



California Institute for
HUMAN SCIENCE
MIND BODY CONSCIOUSNESS UNIVERSITY

2021-2022 CATALOG

OCTOBER 4, 2021 TO SEPTEMBER 17, 2022

701 GARDEN VIEW COURT, ENCINITAS, CA 92024 | CIHS.EDU

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About CIHS

Mission and Principles

The mission of the California Institute for Human Science (CIHS) consists of eight principles established by the Institute's Founder, Hiroshi Motoyama. These mission-principles are widely publicized and are embossed on a plaque in the school's foyer and the catalog and on the website. CIHS' Mission and Principles are held in very high regard in the creation of curriculum, Institute policies, and academic operations. As indicated by the Principles themselves, CIHS is a university with compassion, and CIHS' curriculum facilitates a unique blend of traditional academic rigor and innovation.

- 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



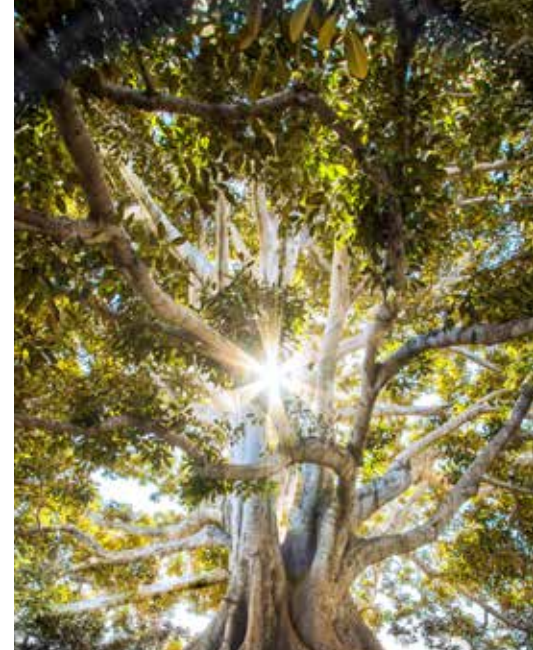
Hiroshi Motoyama, Ph.D., Litt.D.
Founder and President



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 Founder

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 one years ago, an academic association for the study of subtle energy was 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., Litt.D.



Message from the President

2021 is a momentous year in the life of CIHS as a University.

The Western Association of Schools and Colleges, Senior Colleges and Universities Commission (WSCUC) granted CIHS accreditation in 2021. By joining the ranks of regionally accredited universities, the highest accreditation status in United States higher education, CIHS is enabled even more powerfully now to advance its founding mission to integrate science, spirit and consciousness for the development of the human being and the advancement of a sustainable global society.

CIHS' fundamental mission of service and excellence in higher education is promoted by our three operational Core Commitments:

- To Student Learning and Success
- To Quality and Improvement
- To Institutional Integrity, Quality, and Sustainability

By maintaining those core commitments, CIHS is looking forward to its next accreditation reaffirmation site visit scheduled for 2027, and beyond to decades, even centuries, as a university with a mission at the forefront of higher education.

This is an exciting and profound time not only for CIHS as a university, but for the world of higher education generally. There is a subtle but profound change taking place as scientific and scholarly communities are driven by a realization of the fundamental role of consciousness to the nature of reality, and the importance of bridging the gaps of understanding between the two worlds of materiality and human consciousness, even in revolutionary ways.

As a consciousness-inclusive university community dedicated to compassionate service, we welcome you to CIHS.

Thomas Brophy, Ph.D.
Autumn, 2021



Institutional Learning Outcomes

ILOS

● INSTITUTIONAL LEARNING OUTCOMES (ILOS)

● **Following the mission and principles, CIHS' five Institutional Learning Outcomes (ILOS) guide the development of all educational activities at CIHS.**

● ILO 1: Express a holistic view of the complementarity of scientific, spiritual, and inter-religious perspectives

● ILO 2: Articulate human existence as multi-dimensional, including body, mind, and spirit, fundamentally communal and individual, for the betterment of a sustainable global society.

● ILO 3: Apply quantitative and qualitative research methods to advance multiple developmental mindfulness and wellbeing practices.

● ILO4: Apply information literacy to critically evaluate and ethically solve problems in the human sciences.

● ILO5: Articulate, through written and oral communication, the transdisciplinary nature of the human sciences.



Program Learning Outcomes

PLOS BACHELOR'S COMPLETION PROGRAM

INTEGRAL STUDIES BACHELOR'S PLOS

- Graduates of CIHS Integral Studies Bachelor's program will be able to:
- PLO 1: Understand diverse studies in the human sciences and articulate their transdisciplinary nature, including psychology, integral health, and consciousness studies [ILO 1, 5]
- PLO 2: Explain empathic and formal communication informed by human interaction, scholarly sources, and basic qualitative and quantitative research [ILO 2, 5]
- PLO 3: Compare philosophical and scientific paradigms that advance systematic approaches to wellbeing [ILO 3]
- PLO 4: Identify and prioritize problems in the human sciences in an integrally informed manner [ILO 4]

PLOS M.A. IN INTEGRAL HEALTH

INTEGRAL HEALTH MASTER'S PLOS

- Graduates of CIHS Integral Health Master's program will be able to:
- PLO 1: Synthesize diverse studies in the human sciences and articulate their transdisciplinary nature, including psychology, integral health, philosophy of science, and reality theory.
- PLO 2: Demonstrate empathic and formal communication informed by an integrated view of human interaction, scholarly sources.
- PLO 3: Construct philosophical and scientific paradigms that advance systematic approaches to wellbeing.
- PLO 4: Critically evaluate and solve problems in the human sciences in an integrally informed manner, through the use of qualitative and quantitative research.

PLOS

PH.D. IN
INTEGRAL
HEALTH

• INTEGRAL HEALTH DOCTORAL PLOS

- Graduates of CIHS Integral Health Ph.D. program will be able to:
- PLO 1: Synthesize and formulate, in a meta-systematic manner, diverse studies in the human sciences and articulate their interdisciplinary and transdisciplinary nature, including psychology, integral health, philosophy of science, and reality theory.
- PLO 2: Demonstrate empathic and formal communication informed by meta-systematically integrated views of human interaction, scholarly sources, advanced qualitative and quantitative research, and original contributions.
- PLO 3: Construct meta-systematic philosophical and scientific paradigms that advance global-holistic approaches to wellbeing.
- PLO 4: Identify, appraise, and design novel problems in the human sciences, and solve them as an original contribution to the field.
- a global ethic and a pluralistic society, and formulate potential resolutions of these challenges through compassionate social engagement.

PLOS

M.A. IN
PSYCHOLOGY

• INTEGRAL NOETIC SCIENCES MASTER'S PLOS

- Graduates of CIHS INS Master's program will be able to:
- PLO 1: Explain multiple religious traditions and cultures in their specific historical, philosophical, psychological, ethical, and cultural contexts. Sources may include texts, practices, beliefs, and material culture.
- PLO 2: Apply equitable practices of dialogue, learning, and research that respect the sacred wisdom of each religion, spiritual expression, and indigenous tradition. Within this process, it is expected that students engage in critical self-reflection about one's own culture-bound perceptions, assumptions, and experiences, including the effects of privilege and oppression.
- PLO 3: Apply research methods appropriate to the field of comparative religion.
- PLO 4: Understand the correlations between spirituality and both mental and physical wellness, and the way that spirituality intersects with integral health and psychology to create existential coherence.

PLOS

PH.D. IN
PSYCHOLOGY

• INTEGRAL NOETIC SCIENCES DOCTORAL PLOS

- Graduates of CIHS INS Ph.D. program will be able to:
- PLO 1: Evaluate multiple religious traditions and cultures in their specific historical, philosophical, psychological, ethical, and cultural contexts. Sources may include texts, practices, beliefs, and material culture.
- PLO 2: Apply and critique equitable practices of dialogue, learning, and research that respect the sacred wisdom of each religion, spiritual expression, and indigenous tradition. Within this process, it is expected that students engage in critical self-reflection about one's own culture-bound perceptions, assumptions, and experiences, including the effects of privilege and oppression.
- PLO 3: Investigate and apply research methods appropriate to the field of comparative religion.

PLOS
M.A. IN
INTEGRAL NOETIC
SCIENCES

INTEGRAL NOETIC SCIENCES DOCTORAL PLOS (Continued)

- PLO 4: Analyze and evaluate the correlations between spirituality and both mental and physical wellness, and the way that spirituality intersects with integral health and psychology to create existential coherence.
- PLO 5: Examine “religion” and “spirituality” in the context of our existence within a contemporary global society, evaluate the challenges posed in developing a global ethic and a pluralistic society, and formulate potential resolutions of these challenges through compassionate social engagement.

PSYCHOLOGY MASTER'S PLOS

Graduates of CIHS Psychology Master's program will be able to:

- PLO 1: Understand people as ever-evolving, multidimensional beings on a developmental journey toward wholeness, which encompasses the domains of mind, body, and spirit.
- PLO 2: Apply transdisciplinary research, theory, and praxis for effective counseling and communication in both traditional and non-traditional settings.
- PLO 3: Explain and use holistic thought, that includes consciousness and spirituality.
- PLO 4: Describe the theory and application of a broad spectrum of healing modalities, to include both traditional and non-traditional approaches.
- PLO 5: Discuss a personal framework for the 'self-as-healer,' underscored by the notion that personal healing and ongoing self-development is positively correlated with professional aptitude.

PLOS
PH.D. IN
INTEGRAL NOETIC
SCIENCE

PSYCHOLOGY DOCTORAL PLOS

Graduates of CIHS Psychology Ph.D. program will be able to:

- PLO 1: Examine people as ever-evolving, multidimensional beings on a developmental journey toward wholeness, which encompasses the domains of mind, body, and spirit.
- PLO 2: Apply transdisciplinary research, theory, and praxis for effective counseling and communication in both traditional and non-traditional settings.
- PLO 3: Construct a synthesis of holistic thought, that includes consciousness and spirituality.
- PLO 4: Explore and advance the theory and application of a broad spectrum of healing modalities, to include both traditional and non-traditional approaches.
- PLO 5: Develop a personal framework for the 'self-as-healer,' underscored by the notion that personal healing and ongoing self-development is positively correlated with professional aptitude.



Institutional Status

Regional Accreditation

California Institute for Human Science is accredited by the WASC Senior College and University Commission (WSCUC), 1001 Marina Village Parkway, Suite 402, Alameda, CA 94501, 510.748.9001.

Public documents regarding WSCUC accreditation status are available at <https://www.wscuc.org/institutions/california-institute-for-human-science/>



California State Bureau For Private Post-secondary Education (BPPE)

California Institute for Human Science (CIHS) is a private institution approved to operate by the California Bureau for Private Postsecondary Education. Approval to operate means the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of Title 5 of the California Code of Regulations. For more information, go to <https://search-bppe.dca.ca.gov/institutionDetail?schoolCode=3703811>.



Contacting the Bureau of Private Post-Secondary (BPPE)

A student or any member of the public may file a complaint about CIHS with the California Bureau for Private Postsecondary Education.

[Bureau for Private Postsecondary Education](#)

P.O. Box 980818
West Sacramento, CA 95798-0818
(888) 370-7589



General Information

FACULTY

Faculty members are carefully selected on the basis of experience in their disciplines and/or professions, their credentials (All faculty hold a doctoral degree), expertise in teaching theoretical and applied courses, research and thesis and dissertation supervision capabilities, publications in the areas of focus, involvement in community and professional affairs, leadership and capacity to model abilities essential to student advising and professional growth, experience with teaching both on-site and online, and, most important, synergy with CIHS' unique mission and principles. CIHS has designated "Lead Faculty," who have years of experience at CIHS and have demonstrated a strong commitment to the university and its students, and "Adjunct Faculty," who are dedicated to CIHS but may have other responsibilities too. All faculty are expected to engage actively in teaching, research, and service activities, and all are evaluated annually through several means (see "Evaluation of Faculty" below). Faculty involvement in the improvement of their teaching and student learning is encouraged and promoted.

- Student evaluations (administered by CIHS at the conclusion of each Quarter and by the Student Advisory Senate at mid-Quarter each Quarter). All student evaluations keep students' identities confidential. The Dean of Academic Affairs writes summaries of each Quarter's evaluations and shares those with the faculty, with recommendations for improvement of teaching and student learning.
- Observation by the Dean of Academic Affairs (The Dean observes at least one class session conducted by each faculty member on an annual basis).
- Faculty self-evaluation (Each faculty member completes a self-evaluation annually).
- Faculty scholarship survey (Each faculty member completes, and is evaluated on, this survey, which assesses status on several kinds of scholarship).

The Dean of Academic Affairs oversees all of the above means of evaluation, develops an annual report summarizing those means, and meets with faculty on a one-on-one basis to discuss status and improvement of teaching and student learning.

ACADEMIC CALENDAR: QUARTER 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

The academic calendar is published online at <https://www.cihs.edu/academic-calendar>

SPECIAL PROGRAMS

An additional function of the California Institute for Human Science is the provision of public programs, 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 mission, principles, and institutional learning outcomes of CIHS.

CENTER FOR LIFELONG LEARNING

The Center for Lifelong Learning is a repository of mind-body-spirit and consciousness-based offerings exploring the nature of reality. The collection of events and classes are founded on Dr. Motoyama's vision of bridging physical reality and the subtle world, with the purpose of unifying mind, body, and spirit. The Center encourages like-minded individuals to gather and connect with knowledge, professionals, and fellow students alike. This shared space permits individuals to experience and deeply integrate that which has been carefully distilled and presented in our offerings. It is the alchemical meeting place between inner and external life.

Furthermore, The Center for Lifelong Learning is founded on an integrated learning environment, often referred to as integral education. Integral education supports the idea that learning is a living process. Learning is not static; rather it is dynamic. It is wholistic rather than dualistic. Integral education diverges from the top-down, linear pattern of learning and encompasses theoretical and real-world applications. It allows for a deep exploration beyond the norm. As such The Center for Lifelong Learning embodies this integral model at the core of all its programs and is predicated on excellence, quality, and professionalism.

More formally, the Center for Lifelong Learning offers non-degree programs, certificates, and professional CEU's along with a wide variety of events by forefront thought leaders of our time. These include Dr. Christopher Bache, Dr. Rupert Sheldrake, and Dr. Sean Esbjorn-Hargens, to name a few. The Center for Lifelong Learning offers an integral meeting space supporting individual, professional and collective development. The Center offers live, online and pay-per-view events to the community, professionals, and students."

Our events are listed on the Calendar of Events on our website <https://www.cihs.edu/community-events-calendar>
To contact The Center for Lifelong Learning, email lifelonglearning@cihs.edu.

CATALOG CHANGES

The California Institute for Human Science generally reviews its policies and procedures on an annual basis to ensure adherence to BPPE regulations and WSCUC Standards. The Administration reserves the right to amend the catalog and procedures, including changes in guidelines, policies, curriculum and courses, procedures, and tuition.

Any questions a student may have regarding this catalog that have not been satisfactory answered by the institution may be directed to the Bureau for Private Postsecondary Education at:

1747 North Market Blvd., Suite 225
Sacramento, CA 95834
Phone: (916) 574-8900
Toll Free: (888) 370-7589
bppe.ca.gov | bppe@dca.ca.gov



Our Campus

Facilities

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

Library

CIHS provides a comprehensive research database to its enrolled students (Library Information Research Network, LIRN), which offers unlimited access to peer-reviewed research, journals, periodicals, and the like. CIHS' on-campus library has a limited traditional reference library with some classic psychology, religion, science, philosophy texts, and graduate dissertations. Students are encouraged to use the prolific academic databases available for scholarly research on the Internet. 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, A complete suite of biofeedback sensors, including EEG, ECG, Heart Rate Monitor, and Heart Math. CIHS also maintains a collaborative relationship with PsyTek Laboratories.

Housing Around Campus

The cost of living near and around CIHS is highly variable depending on the season and market availability. It varies from \$700 to \$1,200 for a studio or shared room, \$1,400 to \$2,200 for one-bedroom apartment, or \$2,500 to \$4,000 for 2 to 3 bedroom house/condominium in Encinitas. CIHS is a non-residential program and provides no dorms or residences on campus.



Student Records

Family Educational Rights and Privacy (FERPA)

Student's academic records containing application information curriculum, financial records, grade reports, and transcripts are maintained in the Student Information system (Populi), a web-based system, and fireproof files in the Administration Department. Records are kept permanently, 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.

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution at any age.) These rights include:

- The right to inspect and review the student's education records within 45 days after the day the School receives a request for access. A student should submit to the Admissions Department a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
- The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask CIHS to amend a record should write the Admissions Department and clearly identify the part of the record the student wants changed, and specify why it should be changed. If CIHS decides not to amend the record as requested, CIHS will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- The right to provide written consent before CIHS discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. CIHS discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official typically includes a person employed by the School in an administrative, supervisory, academic, research, or support staff position (including law en-

forcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of the School who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the School. Upon request, the school also discloses education records without consent to officials of another school in which a student seeks or intends to enroll. CIHS will make a reasonable attempt to notify each student of these disclosures.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by CIHS to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, § 99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student —

- To other school officials, including teachers, within CIHS whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§ 99.31(a)(3) and 99.35)
- In connection with financial assistance for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))

- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as “directory information” under § 99.37. (§ 99.31(a)(11))
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of § 99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§ 99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of § 99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school’s rules or policies with respect to the allegation made against him or her. (§ 99.31(a)(14))
- To parents of a student regarding the student’s violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))



Disability and Accessibility Resources

POLICY

CIHS—in compliance with state and federal laws and regulations, including the Americans with Disabilities Act of 1990 (“ADA,” as amended in 2008)—does not discriminate on the basis of disability in recruitment, admission, and access to and administration of its education-related programs and activities, and has an institutional commitment to provide equal educational opportunities for disabled students who are otherwise qualified.

Qualified students with a documented physical and/or mental disability that substantially impair one or more major life activities are entitled to receive reasonable accommodations that will enable them to participate in and have the opportunity to benefit from all educational programs and activities at the Institute.

COORDINATOR OF ACCESSIBILITY RESOURCES

The Dean of Student Life at CIHS serves as the Institute’s Coordinator of Accessibility Resources. The Coordinator is responsible for addressing the needs of students with disabilities who request accommodations. The Coordinator is also the resource person for students who have questions or desire information regarding disability issues.

ELIGIBILITY FOR AN ACCOMMODATION

Students are eligible for a reasonable accommodation if they have a documented physical or mental disability that substantially impairs one or more “major life activities” and are “otherwise qualified.” “Major life activities” include activities such as learning, working, walking, talking, seeing, hearing, performing manual tasks, breathing, concentrating, thinking, communicating, and caring for oneself. Disabled students are “otherwise qualified” if they meet the academic and technical standards requisite for admission or participation in the institution’s educational program or activity.

REASONABLE DOCUMENTATION OF DISABILITY

Students may be required to submit reasonable, verifying documentation of an eligible disability from a licensed or certified professional, such as a physician, learning specialist, or mental health clinician (e.g., psychologist, therapist, social worker). The documentation should generally:

- Be current;
- Include a description of disability-related impairments as they relate to the student's ability to learn and participate in the academic program;
- Be diagnosis-specific
- Include the severity and longevity of the condition
- Include recommendations for accommodations and an explanation of how the professional expects the suggested accommodations to help the student.

APPLYING FOR AN ACCOMMODATION

Request for Accommodation: Students who may need reasonable accommodations are responsible for contacting the Coordinator to initiate their requests in writing as early as possible (at least ten (10) business days before the beginning of the academic quarter or as soon as the need arises). Students must be found eligible to receive an accommodation by the Coordinator prior to receiving any accommodations. Accordingly, students should contact the Coordinator as soon as possible because timely notice is needed to coordinate accommodations. A student's failure to timely provide notice or comply with any other requirement of this Policy may delay implementation of any reasonable accommodation(s) or result in rejection of the requested accommodation(s).

Case-by-Case Determination: The Institute will address each case involving disability accommodation issues on a case-by-case basis. The Institute reserves the right, in its sole discretion, to determine what reasonable accommodations, if any, it agrees to provide to a student in a given case. The Institute will not provide accommodation(s) that would pose an undue burden upon its finances or operations, or that would endanger the health or safety of the student or others, or that would reduce the academic standards or requirements of the program, or otherwise fundamentally alter the nature of the program or activity.

