Skills

Conducting effective counseling/guidance in the healing arts requires specialized skills and abilities on the part of a counselor. This core course emphasizes the fundamental aptitude for active empathic listening and responding. This course addresses the skills associated with the complex, task of grasping the point and meaning of another's communication, which can be overlooked in traditional counseling training. (4 units)

IH 504 Spiritual Education

A variety of modules, some involving exercises or contemplative practices, are offered. See course description under CRP504 Spiritual Education. (4 units)

IH 505 Introduction to Qualitative and Quantitative Research

See course description PSY 505. (4 units)

IH 506 Statistics

See course description PSY 506. (4 units)

IH 507 Integral Perspectives on Health

This course provides the philosophical underpinnings of Eastern holistic perspectives and the basic tenets of Taoist life principles compared to the philosophical basis of Western medicine. (4 units)

IH 508 Introduction to AMI Research

This course will present the basic introduction to utilizing the AMI as a tool for rigorous scientific research. Administration and interpretation of results will set the foundation for further experimentation with the AMI. A laboratory fee of \$120 is required. (4 units)

ELECTIVES IN INTEGRAL HEALTH

IH 680 Topics of Special Interest

Two or more students arrange to focus on a specific topic with a faculty member. (4-8 units)

IH 690 Thesis

A proposed topic (theoretical or research based) that has been approved by a faculty member and the academic dean, can be undertaken, presented and accepted by the supervising faculty member. (6 units)

IH 699 Independent Study

See course description for PSY 699. (2-12 units)

DOCTOR OF PHILOSOPHY DEGREE PROGRAM

Learning Objectives

The doctoral program in Integral Health has been designed to foster the following aims: (1) to present a course of study which allows for the development of a sophisticated grasp of convergences and divergences in Eastern and Western thought in medicine, science, religion, and philosophy, and for synthetic-integrative possibilities, (2) to provide training in a range of devices which yield physical data bearing upon manifestations of body-mind-spirit in operation, (3) to apply and expand scientific forms of investigation to incorporate study of "paranormal" aspects of human life, and to show how such phenomena can be assimilated into religious thought and philosophy, (4) to provide an opportunity for students with the appropriate educational preparation to conduct a substantial research project which contribute to the goal of Integral Health.

Degree Requirements

Ninety (90) graduate quarter units beyond the Master's degree are required to complete the Doctor of Philosophy in Integral Health. The program calls for fifty required units taken in eleven courses if these courses have not been completed at the Master's level. The remaining units may be taken by drawing upon the Psychology, Life Physics, and Comparative Religion and Philosophy curricula.

Advancement to Candidacy is a formal step in the Ph.D. program. Eligibility for the Advancement to Candidacy examination consists of successful completion of all coursework (68 units) except IH 896, IH 897, and dissertation.

DOCTOR OF PHILOSOPHY IN INTEGRAL HEALTH

CORE CURRICULUM--Ph.D. IN INTEGRAL HEALTH

IH 701	Foundations in Integral Studies	(4 units)
IH 702	Consciousness Studies	(4 units)
IH 703*	Counseling and Communication Skills	(4 units)
IH 704**	Spiritual Education	(4 units)
IH 705***	Advanced Qualitative Research Methods	(4 units)
IH 706***	Advanced Quantitative Research Methods	(4 units)
IH 708	Introduction to AMI Research	(4 units)
IH 896	Dissertation Topic Research	(5 units)
IH 897	Dissertation Methodology Review	(5 units)
IH 898A	Dissertation I	(6 units)
IH 898B	Dissertation II	(6 units)

* CRP 745 Integral Spiritual Coaching fulfills the requirements for IH 703

** Additional units of this course may be taken as electives.

***Introduction to Qualitative and Quantitative Research and Research Statistics are prerequisites to Advanced Research.

ELECTIVES INTEGRAL HEALTH

IH 790	Topics of Special Interest	(4-8 units)
IH 799	Independent Study	(2-12 units)

COMPARATIVE RELIGION AND PHILOSOPHY

CRP 731	Karma, Reincarnation and the Survival of Consciousness	(4 units)
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LIFE PHYSICS

LP 700	AMI Data Interpretation & Diagnosis	(4 units)
LP 722	Advanced Biofeedback and Neurofeedback	(4 units)
LP 712	Subtle Energy Devices and Research	(4 units)

PSYCHOLOGY

PSY 753	Energy Psychology	(4 units)
PSY 764	Transpersonal Psychology	(4 units)

Other Electives may be taken from any department with the approval and direction of the Program Director and/or Academic Dean.

Course Description

CORE CURRICULUM

Core courses taken at Master's program level do not need to be repeated and can be replaced with electives.

IH 701 Foundations in Integral Studies

See course description for IH 501. (4 units)

IH 702 Consciousness Studies

See course description for IH 502. (4 units)

IH 703 Counseling & Communication Skills

See course description for IH 503. (4 units)

IH 704 Spiritual Education

See course description for IH 504. (4 units)

IH 705 Advanced Qualitative Research Methods

See course description for PSY 705 (4 units)

IH 706 Advanced Quantitative Research Methods

See course description for PSY 706 (4 units)

IH 708 Introduction to AMI Research

This course presents an introduction to utilizing the AMI as a tool for scientific research, and interpretation of results. This sets the foundation for further AMI experimentation. A laboratory fee of \$120 is required. (4 units)

IH 896 Dissertation Topic Research

See course description for PSY 896. (5 units)

IH 897 Dissertation Methodology Review

.See course description for PSY 897. (5 units)

IH 898A Dissertation I

See course description for PSY 898A. (6 units)

IH 898B Dissertation II

See course description for PSY 898B. (6 units)



DEPARTMENT OF COMPARATIVE RELIGION AND PHILOSOPHY DEGREE PROGRAMS

Mission and Purpose

The Comparative Religion and Philosophy department is dedicated to the following goals: (i) to examine the influence and contributions of environment and culture to divergences in orientation, philosophy, and doctrine among world religions; (ii) to foster a high level of scholarship concerning the study of religion and spiritual inquiry as a personal and socio-cultural phenomenon; (iii) to encourage personal practices and provide meditation training for students so that religious scholarship does not result in a spiritually indifferent or disaffected person; (iv) to promote thought in the direction of global consciousness which addresses humankind's perennial spiritual longings without simultaneously creating religious dogma and intolerance -- an outcome which history reveals as the dark side of religious passion. Graduate study in comparative religion and philosophy is the academic and practical discipline of spiritual scholarship and inquiry.

Prerequisites

Master of Arts Degree Program in Comparative Religion and Philosophy: Bachelor's degree from an approved or accredited institution.

Doctor of Philosophy Degree Program in Comparative Religion and Philosophy: Master's degree from an approved or accredited institution.



MASTER OF ARTS DEGREE PROGRAM

Learning Objectives

The M.A. curriculum is designed to provide scholarly training in the comparative and historical study of religion, in-depth examination of particular religions that have had major influences on human history, as well as providing expert guidance and instruction in spiritual practices and inquiry (e.g. CRP504/704 Spiritual Education). The M.A. program is a stand-alone program, yet at the same time it provides invaluable educational preparation for the Institute's Ph.D. program in Comparative Religion and Philosophy.

Degree Requirements

Fifty-two (52) graduate quarter units are required to complete the M.A. degree program in Comparative Religion and Philosophy. The curriculum consists of 7 required core courses. Students with strong backgrounds in one or more equivalent courses may select alternative courses from other programs, at the discretion of the program director.

MASTER OF ARTS IN COMPARATIVE RELIGION AND PHILOSOPHY

CORE CURRICULUM

CRP 501	Foundations in Integral Studies	(4 units)
CRP 502	Consciousness Studies	(4 units)
CRP 503*	Counseling & Communication Skills	(4 units)
CRP 504**	Spiritual Education	(4 units)
CRP 613	Research Methodology for Religious Studies	(4 units)
CRP 615	Study of Eastern and Western Religions: Philosophy and Ethics	(4 units)
CRP 618	Study of Eastern and Western Religions: Metaphysics and Healing	(4 units)

* CRP 745 Integral Spiritual Coaching may be taken in place of CRP 503, upon the approval of the Program Director.