Determination in Writing: The Coordinator will document any approved reasonable accommodations in a letter to the student. The student is responsible for making copies of the accommodations letter and providing a copy to each instructor. Students must request an accommodation letter for each term unless the Institute states otherwise.

If the Coordinator denies any request for accommodation, the Coordinator will document the reasons for the denial in a letter to the student. The reasons for denial of an accommodation include: 1) the student does not have a documented disability, 2) the student does not have a disability that substantially impairs a major life activity, and/or 3) there are no reasonable accommodations available.

TYPES OF REASONABLE ACCOMMODATIONS

- Reasonable accommodations include, but are not limited to:
- Academic accommodations (i.e. opportunity to retake courses);
- Non-academic accommodations (i.e. accommodations for Institute-sponsored extracurricular events and activities);
- Examination-related accommodations;
- Alternative format and note-taking services;
- Accommodations related to use of assistive technology; and,
- Accommodations related to facility access (i.e. access to classroom buildings and offices as well as paths of travel).

ACADEMIC ACCOMMODATIONS

Academic accommodations are not designed to give students an unfair advantage, but rather, to allow them equal access and opportunity in the classroom. Although equality of opportunity will not guarantee equality of results, the goal is to give students with disabilities the opportunity to live up to their potential for success. This means that academic accommodations that would lower academic standards or otherwise fundamentally alter the nature of the program or activity are not reasonable and will not be granted.

Appropriate modifications of academic requirements are determined following an individualized assessment of each request. Among the relevant factors considered are the following:

- The nature of the student's disability and its nexus to the requested modification;
- Whether the requested modification of the academic requirement will provide the student an equal educational opportunity; and,
- Whether the requested modification of the academic requirement would alter the essential requirements or standards, or would change the fundamental nature of an educational program.

APPEALS PROCESS

If a student is dissatisfied with the decision of the Coordinator, he or she may appeal that decision in writing to the Program Director within ten (10) instructional days of receiving a written letter from the Coordinator.

If the Program Director receives an appeal regarding accommodations, he or she will schedule a meeting with the student to occur within ten (10) instructional days of receiving the appeal.

SERVICE ANIMALS

Out of consideration for students, faculty, and staff, CIHS does not allow pets on its property. However, the Institute complies with the Americans with Disabilities Act (ADA) by allowing the use of service animals by disabled students, staff, faculty, and visitors while on campus.

- Include the severity and longevity of the condition
- Include recommendations for accommodations and an explanation of how the professional expects the suggested accommodations to help the student.



Academic Policies

Satisfactory Academic Progress (SAP)

BACKGROUND

The California Institute for Human Science is required by Federal regulations and the WASC Senior College and University Commission to establish standards for measuring Satisfactory Academic Progress (SAP).

Students who enrolled at CIHS before Winter 2020 may be eligible for exceptions to the SAP Policy via the SAP Appeal Process.

DEFINITIONS

Published Length of the Program: The recommended time for program completion based on full-time status:

- B. A. = 2 years
- M.A. = 2.5 years
- Ph.D. = 4 years

Maximum time frame for program completion: The absolute maximum a student can take to complete the program. The length varies from 150% to 200% of the published length of the program.

- Undergraduate programs = 150% max.
- Graduate programs = 200% max.

For CIHS:

- B.A. = 2 to 4 years (=150%) Depending on the number of units the student would transfer.
- M.A. = 5 years (=200%)
- Ph.D. = 8 years (=200%)

FULL-TIME/PART-TIME DEFINITIONS

Undergraduate programs:

- Full-time: Students must be enrolled in 10 units per quarter, 3 quarters per year (one quarter off is optional except for the Fall quarter).

- Part-time: Students must be enrolled in 5 units per quarter, 3 quarters per year (one quarter off is optional except for the Fall quarter).

Graduate programs:

- Full-time: Students must be enrolled in 8 units per quarter, 3 quarters per year. One quarter off is optional except for the Fall quarter.
 - Ph.D. students in the Dissertation Sequence will be considered full-time as long as they are registered for 5-6 units per quarter.
- Part-time: Students must be enrolled in 4 units per quarter, 3 quarters per year. One quarter off is optional except for the Fall quarter.

OVERVIEW OF SAP STANDARDS

Satisfactory Academic Progress is the qualitative (grade point average) and quantitative (credits toward degree completion) measure of a student’s progress toward completing a program of study. The SAP Policy consists of three (3) Standards.

Students must meet all three (3) standards that measure their satisfactory progress toward graduation. The policy is consistently applied to all students. It complies with the guidelines established by the California Institute for Human Science accrediting/state agencies and the federal regulations established by the U.S. Department of Education. The SAP Standards are:

Standard 1: Minimum Cumulative Grade Point Average (Gpa)

Standard 1 measures the student’s grade point average (GPA) for the academic quarter and cumulative for the program. The minimum requirements are as follows:

1. Undergraduate Programs: 2.0
2. Graduate Programs: 3.0

All students at the California Institute for Human Science 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.

Grade	Grade Point
A	4.0
B	3.0
C	2.0
D	1.0
F	0.0

Standard 2: Minimum Completion Rate

Standard 2 measures the pace at which a student is progressing toward program completion. The pace is measured by the cumulative percentage of courses attempted that are successfully completed for credit.

Students at the California Institute for Human Science must maintain a minimum cumulative completion rate of half credits attempted (50%) as measured by comparing the total completed credits to the total attempted credits.

Standard 3: Maximum Time Frame For Program Completion

Standard 3 measures if the student is completing the academic program within a reasonable amount of time. All students at the California Institute for Human Science must complete their programs within the Maximum Time Frame for Program Completion, as follows:

1. Undergraduate degrees: 150% of the published length of the educational program.
 - 2 to 4 years (=150%). Depending on the number of units the student transfers.
2. Graduate degrees: 200% of the published length of the educational program.
 - M.A. = 5 years (=200%)
 - Ph.D. = 8 years (=200%)

The table below describes the difference between the Published Length of the Program and the Maximum Time Frame for Program Completion.

Program	Published Length of the Program	Maximum time frame for program completion (150% of the Published Length of the Program)
Undergraduate (Students transferring 60 units)	3 years	4.5 years
Undergraduate (Students transferring 90 units)	2 years	4 years
Undergraduate (Students transferring 135 units)	1 year	2 years

Program	Published Length of the Program	Maximum time frame for program completion (200% of the Published Length of the Program)
Doctoral	4 years	8 years
Master's	2.5 years	5 years

The Published Length of the Program corresponds to the calculation for program completion based on a recommended full-time course schedule. At the California Institute for Human Science, the recommended full-time schedule for graduate programs is as follows:

Ph.D.	
Standing	Units
Year 1	24
Year 2	24
Year 3	24
Year 4	
Dissertation Sequence	5
	5
	6
	6
TOTAL	94

M.A.	
Standing	Units
Year 1	24
Year 2	24
Year 3	8
TOTAL	56

HOW SATISFACTORY ACADEMIC STANDARDS ARE MEASURED

SAP Evaluation Periods are equal to each academic quarter and are monitored as follows:

- Bachelor's Degree: At the end of each academic quarter.
- Master's Degree: At the end of each academic quarter.
- Doctoral Degree: At the end of each academic quarter.
 - Students in the doctoral dissertation sequence are excluded from the minimum cumulative grade point average requirement as long as they are making progress toward degree completion.

Students who fully meet all three standards above at the end of each evaluation period are considered in good standing for SAP. Students may access their reports via the unofficial transcript in order to track his/her progress towards meeting satisfactory progress.

FAILURE TO MEET SATISFACTORY ACADEMIC PROGRESS:

Students who fail to meet the SAP Policy will be placed on warning status. The warning status has three (3) stages as follows:

Academic Warning: Students who fail to meet academic progress at the SAP evaluation period will be placed on Academic Warning for the next evaluation period. The student will be counseled regarding actions required to attain satisfactory requirements by the next evaluation point. If at the end of the Academic Warning period, the student has still not met SAP requirements, he/she will be determined as not making satisfactory progress and will be placed on Academic Probation.

Academic Probation: Students who fail to meet academic progress at the end of the Academic Warning period will be placed on Academic Probation. The student will be notified via e-mail and official mail and contacted by the Dean of Administration/Registrar. As a result of being placed on Academic Probation, an Academic Improvement Plan (AIP) will be initiated by the Program Director, detailing the steps necessary to be removed from Academic Probation status. Students must satisfy the requirements of their Academic Improvement Plan (AIP) by the end of the Academic Probation period. If, at the end of the Academic Probation period, the student has still not met the three (3) SAP Standards, he/she will be determined as not meeting satisfactory academic progress and recommended for administrative withdrawal from CIHS.

Notice of Administrative Withdrawal: Students who fail to meet SAP at the end of the Academic Probation period will be Notice of Administrative Withdrawal from CIHS. The University will notify students by e-mail and official mail. If by the end of the Notice of Administrative Withdrawal, the student has not met SAP Policy, he/she will be administratively withdrawn for unsatisfactory academic progress.

SAP APPEAL PROCESS

A student may appeal the decision (Academic Warning, Academic Probation, or Notice of Administrative Withdrawal) if he/she has a documented reason for the unsatisfactory progress, and the underlying circumstances have changed (see appeal procedure below). The basis for filing an appeal, such as the death of a relative, injury, illness, or other special circumstances, must be fully documented in the student's file. The California Institute for Human Science must determine that Satisfactory Academic Progress standards can be met by the end of the subsequent evaluation period for the appeal to be approved. Please note that the Administrative Withdrawal decision cannot be appealed.

APPEAL PROCEDURE:

If a student is determined as not making satisfactory progress or is administratively withdrawn from CIHS for not making satisfactory progress, he/she may appeal the negative determination due to:

1. Personal or family emergency
2. Injury or illness of the student
3. Military leave of absence
4. Other circumstances beyond the student's control

The student must submit a written appeal (SAP Appeal Form) to Dean of Administration/Registrar within ten (10) business days of not making satisfactory progress or administrative withdrawal. The student must include supporting documentation of reasons why the determination should be reversed and what circumstances have changed in the student's situation that will allow the student to demonstrate SAP at the next evaluation period. If the student fails to appeal this decision, the decision will stand. If a student is administratively withdrawn for gross misconduct, which includes but is not limited to reporting to school under the influence of alcohol or illegal drugs, cheating, stealing, insubordination, plagiarism, and threats and/or bullying, such termination is final and may not be appealed.

An appeal hearing will take place within ten (10) business days of receipt of the written appeal. This hearing will be attended by the student, the Program Director, Dean of Administration, Dean of Student Life, and the Dean of Academic Affairs. A decision on the student's appeal will be rendered within five (5) business days by the Dean of Academic Affairs and will be communicated to the student in writing. This decision will be final. Should a student prevail on his/her appeal and be determined as making satisfactory progress, the student will be automatically removed from Warning, Probation, or Notice of Administrative Withdrawal.

INTERRUPTIONS TO ACADEMIC PROGRAM

An Interruption to Academic Program is a temporary break in a student's program and refers to a specific academic quarter of non-attendance. The interruption may not exceed one (1) quarter in one academic year. Students may not request the Fall quarter off.

Students must notify CIHS about their planned interruption by submitting the required Interruption of Academic Program Form. After the interruption, students will be expected to enroll in regular classes to continue their academic program.

LEAVE OF ABSENCE

A Leave of Absence is for students who may need to take more than one (1) quarter off. The following rules apply:

- The total length of an LOA may not exceed 12 months, including the interruption students may have taken already.
- LOA does not affect the student's Satisfactory Academic Progress status.
- LOA time does not involve any additional charges from the California Institute for Human Science
- Students may not take more than one LOA during the duration of their academic programs.

An LOA will be granted if the request meets the following criteria:

- Must be submitted to the Institute in advance unless prevented by unforeseen circumstances.

- Must be submitted using the Leave of Absence Request Form.
- The student did not take an LOA before.
- The request must be approved by the Dean of Administration/Registrar.
- To request a full 12-month period of LOA, complete documentation and certain conditions will be needed to support said request, i.e., jury duty, military reasons including National Guard requirements, circumstances meeting criteria covered under FMLA (Family & Medical Leave Act of 1993).
- If enrollment is temporarily interrupted for an LOA, the student will return to school in the same Satisfactory Academic Progress status as prior to the LOA.
- A student who has been granted an LOA will be considered withdrawn if he/she does not return to school at the end of the LOA. In this case, the student will be informed that the last date of physical attendance will be used for the purpose of calculating refunds.

RE-ADMISSION POLICY

Students who withdraw from the program or do not return after the LOA period may apply for re-admission. If the application for re-admission is approved, the student will return in the same satisfactory academic progress status as at the time of withdrawal.

Students who are re-admitted after the 12-month LOA period will be charged at the current tuition rates for newly entering students. Additionally, the student's academic program will change to the current catalog year.

EXCEEDING THE MAXIMUM TIME FRAME FOR PROGRAM COMPLETION

Students who enrolled in a degree program at CIHS before Winter 2020 may qualify for an exception to the Maximum Time Frame for Program Completion. See Standard 3 for details on the Maximum Time Frame for Program Completion.

CIHS seeks to be a student-centered institution that monitors and communicates regularly with students in order to avert or address situations that may present conflicts with the policies described above, and it encourages students to reach out to instructors, Program Directors, or the Dean of Academic Affairs if they have questions or concerns about their GPA, credits earned, or progress along their degree path and for timely degree completion.

To apply from an exception to the maximum time frame for program completion, students must submit a letter addressed to the Dean of Academic Affairs and Program Director explaining all the circumstances preventing timely completion of his/her degree. The student must attach documentation to support the petition. The Dean of Academic Affairs and Program Director will review the letter and evidence within ten (10) business days. A meeting with the student may be requested to clarify any areas of the request for an extension. Decisions made by the Dean of Academic Affairs and Program Director will be considered final.

M.A. to Ph.D. Credit Unit Application Program

In concert with sequencing guidelines at similar universities, CIHS provides a streamlined and efficient transition process for students who wish to move from a CIHS' master's degree program to a CIHS' doctoral program."

THE MAJOR POINTS OF THIS POLICY ARE AS FOLLOWS:

It allows students to apply M.A. level credit units, completed at CIHS with a passing grade, to the Ph.D. (all programs). Thus, students will enter their respective Ph.D. programs in Advanced Status. This means that they can apply selected courses (and the 4-credit units for each course) from their M.A. program toward their Ph.D. degree.

List of courses (4-credit units each) that can be applied from the M.A. to the Ph.D.

1. CIHS Core Courses:
 - Academic Writing for the Human Sciences (4-credit units);
 - Consciousness Studies (4-credit units);
 - Intro to Integral Studies (4-credit units);
 - Counseling & Communication Skills OR Spiritual Coaching (4-credit units);
 - Spiritual Education (4-credit units)
2. Elective Courses:
 - A maximum of 8-credit units of related M.A. coursework toward their Ph.D. degree. The transferred credits will thus count toward the 94 doctoral credit units required for graduation. Potential transferable coursework must be approved by the Program Director and Academic Dean.

This policy is applicable for current CIHS students including those entering the program for the first time at the M.A. level. Students who did not complete an M.A. at CIHS are not eligible. However, they may petition transfer of credits via the Transfer Credit Policy (see the page 43 of the Catalog).

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.

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

Attendance Policy

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

- A. Each student is expected to attend all class sessions.
- B. 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.
- C. Students are encouraged to notify her or his instructor in advance if the student must miss a class session.
- D. 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 atten-

dance sheet for her or his class records.

- E. 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.
- F. In the event that a student misses more class hours than allowed for as determined by the Institute's guidelines, and which occur as a result of an unforeseeable or an unavoidable event, a student may request an arrangement with the instructor to complete the coursework. The student must make these arrangements with the instructor in a reasonable timeframe following the emergence of need for the unexpected absence. The details of the arrangement will be at the discretion of the individual instructor, as well as the Program Director and/or the Dean of Academic Affairs if necessary.
- G. 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.
- H. 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.

Distance Education Disclosure

CIHS employs an Integrated Learning Modality (ILM) or hybrid type instruction modality that integrates traditional in-class direct instruction with technology, specifically a distance education learning platform called Moodle. The online learning platform, Moodle, enhances the overall experience of the students by offering the convenience of technology and a "hub" of a classroom/website for each class. Moodle is very user friendly and if you are computer proficient (able to email, type, and upload/download a Word document), you will be able to master Moodle easily. CIHS will provide each new student with a Moodle Training Handbook. CIHS will also be happy to provide an in-person review of Moodle with our Dean of Administration or other such personnel, if requested. Moodle courses include a weekly Synchronous component using a Zoom platform. CIHS provides technology support to help you during the quarter if necessary.

All CIHS courses include synchronous live class meeting components, and some asynchronous online delivery of materials. For the asynchronous online component, Students have continuous access to Faculty via Moodle for the duration of the academic quarter, which is equivalent to ten (10) weeks of instruction. During the quarter, students receive feedback on lessons/assignments within two (2) days, term papers/projects within seven (7) days, and thesis or dissertation chapters within fourteen (14) days.

Residency Requirements for Distance Learning

After completion of coursework, students must take candidacy exams under the direction of the Program Director and/or Dean of Academic Affairs. 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 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 Zoom. 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:

Letter Grade	Grade Point
A - Outstanding performance	4
B - Above average performance	3
C - Average performance	2
D - Below average performance	1
F - Fail	0

C - Credit. Student met courses requirements (does not enter into GPA calculations).

NC - Student did not meet course requirement to receive a passing grade (does not enter into GPA calculations).

P - Pass (does not enter into GPA calculations)

The minimum requirement of cumulative grade point average (GPA) are as follows:

1. Undergraduate Program: 2.0
2. Graduate Program: 3.0

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

W - Official withdrawal from course

IP - Course in Progress

Incomplete Grade Policy

CIHS courses are designed and organized in manner in which all coursework shall be completed during the quarter the course is being offered; students who have not completed the work required for a course within the given time-frame will not be given a passing grade in the course. In the event that a student is unable to complete the required coursework within the allotted timeline, a student may request permission from the instructor to receive an "I" (INCOMPLETE) grade. Below are the policies related to incomplete grades:

1. Permission to be given an “I” grade is given only in the following circumstances:
 - Medical reasons documented by a healthcare professional;
 - A family emergency verified with supporting documentation; or
 - A decision by a faculty member based on extraordinary or exceptional education-related reasons.
2. The student must have completed at least 75% of the course work or assignment to petition for an “I” grade.
3. The instructor has the right to refuse to grant an “I” grade
4. The Registrar does not record an “I” grade without receiving an Incomplete Grade Request form signed by the student and the instructor by the grade submission deadline.
5. The deadline cannot exceed one quarter from the last day of the quarter in which the course took place and can be earlier. This deadline cannot be augmented or extended for students on a LOA (Leave of Absence), become inactive, or opt out of registering for any quarter while the work remains outstanding.
6. Should the student fail to submit the coursework by the appointed deadline, the “I” grade is converted to an “F”. The “F” is irreversible.

Credit Hour Policy

California Institute for Human Science (CIHS) credit hour policy reflects the policy set out by the WASC Senior College and University Commission (WSCUC) and the policy of the Bureau of Private Postsecondary Education (BPPE) of California.

CIHS Credit Hour Policy:

CIHS unit of credit hour policy is as follows:

- A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than— (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately ten weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.
- All CIHS courses must exhibit academic rigor and evidence of appropriate student achievement for the number of units awarded. Such rigor and evidence are assessed by:
 - Performance on course assignments – papers, tests, exams, quizzes, group-based activities and products, or other means;
 - Evidence of active student participation and preparation;
 - Student end-of-course evaluations;
 - Faculty self-assessments of the course, their teaching, student achievement, and the extent to which Course Learning outcomes have been met;
 - Class visits by the Dean of Academic Affairs and follow-up meetings with the instructors;
 - Program Directors assessment of the extent to which Program Learning Outcomes (PLOs), to which the CLOs are linked, are being met.

For Reference: WSCUC Credit Hour Policy:

WASC Handbook of Accreditation (2013):

Credit, unit of; credit hour – a commonly accepted quantification of student academic learning. One semester unit represents the time a student is expected to devote to learning in one week of full-time undergraduate study (typically two to three hours of preparation for each hour of class, or the equivalent, for a full-time course load of 14 to 16 units per semester. At the graduate level, typically, more than three hours of study for every hour in class is expected. Institutions using other academic calendars generally calculate units of credit relative to semester units. For example, one (15-week) semester unit may be equated to 1.5 (10-week) quarter units.

“Credit Hour Policy” – a WASC Document (November 2011):

All candidate and accredited institutions are required to comply with the definition of the credit hour.

Definition of a Credit Hour: “Except as provided in 34 CFR 668.8(k) and (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than— (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one-quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.”

For Reference: Bureau of Private Post-Secondary Education (BPPE):

BPPE defines a quarter unit of academic credit as follows:

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, the study of course material, or completion of educational projects....” (Article 1, Section 71000, P. 5, California Code of Regulations)

The BPPE policy is consistent with the WASC policy and with the Carnegie policy, known as the Carnegie Unit, which is commonly referenced in higher education and can be found here:

<https://www.lasc.edu/students/Credit%20Hour%20Definition%20for%20LASC.pdf>

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 doctoral level.

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 Dishonesty

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 acknowledgment 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.

Plagiarism also extends to 'self-plagiarism', defined as submitting previous work for a current assignment. All work submitted should be original work by the student, for the specific essay, project or assignment. The consequences for self-plagiarism may result in the non-acceptance of the student's work and/or further disciplinary action.

Students may, however, continue their examination and exploration of specific topics by their utilizing previous research. In that case the student should speak with the instructor to ensure that the work is incorporated appropriately.

Plagiarism

Plagiarism is using someone else's work as your own. Plagiarism means using another person's writing, words, ideas, research, graphics, programs, music, pictures, data, and/or other creative expression without giving the other person full credit.

NOTE: Students must enclose another person's words in quotation marks, cite the appropriate source(s), and give citations when using the ideas of another person, even if those ideas are paraphrased. Any time information from a source is used, it must be cited.

PLAGIARISM AND ACADEMIC INTEGRITY:

CIHS maintains a strict Academic Dishonesty Policy. Plagiarism will not be tolerated. Plagiarism may result in an 'F' on an assignment and/or, depending on the severity, generate an Academic Dishonesty report that goes in the student's permanent file. Such a report places the student on academic probation. Papers may be subject to review for plagiarism at any time.

PLAGIARISM AND THE INTERNET:

The Internet has become a very popular resource for information for student assignments. The same rules regarding plagiarism apply to resources found on the internet as do to a printed source: when a student refers to work, writing, words, ideas, and the like or quotes from an internet site, he or she must cite that source. Many of the same rules apply when using visual information from an internet site; the source of the visual information or graphic must be cited.

USEFUL STRATEGIES TO AVOID PLAGIARIZING ANOTHER PERSON'S WORK:

If words, sentences, phrases, and the like are copied from a text, put what is copied in quotation marks. This is especially important when taking notes.

WHEN PARAPHRASING, DO NOT JUST REARRANGE OR CHANGE A FEW WORDS. A USEFUL TECHNIQUE IS:

- Read the area to be paraphrased carefully;
- Cover up the text or close the book or computer page so the words cannot be seen;
- Write out the idea in your own words without referring back to the words
- Check the attempt at paraphrasing against the original text to be sure the same phrases or words have not been used and that the information is accurate.

At times students accused of plagiarism claim that their plagiarism occurred without their knowledge or intent. Since ignorance of this fundamental rule is not a reasonable defense, it is best to become thoroughly familiar with the various ways in which plagiarism can occur and how to avoid plagiarizing someone's work. If there are any doubts or questions, take the responsibility to ask the instructor for clarification.

General Standards of Conduct

Students of CIHS are expected to obey the law, and the rules and regulations of the Institute. Students are expected to take responsibility for their own conduct, to respect the rights of others, and to have regard for the preservation of the Institute's property and the private property of others. Students are expected to behave in a professional manner at school, at any practicum placement, school-sponsored activities, professional meetings, and in professional correspondence and discourse, including online professional discussions.

Students whose conduct threatens to cause disorder or a public disturbance, or students who pose a danger to themselves or to others, or who damage property, will be disciplined. Disciplinary actions may include, but are not limited to, written reprimand, probation, suspension, and expulsion.

Forms of unacceptable conduct leading to disciplinary action include, but are not limited to, the following:

- Violation of CIHS' Policy Harassment/Discrimination/Sexual Misconduct/Retaliation Policy.
- Violation of CIHS' Drug and Alcohol-Free Environment Policy.
- Violation of CIHS's Code of Honor.

- Willful or persistent smoking in any area where smoking has been prohibited
- Bringing or using weapons (or facsimile thereof) of any kind, including knives, firearms, fireworks, or explosives, to the campus.
- Destroying, defacing, or stealing (or attempting to steal) the Institute's property or the property of others.
- Committing or attempting to commit robbery or extortion.
- Using profanity or disrespectful language to any member of the Institute community or guests visiting the campus.
- Lewd, indecent or obscene conduct or expression on Institute controlled property, at Institute sponsored or supervised functions, or directed towards others in the Institute community.
- Causing, attempting to cause, or threatening to cause physical injury towards another student, employee, guests, or any member of the Institute community.
- Dishonesty; forgery; alteration or misuse of Institute documents, records or identification; or knowingly furnishing false information to the Institute.
- Plagiarism or academic dishonesty of any kind.
- Misuse of the Institute's electronic resources, including violation of the Technology Acceptable Use Policy.
- Engaging in intimidating conduct against another student through words or actions, including direct physical contact or verbal assaults.
- Engaging in expression which is obscene, libelous or slanderous, or which so incites students as to create a clear and present danger of the commission of unlawful acts on Institute premises, or the violation of lawful Institute regulations, or the substantial disruption of the orderly operation of the Institution.
- Persistent misconduct where other means of correction have failed to bring about proper conduct.

In some cases, when student misconduct demonstrates a failure to meet professional development standards, CIHS, in its sole discretion, may place a student on academic probation, or initiate an academic disqualification pursuant to the Academic Progress, Probation & Disqualification policy of this Handbook, in lieu of initiating student disciplinary procedures.

Whenever it appears that a student at the Institute has violated the General Standards of Conduct or other Institute rules and regulations, a complaint should be directed to the Dean of Student Life as soon as possible after the event takes place. The complaint can be oral or in writing.



Student Rights

Right of Petition

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

Grievance Procedure for Non-Academic and/or Non-Disciplinary Matters

GRIEVANCE POLICY

At CIHS, there are a number of grievance procedures through which students can raise and seek redress for what they believe to be unfair, improper or discriminatory decisions, actions, or treatment. For example:

- For complaints regarding academic decisions, the procedure set forth in Section 3.12 should be utilized.
- For complaints regarding discrimination, harassment, sexual misconduct, or retaliation, the procedure set forth in Section 2.2 of this Handbook should be utilized.
- For student disciplinary matters, the procedure set forth in Section 4.3 of this Handbook should be utilized.
- For complaints regarding student disability accommodations, the appeal procedure set forth in Section 2.3 of this Handbook should be utilized.

The purpose of the Student Non-Academic/Non-Disciplinary Grievance Procedure is to provide a process for students to seek resolution of actions or decisions of CIHS that may not fall within the scope of one of the other above-listed grievance procedures. This grievance procedure is designed to address individual decisions or individual actions that affect the grievant personally in his or her capacity as a student, but it does not apply to address the concerns of student groups. Similarly and as a general proposition, dissatisfaction with a program, or Institute Policy or practice of broad or general application is not grounds for a grievance under this procedure; the Program Director may, in his or her discretion, entertain such a grievance in exceptional circumstances, such as where (for example) the Policy or practice is alleged to be contrary to law.

GRIEVANCE COMMITTEE

CIHS' Grievance Committee is composed of 3 members appointed by the President. The Committee is responsible for scheduling hearings within the appropriate time frame, notifying the parties regarding all issues surrounding the hearing, and presiding at hearings. The Grievance Committee shall not consist of persons (faculty, staff, administrators) identified within the grievance filing. The grievance process may be delegated to outside persons or organizations (such as an ombudsperson) under contract with CIHS. CIHS will document and track the investigation for reasonable progress and timely closures.

GRIEVANCE PROCEDURE

A student who wishes to file a grievance shall do so with the Dean of Student Life. The grievance must be in writing, must include details of the matter being grieved as well as a proposed resolution, and must be signed and dated. Students are encouraged to file grievances as soon after the events giving rise to the grievance as possible. In no case may a student file a grievance regarding an Institute action more than 6 months after the student knew of, or should have known of, the action at issue.

CIHS prohibits retaliation against any individual for filing a grievance or for participating in the resolution of a grievance.

Once the Dean of Student Life receives the grievance, he or she will conduct an initial inquiry in order to determine whether the grievance should be referred to another process, or whether the grievance will be processed under this procedure. The Dean of Student Life will decide in his or her sole discretion whether the grievance should be referred to another process, processed under this procedure, or whether the concern reported in the grievance is a matter that is not appropriate for any of CIHS' grievance or complaint procedures. If the Dean of Student Life decides that the grievance will not be processed under any of the Institute's grievance or complaint procedures, he or she will notify the grievant in writing of that decision within ten (10) calendar days. The Dean of Student Life's decision is final.

In the event the Dean of Student Life determines the grievance is an appropriate for this procedure, the following process will be utilized:

Step One—INFORMAL RESOLUTION.

The Dean of Student Life will attempt to resolve the problem through informal means. If such informal means do not resolve the matter within ten (10) calendar days, the President will appoint members to the Grievance Committee to handle unresolved grievances.

Step Two—COMMITTEE REVIEW.

The Committee will meet to review the grievance. As part of the review process, the Committee will gather information from the involved people named by the student as well as from others as necessary. The Grievance Committee may ask those named to respond to the student's grievance in person or in writing. The Grievance Committee will meet to discuss the grievance after they have completed the information gathering process and issue a written recommendation to the Dean of Student Life regarding resolution of the grievance. The grievant, the Respondent (if any), the President, and the Dean of Student Life will be notified in writing of the Committee's recommendations no later than 60 working days from date the grievance is referred to the Committee. Results may include findings, summary of evidence, recommendations, and the right to appeal decision to the President.

If no appeal is received, the Dean of Student Life will take such action as s/he deems appropriate.

Step Three—APPEAL.

A request for an appeal must be made in writing to the President within a period of ten (10) days from the date of the issuance of the decision by the Committee. The appeal must be based on one or more of the following reasons:

- Misconduct by the committee.
- Conclusions not supported by the facts.
- New evidence.

If after reviewing the appeal and all written materials considered or prepared by the Committee during the review process, the President does not find one or more of the grounds listed above, the appeal will be disallowed. All parties, the Committee, the Grievant, and the Program Director will be notified of the final disposition.

If after reviewing the investigation and decision, the President finds one or more of the grounds listed above, the appeal will be sustained and the President may remand the decision to the Committee for reconsideration, issue a new decision, or take such action as s/he deems appropriate.

Step Four—REMAND PROCEDURE.

- Upon receiving the matter on remand, the Committee will meet to determine if there is cause to conduct further gathering of information. If no cause is found, the Committee will reconsider the findings. Reconsideration shall be limited to those issues raised on remand.
- The Committee will issue a decision on remand that will be sent to the President, Program Director, and the Program Coordinator.
- Upon receiving a decision on remand, the President will take such action as deemed appropriate. All parties, the Committee, the Dean of Student Life, and the President as well, will be notified of the final disposition.

The President and the Grievance Committee may change all time limits imposed or recommended in this grievance procedure for good cause or reason as determined.

Records of grievances are maintained for at least seven (7) years. All records are confidential and not open to review except to CIHS officials, accrediting bodies or their representatives who have a legitimate reason to review the records, or where required.

NOTE: In the event that CIHS' grievance process is deemed an inappropriate avenue for the resolution of a grievance filing (such as in the case if administrative faculty, or grievance policy stakeholders are included in the grievance filing, and the student believes that the grievance procedure is unduly compromised) students may contact ombudsperson, Yem Fong at yem.fong@colorado.edu.

Evaluation of Faculty

Faculty are evaluated annually through the following means:

- Student evaluations (administered by CIHS at the conclusion of each Quarter; individual course data are shared with the individual faculty along with recommendations for improvement; aggregated results are analyzed/summarized by the Dean of Academic Affairs and shared with all faculty and students along with conclusions about university-wide improvement). All student evaluations keep students' identities confidential.
- Observation by the Dean of Academic Affairs (The Dean observes at least one class session conducted by each faculty member on an annual basis).
- Faculty self-evaluation (Each faculty member completes a Faculty Evaluation Rubric for each course taught each

Quarter, and the Dean of Academic Affairs incorporates these in the Quarterly Faculty Performance Summaries).

- Faculty scholarship survey (Each faculty member completes, and is evaluated on, this annual survey, which assesses status on several kinds of scholarship).

The Dean of Academic Affairs oversees all of the above means of evaluation, develops an annual report summarizing those means, and meets with faculty on a one-on-one basis to discuss status and improvement of teaching and student learning.

Dissertation Process and Sequence

The dissertation sequence is set out clearly and in a step-by-step fashion in the policy statement “Doctoral Dissertation at CIHS,” and students pursuing a doctoral degree and faculty teaching and advising doctoral students should consult that document regularly. The sequence includes 4 courses – 896 Dissertation Topic Research (formation of the Dissertation Committee, completion of Advancement to Candidacy examination, completion of Chapter 1 draft); 897 Dissertation Methodology Review (completion of Chapters 1, 2, and 3, which constitutes the Dissertation Proposal); 898A Dissertation I (completion of Chapter 4); and 898B (completion of Chapter 5 and the Dissertation Defense, which is open to the CIHS community and the public, though the student may request a closed defense under special circumstances). The dissertation must be completed with the unanimous approval of all Committee members after the Dissertation Defense, after which the student must submit one bound copy and one PDF copy to the CIHS Registrar and ensure that all doctoral program fees have been paid in full. Students who exceed the timeline policies set out in CIHS’ “Satisfactory Academic Progress” may be subject to a \$250 charge per Quarter and to administrative review of their academic status. The Dissertation Sequence at CIHS is designed to promote quality, original doctoral research characterized by close review of progress and a thorough process of approvals by Dissertation Committee members and CIHS administration.

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

<https://www.cihs.edu/student-resources>

Doctoral Candidacy Exam

The following description of the Doctoral Candidacy Examination for doctoral students at CIHS is based upon research on candidacy policies and procedures at other universities and upon feedback from all members of the Institutional Effectiveness Committee (IEC) gathered at the IEC meetings in September 2020.

Candidacy, as generally defined at universities offering doctoral degrees, is the demonstration by an enrolled doctoral student of a readiness to conduct dissertation research and complete the dissertation; it includes having the requisite writing skills (with facility, in the case of CIHS, to use American Psychological Association [APA] Style as set out in the 7th edition of the APA Style Manual), the requisite research skills (including quantitative and/or qualitative methods, with the emphasis on the methods to be used in the dissertation), and the requisite thinking skills (including a capacity to develop compelling questions or pose compelling problems, a capacity to review and think across multiple sources, a capacity to utilize research methods appropriately to conduct a well-planned study, the capacity to derive and clearly present the results of the research, and the capacity to discuss the findings – e.g., conclusions reached, implications for additional research, limitations of the research).

rameters with the student in advance of the examination and even provide to the student the questions it will ask in advance. In brief, the 2 members of the School and the student can work together, if the 2 members wish, to determine the precise nature of the examination. We believe the examination should be an opportunity for the student to demonstrate his or her knowledge of the fields relevant to the School and his or her passions and interests within those fields. The examination should allow the student the opportunity to shine – that is, to share with others the excitement of intellectual discovery he or she has accumulated in the School to that point. It should be an enjoyable experience for everyone present – the student, the 2 members of the School, and the Dean.

The oral examination will be evaluated on a “Pass/No Pass” basis and in terms of (a) the student’s ability to communicate effectively to professional colleagues on areas of common interest; (b) the student’s capacity to think spontaneously and to frame coherent arguments in a professional setting; and (c) the student’s knowledge of the fields of study that are the focus of the School or of specific areas of knowledge determined by the student and the 2 members of the School. If the student receives a “Pass,” and if the written work described below is deemed sufficient to merit a “Pass,” the student can move into the dissertation sequence and initiate the dissertation. If the student receives a “No Pass,” he or she will be required to repeat the oral examination within one month, at which time he or she must earn a “Pass” to continue into the dissertation sequence. The student should indicate clearly, however, that he or she is ready to take the oral examination, and the 2 members of the School should feel confident that the student is ready; a “No Pass” evaluation should be an unexpected outcome.

Portfolio of Written Work:

The portfolio of written work should demonstrate the following two-part learning:

1. (a) what the student chooses to share in the way of 3 summative course papers (final papers or projects) that exhibit the student’s writing skills and use of APA style (7th edition), the research skills the student has acquired that display an ability to initiate dissertation research, and the breadth of the student’s thinking across courses taken thus far; or (b) what the 2 members from the School specifically request in the way of 3 papers. The student and the 2 members of the School should dialogue about whether this part of the Doctoral Candidacy Exam will make use of (a) or (b) or some other means of determining what 3 papers will be submitted for evaluation.
2. a 5-7 page summative paper that explains how the student’s learning thus far has enabled him or her to accomplish the Ph.D. Program Learning Outcomes (PLOs) of the School in which that student is enrolled.

All papers will be read and evaluated by the 2 members of the School. The evaluation criteria are as follows: (a) the ability of the student to write clearly, coherently, and convincingly; (b) the ability of the student to use qualitative and/or quantitative research skills; and (c) the ability of the student to think clearly, including demonstrating skills such as integrating concepts, evaluating ideas and research, applying ideas to practical contexts, analyzing ideas and data, and offering innovative ideas, approaches, or strategies that build upon a knowledge base.

The 2 members of the School who read and evaluate the papers will use the following rating scheme for each of the 3 criteria:

- Score of 3 = clear pass
- Score of 2 = pass
- Score of 1 = no pass

The student must receive a score of 4 or higher on each of the 3 criteria from the two evaluators combined. A score of 3 or less on any of the 3 criteria will result in a “No Pass” for this “Portfolio of Written Work” portion of the Doctoral Candidacy Exam.

The candidacy exam at CIHS includes 2 components, as noted below. Each academic School (Psychology, Integral Health, Comparative Religion and Philosophy) has the freedom to operationalize the 2 components as it chooses and to determine whether or not the candidate has completed the exam successfully and may therefore initiate “dissertation sequence” courses (896, 897, 898 A & B) and work with a dissertation committee to develop the dissertation. All students who take the Doctoral Candidacy Examination must have completed the required CIHS course work, including completion of core course credits and elective course credits.

Oral Examination:

The oral examination of candidates should be a 45-60 minute session in which at least 2 members of the School and the Dean of Academic Affairs are present. The intent of the oral examination is to test the student’s broad knowledge of the principal concepts and practices in the fields that are relevant to the School and that are the focus of the School’s curriculum. The examination can be oriented to the specific coursework pursued by the student and/or to the students’ expressed interests, and the 2 members of the School who will be examining the student can choose to leave the examination open-ended and provide no advance guidance or to discuss examination pa

Final Outcome:

In order to pass the Doctoral Candidacy Exam, the student must earn a “Pass” on both the “Oral Examination” and the “Portfolio of Written Work.” A “No Pass” on the “Oral Examination” was discussed above. A “No Pass” on the “Portfolio of Written Work” will result in the necessity of a conference with the 2 faculty members and the Dean and the development of a plan for moving forward. Such a plan could include several possibilities – e.g., the consideration of additional papers submitted by the student in CIHS courses or the submission of an additional paper within one month on a topic determined by the student and the 2 faculty members. Should the student continue to receive a “No Pass” on either the “Oral Examination” or the “Portfolio of Written Work,” he or she may be subject to dismissal from the doctoral program. CIHS, however, believes that students who have been accepted into the doctoral program and have completed all course work prior to the Doctoral Candidacy Exam should not fail to pass the exam. Nevertheless, the possibility of failure exists for any student at this stage of the doctoral process.

Dissertation and Thesis Guidelines

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

<https://www.cihs.edu/student-resources>

CIHS will provide each student with a writing handbook outlining the APA 7th edition guidelines (or the most current edition at that time) that are uniformly applied to all research, writing, and academic scholarship at the University.

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 Dean of Academic Affairs.