** Additional units may be taken as electives.

ELECTIVES

CRP 620	Shamanism and Indigenous Religions	(4 units)
CRP 623	Buddhism	(4 units)
CRP 624	Christianity	(4 units)
CRP 625	Islam	(4 units)
CRP 626	Judaism	(4 units)
CRP 627	Hinduism	(4 units)
CRP 628	Taoism	(4 units)
CRP 680	Topics of Special Interest	(4-8 units)
CRP 690	Thesis	(6 units)
CRP 699	Independent Study	(2-12 units)

ELECTIVES in YOGA PROGRAM TRACK

CRP 523	Traditional Chinese Medicine and Subtle Energy Systems	(4 units)
CRP 670	Human Musculoskeletal System in Yoga	(4 units)
CRP 671	Yoga and Nutrition	(4 units)
CRP 672	Introduction to Ayurveda	(4 units)
CRP 673	Introduction to Yoga Philosophy	(4 units)
CRP 674	Theories of the Chakras	(4 units)
CRP 675	Toward a Superconsciousness: Foundations of Spiritual Evolution	(4 units)
CRP 676	Meridian Exercise	(2-4 units)
CRP 677	Hatha Yoga	(2-4 units)
CRP 678	Yin Yoga	(2-4 units)
CRP 679	Meditation Practices.	(2-4 units)

Course Descriptions

CORE CURRICULUM

CRP 501 Foundations in Integral Studies

See course description for PSY 501. (4 units)

CRP 502 Consciousness Studies

See course description for PSY 502. (4 units)

CRP 503* Counseling & Communication Skills

See course description for PSY 503. (4 units)

CRP 504 Spiritual Education

Described below are the courses and units students may choose to fulfill the spiritual education course four-unit requirement or as electives:

1. Meridian Exercises (How to activate Chi energy and obtain a healthy body and mind.) (2 units)
2. Breathing Exercise (*pranayama*) (2 units)
3. Karma and Reincarnation (4 units)
4. Awakening Chakras and attaining spiritual evolution (2 units)
5. Difference Between Hallucination and True Spiritual Experience (2 units)
6. Toward a Superconsciousness (2 units)
7. Paradigms of our Relationship with Nature (2 units)
8. AIT Energy Healing (2 units)
9. Pranic Healing (4 units)
10. Psychology of the Chakras (4 units)
11. Qi-Gong and Tai-Chi (2 units)

Descriptions of the Spiritual Education Modules

Spiritual education units are required for all students. CIHS teaches that humans consist of body, mind, and spirit. Spirit is always the most essential aspect to be cultivated as the body and mind connection ceases after death. The spirit (soul) exists beyond material time and space until spirit (soul) transcends individual ego to reach Superconsciousness, the unification of the individual with the sacred, and, ultimately, with God.

Spirit (superconsciousness) involves extrasensory perception and intuitive understanding (Divine wisdom) of the essence of matter and phenomena, as well as creativity. These qualities are supported by a love that encompasses all. Persons who awaken to spirit and those who have not awakened, but live according to their own spirit (true self) and are able to live in harmony with others and nature. To inspire students to understand and live according to this principle is the main purpose of CIHS and underlies the pursuit of spiritual inquiry at the Institute.

(1) Meridian Exercises

Meridians and Ki flow exist in the connective tissue and comprise the most important system for the physical body. Meridians are the channels of Ki energy, which deliver Ki energy to the cells. Chinese acupuncture and Indian Yoga traditions have clinically identified the existence of 13 to 32 meridians or nadhis.

Meridian exercises release stagnation of Ki flow in the meridian systems and prevent disease by re-stimulating Ki flow and activating the cells. These exercises are very effective for both a healthy body and for experiencing deep meditation, attained only after a perfect balance of Ki energy has been established.

(2) Breathing Exercise (*pranayama*)

The course teaches meridian exercises that balance the Ki energy, and students learn to sit in *siddhasana* (the half lotus pose) or *padmasana* (the lotus pose) and other positions. *Pranayama*, or taking in *prana* (spiritual energy) by breathing with intention is also taught.

This course provides a technique of concentrating on the chakras for their activation by gathering Ki into them. The technique will open the student to envision and intuit the spiritual worlds.

(3) Karma and Reincarnation

Eastern religions such as Hinduism, Buddhism, and Taoism teach the theory of reincarnation based on karma on the premise that reincarnation aims to encourage spiritual growth. Karma refers to a cause-effect relationship: every action is a cause that produces an effect, and hence attachment to the physical dimension. There are references in the esoteric Christian traditions such as the Gnosticism and in the Gospel of Matthew.

Human free will and actions based on will should be acknowledged as an aspect of our human potential. Human beings can experience unification with God through action based on will. The gap between humans and God can be overcome, as humans and God are the same in the sense that both have their origin in the Absolute. Buddhism calls this *bushho*, or Buddha nature. Several examples of reincarnation are given to illustrate reincarnation patterns.

(4) Awakening the Chakras and Attaining Spiritual Evolution

“Basic spiritual training” is a prerequisite for this course, which teaches awakening the chakra by activation with Ki energy and integration of *shakti* (physical energy) and *prana* (spiritual energy) at each chakra.

When each chakra is awakened in the astral dimension, spiritual light and color appear, and spiritual sounds are heard. The practitioner perceives a *yantra* and achieves extra-sensory perception (ESP). Practitioners gradually realize what is intuited through ESP is closely related with physical facts, and they will also be able to influence material phenomena with spiritual energy. In addition, others’ minds and hearts can be understood with compassion. A healthy physical condition is maintained by controlling organ function with spiritual energy. The course encourages students to experience such phenomena.

(5) Differences between hypnotic hallucination and true spiritual experience

During the stage of concentration and meditation, complexes accumulated in the unconscious will gradually be purged. Contents of the unconscious become conscious as restraints are weakened by concentration. Unconscious content consists of random instinctive, impulsive desires and emotions, and they are subjective hallucinations with no relation to conscious reality.

Practitioners may experience mental instability and tend to suffer from neurosis. If this is observed calmly as an onlooker, the contents lose power and are calmed (this state is called *shunya*). If practitioners successfully focus the (*shunya*) mind on God, the sublime (*aufheben*) from God will manifest and the practitioner awakens to the spiritual realm. Phenomena experienced in the spiritual realm are always related to the material world and have concrete connections (the essence of Jung’s synchronicity).

(6) Toward a Superconsciousness

There are many steps in spiritual evolution. The course will provide the moral training of *Yama* and *Niyama* as a preparatory step. The next step is balancing Ki energy and *pranayama* practice to experience the life-force energy (*prana*) pervading the Universe. Through meditation, practitioners can attain energy balance, and through the state of no thought and imagery (*shunya*), practitioners may be able to trust God in all aspects of life and death. At this point, one is lifted to a higher dimension. Astral projection or *karana* projection may occur, and one can awaken to the spiritual dimension and experience *Samadhi* or unification with the astral or *karana* spirit(s).

In the course, practitioners learn to achieve ESP or PK enabling them to control material phenomena with psychic power. Teaching will be given on the subtle ego possession of these states, how to avoid egocentrism, and attain unification with the *karana* state to become egoless. This is a function of

superconsciousness where it is possible to love others with compassion and help society. This creative power can be used to improve both the spiritual and material world. In the *karana* state, superconsciousness awakens as true self.

(7) Paradigms of our Relationship with Nature

This course explores our relationship with nature as a foundation of all that we honor and learn at CIHS. We will inquire into 5 worldviews that span a continuum of possibilities of our relationship with nature and: our own true nature. The five are the following:

- Control, expansionism and exploitation of nature~ (our Industrial Growth Society).
- Stewardship, utilitarianism, and the use of nature
- Home, intrinsic value, and the love of nature
- Nature as Self
- No relationship between human and nature is possible: (no subject/object)

From our study, a natural commitment to use what is learned for the benefit of all sentient life may arise. This is an opportunity to acknowledge ‘our place in the family of things’ and cultivate our ecological selves.

(8) Advanced Integrative Therapy (AIT)

AIT provides an opportunity to transform traumatic residues and negative character structures into positive ones. It provides individuals with lasting relief from a range of intractable psychological disorders, physical disease, allergenic symptoms, and spiritual impasses. This is accomplished through learning how to access unconscious material through ideomotor cueing (muscle testing) and moving energy through the body’s major charkas to eliminate symptoms, their cause and effects. This course will provide healing through lecture, demonstration, and small group participation using step-by-step ready made protocols applied in a supervised practice setting.

(9) Pranic Healing

See Course Description PSY 753

(10) Psychology of the Chakras

This course examines the chakra system from the perspective of their affect on the four archetypes of the whole human being: mental, physical, spiritual, and emotional. Chakras are transformers of energy, but they are also transformers of consciousness into the physical dimension. The chakras are also examined as to their particular dominance in a person’s life: how one chakra may more prevalent than others do in affecting the way in which one perceives reality.

CRP 613 Research Methodology for Religious Studies

This course instructs the student in the multi-disciplinary methods for the academic study of world religions and aspects of spirituality, primarily from a qualitative or phenomenological basis. (4 units)

CRP 615 The Study of Eastern and Western Religions: Philosophy and Ethics

This reviews the basic philosophic and ethical tenets of the major religions of the monotheistic religions of Middle Eastern origin: Judaism, Christianity, and Islam. These are compared and contrasted with the oriental religions of Asia: Hinduism, Daoism, Buddhism, and Shinto. (4 units)

CRP 618 The Study of Eastern and Western Religions: Metaphysics and Healing

This course focuses on selected esoteric teachings and healing practices among the major Eastern and Western religious traditions. (4 units)

ELECTIVES

CRP 620 Shamanism and Indigenous Religions

We are all indigenous members of our earth community as our ancestors sprung from ancient cultures of all continents. Therefore, there is much to be learned from native, traditional, and indigenous peoples of ancient and contemporary times. Shamans have been known to self-regulate their attention and awareness for millennia and have provided a legacy worth of serious academic study in psychospiritual methods, symbols, processes, and as a context for healing. Students will study the wisdom of their own ancestral lineage, and compare and contrast this with an indigenous culture of their choice. Lecture and experiential exercises, rituals, and other methods used in shamanic healing ceremonies are emphasized. (4 units)

CRP 623 Buddhism

The Sanskrit word, Budh, means to wake up and to know. Thus, Buddha refers to the “Enlightened One,” or the “Awakened One.” In this course, we begin with the historical facts since Buddhism begins with a man, and we evolve into study of Buddhism as a religion. Original Buddhism was empirical, scientific, pragmatic, therapeutic, psychological, egalitarian, and directed toward individuals. We will examine the nature and benefits of The Four Noble Truths, The Eightfold Path, Basic Buddhist concepts as well as compare and contrast the 3 vehicles, Theravada, Mahayana and Vajrayana as they have evolved through the influence of culture and time. (4 units)