Career Services

CIHS does not offer specific employment and placement services. CIHS administration and faculty are fully available to aid in referrals, resources, and recommendations when applicable and appropriate.



Admissions

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 and a minimum of 135 credits from a regionally accredited college or university.

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 a regionally accredited institution. Evaluation by the Program Director and/or Dean of Academic Affairs 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 M.A. 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. Students enrolled under F-1 status are not eligible for CIHS' tuition deferment plan. F-1 status students

must pay their quarterly tuition in full at the time of registration (4 x a year) for that quarter's classes. CIHS students pay tuition and other related fees per course each quarter they are enrolled.

Due to Federal Regulations, all F-1 students must attend CIHS full time (two full credit academic courses). One of these must be an on-campus class per quarter. In addition to that one on-campus class, they must also take an additional course which may be an online class. However, the visa requires at least one of the two courses a quarter to be a residential course.

CIHS is certified for enrolling international students using Students and Exchange Visitor Information System (SEVIS). CIHS offers degree programs in English only. Students whose native language is not English must submit a satisfactory English test score. CIHS accepts the following:

IELTS	6.5
TOEFL iBT	80
CAMBRIDGE	180
CEFR	4.5

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.

F-1 students must take at least one on-campus class a quarter to maintain their visa and can take no more than one online course a quarter. Two classes a quarter (plus a weekend workshop/practicum) is considered full course load at CIHS.

How to Apply

The following materials should be submitted to the Admission Office via e-mail or through the mail. Send materials to admissions@cihs.edu or to California Institute for Human Science, 701 Garden View Court, Encinitas, California, 92024, U.S.A. Please note that all documents you submit are not returnable.

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:

In-residence degree programs, U.S. citizens and legal U.S. residents	\$65
All online degree program applicants	\$65
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

A student may enter the University under AUDIT status 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. The Audit Transcript Conversion fee applies. See the Financial Information section.

Those audit units can be converted to academic transcript units upon full enrollment with a fee of Audit Transcript Conversion fee. See Financial Information section.

Transfer Credit Policy

General Guidelines

- Students may request to transfer units from regionally accredited institutions or foreign degrees evaluated as the equivalent of the United States programs.
- Course work must be recent enough to be currently valid and relevant to the student's academic and career goals; a ten-year limit is placed on transfer credit.
- Request for transfer credit may be submitted during the first two quarters but not thereafter.
- Students are ineligible to transfer in any undergraduate work toward the M.A.
- Students are ineligible to transfer in any Master's level coursework toward the Ph.D.
- 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, along with the Request to Transfer Courses form.
- To substantiate course content and level, students may be required to submit the college catalog description, course notes, records, texts studied, or a statement from the instructor.

BA Students

Students pursuing a Bachelor of Arts degree, a maximum of 135 quarter units of undergraduate course work may be transferred from a regionally accredited institution

MA Students

For students pursuing the Master of Arts degree, a maximum of eight (8) quarter units for graduate course work earned in the student's field of study may be transferred from a regionally accredited institution.

PhD Students

For students pursuing a Doctor of Philosophy degree, a maximum of sixteen (16) quarter units for graduate course work earned in the student's field of study may be transferred from a regionally accredited institution.

Students in the Ph.D. in Psychology - Concentration in Clinical Psychology may only transfer in eight (8) quarter units of equivalent coursework, if it is current and relevant to the dynamic field of psychology. It is best advised that any licensed professional not transfer in more than eight (8) quarter units if the Ph.D. degree will be professionally utilized.

NOTICE CONCERNING 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 the educational program is also at the complete discretion of the institution to which you may seek to transfer. If the credits, degree, diploma, or certificate that you earn at this institution is 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)

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 as well as CIHS' web-based student record/management system.



Financial Information

Tuition and Fees

Current tuition and fees are published online at <https://www.cihs.edu/tuition-fees>.

CIHS values its affordability and accessibility to students seeking to study consciousness, psychology, subtle sciences, Integral Noetic Sciences. With approval from the Board of Directors, CIHS may apply tuition increases between 3% to 5% on a yearly basis.

CIHS accepts payments in the form of credit cards, cash in person, and checks.

Financial Aid

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 act 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.

If the student has received federal student financial aid funds, the student is entitled to a refund of the moneys not paid from federal student financial aid program funds.

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.

*If a student defaults on a payment installment, his/her access to classes may be denied during the quarter until it is remedied. Students will not be allowed to register for future classes until the balance is clear. Additionally, if there is a default on a payment, the deferred payment plan will not be an option provided to any further in their program.

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 Dean of Academic Affairs must be included in on the discussion via email.

If the student still wants to withdraw, he/she must speak to the Dean of Academic Affairs. If a student still wishes to withdraw, the 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 prorated refund for any unused portion of a course. If the student withdraws after completing more than 60% of the course, they forfeit the tuition. The withdrawal date is the day the paperwork is filed. Students simply not participating, attending, or taking administrative action to withdraw from the class within the designated time frame will forfeit tuition and related fees.

Student's Right to Cancel

1. A student has the right to cancel the enrollment agreement and obtain a full refund of all charges less the amount of a \$65 withdrawal fee from the course, if she or he cancels this agreement prior to or on the first day

of 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 prorata 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 established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program. It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school.

Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market Blvd, Suite 225, Sacramento, CA 95834, (916) 574-8900 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure

of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.

3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law. However, no claim can be paid to any student without a social security number or a taxpayer identification number. For further information or instructions, contact the Bureau of Private Post-Secondary (BPPE):

Contacting the Bureau of Private Post-Secondary (BPPE)

A student or any member of the public may file a complaint about CIHS with the California Bureau for Private Post-secondary Education.

[Bureau for Private Postsecondary Education](#)

P.O. Box 980818

West Sacramento, CA 95798-0818

(888) 370-7589

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.



Student Information & Institutional Policies

Non-Discrimination Statement

The California Institute for Human Science (CIHS) does not discriminate based upon race, color, national or ethnic origin, sex (gender, gender identity, gender expression, transgender), sexual orientation, age, disability, religion, veteran status, or marital status in the educational instruction, administration of its educational policies, admissions policies, financial aid or scholarships, or other administered programs, and any other activities generally accorded or made available to students.

Harassment/Sexual Misconduct/Discrimination/Retaliation Prevention Policy

CIHS prohibits discrimination, harassment (including sexual harassment), sexual misconduct (including dating and domestic violence and stalking), and retaliation, as set forth in this Policy. Conduct in violation of this Policy may also violate state or federal law.

This Policy applies to all CIHS community members, including students, faculty, administrators, staff, volunteers, vendors, contractors, visitors, and individuals regularly or temporarily employed, conducting business, studying, visiting, or having any official capacity with CIHS or on its property.

CIHS strongly encourages reports of prohibited conduct regardless of who engaged in the conduct. Even if CIHS does not have jurisdiction over the Respondent, it will take prompt action to provide for the safety and well-being of the Complainant and the broader community. CIHS will investigate complaints regarding alleged violations of this Policy that occur off campus if the conduct that occurs off campus has continuing adverse effects on, or creates a hostile environment for, any member of CIHS or in any CIHS education program, employment or activity.

DEFINITIONS OF KEY TERMS

PROTECTED CLASSIFICATIONS

This Policy prohibits harassment or discrimination because of an individual's protected classification(s). A "protected

classification” includes race, color, religion (including religious beliefs, observance or practice, including religious dress or grooming practices), sex (including gender, gender identity, gender expression, transgender, pregnancy, childbirth, or related medical conditions), sexual orientation (including heterosexuality, homosexuality, and bisexuality), national origin, ancestry, citizenship status, military and veteran status, marital status, age, medical condition, genetic characteristics or information, and physical or mental disability.

DISCRIMINATION

Discrimination means treating individuals differently from other similarly situated individuals at CIHS by taking an adverse action against or denying a benefit to that individual, because of the individual’s actual or perceived protected classification, or the protected classification or perceived protected classification of a person with whom the individual associates. Adverse actions include, but are not limited to: denying access to an educational program or work study opportunities; denying privileges or benefits; disciplining or dismissing a student; interfering with the use of CIHS’ facilities or services; or instigating or permitting an environment that is unwelcoming or hostile. “Discrimination” under this policy does not include all unfair or inappropriate behavior; rather, it only includes those behaviors that take place because of a protected characteristic.

HARASSMENT

“Harassment” involves behavior that is directed towards a person because of a legally-protected characteristic and typically takes two forms: (1) quid pro quo harassment or (2) hostile environment harassment. “Quid pro quo harassment” takes place when an administrator, faculty member or other authority figure offers or hints that something (e.g., a certain grade or other benefit) can be obtained in return for submitting to harassing behavior. “Hostile environment harassment” takes place when a person is subjected to behavior that is unwelcome, and which unreasonably interferes with that person’s ability to carry out her or his academic (or work) responsibilities or creates an intimidating, hostile or offensive academic or work environment. Harassing behaviors prohibited by this Policy include, but are not limited to: use of derogatory words, jokes, slurs, epithets, or statements; negative stereotyping; use of graffiti or other forms of pictorial or written messages of intimidation; threats about unwelcome physical contact; unwelcome physical contact; and stalking. For further definitions see Section K of the CIHS Student Handbook online at <https://www.cihs.edu/student-resources>.

SEXUAL HARASSMENT

Sexual Harassment is a form of prohibited harassment. The following is a non-exhaustive set of behaviors that may constitute sexual harassment:

Unwelcome sexual advances, propositions, or requests for sexual favors. In general, a polite first invitation for a date does not constitute an unwelcome sexual advance. Unwanted pressure for dates, however, including pressure after an initial invitation has been declined, may be an unwelcome sexual advance;

Unwelcome touching, patting, pinching, or brushing up against another’s body or clothing;

Showing/displaying sexually suggestive, demeaning, or objectifying objects, pictures, or words (including on screens, whether or not intended to be seen by others);

Sexually suggestive jokes;

Unwelcome comments about an individual's body, clothing, or lifestyle that have sexual implications or demean the individual's sexuality or gender;

Unwelcome sexual flirtations (including leering or ogling);

Threatened, insinuated, or actual sexual misconduct or sexual violence whether general or specific in nature; Other unwanted verbal, visual, or physical conduct of a sexual or sex-based nature may constitute sexual harassment when:

Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's academic success or employment;

Submission to or rejection of such conduct by an individual is used, threatened, or insinuated as the basis for an academic decision or employment affecting that individual; or

Such conduct has the purpose or effect of unreasonably interfering with an individual's academic or work performance or creates an intimidating, hostile, or offensive academic or work environment.

To help clarify what constitutes harassment in violation of this Policy, use the following guidelines:

It is no defense that the recipient appears to have voluntarily "consented" to the conduct at issue. A recipient may not protest for many legitimate reasons, including not wishing to be or appear insubordinate or to avoid being ostracized.

Simply because no one has complained about a joke, gesture, picture, physical contact, or comment does not mean the conduct is welcome. Harassment can evolve over time. The fact no one is complaining now does not preclude anyone from complaining if the conduct is repeated in the future.

Conduct can constitute harassment in violation of this Policy even if the individual engaging in the conduct has no intention to harass. Even well-intentioned conduct can violate this Policy if the conduct is directed at, or implicates a protected classification, and if an individual of the recipient's same protected classification would find it offensive (e.g., gifts, excessive attention, nicknames).

The determination of what constitutes harassment will depend on specific facts and the context in which the conduct occurs.

SEXUAL MISCONDUCT

Sexual misconduct occurs any time a person is forced, coerced, manipulated and/or threatened into any unwanted sexual contact, attempted or completed. It also includes any sexual contact or sexual penetration without affirmative consent. Sexual misconduct can include, but is not limited to:

- Sexual assault
- Sexual exploitation
- Sexual harassment
- Voyeurism
- Stalking

- Rape
- Fondling
- Molestation
- Dating or domestic violence
- Sexual battery (unwanted touching)
- Indecent exposure
- Recording or distributing private acts or images

For further definitions see Section K of the CIHS Student Handbook online at <https://www.cihs.edu/student-resources>.

RETALIATION

“Retaliation” is adverse action taken against an individual because that individual has, in good faith: (1) personally complained of, or opposed, actual or perceived discrimination, harassment or sexual misconduct; (2) testified, assisted, or participated in an investigation, proceeding, hearing, or legal action involving a claim of discrimination, harassment or sexual misconduct; or (3) exercised legal rights under a relevant statute, regulation or Policy that involves a protected characteristic. “Retaliation” also includes adverse actions or threats that are intended to, or would, dissuade a reasonable person from engaging in the above-protected activities.

Academic Freedom

CIHS is proud to offer a curriculum that emphasizes academic freedom. A diverse student population enrolls at CIHS with a diversity of experience and thought. CIHS highly values creating a space for faculty and students to express themselves freely, while respecting others’ opinions and differences. CIHS practices academic freedom as a fundamental human right.

Diversity Statement

California Institute for Human Science (CIHS) is committed to diversity, inclusivity, multiculturalism, and social justice. CIHS seeks to promote, exemplify, and practice respect for the rights and dignity of all people – its students, faculty, staff, and other constituents. The institute is committed to ethnic, gender, religious, sexual orientation and identity, cultural, physical, and other forms of diversity, and to the expression of diversity, inclusion, multiculturalism, and social justice in its curriculum, its programs, and its operations.

CIHS’s mission and the eight principles of our founder, Dr. Hiroshi Motoyama, echo this commitment to diversity. We are a mind, body, consciousness university that provides students with a multi-dimensional academic experience that bridges science and spirituality. We are a graduate school and research center, as well as a public learning community, on a mission to illuminate humanity through research-informed programs in integral health, integral noetic sciences, and psychology. We strive to equip and matriculate students with a deeper understanding of the nature of reality; and with the skill set to contribute to the betterment and sustainability of a global society.

Higher education must seek to promote human wellbeing in a world that is rapidly evolving and faces multiple

challenges. Since its founding in 1992, CIHS has embraced a mission and set of principles that express a dedication to “Citizens of the Global Society,” “Energy Medicine, which will Prevent Diseases and Promote Health,” and “a Society which Satisfies both the Individuality (Freedom and Rights) and Sociality (Morality and Coexistence) of Human Existence.” Similarly, its Institutional Learning Outcomes, which inform learning at the program and course levels, emphasize “human existence as multi-dimensional, including body, mind, and spirit, fundamentally communal and individual, for the betterment of a sustainable global society,” and “wellbeing practices” for all people.

Moreover, CIHS is grounded in “integral thinking and practice,” reflecting a world that is increasingly diverse and interconnected. It thrives on the interconnectedness of body, mind, and spirit, for example, and of diverse knowledge domains and disciplines, science and spirituality, theory and practice, institution and community, and learning and teaching across the “human sciences.”

Institutions of higher education must promote discovery and exploration of ever new perspectives and knowledge horizons. At CIHS, we believe that a broad range of ideas and practices should be brought to bear on the complex social issues and problems we confront today, and on our work within the broad scope of the “human sciences.”

Diversity, as we envision it at CIHS, is a key to educational excellence and quality. Diversity is “integral” to who and what we are and to the education we offer. We subscribe to what “education” means at its root – e-ducere – “to lead out of,” and, more specifically, to lead out of status quo, embedded ideas and practices to an understanding of, and practical use of, diverse perspectives developed in a collaborative community by diverse people.

Statement of Commitment to Diversity:

As an institution, CIHS is committed to act on this vision of diversity. We intend to provide opportunities for diverse student populations to bring forth their talents, energies, and points of view. Through this, we may create more complete understandings and new frameworks for the integration of science, religion, and the scholarly disciplines as they apply to research, academic pursuits, and professional development.

Specifically, CIHS is committed to:

1. Engage and educate our community to ensure equitable treatment of all members and promote the right of each individual to dignity and respect.
2. Eliminate all discrimination based on ethnicity, gender, sexual orientation, family status, age, disability, or any other status or identification that has been or is the occasion of unequal treatment, bias, or lack of full acceptance.
3. Actively recruit and make efforts to retain students, staff, and faculty who represent the larger San Diego community of which we are a part.
4. Support the academic success of those who come from compromised educational and/or disadvantaged backgrounds, as well as assisting foreign students to adapt to and succeed at CIHS.
5. Promote the inclusion of those typically underrepresented in certain academic programs, including providing financial support for those not otherwise be able to attend CIHS.
6. Periodically review institutional policies and procedures to ensure that CIHS functions without discrimination and removes any barrier to fair treatment.
7. Train faculty and administration in state and federal laws and policies designed to prevent discrimination and violations of individual rights that may be based on discrimination or preferential treatment at the expense of

others.

8. Include issues of diversity and cultural competence in academic classes to better prepare students to function in institutional settings and communities with diverse populations.

Code of Honor

CIHS students must take responsibility to:

- Be on time to each class; be prepared to work; bring required materials and assignments to class.
- Know and follow CIHS policies, and follow directions from and the requests of CIHS personnel.
- Be courteous and respectful to the CIHS administration, faculty, staff, students, and the general public.
- Behave in such a way that it does not interfere with or disrupt the education of themselves or others.
- Respect public, CIHS, and personal property.
- Report to CIHS administration any behavior from another person that is inappropriate, not welcome, personally offensive, or that therefore interferes with academic effectiveness.

General Standards of Conduct

Students of CIHS are expected to obey the law, and the rules and regulations of the Institute. Students are expected to take responsibility for their own conduct, to respect the rights of others, and to have regard for the preservation of the Institute's property and the private property of others. Students are expected to behave in a professional manner at school, at any practicum placement, school-sponsored activities, professional meetings, and in professional correspondence and discourse, including online professional discussions.

Students whose conduct threatens to cause disorder or a public disturbance, or students who pose a danger to themselves or to others, or who damage property, will be disciplined. Disciplinary actions may include, but are not limited to, written reprimand, probation, suspension, and expulsion.

Forms of unacceptable conduct leading to disciplinary action include, but are not limited to, the following:

- Violation of CIHS' Policy Harassment/Discrimination/Sexual Misconduct/Retaliation Policy.
- Violation of CIHS' Drug and Alcohol-Free Environment Policy.
- Violation of CIHS's Code of Honor.
- Willful or persistent smoking in any area where smoking has been prohibited
- Bringing or using weapons (or facsimile thereof) of any kind, including knives, firearms, fireworks, or explosives, to the campus.
- Destroying, defacing, or stealing (or attempting to steal) the Institute's property or the property of others.
- Committing or attempting to commit robbery or extortion.
- Using profanity or disrespectful language to any member of the Institute community or guests visiting the campus.
- Lewd, indecent or obscene conduct or expression on Institute controlled property, at Institute sponsored or supervised functions, or directed towards others in the Institute community.
- Causing, attempting to cause, or threatening to cause physical injury towards another student, employee, guests, or any member of the Institute community.
- Dishonesty; forgery; alteration or misuse of Institute documents, records or identification; or knowingly furnish-

ing false information to the Institute.

- Plagiarism or academic dishonesty of any kind.
- Misuse of the Institute's electronic resources, including violation of the Technology Acceptable Use Policy.
- Engaging in intimidating conduct against another student through words or actions, including direct physical contact or verbal assaults.
- Engaging in expression which is obscene, libelous or slanderous, or which so incites students as to create a clear and present danger of the commission of unlawful acts on Institute premises, or the violation of lawful Institute regulations, or the substantial disruption of the orderly operation of the Institution.
- Persistent misconduct where other means of correction have failed to bring about proper conduct.

In some cases, when student misconduct demonstrates a failure to meet professional development standards, CIHS, in its sole discretion, may place a student on academic probation, or initiate an academic disqualification pursuant to the Academic Progress, Probation & Disqualification policy of this Handbook, in lieu of initiating student disciplinary procedures.

Whenever it appears that a student at the Institute has violated the General Standards of Conduct or other Institute rules and regulations, a complaint should be directed to the Dean of Student Life as soon as possible after the event takes place. The complaint can be oral or in writing.



Spiritual Education Courses

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.

Students may choose courses from this list. Additional courses may be approved to satisfy this requirement. Please check with your Program Director.

- Meridian Exercises (How to activate Chi energy and obtain a healthy body and mind) (2 units)
- Breathing Exercises (pranayama) (2 units)
- Karma and Reincarnation and the Survival of Consciousness (4 units)
- Awakening Chakras and attaining spiritual evolution (2 units)
- Toward a Superconsciousness (4 units)
- Pranic Healing (4 units)
- Psychology of the Chakras (4 units)
- Perspectives of the Afterlife (4 units)
- Ecopsychology (4 units)
- Consciousness Based Medicine (4 units)
- Motoyama Philosophy and Practice (4 units)
- Psychospiritual Healing Practices (4 units)
- Dying Consciously (4 units)
- Somatic Psychology (4 units)



Bachelor's Completion Program

Bachelor of Arts in Integral Studies

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.