CRP 624 Christianity

The teachers and seers of the Hebrew tradition mediated between the everyday world and the spirit world that infused their lives. This course will consider how Jesus drew upon the Spirit world to alleviate suffering and seek a new social order, deviating from aspects of its Hebraic origins. He was concerned about humanity enough to suffer on its behalf. We will study the doctrines, the core beliefs, and tenets. Over time, political and cultural factors have brought about diversity. We will trace the strands that both unite and mark the three major divisions: Roman Catholicism, Eastern Orthodoxy, and Protestantism. (4 units)

CRP 625 Islam

Of the non-Western religions, the Islamic religion is the most difficult religion for the West to understand. Ideologically, it is closest to the West as it is in the Abrahamic religions and philosophically builds on the Greeks. The word Islam derived from the root `l`m, suggests “peace” and “surrender.” The connotation is “peace that comes when one’s life is surrendered to God.” The religion is named after this attribute of surrender to God’s will. We will trace the socio-religious winds of Arabia in Muhammad’s time and explore the impact on desert culture. Muhammad called the Koran, “God’s standing miracle.” This along with theological concepts will be examined/ along with the Five Pillars, and social teachings such as economics, women’s status, race relations, war, among other relevant issues, as well as Sufism to provide a comprehensive view of Islamic life. (4 units)

CRP 626 Judaism

This course is intended to shed historical light on the beginnings of Judaism, with special attention to its geographical traits and relationship of the Jewish people with other races. Points to be covered include: The reason for praying to Yahweh, formerly the god of the storm, as the only God and the Creator; the reason for the absolute distinction between God and humans; and the reason for the development of the dogma concerning the creation of the universe and eschatology. Doctrines of Judaism and its characteristics as a community religion, explanations on Mosiac law, the Kabala (Judaic mysticism), and the role and meaning of their prophets will be discussed. (4 units)

CRP 627 Hinduism

In this course, we will summarize the 6 things all humans want, and Hinduism’s response to the question, “How then shall we live?” One of Hinduism’s distinctive features is that differences in human nature call for various paths toward life’s fulfillment. In this course, we will study the four yogic paths. Yoga meaning to unite and to place under a disciplined training: Jnana Yoga: the way to God through Knowledge; Bhakti yoga: the way to God through Love; Karma Yoga: Way to God through Work, and Raja Yoga: Way to God through Psychophysical Exercises. The Bhagavad-Gita, other scriptures, and the pantheon of deities will be utilized to understand guiding principles in Hinduism, such as karma, reincarnation, the path of desire and renunciation to explore a Hindu view of the world. (4 units)

CRP 628 Taoism

It is said, “The Tao that can be spoken is not the Tao.” The unnamable feature of the Tao suggests its absolute nature. In this course, the aspiration is to grasp the essence and know it for oneself. The history and sociology of the times of the immeasurable masters and their extraordinary contributions, the inner alchemy, and Taoism’s accessibility as a contemporary religion will be addressed. (4 units)

CRP 680 Topics of Special Interest

Two or more students arrange to focus on a specific topic with a faculty member. (4-8 units)

CRP 690 Thesis

A proposed topic (theoretical and/or research based) that has been approved by a faculty member and the program director, can be undertaken, presented, and accepted by the supervising faculty member. (6 units)

CRP 699 Independent Study

Independent Study can be an integral part of any academic program, allowing the student to pursue areas of interest that are personally and professionally relevant. This allows a student and faculty member to collaborate in a program of study to fit specific needs. Students are allowed a maximum of three Independent Studies in each degree program totaling 12 units at the graduate level. All Independent Study's must be approved by the Program Director / Dean of Academic Affairs/ Academic Committee BEFORE the study can proceed.



ELECTIVES in YOGA PROGRAM TRACK

This program is designed to teach the practical aspects of CIHS' principle that humans consist of body, mind, and spirit. In order for us to realize "true nature" or the "inherent spirituality" of human beings, it is important to maintain a healthy balance among physical, mental, and emotional energy. Yoga is a scientifically based practice that provides certain techniques by which we can awaken to our inherent spirituality. The courses in this program are offered to serve as a practice for achieving and/or maintaining the balance. Additionally, the course of study provides practical as well as theoretical tools for spiritual evolution and its application to other aspects of your daily life.

CRP 523 Traditional Chinese Medicine and Subtle Energy System

See course description LP 523

CRP 670 Human Musculoskeletal System in Yoga

Introduction to the anatomy of the human muscular and skeletal systems. Anatomical knowledge is crucial when practicing yoga, as well as dealing with injuries, contraindication, and adjustment during yoga practice. This course provides basic understanding of the body in four components, namely the skeletal, muscular, connective tissue and nervous system. Students will learn to identify bones/muscles and to explore their design and function in relationship to the yoga *asanas* (poses). At the end of this class, the student will be able to speak about the body using an anatomical vernacular, know where major boney landmarks are, and how to find them, and have a deeper understanding of how the body functions anatomically in yoga practices.

CRP 671 Yoga and Nutrition

Yoga is a great tool to integrate body, mind, and spirit that leads individuals to a self-transcendent quality creating a pure state of consciousness. However, without taking care of the physical body, it is somewhat difficult to reach the goal. Our physical body is fueled by the fruit of the earth. Making appropriate food choices every day establishes and deepens your commitment to your overall health and wellbeing (as well as your yoga practice) and develops energetic action and balance. In this class, students will learn the latest research on which foods, cooking techniques, and nutritional supplements can help promote health, vitality, and mental clarity.

CRP 672 Introductions to Ayurveda

Ayurveda is an ancient system of holistic medicine based on understanding the balances in nature and how they apply to our daily lives. Ayurveda focuses on diet and lifestyle as the key to health, with an eye toward simple routines. As a sister science to yoga, Ayurveda draws on the principle that we are connected to our souls through our minds and bodies and that good health is a balance between all three. In the end of the class, the students will learn about their own unique constitutions and create a personalized Ayurvedic health plan.

This course will cover self-care practices, diet, exercise, contemplation, and even cooking. This program is a perfect fit for those who need to re-invigorate their self-care habits and want to learn more about the Ayurvedic approach to living well.

CRP 673 Introduction to Yoga Philosophy

Yoga philosophy views the human body as a holistic entity and thus integrates every aspect of the human personality- the body, breath, mind, and spirit- in its practice. This course provides a foundational introduction to the philosophical traditions of India that are associated deeply with Yoga practice. These include Classical Yoga, as well as various schools of Hinduism, and students are invited to explore the diversity within historical and contemporary yoga traditions by learning *Yoga Sutra*, *Samkya Karika*, *Upanishad*, and *Bhagavad Gita*.

CRP 674 Theories of the Chakras

This course examines the chakra system from the perspective of their effect on the four archetypes of the whole human being: mental, physical, spiritual and emotional. Chakras are transformers of energy, but they are also transformers of consciousness into the physical dimension. The chakras are also examined as to their particular dominance in a person's life: how one chakra may be more prevalent than others in affecting the way in which one perceives reality.

CRP 675 Toward a Superconsciousness: Foundations of Spiritual Evolution

There are many steps in spiritual evolution. This course will provide the moral training of *Yama* and *Niyama* as a preparatory step. The next step is balancing Ki energy and *pranayama* practice to experience the life-force energy (*prana*) pervading the Universe. Through meditation, practitioners can attain energy balance, and through the state of no thought and imagery (*shunya*), practitioners may be able to trust God in all aspects of life and death. At this point, one is lifted to a higher dimension. Astral projection or *karana* projection may occur, and one can awaken to the spiritual dimension and experience *Samadhi* or unification with the astral or *karana* spirit(s).

CRP 676 Meridian Exercise

Meridians and Ki flow in the connective tissue and comprise the most important system for the physical body. Meridians are the channels of Ki energy, which deliver Ki energy to the cells. Chinese acupuncture and Indian Yoga traditions have clinically identified the existence of 13 to 32 meridians or *nadis*.

Meridian exercises release stagnation of Ki flow in the meridian system and prevent disease by re-stimulating Ki flow and activating the cells. These exercises are very effective for developing both a healthy body and for experiencing deep meditation, both of which are attained only after a perfect balance of Ki energy has been established.

CRP 677 Hatha Yoga

Hatha yoga provides techniques that prepare the body for the spiritual path via physical and breathing exercises. Through the practice of yoga, you will gain greater flexibility in your body and mind. Like any form of exercise, hatha yoga helps develop physical strength. Hatha yoga adds another dimension to this with a matching development in emotional strength that will help you handle the challenges of life with a balanced disposition. In this course, students will learn and practice yoga asana properly through challenge and refinement of your flexibility, strength, and balance as well as controlled breathing in a relaxed and modulated way in order to provide focus in the different postures. Students will be exposed to several yoga styles such as anusara, ashtanga, iyenger, and vinyasa flow, among others. After this class, the student will gain greater flexibility of body and mind and will have a wider knowledge of hatha yoga practice as the gateway to spiritual evolution.

CRP 678 Yin Yoga

Yin Yoga has the same goals and objectives as any other school of yoga. The difference is that Yin style yoga aims to stimulate the connective tissues and the joints more than the superficial, muscular or "yang" tissues. The connective tissues can be found anywhere in the body. However, Yin Yoga generally targets the connective tissues, such as ligaments, tendons and fascia of the hips, pelvis, and lower spine as well as the joints of the body. It opens up these deep, dense, rarely touched areas. By stretching the connective tissues, Yin Yoga can condition you to sit longer, which enables you to meditate more comfortably without the pain of stiff knees or an aching back. This style of yoga is suitable for almost all levels of students. Yin Yoga is a perfect complement to the dynamic and muscular (yang) styles of yoga that emphasize internal heat and the lengthening and contracting of our muscles.

CRP 679 Meditation

This course establishes the mental, physical, and spiritual foundation for the study of comparative religion and philosophy. Yogic and meditation practices bring about harmonization of subtle energies in the body. As mental concentration deepens, the person ultimately arrives at the state of "no thoughts and no ideas," called "shunya," in Sanskrit. If this state is prolonged sufficiently, body consciousness becomes quiet and Superconsciousness awakens. This discipline fosters mind-body-spirit health.

DOCTOR OF PHILOSOPHY DEGREE PROGRAM

Objective

The aim of the Ph.D. Program in Comparative Religion and Philosophy is to provide advanced coursework in a scholarly study of religion; to advance training in spiritual practices; to foster relevant research; and additionally, to offer opportunities for elective coursework in other departments which can enhance the student's overall understanding of the discipline of spiritual practice and inquiry

Degree Requirements

Ninety (90) graduate quarter units beyond the Master's Degree are required to complete the Doctor of Philosophy program in Comparative Religion and Philosophy. Fifty (50) core units are taken in eleven (11) courses (includes 22 units of dissertation). The remaining 40 units are taken from the elective offerings in Comparative Religion and Philosophy or by drawing upon the doctoral curricula from the Institute's other programs.

DOCTOR OF PHILOSOPHY IN COMPARATIVE RELIGION AND PHILOSOPHY COURSES

CORE CURRICULUM

CRP 701	Foundations in Integral Studies	(4 units)
CRP 702	Consciousness Studies	(4 units)
CRP 703*	Counseling & Communication Skills	(4 units)
CRP 704**	Spiritual Education	(4 units)
CRP 713	Research Methodology for Religious Studies	(4 units)
CRP 715	Study of Eastern and Western Religions: Philosophy and Ethics	(4 units)
CRP 718	Study of Eastern and Western Religions: Metaphysics and Healing	(4 units)
CRP 896	Dissertation Topic Research	(5 units)
CRP 897	Dissertation Methodology Review	(5 units)
CRP 898A	Dissertation I	(6 units)
CRP 898B	Dissertation II	(6 units)

* CRP 745 Integral Spiritual Coaching may be taken in its place, upon the approval of the Program Director.

**Additional units can be taken as electives

ELECTIVES

CRP 720	Shamanism and Indigenous Religions	(4 units)
CRP 723	Buddhism	(4 units)
CRP 724	Christianity	(4 units)
CRP 725	Islam	(4 units)
CRP 726	Judaism	(4 units)
CRP 727	Hinduism	(4 units)
CRP 728	Taoism	(4 units)
CRP 729	Mysticism	(4 units)
CRP 730	Religion, Spirituality, and the Global Society	(4 units)
CRP 731	Karma & Reincarnation	(4 units)

CRP 745	Integral Spiritual Coaching	(4 units)
CRP 764	Spiritual & Transpersonal Psychology	(4 units)
CRP 790	Topics of Special Interest	(4-8 units)
CRP 799	Independent Study	(2-12 units)

ELECTIVES in YOGA PROGRAM TRACK

CRP 714	Traditional Chinese Medicine and the Subtle Energy System	(4 units)
CRP 770	Human Musculoskeletal System in Yoga	(4 units)
CRP 771	Yoga and Nutrition	(4 units)
CRP 772	Introduction to Ayurveda	(4 units)
CRP 773	Introduction to Yoga Philosophy	(4 units)
CRP 774	Theories of the Chakras	(4 units)
CRP 775	Toward a Superconsciousness: Foundations of Spiritual Evolution	(4 units)
CRP 776	Meridian Exercise	(2-4 units)
CRP 777	Hatha Yoga	(2-4 units)
CRP 778	Yin Yoga	(2-4 units)
CRP 779	Meditation	(2-4 units)

Course Descriptions

CORE CURRICULUM

Core courses taken at Master's program level do not need to be repeated and can be replaced with electives.

CRP 701 Foundations in Integral Studies
See course description for CRP 501. (4 units)

CRP 702 Consciousness Studies
See course description for CRP 502. (4 units)

CRP 703 Counseling & Communication Skills
See course description for CRP 503. (4 units)

CRP 704 * Spiritual Education
See course description for CRP 504. (4 units)

CRP 713 Research Methodology for Religious Studies
See course description for CRP 613. (4 units)

CRP 715 Study of Eastern and Western Religions: Philosophy and Ethics
See course description for CRP 615. (4 units)

CRP 718 Study of Eastern and Western Religions: Metaphysics and Healing
See course description for CRP 618. (4 units)

CRP 720 Study of Shamanism and Indigenous Religions
See course description for CRP 620. (4 units)

CRP 896 Dissertation Topic Research
See course description for PSY 896. (5 units)

CRP 897 Dissertation Methodology Review

See course description for PSY 897. (5 units)

CRP 898A Dissertation I

See course description for PSY 898A. (6 units)

CRP 898B Dissertation II

See course description for PSY 898B. (6 units)

* CRP 745 Integral Spiritual Coaching may be taken in its place, upon the approval of the Program Director.

ELECTIVES

CRP 723 Buddhism

See course description for CRP 623. (4 units)

CRP 724 Christianity

See course description for CRP 624. (4 units)

CRP 725 Islam

See course description for CRP 625. (4 units)

CRP 726 Judaism

See course description for CRP 626. (4 units)

CRP 727 Hinduism

See course description for CRP 627. (4 units)

CRP 728 Taoism

See course description for CRP 628. (4 units)

CRP 729 Mysticism

Every religion has both exoteric (structure) and esoteric (sublime) aspects. In religions' exoteric aspect, churches were built and doctrines were promoted. On the other hand, esoteric practices such as various forms of asceticism and meditation are employed to help people come closer to God or the Absolute. Academic and experiential studies of mysticism have revealed that there are common experiences and ascetic methods in the esoteric aspect of every religion of the world. (4 units)

CRP 730 Religion, Spirituality and the Global Society

Present-day "world religions" such as Christianity, Islam, and Buddhism were founded from about 1500 to 2500 years ago, based on each founder's religious experience of oneness with the Absolute. These experiences were formulated as a religion modulated to the climate, life style, and thought patterns of people living in the region (20 miles was as far as most people traveled.). Present society is being directed to form a global society for all people in the world transcending regionality, nationality, and race. The course is intended to pursue a doctrine of a "World Religion" for a global society and how it might correlate with politics, science, and culture. (4 units)

CRP 731 Karma, Reincarnation

This course is intended to study: 1) Human thought patterns and their close connection to the natural environment, based on the idea of the death and rebirth cycle, which appeared for the first time in history in the Rig-Veda; 2) How this idea of reincarnation has been interrelated with the theory of Karma (theory of "a reward in accordance with a deed"); 3) The actions performed by free will of the individual with responsibility and the theory of karma provide religious and philosophical bases for people to control themselves by themselves, compared with religions that teach salvation by faith. (4 units)

CRP 743 Meditation

In daily life, the human mind is occupied with external events and objects. The internal activity of the human mind is ordinarily ignored. A belief of most mystical spiritual traditions is that the root of the human being is to be found by turning consciousness inside to explore the mind itself. In the course, the stages of meditation are explored theoretically and experientially. (4 units)

CRP 745 Integral Spiritual Coaching

This course is designed to educate students in a life coaching process that assists clients in integrating their spiritual nature into every aspect of their life. Professionals working from this perspective bring authenticity to their work by integrating their own spiritual nature into their daily personal and professional life. Therefore, this course will not only be informative, but necessarily experiential as well. (4-6 units)

CRP 764 Spiritual & Transpersonal Psychology

At this time in history, integrating spirit and our psychological understanding of human nature is paramount to addressing the challenges of our role in the evolution of the human collective consciousness. As whole human beings confronting the splits and dualities of our nature, spiritual inquiry and discipline is important to our integration. Studying transpersonal principles of religious and spiritual practices as well as the personal aspects of human behavior fill out our picture of what it means to be fully human. (4 units)

CRP 790 Topics of Special Interest

See course description for PSY 790. (2-8 units)

CRP 799 Independent Study

See course description for CRP 699. (2-12 units)



ELECTIVES in YOGA PROGRAM TRACK

See program description for MA program

CRP 714 Traditional Chinese Medicine and Subtle Energy System

See course description for LP523 (4 units)

CRP 770 Human Musculoskeletal System in Yoga

See course description for CRP 670 (4 units)

CRP 771 Yoga and Nutrition

See course description for CRP 671 (4 units)

CRP 772 Introduction to Ayurveda

See course description for CRP 672 (4 units)

CRP 773 Introduction to Yoga Philosophy

See course description for CRP 673 (4 units)

CRP 774 Theories of the Chakras

See course description for CRP 674 (4 units)

CRP 775 Toward a Superconsciousness: Foundations of Spiritual Evolution

See course description for CRP 675 (4 units)

CRP 776 Meridian Exercise

See course description for CRP 676 (2-4 units)

CRP 777 Hatha Yoga

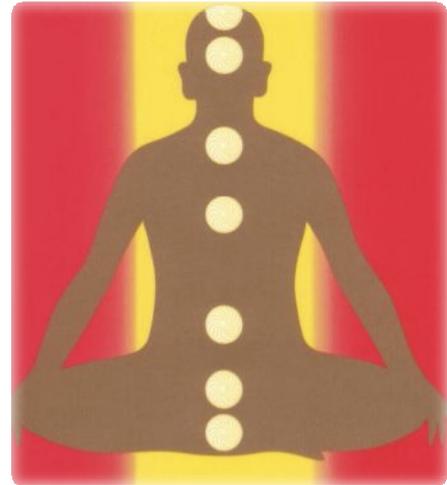
See course description for CRP 677 (2-4 units)

CRP 778 Yin Yoga

See course description for CRP 678 (2-4 units)

CRP 779 Meditation

See course description for CRP 679 (2-4 units)



DEPARTMENT OF LIFE PHYSICS PROGRAMS

Mission and Purpose

The primary focus of the Life Physics department and programs is the study of the human bio-energy from the perspectives of biophysics and subtle energies.