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, integral health, or consciousness studies at the institute.



PROGRAM LEARNING OUTCOMES

PLO 1: Understand diverse studies in the human sciences and articulate their transdisciplinary nature, including psychology, integral health, and consciousness studies [ILO 1, 5]

PLO 2: Explain empathic and formal communication informed by human interaction, scholarly sources, and basic qualitative and quantitative research [ILO 2, 5]

PLO 3: Compare philosophical and scientific paradigms that advance systematic approaches to wellbeing [ILO 3]

PLO 4: Identify and prioritize problems in the human sciences in an integrally informed manner [ILO 4]

PREREQUISITES FOR ADMISSION

To enter a bachelor's degree program; an applicant must have a high school diploma and a minimum of 135-quarter credits from a regionally accredited college or university.

DEGREE REQUIREMENTS

A high school diploma is a prerequisite for entering the Bachelors completion program, and credits from a regionally accredited college up to a maximum of 135 units. The Bachelors degree requires the completion of 180 quarter units, at least 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 of general education is required to enter the program and a maximum of 135 units will be accepted for transfer.

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-units 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 consciousness 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 M.A. 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.

CORE CURRICULUM

- BIS 200 Fundamental Academic Writing Skills for the Human Sciences (5 units)
- BIS 201 Introduction to Integral Studies (5 units)

- BIS 202 Introduction to Consciousness Studies (5 units)
- BIS 203 Senior Project (5 units)

SAMPLE ELECTIVE COURSES

GENERAL

- BIS 205 Critical Thinking (5 units)
- BIS 206 Integral Perspectives on Health (5 units)
- BIS 207 Independent Studies (5 units)
- BIS 208 Topics of Special Interest (5 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 333 Introduction to Energy Psychology (5 units)
- BIS 364 Transpersonal Psychology (5 units)

Integral Noetic Sciences

- BIS 401 Overview of Major World Religions (5 units)
- BIS 404 Spiritual Education (Several options available. See page 56) (5 units)
- BIS 422 Meditation (5 units)
- BIS 423 Buddhist Concepts (5 units)
- BIS 427 Hinduism (5 units)
- BIS 463 Shamanic Healing and Indigenous Spirituality (5 units)
- BIS 464 Christian Mysticism (5 units)
- BIS 477 Hatha Yoga: Philosophy, Practice and Liberation (5 units)

BIOPHYSICS

- BIS 375 Subtle Energy Devices and Survey (5 units)
- BIS 412 Introduction to Subtle Energies (5 units)
- BIS 421 Basic Notions of Biophysics (5 units)
- BIS 425 Anatomy & Physiology (5 units)
- BIS 426 Electrophysiology & Biofeedback (5 units)
- BIS 428 Quantum Theory (5 units)
- BIS 429 Quantum Concepts in Biology and Consciousness (5 units)
- BIS 470 Basic Concepts of Homeopathy (5 units)



School of Integral Health

Integral Health Programs

- Master of Arts in Integral Health
- Doctor of Philosophy in Integral Health

MISSION

Integral Health is a 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. Thus, Integral Health is of necessity a cross-disciplinary field, that draws upon and seeks to creatively integrate Eastern and Western (Global) 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 assessment and modalities. This unique degree is designed to be transdisciplinary and flexible in nature. It is ideal for the student who practices or researches a healing art or intends to in the future.

Master of Arts in Integral Health

PURPOSE

The core curriculum of the Integral Health M.A. program is designed to provide the graduate student with a foundation in Global Philosophical traditions, consciousness studies, and the basics of research methodology. The student first completes the core master's level courses in Integral Health and can take elective courses, choose a program designed con-



centration, or has the option to design their own concentration by choosing elective courses in Integral Health or from other M.A. programs (Psychology, and Integral Noetic Sciences) in consultation with the Program Director. After completion of the course work, the Master's Thesis is the capstone project.

PREREQUISITES FOR ADMISSION

Bachelor's degree from a regionally accredited institution, in a related field.

PROGRAM LEARNING OUTCOMES

Integral Health Master's PLOs. Graduates of CIHS Integral Health Master's program will be able to:

PLO 1: Synthesize diverse studies in the human sciences and articulate their transdisciplinary nature, including psychology, integral health, philosophy of science, and reality theory.

PLO 2: Demonstrate empathic and formal communication informed by an integrated view of human interaction, scholarly sources.

PLO 3: Construct philosophical and scientific paradigms that advance systematic approaches to wellbeing.

PLO 4: Critically evaluate and solve problems in the human sciences in an integrally informed manner, through the use of qualitative and quantitative research.

DEGREE REQUIREMENTS

Fifty-six 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 drawn from Integral Health or other departments in consultation with the Program Director. If a student is continuing into a Ph.D. program at CIHS, Thesis units may be substituted with another elective course.

Core courses	32 units
Electives	24 units
TOTAL	56 units

CORE CURRICULUM

- IH 500 Academic Writing Within the Human Sciences (4 units)
- IH 501 Foundations in Integral Studies (4 units)
- IH 502 Consciousness Studies (4 units)
- IH 645 Integral Spiritual Coaching (4 units)
- IH 504 Spiritual Education (Several options available. See page 56) (4 units)
- IH 505 Introduction to Qualitative and Quantitative Research Methods (4 units)
- IH 507* Integral Perspectives on Health (4 units)
Prerequisite: IH 505 Introduction to Qualitative and Quantitative Research Methods or equivalent course from an accredited institution.
- IH 690 Thesis (4 units)
Prerequisite: Completion of all course work (core and elective courses)

*Or IH 527 Paradigms of Health and Disease, or Consciousness Based Medicine.

SAMPLE ELECTIVE COURSES

- IH 508 Introduction to AMI Research* (4 units)
Prerequisite: IH 505 Introduction to Qualitative and Quantitative Methods
- IH 525 Integrative Anatomy & Physiology (4 units)
- IH 605 Survey of Complementary Methods/Medicine (4 units)
- IH 612 Subtle Energy Devices Survey* (4 units)
Prerequisite: IH 505 Introduction to Qualitative and Quantitative Methods
- IH 620 Electrophysiology & Biofeedback* (4 units)
Prerequisite: IH 505 Introduction to Qualitative and Quantitative Methods
- IH 628 Quantum Concepts for Biology and Consciousness (4 units)
- IH 640 Biophysics of Neuroscience (4 units)
- IH 651 Psychoacoustics (4 units)
- IH 652 Subtle Energy System I (4 units)
- IH 677A Introduction to Biophoton Research* (4 units)
Prerequisite: IH 505 Introduction to Qualitative and Quantitative Methods
- IH 679 Human Bio-field: Scientific & Philosophical Concepts (4 units)
- IH 680 Topic of Special Interest (2-4 units)
- IH 681 Consciousness Based Medicine (4 units)
- IH 699 Independent Study (4 units)

*Laboratory course (additional fees apply).

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

Concentration in IAYT Yoga Therapy

In partnership with The Soul of Yoga, graduates of the Integral Health MA degree with Concentration in IAYT Yoga Therapy will also be qualified to receive an IAYT Accredited Yoga Therapy Credential through completion of the dual program with Soul of Yoga.

PURPOSE

The Master of Arts in Integral Health - Concentration in IAYT Accredited Yoga Therapy provides a comprehensive, three-dimensional study of the whole being – mind, body, spirit – utilizing the tools of yoga and holistic healing, including asana, meditation, pranayama, energy work, chanting, mudra, spiritual psychology and counseling, and lifestyle suggestions from an integrative and holistic perspective. This is a collaborative program between CIHS and the Soul of Yoga which hosts San Diego's only IAYT accredited Yoga Therapy Training Program. Additionally, as a solidly academic program, it provides the critical thinking and research literacy skills necessary to excel in a graduate program, as well as in the academic and professional arena. This concentration offers an experiential approach grounded in spirituality and consciousness, but also in theory and science.

Upon completion of this dual program, students will be both IAYT Credential eligible Yoga Therapists as well as MA degreed holistic health professionals able to teach clients how to tailor the practices and teachings of yoga to ad-

dress their individual health needs and to cultivate a personal wellness program. This program allows participants to earn 300-RYT certification upon completion of required and elective courses included in the Soul of Yoga IAYT Accredited Yoga Therapy Training.

PREREQUISITES FOR ADMISSION

Students apply to and complete two programs that operate in concert:

- CIHS Integral Health MA with Concentration in IAYT Yoga Therapy
- SOY IAYT-accredited yoga therapy program

The CIHS Yoga Therapy Concentration Coordinator will facilitate students' admissions processing into both programs.

In addition to a Bachelor's degree from a regionally accredited institution, in a related field, admission to this Concentration requires:

- 200-Hour Yoga Teacher Training Certification
- One Year of Yoga Teaching Experience

CONCENTRATION REQUIREMENTS

Sixty graduate quarter units are required to complete the Master of Arts degree in Integral Health - Concentration in IAYT Yoga Therapy. The twenty-four core curriculum graduate quarter units of the Integral Health degree are earned in six core courses designed to establish a basic foundation in the systems of philosophy and research methods. In addition to the core curriculum, twenty-eight concentration quarter units in Yoga Therapy are required. The remaining eight units are earned by completing elective courses drawn from Integral Health or other departments with approval from the Program Director.

Core courses	28 units
Concentration in IAYT Yoga Therapy	28 units
Electives	4 units
TOTAL	60 units

CORE CURRICULUM (INTEGRAL HEALTH M.A. DEGREE)

- IH 500 Academic Writing Within the Human Sciences (4 units)
- IH 501 Foundations in Integral Studies (4 units)
- IH 502 Consciousness Studies (4 units)
- IH 504 Psychology of the Chakras (4 units)
- IH 645 Integral Spiritual Coaching (4 units)
- IH 505 Introduction to Qualitative and Quantitative Research Methods (4 units)
- IH 652 Subtle Energy System I (4 units)

NOTE: The core courses for the IH MA concentration in yoga therapy are the same as the core courses for the basic IH MA core courses plus the addition of the Subtle Energy Systems I course.

Sample Elective Courses

- IH 653 Subtle Energy System II (4 units)
- IH 605 Survey of Complementary Methods/Medicine (4 units)
- IH 640 Biophysics of Neuroscience (4 units)
- IH 651 Psychoacoustics (4 units)
- IH 681 Consciousness Based Medicine (4 units)

Elective course units may be chosen from the sample elective course list or other departments in consultation with the Program Director.

REQUIRED COURSES FOR THE CONCENTRATION IN YOGA THERAPY

Students must complete 28 graduate quarter units in Yoga Therapy:

- IHYT 500 Orientation (0.5 units)
- IHYT 501 Holistic Anatomy & Physiology of Yoga (8 units)
- IHYT 502 Foundations of Ayurveda (4 units)
- IHYT 503 Yoga for Cancer & Heart Disease (4 units)
- IHYT 504 iRest Level 1 (3 units)
- IHYT 599 Karma Yoga Project (5 units)
- IHYT 600 Practicum and Research (3.5 units)

The following courses are also required for IAYT Accreditation through Soul of Yoga and will be taken through Soul of Yoga only. For more details please consult with the CIHS Yoga Therapy Concentration Coordinator, and visit <https://soulofyoga.com/yoga-teacher-training/yoga-therapy-certification/>

- Yoga of Recovery (50 hours)
- LifeForce Yoga Trauma Sensitive Training (30 hours)
- Yoga for Chronic Disease (25 hours)
- Foundations of Meditation Retreat (40 hours)
- Soul of Life (75 hours)
- Principle and Practices of Pranayama (15 hours)
- Yoga Sutra Study (20 hours)
- Mentoring (50 hours)

ADVANCED STANDING STATUS BASED ON PRIOR YOGA THERAPY TRAINING

Applicants to the Master of Arts in Integral Health - Concentration in IAYT Yoga Therapy Program who have completed prior training under an IAYT Accredited Yoga Therapy Training Program may be considered for advanced standing status.

Students who completed the IAYT Yoga Therapy Program, or are currently pursuing said certification, may be eligible for advanced standing in the Master of Arts in Integral Health - Concentration in IAYT Yoga Therapy Program at the California Institute for Human Science.

If granted advanced standing, students must complete at least 32 units of the program and the following courses at CIHS:

- IH 500 Academic Writing Within the Human Sciences (4 units)
- IH 501 Foundations in Integral Studies (4 units)
- IH 502 Consciousness Studies (4 units)
- IH 645 Integral Spiritual Coaching (4 units)

- IH 504 Psychology of the Chakras (4 units)
- IH 505 Introduction to Qualitative and Quantitative Research Methods (4 units)
- IH 652 Subtle Energy System I (4 units)
- Elective 1 (4 units)

Pursuant to [WASC's Credit for Prior Learning Policy](#), [Transfer Credit Policy](#), and [ACCRAO, CHEA, and ACE's Joint Statement on the Transfer and Award of Credit](#), placement depends upon the amount of coursework completed in the original program, similarity of the course content, and credits. CIHS will not accept credits/hours that are older than five years from the date of a student's initial semester of study within the Master of Arts in Integral Health - Concentration in IAYT Yoga Therapy Program. Prior to acceptance, a student must provide documentation that shows the competencies that are equivalent to required coursework in the Master of Arts in Integral Health - Concentration in IAYT Yoga Therapy Program at the California Institute for Human Science. Course credit transfers are considered only for those courses in which applicants demonstrate a grade of "B" or better. An exam to determine competency may also be required.

Advanced standing applicants must complete all of the course and credit requirements in effect at the time of their enrollment in the California Institute of Human Science. Final transfer credit decisions rest with the Dean of the School in which the curriculum is taught.

Advanced standing is determined on a case by case basis and depends on the courses/hours completed within an accredited IAYT Yoga Therapy Program, age of the courses/hours, and number of years in practice.

The following courses are the eligible courses for transfer:

Course	MA Degree Credit Units	SOY Program Hours	Yoga Training Certification Requirement	Yoga Teaching Experience Requirement
Orientation	1.5 units	5	200 Hour Yoga Teaching Certification	One year of Yoga teaching experience
Holistic Anatomy & Physiology of Yoga	8 units	80	200 Hour Yoga Teaching Certification	One year of Yoga teaching experience
Foundations of Ayurveda	4 units	50	200 Hour Yoga Teaching Certification	One year of Yoga teaching experience
Yoga for Cancer & Chronic Disease	4 units	100	200 Hour Yoga Teaching Certification	One year of Yoga teaching experience
iRest Level 1	3 units	30	200 Hour Yoga Teaching Certification	One year of Yoga teaching experience
Practicum and Research	3.5 units	155	200 Hour Yoga Teaching Certification	One year of Yoga teaching experience

TRANSFER REQUEST PROCEDURE

Students must submit the following documents:

1. A letter stating the reason and list of courses they want to transfer.
2. Copies of transcripts and/or certificates
3. An employment verification letter or affidavit with proof of one year of yoga teaching experience.
4. Copy of IAYT Certificate (if applicable)

Doctor of Philosophy in Integral Health

PURPOSE

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.

PREREQUISITES FOR ADMISSION

- Master’s degree from a regionally accredited institution, in a related field.
- Applicants to the Integral Health PHD program must have an interview with the Program Director and concentration director prior to admittance into the program.

PROGRAM LEARNING OUTCOMES

Integral Health Ph.D. PLOs. Graduates of CIHS Integral Health Ph.D. program will be able to:

PLO 1: Synthesize and formulate, in a meta-systematic manner, diverse studies in the human sciences and articulate their interdisciplinary and transdisciplinary nature, including psychology, integral health, philosophy of science, and reality theory.

PLO 2: Demonstrate empathic and formal communication informed by meta-systematically integrated views of human interaction, scholarly sources, advanced qualitative and quantitative research and original contributions.

PLO 3: Construct meta-systematic philosophical and scientific paradigms that advance global-holistic approaches to wellbeing.

PLO 4: Identify, appraise, and design novel problems in the human sciences, and solve them as an original contribution to the field.

DEGREE REQUIREMENTS

The Doctor of Philosophy in Integral Health requires ninety-four (94) graduate quarter units, 72 units of course work including ten core courses (40 units), and 22 units of Dissertation sequence. Core courses completed at the Master’s level do not have to be repeated, and they may be applied toward the Doctoral course requirements to a maximum of 16 quarter units, except the Spiritual Education requirement is to be fulfilled at both Master’s and Doctoral level. Elective course units, beyond the core courses, may be completed by drawing upon the Integral Health, Integral Noetic Sciences, and Psychology 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 (72 units) except IH 896, IH 897, and 2 research-based papers. Please see Advancement to Candidacy, (p. 39).

Core courses	62 units
Electives	32 units
TOTAL	94 units

CORE CURRICULUM

- IH 700 Academic Writing Within the Human Sciences (4 units)
- 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 (Several options available. See page 56) (4 units)
- IH 705 Advanced Qualitative Research Methods (4 units)
Prerequisite: IH 505 Introduction to Qualitative and Quantitative Research Methods or equivalent course form an accredited institution.
- IH 706 Advanced Quantitative Research Methods (4 units)
Prerequisite: IH 505 Introduction to Qualitative and Quantitative Research Methods or equivalent course form an accredited institution.
- IH A Laboratory Course (4 units)
Prerequisite: IH 505 Introduction to Qualitative and Quantitative Research Methods or equivalent course form an accredited institution.
- IH 740 Paradigms of Health and Disease (4 units)
- IH 752 Subtle Energy Systems I: Consciousness, Dynamics, and the Subtle Body (4 units)
- IH 896 Dissertation Topic Research (5 units)
Prerequisite: Completion of all course work (core and elective courses)
- IH 897 Dissertation Methodology Review (5 units)
Prerequisite: IH 897 Dissertation Topic Research
- IH 898A Dissertation I (6 units)
Prerequisite: IH 897 Dissertation Methodology Review
- IH 898B Dissertation II (6 units)
Prerequisite: IH 898A Dissertation I

SAMPLE ELECTIVE COURSES

- IH 523 Traditional Chinese Medicine Systems (4 units)
- IH 525 Integrative Anatomy & Physiology (4 units)
- IH 612 Subtle Energy Devices Survey* (4 units)
Prerequisite: IH 505 Introduction to Qualitative and Quantitative Methods.
- IH 620 Electrophysiology & Biofeedback* (4 units)
Prerequisite: IH 505 Introduction to Qualitative and Quantitative Methods.
- IH 628 Quantum Concepts for Biology and Consciousness (4 units)
- IH 679 Human Bio-field: Scientific & Philosophical Concepts (4 units)
- IH 708 Introduction to AMI Research* (4 units)

- Prerequisite: IH 505 Introduction to Qualitative and Quantitative Methods.*
- IH 712 Subtle Energy Devices Survey (4 units)
- Prerequisite: IH 505 Introduction to Qualitative and Quantitative Methods.*
- IH 731 Karma, Reincarnation, and the Survival of Consciousness (4 units)
 - IH 741 Biophysics of Neuroscience (4 units)
 - IH 751 Psychoacoustics (4 units)
 - IH 753 Energy Psychology (4 units)
 - IH 777A Introduction to Biophoton Research* (4 units)
- Prerequisite: IH 505 Introduction to Qualitative and Quantitative Methods.*
- IH 778 EEG and Brain Psychophysiology (4 units)
 - IH 781 Consciousness Based Medicine (4 units)
 - IH 790 Topics of Special Interest (2-4 units)
 - IH 799 Independent Study (4 units)
 - IH 801 Forefront Issues in the Mind-Body Problem (4 units)
 - PSY 732 Somatic Psychology (4 units)

*Lab course (requires additional fee)

Concentrations within a Degree Program

Individually Designed Concentrations:

The Individually Designed Concentration (IDC) areas option has been designed to meet the needs of students who wish to design a course of studies within a degree program. IDCs may be proposed within any of the degree programs within the Schools of Integral Health, Integral Noetic Sciences, and Psychology. Students with IDC concentrations complete the same course courses and core course units for the degree program and design the IDC within the electives course units.