The M.A. and Ph.D. programs in Life Physics are designed to provide students with tools and knowledge to become proficient researchers in the new field of Subtle Energy Science.

Students pursuing a degree in this department may work with their program director to supplement their core curriculum with elective courses taken from the M.A. or Ph.D. elective courses in Life Physics, unless it has been agreed with the Program Director that a course from another department may help the student to achieve his/her goals at the Institute.

Admission Prerequisites

In addition to general admission to the Institute, the following are prerequisites for admission to a degree program in Life physics.

Master of Arts Degree Program in Life Physics: Bachelor's Degree from an approved or accredited institution in biology, physics, biophysics or permission of the Program Director after demonstration of interest and competence in related fields.

Doctor of Philosophy Degree Program in Life Physics: Master's Degree from an approved or accredited institution in biology, physics, biophysics or permission of the Program Director after demonstration of interest and competence in related fields.

MASTER OF ARTS DEGREE PROGRAM

Learning Objectives

The required courses of the Life Physics M.A. program are designed to provide the graduate student with a solid foundation in research methodologies, anatomy and physiology, meridian theory of traditional Chinese medicine and bio-energetic sciences.

Students enrolling with graduate courses in one or more of the above mentioned disciplines may take advantage of the transfer credit policy (see Transfer Credits under the General Admission to the Institute). Relevant undergraduate courses may grant a student the opportunity for substitution courses with the approval of the program director.

Degree Requirements

Fifty-two (52) quarter units are required to complete the Master of Arts degree program in Life Physics.

MASTER OF ARTS IN LIFE PHYSICS

CORE CURRICULUM

LP 501	Foundations in Integral Studies	(4 units)
LP 504*	Spiritual Education	(4 units)
LP 505**	Introduction to Qualitative and Quantitative Research	(4 units)
LP 506**	Research Statistics	(4 units)
LP 508	Introduction to AMI Research	(4 units)
LP 521	Basic Notions of Biophysics	(4 units)
LP 523	Traditional Chinese Medicine and Subtle Energy Systems	(4 units)
LP 525	Integrative Anatomy & Physiology	(4 units)
LP 527	Paradigms of Health and Disease	(4 units)
LP 530	Life Force, The Scientific Basis	(4 units)

* Additional units of this course may be taken as electives.

**Students may take either or both of these two courses depending on their interest and future goals.

ELECTIVES

LP 600	AMI Data Interpretation and Diagnosis	(4 units)
LP 605	Survey of Complementary Medicine	(4 units)
LP 612	Subtle Energy Devices and Research	(4 units)
LP 619	Fundamentals of Heart Rate Variability as Autonomic Nervous System Marker	(4 units)
LP 620	Electrophysiology & Biofeedback	(4 units)
LP 623	AMI Applications for Research	(4 units)
LP 628	Quantum Concepts for Biology	(4 units)
LP 640	Biological Basis of Neuropsychology	(4 units)
LP 645	Introduction to the Theory of Electricity	(4 units)
LP 651	Psychoacoustics	(4 units)
LP 670	Introduction to Homeopathy	(4 units)
LP 675	Electric Potential Measurement of the Acupuncture Points and Meridian System	(4 units)
LP 677	Biophoton Detection and its Research Application	(4 units)
LP 678	EEG and Brain Psychophysiology	(4 units)
LP 679	Human Bio-field: Scientific & Philosophical Concept	(4 units)
LP 680	Topic of Special Interest	(4-8 units)
LP 690	Thesis	(6 units)
LP 699	Independent Study	(4-12 units)

Courses from other departments can also be taken as electives in consultation with the Program Director.

Course Descriptions

CORE CURRICULUM —M.A. IN LIFE PHYSICS

LP 501 Foundations in Integral Studies

This course introduces students to the complexity involved in the task of creating a genuinely holistic view of human life based upon the diversity of human thought considered cross-culturally, and it is inclusive of the dimensions of body, mind and spirit. The “All Quadrants All Levels” approach is understood as a whole system basis from which to pursue a contextualized study of divergent specialties in physics, biology, psychology, and theology. (4 units)

LP 504 Spiritual Education

A variety of modules, some involving exercises or meditation practices, are offered. See course description under CRP504 Spiritual Education. (4 units)

LP 505 Introduction to Qualitative and Quantitative Research

The two main methodologies will be reviewed: first, qualitative research, based on phenomenology, explores the nature and meaning of phenomena using interviews, observation, or personal records. The approach tends to be inductive and hermeneutic, and it is used mainly to develop concepts or theories.

Quantitative research is essentially positivist and deductive. It aims to confirm hypotheses using statistical analysis. It is used mostly in experimental and correlation designs that attempt to establish relationships between variables. The two approaches may be combined to give studies breadth and focus. Steps in the research process for both approaches will be reviewed, focusing on sampling and the collection and analysis of data. (4 units)

LP 506 Research Statistics

This course gives an overview of levels of measurement and why levels of measurement determine the range of appropriate statistical tests for data analysis. An explication of measurement theory the topic of data distribution and its determining influence on appropriate statistical tests will be covered. Topics in descriptive and inferential use of statistical techniques include central tendency, frequency, variability, correlation, linear regression, and dependent and non-dependent t-test application, analysis of variance and factor analysis. The use of computer programs is included in preparing students to analyze quantitative data. (4 units)

LP 508 Introduction to AMI Research

This course will present the basic introduction to utilizing the AMI as a tool for rigorous scientific research. Measurement practice and interpretation of results will set the foundation for further experimentation with the AMI. A laboratory fee of \$120 is required. (4 units)

LP 521 Basic Notions of Biophysics

The concepts of classical and modern physics are reviewed in conjunction with biology and physiology. Principles of physics are considered as they may apply to the functioning of biological systems. (4 units)

LP 523 Traditional Chinese Medicine and Subtle Energy Systems

This course provides an outline of the meridian system: the 12 primary and 8 extra meridians; location of the important acupuncture points; directional flow of Ki; interaction between Yin and Yang meridians; and the relationship of the five elements with the meridians. Instruction also explores diagnostic methods according to pulse and pressure, skin color, texture, nail and hair condition, and ancestral and parental influences. (4 units)

LP 525 Integrative Anatomy & Physiology

This course engages in a comprehensive study of the anatomy of the human body and of the human physiological systems primarily based upon western medicine. TCM meridian theory is also incorporated to develop integrative understanding of the human body system. Emphasis is given to the healthy physiological functioning of each internal organ from the viewpoints of biochemistry and electrophysiology, as well as oriental medicine. (4 units)

LP 527 Paradigms of Health and Disease

In this course, paradigms of health and disease are comparatively explored, from the origins of medical traditions and lineages to complementary and alternative approaches to healing. Approaches considered include ancient Greek and Egyptian traditions, ethnomedicine, the foundations of Eastern medical approaches based on Ayurvedic, Taoist, Tibetan, and Chinese medicine, and holistic approaches to healing including subtle, vibrational, and energy medicine. (4 units)

LP 530 Life Force, the Scientific Basis

The students will develop an understanding of the physical basis for the “aura,” the “chakras,” and the acupuncture system in terms of their behavior as physical fields. This new understanding will likely lead to many new ideas for future research and practical application, which can help test this model, and it will be of value to the students of this new science, healing practitioners, and professionals in conventional academic discipline. The overall goal of this course is to build a bridge between the traditional esoteric or clairvoyant understanding of energy healing and a new description based on scientific principles, using the latest discoveries from many fields of science. It now appears that such a comprehensive understanding of living systems is possible, and this course describes the various elements of which it is comprised. (4 units)

ELECTIVES -- M.A. IN LIFE PHYSICS

LP 600 AMI Data Interpretation and Diagnosis

This course provides the theoretical basis for the interpretation of AMI data. Starting from physical principles of AMI's unique electro-dermal measurements and physiological meanings of the three parameters (BP, AP & IQ), the course presents key experimental evidences that led to current interpretation high-lighting "BP," in particular, as parameter reflecting the Ki-energy conditions of the human meridian system. Feasibility of "chakra diagnosis" will also be raised as topic of special interest. A laboratory fee of \$120 is required. (4 units)

Prerequisite: LP 508

LP 605 Survey of Complementary Medicine

The broad range of complementary and alternative medical approaches and therapeutic modalities are surveyed within the context of an integral understanding of human beings in their environment. (4 units)

LP 612 Subtle Energy Devices and Research

This course will elucidate the physical mechanisms of the operation of a number of different devices, and it will reveal the physical energy/subtle energy interplay in the overall device operation. Their application for subtle energy research will also be discussed. (4 units)

LP 619 Fundamentals of Heart Rate Variability as Autonomic Nervous System Marker

The Heart Rate Variability (HRV) has been widely recognized as reliable indicator of the functional conditions of human autonomic nervous system. This course introduces HRV metrics of both the Time domain and the Frequency domain as recommended by the Guidelines (1996) of the Task Force of The European Society of Cardiology and The North American Society of Pacing and Electrophysiology. The students will have first-hand experiences of HRV measurement, data analysis, and interpretation by laboratory experiments using specialized EKG device and software. A laboratory fee of \$120 is required. (4 units)

LP 620 Electrophysiology & Biofeedback

Basic principles of psychophysiology and biofeedback are reviewed. Included in this review are the physiological monitoring, measurement, and feedback of electromyography (EMG), photoplethysmography (PPG), galvanic skin response (GSR), heart and respiration rates as well as peripheral body temperature training for lowered arousal. The Apparatus for Meridian Identification (AMI) and other electrophysiological equipment are briefly covered. The use of this equipment for diagnostics and biofeedback procedures will be discussed along with hands-on technical training. A laboratory fee of \$120 is required. (4 units)

LP 623 AMI Applications for Research

This course is designed to prepare the student for advanced AMI measurement techniques, experimental design, data

analysis, interpretation and discussion. The Continuous AMI measurement will be introduced and demonstrated. Students will be trained to perform pilot research by using the Snapshot and/or Continuous AMI and to write reports in the scientific format. Reading of some selected electro-dermal research papers will also be incorporated to give a broader perspective on electro-dermal research of acupuncture points and meridians.

A laboratory fee of \$120 is required. (4 units)

Prerequisites: IH/LP 508/708, and LP600/700.

LP 628 Quantum Concepts for Biology

This course presents the reasons for the need of quantum theory to explain certain aspects of biological phenomena. Recent interpretations of Quantum theory are also reviewed. Exclusion principles, absorption, and emission of electromagnetic energy at atomic/molecular levels, tunnel effects, and coherence are discussed within the context of cell and tissue functions.

(4 units)

LP 640 Biological Basis of Neuropsychology

The course covers the structure and function of cells and interconnections that comprise the nervous system and the behaviors that arise from them. The course will explain how information enters the nervous system through our senses, is processed in the central nervous system, and is output through the motor system and autonomic system. The course includes emotional and cognitive behavior and the biological bases of mental health/illness. The biological basis of energy psychology will also be addressed. (4 units)

LP 645 Introduction to the Theory of Electricity

This laboratory course is designed to build a conceptual and practical understanding of the basic theories of Electricity. It is meant for students who have never studied physics or have studied but wish to refresh their memories. The course will cover such fundamental concepts as electric charge, field, flux, energy and potential as well as the basics of DC and AC circuit analysis. A transient current response to single square voltage pulse (SSVP) is highlighted with specific reference to the AMI measurement. A laboratory fee of \$120 is required. (4 units)

LP 651 Psychoacoustics

The course presents a comprehensive overview of experiential studies of the alteration of human mood and states of consciousness by modifying rhythm, frequency, pitch, and intonation of sound produced by electronic and acoustic sources. The concepts and application of Mantra chanting and of music therapy are also reviewed. Overall emphasis is therapeutic acoustic intervention. (4 units)

LP 670 Introduction to Homeopathy

This course is designed to be a general introduction to the field of homeopathy. Basic principles of homeopathy are explained as well as demonstrated. These basic principles include the

theory of high dilutions and successions in Hahnemann preparations. (4 units)

LP675 Electric Potential Measurement of Acupuncture Points and Meridian System

The course teaches fundamental principles and techniques of DC Electric Potential Measurement of the human skin surfaces and their application to the study of acupuncture points and meridian system. It covers the basics of endosomatic and exosomatic electro-dermal measurements clarifying the differences of the two approaches. Selected research papers on Electro-dermal Study of Acupuncture Points and Meridians will be read in the class to help students develop up-to-date overview of this less cultivated research area. A custom-built ultra-high input impedance Electrometer is used for the laboratory practice and pilot experiments in the class. A laboratory fee of \$120 is required. (4 units)

LP 677 Biophoton Detection and its Research Application

This laboratory course presents the basic concepts of electromagnetic radiation: light, photons, and the electromagnetic spectrum. Sources of photons in nature and biology (biophotons) are considered. Students will learn to operate a sensitive photon counter and conduct experiments in the dark shielded room. Students will design and implement an original research project with the photon counter. A laboratory fee of \$120 is required. (4 units)

LP 678 EEG and Brain Psychophysiology

This course provides training and practice in the use of the EEG instrument and interpretation of waveforms of the brain waves and their frequency spectra. Besides the basic principle of measurement and the implications of conventionally used frequency bands, some case studies are presented from selected examples of clinical patients as well as experiments of energy psychology. A laboratory fee of \$120 is required. (4 units)

LP 679 Human Bio-field: Scientific & Philosophical Concept

This course will provide scientific and philosophical overviews of the bio-energetic principles that are fundamental to living organisms. Energy field concepts have been commonly referred to in traditional worldviews and healing practices in many indigenous cultures of the world. Students will learn the bio-field concepts of both East and West. Although these concepts are not yet accepted in the mainstream science, energy medicine practitioners and researchers regard them as essential. Recent work in bio-field study will be reviewed and their implications for future research will also be discussed. (4 units)

LP 680 Topics of Special Interest

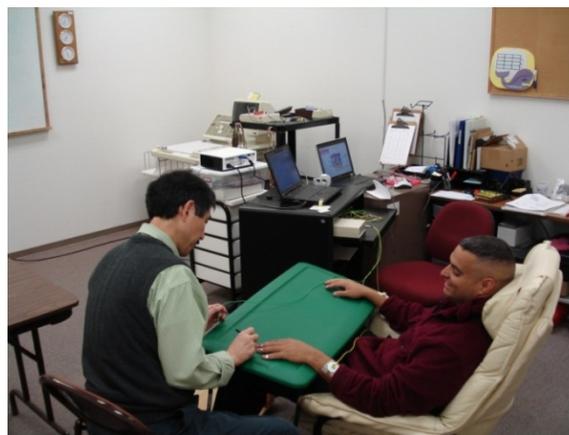
Two or more students arrange to focus on a specific topic with a faculty member. (4-8 units) *Courses from other Programs at the institute may be taken under this title, upon approval.*

LP 690 Thesis

A proposed topic (theoretical or research based) that has been approved by a faculty member and the Program Director, can be undertaken, presented, and accepted by the supervising faculty member. (6 units)

LP 699 Independent Study

Independent Study can be an integral part of any academic program, allowing the student to pursue areas of interest that are personally and professionally relevant. This allows a student and faculty member to collaborate in a program of study to fit his/her specific needs. Students are allowed a maximum of three Independent Studies in each degree program totaling 12 units at the graduate levels. All Independent Study's must be approved by the (Program Director / Dean of Academic Affairs/ Academic Committee) BEFORE the study can proceed.



DOCTOR OF PHILOSOPHY

DEGREE PROGRAM in Life Physics

Learning Objectives

The required courses in the Life Physics Ph.D. program provide the student with advanced instruction in related research fields, such as bio-electromagnetic and electro-dermal studies, Apparatus for Meridian Identification (AMI), meridian research, bio-energetic phenomena, and biofeedback as well as advanced research methodology in quantitative research.

Ph.D. candidates in Life Physics fulfill all remaining degree requirements by taking doctoral level elective courses or Master's level courses from other programs in consultation with the program director. Doctorate students taking Master's level courses will have a divergent syllabus with coursework reflecting their degree program's specific objectives.

Degree Requirements

Ninety (90) graduate quarter units beyond the Master's Degree are required to complete the Doctor of Philosophy degree program in Life Physics. Seventy (70) required graduate units are earned by the completion of sixteen (16) courses including the dissertation sequence. Taking electives courses in Life Physics or other programs in consultation with the Program Director completes the remainder of the units.

Students entering this Ph.D. program with a Master's Degree in a related field may be required to take prerequisite courses with respect to the required academic background for this program.

The student pursuing a Ph.D. in Life Physics is administered an Advancement to Candidacy Examination after the successful completion of all course work. The Advancement to Candidacy examination is administered according to a written format and covers all course work that is completed during the Ph.D. program. Success on this exam must be achieved prior to the student's completion of LP 896.

Applicants to the Ph.D. program in Life Physics must hold a Master's Degree in one of the disciplines mentioned for the requirements of the M.A. Degree in Life Physics, and they must fulfill the Institute's general admission requirements.

DOCTOR OF PHILOSOPHY

IN LIFE PHYSICS

The Ph.D. requires a total of 90 units.

CORE CURRICULUM

LP 701	Foundations in Integral Studies	(4 units)
LP 704**	Spiritual Education	(4 units)
LP 705***	Advanced Qualitative Research Methods	(4 units)
LP 706***	Advanced Quantitative Research Methods	(4 units)
LP 708	Introduction to AMI Research	(4 units)
LP 710	Paradigms of Health and Disease	(4 units)
LP 711	Survey of Complementary Medicine	(4 units)
LP 712	Subtle Energy Devices and Research	(4 units)
LP 713	Energy Medicine Topics	(4 units)
LP 714	Traditional Chinese Medicine and Subtle Energy Systems	(4 units)
LP 721	Basic Notions of Biophysics	(4 units)
LP 725	Integrative Anatomy & Physiology	(4 units)
LP 730	Life Force, The Scientific Basis	(4 units)
LP 896	Dissertation Topic Research	(5 units)
LP 897	Dissertation Methodology Review	(5 units)
LP 898A	Dissertation I	(6 units)
LP 898B	Dissertation II	(6 units)

** Additional units of this course may be taken as electives.

***Introduction to Qualitative and Quantitative Research and Research Statistics are prerequisite to Advanced Research courses. Students may take one or both of these two courses depending on their research interests.