The student identifies and secures a faculty advisor, often the Program Director, who agrees to oversee the IDC. All continuing CIHS faculty members, including Program Directors, may serve as the academic advisor for an IDC. The faculty member's area(s) of expertise will align with the student's proposed area of study. The faculty member or Program Director is responsible for reviewing and approving the coursework (including electives and, if necessary, independent studies) and for providing the IDC student with advising including annual advising during the spring quarter. The faculty advisor completes the student's pre-graduation audit associated with the IDC requirements. The faculty advisor usually is the Dissertation Committee Chair for PhD students or the Thesis Advisor for MA students.

Students who want to pursue an IDC should schedule a meeting with the Program Director to review administrative details.

Program Designed Concentrations (PDCs):

Degree Program Directors may design concentration areas to meet the needs of a group of students. Requirements for a PDC are the same as IDCs except that PDCs may be subject to an enrollment group minimum, and the Program Director and not the student will design the set of elective courses and independent studies that compose the concentration. Students pursuing a PDC should schedule a meeting with the Program Director for instructions regarding

admittance requirements and administrative details. PDCs are subject to change and/or revision to meet the needs of students. The following PDCs are currently available:

- **School of Integral Health MA and PHD Degrees, Concentration in Life Physics:** 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, as well as area-specific and advanced research methods.
- **School of Integral Health MA Degree, Concentration in Yoga Therapy:** designed to provide the graduate student with an IAYT accredited Yoga Therapy Credential, through the Soul Of Yoga (SOY) IAYT program. Note: IAYT is the only institution in the nation leading Yoga Therapy as a profession that recognizes the benefits of therapy through education and professional training. Twenty eight units of courses specific to this concentration are required as described in the catalog.



School of Integral Noetic Sciences

Integral Noetic Sciences Programs

- Master of Arts in Integral Noetic Sciences
- Doctor of Philosophy in Integral Noetic Sciences

MISSION

The School of Integral Noetic Sciences/Studies (INS) is dedicated to the following goals:

1. To examine the influence and contributions of environment and culture to divergences in orientation, philosophy, and doctrine among contemplative, esoteric, religious, spiritual, and somatic traditions as well as various schools of consciousness studies;
2. To foster a high level of scholarship, research, and spiritual inquiry concerning the study of contemplative and paranormal experiences as a personal and socio-cultural phenomenon;
3. To encourage personal practices of transformation and integration and provide contemplative and subtle energy training for students so that their scholarship is informed by their own direct experiences;
4. To promote the individual and collective development of global consciousness which grapples with and addresses humankind's perennial spiritual and existential questions: Who are we? Why are we here? What is the nature of reality? Is consciousness primary? What is our place in the cosmos? Are we alone? What happens after we die? Is there divinity?; and
5. To explore and pioneer new models of noetic science that explore consciousness, the nature of mind, extraordinary and spiritual experiences, subtle energy and biofields and their relationship to external



objective reality using first-person, second-person, and third-person maps, models, and methods.

Master of Arts in Integral Noetic Sciences

PURPOSE

The M.A. curriculum is designed to provide scholarly training in the exploration of noetic sciences; the historical study of consciousness, philosophy of mind, contemplative and esoteric traditions, and subtle energy anatomy; an in-depth examination of our current historical moment and how noetic science can contribute to a better world; as well as providing expert guidance and instruction in contemplative practices and philosophical inquiry (e.g., INS 504/704 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 Integral Noetic Sciences.

PROGRAM LEARNING OUTCOMES

Integral Noetic Sciences Master's PLOs. Graduates of CIHS INS Master's program will be able to:

PLO 1: Explain multiple religious, contemplative, and esoteric traditions and cultures in their specific historical, philosophical, psychological, ethical, scientific, and cultural contexts. Sources may include texts, practices, beliefs and material culture.

PLO 2: Apply equitable practices of dialogue, learning, and research that respect the sacred wisdom of each religion, spiritual expression and indigenous tradition. Within this process, it is expected that students engage in critical self-reflection about one's own culture-bound perceptions, assumptions, and experiences, including the effects of privilege and oppression.

PLO 3: Apply mixed methods research methods appropriate to the fields of comparative religion, esoteric traditions, paranormal and consciousness studies in order to pioneer post-materialist views of reality.

PLO 4: Understand the correlations between spirituality and both mental and physical wellness, and the way that spirituality intersects with integral health and psychology to create existential coherence and the development of subtle modes of perception.

PLO 5: Understand "religion", "spirituality", "philosophy", and "consciousness" in the context of our existence within an expanding galactic context and contemporary global society, consider the challenges posed in developing a global ethic and a pluralistic society, and describe potential resolutions of these challenges through compassionate social engagement.

PREREQUISITES FOR ADMISSION

Bachelor's degree from a regionally accredited institution in a related field.

DEGREE REQUIREMENTS

Fifty-six (56) graduate quarter units are required to complete the M.A. degree program in Integral Noetic Sciences. The curriculum consists of 9 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.

Core courses	36 units
Electives	20 units
TOTAL	56 units

CORE CURRICULUM

- INS 500 Academic Writing Within the Human Sciences (4 units)
- INS 501 Foundations in Integral Studies (4 units)
- INS 502 Consciousness Studies (4 units)
- INS 503 Counseling & Communication Skills (4 units)
- INS 504 Spiritual Education Spiritual Education (Several options available. See page 56) (4 units)
- INS 613 Introduction to Quantitative and Qualitative Research (4 units)
- INS 615 Study of Eastern and Western Religions: Philosophy and Ethics (4 units)
- INS 618 Study of Eastern and Western Religions: Metaphysics and Healing (4 units)
- INS 680 Thesis (4 units)

Prerequisite: Completion of all course work (core and elective courses)

SAMPLE ELECTIVE COURSES

- INS 620 Shamanism and Indigenous Religions (4 units)
- INS 623 Buddhism (4 units)
- INS 624 Christian Mysticism (4 units)
- INS 625 Islam (4 units)
- INS 626 Judaism (4 units)
- INS 627 Hinduism (4 units)
- INS 628 Taoism (4 units)
- INS 680 Topic of Special Interest (2-4 units)
- INS 699 Independent Study (4 units)

*Additional courses in the areas of the science of consciousness, anomalous phenomena, and the design of wisdom systems are being developed as part of the new concentrations.”

Doctor of Philosophy in Integral Noetic Sciences

PURPOSE

The aim of the Ph.D. Program in Integral Noetic Sciences is to provide advanced coursework in a scholarly study at the intersection of philosophy of science, consciousness studies, and contemplative traditions; to advance training in spiritual, esoteric, and contemplative practices; to foster relevant mixed methods research; and additionally, to offer opportunities for elective coursework in other departments which can enhance the student’s overall understanding of the discipline of contemplative practice and philosophical inquiry.

PREREQUISITES FOR ADMISSION

Master’s degree from a regionally accredited institution in a related field.

PROGRAM LEARNING OUTCOMES

Integral Noetic Sciences Ph.D. PLOs. Graduates of CIHS INS Ph.D. program will be able to:

PLO 1: Evaluate multiple religious contemplative and esoteric traditions and cultures in their specific historical, phil-

osophical, psychological, ethical, scientific and cultural contexts. Sources may include texts, practices, beliefs and material culture.

PLO 2: Apply and critique equitable practices of dialogue, learning, and research that respect the sacred wisdom of each religion, spiritual expression and indigenous tradition. Within this process, it is expected that students engage in critical self-reflection about one's own culture-bound perceptions, assumptions, and experiences, including the effects of privilege and oppression.

PLO 3: Investigate and apply mixed methods research methods appropriate to the fields of comparative religion esoteric traditions, paranormal and consciousness studies in order to pioneer post-materialist views of reality.

PLO 4: Analyze and evaluate the correlations between spirituality and both mental and physical wellness, and the way that spirituality intersects with integral health and psychology to create existential coherence and the development of subtle modes of perception.

PLO 5: Examine "religion" "spirituality" "philosophy", and "consciousness" in the context of our existence within an expanding galactic context and contemporary global society, evaluate the challenges posed in developing a global ethic and a pluralistic society, and formulate potential resolutions of these challenges through compassionate social engagement.

DEGREE REQUIREMENTS

The Doctor of Philosophy in Integral Noetic Sciences requires ninety-four (94) graduate quarter units, 72 units of course work including ten core courses (40 units), and 22 units of Dissertation sequence. Core course units completed at the Master's level do not have to be repeated, and they may be applied toward the Doctoral course requirements to a maximum of 16 quarter units, except the Spiritual Education requirement is to be fulfilled at both Master's and Doctoral level. Elective course units, beyond the core courses, may be completed by drawing upon the Integral Noetic Sciences electives and from the Institute's other programs.

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 INS 896, INS 897, and two research-based papers prior (or concurrent to) enrollment in the first of the Dissertation sequence.

Core courses	62 units
Electives	32 units
TOTAL	94 units

CORE CURRICULUM

- INS 700 Academic Writing Within the Human Sciences (4 units)
- INS 701 Foundations in Integral Studies (4 units)
- INS 702 Consciousness Studies (4 units)
- INS 703 Counseling & Communication Skills (4 units)
- INS 704 Spiritual Education (Several options available. See page 56) (4 units)
- INS 705 Advanced Qualitative Research Methods (4 units)
Prerequisite: INS 613 Introduction to Qualitative and Quantitative Research Methods or equivalent course from an accredited institution.
- INS 706 Advanced Quantitative Research Methods (4 units)
Prerequisite: INS 613 Introduction to Qualitative and Quantitative Research Methods

or equivalent course form an accredited institution.

- INS 715 Study of Eastern and Western Religions: Philosophy and Ethics (4 units)
- INS 718 Study of Eastern and Western Religions: Metaphysics and Healing (4 units)
- INS 730 Religion, Spirituality, and the Global Society: Foundations and Methods (4 units)
- INS 896 Dissertation Topic Research (5 units)
Prerequisite: Completion of all course work (core and elective courses)
- INS 897 Dissertation Methodology Review (5 units)
Prerequisite: 896 Dissertation Topic Research
- INS 898A Dissertation I (6 units)
Prerequisite: INS 897 Dissertation Methodology Review
- INS 898B Dissertation II (6 units)
Prerequisite: INS 898A Dissertation I

SAMPLE ELECTIVE COURSES

- INS 720 Shamanism and Indigenous Religions (4 units)
- INS 723 Buddhism (4 units)
- INS 724 Christian Mysticism (4 units)
- INS 725 Islam (4 units)
- INS 726 Judaism (4 units)
- INS 727 Hinduism (4 units)
- INS 728 Taoism (4 units)
- INS 790 Topic of Special Interest (2-4 units)
- INS 799 Independent Study (4 units)

*Additional courses in the areas of the science of consciousness, anomalous phenomena, and the design of wisdom systems are being developed as part of the new concentrations."

Concentrations within a Degree Program

Individually Designed Concentrations:

The Individually Designed Concentration (IDC) areas option has been designed to meet the needs of students who wish to design a course of studies within a degree program. IDCs may be proposed within any of the degree programs within the Schools of Integral Health, Integral Noetic Sciences, and Psychology. Students with IDC concentrations complete the same course courses and core course units for the degree program and design the IDC within the electives course units.

The student identifies and secures a faculty advisor, often the Program Director, who agrees to oversee the IDC. All continuing CIHS faculty members, including Program Directors, may serve as the academic advisor for an IDC. The faculty member's area(s) of expertise will align with the student's proposed area of study. The faculty member or Program Director is responsible for reviewing and approving the coursework (including electives and, if necessary, independent studies) and for providing the IDC student with advising including an annual advising during the spring quarter. The faculty advisor completes the student's pre-graduation audit associated with the IDC requirements. The faculty advisor usually is the Dissertation Committee Chair for PhD students or the Thesis Advisor for MA students.

Students who want to pursue a IDC should schedule a meeting with the Program Director to review administrative details.

Program Designed Concentrations (PDCs):

Degree Program Directors may design concentration areas to meet the needs of a group of students. Requirements for a PDC are the same as IDCs except that PDCs may be subject to an enrollment group minimum, and the Program Director and not the student will design the set of elective courses and independent studies that compose the concentration. Students pursuing a PDC should schedule a meeting with the Program Director for instructions regarding admittance requirements and administrative details. PDCs are subject to change and/or revision to meet the needs of students. The following PDCs are currently available:

- **School of Integral Noetic Sciences MA and PHD Degrees, Concentration in Anomalous Studies:** designed to prepare graduate students to research the transformative potential of people’s extraordinary anomalous experiences (e.g., paranormal, psi, multidimensional, galactic, esoteric, cryptological, transpersonal, UFO/ET encounters, and psychedelic); scientifically investigate, through mixed methods research, anomalous realities and their relationship to consciousness and subtle energies; and explore the resulting philosophical and ontological implications of anomalous phenomena on the nature of reality.
- **School of Integral Noetic Sciences MA and PHD Degrees, Concentration in Wisdom Design:** designed to prepare graduate students to design “wisdom systems” that serve the whole person within complex systems by applying principles of wellbeing economics, multicapital social impact, and wellness design to businesses and organizations as well as to social innovation and large-scale design projects.



School of Psychology

Psychology Programs

Master of Arts in Psychology

Doctor of Philosophy in Psychology

Mission

CIHS' Master's and Doctoral programs in Psychology offer concentrations that prepare students to participate in the versatile field of psychology. Because psychology is a versatile healing art CIHS offers traditional and non-traditional holistic paths. At the M.A. level, we offer a program in general psychology. The Ph.D. in Psychology with a Concentration in Clinical Licensure prepares students for license eligibility to become Clinical Psychologist in professional psychology. The Ph.D. in Psychology with a Concentration in Integral Psychology is for those who choose an alternative route and may already have degrees as healing practitioners or psychotherapists, or in any of the holistic and healing arts. Despite whichever program you choose, our entire curriculum considers the whole person, developing on body, mind, and spiritual domains. as a progressive, spiritual human being. Our entire curriculum honors mind, body, spirit unity and views clients as conscious, ever evolving human beings.

The Master of Arts in 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.

A unique feature of the M.A. and Ph.D. programs is the opportunity to draw upon the Life Physics, Integral Noetic Sciences, and Integral Health



curricula for elective requirements, providing a synthesis of holistic thought and an emphasis on consciousness and spirituality. It is important to check the rules and regulations of your state for licensure and other requirements. Please note that for licensure track students in particular, the availability of electives is limited because these students must complete a core curriculum of required and recommended classes. However, the underlying mission of the school informs all curricula.

The clinical study of psychology focuses on a traditional, clinical curriculum that is competitive with a traditional Clinical Psychology program in other universities, though it also reflects an emphasis on the Institute's core belief system. Completing CIHS' Ph.D. in Psychology program will provide the student with the necessary training to be effective in the field as a professional psychotherapist, research psychologist, or teaching psychologist. The program meets all state licensing requirements if that is the intended path. Additionally, the CIHS graduate is schooled in viewing clients as "whole people" -- spiritual human beings who may need guidance at this point in their lives. The emphasis on consciousness, mind, body, spirit, and the importance of diverse healing modalities is honored throughout the curriculum. In this way, the Ph.D. in Psychology with a Concentration in Clinical Licensure, for example, affords the student a unique opportunity to apply for licensure and become licensed as a Clinical Psychologist in California (or other 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 traditional "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 -- "What is wrong? How and why did it develop? What can be done?" -- from a holistic point of view and with the perspectives of psychotherapy and clinical psychology. Rigorous qualitative and quantitative research and dissertations are included because CIHS recognizes that clinically relevant issues must be examined systematically and according to widely accepted research standards. Though quantitative research is highly valued, a qualitative or mixed design emphasis in research is a strong and unique feature of the CIHS education. Many of our students welcome this opportunity to write a dissertation with this flexible methodological orientation guiding the research on holistic healing modalities.

The Psychology Program offers carefully designed core courses that provide a foundation for professional practice and research. In addition, it offers a range of elective courses that explore numerous topics relevant to psychology as a healing art.

Please note that at the time of publication, this catalog reflects the known requirements and best recommendations of the Board of Psychology (BOP) to partially prepare students to pursue licensure. The nature of these regulations changes annually. Ultimately, it is students' responsibility to ensure that their program complies with their professional goals and meets the rules and regulations of their state licensing board. The California BOP rules and regulations can be downloaded at https://www.psychology.ca.gov/laws_regs/index.shtml

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-level psychology and the trends and proper scope of the industry.

CIHS recognizes the distinctions between Master's level psychology and Doctoral level psychology. While many of the courses integrate both M.A. and Ph.D. students, the assignments, requirements, and course objectives differ to reflect the appropriate level of study.

Master of Arts in Psychology

PURPOSE

The Master of Arts in Psychology 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, students fulfill the remaining degree requirements by taking courses in substantive areas in psychology in order to meet requirements and also satisfy their specific needs and desires. The general psychology program as well as the integral track prepare the student to enter the doctoral programs at CIHS, including the Doctor of Philosophy in Psychology. The M.A. program prepares students for practitioner roles or for doctoral study through an interdisciplinary track that emphasizes general psychology, integral psychology, and Integral Noetic Sciences.

PROGRAM LEARNING OUTCOMES

Psychology Master's PLOs. Graduates of CIHS Psychology Master's program will be able to:

PLO 1: Understand people as ever evolving, multidimensional beings on a developmental journey toward wholeness, which encompasses the domains of mind, body, and spirit.

PLO 2: Apply transdisciplinary research, theory and praxis for effective counseling and communication in both traditional and non-traditional settings.

PLO 3: Explain and use holistic thought, that includes consciousness and spirituality.

PLO 4: Describe the theory and application of a broad spectrum of healing modalities, to include both traditional and non-traditional approaches.

PLO 5: Apply personal or community development using body-mind-spirit principles.

PREREQUISITES FOR ADMISSION

Bachelor's degree from a regionally accredited institution in a related field.

DEGREE REQUIREMENTS

Fifty-six (56) graduate quarter units are required to complete the Master of Arts degree in Psychology. Twenty-eight (28) graduate quarter units are earned in seven (7) 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 56-degree units necessary for graduation may be selected from any of the other Master's programs: Integral Health and Integral Noetic Sciences.

If the Master of Arts student is completing his/her degree with no intention of continuing in the Ph.D. program, the completion of a thesis (psychology) or special project 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.

Core courses	28 units
Electives	28 units
TOTAL	56 units

CORE CURRICULUM

- PSY 500 Academic Writing Within the Human Sciences (4 units)
- 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 (Several options available. See page 56) (4 units)
- PSY 505 Introduction to Qualitative and Quantitative Research Methods (4 units)
- PSY 690 Thesis or Special Project (4 units)

SAMPLE ELECTIVE COURSES

Students 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 506 Statistics (4 units)
- 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 632 Somatic Psychology (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 637 Group and Community Relationships (4 units)
- PSY 651 Psychoacoustics (4 units)
- PSY 657 Lifespan Development (4 units)

Doctor of Philosophy in Psychology

PURPOSE

The aim of the Ph.D. program in 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 are frequently addressed. Furthermore, in addition to the traditional clinical psychology curriculum, an emphasis on consciousness, spirituality, and holistic treatment is included.

The aim of the program is the understanding and application of consciousness and its relationship to the domains of mind, body, and spirit. The focus, thus, is holistic and integrative, in sync with the mission and principles of CIHS itself.

PROGRAM LEARNING OUTCOMES

Psychology Ph.D. PLOs. Graduates of CIHS Psychology Ph.D. program will be able to:

PLO 1: Examine people as ever evolving, multidimensional beings on a developmental journey toward wholeness, which encompasses the domains of mind, body, and spirit.

PLO 2: Apply transdisciplinary research, theory and praxis for effective counseling and communication in both tradi-

tional and non-traditional settings.

PLO 3: Construct a synthesis of holistic thought, that includes consciousness and spirituality.

PLO 4: Explore and advance the theory and application of a broad spectrum of healing modalities, to include both traditional and non-traditional approaches.

PLO 5: Create and integrate a personal framework for self and community healing

PREREQUISITES FOR ADMISSION

- Master's degree from a regionally accredited institution in Psychology or related field.
- PSY 505 Intro to Qualitative and Quantitative Research (or equivalent course from an accredited institution)
- PSY 607 Psychology of Personality (or equivalent course from an accredited institution)

DEGREE REQUIREMENTS

Ninety-four (94) graduate quarter units beyond the Master's Degree are required to complete the Doctor of Philosophy degree program in 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 Master's 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 Integral Noetic Sciences for coursework electives.