ELECTIVES IN LIFE PHYSICS

LP 700	AMI Data Interpretation and Diagnosis	(4 units)
LP 719	Fundamentals of Heart Rate Variability as Autonomic Nervous System Marker	(4 units)
LP 722	Advanced Biofeedback and Neurofeedback	(4 units)
LP 723	AMI Applications for Research	(4 units)
LP 724	Physical Structure and Bioelectrical Properties of the Skin	(4 units)
LP 728	Quantum Concepts for Biology	(4 units)
LP 734	Advanced Study of Skin Structure and Bioelectric Property	(4 units)
LP 740	Biological Basis of Neuropsychology	(4 units)
LP 751	Psychoacoustics	(4 units)
LP 770	Introduction to Homeopathy	(4 units)
LP 775	Electric Potential Measurement of the Acupuncture Points and Meridian System	(4 units)
LP 777	Biophoton Detection and its Research Application	(4 units)
LP 778	EEG and Brain Psychophysiology	(4 units)
LP 779	Human Biofield: Scientific & Philosophical Concepts	(4 units)
LP 790	Topics of Special Interest	(4-8 units)
LP 799	Independent Study	(4-12 units)

Other courses from any school or department may be taken as electives in consultation with the Program Director. A divergent syllabus with appropriate coursework for the relevant degree program will apply.

Course Descriptions

CORE CURRICULUM--PH.D. IN LIFE PHYSICS

Core courses taken at Master's program level do not need to be repeated and can be replaced with electives, upon consultation with the Program Director.

LP 700 **AMI Data Interpretation and Diagnosis**

See description for LP 600 (4 units)

LP701 **Foundations in Integral Studies**

See description for LP 501 (4 units)

LP704 **Spiritual Education**

See description for LP 504 (4 units)

LP 705 **Advanced Qualitative Research Methods**

Qualitative research is typically selected as an investigative strategy when information sought is best obtained in the respondent's own words and/or in a form of activities that must be observed in its natural setting in order to provide a deeper and more valid reflection of the phenomena studied. Methods of subject selection, conditions for disclosure, data interpretation, and related concerns will be examined and illustrated from diverse areas including psychology. (4 units)

LP 706 **Advanced Quantitative Research Methods**

The numerous types of complex experimental and correlational designs available in behavioral and health related research, particularly in relation to multivariate analysis, are reviewed and their use is presented with examples. The roles of control groups, randomization, and matching are discussed, particularly in relation to complex designs using multiple groups and repeated measures, and types of randomization implied with these types of designs are discussed. The importance of validity, reliability, sensitivity, and specificity are covered as well as types of error. Emphasis will be placed on multifactorial analysis and the use of multivariate data analysis programs. (4 units)

LP 708 **Introduction to AMI Research**

See description for LP 508. (4 units)

LP 710 **Paradigms of Health and Disease**

See description for LP 527 (4 units)

LP 711 **Survey of Complementary Medicine**

See description for LP 605. (4 units)

LP 712 **Subtle Energy Devices and Research**

See description for LP 612. (4 units)

LP 713 **Energy Medicine Topics**

Many original systems of medicine still in existence today have developed more or less independently of each other over the past several millennia. Since the development of Western medicine, most of these systems have been looked down upon in the very country where they developed originally. Currently, an integration of the positive aspects of these ancient medical systems with modern Western medicine is occurring. This course investigates that integration, in an effort to come up with a health system that includes prevention as well as effective ways of coping with difficult diseases. (4 units)

LP 714 **Traditional Chinese Medicine and Subtle Energy Systems**

See course description for LP 523. (4 units)

LP 719 **Fundamentals of Heart Rate Variability as Autonomic Nervous System Marker**

See course description for LP 619. (4 units)

LP 721 **Basic Notions of Biophysics**

See description for LP 521 (4 units)

LP 725 **Integrative Anatomy and Physiology**

See course description for LP 525. (4 units)

LP 730 **Life Force, the Scientific Basis**

See course description for LP 530. (4 units)

LP 896 **Dissertation Topic Research**

See course description for PSY 896. (5 units)

LP 897 **Dissertation Methodology Review**

See course description for PSY 897. (5 units)

LP 898A **Dissertation I**

See course description for PSY 898A. (6 units)

LP 898B **Dissertation II**

See course description for PSY 898B. (6 units)

ELECTIVES -- PH.D IN LIFE PHYSICS

LP 722 **Advanced Biofeedback and Neurofeedback**

Introduction to electroencephalography (EEG), quantitative electroencephalography (QEEG) also known as "brain mapping," neurofeedback (EEG) peak performance training, and experimental biofeedback procedures, including biofeedback assisted hypnosis, are explored. The use of the international 10-20 system of electrode placement and neurofeedback 1 and 2 channel protocols for alpha brain-wave enhancement including phase, coherence, and synchrony will be examined with hands on technical training using state of

the art computerized neurofeedback technology. Included will be techniques for identification of artifact and variant QEEG. A laboratory fee of \$120 is required. (4 units)
Prerequisite: LP 620

LP 723 AMI Applications for Research
See description for LP 623 (4 units)

LP 724 Physical Structure and Bioelectrical Properties of the Skin
The course is intended to teach basic knowledge on the anatomy and physiology of the water-rich phase of the dermal connective tissue. Formation mechanisms of the electrical field and the potential gradients in connective tissues arising from the molecular characteristics of mucopolysaccharides, such as hyaluronic acid, will be presented and discussed. (4 units)

LP 725 Integrative Anatomy & Physiology
See description for LP 525 (4 units)

LP 728 Quantum Concepts for Biology
See description for LP 628 (4 units)

LP 734 Advanced Studies of Skin Structure and Bioelectric Properties
Applying the knowledge of the anatomy and physiology of the Skin from LP 724, this course provides advanced skills on designing experimental procedures and their statistical analysis. This hands-on course, using unconventional electro-dermal measurement devices, benefits the students who plan to perform subtle energy research by using such devices as AMI and Ultra-high input impedance electrometer. A laboratory fee of \$120 is required. (4 units)

LP 740 Biological Basis of Neuropsychology
See description for LP 640. (4 units)

LP 751 Psychoacoustics
See description for LP 651. (4 units)

LP 770 Introduction to Homeopathy
See description for LP 670. (4 units)

LP 775 Electric Potential Measurement of the Acupuncture Points and Meridian System
See description for LP 675. (4 units)

LP 777 Biophoton Detection and its Research Application
See description for LP 677. (4 units)

LP 778 EEG and Brain Psychophysiology
See description for LP 678. (4 units)

LP 779 Human Bio-field: Scientific & Philosophical Concept
See description for LP 679. (4 units)

LP 790 Topics of Special Interest
Two or more students arrange to focus on a specific topic with a faculty member. (4-8 units)

LP 799 Independent Study
Independent Study can be an integral part of any academic program, allowing the student to pursue areas of interest that are personally and professionally relevant. This allows a student and faculty member to collaborate in a program of study to fit their specific needs. Students are allowed a maximum of three Independent Studies in each degree program totaling 12 units at the graduate levels. All Independent Study's must be approved by the (Program Director / Dean of Academic Affairs/ Academic Committee) BEFORE the study can proceed.





Subtle Energy Research Center

The Subtle Energy Research Center at CIHS was established in 1992 by Dr. Hiroshi Motoyama as a pioneering research center to pursue multidisciplinary studies of human subtle energy. The 21st century signifies the beginning of a synthesis of diverse fields of sciences, including medical, biological, physical, and psychological, to name just a few. This synthesis recognizes human beings as a holistic entity with Body-Mind-Spirit integration. The Subtle Energy Research Center's aim is to elucidate the dynamic workings of human subtle energy through the Body-Mind-Spirit connection by conducting rigorous laboratory experiments.

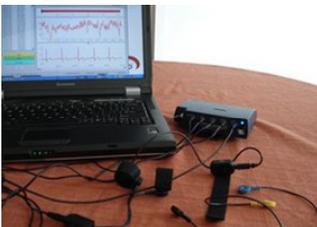
Activities of the Center include: 1) Experimental Research, 2) Academic Program Support, and 3) a vital Research Network.

1. Experimental Research

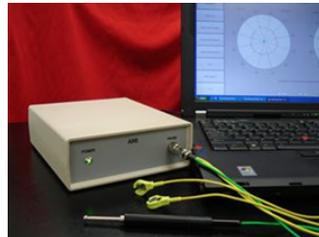
1.1 Experimental Facilities

Subtle energy research is aimed at studying measurable effects of subtle energy and clarifying the functional mechanisms that underlie the human subtle energy system by means of bio-electrical instrumentation and analytical methodology. Devices for bio-electrical instrumentation

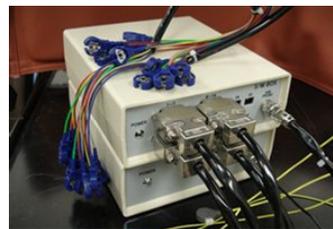
Electrophysiological Devices



Snapshot AMI



Continuous AMI



Ultra-high Impedance DC Amp



include both conventional electrophysiological devices and unconventional bio-energetic instruments, such as the following:

- **Conventional Electrophysiological Services:**

EEG, EKG, EMG, Photo-Plethysmograph, Skin Conductance, Respiration, Skin temperature, Blood Pressure Monitor, and Heart Rate Variability Analysis

- **Unconventional Bio-Energetic Instruments:**

Snapshot AMI, Continuous AMI, Custom-design Ultra-high Input Impedance Electrometer, Bio-photon Counting System, Electro Interstitial Scanner, Gas Discharge Visualization

- **Standard Laboratory Instruments:**

Analog and Digital Oscilloscopes, Function Generator, Digital Multi-meter, Thermometer, Hygrometer, Barometer

Most importantly, our Subtle Energy Research Center is equipped with a large EMI Shielded Room (Faraday Cage), which provides EMF-free space for delicate experiments that require minimal energetic interference from the environment.



1.2 Scope of Research

Our research covers the systematic study of Ki-energy movements in the human meridian system under a variety of interventions including acupuncture needle stimulus, mediation, various healing modalities, breathing exercises, yogic exercises, homeopathy, martial arts, and wearing of bio-energetic products.



In particular, recent research focus has affirmed the study of Ki-energy movements during the process of various non-touch energy healing modalities such as Pranic Healing, Reconnective Healing, Hypnotherapy Healing, Qi-gong Healing, Reiki Healing, among others. The study of non-touch energy healing is regarded as particularly important because no physical interaction is involved between the healer and the subject throughout the healing session. Therefore, effects, if detected, are most probably due to the workings of subtle energy.

Highlights of CIHS' experimental results have been accepted for publication by peer-reviewed journals in this field such as the *Journal of International Society for the Study of Subtle Energies and Energy Medicine (ISSSEEM)*.

The results have also been presented at various conferences and workshops.

- Bioenergy Differences Among Races (1998)
- Similarities and Dissimilarities of Meridian Functions between Genders (2003)
- The Effect of Earthing of Human Physiology, part 2: Electrodermal Measurements (2007)
- Pranic Healing Protocol Applied for a Breast Cancer Subject (2009)
- Reconnective Healing performed on a subject suffering from emaciated lower limbs (2011)
- Synchronous Changes in Qi-energy levels between Healer and Subject During Hypnotherapy Healing (submitted 2011)

1.3 Contract Research

By utilizing the experimental/analytical facilities as well as CIHS' specialized expertise in subtle energy research, the Subtle Energy Research Center offers consultation and contract research services to third parties, i.e., companies, universities, research institutions, healing practitioners, as well as other privately contracted research companies.

2. Academic Program Support

The Subtle Energy Research Center is an integral part of CIHS' graduate school. It provides laboratory settings for courses of various graduate programs, in particular CIHS' Life Physics program. The students are given first-hand experience opportunities to work with the Center facilities in their class activities as well as participate in variety of research projects. These laboratory experiences will train the students to develop the practical knowledge and skills necessary to design and perform research projects for their advanced degrees.

This opportunity is not limited to Life Physics students. It is available to all CIHS students interested in subtle energy phenomena.



3. Research Network

3.1 Collaborative Research

The Subtle Energy Research Center maintains active collaborative relationships with both academic and other private institutions including University of California Irvine, University of California San Diego, Scripps Research Institute, Dove Health Alliance, Psy-Tek Llc, to name just a few. We are constantly expanding our network as our research capabilities grow.

3.2 Seminars/Workshops

The Center organizes an annual seminar/workshop series entitled, “Bio-Energy Devices & Research.” It is a major scientific event for people who are interested in the study of human subtle energy and energy medicine. Many research scientists, doctors of both western and eastern medicine, therapists, and healing practitioners participate in this event from across the country. The event encourages bio-energy device manufactures and users to bring in their products to exhibit and demonstrate. The seminar/workshop primarily consists of lectures by distinguished speakers in the field of subtle energy science and device presentations. It is aimed at promoting an exchange of information and offers networking opportunities among people who are genuinely interested in the emerging new science of subtle energy.

Please check our website for event announcements (www.cihs.edu).



Faculty & Staff

President & Founder of CIHS

Hiroshi Motoyama, Ph.D., Ph.D.

Dr. Hiroshi Motoyama, a well-known Japanese scholar, was born in Japan in 1925. Dr. Motoyama graduated from the Tokyo University of Literature and Science with Ph.D. degrees in Philosophy and Physiological Psychology. Dr. Motoyama was awarded a prestigious prize for his work in the comparative study of Eastern and Western mysticism.

Dr. Motoyama is both a scientist trained in empirical methodology and a psychic who has experientially gained deep philosophical knowledge. He is the head Shinto priest of the Tamamitsu Shrine in Tokyo, and a yogi well-versed in the yoga treatises. His scientific endeavors resulted in the establishment of the Institute for Religious Psychology, a research facility (1960), and the International Association for Religion and Parapsychology (1972), an international organization whose members are not only composed of scientists in these and related fields, but from other diverse professions, too. For the purpose of specialized research in the field of life physics, the Motoyama Institute for Life Physics was established in 1990. Additionally, Dr. Motoyama is the author of over 50 books (in Japanese and translated to many other languages) and numerous monographs and papers. He has traveled widely throughout the world presenting his work in conferences and workshops to advance the field.

In recognition of his work in the field, Dr. Motoyama was awarded the McDougall Research Fund Award from Duke University in 1962, and he was selected as one of the world's leading parapsychologists by UNESCO in 1974. Dr. Motoyama was also recognized as an "ordinary academician" by the Instituto di Cultura Universitaria e di Studi Superiori, Academia Tiberina, Italy in 1977, and he was awarded Dr. J.B. Rhine Biennial Research Award in 1996. He has also been honored by several renowned scientific and religious organizations. He serves as an advisor/lecturer to various international associations and institutes, and he is a member of the editorial board of international journals in related fields.

In 1980, he established the Motoyama-Bentov Fund Research Fellowship to assist promising scientists who wish to study human existence in its holistic sense. In 1991, he established the Southern California Institute Japan Branch (Graduate School) in Tokyo.

In 1992, Dr. Motoyama established the California Institute for Human Science in the hope of 1) elucidating the mechanism

of the correlation between mind and body; 2) understanding the human mind (unconscious, conscious, superconscious); 3) synthesizing Eastern and Western religions and spiritual thought; and 4) synthesizing Eastern and Western medicine (energy medicine and health sciences/healing arts). He invites reputable researchers and scholars as professors of the school in order to educate promising researchers. Dr. Motoyama established CIHS in the belief that this project is important for the realization of a global society – one that will require individuals to both intellectually and spiritually develop.

Dean of Academic Affairs & Administration, Director of Psychology Programs

Hope Phillips Umansky, Ph.D.

Dr. Hope Phillips Umansky is entering her second year on the Administrative team, formerly as Associate Dean and Psychology Program Director. She obtained her Ph.D. in Clinical Psychology and a MA in General Psychology from the California Institute of Human Science. Some of the clinical work she has done was an extensive phenomenological research study on child development and resilience for which she has developed and conducted workshops. She developed a research model of the specific skill set parents can provide children to help them overcome childhood trauma and become resilient adults. Dr. Umansky also obtained extensive clinical experience working in the city's largest trauma center on the psychiatric emergency team and counseling patients throughout the hospital. Dr. Umansky has also worked at nonprofit counseling centers treating court-ordered domestic violence offenders and providing individual and group therapy to the survivors of domestic violence. Additionally, Dr. Umansky holds a Master's in literature and 20th Century American cultural studies, and she is passionate about progressive education. She teaches writing, academic research, and general psychology/sociology classes as adjunct faculty at the University of Phoenix San Diego Campus. She is excited to bring her multi-disciplined approach to the field to CIHS. She believes that a world filled with students who are educated within this new paradigm will be a better world. To that end, she is thrilled to dedicate her passion to CIHS' academic program and overall mission.

Associate Dean of Administration

Hideki Baba, Ph.D.

Dr. Hideki Baba obtained a Ph.D. & M.A. in Human Science from California Institute for Human Science, and B.A. in Religion from Temple University. After getting his Ph.D., he has been working at California Institute for Human Science as a key administrator. Dr. Baba is responsible for student records as Director of Admissions and general administration including publications and marketing.

Integral Sciences Consultant



Thomas Brophy, Ph.D.

Thomas Brophy graduated in Liberal Arts from The Colorado College, completed an M.S. and Ph.D. in physics from the University of Colorado, Boulder, where he worked at the Nuclear Physics Laboratory before moving to space physics at the Laboratory for Atmospheric and Space Physics, working with NASA interplanetary spacecraft exploration. He was an NSF exchange scientist in planetary astrophysics at the University of Tokyo, and Japan Space Program. He has taught physics, and now Integral Studies at several schools including CIHS. He also worked in the corporate telecommunications industry. Dr. Brophy was Dean at CIHS from 1997 to 2000. He has published several peer-reviewed scientific articles, essays for the lay person, and three books. Beginning in June 2012, he is Integral Sciences Consultant to CIHS.

Administrative Service Manager



Tamiko Voros

Tamiko Voros has extensive experience in finance and accounting. She has held many roles in high-tech industries. Ms. Voros manages a wide range of administrative tasks including receptionist, financial manager, purchasing manager, as well as other general admin roles.

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Sharon Mijares, Ph. D.

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