An additional requirement for students preparing for licensure is 50 hours of personal counseling with licensed professionals. This is arranged by the student. Please see the California Board of Psychology Laws & Regulations for details about licensure. Some of these hours can count toward licensure if undertaken during the supervision process. 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 Ph.D. students, graduate transfer credits may be granted for a total of 16-quarter units of relevant graduate courses previously completed at a regionally accredited institution for non-licensure students.* For licensure track doctoral students, two relevant courses or 8 units of graduate coursework may be transferred at the discretion of the Program Director.

Advancement to Candidacy consists of successful completion of all coursework (except PSY 896, PSY 897, and 2 research-based papers as detailed under Advancement to Candidacy (please see page 38) upon discussion with the Dean of Academic Affairs and/or Program Director) . 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.

PH .D . IN PSYCHOLOGY - CONCENTRATION IN CLINICAL LICENSURE

Core courses	50 units
Concentration in Clinical Licensure	28 units
Electives	16 units

TOTAL 94 units

PH.D. IN PSYCHOLOGY - CONCENTRATION IN INTEGRAL PSYCHOLOGY

Core courses 50 units

Electives 44 units

TOTAL 94 units

COURSE PREREQUISITES

- Core courses must be completed first.
- PSY 890-A and 890-B: When students reach 68 quarter credits, they enter into the Practicum class. This is preparation toward beginning internship (psyc trainee) upon 72 quarter credits. These hours can be obtained through an internship within a local community mental health agency or through the eventual CIHS Tele-therapy Clinic or both. All positions require a supervisor to guide and sign off on the trainee hours per licensing requirements.

CORE CURRICULUM

- PSY 700 Academic Writing Within the Human Sciences (4 units)
- 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 (Several options available. See page 56) (4 units)
- PSY 705 Advanced Qualitative Research Methods* (4 units)
Prerequisite: Introduction to Qualitative and Quantitative Research Methods
- PSY 706 Advanced Quantitative Research Methods* (4 units)
Prerequisite: Introduction to Qualitative and Quantitative Research Methods
- PSY 896 Dissertation Topic Research (5 units)
Prerequisite: Completion of all course work (core and elective courses)
- PSY 897 Dissertation Methodology Review (5 units)
Prerequisite: PSY 896 Dissertation Topic Research
- PSY 898A Dissertation I (6 units)
Prerequisite: PSY 897 Dissertation Methodology Review
- PSY 898B Dissertation II (6 units)
Prerequisite: PSY 898A Dissertation I

*Students may take PSY 733 Depth Psychology in lieu of PSY 703

REQUIRED COURSES FOR THE CONCENTRATION IN CLINICAL LICENSURE

Students intending to obtain state licensure are required to take a minimum of nine courses (28 units) from this section. Clinical licensing courses must be taken at the Doctoral level. Master level courses cannot transfer.

Required courses (28 units)

- PSY 708 Human Sexuality: Clinical Considerations (4 units)
- PSY 713 Family Violence, Partner Abuse, and Child Abuse: Assessment & Intervention (4 units)
- PSY 715 Aging, Long-term Care, and Grief (4 units)

- PSY 718 Substance Abuse: Assessment, Intervention, and Treatment (4 units)
- PSY 710 Ethics and Law in Psychology (4 units)
- PSY 719 Diagnosis in Clinical Psychology (4 units)
- PSY 819 Psychotherapy: Approaches and Strategies (4 units)
- PSY 890-A Practicum I (2 units)
*Prerequisite: completion of 68 credit hours in clinical psychology:
 PSY 708, PSY 713, PSY 715, PSY 718, PSY 710, PSY 719, and PSY819*
- PSY 890-B Practicum II (2 units)
Prerequisite: PSY-A Practicum I

SAMPLE ELECTIVE COURSES

Students in the Concentration in Clinical Licensure must select 16 units from the list of electives. Students in the Concentration in Integral Psychology must select 44 units from the list of electives or from other CIHS programs in consultation with the Program Director.

- PSY 707 Psychology of Personality (4 units)
- PSY 708 Human Sexuality: Clinical Considerations (4 units)
- PSY 709 Human Development and Archetypes (4 units)
- PSY 717 Psychopharmacology (4 units)
- PSY 723 Sociocultural Influences and Intervention Strategies (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 727 Couple Therapy (4 units)
- PSY 730 Psychopathology and Psychopathogenesis (4 units)
- PSY 732 Somatic Psychology (4 units)
- PSY 733 Depth Psychology (4 units)
- PSY 736 Psychology of the Chakras (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 756 Psychospiritual Healing Practices (4 units)
- PSY 763 Psychology of Shamanism (4 units)
- PSY 764 Transpersonal Psychology (4 units)
- PSY 784 Ecopsychology (4 units)

LICENSING REQUIREMENTS AS A PSYCHOLOGIST IN CALIFORNIA

The Board of Psychology is the relevant governing body for the psychology license in California. Upon WASC accreditation, Graduates who have earned a Ph.D. in Psychology from a State approved educational institution (such as CIHS) are eligible to take the licensing exam after 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 obtain the most recent edition of the Laws and Regulations. It can also be downloaded at https://www.psychology.ca.gov/laws_regs/index.shtml

Board of Psychology
1625 North Market Blvd, Suite N-215
Sacramento, CA 95834
Office Main Line 916-574-7720
Toll Free 866-503-3221
E-Mail: bopmail@dca.ca.gov

All regulations change yearly. 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.

Concentration in Integral Psychology

Students in the Concentration in Integral Psychology complete the 50 units of Core courses, and must select 44 units from the list of electives or from other CIHS programs in consultation with the Program Director.

PH.D. IN PSYCHOLOGY – CONCENTRATION IN INTEGRAL PSYCHOLOGY

Core courses	50 units
Concentration in Integral Psychology	44 units
TOTAL	94 units

Concentrations within a Degree Program

Individually Designed Concentrations:

The Individually Designed Concentration (IDC) areas option has been designed to meet the needs of students who wish to design a course of studies within a degree program. IDCs may be proposed within any of the degree programs within the Schools of Integral Health, Integral Noetic Sciences, and Psychology. Students with IDC concentrations complete the same course courses and core course units for the degree program and design the IDC within the electives course units.

The student identifies and secures a faculty advisor, often the Program Director, who agrees to oversee the IDC. All continuing CIHS faculty members, including Program Directors, may serve as the academic advisor for an IDC. The faculty member's area(s) of expertise will align with the student's proposed area of study. The faculty member or Program Director is responsible for reviewing and approving the coursework (including electives and, if necessary, independent studies) and for providing the IDC student with advising including an annual advising during the spring quarter. The faculty advisor completes the student's pre-graduation audit associated with the IDC requirements. The faculty advisor usually is the Dissertation Committee Chair for PhD students or the Thesis Advisor for MA students.

Students who want to pursue a IDC should schedule a meeting with the Program Director to review administrative details.

Program Designed Concentrations (PDCs):

Degree Program Directors may design concentration areas to meet the needs of a group of students. Requirements for a PDC are the same as IDCs except that PDCs may be subject to an enrollment group minimum, and the Program Director and not the student will design the set of elective courses and independent studies that compose the concentration. Students pursuing a PDC should schedule a meeting with the Program Director for instructions regarding admittance requirements and administrative details. PDCs are subject to change and/or revision to meet the needs of students. The following PDCs are currently available:

- **School of Psychology PHD Degree, Concentration in Clinical Licensure:** designed to prepare graduate students to obtain state licensure for practicing psychology. Twenty eight units of credit specific to this Concentration are required as described in the catalog.
- **School of Psychology PHD Degree, Concentration in Integral Psychology:** designed to prepare graduate students to draw on the models and methods of multiple schools of psychology (e.g., behavioral, depth, cognitive, psychoanalytic, somatic, environmental, transpersonal, gestalt, and neurological) in their chosen profession.



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.

Experimental Research

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 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, and 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.

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.

- 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)

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.

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.

Research Network

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.

SEMINARS/WORKSHOPS

The Center organizes an annual seminar/workshop related to “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 manufacturers 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).



Hiroshi Motoyama, Ph.D., Litt.D.
 Founder, The First President

Mrs. Kaoru Motoyama, Hon. Ph.D.

CALIFORNIA INSTITUTE
 FOR
 HUMAN SCIENCE



PRINCIPLES

Faculty & Administration

Founding President of CIHS

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

Dr. Hiroshi Motoyama (1992-2015), 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 Motoyoma-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.

Dr. Hiroshi Motoyama

- Ph.D., Philosophy and Psychology, 1962, Tokyo University of Literature and Science
- Litt.D., Literature and Science, 1956, Tokyo University of Literature and Science
- B.S., Psychophysiology, 1951, Tokyo University of Literature and Science

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- M.S., Physics, 1985, University of Colorado, Boulder
- B.A., Physics, 1982, The Colorado College

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- B.S., Business Management, 2009, California Coast University

DIRECTOR OF OUTCOMES, ASSESSMENT AND INSTITUTIONAL RESEARCH

Wanda Nitsch, Ph.D.

- Ph.D., Educational Leadership, 2005, Capella University
- MSc., Orthopedic Physical Therapy, 2000, University of St. Augustine for Health Sciences
- B.S., Physical Therapy, 1979, Stony Brook University

DIRECTOR OF PSYCHOLOGY PROGRAM

Farnaz Khoromi, Psy.D.

- Psy.D., Clinical Psychology, 2006, Alliant International University
- M.A., Mechanical Engineering/Applied Mathematics, 1987, University of Southern California
- B.S., Mechanical Engineering, 1982, University of Southern California

DEAN OF ACADEMIC AFFAIRS

William Howe, Ph.D.

- Ph.D., Educational Administration and Policy Analysis, Stanford University
- M.A., Sociology, Stanford University
- Ed.M. Educational Administration, Harvard University
- M.A. English, University of Massachusetts
- B.A., English, Northwestern University

DEAN OF INTEGRAL EDUCATION

INTEGRAL HEALTH Program Director

INTEGRAL NOETIC SCIENCES Program Director

Sean Esbjorn-Hargens, Ph.D.

- Ph.D., Humanities, 2005, California Institute of Integral Studies
- M.A., Philosophy & Religion, 2001, California Institute of Integral Studies
- B.S., Psychology & Philosophy, 1995, Lewis & Clark College

DEAN OF STUDENT LIFE

- TBD

DEAN OF ADMISSIONS & ENROLLMENT PLANNING

Joel Pilco, Ed.D.

- Ed.D., Educational Leadership & Management, 2017, Alliant International University
- M.B.A., International Business Administration, 2003, Alliant International University
- B.S., International Business Administration, 2001, United States International University

DEAN OF ADMINISTRATION/REGISTRAR

Hideki Baba, Ph.D.

- Ph.D., Human Science, 2003, California Institute for Human Science.
- M.A. Human Science, 2000, California Institute for Human Science.
- B.A. Religion, 1998, Temple University.

DIRECTOR, CENTER FOR LIFELONG LEARNING

Chiara Marrapodi, M.A.

- M.A., Integral Health, 2016, California Institute for Human Science
- B.A., Psychological Science, 2009, University of Queensland

DIRECTOR OF LIFE PHYSICS AND LABORATORY RESEARCH

Nandini Katre, Ph.D.

- Ph.D., Biochemistry & Biophysics, 1978, University of Pennsylvania
- M.Sc., Chemistry, Honors & Distinction, 1972, Indian Institute of Technology, Bombay
- B.Sc., Chemistry, Honors & Distinction, 1970, University of Bombay

DIRECTOR, M.A. IN INTEGRAL HEALTH - CONCENTRATION IN YOGA THERAPY

Dana Reece (Prempal Kaur), Ph.D.

- Ph.D., Education, 2003, The Claremont Graduate School
- M.A., English and American Literature, 1990, University of California, San Diego
- B.A. Literature and Writing, 1985, University of California, San Diego
- A.A. Spanish, 1981, MiraCosta College

Academic Program Consultants

INTEGRAL PSYCHOLOGY

Stanely Krippner, Ph. D.

CLINICAL PSYCHOLOGY

Roger Cavanaugh, Ph. D.

LIFE PHYSICS

James Mattioda, Ph.D.

William A. Tiller, Ph.D.

Shingo Tsukada, Ph.D.

Lead Faculty

Sam Aganov, Ph.D.

- Ph.D., Clinical Psychology, 2006, California Institute for Human Science
- M.B.A., Business Administration, 2010, Aspen University, Denver, CO
- M.S., Psychology, 1995, Kiev National University, Kiev, Ukraine,
- B.A., Psychology, 1996, Bemidji State University, Bemidji, MN

Mali Burgess, Ph.D.

- Ph.D., Interdisciplinary Arts and Sciences, 2004, Union Institute and University
- B.A., University Scholar and Independent Major, 1975, Princeton University

Nick Bustos, Ph.D.

- Ph.D., Clinical Psychology, 2017, California Institute for Human Science
- M.A. Counseling Psychology/Marriage & Family Therapy, 2011, University of San Francisco, Sacramento, CA
- B.A. Psychology, minor in Philosophy, 2003, University of the Pacific

Gaétan Chevalier, Ph.D.

- Ph.D., Engineering Physics, 1988, University of Montréal
- M.Sc.A. Applied Science, 1983, University of Montréal
- B.Eng. Engineering Physics, 1979, University of Montréal

Mary D. Clark, Ph.D.

- Ph.D., Psychology, 1969, Arizona State University
- M.A., Education, 1967, Arizona State University
- B.S., Psychology, 1965, Brigham Young University

Michelle Dexter, Ph.D.

- Ph.D., Culture, and Human Behavior, 2010, Alliant International University.
- M.A. Culture, and Human Behavior, 2004, Alliant International University.
- B.A. Behavioral Science, 1999, California State Polytechnic University, Pomona.

Michelle Fauver, Ph.D.

- Ph.D., Transpersonal Psychology, 2011, Institute of Transpersonal Psychology
- M.S., Transpersonal Psychology, 2011, Institute of Transpersonal Psychology
- B.S., 2005, Health Psychology and Spirituality, Bastyr University

Richard Jelusich, Ph.D.

- Ph.D., Human Science, 1999, California Institute for Human Science
- M.S., Systems Management, 1987, University of Southern California
- B.S., Business Management, 1977, San Diego State University

Sharon Mijares, Ph.D.

- Ph.D., Clinical Psychology, 1995, The Union Institute Graduate School |
- M.A. Psychology, 1991, Sonoma State University
- B.A. Psychology, 1990, The Union Institute Undergraduate School

Beverly Rubik, Ph.D.

- Ph.D., Biophysics, 1979 University of California, Berkeley
- B.S., Chemistry, 1972, Illinois Institute of Technology

Ron Strader, Ph.D.

- Ph.D. Life Physics, 2014, California Institute for Human Science
- Ph.D., Philosophy of Religion, 1981, The Claremont Graduate School
- M.A. Education, 1993, Chapman University
- M.A. Religion, 1981, Point Loma College
- B.A. Religion, 1966, Biola University
- B.S. Biological Sciences, 1966, Biola University

Adjunct Faculty

Kim Byrd-Rider, DPT.

- DPT. Physical Therapy, Boston University, 2014
- M.A. Psychology, Harvard University, 2020
- M.S. Physical Therapy, University of Oklahoma, 2009
- B.S. Health Science, University of Oklahoma, 2006
- Non-Profit Business Management, Harvard University, 2018

Ida Chin, Ph.D.

- Ph.D., Depth Psychology, Pacifica Graduate Institute, 2015
- M.S. Social Work, San Diego State University, 1999
- B.S., Biology, Drexel University, 1993

Tony Kashani, Ph.D.

- Ph.D. in Humanities with a concentration in Transformative Learning and Change, 2007, California Institute of Integral Studies
- M.A., Cinema Studies, 2001, San Francisco State University
- B.A., Broadcast and Electronic Communication Art with a concentration in Radio and Television, 1987, San Francisco State University

Nandini Katre, Ph.D.

- Ph.D., Biochemistry & Biophysics—University of Pennsylvania, PA, 1978M.Sc., Chemistry, Honors & Distinction, Indian Institute of Technology, Bombay, 1972B.Sc., Chemistry, Honors & Distinction, University of Bombay, 1970

Daniel Marston, Ph.D.

- Ph.D., Clinical Psychology, Nova University, 1992
- M.S., Psychology, Nova University, 1990
- B.S., Psychology, Saint Vincent College, 1987

Research Faculty

Tamara L. Goldsby, Ph.D.

- Ph.D., Psychology, 2009, University of Surrey
- Graduate Study, Social Psychology, 2000-2005, London School of Economics
- M.A., Counseling Psychology, 1990, National University
- M.A., Human Behavior, 1988, National University
- B.A., Psychology, 1986, Alliant International University

Claude Swanson, Ph.D.

- Ph.D., Physics, Princeton University, 1976
- Post-Doctoral, Mechanical Eng., Cornell University, 1976
- Post-Doctoral, Aeromechanical Eng., Princeton University, 1975
- B.S., Physics, M.I.T., 1969

David Muehsam, Ph.D.

- Ph.D., Neurophysiology, 2012, University of Bologna, Bologna, Italy
- B.A., Physics, Music, 1987, Hampshire College



Course Descriptions

Bachelor's Completion Program

BIS 200 Fundamental Academic Writing Skills for the Human Sciences

As an entry level Bachelor of Arts completion student, this required Fundamental Academic Writing Skills for the Human Sciences course (5 units) is CIHS' first core course. The BIS student will practice and master fundamental essay and research paper skills for the college graduate and beginning scientist/practitioner/researcher. This course is designed to help student's access and synthesize textual and printed data in textbooks, journals, and other media. This course will help the student master an emerging academic "voice." The student will learn to provide citations for paraphrased and quoted information as well as properly structuring and formatting papers into American Psychological Association (APA) writing industry standards, including case reports. This course is designed as the launch to complete the Bachelor of Arts in Integral Studies Program, and for continuing students to succeed and enter graduate level Research Methods and Writing. Courses. 5 units.

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 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)

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 206 Integral Perspectives on Health

See course description IH 507. (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.

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 socio-cultural 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 333 Introduction to Energy Psychology

(5 units)

See course description for PSY 633

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)

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 INS504 Spiritual Education. (5 units)

BIS 412 Introduction to Subtle Energy

See course description for IH 652

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 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)

BIS 423 Buddhist Concept

See course description for INS 623

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 426 Electrophysiology & Biofeedback

See course description for IH620 (5 units)

BIS 427 Hinduism

See course description for INS 627

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)

BIS 429 Quantum Concepts in Biology & Consciousness

See course description for IH628 (5 units)

BIS 463 Shamanic Healing and Indigenous Spirituality

See course description for INS 620

BIS 464 Christian Mysticism

See course description for INS 624

BIS 470 Basic Concepts of Homeopathy

See course description for IH 670

BIS 477 Hatha Yoga: Philosophy, Practice and Liberation

See course description for INS 677

School of Integral Health: Master Level Courses

IH 500 Academic Writing for the Human Sciences

This foundational course for incoming students to CIHS is designed to provide an integral understanding of the structure and form of academic writing in scholarly research through the lens of the human sciences. Based on an exploration of critical thinking and the craft of writing, students will develop fluency in APA style and written composition in addition to identification of and engagement with scholarly references. Course lectures, texts, and written exercises, including mini-writing workshops, will be supplemented by tips and techniques for successful academic writing from guest scholars and researchers and/or one-one-one writing labs with the instructor. (4 units)

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 INS504 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)

IH 584 Ecopsychology

See course description for PSY 584.

IH 645 Integral Spiritual Coaching

See course description for INS 745.

IH 652 Subtle Energy Systems I : Consciousness, Dynamics, and the Subtle Body

The subtle body is a dynamic system unique to each individual yet universal in nature. This course focuses

on selected approaches to the dynamics of the subtle body system. The course explores the etheric, astral, mental, and causal bodies, the subtle senses, the soul and the supersensible, the essential role the subtle body plays in health and healing, and the complex yet fundamental way subtle systems illuminate the forms and functions of life. (4 units)

IH 653 Subtle Energy Systems II : Consciousness, Cosmology, and the Subtle World

This course is an exploration of the subtle world, subtle realms, subtle fields, and states of awareness. The course explores personal accounts of the subtle world, health and healing and the subtle world, soul development, involution and evolution, subtle world ethics, the subtle world of nature, and the deepening of awareness. (4 units)

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. (4 units)

IH 699 Independent Study

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

IH 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)

IH 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)

IH 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)

IH 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)

IH 600 AMI Data Interpretation and Assessment

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 highlighting "BP," in particular, as parameter reflecting the Ki-energy conditions of the human meridian system. Feasibility of "chakra assesment" will also be raised as topic of special interest. A laboratory fee of \$120 is required. (4 units)

Prerequisite: IH 508

IH 605 Survey of Complementary Methods/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)

IH 612 Subtle Energy Devices Survey

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)

IH 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)

IH 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/IH 508/708, and IH600/700.

IH 628 Quantum Concepts for Biology and Consciousness

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)

IH 635 Advanced Subtle Energy Device Research

Contact the Integral Health Program Director for the course description.

IH 640 Biophysics of Neuroscience

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)

IH 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)

IH 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)

IH 677A Introduction to Biophoton Research

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)

IH 677B Biophoton Research Applications*

Contact the Integral Health Program Director for the course description.

IH 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)

IH 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)

IH 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.

IH 681 Consciousness Based Medicine

This course describes a new model of medicine developed in response to converging evidence suggesting consciousness is primary, preceding and giving rise to our physical bodies. We will explore the radical ramifications for how we define health and healing, what actually takes place during the healing process, and how we can best facilitate this process. You will also learn a practical system for making sense of the thousands of treatment options available, and a 7-level treatment protocol to help you most effectively tailor these treatments to individual people and problems.

IH 690 Thesis

See course description IH 690

IH 699 Independent Study

See course description IH 699

School of Integral Health: Doctoral Level Courses

IH 700 Academic Writing for the Human Sciences

See course description for IH 500 (4 units)

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 740 Paradigms of Health and Disease

See course description for IH527 (4 units)

IH 752 Subtle Energy Systems I : Consciousness, Dynamics, and the Subtle Body

See course description for IH 652 (4 units)

IH 753 Subtle Energy Systems II : Consciousness, Cosmology, and the Subtle World

See course description for IH 653 (4 units)

IH 784 Ecopsychology

See course description for PSY 584.

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)

IH 700 AMI Data Interpretation and Diagnosis

See description for IH 600 (4 units)

IH701 Foundations in Integral Studies

See description for IH 501 (4 units)

IH704 Spiritual Education

See description for IH 504 (4 units)

IH 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)

IH 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)

IH 708 Introduction to AMI Research

See description for IH 508. (4 units)

IH 710 Paradigms of Health and Disease

See description for IH 527 (4 units)

IH 711 Survey of Complementary Methods/Medicine

See description for IH 605. (4 units)

IH 712 Subtle Energy Devices Survey

See description for IH 612. (4 units)

IH 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)

IH 714 Traditional Chinese Medicine and Subtle Energy Systems

See course description for IH 523. (4 units)

IH 721 Basic Notions of Biophysics

See description for IH 521 (4 units)

IH 725 Integrative Anatomy and Physiology

See course description for IH 525. (4 units)

IH 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: IH 620

IH 723 AMI Applications for Research

See description for IH 623 (4 units)

IH 725 Integrative Anatomy & Physiology

See description for IH 525 (4 units)

IH 728 Quantum Concepts for Biology

See description for IH 628 (4 units)

IH 731 Karma, Reincarnation, and the Survival of

Consciousness

See description for INS 731 (4 units)

IH 741 Biophysics of Neuroscience

See description for IH 640. (4 units)

IH 751 Psychoacoustics

See description for IH 651. (4 units)

IH 764 Transpersonal Psychology

see description PSY 764 (4 units)

IH 770 Introduction to Homeopathy

See description for IH 670. (4 units)

IH 777A Introduction to Biophoton Research

See description for IH 677. (4 units)

IH 777B Biophoton Research Application

Contact the Integral Health Program Director for the course description.

IH 778 EEG and Brain Psychophysiology

See description for IH 678. (4 units)

IH 779 Human Bio-field: Scientific & Philosophical Concept

See description for IH 679. (4 units)

IH 781 Consciousness Based Medicine

See description for IH 681. (4 units)

IH 790 Topics of Special Interest

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

IH 799 Independent Study

See course description for IH 699

IH 801 Forefront Issues in the Mind-Body Problem

Contact the Integral Health Program Director for the course description.

IH 802 Advanced Foundations of Quantum Mechanics and Consciousness

Contact the Integral Health Program Director for the

course description.

School of Integral Noetic Sciences: Master Level Courses

INS 500 Academic Writing for the Human Sciences

See course description for IH 500. (4 units)

INS 501 Foundations in Integral Studies

See course description for PSY 501. (4 units)

INS 502 Consciousness Studies

See course description for PSY 502. (4 units)

INS 503* Counseling & Communication Skills

See course description for PSY 503. (4 units)

INS 504 Spiritual Education

See page 56.

INS 584 Ecopsychology

See course description for PSY 584.

INS 613 Introduction to Qualitative and Quantitative Research

See course description for PSY 505. (4 units)

*Advanced Qualitative Methods may be taken in its place.

INS 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)

INS 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)

INS 620 Shamanic Healing and Indigenous Spirituality

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.

INS 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)

INS 624 Christian Mysticism

This course will focus on Christian mystics and mysticism, with the goal of deepening your understanding of the principles and practices used by Western mystics through the ages. We will begin with an understanding of some academic frameworks for interpreting mysticism, and then you will be invited to enter directly into the heart of the Divine through the same tools and practices used by others who've entered into that Divine union. We will explore the writings of men and women who followed the mystical Christian path — from the Essenes, through the burgeoning era of the middle ages, and into the current day — discovering through their words the glorious, burning, ecstasy of Divine passion, and how what they've experienced can be relevant in your life today. (4 units)

INS 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)

INS 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 Mosaic law, the Kabala (Judaic mysticism), and the role and meaning of their prophets will be discussed. (4 units)

INS 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)

INS 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)

INS 680 Topics of Special Interest

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

INS 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. (4 units)

INS 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.

INS 523 Traditional Chinese Medicine and Subtle Energy System

See course description IH 523

INS 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, mus-

cular, 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.

INS 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.

INS 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.

INS 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.

INS 674 Theories of the Chakras

This course will explore several current and historical models of the human chakra system with particular emphasis on the evolutionary model described by Dr. Hiroshi Motoyama and awakening kundalini energy. The course will blend chakra theory and praxis to evoke poiesis, or the blossoming into form, of personal and planetary evolution. While the Psychology of Chakras course focuses on archetypes and cognitive stances, the Theories of Chakras course focuses on scientific and spiritual aspects of the chakras. This course is appropriate for all Comparative Religion and Philosophy and Integral Health students.

INS 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).

INS 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.

INS 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.

INS 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.

INS 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.

School of Integral Noetic Sciences: Doctoral Level Courses

INS 700 Academic Writing Within the Human Sciences

See course description for IH 500. (4 units)

INS 701 Foundations in Integral Studies

See course description for INS 501. (4 units)

INS 702 Consciousness Studies

See course description for INS 502. (4 units)

INS 703 Counseling & Communication Skills

See course description for INS 503. (4 units)

INS 704 Spiritual Education

See course description for INS 504. (4 units)

INS 705 Advanced Qualitative Research Methods

See course description for PSY 705. (4 units)

INS 706 Advanced Quantitative Research Methods

See course description for PSY 706. (4 units)

INS 715 Study of Eastern and Western Religions: Philosophy and Ethics

See course description for INS 615. (4 units)

INS 718 Study of Eastern and Western Religions: Metaphysics and Healing

See course description for INS 618. (4 units)

INS 720 Shamanic Healing and Indigenous Spirituality

See course description for INS 620. (4 units)

INS 896 Dissertation Topic Research

See course description for PSY 896. (5 units)

INS 897 Dissertation Methodology Review

See course description for PSY 897. (5 units)

INS 898A Dissertation I

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

INS 898B Dissertation II

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

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

INS 723 Buddhism

See course description for INS 623. (4 units)

INS 724 Christian Mysticism

See course description for INS 624. (4 units)

INS 725 Islam

See course description for INS 625. (4 units)

INS 726 Judaism

See course description for INS 626. (4 units)

INS 727 Hinduism

See course description for INS 627. (4 units)

INS 728 Taoism

See course description for INS 628. (4 units)

INS 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)

INS 730 Religion, Spirituality and the Global Society: Foundations and Methods

Inter-religious understanding is essential to being a global citizen, and to working with the diversity within our own culture. As we search for solutions to trans-national problems such as the environmental crisis, war, and economic inequities, it is essential to understand the diverse values and meaning-making that underlie these discourses. The discipline of Comparative Religions offers a route to achieving this insight. In this course we will explore the study of Comparative Religion & Philosophy through a variety of lenses and research methods. We will employ the lenses of theology, philosophy, anthropology, sociology, psychology, and phenomenology, breaking down our assumptions, so as to critically engage with our own belief systems and those of others. (4 units)

INS 731 Karma & Reincarnation and Survival of Consciousness

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)

INS 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)

INS 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)

INS 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)

INS 790 Topics of Special Interest

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

INS 799 Independent Study

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

INS 714 Traditional Chinese Medicine and Subtle Energy System

See course description for IH523 (4 units)

INS 770 Human Musculoskeletal System in Yoga

See course description for INS 670 (4 units)

INS 771 Yoga and Nutrition

See course description for INS 671 (4 units)

INS 772 Introduction to Ayurveda

See course description for INS 672 (4 units)

INS 773 Introduction to Yoga Philosophy

See course description for INS 673 (4 units)

INS 774 Theories of the Chakras

See course description for INS 674 (4 units)

INS 775 Toward a Superconsciousness: Foundations of Spiritual Evolution

See course description for INS 675 (4 units)

INS 776 Meridian Exercise

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

INS 777 Hatha Yoga

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

INS 778 Yin Yoga

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

INS 779 Meditation

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

INS 784 Ecopsychology

See course description for PSY 584.

School of Psychology: Master Level Courses

PSY 500 Academic Writing for the Human Sciences

This foundational course for incoming students to CIHS is designed to provide an integral understanding of the structure and form of academic writing in scholarly research through the lens of the human sciences. Based on an exploration of critical thinking and the craft of writing, students will develop fluency in APA style and written composition in addition to identification of and engagement with scholarly references. Course lectures, texts, and written exercises, including mini-writing workshops, will be supplemented by tips and techniques for successful academic writing from guest scholars and researchers and/or one-one-one writing labs with the instructor. (4 units)

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 INS 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 is 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)

PSY 584 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 607 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

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

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 613 Family Violence, Partner Abuse, & Child Abuse: Assessment & Intervention

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

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

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

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 625 Sociocultural Influences and Intervention Strategies

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 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 630 Psychopathology & Psychopathogenesis

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 632 Somatic Psychology

Study of the relationship between mind and body. Body-mind wisdom and related consciousness are explored. History of influences on mind-body split and body-mind healing move into current research in somatic psychology and psychotherapeutic approaches. Ways of treating the body-mind are addressed as life experiences are embodied experiences. Our investigation into the phenomenology central to the art and science of psychotherapy must include a focus on one's experience of somatic processes (breathing, movement, release of muscular tensions, emotional expressions, etc.) are a necessity for authentic spiritual awakening. These topics along with readings and somatically based experiential exercises will be a central focus of the course. Eastern, Western, and feminist perspectives are included. Mind-body therapies will be studied for their role in healing effects of trauma. This includes the role of one's own breath in reintegrating mind and body.

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

Pranic Healing is a comprehensive integrated energy based healing system that utilizes prana to facilitate the body's innate ability to heal. Participants will learn energy anatomy, energetic hygiene, skills to feel, control and apply prana, and specific prana colors for specific purposes to accelerate healing. They will learn how to release crippling energetic patterns

caused by stress, trauma, abuse and negative belief patterns. In addition, they will learn self-healing, long-distance healing and Divine healing strategies. Throughout the course participants will participate in experiential exercises with each other as well as with outside volunteers. Applications for professional and healthcare practices will be outlined. 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 INS 504 item #10. (4 units)

PSY 637 Group and Community Relationships

This course explores human behaviors, including the shared need for dignity, compassion and respect. Communication patterns from hypocrisy to congruence and compassion are examined. This includes an examination of White privilege, prejudice, and forms of oppression. The goal is to examine, interpret, and transform human behaviors preventing communication on physical, mental, emotional, and spiritual levels. This includes research on oppressive behaviors by dominant cultures upon other ones. The course goal is to interpret ways for becoming healthier integrated human beings

PSY638 Depth Psychology

Depth Psychology is an interdisciplinary focus of the inner self, including archetypal and synchronistic influences. The focus includes the study of myth, critical analysis, creativity and the media, psychedelics, and philosophy. Depth psychology examines individual and collective human suffering from Jungian, Freudian, and Grofian perspectives to help individuals become aware of what has been ignored in consciousness or not yet able to be acknowledged. Healing is associated with allowing what has been repressed, rejected, denied or ignored to come forward so that the person can understand, explore its significance and integrate it, allowing for a transformation in consciousness. The focus is intended to illuminate unconscious processes communicating and impacting self, society, and the globe as each of these influence

multi-leveled behaviors.

PSY 645 Spiritual Coaching

See course description for INS 745

PSY 651 Psychoacoustics

See course description for IH 651

PSY 657 Lifespan Development

The human journey is explored in depth from conception through old age encompassing both popular and psychospiritual perspectives. The development of personality through the life stages leading to fulfilling life goals and dying with integrity. Understanding how perceptions, cognition, relationship capacity, and development of moral ideals develop and change through life stages. This will include perspectives from a variety of cultures and races from the Global North through the Global South.

PSY 663 Shamanic Healing and Indigenous Spirituality

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 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 or Special Project

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. (4 units)

PSY 699 Independent Study

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

School of Psychology: Doctoral Level Courses

PSY 700 Academic Writing Within the Human Sciences

See course description for PSY 500

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 appropri-

ate 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)

PSY 707 Psychology of Personality

See course description for PSY 607. (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 709 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 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 713 Family Violence, Partner Abuse, & Child Abuse: Assessment & Intervention

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 715 Aging, Long-term Care, and Grief

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. (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

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)

PSY723 Sociocultural Influences and Intervention Strategies

See course description for PSY 625

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 727 Couple Therapy

This course is designed to assist the developing clinician in establishing an integrative, practice-based skillset in the provision of couple therapy. Major theories and dominant contemporary models of couple therapy will be explored, covering its psychodynamic, systemic and humanistic-experiential influences as

well as treatment methods grounded in third wave cognitive-behavioral therapy, attachment-based theory, and postmodern/social constructionist thought. Students will be encouraged to critically reflect on areas of potential bias in the treatment of couples, with additional emphasis placed on working with diverse populations. Students will come away with a deeper understanding of themselves with relation to the client-couple, allowing for the emergence a broader, more inclusive framework in the assessment and treatment of couple dyads.

PSY 730 Psychopathology and Psychopathogenesis

See course description for PSY 630.

PSY 732 Somatic Psychology

See course description for PSY 632

PSY 733 Depth Psychology

See course description for PSY 638

PSY 736 Psychology of the Chakras

See course description for INS 504 item 12.

PSY 744 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)

PSY 745 Spiritual Coaching

See course description for INS 745

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)

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 750 Energy Psychology: Foundations and Therapy

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 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 754 Pranic Healing

Pranic Healing is a comprehensive integrated energy based healing system that utilizes prana to facilitate

the body's innate ability to heal. Participants will learn energy anatomy, energetic hygiene, skills to feel, control and apply prana, and specific prana colors for specific purposes to accelerate healing. They will learn how to release crippling energetic patterns caused by stress, trauma, abuse and negative belief patterns. In addition, they will learn self-healing, long-distance healing and Divine healing strategies. Throughout the course participants will participate in experiential exercises with each other as well as with outside volunteers. Applications for professional and healthcare practices will be outlined.

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 756 Psychospiritual Healing Practices

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 Shamanic Healing and Indigenous Spirituality

See course description for PSY 663.

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

See course description for PSY 584.

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)

PSY 819 Psychotherapy Approaches and Strategies

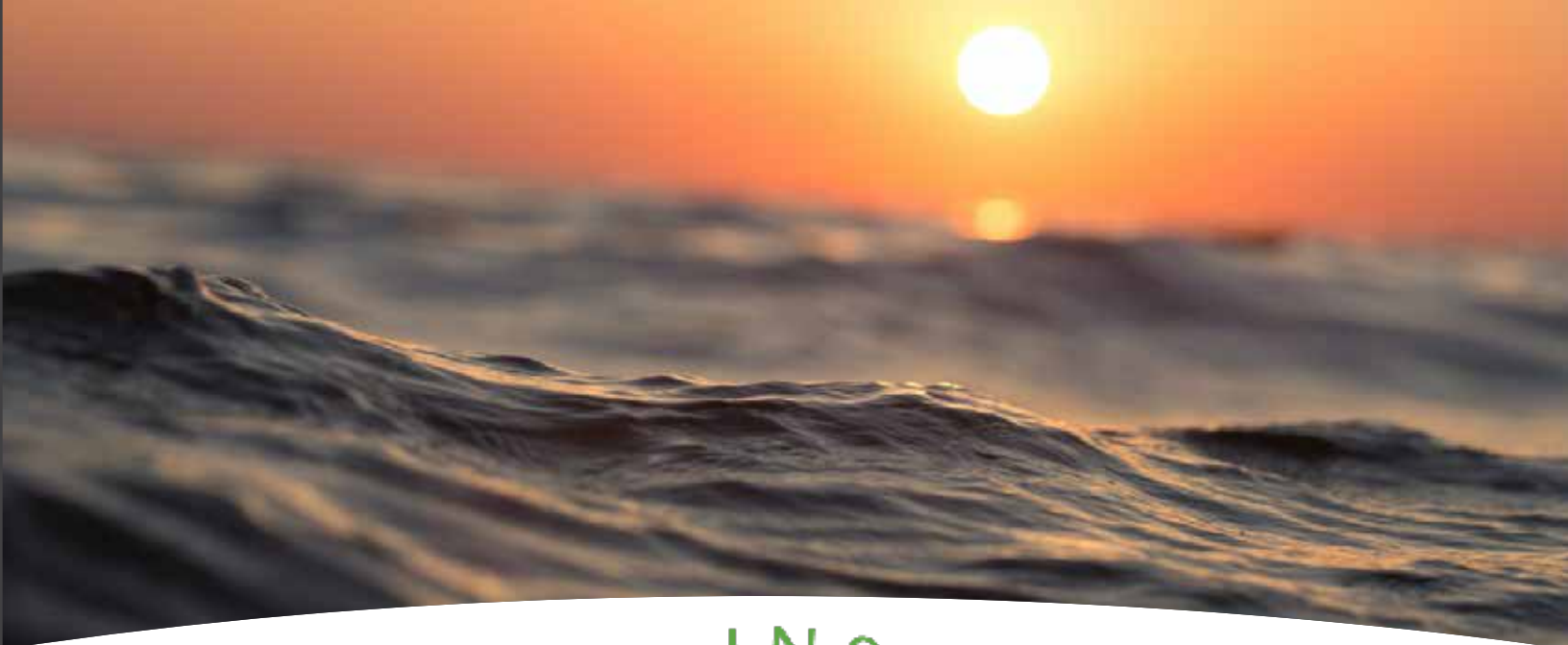
See course description for PSY 619. Doctoral students will have an alternate syllabus and exercises to facilitate therapeutic skills. (4 units)

PSY 890-A Practicum I (2 units)

This Practicum course is a requirement for students enrolled in the Clinical Psychology track. It both supports and deepens trainees' clinical training. Psych trainees will learn enhanced assessment and intervention skills. Although attention will be given to evidence-based treatments, interventions will be addressed from a wide range of theoretical and psychospiritual orientations. The role of ethics and balanced care for both clients and practitioners will be emphasized. The synchronous Practicum will take place on Zoom.

PSY 890-B Practicum II (2 units)

Practicum II course continues the required training for students enrolled in the Clinical Psychology track. It both supports and deepens trainees' clinical training. Psych trainees will learn enhanced assessment and intervention skills. Although attention will be given to evidence-based treatments, interventions will be addressed from a wide range of theoretical and psychospiritual orientations. The role of ethics and balanced care for both clients and practitioners will be emphasized. The synchronous Practicum will take place on Zoom.



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